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| **1. Objective** | **2. Success Criteria** | **3. Key Actions** | **4. Time and staff** | **5. Budget &**  **Resources** | **6. Evaluation & Review** |
| **EYFS** | | **Target setting**  1. Ensure the percentage of pupils targeted for each expectation (emerging, expected and exceeding) are accurate.  **Nursery:** speaking and communication, phonics.  **Reception:** speaking and communication, phonics and writing.  **Year 1 & 2:** phonics and greater depth in Maths.  **Tracking progress**  1. Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations- create and implement a weekly intervention timetable and monitor the implementation half-termly.  2. Target Tracker to facilitate more focussed target setting.  **Personalised Intervention**  1. Include on the intervention timetable: agreed tasks and work.  2. Establish the expectations within each subject and ensure pupils are enabled to learn at the appropriate expectation as a result of specific provision of resources.  4. DHT to continue teach creative writing across KS2 for PP pupils who have potential to achieve greater depth.  5. Continue to spilt Y6 for maths so that CT can focus on GD pupils. (SMT to deliver targeted interventions for BA and MA children daily in order to narrow the gap.)  6. Teachers to use ‘Teaching for Mastery’ and ‘Mastery with greater depth’ questions for high achievers to ensure children receive appropriate level of challenge.  7. DHT to continue to deliver targeted interventions for Y1 BA PP children in maths in order to narrow the gap.  8. SLT to carry out weekly booster classes in preparation for SATs.  **Monitor and evaluate**  1. Monitor pupils’ outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.  2. Teachers to use Target Tracker and SLT and assessment co-ordinator to moderate and evaluate. | Subject leaders complete pupil progress meetings, identifying precise actions required for pupils not on track to achieve agreed targets each half term.  Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:   1. Observation 2. Work scrutiny 3. Environment scrutiny 4. Moderation 5. Planning scrutiny 6. Pupil discussion | Intervention Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training  KS1 pupil progress meetings  KS1 assessment analysis and evaluation |  |
| **Maintain high levels of GLD so that more pupils will achieve a GLD and will continue to be well above the national average.** | In EYFS, the proportion of pupils achieving a GLD will at least match or be above the school data of July 2017 of 80% of pupils achieving a GLD. |
| **KS1** | |
| **To continue to ensure that, in all groups, pupils maintain rapid and sustained progress** **across all subjects, including phonics and across every year group.** | Attainment will be at or above national expectations in both phonics and KS1 outcomes as it has been for the last seven years and more. |
| **To ensure that pupils with the potential to be high attainers are constantly challenged.** | The number of high attaining pupils will be above national expectations demonstrated through highly effective and consistent challenge for HA pupils. |
| **To diminish the difference in attainment for pupil groups (especially pupil**  **premium pupils)**. | All pupils achieve similar levels of progress in all subjects. |
| **To ensure at least 85% of pupils achieve the required standards by the end of KS1 in all subjects. R,W and M.** | 85% of pupils will achieve the required standards by the end of KS1 in all subjects. |

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| **1. Objective** | **2. Success Criteria** | **3. Key Actions** | **4. Time and staff** | **5. Budgets / Resources** | **6. Evaluation & Review** |
| **KS2 PROGRESS** | | **Target Setting**  1. Ensure targets set are above national expectations (85% to achieve expected/exceeding expectations).  **Track progress**  1. Identify pupils after the Autumn term assessments who have not made sufficient progress.  2. Create a pupil intervention plan for Spring 1.Identify which pupils need targeted intervention to achieve expected progress, create and implement a weekly intervention timetable and monitor the implementation at least half termly.  3. Include in the intervention timetable on a weekly basis: extra learning opportunities, specific subject support; use of specific ICT subject support; parent communication time; additional guided sessions or tasks; specific homework; extra reward systems.  **Monitor and evaluate impact**  Monitor pupils’ achievement each half term, ensuring targeted pupils are on track to achieve at least expected progress.  Intervention strategies outcomes shared with parents at least termly. | Half term review and moderation of pupil information and effectiveness of interventions by class teachers.  Assessment co-ordinators SLT and SENCo. | As required after Spring review. |  |
| **To ensure all pupils achieve a minimum of expected progress** **in all subjects.** | The number of pupils making expected progress will be at or above national expectations.  The number of pupils making more than expected progress will be at least 15% in R,W and Maths. |
| **To continue to ensure that, in all groups, pupils make rapid and sustained progress** **across all subjects and across every year group.** | All pupils making expected progress and approx. 15% of pupil achieving ‘more than expected progress’. Difficult because of strong KS1 data. |
| **KS2 ATTAINMENT** | |
| **To continue to increase the attainment in all subjects** **so that >85% of pupils will be achieving national expectations.** | Attainment in all subjects and at all levels will be at or above national expectations. |