



Year 1 (5)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	80%	20%	0%	0%
Reading	0%	80%	20%	0%	0%
Writing	0%	80%	20%	0%	0%

Year 2 (4)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	25%	50%	25%	0%	0%
Reading	75%	0%	25%	0%	0%
Writing	75%	25%	0%	0%	0%

Attainment ARE Grid

Year 3 (3)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	67%	33%	0%	0%
Reading	0%	67%	0%	33%	0%
Writing	0%	33%	67%	0%	0%

Year 4 (4)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	50%	50%	0%	0%
Reading	0%	0%	100%	0%	0%
Writing	0%	100%	0%	0%	0%

Attainment ARE Grid

Year 5 (5)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	20%	80%	0%	0%
Reading	0%	20%	80%	0%	0%
Writing	0%	40%	60%	0%	0%

Year 6 (4)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	0%	100%	0%	0%
Reading	0%	0%	40%	60%	0%
Writing	0%	0%	100%	0%	0%

Summary of Pupil Premium Autumn 2021

- Disadvantaged Summary
- Progress needs to improve for the majority of cohorts although small numbers of Disadvantaged in some cohorts make this difficult to analyse and draw confident conclusions from.
- The main focus area for spring term is progress for Disadvantaged children in maths, reading and writing with those key year groups – this is the only area where progress has dipped.
- The biggest attainment gaps are in Y1, Y2 and Y5. There are several children within these groups who also have specific SEND.
- Progress in Yr3 Maths is negative and this is due to new children coming into the class who are PP and are lower than expected.
- Progress in Year 4 writing hasn't moved with children have specific barriers on grammar/ punctuation as well as spellings.
- Progress on reading across whole school is good with an average of 1.5 with only Yr1 showing a 0.25 increase which is due to specific children and transition from EYFS.
- Writing progress across school is still an area to work on which needs QFT and addressed in staff meetings – not all year groups making 1 point progress – only (5/6)
- Actions:
- Lego Therapy, Forest Schools, Friendship Terrace and CBT initiatives to continue. Booster sessions through COVID catch up for reading, phonics and maths
- Spelling interventions to be reviewed as part of whole school analysis particularly for Y3 and Y4 children and KS1 RWInc ready for Summer term.
- Children in Y1, Y5, Y6 (Maths) to be targeted through use of interventions throughout Spring term.
- Year 5 children to continue to be targeted for accelerated progress through use of 1:1 and small group interventions matched to needs in all areas.
- All CTs to continue to track smaller steps of progress through Pivats for those children with identified SEND.
- Key interventions and QFT for Year 3 children in maths basic skills.
- TA intervention and QFT with Year 4 children daily work on punctuation and grammar review at half term.
- All year groups still focus on writing across school – looking at mastery of basics and this is a whole school approach but focus on PP/SEND.
- SLT pupil voice with PP / SEND children.

Attainment ARE Grid

