

## Achievement: attainment and progress and quality of learning for individuals, different groups, SEN and EYFS

### Upper KS2 (Phase 3)

#### End of year 2017:

- |  |                                |
|--|--------------------------------|
| - Reading 63% expected (+8% from 2016) | 26% exceeding (+8% from 2016)  |
| - Writing 61% expected (-9% from 2016) | 10% exceeding (-4% from 2016)  |
| - Maths 54% expected (+13% from 2016)  | 14% exceeding (- from 2016)    |
| - SPAG 63% expected (+11% from 2016)   | 29% exceeding (+13% from 2016) |
| - Combined: 41% (+10% from 2016)       |                                |

#### National 2017:

- Reading 71% (8% difference)   Maths: 75% (21% difference)   SPAG: 77% (14% difference)   Writing: 76% (15% difference)   Combined 61% (20% difference)

The 2017 data has shown an overall improvement in attainment as compared with the previous year's cohort. There is still a significant gap between national standards and school standards which needs to be addressed by an improvement in results year-on-year again in 2018.

#### Success criteria:

Attainment in 2018 to show an improvement on the 2017 figures with all children making expected or exceeding progress in meeting checkpoints.

Action:	Led and supported by:	Intended Impact:	Monitoring the impact?	Start/finish date	CPD?	Autumn IMPACT	Spring IMPACT	Summer IMPACT
Year 6 to achieve at or above national in all subjects	Phase Leader Class teachers	Narrowing/closing attainment gap with national.	Checkpoint analysis at each point to address interventions and impact as well as identifying chn who are off-track	Half-termly		Currently 68% at expected in writing (+7% on 2016 SATs) 76% expected in maths (+22%), 79% expected in reading (+16%)		
Maths intervention to raise % reaching expected	Phase Leader Class teachers Intervention teacher	Raising Maths attainment to match national (current gap 21%)	Analysis of effectiveness of interventions at each CP	Half-termly		10% increase in chn at expected (65.79% to 76.32%) from start of year.		
Girls' progress in Maths from -3.04% to +1 or above	Phase Leader Class teachers Intervention teacher	Addressing any children not making at least expected progress since KS1	Boosters and interventions to specifically target children not making expected progress. Check each CP.	Half-termly		22/24 Y6 girls making expected progress this year (92%)		
All progress scores to be positive at end of KS2	Phase Leader Class teachers Intervention teacher	Children off-track in progress to be identified and addressed with intervention/personal provision.	Boosters and interventions to specifically target children not making expected progress. check at each CP.	Half-termly		All key Year 6 subjects showing positive progress of chn moving up to expected level.		
Improve spelling	Phase Leader Literacy leader	Increase overall SPAG pass rate to match national (currently 14% difference)	Addressing effectiveness of Splendid Spelling in children applying spelling in their writing.	During longer writing pieces, monitor during PPA.		Evidence of improved spelling application although overall SPAG results dipped in Autumn 2 papers		
Year 5 - Reduce difference between PP and SEN achievement and rest of cohort.	Phase Leader Class teachers	Narrowing the gap for PP/SEN children.	Checkpoint analysis.	Half-termly		Year 5 PP Maths currently -15%, SEND Maths -36%, Reading PP -11%, SEND Reading -15%, Writing PP -19%, SEND Writing -36%.		
Raise attainment in calculation	Phase Leader Class teachers Intervention teacher	Increasing % of children passing	Class data analysis, weekly arithmetic papers, 15 in 10	Weekly		Large increase in numbers of children scoring 30+ in arithmetic papers. 100% of children who sat both assessment papers have improved score.		
a) 1:1 and small group tuition to be started in Autumn term for Year 6 until SATs	Phase Leader	Raising of standards in attainment in Year 6 - especially in Maths	Analysis of data. Meeting with GM, JP, class teachers and TAs to assess impact.	Half-termly		Maths and reading targeted through intervention groups with GM, JP - new Spring timetables. 94% making expected in Maths, 39% exceeding progress 80% expected progress in Writing last term, 20% exceeding		
b) Focused provision for PP children in Year 6	Phase Leader SENCo	Raising attainment and progress of PP children	Analysis of data	Ongoing		See above		

Action:	Led and supported by:	Intended Impact:	Monitoring the impact?	Start/finish date	CPD?	Autumn IMPACT	Spr ing IMP ACT	Sum mer IMP ACT
Adaptation of existing Scholarpack/Target statements/Non-negotiables	Phase Leaders Subject Leaders	Ensure consistency of assessment criteria.	Feedback from Phase leaders in SLT.	Ongoing	Yes - INSET with class teachers	Children happy with new targets system and could explain their current targets through Pupil conferencing with Phase leader		
Buffet Maths to target progress	Class teachers	Allow children to assess level of entry, challenge, ensure teachers can see picture of gaps in learning and address during each learning topic	Discuss during weekly PPA to assess effectiveness.	Weekly	No	New system of Maths planning adopted and implemented with successful outcomes in books.		
Display weekly targets in addition to children being aware through Pupil conferencing	Phase Leader Class Teachers	Clarity of expectation for each week's learning.	Phase Leader to conference children in Phase leader time.	Weekly	No	Children happy with new targets system and could explain their current targets through Pupil conferencing with Phase leader		
Offer specific support for exceeding children. Specific writing group set up.	Phase Leader Class Teachers	Ensure progress of exceeding children identified in KS1	Discussion during PPA to allow for opportunities in planning.	Weekly	No	80% of exceeding writers making expected progress this year so far (targeted intervention group). Target of shifting levels of formality identified from moderation - specific focus this term		
Guided Reading set-up to be managed to ensure coverage of genre/question types	Phase Leader Class Teachers	Ensure coverage of genre/question types/target statements.	Discussion during PPA to allow for opportunities in planning.	Weekly	No	Regular analysis of effectiveness of Guided Reading. New DERIC system effective for identifying different types of questions.		
SATs term to be managed similarly to last year. Topics to follow termly changeover.	Phase Leader	Focussed SATs booster sessions led by class teachers to target needs of children	Improvement in attainment/progress.	At end of year.	No	Topic following termly changeover popular with staff as felt last year's last topic was too rushed.		
Immersive opportunities embedded in classroom practice	Phase Leader Class Teachers	Engagement of children across the phase	Checking planning incorporates challenge-based activities.	Termly planning meetings. Weekly PPA.	No.	Weekly analysis of opportunities within planning. Good engagement from children in CBL.		
Critique process continues to be refined and developed.	Phase Leader Class Teachers	Allowing children to see high quality models, self and peer assess to a high standard	Sharing good practice, approaches, working to refine rubrics with staff and children.	As required.	No	Staff meeting on critique led to useful suggestions for improvements to rubrics as well as highlighting good practice happening already.		

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