



Target	Milestones	Cost	Expected Impact
<p>To raise maths attainment in Year 4 and 6</p>	<p>2017 KS2 results: 68% Maths (Nat 75%) Yr 4 September 2017 61% Maths PP Gap – 31% Yr 6 September 2017 48% Maths PP Gap – 40%</p> <ol style="list-style-type: none"> Vulnerable pupils highlighted within the first week and effectively targeted for maths groups. July 2017 Maths Lead to lead INSET training on Maths on planning and expectations. Sept 17 Targeted interventions set up for those pupils who are falling behind in maths (to be amended following data analysis after each assessment point) Sept 2017, Oct 17, Dec 17, April 18 All teachers made aware of PP pupils within their class. Sept 2017 Performance Management for RN, RH, HA, AS, RW have clear goals on maths attainment and progress. Oct 2017 Maths Lead PM has clear leadership targets around raising attainment in various parts of the school Oct 2017 Parents meeting around supporting parents to support their children in maths. Oct 2017 All NQTs and identified teacher to observe Maths lead around pitch and expectation. Autumn Maths lead to identify formative assessment strategies and develop teacher's formative assessment in lessons. Learning walks and monitoring to focus on these to aid improvement. Sept 2017, Oct 17, Nov 17, Dec 17 TT Rockstars bought, implemented and embedded to improve times table recall and maths confidence. Progress from baseline tracked regularly by Maths lead and progress feedback through termly report to governors. December 2017 TT Rockstars display in KS2 to promote progress by classes and individual pupils. December 2017 Rock stars maths programme to be given a half-termly high profile competition in a special assembly Autumn, Spring, Summer. Rock Stars achievement display in KS2 to highlight high achievers, most progress and identifying most improved boy and girl. Dec 17 Maths planning reviewed regularly to ensure pitch, expectation and coverage of maths is being taught monitored and feedback given regularly. Ongoing Formal observations by maths lead/SLT to assess quality of maths being taught Sept, Oct, Nov, Dec 2017 Maths lead to regularly conduct learning walks to monitor provision and outcomes for pupils. Ongoing <p>Accelerated progress is made in Y4 and Y6 so that outcomes at Year 6 are in line with national and Year 4 have accelerated their progress in Mathematics.</p>	<p>Time</p> <p>£100</p> <p>£200 for rewards.</p>	<p>Year Four:</p> <ul style="list-style-type: none"> - By December 65% of the Year 4 cohort are on track for ARE. - 70% of Year 4 reach ARE in July 2018. - By the end of Y4 20% are working above the expected standard. - Gap between PP and non-PP to have reduced by at least 10%. <p>Year Six:</p> <ul style="list-style-type: none"> - By December 65% of the Year 6 cohort are on track for ARE. - 75% of Year 4 reach ARE in July 2018. - By the end of Y6, at least 20% are working above the expected standard. - Gap between PP and non-PP to be no greater than 10%
<p>To raise writing attainment in Year 4</p>	<p>Yr 4 September 2017 48% Writing PP Gap – 21% Gender Gap – 18% Greater Depth 5%</p> <ol style="list-style-type: none"> Vulnerable pupils highlighted within the first week and effectively targeted for Literacy groups. July 2017 Literacy Lead to lead INSET training on Literacy planning and expectations. Sept 17 Targeted interventions set up for those pupils who are falling behind in Literacy (to be amended following data analysis after each assessment point) Sept 2017, Oct 17, Dec 17, April 18 All teachers made aware of PP pupils within their class. Sept 2017 Performance Management for AS, RW and RH (Literacy Lead) have clear goals on writing attainment and progress. Oct 2017 	<p>Time</p>	<p>Year Four:</p> <ul style="list-style-type: none"> - By December 60% of the Year 4 cohort are on track for ARE. - 65% of Year 4 reach ARE in July 2018. - By the end of Y4 15% are working above the expected standard. - Gap between PP and non-PP to be no greater than 10%.



	<ol style="list-style-type: none"> 6. All NQTs and identified teachers to observe the teaching of writing, pitch and expectation. Autumn 7. Literacy lead to develop the formative assessment strategies of WMG, Magpie books, comparing writing (good with not so good and like for like), refining writing and Literacy working walls. Oct 17 8. Learning walks and monitoring to focus on above to aid improvement. Sept 2017, Oct 17, Nov 17, Dec 17 9. Detailed guidance on producing high-quality writing opportunities in continuous provision given to both Y1 staff Sept 2017 10. Vulnerable pupils highlighted within the first week and effectively targeted for writing groups. Sept 2017 11. Literacy planning regularly monitored and feedback given to ensure appropriate pitch, expectation and coverage taught. Ongoing 12. Regular 'drop ins' and formal observations by SLT/ Literacy lead to assess quality of writing Sept, Oct, Nov, Dec 17 <p>Accelerated progress made in Y4 so that outcomes are significantly improved and gaps with gender and disadvantaged pupils are no more than 10%</p>		<p>- Gender gap to be no greater than 10%.</p>
<p>80% of teaching in KS2 is judged good with 20% outstanding.</p>	<p>NQT new to Y3, New RQT to Y3, NQT new to Y4, New teacher to Y5, NQT new to Y5.</p> <ol style="list-style-type: none"> 1 Key stage meetings regularly address areas for development with tasks given to improve practice. Ongoing 2 J. O'K to carry out regular learning walks focusing on areas for development. Ongoing 3 Ensure the effective use of time across the school day (breaks/ lunch/ interventions/ lessons start and end promptly to ensure maximum time for learning) Oct 17 4 PM targets for Literacy and Numeracy leaders to focus on improving formative assessment of teachers. Oct 17 5 Performance Management clear goals to improve practice. Oct 17 6 Regular monitor planning, providing regularly feedback to improve practice Ongoing 7 Identify teachers for further development and link with effective practice quickly. Oct 17 8 Data analysis show good and outstanding progress throughout KS2. Where progress is not at least good teachers identified and supported through effective support plans alongside curriculum leaders. Ongoing 9 Regular 'drop ins' and formal observations by SLT to assess quality of teaching Sept 2017, Oct 17, Nov 17, Dec 17 10 Feedback to SLT reporting on what is better in KS2 and areas identified for development Sept, Oct, Nov, Dec 17 11 Regular identified learning walks to monitor provision in interventions (Jan, Feb, Apr 2018) <p>80% (9 teachers) are judged good with 20% (2 teachers) showing elements of outstanding practice.</p>	<p>Time</p>	<p>Formative assessment is a strength.</p> <p>Differentiation, as judged by SLT reviews, is at least good.</p> <p>Good progress is evident in book reviews.</p> <p>Feedback to pupils is good: some is outstanding.</p> <p>Outcomes in non-core subjects are at least good in all classes.</p> <p>Pupils regularly given the opportunity to apply their Literacy and Maths skills across the curriculum, evidenced in books.</p> <p>End of year outcomes for each year are good. There are no significant disadvantaged or gender gaps.</p>