

Statement of Variance Reporting 2025



School Name:	Te Parito Kōwhai Russley School	School Number:	3496
Strategic Aim:	Growing Together - Shaping connected curriculum		
Annual Aim:	Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact.		
Target:	<p>10 x Learners</p> <ul style="list-style-type: none"> • 10 Year 1 students (As of 26 Feb they have had either 14 or 24 weeks at school) • 5 male and 5 female • 3 NZ European, 2 Samoan, 1 Indian, 1 Latin American, 1 South African, 1 Middle Eastern, 1 Sri Lankan <p>These 10 learners will complete 40 weeks at school in Term 3 or 4 (two different intakes) and will achieve 'proficiently' (24-30 words) in the new standardised phonics check at their 40 week assessment.</p>		
Baseline Data:	<ul style="list-style-type: none"> • Students are beginning school with little grapheme and phoneme (letter and sound) knowledge. • Initial data shows that of the 10 learners, 9 knew under 10 sounds on their first day of school. 3 of which knew 0 sounds, and another 3 were under 5 sounds. • Many of those who could identify sounds struggled to blend these sounds together and were therefore unable to decode CVC words. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>There were a number interventions delivered over the course of year.</p> <p>Additional Structured Literacy professional development was sought for staff directly related to add great understanding and scope.</p> <p>A teacher assistant was trained to deliver in-class 'added value' strategies to the targeted group and other students who would benefit from core and more.</p> <p>Use of 'sound slide' visual and manipulatives was introduced to assist with the blending CVC words. Practice reading of 'Read and Grab' Stage cards. Use of Word Chains to help students identify sounds changing, and decode/encode accordingly. The teacher assistant provided additional targeted intervention in addition to the in-class teaching.</p> <p>A decision was made to deliberately slow down the teaching of sounds to ensure mastery of sounds. 1 sound per week, not 2.</p> <p>A home/school partnership was established so that students took home fluency strips, for parents to help assist at home, and gain mileage. (Once reached Stage 4)</p> <p>Additional new Decodable Readers Stage 1-4 which follow the same</p>	<p><i>1 of the 10 target students has left Russley School and therefore only 9 learners data has been analysed.</i></p> <p>All 9 learners have completed their 40 weeks at school and had the standardised phonics test with the following results:</p> <ul style="list-style-type: none"> • 1 (11%) learner exceeded • 2 (22%) learners proficiently achieved • 4 (44%) learners were progressing towards • 2 (22%) learners needed support • 2 students moved from Needing Support to Progressing Towards from their 20 week to 40 week assessments. • 2 students who scored 0 in their 20 week assessment read 10 and 16 words by 40 weeks, showing a large improvement. • 33% of our learners met or exceeded our target of achieving 'proficiently' (24-30 words) in the new standardised phonics check at their 40 week assessment. However, only 22% fall into the category of Needing Support. 	<p>The impact of using a TA to use a sound slide visual and manipulatives has been an effective extra support for these students. They are blending sounds more independently and the exercise caters for visual and kinaesthetic learners. We know this was effective due to independence developing with this skill and mid Term 2, classroom teachers, removed some of the TA support for two of our target learners, due to their progress being significant.</p> <p>Students have become faster at reading the read and grab word cards, at their appropriate level.</p> <p>Ensuring the use of pseudo words in daily phonics lessons has also improved understanding of blending. Students learned to blend without relying on meaning. At first, students were unsure of saying a word which made 'no sense' to them, but they became confident in using letter-sound knowledge to read what is written, not what they think should be written. This also translated directly into their phonics check test which is made up of both normal and pseudo words.</p> <p>The Structured Literacy course which KC attended, consolidated her already good knowledge of how to teach structured literacy and reviewed some good strategies to use with our target learners within her reading programme.</p> <p>Integrating phonics skills into poetry, handwriting and shared writing</p>	<p>Structured Literacy needs to continue to take place in all junior classrooms with continued focus of learning phoneme sounds. Students will naturally apply meaning to texts, helping to read sentences, so it is important to practise reading words in the form of speed words, so they have to apply phoneme information and blend.</p> <p>Word Chains are an effective way of getting students to hear individual phonemes and then read and write accordingly.</p> <p>As they move from Year 1 to Year 2/3 classes, they will have their Structured Literacy groups, as well as whole class phonics teaching, where they will continue to learn to read and write phonemic patterns.</p> <p>Small intervention groups should take place to further reinforce encoding and decoding of words, this is now made easier without collaborative spaces.</p> <p>Learners should not move through the stages too quickly, ensuring they have a solid understanding of the phonemes. The purchase of new texts has allowed teachers more opportunities to teach specific sounds in a meaningful context.</p>

scope and sequence were purchased to provide variety of material.

allowed students more opportunities to practise skills and hear correct blending being modelled.

Planning for next year:

The advice spoken to in the evaluation will be added into our planning for next year.

School Name:

Te Parito Kōwhai Russley School

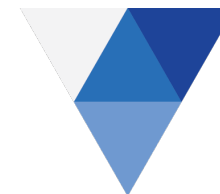
School Number: 3496

Strategic Aim:

Growing Together - Shaping connected curriculum

Annual Aim:	To improve literacy capability through writing.
Target:	<p>The aspiration is that each identified student makes at least 2 sub-levels shift over the year.</p> <ul style="list-style-type: none"> • The whole team approach is to use weekly Quick Write RTLB intervention and the new CBM Curriculum-Based Measurement tool. • Teach specific handwriting lessons pw. • Teach specific Code lessons pw. • Teach regular TWR lessons targeting sentence work, grammar and SPOs pw.
Baseline Data:	<p>Using the Curriculum-based Measurement tool, this is how the following baseline data presented.</p> <p>Y4 @ 1A = 14 students 5 girls, 9 Boys (5 ELL)</p> <p>Y5 @ 2B = 10 students - 5 girls, 5 boys (4 ELL)</p> <p>Y6 @ 2A = 6 students - 5 girls, 1 boy (1 ELL)</p>

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	
<p>These identified students were finding writing a difficult task, now and in their previous time at school.</p> <p>Teachers were upskilled in their understanding of the Curriculum-based Measurement tool.</p> <p>The background of the students that put them in this target was critiqued in full and summarised below.</p> <p>Limited Vocabulary: Students may struggle to express their ideas clearly if they lack a broad range of vocabulary, which can make writing feel challenging and frustrating.</p> <p>Weak Grammar and Sentence Structure: Difficulties with grammar, punctuation and sentence construction can hinder students from producing coherent and accurate writing, leading to incomplete or unclear work.</p> <p>Limited Writing Experience: Students who have had limited opportunities to write or practice writing may lack fluency, confidence, and the skills needed to develop ideas fully.</p> <p>Poor Spelling and Decoding Skills: Learners with challenges in spelling or decoding words may become discouraged from writing and may avoid using more complex vocabulary or sentence structures.</p> <p>Language Barriers: For ELL (English Language Learners) students, struggles with understanding and applying English grammar, vocabulary, and sentence</p>	<p><u>July Progress towards target:</u> Mid-year assessment:</p> <p>Of the 30 students: 22 made 1 sub-level increase at mid-year. 1 made 2 sub-level increase at mid-year. 8 made 0 sub-level increase at mid-year.</p> <p>22 of the 30 students made at least a sub-level progress in the first half of the year.</p> <p>Y4: (14 students)</p> <ul style="list-style-type: none"> • +1 sub-level - 10 students • 0 sub-level - 4 students <p>Y5: (10 students)</p> <ul style="list-style-type: none"> • +2 sub-level- 1 student • +1sub-level- 7 students • 0 sub-level - 2 students <p>Y6 (6 students)</p> <ul style="list-style-type: none"> • +1 sub-level- 4 students • 0 sub-level - 2 student <p><u>End of year progress towards target:</u></p> <p>Of the 30 students:</p>	<p>This was a targeted team approach. Regular and dedicated reflection took place as to what was being noticed, challenges that were presenting, and resolutions discussed.</p> <p>There was a opportunity to change practice in real time. Having a co-ordinated approach maximised the learning for everyone.</p> <p>We believe the familiarity of the teaching structure, followed by the consistent opportunity to use a consistent tool to back up the TWR teaching, provided confidence for the writers.</p> <p>With the layers of complexity involved in actually being able together a coherent piece of writing, when reflecting on all the background deficits the students had, these shifts were very heartening.</p>	

<p>structure can create significant barriers to writing effectively.</p> <p>Writing Anxiety or Lack of Confidence: Fear of making mistakes, anxiety around writing tasks, or a lack of confidence in their abilities can prevent students from fully engaging in writing activities.</p> <p>Cognitive or Learning Disabilities: Students with specific learning disabilities, such as dyslexia, may have difficulty with writing tasks due to challenges in processing written language, memory, and organising thoughts.</p> <p>Limited Fine Motor Skills: For younger students, or those with motor difficulties, issues with handwriting and the physical act of writing can lead to frustration and a reluctance to engage in writing activities.</p> <p>Core writing tasks such as taught handwriting lessons were included, and a focus on frequency of writing; little and often.</p>	<p>12 students made 1 sub-level increase</p> <p><u>16 students made accelerated progress of 2 or more sub-levels</u></p> <p>2 students made 0 sub-level progress</p> <p>Y6 (6 students):</p> <ul style="list-style-type: none"> • 2 sub-levels = 4 students • 1 sub-level = 1 student • 0 sub-levels = 1 student <p>Y5 (10 students)</p> <ul style="list-style-type: none"> • 2 sub-levels = 4 students • 1 sub-level = 6 students <p>Y4 (14 students)</p> <ul style="list-style-type: none"> • +3 sub-levels = 2 students • +2 sub-levels = 6 students • +1 sub-level = 5 students • + 0 sub-levels = 1 student 		
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Planning for next year:

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Strategic Aim:	Growing Together - Shaping connected curriculum
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Annual Aim:	To improve literacy capability through writing.
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Target:	<p>We have chosen the Year 8 students who were 'below the expected writing achievement based on the end of 2024's data; they achieved 3a at the end of the year. If they attain a two sub-level increase, their end-of-year grade will be 4p, which is the expected achievement level for Year 8s at the end of the year.</p> <p>We have chosen this group as the 2024 end of year data reported that only 35% of Year 7s achieved at or above in Writing. Within this group, we have decided to target this group of boys who have consistently been just below their expected achievement level.</p>
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Baseline Data:	<p style="text-align: center;">March 2025 starting year data (curriculum level)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Below 3P</th> <th>3P</th> <th>3A</th> <th>4B</th> <th>4P</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Below 3P	3P	3A	4B	4P	1	2	5	5	0
Below 3P	3P	3A	4B	4P							
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<p>Engaging the senior boys in this intervention was a key. Many had struggled with writing throughout their schooling years. A grounded, realistic and down-to-earth approach was taken to connect their motivation to the task at hand.</p> <p>Perhaps the most targeted teaching of The Writing Revolution, supported with several external strategies as well; The Game of Awesome and Quill. Both of these connected with most of the boys and had an element of self-management and ownership that enhanced the motivation required. There was very deliberate approach to engage parents in the target group, with a clear explanation for the focused intervention, and a request for them to support and encourage from home. We also targeted a particular focus on the use of descriptive language in their everyday writing. Encouragement to experiment with language and give things a try.</p>	<p>End of year results Two students have stayed at the same level, two students increased by one sub level, eight students increased by 2 sub levels, one student increased by 3 sub levels. The biggest improvements were in Vocabulary, Sentence Structure and Punctuation.</p> <table border="1" data-bbox="651 504 1104 868"> <thead> <tr> <th></th> <th>Below 3p</th> <th>3p</th> <th>3a</th> <th>4b</th> <th>4p</th> <th>4a</th> </tr> </thead> <tbody> <tr> <td>Term One</td> <td>1</td> <td>2</td> <td>5</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Term Two</td> <td>2</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Term Four</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>(2024 Writing grade (all 3a) compared to Term Four results) Two students have stayed at the same level, two students increased by one sub level, eight students increased by 2 sub levels, one student increased by 3 sub levels</p> <p>Possible reason for no to little shift in November: Of the students who made either no or little progress: One student works well, but finds writing harder and is not particularly motivated by it. ADHD student: definitely his mindset towards learning throughout the year. He came to the beginning of the year interview and said he was looking forward to the end of year and there was no need to work hard.</p>		Below 3p	3p	3a	4b	4p	4a	Term One	1	2	5	5	0	0	Term Two	2	1	3	3	3	0	Term Four	0	0	2	2	8	1	<p>What went well: We provided lots of opportunity to write:</p> <ul style="list-style-type: none"> • Lots of learning through “The Writing Revolution” and then constantly revisiting this throughout the year. • We used ‘Quick Writes’, which last about 15 minutes and provide structure so the students know what to include. • We consistently referred to their writing feedback, which allowed them to see which area of writing they deliberately needed to target. • We targeted working with this group (and others) either individually or in small groups. 	<p>Recommendations: The data shows we need to emphasise the teaching of Structure and Language, Sentence Structure and Punctuation. Sentence Structure and Punctuation will be specifically targeted in Term One 2026, where there is a big focus of structured literacy, based on “The Writing Revolution.” Structure and Language is more genre specific, and will be taught within the three domains of writing to entertain, inform and persuade. As noted in “What went well”, we will continue to provide specific teaching of the required writing skills, based around “The Writing Revolution” and the new English curriculum. It is also important to maintain motivation to write, as we have through Quick Writes and similar tasks. As well, ensuring constant revisiting of learning intentions and success criteria, providing feedback and then targeted support is essential. We must also make a link for the need to connect reading with writing; exploring new vocabulary, including spelling, how the author structures text, and providing ‘reading mileage’ cannot be left to chance.</p>
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Another student is reticent with punctuation use, and even with consistent reminding makes simple errors. This student has some good ideas but his surface features regularly detract from his grades.
Another student who showed little progress has dyslexia, and overall we're very pleased with his improvement - he worked hard this year.

Planning for next year:

With curriculum implementation changes in mind, the need to justify one hour a day of explicit teaching of reading, writing and maths will pose challenges to the preparation and planning such an approach again. We will need to make a judgment about how to include a similar approach when the Maths and English curriculums are confirmed, along with the approaches that are advocated to support these.