

### Pupil Premium Plan 2017/18

2017/18      Reviews:      Autumn 1      Autumn 2      **Spring 1**      Spring 2      Summer 1      Summer 2

NOR	230 not including 32 nursery pupils		
Number and percentage of pupils eligible for PP funding	81 (35.2%)		
Academy Deprivation Index	0.42		
Nominated member of EAB	Sally Cieslik		
EAB PP Review dates	3/11/17; 22/11/17; 28/2/18; 13/3/18; 17/7/18		
Total Budget allocation	Ever 6 FSM £1,320 per child	LAC £1,900	£113,520

### What does the data suggest for priorities for the next academic year?

Throughout school last year in 2016/17, disadvantaged pupils attained significantly below other pupils (see data above). Many disadvantaged pupils are also EAL/New to English and/or SEN. In Year 6, the progress of disadvantaged pupils was marginally better than other pupils in this cohort in Reading and Writing and progress was similar to other pupils in this cohort in Maths

<b>2017 PP Reading progress: -2.7 (all -3.3)</b>	<b>2017 PP Writing progress: -1.1 (all-1.5)</b>	<b>2017 PP Maths progress: -3.1 (all-3.1)</b>
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SEF objectives relating to disadvantaged pupils:

**Objective number 1 Close the attainment gap interventions for lower prior attaining PP pupils in R/W/M**

**Objective number 2 Challenge in maths for higher prior attaining PP**

**Objective number 3 Fast Track phonics/spelling for PP pupils with gaps in phonic skills**

SEF objectives and Park View Academy Development Plans for 2017/18 prioritise improving the attainment and progress of disadvantaged pupils in English and Maths. This pupil premium strategy identifies the focus of the work to be done in each year group.

**Our prime focus is to ensure more pupils in the emerging prior attainment bands and those who are below EXS in KS1, especially disadvantaged pupils, make better than expected progress to meet the expected standard in reading, writing and maths at KS2.**

### Current Disadvantaged Pupils 2017/18 prior attainment data.

Year group SEN	% Eligible for pupil premium	No prior attainment information	% LAP Lower Prior Attainers	% MAP Middle Prior Attainers	% HAP Higher Prior Attainers
Early Years - Reception	6/30 (20%)	0	6/6 (100%) below 40-60 months at start of reception	0	0
Y1	11/29 (38%)	0	7/11 (63.6%) below GLD PP 2017 (1 SEN)	3/11 (27%) GLD PP 2017 (1 SEN)	1/11 (9%) above GLD PP 2017
Y2	9/30 (30%)	0	6/9 (66.7%) below GLD PP 2016 (1 SEN)	3/9 (33.3%) GLD PP 2016	0
Y3	8/30 (26.7%)	0	4/8 (50%) below EXS KS1 PP 2017 (2 SEN)	4/8 (50%) at EXS KS1 PP 2017	0
Y4 'bulge year'	22/49 (44.9%)	2/22 (9%) no data (1 SEN)	12/22 (54.5%) below EXS KS1 PP 2016 (2 SEN)	4/22 (18.1%) EXS KS1 PP 2016	4/22 (18.1%) GDS KS1 PP 2016
Y5	13/30 (43%)	3/13 (23%) no data	2/13 (15.4%) KS1 PP 2015 (1 SEN)	8/13 (61.5%) KS1 PP 2015 (1 SEN)	0
Y6	11/30 (37%)	3/11 (27%) no data (1 SEN)	1/11 (18%) KS1 PP 2015 (1 SEN)	7/11 (63.6%) KS1 PP 2015	1/11 (9%) KS1 PP 2015

### Additional Planned Use of Funding (Whole Academy) Action plan

What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Achievement</b> <b>Curriculum changes to raise attainment of PP pupils</b> <ul style="list-style-type: none"> <li>Timetables – 40 minutes whole class teaching of reading daily – PP pupils spend more time reading</li> <li>Timetables – more time spent in lessons working in groups – less teacher talk, more group teaching with focused instruction according to need - 'spotlight' teaching</li> <li>SDI - focus on PP pupils making better than expected progress</li> <li>Weekly RAG meetings SLT and teacher which track progress of PP pupils specifically focus on removing barriers for PP pupils</li> </ul>	No financial cost but will raise attainment of disadvantaged pupils specifically. With 40% PP we need to adapt teaching to meet needs of these pupils and track them more rigorously	All PP pupils are targeted by whole school actions	All staff	More work in pupils books. Better differentiation of work. Teachers identify individual learning barriers and gaps more quickly, teaching more precisely to gaps. Test results show accelerated progress.

	<ul style="list-style-type: none"> <li>Daily Arithmetic Booster groups PP pupils receive coaching from TAs 8:30 – 8:50 – increase hours of TA staff</li> </ul>	£20,000	79 Years 1-6	TAs	More effective interventions – impact on raising attainment
	<ul style="list-style-type: none"> <li>Kindles bought for Y5 and 6 PP pupils, with budget for books to load on</li> </ul>	£2,000	24	n/a	Engagement in reading – more regular reading – pupils take kindles home
	<ul style="list-style-type: none"> <li>Y6 SATs support by Director of Learning - some of her time (30%) spent targeting PP pupils once a week</li> </ul>	£4,000	11	DoL	Y6 outcomes improved for PP pupils
	<ul style="list-style-type: none"> <li>Talk for writing training – a project which address needs of LAP PP pupils</li> </ul>	£6,250	38 LAP PP pupils	English leader	Curriculum meets needs of LAP pupils
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>Inclusion team : Learning mentor and pastoral support worker – target PP pupils for attendance, behaviour and learning interventions E.g. Free Homework clubs staffed by Learning Mentor targeted at PP pupils. Free breakfast club for PP pupils Mentoring of individual pupils on a needs basis.</li> </ul>	£42,000	79 Year R-6	Inclusion team	Learning behaviour improvements.
	<ul style="list-style-type: none"> <li>SENCO – 1 day targeted work with staff to support PP pupils with SEN e.g. Intervention training for support staff to effectively impact on progress for PP pupils</li> </ul>	£10,000	SEN pupil premium	SENCO	More effective interventions – impact on raising attainment
	<ul style="list-style-type: none"> <li>Speech and Language intervention for PP pupils</li> </ul>	£15,000	21	SENCo	S+L Barrier to learning minimised
	<ul style="list-style-type: none"> <li>Educational visits e.g. Robinwood residential</li> </ul>	£10,000	81	Office	Experiences enhance learning and impact on achievement
	<ul style="list-style-type: none"> <li>Free uniform for PP pupils</li> </ul>	£2,000	86	Office	Pride in school and ready to learn
	<ul style="list-style-type: none"> <li>Breakfast club</li> </ul>	£600	86	LM	Ready to learn
<b>Total cost</b>		<b>£114,926</b>			
<b>Total financial cost: £114,926</b>					
<b>PP grant 2017-18: £113,520</b>					
<b>Surplus/deficit: - £1,444</b>					

## Class Strategies for PP year group cohorts

EYFS2	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	<ul style="list-style-type: none"> <li>Use EYFS1 baseline profile data and ongoing assessments to target pupils not on track to reach ELGs</li> <li>On-going tracking of attainment (assessment each half-term) on track for ELG</li> <li>Focus core curriculum R, W, N, SSM whole-class teaching</li> <li>Cycles targeting PP children focused on L and M attainment (ELG and GLD)</li> <li>Staff to aim towards ELG exceeding statement in Number 2 key PP children</li> </ul>	All 6	RG and DC	PP children achieving ELGs and aim for GLD	
	Challenges planned for in Maths sessions and in provision <a href="#">Extra resources have been purchased and staff have improved provision for SSM</a>	All 6	All EYFS team	Achieve expected level for N/SSM potentially 2 PP children exceed	
	Extra sessions for children in afternoons cycles	All 6	All EYFS team	Pupils achieving GLD in R, W, N, SSM or if not, rapid progress	50% pupils 2+ points progress in W and N
	New reading scheme purchased which is in line with Phonic phases that children are working within <a href="#">Resources arrived in January so now taking place</a>	All 6	All EYFS team	Rapid progress in Reading	

Y1	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b>	3x a week intensive phonics interventions- concentrating on securing phase 3, phase 4 and recapping phase 5 new sounds. Oral Blending, segmenting skills, reading and writing words and sentences with good letter formation. <a href="#">After CPD for the teacher and support from SENCo – 2 pupils identified to move to BSquared assessment to measure small step impact</a>  <a href="#">Provision areas to be developed with more phonic challenges for those who have made rapid progress to maintain progress.</a>	11 inc. <span style="background-color: #90EE90;">2SEN</span>	AS SB	More children achieving ARE at the end of Year 1. Progress in books. <i>Obj1</i>  Higher amounts of children passing Yr1 Phonics screening test. <i>Obj3</i>	10/11 making progress in phonics with improved scores; 3/11 passing tests scoring >37/40 1/11 not accessing phonics and scoring 0
	Outside agency to work with child for S&L and SEN <a href="#">To use strategies in daily interventions to support phonics</a>	<span style="background-color: #90EE90;">2 SEN</span>	AS LC	Passing Phonics screening. <i>Obj1&amp;3</i>	Weakness in Sh/Ch sounds identified with strategies to focus on to improve S&L

Fast Track phonics/spelling for pupils with gaps in phonic skills	Daily 20min focus on Arithmetic Focussed interventions in the afternoon to address misconception identified as required	All		More children to achieve ARE at the end of Year 1. <i>Obj1&amp;2</i>	Arithmetic scores are improving for all
	1:1 reading with CN from 2.15 daily – Social stories group	1 SEN	CN	Improvement in reading and social behaviours <i>Obj1</i>	

Y2	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics programme for pupils not achieving in Y1 phonics screening test	Weekly interventions in reading, writing and maths for LAP. Maths- Tuesday/Wednesday 1.50-2.20 Writing- Wednesday/Thursday 2.20-2.45 Reading- Tuesday 2.20-2.45 / Thursday 2.00.2.30	7/9 inc 1SEN	LM	More children reaching ARE at the end of KS1. Progress evident in books. <i>Obj1</i>	
	Outside agency to be involved with SEN child to support learning.	1 SEN	LM LC	Progress in P scales to be evident in books. <i>Obj1</i>	BSquared CPD completed and support from SENCo to enable P Scales to be used to scaffold work.
	Children to have access to mastery challenges through spotlighting activities with reasoning and problem solving supported	All	LM	More children to reach ARE by the end of KS1 3 targeted for GD <i>Obj1&amp;2</i>	Scaled scores for tests have improved for all pupils but GDS not achieved yet.
	3x a week intensive phonic intervention Mon- 1.15-1.45 SB Wed- 2.45-3.15 Thurs- 1.30-2.00 <b>Daily sessions for those who score below 16/40</b> <b>Twice weekly sessions for those who are passing the test but did not pass last year to maintain progress.</b>	4 pupil premium children who did not pass phonics. inc 1 SEN.	LM	Children to pass phonic resit <i>Obj3</i>	2 out of 4 now passing threshold. 1 is close to threshold. 1 has made progress but not secure
	<b>Maths focussed group – place value intervention for those who have made poor progress in the tests.</b> <b>Access arrangements to be trialled – small group setting to improve concentration and manage distractions.</b>	4/9	LM	Increased standardised scores <i>Obj2</i>	

Y3	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M	LAP– 15 minutes daily phonics intervention Mon to Thursday with Mrs Cariss 1:45 – 2:00 <b>Intervention to be reviewed with new class teacher</b>	3	Class teacher plans for TA	Pupils pass continuous phonics assessments showing good progress <i>Obj1&amp;3</i>	
	MAP– 15 minutes Mondays and Wednesdays with MP focus on writing 2:35 – 2:50 <b>Intervention to be reviewed with new class teacher</b>	4	MP	Writing progression accelerated – measured through achievement of	2 out of 4 have made progress on their RAG rating from 3→2.2 and 2.2→2.1

<b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills				writing ITAF objectives <i>Obj1</i>	<b>New teacher to check ITAFs</b>
	HAP: Tuesdays 2:35 – 2:50 15 minutes on a maths challenge related to maths teaching in the week. <b>Intervention to be reviewed with new class teacher</b>	<b>1</b>	<b>MP</b>	GD and mastery for HAP <i>Obj2</i>	<b>Achieved GDS (118) in recent testing</b>

<b>Y4H</b>	<b>What will we do?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>	<b>Impact</b>
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	Laptop for writing, with relevant curriculum software	<b>1 SEN</b>		More writing will be evident <i>Obj1</i>	
	2 x weekly reading group interventions-Tuesday and Friday reading sessions 10:05-10:45 RIC sessions daily-1:10-1:30	<b>6</b> <b>Inc. 2 SEN</b>	<b>RC/MD</b>	More children reaching ARE in reading <i>Obj1</i>	
	1 x a week sentence level work- Tuesday 2:45-3:15 Focus on grammar and punctuation.	<b>4</b> <b>Inc. 2 SEN</b>	<b>RC/MD</b>	More children reaching ARE in writing. <i>Obj1</i>	
	1 session a week focus on mastery/greater depth(Friday Maths lesson) Arithmetic sessions-every morning 8:30-9:00	<b>3</b>	<b>RC</b>	Children to reach ARE expectations/ greater depth by applying arithmetic to problems <i>Obj1&amp;2</i>	<b>2 achieved GDS in tests and the other scored 108</b>
	Times table interventions – 5 sessions per week	<b>All</b>		<b>To learn all the timestables to boost rapid recall in maths</b> <i>Obj1&amp;2</i>	
	3 x weekly Letterland interventions Monday Tuesday, Thursday (1hour each) <b>Benchmarking and Bsquared to be used to identify small step progress</b>	<b>3 SEN</b>	<b>RC/MD</b>	Children to become more fluent in their reading and access text and improve reading levels. <i>Obj1&amp;3</i>	
	High frequency words intervention – spelling/reading 5 sessions per week (2 groups)	<b>6</b> <b>Inc. 3 SEN</b>		<b>To improve baseline spelling scores and apply to their writing</b> <i>Obj1</i>	
	1:1 additional reading sessions daily <b>Benchmarking and Bsquared to be used to identify small step progress</b>	<b>3 SEN</b>	<b>MD/RC</b>	<b>To become more fluent readers</b> <i>Obj1</i>	

	Homework club	2		To consolidate basic skills and give access to computers <i>Obj1</i>	
<b>Y4A</b>	<b>What will we do?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>	<b>Impact</b>
<b>Objective 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	Intervention 30 minutes for PP on Monday and Tuesday afternoon at 2:45pm- 3:15pm (Reading comprehension).	4 Autumn term <b>5 Spring 1</b>	RH SA	scoring a 1 on the RAG for Reading <i>Obj1</i>	<b>3 pupils moved RAG rating from 3 with 1 pupil achieving ARE</b>
	Intervention group 2 for reading comprehension on Wednesday and Thursday afternoon at 2:45pm- 3:15pm. <b>Group reconfigured Spring 1 due to change in staffing</b>	4 Autumn term <b>5 Spring 1</b>	RH SA	increasing their test scores and make progress. <i>Obj1</i>	<b>2 pupils made good progress and achieved ARE</b>
	1 session a week on Friday mornings during play time working on greater depth reading comprehension skills including unpicking vocabulary <b>Group reconfigured Spring 1 due to change in staffing</b>	3 Autumn term <b>4 Spring 1</b>	RH SA	Work at mastery level to achieve a 1 in RAGs and move towards scores of 110 in tests <i>Obj1</i>  Excel scores in reading which will help with spelling scores. <i>Obj1</i>	<b>2 pupils achieved GDS in the last testing</b>
	Letter Land phonics intervention <b>Thursday afternoon</b> following phonics assessment.	4 Autumn term <b>5 Spring 1</b>	RH CR	increasing their reading score from a 3 to a 2.1 <i>Obj1</i>	
	Wednesday 3:00pm- 3:10pm phonics catch up	<b>2</b> <b>inc. 1 SEN</b>	SA	Pass KS1 Phonics assessment and making progress with reading. <i>Obj1&amp;3</i>	

<b>Y5</b>	<b>What will we do?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>	<b>Current Impact</b>
<b>Objective 1</b> Close the attainment and potential progress gap interventions for LAP PP pupils in R/W/M	Weekly/ fortnightly RAG – identify GAPS, find solutions, accountability	<b>13 (all)</b>	RC	Progress through RAG GAPS closed <i>Obj1</i>	<b>% of pupils in RWM at 1 or 2:1 has improved</b>
	Reading - Refocused timetable (reading a 30 minutes (10:15-10:30) BH and RIC pm (1:15-1:45) BH) Guided sessions with focus groups (daily)	<b>2 SEN</b>	RC	Progress/ attainment through reading - GAPS closed <i>Obj1</i>	<b>No progress in tests but gaps closing on ITAF</b>
	Phonics sessions – letter land (Monday – Thursday 1:30- 2:00 Y6 overflow room ET/ PB)	<b>1 SEN</b>	ET/PB	Gaps within phonics closed <i>Obj3</i>	

<b>Objective 2</b> Challenge in number for HAP  <b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	Number fluency (8:45-9:15 – shared area ET) Arithmetic test – SDI- 8:45 – 9:15 BH in Class 5 Structured session focused on guided sessions (all teaching) <ul style="list-style-type: none"> <li>- (Teacher timer)</li> <li>- Working with each chld in a guided session weekly</li> <li>- Interactive displays</li> <li>- Incentives</li> <li>- Developing chlds independence</li> </ul>	1 SEN	CM	Developing confidence with numbers and number fluency Daily SDI closing gaps Developing confidence through testing <i>Obj1</i>	
	Positive behaviour strategies used including positive behaviour charts checked twice a day	2 inc 1 SEN	CM	Taking part fully within all teaching <i>Obj1</i>	1 pupil is improving in attitude to writing and has made progress on the RAG Both pupils spending less time out of class
	Developing vocabulary through real life experiences/ trips	All	RC	Children gaining wider experiences linking to topics, writing. <i>Obj1</i>	Language improvement after debate with Whetley academy
	Pushing HA – guided sessions and high expectations (maths – 1x a week, writing 1x a week, reading 1x a week within Class5 – BH)	4	RC	Achieve greater depth in reading, writing and maths <i>Obj1&amp;2</i>	2 achieved GDS in Reading test. 1 achieved GDS in Maths tests and 2 scored 106 3 out of 4 at EXS in R & M
	Arithmetic (Monday -Thursday) – guided session with BH in class (8:55-9:05) developing reasoning skills.	4	RC	Achieving greater than expected in maths <i>Obj1&amp;2</i>	1 achieved GDS in Maths tests and 2 scored 106. All scoring mid 30s (/40) in Y6 arithmetic test

Y6	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Objective 1</b> Close the attainment interventions for LAP PP pupils in R/W/M and potential progress gap *****this PP cohort are mostly MAP therefore attainment of PP is targeted to significantly	Homework club	11 inc 2 SEN	TG	Improvement in termly assessment <i>Obj1</i>	
	Arithmetic test – SDI- 8:30 – 9:00	11 inc. 2 SEN	RP CP	Increase in daily test scores <i>Obj1&amp;2</i>	Not able to access tests so extra LSA assigned to class
	Phonics sessions – letter land (Monday – Thursday 1:30- 2:00 Y6 overflow room ET/ PB) Additional 1-2 daily support – New LSA appointed	1 SEN	PB + ET	Use of correct phonic strategies in everyday writing <i>Obj3</i>	
	Daily Handwriting, HF spelling activities. (1-2 group)	1 Autumn 2 Spring 1	RP+PB CP	Improvement in weekly writing task <i>Obj1</i>	
	Additional challenge activities during lesson time Use of Hegarty Maths both in class and at home (Ipad supplied for homework)	2 Autumn 3 Spring 1	RP CP	Progression toward Greater Depth Standard in Maths and Writing <i>Obj1&amp;2</i>	2 achieving EXS and 1 at GDS in Maths 1 on track to achieve GDS in Writing.



<p><b>improve on 2017 PP attainment.</b></p> <p><b>Objective 2</b> Challenge in number for HAP</p> <p><b>Objective 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills</p>	<p>Booster activities in R,W,M (Wednesdays) Reduced reading group size in afternoon reading comp practise (2-9)- Teacher supported</p>	6	JS+RP CP	Improvement in half termly test scores <i>Obj1</i>	4 out of 6 made progress in scores but 2 struggle to access tests so smaller group intervention in place.
	<p>Timestable practise (15 mins – PE Break time practise for those unable to answer quick fire questions (home books provided for additional support)</p>	3	RP+PB CP	Completion of bronze,silver gold in 12x12 time tables <i>Obj1&amp;2</i>	2 out of 3 making progress on test scores. One maintained same score
	<p>Targeted questioning during lesson time</p>	3	RP CP	Increased contribution to all class activities <i>Obj1</i>	2 out of 3 making good progress
	<p>Additional maths support based on daily numeracy tests (Break time) – Work record in back of books. Now includes 15mins of PE time.</p>	11 inc 2 SEN	RP CP	Increase in daily test scores <i>Obj1&amp;2</i>	
	<p>Access to kindles for home and school use Now including 50 books and Whole school class books such as BISP and Private Peaceful</p>	11 inc 2 SEN	RP CP	Improvement in reading book band and reading comprehension scores <i>Obj1</i>	Pupils are keen to read now that there are more books
	<p>Barclays reading volunteers - weekly</p>	9 inc 2 SEN	Barclays	Confident and more fluent readers <i>Obj1</i>	

Review Term 1 data – 8.1.18

% currently 2.1/1/GD on the RAG								
Year 1 (29)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
September	(1/11) 9%	(2/18) 11%	(3/11) 27%	(6/18) 33%	(1/11) 9%	(3/18) 17%	<b>(0/11) 0%</b>	<b>(1/18) 6%</b>
Current	(3/11) 27%	(6/18) 33%	(3/11) 27%	(6/18) 33%	(1/11) 9%	(8/18) 44%	<b>(1/9) 11%</b>	<b>(5/18) 28%</b>

% currently 2.1/1/GD on the RAG								
Year 2 (30)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
September	(2/9) 22%	(7/21) 33%	(3/9) 33%	(8/21) 38%	(3/9) 33%	(4/21) 19%	<b>(2/9) 22%</b>	<b>(4/18) 19%</b>
Current	(3/9) 33%	(7/21) 33%	(4/9) 44%	(10/21) 48%	(3/9) 33%	(5/21) 24%	<b>(2/9) 22%</b>	<b>(4/18) 19%</b>

% currently 2.1/1/GD on the RAG								
Year 3 (30)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
September	(0/9) 0%	(3/21) 14%	(0/9) 0%	(1/21) 5%	(1/9) 11%	(5/21) 24%	<b>(0/9) 0%</b>	<b>(0/21) 0%</b>
Current	(2/9) 22%	(9/21) 43%	(1/9) 11%	(6/21) 29%	(3/9) 33%	(13/21) 62%	<b>(0/9) 0%</b>	<b>(6/21) 29%</b>

% currently 2.1/1/GD on the RAG								
Year 4 (49)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
<b>Bulge year</b>								
September	(5/22) 23%	(2/27) 7%	(5/22) 23%	(5/27) 19%	(6/22) 27%	(3/27) 11%	<b>(2/22) 9%</b>	<b>(2/27) 7%</b>
Current	(7/22) 32%	(6/27) 22%	(6/22) 27%	(6/27) 22%	(6/22) 27%	(7/27) 26%	<b>(4/22) 18%</b>	<b>(3/27) 11%</b>

% currently 2.1/1/GD on the RAG								
Year 5 (30)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
September	(3/13) 23%	(3/17) 18%	(0/13) 0%	(1/17) 6%	(3/13) 23%	(4/17) 24%	<b>(1/13) 8%</b>	<b>(1/17) 6%</b>
Current	(6/13) 46%	(6/17) 35%	(8/13) 62%	(6/17) 35%	(5/13) 38%	(7/17) 41%	<b>(3/13) 23%</b>	<b>(5/17) 29%</b>

% currently 2.1/1/GD on the RAG								
Year 6 (30)	Reading		Writing		Maths		Combined	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
September	(3/11) 27%	(1/19) 5%	(3/11) 27%	(10/19) 53%	(3/11) 27%	(1/19) 5%	<b>(2/11) 18%</b>	<b>(1/19) 5%</b>
Current	(4/11) 36%	(7/19) 37%	(5/11) 45%	(11/19) 58%	(6/11) 55%	(13/19) 68%	<b>(3/11) 27%</b>	<b>(5/19) 26%</b>

<b>Review Term 1</b>	<b>Review in blue 8.1.18</b> <b>Record any new actions in blue</b>
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>