

## Lower Key Stage 2 Overview - Spring 2017

### What are the key issues in this area?

- Writing attainment in Yr3 3
- Reading attainment in Yr 3
- New member of staff to introduce to REAL projects in Magenta class - change of staff mid year.
- Yr3 34/76 children PP (45%) 2017-18  
Yr 3 21/37-(57%) Yr4 13/39-(33%)
- 10/76 children with SEND (13%) 2017-18  
Yr 3 4/37-(11%) Yr 4 6/39-(15%)
- Pupil premium progress in Yr 4 writing
- Writing in yr4 esp boys Reading and FSM
- Reading progress in Yr 3 - higher achievers
- No exceeding writers in Yr 3.

### What has the impact been? What does the data show?

- Writing attainment in Yr3 - has risen by 6%
- Pupil premium progress in YR 4 writing is still being targeted after the last data capture.
- Yr 4 Reading - 4 boys have made accelerated progress
- Writing and reading in YR4 is the same and intervention is now aimed at these readers.
- Reading progress in Yr3 - higher attainers- now have 2 children exceeding
- Exceeding writers Yr3 - now have 2 children exceeding
- 68% Yr3 maths on track CH3
- 69% Yr4 reading on track CH3
- 68% Yr3 maths on track CH3
- Yr4 - 38% made accelerated progress in reading
- Yr4 36% have made accelerated progress in maths
- Yr 4 21% have made accelerated progress in writing

### How can we triangulate/prove this in the classes across the school?

- pupil conferencing
- Coverage in books - progress
- Learning journals and target sheets
- 1/2 termly testing
- TP collecting half termly data and meeting staff regarding impact, children off track, interventions to accelerate progress.
- Lesson observations//learning walks
- Subject coverage in planning
- Staff can talk confidently about each child and their needs.
- Phase moderation weekly during PPA

### How do we know?

- Data analysis - cohort, group and sub group
- Children who left KS1 at above
- Intervention detailed analysis
- lesson observations
- Phase data analysis

### What have we done to address these?

- Identified 'which' children fall into these issue areas
- Ensured all these children are receiving extra intervention and support - Thrive, 1-1 reading, 1-1 and group phonics, Maths, Reading University, Fun fit, Sensory, Speaking and listening etc
- 6 weekly APDR meetings - ensure targets are specific and meet needs
- Planning to engage the boys through a variety of project ideas to raise attainment
- Ensure high expectations are consistent across the classes through lesson observations, book scrutinies
- Implemented the immersive and project based learning
- To improve parent engagement pupil progress meetings termly with Spring running throughout the day with Thrive activities. Learning mornings in each project/invitations to exhibitions and final products/trips/E-safety days and training/productions etc/class website/Twitter/detailed weekly newsletter/
- Phase writing moderation
- Introduction of novel study and arithmetic sessions.
- Introduction of Maths mastery and specific way of teaching
- Training attended for teacher in Maths and mastery half termly with SW hub.
- Introduction and implementation of Spectacular Spelling and Spectacular Spag. - linked to topic
- Weekly TA meetings
- Focused intervention to match data needs after intervention monitoring and slowing down of pupil movement in lessons
- Extra support in classes with high level of change
- Targeted planning to focus on engagement and quality outcomes.
- Across phase teaching for maths - grouping according to opportunities for consolidation.

Standard Ontrack Report: Academic Year (2017), Checkpoint (CP3), Entry Date before (06/02/2018), Year (3)

Year Group	REA			WRI			MAT			SCI		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
3	37.14% (13)	62.86% (23)	0.00% (0)	37.14% (13)	62.86% (23)	0.00% (0)	37.14% (13)	62.86% (23)	0.00% (0)	37.14% (13)	62.86% (23)	0.00% (0)

Please be aware this report calculates on track against agreed expectations, not targets

Standard Ontrack Report: Academic Year (2017), Checkpoint (CP3), Entry Date before (06/02/2018), Year (4)

Year Group	REA			WRI			MAT			SCI		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
4	30.77% (12)	69.23% (27)	0.00% (0)	48.72% (19)	51.28% (20)	0.00% (0)	48.72% (19)	51.28% (20)	0.00% (0)	30.77% (12)	69.23% (27)	0.00% (0)