

## Pupil Premium Strategy

Academic Year 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

### Outcomes of Previous Academic year 2016/17

Assessments	2017 All pupils % at expected level	2017 Disadvantaged pupils at expected level
EYFS (GLD)	50%	44%
Year 1 phonics screening	(20/31) 65%	(4/8) 50
Key Stage 1 Reading	(18/30) 60% EXS	(5/11) 45
Key Stage 1 Writing	(17/30) 57% EXS	(5/11) 45
Key Stage 1 Maths	(17/30) 57% EXS	(4/11) 36
Key stage 2 Reading SAT	(12/30) 40% EXS	(3/16) 19
Key stage 2 Writing	(15/30) 50% EXS	(4/16) 25
Key stage 2 Maths SAT	(13/30) 43% EXS	(4/16) 25

### Outcomes of Current Academic year 2017/18

Assessments	2018 All pupils % at expected level	2018 Disadvantaged pupils at expected level
EYFS (GLD)	(16/30) 53%	(5/8) 63%
Year 1 phonics screening	(19/29) 65%	(7/10) 70%
Year 2 phonics screening - cumulative	(24/30) 80%	(8/9) 89%
Key Stage 1 Reading	(13/30) 43% EXS (0/30) 0% GDS	(3/8) 38% (0/8) 0% GDS
Key Stage 1 Writing	(13/30) 43% EXS (0/30) 0% GDS	(3/8) 38% EXS (0/8) 0% GDS
Key Stage 1 Maths	(11/30) 36% EXS (1/30) 3% GDS	(5/8) 63% (1/8) 13% GDS
Key stage 2 Reading SAT		
Key stage 2 Writing	(19/30) 63% EXS (4/30) 13% GDS	(9/11) 82% EXS (2/11) 18% GDS
Key stage 2 Maths SAT		

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### **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

2017 PP Reading progress: -2.7 (all -3.3)

2017 PP Writing progress: -1.1 (all-1.5)

2017 PP Maths progress: -3.0 (all-3.1)

#### **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	% LAP Lower Prior Attainers	% MAP Middle Prior Attainers	% HAP Higher Prior Attainers
Early Years - Reception	6/30 (20%) 8/30 (27%)	6/6 (100%) below 40-60 months 8/8 (100%)	0/6 (0%) 0/8 (0%)	0/6 (0%) 0/8 (0%)
Y1	10/28 (36%)	7/10 (70%) below GLD PP 2017 Inc. 1 SEN	2/10 (20%) GLD PP 2017 Inc. 1 SEN	1/10 (10%) above GLD PP 2017
Y2	8/30 (27%)	5/8 (63%) below GLD PP 2016 Inc. 1 SEN	2/8 (25%) GLD PP 2016	1/8 (13%) above GLD PP 216
Y3	10/30 (33%) 2/10 (20%) no KS1 - NTE	4/10 (40%) below EXS KS1 PP 2017 Inc. 1 SEN	4/10 (40%) at EXS KS1 PP 2017	0/10 (0%) GDS KS1 PP 2017
Y4 'bulge year'	23/49 (47%) 1/23 (4%) no KS1 - NTE	13/23 (57%) below EXS KS1 PP 2016 Inc 7 SEN (1 with EHCP)	4/23 (17%) EXS KS1 PP 2016	5/23 (22%) GDS KS1 2016 PP
Y5	13/30 (43%) 1/13 (8%) no KS1 - NTE	3/13 (23%) KS1 PP 2015 Inc. 2 SEN	8/13 (62%) KS1 PP 2015	1/13 (8%) KS1 PP 2015
Y6	11/30 (37%) 1/11 (9%) no KS1 - SEN & NTE	2/11 (18%) KS1 PP 2015 Inc. 1 SEN	7/11 (64%) 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?
<p><b>Curriculum changes to raise attainment of PP pupils</b></p> <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>• 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>• 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>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
<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> <li>2 additional days DoL support for Y5/6 pupils. 30% of time allocated to supporting PP pupils.</li> </ul>	£4,000 £8,000	11 Year 6 24 Year 5/6	DoL	YKS2 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 coord	Curriculum meets needs of LAP pupils
<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
<b>Total cost</b>	<b>£122,926</b> £130,926 adjusted end of Spring 2			
<b>Total financial cost:</b>	<b>£122,926</b> £130,926 adjusted end of Spring 2			
<b>PP grant 2017-18:</b>	<b>£113,520</b>			
<b>Surplus/deficit:</b>	<b>- £9,444</b> -£17, 406 adjusted end of Spring 2			

### 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>Early Years Reception Specific intervention need Objective number 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective number 2</b> Challenge in number for HAP  <b>Objective number 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	RG and DC	PP children achieving ELGs and aim for GLD	<b>2/8 PP SEN with EHCP and did not achieve GLD</b>  <b>Of 6 remaining 4 achieved GLD one child identified as possible SEN.</b>  <b>5/8 63% ARE in Reading, Writing, Number, Shape Space &amp; Measure</b>
	Challenges planned for in Maths sessions and in provision Extra resources have been purchased and staff have improved provision for SSM	All	All EYFS team	Achieve expected level for N/SSM potentially 2 PP children exceed	
	Extra sessions for children in afternoons cycles	All	All EYFS team	Pupils make rapid progress GLD in R, W, N, SSM	
	New reading scheme purchased which is in line with Phonic phases that children are working within Resources arrived in January so now taking place Extra support staff redirected to EYFS to support phonics and Reading (esp those children who do not read at home or whose families do not speak English)	All	All EYFS team & SB MD NB	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>Year 1 Objective number 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective number 2</b> Challenge in number for HAP  <b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	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. <b>After CPD for the teacher and support from SENCo – 2 PP to move to B2 assessment to measure small step impact</b> <b>Provision areas to be developed with more phonic challenges for those who have made rapid progress to maintain progress.</b>	All	AS SB CR KC	More children achieving ARE at the end of Year 1. Progress in books. Higher amounts of children passing Yr1 Phonics screening test.	<b>7/10 PP passed phonics screening test</b> <b>2 SEN did not pass.</b> <b>1 PP close to threshold</b>
	Outside agency to work with child for S&L and SEN <b>To use strategies in daily interventions to support phonics</b>	2 PP SEN	AS LC	Improved phonics	<b>Weakness in Sh/Ch sounds identified with strategies to focus on to improve S&amp;L</b>
	Daily 20min focus on Arithmetic Focused interventions in the afternoon to address misconception identified as required	All		<b>More children to achieve ARE at the end of Year 1.</b>	<b>7/10 achieved ARE</b> <b>1/10 achieved GDS</b> <b>3/10 LAP improved scores but not ARE</b>
	1:1 reading with CN from 2.15 daily – Social stories group <b>Staffing redirected CR to support</b>	1 PP SEN	CN	Improvement in reading and social behaviours	<b>Confidence in class and able to ask questions</b>
Y2	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Year 2 Objective number 1</b> Close the attainment gap	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	All	LM LS BS	<b>More children reaching ARE at the end of KS1.</b> <b>Progress evident in books.</b>	<b>7/8 made progress in Reading Writing Maths on the RAG</b> <b>3/8 ARE EXS in Reading and</b>

<p>interventions for LAP PP pupils in R/W/M</p> <p><b>Objective number 2</b> Challenge in number for HAP</p> <p><b>Objective number 3</b> Fast Track phonics programme for pupils not achieving in Y1 phonics screening test</p>	<p>Intervention changed Sum1 extra LSA to support in class</p>				<p>Writing 5/8 ARE EXS in Maths 1/8 PP SEN did not make progress on RAG but moved P7 to P8 on B2 and achieved IEP targets set</p>
	<p>Outside agency to be involved with SEN child to support learning.</p>	<p>Brayden</p>	<p>LM LC</p>	<p>Progress in P scales to be evident in books.</p>	<p>BSquared CPD completed and support from SENCo to enable P Scales to be used to scaffold work. Good progress seen in B2 esp place value in Maths and recognises numbers to 15</p>
	<p>Children to have access to mastery challenges through spotlighting activities with reasoning and problem solving supported In addition, reasoning activities to be built onto arithmetic session to deepen understanding – Spring 2</p>	<p>3 PP</p>	<p>LM</p>	<p>More children to reach ARE and achieve GDS by the end of KS1</p>	<p>Scaled scores for tests have improved for all pupils but GDS not achieved yet. (106-109 in tests) 1/3 pupils achieved GDS in KS1 tests</p>
	<p>3x a week intensive phonic intervention Daily sessions for those who score below 16/40 Twice weekly sessions for those who are passing the test but did not pass last year to maintain progress.</p>	<p>PP who did not pass Y1 phonics. Inc. 1 PP &amp; SEN</p>	<p>LM CR</p>	<p>Children to pass phonic resit</p>	<p>8/9 Y2 pupils who resat have passed the phonics tests 1 PP SEN did not pass but has areas identified for</p>



	3x weekly phonic intervention – testing followed by QLA and then teaching the gaps in phonic knowledge. (1 will not pass due to SEN or lack of phonic ability)				development with S&L in Y3
	Maths focussed group – place value intervention for those who have made poor progress in the tests.	3	L Marsden	Increased standardised scores	3/3 made progress.
	Access arrangements to be trialled – small group setting to improve concentration and manage distractions.	1	L Marsden	Increased concentration	Concentration was improved and he made progress in tests
Y3	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
<b>Year 3 Objective number 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective number 2</b> Challenge in number for HAP  <b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	LAP– 15 minutes daily phonics intervention Mon to Thursday with KC 1:45 – 2:00 <b>Intervention to be reviewed with new class teacher S&amp;L teacher to support EAL/NTE group</b>	3/4 LAP & 1 no prior attainment	Class teacher plans for TA S&L teacher	Pupils pass continuous phonics assessments showing good progress	Still not accessing ARE tests. S&L teacher supporting weekly
	MAP– 15 minutes Mondays and Wednesdays with focus on writing 2:35 – 2:50 <b>Intervention to be reviewed with new class teacher</b>	4	RP MR	Writing progression accelerated – measured through achievement of writing ITAF objectives	2 out of 4 have made progress on their RAG rating from 3→2.2 and 2.2→2.1 Teacher now assessing using ITAFs with support from NQT mentor and S&L teacher supporting 2 NTE pupils
	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>	1	RP MR	GD and mastery for HAP	Achieved GDS (118) in recent testing

Y4H	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Impact
<b>Year 4 Objective number 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M  <b>Objective number 2</b> Challenge in number for HAP  <b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	Laptop for writing, with relevant curriculum software Laptop slope and writing slope additionally	1 PP SEN	BH AC MW	More writing will be evident Improvement across B2 assessment.	More writing evident across writing lesson, topic lesson and reading session.
	2 x weekly reading group interventions-Tuesday and Friday reading sessions 10:05-10:45 Closing the gaps – Reading Test style questions intervention Monday and Friday – (2 x 15 minute sessions) RIC sessions daily-1:10-1:30 RIC session additional PP pupils included in Spring 2	2 PP SEN & 4 PP & 5 PP	RC/MD BH AC MW	More children reaching ARE in reading Improvement in standardised assessment scores. Improvement in RAG scores.	2 achieved ARE 9 improved RAG scores/progress (Autumn 1-Spring 2) 5 achieved ARE 2 achieved GDS in Summer 1
	1 session a week focus on mastery/greater depth(Friday Maths lesson) Mastery/ greater depth focus 2 x p/w from Spring 2	3	RC BH	Children to reach ARE expectations/ greater depth by applying arithmetic to problems	3 achieved GDS in tests in Summer term
	Arithmetic sessions-every morning 8:30-9:00	ALL	BH	More children reaching ARE in maths	4 achieved ARE in Summer 1. 9/12 improved RAG rating 3 improved test scores but did not improve Rag – using B2 to assess as SEN
	Times table interventions – 5 sessions per week	All	AC BH	To learn all the times tables to boost rapid recall in maths	All improved timestable knowledge

	3 x weekly Letterland interventions Monday Tuesday, Thursday (1 hour each) <b>Benchmarking and B2 to be used to identify small step progress (20 minutes x 4) Monday – Thursday</b>	1 PP SEN	RC/MD BH AC CR MW	Children to become more fluent in their reading and access text and improve reading levels.	Measured improvements across B2
	High frequency words intervention – spelling/reading 5 sessions per week (2 groups)	2 PP SEN & 2 PP	BH AC	To improve baseline spelling scores and apply to their writing	2 improved spelling scores. 2 SEN made progress on B2 but not in spelling tests
	1:1 additional reading sessions daily <b>Benchmarking and B2 to be used to identify small step progress</b>	1 PP SEN	MD/RC AC MW	To become more fluent reader	Progress made in book bands and B2
	Homework club to access Bug Club and Matholia	2	CR	To consolidate basic skills and give access to computers	Homework completed Both have made small step progress across Reading, writing and maths on the RAG.
<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>Year 4 Objective number 1</b> Close the attainment gap interventions for LAP PP pupils in R/W/M	Intervention 30 minutes for PP on Monday and Tuesday afternoon at 2:45pm- 3:15pm (Reading comprehension). Monday to Thursday 20mins continued. (R.I.C) to add more PP pupils as intervention having good impact.	4 5 Spring 1 All spring 2	RH SA	scoring a 1 on the RAG for Reading. Making progress in reading test scores.	5 pupils achieved ARE 3 pupils achieved GDS
<b>Objective number 2</b>	Intervention group 2 for reading comprehension on Wednesday and Thursday afternoon at 2:45pm- 3:15pm. Group reconfigured Spring 1 due to change in staffing Monday test style reading intervention. 2x 20mins.	4 5 Spring 1 All spring 2	CN	increasing their test scores and make progress.	4 pupils did not make progress on RAG (2 SEN & 2 NTE) but have made progress in book bands

Challenge in number for HAP  <b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	1 session a week on Friday mornings during play time working on greater depth reading comprehension skills including unpicking vocabulary Group reconfigured Spring 1 due to change in staffing	4	SA	Work at mastery level to achieve a 1 in RAGs and move towards scores of 110 in tests	<b>3 pupils achieved GDS (5 PP scored more than 110 in an NFER test)</b>
	Letter Land phonics intervention <b>Thursday afternoon</b> following phonics assessment.	5	CR SA <b>S&amp;L teacher</b>	increasing their reading score from a 3 to a 2.1	<b>3 improved their RAG rating to 2.1 or 1 2 NTE pupils did not improve scores but are still working with S&amp;L teacher on blending</b>
	Letter Land phonics intervention <b>Thursday afternoon</b> following phonics assessment. Continued daily 15mins Monday to Thursday	<b>3</b>	<b>CN</b>	Make 1 years progress in B2	
	Maths closing the gap. Thursday 2x 20mins.	<b>All</b>	CN	Improve RAG rating scores in Maths	<b>8/11 improved rating 5 achieved ARE 3 did not make progress on RAG but are making progress on B2</b>
	Closing the gap GPS intervention	<b>All</b>	CN	Accelerate progress and improve RAG rating scores in Writing	
<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>Year 5 Objective number 1</b>	Weekly/ fortnightly RAG – identify GAPS, find solutions, accountability – improve combined scores	<b>13 pupils (all)</b>		<b>Progress through RAG GAPS closed. Improved combined ARE</b>	<b>37% combined Spring 2 53% combined Summer 1</b>

<p>Close the attainment and potential progress gap interventions for LAP PP pupils in R/W/M</p> <p><b>Objective number 2</b> Challenge in number for HAP</p> <p><b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills</p>	<p>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)</p>	2 PP SEN		Progress/ attainment through reading - GAPS closed	Beginning to access tests. Improved scores from 70 to 89
	<p>Phonics sessions – letter land (Monday – Thursday 1:30-2:00 Y6 overflow room ET/ PB)</p>	1 PP SEN	ET/PB	Gaps within phonics closed	
	<p>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)</p> <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 PP SEN		Developing confidence with numbers and number fluency Daily SDI closing gaps Developing confidence through testing	Beginning to access tests. Improved scores from 71 to 87
	<p>Positive behaviour strategies used including positive behaviour charts checked twice a day</p>	2		Taking part fully within all teaching	Both improving in attitude to writing and have made progress on RAGs in all subjects Both pupils spending less time out of class
	<p>Developing vocabulary through real life experiences/ trips</p>	All 13 pupils		Children gaining wider experiences linking to topics, writing...	Language improvement after debate with Whetley academy
	<p>Pushing HA – guided sessions and high expectations (maths – 1x a week, writing 1x a week, reading 1x a week within Class5 – BH)</p>	4		Achieve greater depth in reading, writing and maths	4/4 at ARE 3/4 at GDS in R W M
<p>Arithmetic (Monday -Thursday) – guided session with BH in class (8:55-9:05) developing reasoning skills.</p>	4		Achieving greater than expected in maths	3/4 GDS in Maths 1 achieved EXS but many gaps in	

Y6	What will we do?	How many pupils will benefit?	Who will be responsible	What will success look like?	Current Impact
	Shape Space and Measure to be a focus to close gaps at GDS				Shape, Space and Measure so GDS not achieved.
<b>Year 6 Objective number 1</b> Close the attainment interventions for LAP PP pupils in R/W/M <b>and potential progress gap</b> *****this PP cohort are mostly MAP therefore attainment of PP is targeted to significantly improve on 2017 PP attainment.  <b>Objective number 2</b> Challenge in number for HAP	Homework club – Bug Club (reading), Matholia (Maths) and homework support	11 pupils	TG	Improvement in termly assessment	Only 4 pupils regularly attend
	Arithmetic test – SDI- 8:30 – 9:00	11 pupils	RP CP	Increase in daily test scores	All pupils have much improved scores consistently
	Phonics sessions – letter land (Monday – Thursday 1:30-2:00 Y6 overflow room ET/ PB) Additional 1-2 daily support – New LSA appointed	1 PP SEN	PB + ET	Use of correct phonic strategies in everyday writing	
	Daily Handwriting, HF spelling activities. (1-2 group)	2 PP SEN	RP+PB AB	Improvement in weekly writing task	Writing improved but ARE not achieved
	Additional challenge activities during lesson time Use of Hegarty Maths both in class and at home (Ipad supplied for homework) Matholia maths used for daily homework	3	RP	Progression toward Greater Depth Standard in Maths and Writing	2 achieving EXS and 1 at GDS in Maths 1 on track to achieve GDS in Writing.
	Booster activities in R,W,M (Wednesdays) Reduced reading group size in afternoon reading comp practise (2-9)- Teacher supported	6	JS+RP CP & LB	Improvement in half termly test scores	4 out of 6 made progress in scores but 2 struggle to access tests so smaller group intervention in place. All test scores improved

<b>Objective number 3</b> Fast Track phonics/spelling for pupils with gaps in phonic skills	Timestable practise (15 mins – PE) Break time practise for those unable to answer quick fire questions (home books provided for additional support) 1:1 daily support from LSA for SEN pupil using concrete apparatus to visualise repeated addition	3	RP+PB CP	Completion of bronze,silver gold in 12x12 time tables	2 out of 3 making progress on test scores. One SEN maintained same score
	Targeted questioning during lesson time	3	RP LB	Increased contribution to all class activities	All increased confidence to answer questions
	Additional maths support based on daily numeracy tests (Break time) – Work record in back of books. Now includes 15mins of afternoon session.	11 pupils	RP CP	Increase in daily test scores	All increased test scores (arithmetic and reasoning) 10/11 increased RAG rating. 1/11 increased B2 achieved
	Access to kindles for home and school use Now including 50 books and Whole school class books such as BISP and Private Peaceful	11 pupils		Improvement in reading book band and reading comprehension scores	Pupils are keen to read now that there are more books
	Barclays reading volunteers - weekly	9 pupils			Increased fluency of all pupils. No impact on comprehension

## Review Term 1 data – 8.7.18

% On Track to achieve age-related (1 & 2.1 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	(3/9) 33%	(10/17) 59%	(3/9) 33%	(8/17) 47%	(7/9) 78%	(11/17) 65%	<b>(3/9) 33%</b>	<b>(8/17) 47%</b>

% On Track to achieve age-related (1 & 2.1 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>(4/21) 19%</b>
Current	(3/9) 33%	(9/21) 43%	(3/9) 33%	(9/21) 43%	(5/9) 56%	(9/21) 43%	<b>(3/9) 33%</b>	<b>(9/21) 43%</b>

% On Track to achieve age-related (1 & 2.1 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	(1/9) 11%	(8/21) 38%	(0/9) 0%	(6/21) 29%	(3/9) 33%	(11/21) 52%	<b>(0/9) 0%</b>	<b>(6/21) 29%</b>

% On Track to achieve age-related (1 & 2.1 RAG)								
Year 4 (49)	Reading		Writing		Maths		Combined	
<b>Bulge year</b>	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
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	(10/22) 45%	(6/27) 22%	(7/22) 32%	(6/27) 22%	(9/22) 41%	(10/27) 37%	<b>(7/22) 32%</b>	<b>(6/27) 22%</b>



% On Track to achieve age-related (1 & 2.1 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	(9/13) 69%	(9/17) 53%	(5/13) 38%	(6/17) 35%	(5/13) 38%	(7/17) 41%	<b>(5/13) 38%</b>	<b>(6/17) 35%</b>

% On Track to achieve age-related (1 & 2.1 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 (TA)	(6/11) 55%	(11/19) 59%	(9/11) 82%	(10/19) 53%	(8/11) 73%	(13/19) 68%	<b>(6/11) 55%</b>	<b>(10/19) 53%</b>

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