

Phase 1

attainment and progress and quality of learning for individuals, different groups, SEND and PP.

End of 2017:

Maths 71% expected 21% exceeding

Reading 71% expected 29% exceeding

Writing 66% exceeding 0% exceeding

- 37% GLD to 71% expected
- Critique and outcomes now embedded in phase

Success criteria: (current predicted data) (65% GLD)

- Children to achieve 6+ points progress throughout the year

Currently

- 58% to reach national expectations or above, 14% above national in maths
- 68% to reach national expectations or above 19% above national in reading
- 60% to reach national expectations or above, 9% above national in writing

With targeted support

- 77% to reach national expectations or above, 28% above national in maths
- 79% to reach national expectations or above 28% above national in reading
- 72% to reach national expectations or above, 23% above national in writing

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD?	Impact Autumn Term	Impact Spring Term	Impact Summer Term
Ensure data for new children is shared, discussed and issues clear in September.	KM	Teachers are aware of individual attainment in their classes and across phase to target support and project planning. Ta's are also part of this process to allow for high quality, informed support.	KM to lead PPA sessions with clear agenda and space to discuss data issues. Every 6 weeks data capture and analysis done to ensure continued progress and immediate gaps highlighted.	Sept 17		September data and CP2 data discussed and analysed as a phase with key points and actions decided on as a whole phase.		

Objective led teaching with clear targets for children which lets to clear individual aims and regular learning conversations to discuss progress.	KM ST LL LN	Pupils are aware of each learning step and their progress towards it. They are able to talk about their learning linked to specific statements and any barriers that may be stopping them moving forward. This knowledge is reflected in the data and progress is discussed regularly in phase meetings.	Planning needs to have clear learning focus which is displayed in classroom each week. KM to add progress to the agenda in PPA and regular catch ups with teachers during weeks between.	ongoing		Clear targets set, but children not always able to talk about these in their learning discussions.		
Intervention grps will be fluid and flexible focusing on their weekly learning targets. Proactive and reactive.	KM ST LL LN	Children will be focused on after daily morning teaching - intervention will then be delivered that afternoon to support them for the next day. Pre-teach may also be delivered as part of afternoon support. Literacy support is part of the project and their current work will be the aim of the intervention focusing on core skills.	Intervention to be discussed a part of the 6 weeks data capture. This will also form part of PPA discussion about children across the phase. This will be documented in the phase data sheet.	ongoing		Intervention has been extremely fluid and flexible, but targeted 1.4 children have not made accelerated progress. CM to deliver intervention every PM in spring term.		
More able children to be a focus to ensure progress is attained through high quality teaching and inspiring project delivery.	KM ST LL LN	Teachers to highlight the children with the potential to achieve at this level. Teachers to be aware of individuals in their classes and the gaps that need filling to ensure the attain. Intervention could be part of this. Project planning needs to give opportunities for them to be aspirational and inspired.	Project planning to be looked at by TP but also subject leaders to ensure opportunities are planned for. Data to be looked at to ensure progress is being achieved.	ongoing		Children are on track to exceed, but need to ensure these continue to be the focus for spring and summer term.		

Phonics groups set up across the phase but Y2s who are slightly off track to access phonics booster sessions with CC to ensure they can rejoin SPAG group	KW	Children will be taught at their correct level and those groups will then be supported in whole class teaching. Impact should then be seen in their writing.	KM to monitor phonics groups and ensure high quality teaching across the phase. Children to be moved when necessary so these groups will be fluid. Children should all be having SPAG by Christmas.	by Christmas	INSET delivery by Sea	50% children have now rejoined the SPAG group.		
Ensure children have access to supportive materials in every rooms across phase.	KM ST LL LN	Children can independently access the materials to support the learning. Literacy word mats, key words - colour coded lists, maths manipulatives, rubrics,	All teachers to make sure these are effectively used in whole class teaching.	ongoing		All classes have the materials readily available and children are accessing these.		
TA meetings	KM LL	Ta meetings to be held regularly to discuss individual children's needs as well as organisational phase issues. TA's aware of any contextual information to give informed support. TA's to become part of project planning and feedback.	TP to hold meetings and ensure that they are informed and understand learning objectives for the week.	ongoing		TA meetings are being held weekly but are currently discussing organisational issues. Spring term there is to be a focus on individual needs, intervention and planning.		

Spelling	KM ST LL LN	To ensure that children are independently accessing materials to support spelling in the classroom.	All teachers to make sure these are effectively used in whole class teaching.	ongoing		All classes now have word walls and spelling mats accessible at all times. It is now a priority to ensure that children are using these at ALL times.		
The outdoor playground is set up and used to promote learning.	KM ST LL LN	To ensure that the outdoor learning area is used to support learning. TA rota in place so that it is set up in the mornings and can be used to support learning in PDR.	KM/LL to monitor the effect of this and ensure that the outdoors is being set up and that it is used appropriately during PDR. Children are engaged and on task when in this area,	ongoing				
Transition from EYFS to Y1 is successful by using PDR in the PMs.	KM ST LL LN	Children access a free independent learning environment as well as accessing a number of structured activities over the term, Rainbow Challenges are set up in each classroom.	KM/LL to monitor the effect of this and ensure that children are accessing the structured activities.	ongoing		PDR was successful for transition in the autumn term and children coped well with transition and the step up in the curriculum.		
Learning Walks are carried out half termly to ensure continuity and high expectations are in place across the phase.	KM ST AC TP	Clear picture of children's learning to feedback through lesson observations to ensure all children are being encouraged to remain on track or accelerated progress, also ensure high expectations of behaviour and presentation are in place.	Teachers are tracking and pushing targeted children. High expectations of behaviour and presentation are in place and consistency.	ongoing		3 learning walks have been carried out this term by SLT and also an additional one by TPAT.		

To raise the attainment of the phonics test to at least 80%	KM STa	*Children can use phonic knowledge to increase accurate spelling in written pieces and spelling tests with 80% of children achieving exp in the Spag test and 80% in the phonics test.	Phonics groups monitored half termly to ensure high quality teaching and that children are accessing the right level.	ongoing	Training delivered 5/9/17	Currently 79% are predicted to pass with intervention in the spring term.		
To raise the attainment of the phonics test to at least 80%	KM STa	Children are tested at Christmas and any children who get a score in the teens to receive intervention by CC in the Spring Term	Children are tested at Christmas and any children who get a score in the teens to receive intervention by CC in the Spring Term	Spring Term		Currently 79% are predicted to pass with intervention in the spring term.		
To raise the re-test phonics test for Y2's inline with national.	KM STa	Children can pass their test in Y2. Y2 have specific phonics with fast pace focusing on blending words and finding the digraphs/trigraphs in words.	Phonics groups monitored half termly to ensure high quality teaching and that children are accessing the right level.			4 children have now passed the 2016 test. 6 boys who have not all who have specific needs. These children to now be taught in a group addressing these needs.		
To raise the re-test phonics test for Y2's inline with national		Children can pass their test in Y2. Y2 SEN boys to have specific phonics for their need using kinaesthetic and games to improve their memory.	Phonics groups monitored half termly to ensure high quality teaching and that children are accessing the right level.			This is a new action for Dec'17		

To ensure that we have children working at GD in writing this year, target children to ensure that 23% exceed	KM ST AC TP	Teachers to highlight the children with the potential to achieve at this level. Teachers to be aware of individuals in their classes and the gaps that need filling to ensure the attain. Intervention could be part of this.	Data to be looked at to ensure that the progress is achieved. Ensure that children are using all the resources in the classroom to support spelling and handwriting for GD.	ongoing		Children are on track to exceed, but need to ensure these continue to be the focus for spring and summer term.		
Target children at 1:4 + with intervention in maths so that 77% achieve at least expected	KM ST LL LN	Use of daily and weekly assessments to target children with intervention to ensure that they make accelerated progress	Data to be looked at half termly to ensure that the progress is achieved.	ongoing		No children have made accelerated progress yet, 1 child has only made 1 point instead of 2		
Target children at 1:4 + with intervention in reading so that 79% achieve at least expected	KM ST LL LN	Use of daily and weekly assessments to target children with intervention to ensure that they make accelerated progress	Data to be looked at half termly to ensure that the progress is achieved.	ongoing		No children have made accelerated progress yet, 1 child has only made 1 point instead of 2		
Target children at 1:4 + with intervention in maths so that 72% achieve at least expected	KM ST LL LN	Use of daily and weekly assessments to target children with intervention to ensure that they make accelerated progress	Data to be looked at half termly to ensure that the progress is achieved.	ongoing		No children have made accelerated progress yet, 2 children have made 1 point instead of 2		