



Y1	less than expected progress	expected progress	more than expected progress	/30 (30 pupils)
Reading	6 pupils 20%	21 pupils 70%	3 pupils 10%	27/30
		24 pupils 80%		
Writing	7 pupils 23%	20 pupils 67%	3 pupils 10%	26/30
		23 pupils 77%		
Maths	2 pupils 7%	23 pupils 77%	5 pupils 17%	33/30
		28 pupils 93%		
				86/90

Y2	less than expected progress	expected progress	more than expected progress	/28 (28 pupils)
Reading	3 pupils 11%	11 pupils 39%	14 pupils 50%	40/28
		25 pupils 89%		
Writing	4 pupils 14%	13 pupils 46%	11 pupils 39%	29/28
		24 pupils 86%		
Maths	1 pupil 4%	12 pupils 43%	15 pupils 54%	42/28
		27 pupils 96%		
				111/84



Y3	less than expected progress	expected progress	more than expected progress	/29 (29 pupils)
Reading	5 pupils 17%	19 pupils 66%	5 pupils 17%	31/29
		24 pupils 83%		
Writing	2 pupils 7%	21 pupils 72%	6 pupils 21%	33/29
		27 pupils 93%		
Maths	1 pupil 3%	24 pupils 83%	4 pupils 14%	35/29
		28 pupils 97%		
				99/87

Y4	less than expected progress	expected progress	more than expected progress	/32 (32 pupils)
Reading	5 pupils 16%	20 pupils 63%	7 pupils 22%	34/32
		27 pupils 84%		
Writing	5 pupils 16%	21 pupils 66%	6 pupils 19%	33/32
		27 pupils 84%		
Maths	2 pupils 6%	22 pupils 69%	8 pupils 25%	38/32
		30 pupils 94%		
				105/96



Y5	less than expected progress	expected progress	more than expected progress	/30 (30 pupils)
Reading	7 pupils 23%	17 pupils 57%	6 pupils 20%	30/30
		23 pupils 77%		
Writing	7 pupils 23%	20 pupils 67%	3 pupils 10%	26/30
		23 pupils 77%		
Maths	3 pupils 10%	16 pupils 53%	11 pupils 37%	38/30
		27 pupils 90%		
				94/90

Y6	less than expected progress	expected progress	more than expected progress	/30 (30 pupils)
Reading	0 pupils 0%	17 pupils 57%	13 pupils 43%	48/30
		30 pupils 100%		
Writing	5 pupils 17%	19 pupils 63%	6 pupils 20%	31/30
		25 pupils 83%		
Maths	1 pupil 3%	20 pupils 67%	9 pupils 30%	42/30
		29 pupils 97%		
				121/90

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 TAs