



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

OUTCOMES for Improvement - 2020-

Quality of Education - OUTCOMES

St Mary the Virgin CE Primary Outcomes Key Priorities:

1.1- KS2 – Year 6

Writing GD/progress to at least reach NA (NA= 20%, 2018=8%, P= -0.1, 2019=14%, P= -1.8)

Maths progress to be consistently positive 2020 (2017= -3.0, 2018= +3.2, 2019= -0.8).

Progress of Year 6 SEND and Disadvantaged pupils to reach NA.

1.2- KS1 – Year 2

Reading 'expected' to reach NA. Slightly below NA for 3 years (NA=75%, '17'=63%, '18'=71%, '19'= 69%)

Writing 'expected' to increase- just at NA. 3 year decline (12.6% drop since 2017).

1.3- EYFS

Maths 'expected' to at least NA 2020 (2019= 75%, LA=83%).

GLD to increase into 80% range (75% GLD for 3 years).

Value added progress from baseline to increase from 25% to 35%.

THE HEAD OF SCHOOL WILL REPORT ON PUPIL PROGRESS TO THE GOVERNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNER OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTAGED PUPILS, PUPILS WITH SEND AND HIGH PRIOR ATTAINING PUPILS.

The Quality of Education - OUTCOMES





St Mary the Virgin CE Primary School





ST MARY'S TARGETS FOR PUPIL OUTCOMES JULY 2021







These have been set by looking at % of pupils at expected standard in July 2020 and adding challenge, ensuring no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT20 estimates Expected Standard	FFT50 estimates for expected standard	Targets for July 2021 Expected Standard	National Average 2019	Targets for July 2021 Higher Standard	National Average 2019
EYFS			72% GLD	71.8%	21% 37.9 APS	36.4 APS
Y1 Phonics			85% Pass	82%		
End of KS1 (Y2)						
Reading	84%	81%	85%	75%	31%	25%
Writing	79%	74%	77%	69%	15%	21%
Maths	85%	82%	82%	76%	23%	28%
YEAR 1						
Reading			93%		7%	
Writing			93%		7%	
Maths			93%		7%	
End of KS2 (Y6)						
Reading	88%	83%	91%	73%	27%	27%
Writing	91%	87%	91%	78%	27%	20%
Maths	93%	89%	91%	79%	18%	27%
Combined	83%	77%	91%	65%	9%	11%
GPS	92%	87%	91%	78%	36%	36%
Year 3						
Reading			93%		21%	
Writing			85%		14%	
Mathematics			93%		28%	
Year 4						
Reading	87%	82%	75%		33%	
Writing	89%	85%	75%		25%	
Mathematics	93%	89%	83%		33%	
X Tables			85%+			
Year 5						
Reading	84%	78%	70%		31%	
Writing	87%	82%	85%		15%	
Mathematics	91%	86%	77%		15%	

1.1 Year 6 2021 Outcomes Writing GD/progress to at least reach NA (NA= 20%, 2018=8%, P= -0.1, 2019=14%, P= -1.8) Maths progress to be consistently positive 2020 (2017= -3.0, 2018=+3.2, 2019= -0.8). Progress of Year 6 SEND and Disadvantaged Pupils to reach NA.							SEF Ref: SMV- page 4			
Success Criteria & Practice Indicators:			Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ Writing GD 2021 Attainment target achieved= 36% ✓ Writing 2021 progress target achieved= 0+ ✓ Maths 2021 progress target achieved = 0+ ✓ SEND & PPG 2021 Year 6 pupils progress target achieved= 0+ 			<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leader & Inclusion Manager monitoring and data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly				
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)			£	Activities to monitor implementation of key actions		
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of writing and maths • Monitor teaching and learning through termly triangulations – particular focus on writing and maths • Review progress on targets termly at PPM • Use catch-up funding from government to impact most on chn’s attainment and progress in maths and writing. 		BH/JP	AB	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Sept – set targets for all pupils with FFT20 and 50 Termly PPM (see dates below) Organise how catch-up funding will be spend across key year groups Triangulations: Tues 13th and Thurs 22nd Oct and Thurs 26th Nov	Termly PPM (see dates below) Triangulations: Tues 2nd and Thurs 4th Feb and Thurs 25th Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January - Book audit (CP) Thursday 28th January - Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 1 st Jul Tuesday 29th June – Subject Leader book review	Catch-up funding	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP / Governors / SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in writing and maths and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on writing and maths 		BH/JP/ AF	AB	Subject Leader action plans shared Sept – set PM targets Subject Leader CPD forms to be filled out by all teachers Thurs 8 th Oct – Writing and Reading staff meeting Thurs 19 th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Sept – set PM targets Thurs 8th Oct – Writing and Reading staff meeting Thurs 19 th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Jan 4th INSET – Writing and Maths CPD from subject leaders BH/AB attend KS2 writing moderation training BH/AB attend KS2 ARA course (LA)	May/June – County moderation for writing March – review PM targets	July – review PM targets	Performance Management 3x yearly	JP / Governors / SIP
Vulnerable Groups support <ul style="list-style-type: none"> • Review interventions termly to target specific groups and gaps in learning • Discuss specific need in PPM and monitor this termly • APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary 		BH/JP/ SL	AB	Create recovery curriculum to facilitate vulnerable groups Create PPM template documents to cover all core subjects with a focus on VGS	APDOR review – 15 th October PPM – 22 nd Oc APDOR review – 10 th December PPM – 17 th Dec	APDOR review – 4 th February PPM – 11 th Feb APDOR review – 25 th March PPM – 1 st Apr	APDOR review – 20 th May PPM – 27 th May	APDOR review – 8 th July PPM – 15 th July	PPM termly APDOR reviews termly	JP / SENDO / Governor / SIP

1.2 Objective: Year 2 2021 Outcomes Reading 'expected' to reach NA. Slightly below NA for 3 years (NA=75%, '17'=63%, '18'=71%, '19'= 69%) Writing 'expected' to increase to reach at least NA- just at NA. 3 year decline (12.6% drop since 2017).							SEF Ref: SMV- page 4			
Success Criteria & Practice Indicators:			Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ Reading EXS 2021 Attainment target achieved= 85% ✓ Writing EXS 2021 progress target achieved= 0+ 			<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leader & Inclusion Manager monitoring and data termly analysis 				Outcome charts evaluated termly FGB x 6 yearly			
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021		
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of writing and reading • Monitor teaching and learning through termly triangulations – particular focus on writing and reading • Review progress on targets termly at PPM • Use catch-up funding from government to impact most on chn's attainment and progress in reading and writing. 		BH/JP	EK/NF	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Sept – set targets for all pupils Termly PPM (see dates below) Organise how catch-up funding will be spend across key year groups Triangulations: Tues 13th and Thurs 22nd Oct and Thurs 26th Nov	Termly PPM (see dates below) Triangulations: Tues 2nd and Thurs 4th Feb and Thurs 25th Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January - Book audit (CP) Thursday 28th January - Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 1 st 8h May (SIP visit)	Termly PPM (see dates below) Triangulations: Thurs 1 st Jul Tuesday 29th June – Subject Leader book review	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP / Governors / SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in writing and reading and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • New to Year 2 course • Share courses/key updates from LA and STA around assessment – particular focus on writing and reading 		BH/JP/AF	EK/NF	Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept – set PM targets Thurs 8th Oct – Writing and Reading staff meeting Secretaries to disseminate course information as appropriate (all year) New to Year 2 Course identified and booked Assessment course booked for W, R and M	Jan 4 th INSET – Writing and reading CPD from subject leaders Teachers/HOS to attend ARA for KS1 course	April – June – County moderation for writing March – review PM targets	July – review PM targets	Performance Management 3x yearly	JP / Governors / SIP
Vulnerable Groups support <ul style="list-style-type: none"> • Review interventions termly to target specific groups and gaps in learning • Discuss specific need in PPM and monitor this termly • APDOR termly meetings with SENDCO to identify areas for support and external 		BH/JP/SL	EK/NF	Create recovery curriculum to facilitate vulnerable groups Create PPM template documents to cover all core subjects with a focus on VGs	APDOR review – 15 th October PPM – 22 nd Oct APDOR review – 10 th December PPM – 17 th Dec	APDOR review – 4 th February PPM – 11 th Feb APDOR review – 25 th March PPM – 1 st Apr	APDOR review – 20 th May PPM – 27 th May	APDOR review – 8 th July PPM – 15 th July	PPM termly APDOR reviews termly	JP / SENDCO / Governor / SIP

agencies involved where necessary									
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1.3 Objective: Reception 2021 Outcomes Maths 'expected' to at least NA (2019= 75%, LA=83). GLD to increase into 80% range (75% GLD for 3 years). Value added progress from baseline to increase from 25% to 35%.							SEF Ref: SMV- page 4				
Success Criteria & Practice Indicators:			Activities to evaluate impact against success criteria and practice indicators								
<ul style="list-style-type: none"> ✓ Maths EXS 2021 Attainment target achieved = 85% EXS 21% GDS ✓ GLD 2021 target achieved= 72% ✓ Value added 2021 progress target achieved= 25% to 35%. 			<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leader & Inclusion Manager monitoring and data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly					
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of maths • Monitor teaching and learning through termly triangulations – particular focus on maths • Review progress on targets termly at PPM 		BH/JP RB/LM		Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings Classroom/outdoor area prepared for transition to maximise learning opportunities	Sept – set targets for all pupils Termly PPM (see dates below) Thurs 19th Nov – Maths Staff meeting Triangulations: Tues 13th and Thurs 22nd Oct and Thurs 26th Nov	Termly PPM (see dates below) Triangulations: Tues 2nd and Thurs 4th Feb and Thurs 25th Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January – Book audit (CP) Thursday 28th January – Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 1t8h May (SIP visit)	Termly PPM (see dates below) Triangulations: Thurs 1 st Jul Tuesday 29th June – Subject Leader book review	Termly monitoring and TA observations twice annually Performance Management 3x yearly		JP / Governors / SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in maths and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on writing and maths 		BH/JP/AF RB/LM		Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept 4th – Maths CPD INSET Sept – set PM targets Thurs 19th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Teachers to attend EYFS ARA and moderation course	April – June – Alliance and Federation moderations March – review PM targets	July – review PM targets	Performance Management 3x yearly		JP / Governors / SIP
Vulnerable Groups support <ul style="list-style-type: none"> • Review interventions termly to target specific groups and gaps in learning • Discuss specific need in PPM and monitor this termly 		BH/JP/SL RB/LM		Create recovery curriculum to facilitate vulnerable groups Create PPM template documents to cover	APDOR review – 15th October PPM – 22nd Oct APDOR review – 10th December PPM – 17th Dec	APDOR review – 4th February PPM – 11th Feb APDOR review – 25th March PPM – 1st Apr	APDOR review – 20th May PPM – 27th May	APDOR review – 8th July PPM – 15th July	PPM termly APDOR reviews termly		JP / SENDO / Governor / SIP

• APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary			all core subjects with a focus on VGs						
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Reporting Learner Outcomes 20/21

St Mary's Reporting Learner Outcomes 20/21 Year R

Subject / Term	September Baseline		FFT20 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS	% EXC				All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:		14 (7.1% each)																		
PHONICS																				
Term 2																				
Term 4																				
Term 6																				
READING																				
Term 2	49%	21%		78%	28%															
Term 4																				
Term 6																				
WRITING																				
Term 2	49%	14%		78%	21%															
Term 4																				
Term 6																				
MATHS																				
Term 2	49%	14%		85%	21%															
Term 4																				
Term 6																				
COMBINED																				
Term 2	49%	7%		79%	14%															
Term 4																				
Term 6																				

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 20/21

Year 1

Subject / Term	EYFS outcomes (Teacher Assessment 2020)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 15 (6.7% each)																					
PHONICS																					
Term 2			Pass rate target: 85%																		
Term 4																					
Term 6																					
READING																					
Term 2					93%	7%															
Term 4																					
Term 6																					
WRITING																					
Term 2					93%	7%															
Term 4																					
Term 6																					
MATHS																					
Term 2					93%	7%															
Term 4																					
Term 6																					
COMBINED																					
Term 2					93%	7%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Comments: No end of EYFS data on FFT so no targets from there. No chn achieved GLD or EXS/EXC in reading, writing or maths by the end of the school year due to school closures and partial reopening. SEND at 14% in the year group, 1 child already awarded an EHCP with another child in the process of this. Mixed with Year 2, the % of SEND in the class is 22% with 2 EHCPs in place and two more being requested so the need of the class is very high.

St Mary's Reporting Learner Outcomes 20/21

Year 2

Subject / Term	EYFS outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.							
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA			
Number of learners: 13 (7.7% each)																								
PHONICS			Passing in year 1: 85% Passing at retake: %																					
Term 2																								
Term 4																								
Term 6																								
READING																								
Term 2	85%	23%	Exs: 84% GDS: 44%	Exs: 81% GDS: 36%	85%	31%																		
Term 4																								
Term 6																								
WRITING																								
Term 2	77%	8%	Exs: 79% GDS: 24%	Exs: 74% GDS: 17%	77%	15%																		
Term 4																								
Term 6																								
MATHS																								
Term 2	77%	23%	Exs: 85% GDS: 44%	Exs: 82% GDS: 36%	82%	23%																		
Term 4																								
Term 6																								
COMBINED																								
Term 2	77%	7.7%	Exs: 76% GDS: 22%	Exs: 72% GDS: 15%	77%	15%																		
Term 4																								
Term 6																								

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 20/21

Year 3

Subject / Term	KS1 outcomes (Teacher Assessment 2020)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (7.1% each)																					
GPS																					
Term 2					85%	14%															
Term 4																					
Term 6																					
READING																					
Term 2																					
Term 4	93%	21%			93%	21%															
Term 6																					
WRITING																					
Term 2																					
Term 4	85%	14%			85%	14%															
Term 6																					
MATHS																					
Term 2																					
Term 4	93%	28%			93%	28%															
Term 6																					
COMBINED																					
Term 2																					
Term 4	85%	14%			85%	14%															
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 20/21

Year 4

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 12 (8.3% each)																					
GPS																					
Term 2			Exs: 91%	Exs: 86%	75%	25%															
Term 4			GDS: 60%	GDS: 49%																	
Term 6																					
READING																					
Term 2	75%	33%	Exs: 87%	Exs: 82%	75%	33%															
Term 4			GDS: 47%	GDS: 38%																	
Term 6																					
WRITING																					
Term 2	75%	25%	Exs: 89%	Exs: 85%	75%	25%															
Term 4			GDS: 44%	GDS: 33%																	
Term 6																					
MATHS																					
Term 2	83%	33%	Exs: 93%	Exs: 89%	83%	33%															
Term 4			GDS: 52%	GDS: 40%																	
Term 6																					
COMBINED																					
Term 2	75%	25%	Exs: 83%	Exs: 77%	75%	25%															
Term 4			GDS: 30%	GDS: 21%																	
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 20/21

Year 5

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.					
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	
Number of learners: 13 (7.7% each)																						
GPS																						
Term 2			Exs: 89%	Exs: 83%	85%	15%																
Term 4			GDS: 66%	GDS: 52%																		
Term 6																						
READING																						
Term 2	70%	15%	Exs: 84%	Exs: 78%	70%	31%																
Term 4			GDS: 38%	GDS: 29%																		
Term 6																						
WRITING																						
Term 2	77%	7%	Exs: 87%	Exs: 82%	85%	15%																
Term 4			GDS: 33%	GDS: 21%																		
Term 6																						
MATHS																						
Term 2	77%	15%	Exs: 91%	Exs: 86%	77%	15%																
Term 4			GDS: 42%	GDS: 30%																		
Term 6																						
COMBINED																						
Term 2	70%	8%	Exs: 78%	Exs: 70%	70%	8%																
Term 4			GDS: 19%	GDS: 11%																		
Term 6																						

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 20/21

Year 6

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.					
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	
Number of learners: 11 (9.1% each)																						
GPS																						
Term 2			Exs: 92%	Exs: 87%	91%	36%																
Term 4			GDS: 58%	GDS: 44%																		
Term 6																						
READING																						
Term 2	63%	9%	Exs: 88%	Exs: 83%	91%	27%																
Term 4			GDS: 38%	GDS: 24%																		
Term 6																						
WRITING																						
Term 2	82%	0%	Exs: 91%	Exs: 87%	91%	27%																
Term 4			GDS: 40%	GDS: 27%																		
Term 6																						
MATHS																						
Term 2	82%	9%	Exs: 93%	Exs: 89%	91%	18%																
Term 4			GDS: 40%	GDS: 27%																		
Term 6																						
COMBINED																						
Term 2	73%	0%	Exs: 83%	Exs: 77%	91%	9%																
Term 4			GDS: 17%	GDS: 9%																		
Term 6																						

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Data Glossary

Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
40-60s+ (GD)	36	
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54
Year 4	4b	55
	4b+	56
	4w	57
	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Age Related Expectations (ARE)

<u>Year Group</u>	T1	T2	T3	T4	<u>T5/6</u>
Nursery Rising 3 Nursery Rising 5	22-26b 30-50b	22-36 b+ 30-50 b+	22-36 w 30-50 w	22-36 w/w+ 30-50w/w+	T5-22-36s T6- 22-36s+ 30-50S
Reception	40-60s+	40-60b	40-60b+	40-60w+	ELG
Year 1	40-60s++	1B	1B+	1 W/W+	1s (EXS)
Year 2	1S+	2B	2B+	2W+	2s (EXS)
Year 3	2S+	3B	3B+	3W/W+	3s (EXS)
Year 4	3S+	4B	4B+/5W	4W/W+	4s (EXS)
Year 5	4S+	5B	5B+/5W	5W+	5s (EXS)
Year 6	5S+/6B	6B+= writing 6b+/6W=Maths/Reading	6W+	6s (EXS)	SATS

Expected Points Progress

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 + 2</u>
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6
Year 6	1.2	2.4	3.6	4.8	

<u>End of Year Progress</u>	<u>Inadequate</u>	<u>RI</u>	<u>Good</u>	<u>Outstanding</u>
Years 2 - 6	Under 5	5	6	7