 

**VIRTUAL SHOWCASE EVENT REGISTRATION FORM**

Please complete the below information. Please ensure all information is given for us to be able to see how we are able to support you as a school.

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| --- |
| Name: |
| Role in School: |
| Email: |
| School Name, Address & Postcode: |
| School URN: |
| Email of your SBM or Finance: |
| Phone Number: |

Schools must qualify for at least **two** of the below criteria

**The hubs aim to support:**

* Schools not meeting the expected standard for the Year 1 Phonics Screening Check (currently 82%)
* Schools with a low attainment in the bottom 20% of children in each year group
* Schools with a higher than average proportion of children eligible for pupil premium
* Schools with an Ofsted judgement of Requires Improvement or Inadequate
* Schools with a high proportion of groups considered hard to reach
* Schools referred by local partners such as NLEs, LAs or Opportunity Area teams.

We are delighted that you are interested in the support in early language and reading teaching that we are offering as an English Hub school.

Our aim in 2020/21 is to provide high quality insight and advice to enable you to develop your own excellent practice in teaching reading through systematic synthetic phonics and early language, and encouraging a love of reading among your pupils.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of pupils on roll for Reception and Key Stage 1 | **Year R** | | | | **Year 1** | | **Year 2** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| **Year R** – Baseline  2018-2019 | **All Pupils** | | | | | **Disadvantaged Pupils** | | | |
| Speaking | | Reading | | | Speaking | | Reading | |
|  | |  | | |  | |  | |
| Any early language screening programme used | *(i.e. language link, Nuffield Early Language Intervention (NELI)* | | | | | | | | |
| **Year R** – GLD - Good Level of Development | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| **Year R** - ELG – *composite measure for communication, language and literacy* | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| **Year 1** - Phonics Screening Check scores for the last three years | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| Any relevant contextual information about your PSC scores |  | | | | | | | | |
| **Year 2** Phonic Screener Check  Re-Check | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| **Key Stage 1** Reading assessment scores  Summer 2019 | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| **Key Stage 2** Reading assessment scores  Summer 2019 | **2019** | | | | **2018** | | **2017** | | |
| All Pupils | Disadvantaged | | | All Pupils | Disadvantaged | All Pupils | | Disadvantaged |
|  |  | | |  |  |  | |  |
| Proportion of children eligible for the pupil premium in the school | | | | **xx** % | | | | | |
| Is your school in an Opportunity Area? | | | | **Yes**/**No** | | | | | |
| Most recent Ofsted inspection grade and any additional points of relevance | **Outstanding** / **Good** / **Requires** **Improvement** / **Special** **Measures** | | | | | | | | |
| Which phonics programme is used across your school?  *(Briefly describe how this is implemented across your school)* |  | | | | | | | | |
| Please outline any other support that you are currently receiving in early language or literacy and what you hope to achieve as a result of the support from an English Hub |  | | | | | | | | |