



## English Hubs' Review

The first page of this document is to be completed beforehand, the remainder will be referred to on the day.

**School:** St Swithun's Catholic Primary School  
**Headteacher:** Jenny Verhiest

**Supporting English Hub:** Springhill

**Date:** 28/11/24

**English hub team member:** Ola Dass

**Form entry (PAN)** 45

**SSP:** RWI    **Started:** September 2022

### Data Analysis

YEAR 1 Phonics Screening Check					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
45 (77%)	6 (50% achieved)	45 (84%)	7 (43% achieved)	45 (71%)	8 (63% achieved)

YEAR 2 Phonics Screening Check Re-sit					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
7 (71%)	7 (57% achieved)	14 (64%)	9 (56%)	14 (43%)	8 (63%)

Reception - Good Level of Development					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
84%	6 (50% achieved)	82%	7 (43% achieved)	84%	8 (50% achieved)

ELG – composite measure for communication, language and literacy					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
84%	6 (50% achieved)	82%	7 (43% achieved)	84%	8 (50% achieved)

YEAR 2 Reading- End of Key Stage 1					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
78%	8 (63% achieved)	75%	8 (63% achieved)	51%	12 (58% achieved)

YEAR 6 Reading- End of Key Stage 2					
2024		2023		2022	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
89%	8 (63% achieved)	71%	7 (43% achieved)	95%	8 (63% achieved)



## English Hubs' review

Matched to [Ofsted's Education Inspection Framework](#) (EIF) and Challenge Checklist  
A = strong; B = some development required; C = significant development required

### A. Teach with fidelity to an SSP programme

'The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term.' [School inspection handbook](#) (SIH) p87: 298

The leadership team ensure that:	A	B	C	Comments
1. Sufficient time is given to teaching phonics, reading and writing				Reception have 45 mins daily, including phonics/reading and writing plus 45 mins English lesson on top of RWI phonics Y1 upwards have 45 minutes of RWI phonics/reading and writing tasks plus 1 hour of English with a focus on writing 5 days / week Tutoring in the afternoons; YR 5 mins / daily, Y1 onwards + - 10 mins / daily
2. All teachers and TAs teach the chosen SSP programme confidently				All teachers and TAs teaching phonics have a good understanding of the lesson structure and the aim of each task and follow the RWI lesson plans with fidelity. School does not have access to the RWI Online Portal in order to support staff development. Phonics lead is experienced and is using RWI handbook to support staff. <b>Action:</b> Consider subscribing to RWI portal.
3. There are clear term-by-term expectations of progress and pace is maintained				Assessments take place at the end of each half term, the school follows the RWI guidance on expectations and children are regrouped accordingly
4. Pupils' letter-sound knowledge and word reading is assessed every term /half term				Yes
5. The SSP programme is continued for pupils until they read fluently				Children in Blue and Grey groups practice fluency and have a timed assessment before moving off the programme to comprehension lessons. Children in Y3 and 4 who still require phonics have lessons with a trained TA. School does not have access to the RWI KS2 Fresh Start programme so the main programme is followed. Action; In order to access Fresh Start school will need to subscribe to RWI portal.
6. Parents are informed of what is taught and how they could provide extra practice to develop fluency; how the school will				Phonics Lead organises meetings with different year group parents, including several meetings for Reception parents as the children progress in their learning. Home reading books are sent home every week. In Reception, the



<p>provide extra practice to prevent serious problems developing.</p>		<p>tricky words are also sent home to practice. Reception parents are invited weekly to read with their children. Parents evenings and end of year reports update parents on children's progress. RWI information is on the school website.</p> <p><b>Action:</b> School does not have access to the RWI Online Portal which means Virtual Classroom films cannot be sent home to support pupils falling behind and increase parent knowledge. Many families are EAL and would potentially be more engaged through these films.</p>
<p><b>Additional comments and actions</b>  <i>[Please delete this box if further comments and actions are recorded in a separate document]</i></p> <p><b>Actions:</b>            Plans are made to add phonics power points with a voice over for parents to access through the website.</p>		

## B. Make a strong start in Year R

Reception teachers:	A	B	C	Comments
1. Timetable daily SSP lessons from September				Yes, phonics lessons started in the first week Reception was in full time (3 <sup>rd</sup> week of school)
2. Ensure that sufficient time is given to the teaching of phonics, reading and writing				Yes – see section A above. Additional practice in Reception takes place (phonics tasks in continuous provision, Pinny Time, etc)
3. Identify pupils who are falling behind, in their first few weeks in school				Teachers use the baseline assessment and AfL during phonics to identify children falling behind. Reception teachers re-assess children every 3 weeks to move them on. Summative assessments are used to teach to gaps and 2 TAs provide additional practice for these children.
4. Ensure extra practice matches the school's SSP programme				RWI Tutoring guidance is used and tutoring sessions are monitored by Phonics Lead. Record sheets for all tutored children are regularly updated and shared with Phonics Lead.
5. Ensure all pupils sit where they can see the teacher and resources during SSP lessons				Children have full visibility of the teacher and the resources. All posters are in the classes.
6. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home				In the initial Phonics meeting the RWI programme is explained to parents and pure sounds are



			modelled. The decoding process used for reading is explained and modelled. As children are being grouped, parents are invited for a meeting to understand what each group is learning and how children are being regrouped throughout the year. They are told what resources are sent home and how to support children's reading at home.
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>			

### C. Ensure cumulative progression of sounds and books

*'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.'* SIH p87: 298

The leadership team ensure that:	A	B	C	Comments
1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are <i>not</i> sorted by traditional 'Book-Banding' criteria based on a mix of methods)				RWI Oxford University Press books are used exclusively for children on the phonics programme. Books are organised in the sequence of teaching of sounds and packs with the necessary resources for each book are made for teachers to use during lessons.
2. Pupils are <i>not</i> asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition				
3. Pupils re-read these texts/books at school and home to build fluency				Children have 5 reading sessions a week where they practice reading sounds and words from the book, decode the text and build fluency. Linked books are sent home weekly following the RWI guidance.
4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently				
5. Parents know how to increase their children's fluency in reading sounds, words and books				Parents are engaged and supportive. Additional support and signposting is provided for EAL families. The Online Portal's Virtual Classroom films to send home would be very beneficial.
6. Parents understand the difference between stories to share and stories that children read aloud				School communicates this very clearly to parents through the meetings, newsletters, teacher conversations with parents and the work on love of



			reading (e.g. coffee mornings covering sharing stories, building vocabulary, etc.).
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>			
Currently, the school lacks funds for replenishing the books stock, and additional decodable books are needed (including non-fiction).			

#### D. Build a team of expert reading teachers

*'The school has developed sufficient expertise in the teaching of phonics and reading.'* SIH p88: 298

The reading leader:	A	B	C	Comments
1. Has expertise in teaching phonics				Phonics Lead has been in this role since launching RWI 2 years ago. At the time, she attended all the training and used the Online Subscription to continue CPD (Now the Online Subscription has expired and the school cannot afford to renew it). Two RWI Development Days were held at the school and feedback was taken onboard.
2. Has dedicated time to fulfil the role				For the last two years, Phonics Lead has been released during phonics time to monitor lessons and side coach. This has not been possible between September-November 2024 due to staffing. Phonics Lead has additional 2 days of half termly release to conduct assessments, regroup children and communicate with teachers.
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training				2 years ago whole school attended the RWI training and watched the training modules. New members of staff are trained by the Phonics Lead through modelling, Handbook guidance and planning and coaching. On Inset days and some staff meetings, Phonics Lead provides refresher trainings depending on then need – using the RWI guidance and Handbook. <b>Action:</b> As the school does not have the RWI Online Subscription any more, staff are not able to access the RWI Training Modules online.
4. Ensures that SSP training is provided for new staff				Training is provided by phonics lead. <b>Action;</b> As the school does not have the RWI Online Subscription any more, staff are not able to access the RWI Training Modules, in action videos and updated guidance online.
5. Practises with and coaches reading teachers and TAs frequently				Yes, normally during phonics lessons. Phonics Lead due to restart the weekly release during phonics time. Staff have frequent conversations with Phonics Lead outside if lesson.



6. Coaches reading teachers who support pupils who have fallen behind.		Groups with children who do not meet expectations are prioritised and monitored more frequently. The strongest teachers teach these children. A designated TA covers all tutoring in Y1 and Y2 and is coached on a regular basis. Two Reception TAs who deliver additional support for children are coached and have practice opportunities with Phonics Lead as well.
7. Organises regular progress meetings		After each assessment point, Phonics Lead meets with the teachers individually to discuss their group, the children they need to focus on and the sound gaps that need to be retaught or tutored.
<p><b>Additional comments and actions</b>  <i>[Please delete this box if further comments and actions are recorded in a separate document]</i></p> <p>School to create a record of members of staff who have received RWI training, to what extent and when.</p>		

## E. Reach the lowest 20% pupils

*'The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.'* SIH p88: 298

The headteacher and reading leader:	A	B	C	Comments
1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support				Lessons observed were delivered with fidelity and confidence, demonstrating a good standard of teaching and high expectations of all children. Currently, 66% of children in YR are on track and 62% of children are on track in Y1.
2. Uses the programme's SSP assessment to identify immediately pupils falling behind				School uses RWI paper assessments and manually records the outcomes via Excel. As the school does not have access to the RW Online Assessment Tracker any more, this is time consuming, however the Phonics Lead is confident with analysing the data and determining the next steps.
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme				Tutoring is provided for children falling behind using the RWI Tutoring guidance. <b>Action:</b> ensure Phonics lead regularly monitors these sessions to ensure fidelity
4. Provides regular CPD for teachers to support pupils falling behind				CPD provided through Inset days, staff meetings, coaching, progress meetings after assessment points.
5. Fast tracks late-entry pupils				New pupils are assessed and placed in a suitable progress group. They are





			reassessed frequently to monitor progress.
6. Engages the support of parents, where appropriate			Yes
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>			

## F. Build talking and listening into all activities across the whole day

(Not EIF)

*'High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.'* EEF Preparing for Literacy, June 2018

Teachers	A	B	C	Comments
1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.				The SENCO is involved. Pre-teaching of key vocabulary, language maps with visuals, Portsmouth Pathway via EMAS is followed (by a teacher who is an EMAS specialist) and TAs trained as Speech and Language specialists.
2. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group.				Excellent routines and high expectations of behaviour.
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>				

## G. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

*'Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.'* SIH p87: 298

Teachers	A	B	C	Comments
1. Timetable a daily 20-minute story time				Yes, across the whole school. The books are chosen based on DfE high quality text recommendations as well as children's interests.
2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding				Especially in KS1 and Year R, books are reread and expressive reading is modelled. The schools is planning to introduce Destination Reader in Y2 in the summer term (already well established in KS2). Assistant Head is a reading expert working with the LA.



3. Positive reading ethos			Book displays across school, well stocked library, reading corners in each classroom, every break and lunchtime children can go to the library, timetabled library slots and reading for pleasure in the class. Competitions within the school as well as Summer Reading Challenge is celebrated at school. Take part in Portsmouth Book Awards and part of the Portsmouth Library Service – host authors and pupils visit other school to meet different writers. Reception visit the local library and take part in Get Set Reading (home pack from the library encouraging parents to visit the library).
4. Show parents how to read aloud and talk about stories with their children and send home quality books			Yes.
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>			

### Summary of A to G

*The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. SIH p87: 298*

The headteacher can explain how:	A	B	C	Comments
1. The SSP programme ensures success for <i>all</i> pupils, particularly the lowest 20%.				HT background is Early Years and was Phonics Lead previously. HT can explain the learning needs and the provision in place for the children falling behind in reading. The number of pupils needing phonics in KS2 has significantly reduced over the last 3 years.
2. Reading is fundamental to the progress of pupils. reading is taught from Year 3 to Year 6 where necessary; – how all pupils are supported until they can read fluently.				Reading is a priority as a means to access the curriculum and succeed in life. Phonics provision for the most vulnerable readers is in place as well as reading comprehension lessons from Y2, Destination Reader and daily reads for all pupils. Lowest attaining readers have interventions and additional reading practice with trained volunteers.
3. How staff work as a team to ensure the elements in A to G are embedded in the school.				Yes. Communication is well established and a supportive culture means staff are motivated and proactive.
<b>Additional comments and actions</b> <i>[Please delete this box if further comments and actions are recorded in a separate document]</i>				