

Objective 3	Success Criteria																																																											
<p><b>To improve attainment for the pupil groups (PPG, SEND, G/B) so all gaps are narrowed</b></p>	<p>KS1% gap between PPG and the rest-2017 SATs:</p> <table border="1" data-bbox="887 142 1659 279"> <thead> <tr> <th>KS1</th> <th>R-exp</th> <th>W-exp</th> <th>M-exp</th> <th>R-exc</th> <th>W-exc</th> <th>M-exc</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>73</td> <td>68</td> <td>77</td> <td>9</td> <td>5</td> <td>5</td> </tr> <tr> <td>National</td> <td>79</td> <td>72</td> <td>79</td> <td>28</td> <td>18</td> <td>23</td> </tr> <tr> <td>Gap</td> <td>6</td> <td>4</td> <td>2</td> <td>19</td> <td>13</td> <td>18</td> </tr> </tbody> </table> <p>KS2% gap between PPG and the rest-2017 SATs:</p> <table border="1" data-bbox="887 312 1659 450"> <thead> <tr> <th>KS2</th> <th>R-exp</th> <th>W-exp</th> <th>M-exp</th> <th>R-GD</th> <th>W-GD</th> <th>M-GD</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>50</td> <td>69</td> <td>44</td> <td>8</td> <td>0</td> <td>14</td> </tr> <tr> <td>National</td> <td>77</td> <td>81</td> <td>80</td> <td>29</td> <td>21</td> <td>27</td> </tr> <tr> <td>Gap</td> <td>27</td> <td>12</td> <td>36</td> <td>21</td> <td>21</td> <td>13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><i>The gap between PPG, who achieve age expected and greater depth narrows in each category.</i></li> <li><i>Year leaders have developed a list of strategies that they carryout routinely.</i></li> <li><i>The teaching groups of the Assistant heads are predominately PPG</i></li> </ul>				KS1	R-exp	W-exp	M-exp	R-exc	W-exc	M-exc	School	73	68	77	9	5	5	National	79	72	79	28	18	23	Gap	6	4	2	19	13	18	KS2	R-exp	W-exp	M-exp	R-GD	W-GD	M-GD	School	50	69	44	8	0	14	National	77	81	80	29	21	27	Gap	27	12	36	21	21	13
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Key actions	Who	By when	Resources/CPD	How will this be monitored? Evidence sources? who?																																																								
<p><b>1. To Participate in 'Challenge the Gap' programme</b></p> <ul style="list-style-type: none"> <li><i>3 members of Y5 to attend the training and implement their action plan.</i></li> <li><i>Focus on Maths, supported by NP masters level research based learning</i></li> <li><i>To support other year teams to follow the CtG strategies</i></li> </ul>	<p>YA SM SC (NP supporting)</p> <p>NP</p> <p>NP</p>	<p>All year</p> <p>Autumn 2018</p> <p>All year</p>	<p>100% attendance at the training. Cost of the programme</p> <p>Time, PDM time</p> <p>PDM time, leadership time</p>	<p>CtG file contains all the planning and action plans, school data is used to inform the action plan showing that the right children were identified for the programme.</p> <p>End of project presentation shows the accelerated progress that the pupils have made and whether this is what was targeted to be achieved. Monitored by the facilitators.</p> <p>Actions to be defined in leadership meetings. Case studies are completed for those pupils that the programme has made a significant impact and share this.</p>																																																								
<p><b>2. Maths</b></p> <ul style="list-style-type: none"> <li><i>Fortnightly conferencing to take place with 3/4 PP children across all year groups</i></li> <li><i>Develop question level analysis from SAT's papers completed to inform planning</i></li> </ul>	<p>Class teachers</p> <p>Year teams</p>	<p>Autumn 2 / Spring 1</p> <p>All year</p>	<p>Time and training</p> <p>PPA time</p>	<p>AH's to give feedback at leadership meetings, books show additional resources used, data shows accelerated learning in that the pupils have moved along the 'windscreen'</p> <p>Patterns are identified with PP pupils are shown in the data file and planning adapted or interventions developed and seen in the planning files. Leadership will monitor these files.</p>																																																								
<p><b>3. English</b></p> <ul style="list-style-type: none"> <li><i>Teachers to monitor reading rivers for PP pupils to ensure access to genres they need to cover</i></li> </ul>	<p>Class teachers / AH</p>	<p>All year</p>	<p>Variety of books</p>	<p>Reading rivers are displayed in the classrooms and pp pupils discuss with AH so barriers which have been identified have a solution – monitored by leadership.</p>																																																								

<ul style="list-style-type: none"><li>Pupils to read at home every day - re-launch the reward system. Staff to hear PP pupils read, AH to insure the PP pupils have enough interesting books to read.</li></ul>	Class teachers / AH	All year	KS2 – time at the end of the day for those who have not read the night before. KS1 - Books for those who complete half a reading record book	Reading records monitored half termly by leadership team for frequency and coverage. Pupils must show their reading record daily to show they are reading at home.
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