



Summer Raising Attainment Plan 2017

Planned Objective	Impact/Outcome
<p>Year 1 Maths Increase the percentage of pupils who are on track to meet the national expected outcomes.</p> <ul style="list-style-type: none"> • Weekly intervention to support number sense and calculation methods • Moderation – assessing whether judgements are accurate • Monitoring of identified pupils • Planning support for identified staff 	<p>Y1 - The percentage of pupils who are now on track to reach national expectations at the end of the key stage has increased and we now forecast that these will be in line with national averages (2017). This is an increase of 9% since the end of the Spring term.</p> <p>Y2 - The percentage of pupils who have now reached national expectations has increased and these are now equal to national figures.</p> <p>Y3 - 63% are now on track to reach national expectations at the end of Y6 this is an increase of 9%. Y4 - 72% of children are now on track to reach national expectations at the end of Y6 – in line with national averages. This is an increase of 6% since the end of the Spring term.</p>

Planned Objective	Impact/Outcome
<p>Mathematics Year 3 To ensure SEN pupils make good or better progress in the summer term.</p>	<p>Progress is good (88%) with 41% making better than expected progress.</p>

Planned Objective	Impact/Outcome
<p>Spellings - Whole school To embed Babcock Spelling pathway across the school, with the teaching sequence (revise, teach, practise, apply) consistently evident.</p> <ul style="list-style-type: none"> • School visit to see good practice • Year 1 Spelling - introduce progression/planning document 	<p>Spelling lesson drop ins indicate spelling teaching is good across the school and the Babcock document is being used effectively.</p> <p>Since the staff training sessions at the beginning of the summer term, Years 2-4 have been closely following the Babcock document. This is evident through planning, work completed in books and through professional conversations with staff.</p> <p>Work in books shows good progress in the children's independent spelling. Discussions with pupils during lesson drop ins shows that they are beginning to talk more confidently about the spelling strategies they are learning.</p>

Planned Objective	Impact/Outcome
<p>Year 1 Reading Increase the percentage of pupils who are on track to meet the national expected outcomes</p> <ul style="list-style-type: none"> • Develop the follow up activities to the guided reading sessions • Intervention groups 	<p>11% increase from the end of Spring – 76% are now on track to reach expectations at the end of the Key Stage. This is line with the national average. Moderation has shown that the evidence base for these pupils is much stronger due to adaptations in whole class guided reading activities. Additional guided reading group from AHT/TA weekly has resulted in increased levels of pupils at ARE.</p>

Planned Objective	Impact/Outcome
<p>Year 2 Writing (English) Increase the percentage of pupils who are on track to meet the national expected outcomes</p>	<p>An increase of 11% - 67% of pupils on track to reach expectations at the end of the Key Stage this is in line with the national average.</p>

Planned Objective	Impact/Outcome
<p>Year 3 Writing (English) Increase the percentage of pupils who are on track to meet the national expected outcomes.</p> <ul style="list-style-type: none"> • intervention groups • In class support 	<p>Moderation of Year 3 work was completed with Year 4 staff in staff meeting. 60% of pupils are meeting or mastering end of year expectations this is an increase of 15%.</p>

Planned Objective	Impact/Outcome
EYFS Communication (Early Years) To continue to develop CLL area of learning in EYFS	Children to make consistently strong progress from their starting point in CLL. Nursery cohort- 81% made Good or better progress since baseline in CLL. Reception- 92% made Good or better progress since baseline in CLL.
<ul style="list-style-type: none"> • Attention/S&L 	
<ul style="list-style-type: none"> • Develop Home/School links 	
<ul style="list-style-type: none"> • Parental engagement for new intakes 	

Planned Objective	Impact/Outcome
EYFS Phonics and Writing (Early Years) Support teachers in ensuring good first quality teaching of phonics and ensure accurate and fair attainment of children's knowledge through moderation opportunities.	96% of the cohort made at least Good progress in Reading and 93% of the cohort made at least Good progress in Writing. Positive feedback from monitoring of Phonics teaching. Interventions successfully implemented for children identified as at risk of underperforming.
<ul style="list-style-type: none"> • Nursery Phonics 	
<ul style="list-style-type: none"> • Reception- end of Year 1 expectations 	

Planned Objective	Impact/Outcome
Early Excellence (Early Years) Embed Early Excellence principles within Foundation Stage.	Over 90% of children made at least Good progress from their starting points in all areas of the curriculum. The children's feedback was very positive about the changes in the provision- " we can get to things easier so we can play" " I like being out here (Practical Area)- I like the new things..the water tray- more fun...they (the shadows) help us tidy quicker". They also shared that they really liked free-flow- " I can play with my friend who is in RM" They struggled to think of any changes they'd make and finally thought of a few resources they might like more of- all of which were already on order. Positive feedback from Early Years Adviser
<ul style="list-style-type: none"> • Early Excellence Outdoors 	
<ul style="list-style-type: none"> • Early Excellence Indoors 	

Planned Objective	Impact/Outcome
year 3 Reading Increase the percentage of pupils who are on track to meet the national expected outcomes.	82% targeted pupils are now on track to attain "expected" for their age.
<ul style="list-style-type: none"> • Targeted support for reading comprehension 	
<ul style="list-style-type: none"> • Additional " in class" training. 	

Planned Objective	Intended Impact Outcome
Fine motor- Nursery (Early Years) Develop children's fine motor skills in Nursery to support their transition into Reception.	92% of children are working within 30-50 months with 63% at D 30-50 or above, an increase from 89% at the end of the summer term. Packs to support fine motor skills sent home with identified children over the summer holidays and further ideas shared on newsletters.
<ul style="list-style-type: none"> • Planning including Intervention 	

Planned Objective	Impact/Outcome
Key Priority Area Plan (Redditch) (All subjects) Further develop effective strategies for leadership	Senior leaders now conduct, where appropriate, monitoring visits that incorporate the model from "Beyond Monitoring" quickly identifying the quality of teaching and learning in relation to standards and progress being evidenced. Professional development opportunities have been identified for staff and relevant future actions planned.
<ul style="list-style-type: none"> • Headteacher to attend 3 day course "Beyond Monitoring" 	
<ul style="list-style-type: none"> • Internal training for staff in relation to the above/ internal and external visits to see good practice 	KS1 SAT's outcomes increased by approximately 20%

Planned Objective	Impact/Outcome
Depth & Mastery (Core Subjects) Develop teachers skills in planning for Depth & Mastery in the Curriculum	Training has provided a greater understanding of depth and mastery, which has resulted in an increase in learning opportunities which develop the higher order skills - this is becoming increasingly evident in book scrutinties.
Staff Training (internal & external)	

Planned Objective	Impact/Outcome
<p>Curriculum Development To develop the “Essentials Curriculum” approach within school (Writing, Maths & Science) To introduce the tracking assessment system to staff to review and create an action plan for introduction Raise staff confidence in using the Essentials approach</p>	<p>Strong planning in the core subjects which support good outcomes for pupils Clear action plan for introduction of the new tracker for Foundation subjects Strengthened understanding of Essentials curriculum for all subject leaders</p>
<ul style="list-style-type: none"> • Science/Maths/Writing Depth & Mastery 	
<ul style="list-style-type: none"> • Foundation Subjects – Use new tracker 	
<ul style="list-style-type: none"> • Curriculum Subject Leader Development 	
<ul style="list-style-type: none"> • Essentials School to School Links (Teachers & TAs) 	
<ul style="list-style-type: none"> • Internal Support (Teachers & TAs) 	
<ul style="list-style-type: none"> • Planning Support 	