2016 - 2017

Standard	Acronyms Explained
BLW	Below Age Related Expectation (ARE) – Year 2 should be working on Stage 2 and Year 6 should be working on Stage 6 etc.
WT	Working on the age appropriate stage, but not yet secure.
EXS	Working at the expected stage for their age.
GD	Working at Greater Depth within the expected stage for their age.
Total Number	Total number in cohort.
Total EXS%+	Percentage of children working at the expected stage and above for their age.
Total GD%	Percentage of children working at Gretaer Depth for their age.
All targets have been set from prior attainment rather than where they finished at the end of the previous year. Year 1 and 2 from EYFS Data Year 3, 4, 5 and 6 from KS1 data	

[YEAR GROUP PROFILES]

An executive summary of each year group in relation to year group contexts; targets; progress made against actions and other supporting information.

Reception – F2

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR FS	15	17	7	4	14	3 - NON ST 2 - ST	2	32

Targets for Good Level of Development - GLD

Whole School				Non Resource		
Group	Number of children	Predicted GLD		Group	Number of children	Predicted GLD
All	32	81%		All	30	83%
Boys	15	87%		Boys	13	92%
Girls	17	76%		Girls	17	76%
PPG	7	57%		PPG	7	57%
Non PPG	25	88%		Non PPG	23	91%
EAL	14	86%		EAL	14	86%
Non – EAL	18	78%		Non – EAL	16	81%
SEND	5	20%		SEND	3	0%
Non SEND	27	93%		Non SEND	27	93%

Autumn 1 = 81% of children still on track for GLD

1 PPG child = 14%

The main areas we have identified that limit a child's potential to achieve their GLD are Speaking, Reading, Writing and Moving and Handling. We are focussing on these areas to give all children the best possible chance to succeed.

Areas of focus in practice:

- Use of EYPP (Early Year's Pupil Premium) – last year's success of the Early Talk Boost programme using the 'Ican' training. This focuses on the development of communication and language with has been identified as a key issue for those PPG children not predicted to make GLD.

- Development of story sacks – the team are creating a larger collection of story sacks to encourage reading at home.

- Squiggle while you Wiggle – an initiative to develop gross and fine motor control (Moving and Handling) while still promoting early development of writing.

- Continuing the rich opportunities offered to the children to encourage all aspects of Speaking and Listening.

We are also focussing on attendance as 3 out of the 7 PPG children (all currently predicted to not achieve GLD – the 43%) have less than 90% attendance. Although the children are not statutory school age, we have strategies in place to target and improve this. Kat Belcher is in contact with all families and Matt Hickey has monthly review meetings with a family that we are using PPG money to support breakfast club places.

Year 1

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 1	14	19	6	5	15	3 - NON ST 3 - ST	3	33

Behaviour Analysis

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Autumn								
Yr 1	0	5	0	1	0	0	0	0

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
1	32	33	1	0

Targets set from Baseline assessment:

Standard	Reading (PPG)	Writing (PPG)	Maths (PPG)			RWM (PPG)
BLW	7 (2)	7 (2)	6 (1)			
WT	0 (0)	0 (0)	0 (0)			
EXS	13 (4)	15 (4)	16 (5)			26 (4)
GD	13 (0)	11 (0)	11 (0)			
Total Number	33 (6)	33 (6)	33 (6)			33 (6)
Total EXS%+	**79% (67%)**	**79% (67%)**	**82% (83%)**			**79% (67%)**
Total GD%	39% (0%)	33% (0%)	33% (0%)			

Progress towards targets:

	Reading		Writing		Maths		Phonics		RWM
	On Track for ARE		On Track for ARE		On Track for ARE		On Track for passing Phonics		On Track for RWM
Yes	28	Yes	29	Yes	29	Yes	27	Yes	27
No	5	No	4	No	4	No	6	No	6
Total	33		33		33		33		33
	85%		**88%**		**88%**		**82%**		**82%**

Summary:

Subject	Target	Currently on track to achieve
Reading	79% (PPG 67%)	85% (PPG 67%)
Writing	79% (PPG 67%)	88% (PPG 67%)
Maths	82% (PPG 83%)	88% (PPG 83%)

Phonics Screening Challenge Target = 82% (PPG = 83%)

Challenge Target = 91% (PPG = 100%)

The main areas of focus we have identified:
- Using and Applying in Maths
- Application of phonics knowledge in Writing.

Areas of focus in practice:
- As part of our Learning Loops initiative, the class topic 'Tour of Highwood' has been used as a stimulus for Maths. Children have been measuring in non-standard units. The class are being exposed to more problem based activities through our deep learning approach to Maths.
- Learning Walks have focussed on how knowledge of sounds is being used and referred to during opportunities for writing.

Year 2

Context

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 2	20	12	8	3	17	5 - NON ST 2 - ST	2	32

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
2	32	32	1	1

Behaviour Overview

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Autumn								
Yr 2	0	7	0	0	0	0	0	0

Yr 2 Phonics Targets

Standard	Phonics
WT	2
WA	4
Total Number	6
Total WA%	67%

2 out of the 6 = PPG (50% predicted to pass)

4 out of the 6 = Male (50% predicted to pass)

3 out of the 6 = SEN Support (33% predicted to pass)

1 out of the 6 = PPG, SEN Support and Male (not predicted to pass)

End of Key Stage Targets:

Standard	Reading	Writing	Maths	RWM
F	2	2	2	
WT	4	7	5	
WA	18	19	19	23
GD	8	4	6	
Total Number	32	32	32	32
Total EXP+%	**81%**	**72%**	**78%**	**72%**
Total GD %	25%	13%	19%	

1 PPG child = 12.5%

Standard	Reading	Writing	Maths	RWM
F	1	1	1	
WT	2	2	2	
WA	3	4	4	5
GD	2	1	1	
Total Number	8	8	8	8
Total EXP+%	**63%**	**63%**	**63%**	**63%**
Total GD %	25%	13%	13%	

Progress towards targets:

	Reading		Writing		Maths		RWM
	On Track for ARE		On Track for ARE		On Track for ARE		On Track for RWM
Yes	24	Yes	21	Yes	25	Yes	20
No	7	No	10	No	6	No	11
Total	31	Total	31	Total	31	Total	31
	77%		**68%**		**81%**		**65%**

Summary:

Subject	Target	Currently on track to achieve
Reading	81% (PPG 63%)	77% (PPG 63%)
Writing	72% (PPG 63%)	68% (PPG 50%)
Maths	78% (PPG 63%)	81% (PPG 75%)

The main areas of focus we have identified:

- Gap between PPG children and Non PPG children (remembering 1 PPG child = 12.5%).
- Boy's writing.

Areas of focus in practice:

- Vocabulary groups and pre-teaching in science have been established to allow key children to have the best chance of success. This has been a key strategy used for Resource children and is now being utilised in mainstream classrooms.
- Key texts linked to class topic have been chosen to engage the boys e.g. 'Toby and the Great Fire of London'

Year 3

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 3	16	16	5	3	15	1 - NON ST 3 - ST	3	32

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
3	26	32	6 (3 N2E)	0

Behaviour Overview

	Autumn							
	Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
Yr 3	0	1	0	0	0	0	0	0

End of Year 3 Targets – Whole Cohort

Standard	Reading	Writing	Maths			RWM
BLW	3	4	2			
WT	5	5	6			
EXS	14	18	18			21
GD	10	5	6			
Total Number	32	32	32			32
Total WA%	75%	72%	75%			66%
Total GD%	31%	16%	19%			

End of Year 3 Targets – Non Resource

Standard	Reading	Writing	Maths			RWM
BLW	1	2	2			
WT	5	5	4			
EXS	13	17	17			20
GD	10	5	6			
Total Number	29	29	29			29
Total WA%	79%	76%	79%			69%
Total GD%	34%	17%	21%			

End of Year 3 Targets – PPG Cohort

Standard	Reading	Writing	Maths			RWM
BLW	0	0	0			
WT	0	0	1			
EXS	2	3	1			3
GD	2	1	2			
Total Number	4	4	4			4
Total WA%	100%	100%	75%			75%
Total GD%	50%	25%	50%			

	Reading On Track for ARE			Writing On Track for ARE			Maths On Track for ARE			On Track for RWM
Yes	25		Yes	21		Yes	20		Yes	16
No	7		No	11		No	12		No	16
Total	32		Total	32		Total	32		Total	32
	78%			66%			63%			50%

Summary:

Subject	Target	Currently on track to achieve
Reading	75% (PPG 100%)	78% (PPG 63%)
Writing	72% (PPG 100%)	66% (PPG 50%)
Maths	75% (PPG 75%)	75% (PPG 75%)

The main areas of focus we have identified:
- Gap between whole class and SEND group.
- Boy's writing.

Areas of focus in practice:
- Vocabulary groups and pre-teaching in science have been established to allow key children to have the best chance of success. This has been a key strategy used for Resource children and is now being utilised in mainstream classrooms.
- Key texts linked to class topic have been chosen to engage the boys e.g. 'Toby and the Great Fire of London'

Year 4

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 4	18	12	8	5	22	4 - NON ST 1 - ST	1	30

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
4	25	30	7 (3 N2E)	2

Behaviour Overview

	Autumn							
	Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
Yr 4	0	4	0	0	0	0	0	0

End of Year 4 Targets – Whole Cohort

Standard	Reading	Writing	Maths			RWM
BLW	4	5	3			
WT	1	2	1			
EXS	15	15	16			21
GD	9	7	9			
Total Number	29	29	29			29
Total WA%	83%	76%	86%			72%
Total GD%	31%	24%	31%			

End of Year 4 Targets – Non Resource

Standard	Reading	Writing	Maths			RWM
BLW	4	5	3			
WT	0	1	1			
EXS	15	15	15			21
GD	9	7	9			
Total Number	28	28	28			28
Total WA%	86%	79%	86%			75%
Total GD%	32%	25%	32%			

End of Year 4 Targets – PPG

Standard	Reading	Writing	Maths			RWM
BLW	1	1	1			
WT	1	2	0			
EXS	4	3	6			4
GD	1	1	0			
Total Number	7	7	7			7
Total WA%	71%	57%	86%			57%
Total GD%	14%	14%	0%			

	Reading On Track for ARE			Writing On Track for ARE		Maths	On Track for ARE		On Track for RWM
Yes	20		Yes	16		Yes	21	Yes	15
No	9		No	13		No	8	No	14
Total	29		Total	29		Total	29	Total	29
	69%			55%			72%		52%

Summary:

Subject	Target	Currently on track to achieve
Reading	83% (PPG 71%)	69% (PPG 57%)
Writing	72% (PPG 43%)	55% (PPG 43%)
Maths	86% (PPG 86%)	72% (PPG 57%)

The main areas of focus we have identified:

- Boys
- Writing
- PPG – 6 out of the 7 PPG children are boys.
- Number of new children that have joined the class this term (7 including 3 New to England)

Areas of focus in practice:

- Only 4 children on Stage 2 of our behaviour management strategy. This is a significant improvement – these incidents logged happened at the beginning of term and all children are now in a much better mindset for learning.
- Senses topic – 'Which of our senses is the most important' has linked practical Science, outdoor learning and enrichment activities all providing a stimulus to writing.
- Use of accurate baseline assessments to show progress from entry point at Highwood, as well as from prior attainment.

Year 5

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 5	21	11	6	1	24	3 - NON ST 3 - ST	3	32

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
5	29	32	5 (3 N2E)	2

Behaviour Overview

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Autumn								
Yr 5	0	3	0	0	0	0	0	0

End of Year 5 Targets – Whole Cohort

Standard	Reading	Writing	Maths			RWM
BLW	9	9	5			
WT	0	0	0			
EXS	9	15	15			20
GD	12	6	10			
Total Number	30	30	30			30
Total WA%	70%	70%	83%			67%
Tota GD%	40%	20%	33%			

End of Year 5 Targets – Non Resource

Standard	Reading	Writing	Maths			RWM
BLW	6	6	2			
WT	0	0	0			
EXS	9	15	15			20
GD	12	6	10			
Total Number	27	27	27			27
Total WA%	78%	78%	93%			74%
Tota GD%	44%	22%	37%			

End of Year 5 Targets – PPG

Standard	Reading	Writing	Maths			RWM
BLW	1	1	1			
WT	0	0	0			
EXS	1	3	3			5
GD	4	2	2			
Total Number	6	6	6			6
Total WA%	83%	83%	83%			83%
Tota GD%	67%	33%	33%			

	Reading On Track for ARE			Writing On Track for ARE			Maths On Track for ARE		On Track for RWM
Yes	19		Yes	19		Yes	21	Yes	19
No	5		No	5		No	3	No	5
Total	24		Total	24		Total	24	Total	24
	79%			79%			88%		79%

Summary:

Subject	Target	Currently on track to achieve
Reading	70% (PPG 83%)	79% (PPG 83%)
Writing	70% (PPG 83%)	79% (PPG 83%)
Maths	83% (PPG 83%)	88% (PPG 100%)

The main areas of focus we have identified:
- Large number of SEND children who are also boys.
- Group of 3 girls who progress has plateaued.

Areas of focus in practice:
- Use of Numbers Counts and Reading Recovery in class to provide diagnostic assessment that can be used by the class teacher.
- Reverse integration of 2 children into Resource maths group to have specialist input into their learning and also allows more effective deployment of support staff to increase the focus on the target group of girls.
- Rich curriculum content to engage the boys and provide stimulus and opportunity for writing within the topic based English work.

Year 6

Context:

Year group	Boys	Girls	PP	FSM	EAL	SEN	Resource	Total in class
YEAR 6	16	10	11	6	14	4 - NON ST	0	26

Mobility

Current Year	On roll at end of previous year	Currently on roll	Joiners	Leavers
6	21	26	6 (2 N2E)	1

Behaviour Overview

	Autumn							
	Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
Yr 6	0	4	2	0	1	0	1	1

End of Year 6 Targets – Whole Cohort

Standard	Reading	Writing	Maths			EXS RWM
BLW	3	3	3			
WT	0	0	0			
HNM	0	0	0			
EXS	19	17	19			23
GDS	4	6	4			
Total Number	26	26	26			26
Total EXP+%	88%	88%	88%			88%
Total GD %	15%	23%	15%			

End of Year 6 Targets – PPG

Standard	Reading	Writing	Maths			EXS RWM
BLW	1	1	1			
WT	0	0	0			
HNM	0	0	0			
EXS	9	7	9			10
GDS	1	3	1			
Total Number	11	11	11			11
Total EXP+%	91%	91%	91%			91%
Total GD %	9%	27%	9%			

We have increased the targets for year 6 from their prior attainment in KS1. Many children could achieve positive progress, without achieving the expected standard as this was a cohort achieving Sig- (significantly below the national average) at KS1.

	Reading On Track for ARE			Writing On Track for ARE			Maths On Track for ARE		On Track for RWM
Yes	21		Yes	19		Yes	22	Yes	18
No	4		No	6		No	3	No	7
Total	25		Total	25		Total	25	Total	25
	84%			76%			88%		72%

Summary:

Subject	Target	Currently on track to achieve
Reading	86% (PPG 91%)	84% (PPG 82%)
Writing	86% (PPG 91%)	76% (PPG 64%)
Maths	86% (PPG 91%)	88% (PPG 91%)

The main areas of focus we have identified:
- Achieving expected progress for each child with matched data does not automatically convert to achieving ARE. Targets are realistic but very challenging.
- All SEND children are also male and also PPG children.
- 11 out of 26 (42%) of year 6 are PPG children.
- They are a challenging cohort in relation to behaviour.

Areas of focus in practice:
- Use of Numbers Counts and Reading Recovery in class to provide diagnostic assessment that can be used by the class teacher.
- Use of PPG Strategy to use MH, AK and RR in the teaching of the Maths curriculum.
- RR and AK paired planning to look at ways to motivate reluctant learners.
- RR and AB – regular moderation of work to check progress of learners.
- Behaviour strategy implemented to reduce the number of incidents.

Based on last year's progress measures, this (table below) is what each child would need to achieve in order to contribute to positive value added scores. As you see, not all children have to score 100 as a scaled score in order to do so. Those that are in the high 90s have been targeted to achieve ARE and we are deploying resources accordingly to give us the best chance of achieving our targets.

		KSes		PAG	KS2 Estimates			KS2 Results			Scores			Pupil VA Score		
Reading (use English P Scale if below P4)	Writing (use English P Scale if below P4)	Maths (leave blank if assessed in P Scales)	APS	KS1 Prior Attainment Group	Reading	Writing	Maths	Reading Scaled Score (or TA if no test result)	Writing TA	Maths Scaled Score (or TA if no test result)	Reading	Writing	Maths	Reading	Writing	Maths
2c	2c	2b	14.0	10	98.38	98.22	99.77	99	EXS	100	99.0	103.0	100.0	0.6	4.8	0.2
2a	2b	2a	16.5	15	104.13	102.78	104.5	105	EXS	105	105.0	103.0	105.0	0.9	0.2	0.5
2c	2c	2c	13.0	9	97.26	96.69	98.33	98	EXS	99	98.0	103.0	99.0	0.7	6.3	0.7
2a	2a	2c	15.0	12	100.62	100.75	101.5	101	EXS	102	101.0	103.0	102.0	0.4	2.3	0.5
2a	2a	2a	17.0	16	105.56	104.1	104.97	106	GDS	106	106.0	113.0	106.0	0.4	8.9	1.0
2b	2c	2c	13.5	9	97.26	96.69	98.33	98	EXS	99	98.0	103.0	99.0	0.7	6.3	0.7
W	W	1	6.0	5	87.87	85.94	90.05	88	WTS	91	88.0	91.0	91.0	0.1	5.1	1.0
2b	2b	2c	14.0	10	98.38	98.22	99.77	99	EXS	100	99.0	103.0	100.0	0.6	4.8	0.2
2b	2c	2b	14.5	11	99.77	99.23	100.66	100	EXS	101	100.0	103.0	101.0	0.2	3.8	0.3
1	2c	2c	12.0	8	95.77	94.21	97.69	96	EXS	98	96.0	103.0	98.0	0.2	8.8	0.3
2b	2a	2b	15.5	13	102.46	101.67	102.14	103	EXS	103	103.0	103.0	103.0	0.5	1.3	0.9
2a	2b	2a	16.5	15	104.13	102.78	104.5	105	EXS	105	105.0	103.0	105.0	0.9	0.2	0.5
2a	3	3	20.0	19	109.04	106.11	109.41	110	GDS	110	110.0	113.0	110.0	1.0	6.9	0.6
3	3	3	21.0	20	111.58	108.68	110.57	112	GDS	111	112.0	113.0	111.0	0.4	4.3	0.4
2c	2c	2a	15.0	12	100.62	100.75	101.5	101	EXS	102	101.0	103.0	102.0	0.4	2.3	0.5
1	1	2a	13.0	9	97.26	96.69	98.33	98	EXS	99	98.0	103.0	99.0	0.7	6.3	0.7
2a	2a	3	19.0	18	107.96	105.77	107.54	109	GDS	108	109.0	113.0	108.0	1.0	7.2	0.5
2a	2a	2a	17.0	16	105.56	104.1	104.97	106	GDS	106	106.0	113.0	106.0	0.4	8.9	1.0
2c	1	2c	12.0	8	95.77	94.21	97.69	96	EXS	98	96.0	103.0	98.0	0.2	8.8	0.3