

Bessemer Grange Primary School
North Dulwich, London

Impact of the Success for All Literacy Programme

September 06 – November 06

Bessemer Grange Primary is a large school situated in the Lyndhurst ward of the London Borough of Southwark. Pupil's attainment on entry is below that found in the majority of other schools. There are 390 pupils on roll. Fourteen per cent of pupils either join or leave the school during each school year. Whilst the largest ethnic group of pupils is of white heritage, 227 of the pupils come from other backgrounds. Included in this latter number are 38 pupils who are described as refugees or asylum seekers and two Traveller pupils. One third of pupils have a mother tongue that is not English. Over one third of pupils are eligible for free school meals. This is more than found in other schools. More than one quarter of pupils are designated as having special educational needs. This is much higher than usually found because the school is officially a Resourced Based School with provision for pupils with physical disabilities. The school prides itself on being an inclusive school.

We started the programme in September 2006 and have followed it for 8 weeks.

The following results show the progress the children have made over the first 8 weeks.

The numbers are based on children who were assessed at the beginning of the project and were still in school at the end of the 8 weeks.

Over 12 months children in year 1 and 2 are expected to make progress of 1 level or 3 sub levels.

In 3 months the expectation would be that most children would move one sublevel.

84.5 % of year one has moved at least one sub level

98% of year two has moved at least one sub level

55% of children in years one and two at Bessemer Grange have moved at least 2 sublevels in 8 weeks. This far exceeds the national norms.

Overall Conclusions:

All children have made excellent progress; around half our children in each year group have at least doubled (if not more) the amount of progress expected.

Percentages	Yr 1	Yr 2
Have not progressed	15.5%	2%
Progressed by 1 sub levels	29%	44%
Progressed by 2 sub levels	35.5%	46%
Progressed by 3 sub levels	15.5%	4.5%
Progressed by 4 sub levels	4.5%	4.5%

Data for years one and two

Year 1

	P6 or <	P7	P8	1c	1b	1a	2c	2b	2a	3c
Sept	26	10	2	6	0	2	0			
Nov	11	6	3	14	5	4	3			

Overall in year 1:

- 38 children working at P levels – 8 weeks later 20 children.
- 8 children working at level 1 – 8 weeks later 12 children.
- No children working at level 2 – 8 weeks later 3 children at level 2c.

Overall in year 1:

In 8 weeks 15.5% children have stayed the same, although these are children who knew no sounds and could not blend. All of the children have increased the number of sounds they know.

In 8 weeks 29% children have progressed by one sub level

In 8 weeks 35.5% children have progressed by two sub levels

In 8 weeks 15.5% children have progressed by three sub levels (one level).

In 8 weeks 4.5% children have progressed by four sub levels

Year 2

	P6 or <	P7	P8	1c	1b	1a	2c	2b	2a	3c
Sept		2	8	10	10	1	15	0	0	0
Nov		0	0	7	8	8	5	9	9	

Overall in year 2:

In September:

- 10 children working at P7 or P8
- 21 children working within level 1
- 15 children working at level 2c

In November:

- 8 weeks later 0
- 8 weeks later 23 children
- 8 weeks later 23 children working within level 2a-c.

Overall in year 2:

In 8 weeks 1 child appeared to have stayed the same, although he moved within the programme

In 8 weeks 44% children have progressed by one sub level

In 8 weeks 46% children have progressed by two sub levels

In 8 weeks 4.5% children have progressed by three sub levels (one level).

In 8 weeks 4.5% children have progressed by four sub levels.