



Target	Milestones	Cost	Expected Impact	Monitoring
To raise maths attainment by the end of KS1 to be in line with National	<p>September 2017 Maths data for Y2 68.3% (Nat 75%)/ Year 1 75% ARE 2 staff new to Y2 and associated expectations: one of which an NQT.</p> <ol style="list-style-type: none"> 1. Performance Management for PG, LD and RC have clear goals on maths attainment and progress. (Oct 2017) 2. Detailed guidance on promoting high quality maths opportunities in continuous provision given to both Y1 staff (Sept 2017) 3. Vulnerable pupils are highlighted within the first week and effectively targeted for maths groups. 4. Targeted interventions set up for those pupils who are falling behind in maths (Sept 2017-onwards) 5. Basic maths planned for in weekly planning and taught discreetly outside of the Maths lesson in both Y1 and Y2 (Sept 2017-ongoing) 6. All new staff are trained to use Numicon to support with early number OCT/ Nov 7. Continuous provision to come to an end at Oct half term and formal, whole class teaching of Numeracy begins (Oct 2017) 8. CMcG to review planning of year 1 and 2 regularly to ensure pitch, expectation and coverage of maths is being taught (Sept 2017-onwards) 9. Regular 'drop ins' and formal observations by SLT to assess quality of maths being taught (Sept, Oct, Nov, Dec 2017) 10. Regular identified learning walks to monitor provision for pupils in Y1 and 2 (Oct, Dec 2017, Jan, Mar 2018) 11. Pupils in danger of becoming 'off track' in maths are identified and invited to attend times table club (Nov 2017) 12. Organise and amend interventions (including pupil premium interventions) based on data analysis (Oct 2017/ Dec 2017/ March 2018) 13. Cluster moderation within local schools to check accuracy of maths judgements (Feb 2018) <p>Accelerated progress is made in Y1 and Y2 so that outcomes within the phase are in line with national without significant gaps between various groups.</p>		<p>Year One:</p> <ul style="list-style-type: none"> - By December 80% of the Year 1 cohort to be on track for ARE by year end. - 80% of Year 1 to reach expected at the year end. - By the end of Y1 20% to be at greater depth ARE. - Gap between PP and non PP to be less than 5% or in line with National. - Gap between boys and girls to be less than 5% or in line with National. <p>Year Two:</p> <ul style="list-style-type: none"> - By December at least 85% of the Year 2 cohort to be on track for ARE by year end. - 85% of Year 2 to reach expected at the year end. - By the end of Y2 at least 20% to be at greater depth ARE. - Gap between PP and non PP to be less than 5% or in line with National. - Gap between boys and girls to be less than 5% or in line with National. 	
To raise writing attainment by the end of KS1 to be in line with National	<p>September 2017 writing data for Y2 61.7% (Nat 68%)/ Year 1 67% ARE 2 staff new to Y2 and associated expectations: one of which an NQT.</p> <ol style="list-style-type: none"> 14. Performance Management for PG, LD and RC have clear goals on writing attainment and progress. (Oct 2017) 15. Detailed guidance on promoting high quality writing opportunities in continuous provision given to both Y1 staff (Sept 2017) 16. Vulnerable pupils are highlighted within the first week and effectively targeted for writing groups (NP intervention). 17. Targeted interventions set up for those pupils who are falling behind in writing in year 1 (Sept 2017-onwards- NP) 		<p>Year One:</p> <ul style="list-style-type: none"> - By December 70% of the Year 1 cohort to be on track for ARE by year end. - 70% of Year 1 to reach expected at the year end. - By the end of Y1 16% to be at greater depth ARE. 	



	<p>18. Basic sentence construction and spelling/ spag planned for in weekly planning and taught discreetly outside of the literacy lesson in both Y1 and Y2 (Sept 2016-ongoing)</p> <p>19. Continuous provision to come to an end at Oct half term and formal, whole class teaching of Literacy begins (Oct 2017)</p> <p>20. CMcG to review planning of year 1 and 2 regularly to ensure appropriate pitch, expectation and coverage is being taught (Sept 2017-onwards)</p> <p>21. Regular 'drop ins' and formal observations by SLT to assess quality of writing being taught (Sept, Oct, Nov, Dec 2017)</p> <p>22. Ensure that topics are boy friendly and provide sufficient stimulus for writing opportunities – start topics with 'hook' (ongoing)</p> <p>23. Regular handwriting sessions carried out in year 1 and 2.</p> <p>24. Develop daily handwriting and spelling to focus on key gaps/goals SEP</p> <p>25. Provide gross/ fine motor development opportunities in Year 1 continuous provision.</p> <p>26. Target pupils for handwriting intervention groups (Oct 2017)</p> <p>27. Regular identified learning walks to monitor provision for pupils in Y1 and 2 (Oct, Dec 2017, Jan, Mar 2018)</p> <p>28. Organise and amend interventions (including pupil premium interventions) based on data analysis (Oct 2017/ Dec 2017/ March 2018)</p> <p>29. Cluster moderation within local schools to check accuracy of writing judgements (Feb 2018)</p> <p>Accelerated progress is made in Y1 and Y2 so that outcomes within the phase are in line with national without significant gaps between various groups.</p>		<ul style="list-style-type: none"> - Gap between PP and non PP to be less than 5% or in line with National. - Gap between boys and girls to be less than 5% or in line with National. - The effects of effective SPAG teaching is evident in books <p>Year Two:</p> <ul style="list-style-type: none"> - By December at least 70% of the Year 2 cohort to be on track for ARE by year end. - 75% of Year 2 to reach expected at the year end. - By the end of Y2 at least 16% to be at greater depth ARE. - Gap between PP and non PP to be less than 5% or in line with National. - Gap between boys and girls to be less than 5% or in line with National. - The effects of effective SPAG teaching is evident in books
<p>Reduce the Boy/Girl gap in in R/W/M by July 2018</p>	<p>Year 2: Reading 18.7% gap (71.8/90.5)/ Writing 37% gap (48.7/85.7)/ Maths 26.7% gap (59/85.7)</p> <p>2 staff new to Y2 and associated expectations: one of which an NQT.</p> <p>30. Performance Management for PG, LD and RC have clear goals on boy's progress. (Oct 2017)</p> <p>31. Targeted interventions set up boys who are falling behind in writing in year 1 (Sept 2017-onwards- NP)</p> <p>32. Targeted interventions set up boys who are falling behind in reading in year 1 (Sept 2017-onwards- NP)</p> <p>33. Targeted interventions set up boys who are falling behind in maths in year 2 (Sept 2017-onwards- VS)</p> <p>34. Basic sentence construction and spelling/ spag planned for in weekly planning and taught discreetly outside of the literacy lesson in both Y1 and Y2 (Sept 2016-ongoing)</p> <p>35. CMcG to review planning of year 1 and 2 regularly to ensure appropriate pitch, expectation and coverage is being taught (Sept 2016-onwards)</p>	<p>Construction equipment: £300</p> <p>Giant Numicon: £300</p> <p>Continuous provision resources: £400</p>	<p>Year One:</p> <ul style="list-style-type: none"> - By December 75% of the Year 1 cohort to be on track for ARE by year end. - 75% of Year 1 to reach expected at the year end. - By the end of Y1 at least 16% to be at greater depth ARE. - Gap between boys and girls to be less than 10% or in line with National. <p>Year Two:</p> <ul style="list-style-type: none"> - By December 75% of the Year 2 cohort to be on track for ARE by year end.



	<p>36. Ensure that topics are boy friendly and provide sufficient stimulus for writing opportunities – start topics with ‘hook’(ongoing)</p> <p>37. Emphasis on kinaesthetic activities in planning for boys to understand concepts (ongoing)</p> <p>38. Organise and amend interventions for boys in all three areas based on data analysis (Oct 2017/ Dec 2017/ March 2018)</p> <p>39. All boys targeted and challenged to complete a fine motor reading and writing task within the areas each week in Year 1. (ongoing)</p> <p>40. Meaningful opportunities linking reading and writing around a central ‘boy friendly’ theme to be incorporated into continuous provision (Sept 2017)</p> <p>41. Construction Area to include a purposeful Maths challenge each week – year 1 (ongoing).</p> <p>No significant gap between boys and girls</p>		<p>- 75% of Year 2 to reach expected at the year end.</p> <p>- By the end of Y2 at least 16% to be at greater depth ARE.</p> <p>- Gap between boys and girls to be less than 10% or in line with National.</p>	
<p>All teaching in Y1 and Y2 is good with some examples of outstanding</p>	<p>2 staff new to Y2 and associated expectations: one of which an NQT.</p> <ol style="list-style-type: none"> Where issues are identified, use Key stage meetings to address and train. CMcG to carry out regular learning walks and produce short clear reports independently of the SLT Ensure the effective use of time across the whole of the school day (breaks/ lunch/ interventions/ lessons start and end promptly to ensure maximum time for learning) Performance Management for PG, LD and RC have clear goals on attainment and practice. (Oct 2016) Arrange training on guided reading and Numicon for new staff (Year 2 teachers) Regular monitoring of planning ensures high quality provision and appropriate feedback to be given to staff to ensure development (Sept 2017-ongoing) Purposeful writing opportunities to be incorporated into the planning and CP each week (Sept 2017) High frequency words for each reading band broken down in weekly planning and taught discreetly outside of the RWI sessions. (Sept 2017-ongoing) Formal observations show consistent good and outstanding progress throughout KS1. 		<p>All lesson observations are at least good</p> <p>Formative assessment in all of the lesson observations is a strength</p> <p>Questioning is a strength in challenging pupils</p> <p>Differentiation, as judged by SLT reviews, is at least good</p> <p>The effects of effective SPAG teaching is evident in books</p> <p>All marking is good: some is outstanding</p> <p>Outcomes in subjects other than English and Maths are at least good in all classes</p>	



	<ul style="list-style-type: none"> 10. Regular 'drop ins' and formal observations by CmcG to assess quality of teaching (Sept, Oct, Nov, Dec 2017) 11. Samples of pupil's written Literacy/Numeracy work to be scrutinised by CMcG and SLT and feedback given (Oct, Dec 2016 Feb, Apr 2017) 12. Regular identified learning walks to monitor provision in interventions (Dec, Feb, Apr 2017) 			
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