



Attainment and Progress 2019-2020	<p>Key Objective: To have clear whole school picture of % of children who are emerging, at and greater depth across all subjects in NC. To set challenging targets for all year groups in core subjects, realistically based on FFT, NC and SAT testing. To ensure by end of each key stage our pupils continue to further exceed national expectations in core subjects and make above expected levels of progress.</p>
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Task	Success criteria	Lead person	Dates	Cost and source	Monitoring	Evaluation
Ensure all children know next steps for learning in core subjects (Y2-6).	<p>"I can" in pupil books. Children know and can talk about what they need to do next in subjects to make progress. Report on "I can" and progress out to parents each half term, linked to parent drop in sessions - Harvest, spring/Easter and summer 20.</p>	<p>Assessment coordinator All teaching staff</p>	<p>September 19 February 20 April 20 - talking to pupils alongside work scrutiny's.</p>	Nil	Through termly work scrutiny - talking to children by leadership team.	As above
Refine school system to measure progress of all learners, which supports group, disadvantaged, and gender target setting and tracking.	<ul style="list-style-type: none"> System developed further, targets set and progress monitored. Governor's data group analysed 18/19 data and new targets set for whole school for 19-20 (see progress file). All teaching staff 	<p>Head Deputy EYFS leader</p>	<p>July 19 - subject coordinators gathering pupil evidence each term. Teachers inputting data - July 19, December 19,</p>	Nil	Leadership team and governors data group meetings to monitor and analyse data each term. Reports given to staff and action plans put	System evaluated regularly at staff meetings by all staff and changes made where required.

	<p>inputting pupil level data each half term and involved in target setting. Drill down on foundation subjects- which children can be challenged further to GD-teachers identify on termly data drop.</p> <ul style="list-style-type: none"> • Particular focus on girls across school and in-depth analysis of progress, action plans for teaching and learning in place for those below expected levels (see intervention and subject plans). • Gap between boys and girls in reading, science and maths is closing across school and in particular cohorts-see progress file. • Pyramid moderation developed further with another school 		<p>April 20 and July 20. Targets set at teacher appraisal meetings in autumn 19. Moderation in key stage meetings with another school-HT to implement.</p>		<p>in place by HT and DHT for additional needs children and groups monitored each term. See EYFS action plans and core subject action plans. Intervention plans monitored by LT each term. Foundation subject coordinators can identify GD pupils and plan accordingly.</p>	
<p>Set targets at whole school level - Expected in Reading 83% Exp+ 39% GD, Writing 81%Exp+ and 19% GD, Maths 85.8% Exp+ and 27.8% GD</p>	<p>School exceeds/matches previous year's progress for all pupils in core subjects. Targets in place for each year group which are challenging and ensure good levels of progress.</p>	<p>Head LT Governors All teachers</p>	<p>July to analyse levels achieved by 18/19 cohorts and September 19 to set targets for all cohorts.</p>	<p>Teacher appraisal meetings- autumn 19, through cover budget.</p>	<p>Monitored by governors and HT through Data analysis- November 19, March 20 and July 20.</p>	<p>Evaluated each half term by leadership team through tracking of whole school progress.</p>

			To be done in Staff meetings and as part of Teacher Appraisal.		By LT - termly analysis of whole school progress.	
Implement new provision map for whole school.	<ul style="list-style-type: none"> • Provision map in place for September 19- all groups across school. • Full review of ETA support across school and revised timetable each term/as required. • Intervention plans in place in each year group for additional needs pupils, along with Individual support plans. • Progress of pupils monitored and reviews sent to parents each term (those on ISP's and EHC plans). • LT to ensure all groups making progress and areas of need identified and actions in place. 	Head-SENCO DHT	June 19 for ETA review. September 19 January 20 February 20 in light of new budget.	ETA budget to support group work and individual plans- see main budget/sen additional funding for costings.	Monitored each term by HT and key stage leaders of learning. Leadership team to monitor and present group tracking to governors and teachers for planning. Support and intervention plans monitored by Head each term and feedback given to staff.	Evaluated regularly by teachers, ETA's and discussions held as required to support individual and group needs. Concerns brought to leaders of learning and HT.

Target individual pupils who need further support in well-being.	Individuals supported through projects in school, pupils well-being continues to improve and children more ready to learn and feel nurtured.	HT LT Various projects e.g. Inter-generational project.	September 19 onwards	Bids to various projects and supported through PSHE budget.	Checked through behaviour monitoring, project feedback on children's involvement levels.	Evaluated at staff meetings, TAF, CP plans etc. by LT.
Y4 Times tables test prepared for.	All teaching staff-Y2-Y6 planning regular testing and recording progress- <i>see Maths action plan.</i>					
Investigate Pie Corbett writing assessment	<i>Pupil attainment in writing continues to improve and % at expected and GD across school improves-see progress file. See English action plan</i>					