



Y1	less than expected progress	expected progress	more than expected progress	/25 (25 pupils)
Reading	6 pupils 24%	10 pupils 40%	9 pupils 36%	28/25
		19 pupils 76%		
Writing	6 pupils 24%	10 pupils 40%	9 pupils 36%	28/25
		19 pupils 76%		
Maths	5 pupils 20%	12 pupils 48%	8 pupils 32%	28/25
		20 pupils 80%		
				84/75

Y2	less than expected progress	expected progress	more than expected progress	/31 (31 pupils)
Reading	1 pupil 3%	17 pupils 55%	13 pupils 42%	44/31
		30 pupils 97%		
Writing	5 pupils 16%	16 pupils 52%	10 pupils 32%	38/31
		26 pupils 84%		
Maths	2 pupils 6%	19 pupils 61%	10 pupils 32%	42/31
		29 pupils 94%		
				124/93



Y3	less than expected progress	expected progress	more than expected progress	/31 (31 pupils)
Reading	1 pupil 3%	17 pupils 55%	13 pupils 42%	43/31
	30 pupils 97%			
Writing	2 pupils 6%	19 pupils 61%	10 pupils 32%	39/31
	29 pupils 94%			
Maths	2 pupils 6%	16 pupils 52%	13 pupils 42%	47/31
	29 pupils 94%			
				129/93

Y4	less than expected progress	expected progress	more than expected progress	/31 (31 pupils)
Reading	4 pupils 13%	9 pupils 29%	18 pupils 58%	47/31
	27 pupils 87%			
Writing	12 pupils 39%	16 pupils %	3 pupils %	22/31
	19 pupils 61%			
Maths	3 pupils 10%	17 pupils 55%	11 pupils 35%	42/31
	28 pupils 90%			
				111/93



Y5	less than expected progress	expected progress	more than expected progress	/30 (30 pupils)
Reading	2 pupils 10%	18 pupils 58%	10 pupils 32%	39/30
		28 pupils 93%		
Writing	4 pupils 13%	22 pupils 71%	4 pupils 13%	30/30
		26 pupils 84%		
Maths	1 pupil 3%	18 pupils 58%	11 pupils 35%	44/30
		30 pupils 97%		
				113/90

Y6	less than expected progress	expected progress	more than expected progress	/31 (31 pupils)
Reading	3 pupils 10%	22 pupils 71%	6 pupils 19%	34/31
		28 pupils 90%		
Writing	2 pupils 6%	26 pupils 84%	3 pupils 10%	33/31
		29 pupils 94%		
Maths	6 pupils 19%	20 pupils 65%	5 pupils 16%	32/31
		25 pupils 81%		
				99/93

What has worked well this term?

- The Write Stuff
- Tightly planned interventions
- Vertically grouping interventions

What barriers are there?

- Interventions not as frequent due to staffing levels
- Attendance for some pupils
- Less TA support in class
- Huge spread of attainment in some classes – trying to meet all pupils needs
- High needs pupils in mainstream
- Training new Ta