

Focus Priority 2	All pupils make at least expected in year progress for reading (YR to Y6)
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 01 02 04 05</p> <p>Ofsted Areas requiring improvement: L&M 1 and 2, TLA&O 2 and 4, EY1</p>	<p>Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in reading. Children will be given opportunities to demonstrate their reading ability and to consolidate skills. Children will be given explicit teaching in reading comprehension strategies (with a focus on inference, retrieval and understanding vocabulary). The teaching and learning of reading will follow a whole class approach moving towards mastery reading. Children will demonstrate their love of reading. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p>

Targets	Success criteria
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All pupils will make at least 6 points progress (Symphony Assessment system). Some pupils will make 7 points progress (Symphony Assessment system). Pupils will be selected for accelerated progress through teacher appraisal.

	SAS Baseline attainment July 2017	SAS Target attainment July 2018	December 2017	April 2018	July 2018
Y 1	3.76	10.76	Target 5.76 Achieved 5.54	Target 8.3	Target 10.76
Y 3	14.18	21.18	Target 16.18 Achieved 15.71	Target 19.05	Target 21.18
Y 4	21.49	28.49	Target 23.49 Achieved 23.47	Target 25.49	Target 28.49
Y 5	25.35	32.35	Target 27.35 Achieved 27.22%	Target 29.63	Target 32.35

Pupils will be tracked and assessed using RWInc phonics. Phonic assessments will take place at least half termly, with pupils being regrouped. Pupils who do not make expected progress will be targeted for additional intervention, including 1 to 1 phonics.

PHONICS	Baseline attainment July 2017	Target attainment July 2018	December 2017	April 2018	July 2018
Y 1	EYFS Reading ELG at EXP+ = 62%	79% to achieve phonics pass	Target: 40% 39% of Y1 are at the correct age/stage in RWInc	Target: 60% :	Target: 79%

- Children will be able to talk about their reading, identifying their strengths and what they need to improve
- Children will all make expected progress in reading this year, some will make more than expected
- Children will demonstrate their phonic skills, according to their age and stage
- Children who are falling behind will be targeted for intervention
- Children will be able to demonstrate their comprehension skills through well planned learning
- Tracking of vulnerable groups ensures interventions can be timely and effective in accelerating rates of progress (PPG, SEND, EAL)

Y2	Year 1 71% achieved phonics pass	95% to achieve phonics pass	Target: 75% 84% of pupils are at the correct stage for their age on RWInc	Target: 85%	Target: 95%
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Pupils will be tracked using prior attainment information to ensure progress is maximised. Some Y2 pupils will be targeted to move from EYFS emerging to Y2 EXS in line with national average. KS2 pupils will be tracked to ensure they are making expected progress from KS1 outcomes.

	Baseline attainment	Target attainment July 2018	Nov 17	Jan 18	Apr 18	July 18
Y2	2016 EYFS Reading 59 pupils EXP+= 57% GDS=3%	EXP+ = 65% GDS = 15%	Target = 20% Achieved 20% of pupils are ARE for this point in the year on symphony (14+ points)	Target = 35% Achieved 33%	Target = 50%	Target = 65%
			Target = 0% Achieved 0%	Target = 5% Achieved 0%	Target = 10%	Target = 15%
Y6	KS1 APS starting point has been used to forecast the % who need to reach EXP+ and GDS. FFT estimates.	EXP+ = 60% GDS = 15%	Target = 25% Achieved 32%	Target = 35% Achieved 40%	Target = 50%	Target = 60%
			Target = 5% Achieved 0%	Target = 8% Achieved 5%	Target = 11%	Target = 15%

Reception pupils will be baselined following school procedures. Pupils will be given targets for progress in line with VPA expectations:

4 steps – VPA minimum expected progress

5 steps – VPA good progress

6+ steps – VAP rapid progress

	Baseline % attainment October 2017	Target attainment July 2018	December 2017	March 2018	July 2018
YR	22-36 37% 30-50 63%	Targets: 40-60 35% ELG 60% ELG Exc 5%	TargetS (Achieved) 22-36 20% (20%) 30-50 65% (68%) 40-60 15% (13%)	Targets: 30-50 35% 40-60 65%	Targets: 40-60 35% ELG 60% ELG Exc 5%

Key People	Funding & Resources			
Sarah Whiteman – reading development leader and EYFS strategic leader Jane Wall – Pupil premium champion Jo Costanzo – PiXL lead Sally Spencer – Inclusion Manager Hayley Scargill – lead trainer for symphony assessment core subjects	<ul style="list-style-type: none"> Continued investment in training for RWInc Resources for RWInc phonic and L&L Investment in PiXL membership Quality reading resources Budget for reading to be agreed and amounts will be added			
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Planning scrutiny of English (L&L, Freshstart, Phonics/Get Writing! and Reading) to ensure correct structures in place for the teaching of reading	MSW	SMT	Nov Mar Jun	
School procedures for the collection of evidence of attainment in reading formulated and agreed	MSW	SMT	Sept onwards	
Ensure expectations for use of working walls, pocket chart and spelling chart etc displays are in place in all classrooms, monitored and feedback given	MSW	SMT	Nov Mar Jun	
Implement new assessment system (symphony). Training in September led by HS and follow up training half termly	HS	SMT	Oct Nov 3 4 5 6	
Moderation of reading judgements using symphony, internally and with HAT schools	MSW	SMT	Oct 2017	
Training in use of Symphony excel to make final termly judgements and analysis of data	HS	SMT	Nov 2017	
Training in use of symphony matrices to select pupils for accelerate pupils target	HS	Appraisers	Oct 2017 Mid-year and final reviews	
Identify pupils who are falling behind and target them for interventions. Formally after each data drop, but continuously following any concerns raised through lesson observation, monitoring etc.	MSW	SMT	Dec Apr May	
Pupils in vulnerable groups tracked carefully and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles)	HS PPG – JW SEND/EAL – SS	SMT	Dec Apr May	
Learning Journeys list suggestions of books to read each term to encourage reading outside of school	MSW	SMT	End of every half term 1 2 3 4 5 6	
Suggestions for wider reading and linked texts are an integral part of English teaching and learning	MSW	SMT	Dec Apr May	
Sight vocabulary from NC PoS is explicitly taught and learning tracked	MSW	SMT	Dec Apr May	

English join in and 1:1 feedback and coaching is successfully acted upon and implemented	MSW	SMT	6x a year for each group leader 1 2 3 4 5 6
RWInc training for new staff as appropriate	MSW	SMT	Ongoing *1
RWInc throughout the day and 1:1 catch up interventions ensure children progress in their GPC learning to develop accurate decoding skills	MSW	SMT	Dec Apr May
Library books and b.w. paper story books go home daily / weekly	MSW	SMT	Ongoing
Phonics decoding assessments (accuracy) and story book (fluency) assessments monitor progress and regrouped children regularly	MSW	SMT	After every assessment 1 2 3 4 5 6
Reading progress tests and completed trackers identify learning and progress	MSW	SMT	6x a year 1 2 3 4 5 6
Annotated planning records achievement, progress and next steps	MSW	SMT	Nov Mar Jun

Evaluation:

*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up will be agreed.

*1 – two new members of the teaching team have attended external full RWInc phonics training. Members of the teaching assistant team have been receiving internal training and coaching from the reading leader.

December 2017:

Content domain planning sheets are enabling teachers to plan focussed and targeted questions to challenge children at all levels. An increasing number of staff are confident in collecting a range of evidence to make secure judgements of children's attainment and progress. Use of read 3 comprehension style questions is enabling children to develop more secure/complex written responses.

Breaking coaching and join in learning walks into smaller chunks has developed teaching assistants' confidence in effective delivery.

Monitoring has ensured the reading leader has a clear understanding of where she needs to focus her support to ensure continued improvements in planning, delivery and assessment of reading.

Progress of pupils in reading using the symphony assessment system:

Y1	1.85
Y2	1.74
Y3	1.54
Y4	1.98
Y5	1.87
Y6	1.95

(expected range 1.75 to 2.25)

Pupil progress in reading for the autumn term has been most rapid in Y4. The progress of pupils in Y3 needs further investigation.

Supporting evidence:

- HAT trust moderation reading moderation overview, examples of completed moderation grids and list of available evidence to discuss
- Examples of content domain planning sheets
- Planning scrutiny
- Book scrutiny
- Reception phase 1 letters and sounds planning
- Assessment and regrouping of Y1-4
- Staff training
- 1:1 coaching/feedback post it notes
- Reception action plan
- Examples of flick forward feedback