

Manor Primary School Standards Achieved & Progress Tracking 2017

Manor Primary School Review and Analysis of attainment, progress and in year progress for Pupil Premium and Non- Pupil Premium Children

Early Years – Nursery

Progress of PP children V's XPP children in Reading in Nursery

READING NURSERY																								
EXPECT ED PTS	7			0.5	7			1	8			1.5	8			2	9			2.5	9			3
	N2 O/E	AU TI	No	Progr ess	N2 O/E	AUT 2	No	Progr ess	N2 O/E	SP RI	No	Progr ess	N2 O/E	SPR 2	No	Progr ess	N2 O/E	SU MI	No	Progr ess	N2 O/E	SUM 2	No	Progr ess
All	5.4	5.8	5.7	0.5	5.4	6.6	5.8	1.3	5.4	7.0	5.7	1.7	5.4	8.1	5.7	2.7	5.4	8.6	5.7	3.2	5.4	9.1	5.7	3.7
PP	5.6	6.2	9	0.7	5.6	6.8	9	1.2	5.5	7.0	8	1.5	5.5	7.8	8	2.3	5.5	8.1	8	2.6	5.5	8.8	8	3.3
xPP	5.3	5.7	4.8	0.4	5.4	6.6	4.9	1.3	5.4	7.0	4.9	1.7	5.4	8.2	4.9	2.8	5.4	8.6	4.9	3.3	5.4	9.2	4.9	3.8

Progress of PP children V's XPP Nursery children in Writing

WRITING NURSERY				
EXPECTED PTS	9		3	
	N2 O/E	SUM2	No	Progress
All	5.0	8.9	57	4.0
PP	5.0	8.6	5	3.6
xPP	4.9	9.0	4.9	4.0

Progress of PP children V's XPP Nursery children in Number

NUMBER NURSERY																								
EXPECT ED PTS	7			0.5	7			1	8			1.5	8			2	9			2.5	9			3
	N2 O/E	AU TI	No	Progr ess	N2 O/E	AUT 2	No	Progr ess	N2 O/E	SP RI	No	Progr ess	N2 O/E	SPR 2	No	Progr ess	N2 O/E	SU MI	No	Progr ess	N2 O/E	SUM 2	No	Progr ess
All	5.3	5.4	5.7	0.1	5.3	6.3	5.8	1.1	5.3	7.2	5.7	1.9	5.3	8.7	5.7	3.4	5.3	8.9	5.7	3.6	5.3	9.2	5.7	3.9
PP	5.2	5.3	9	0.1	5.2	6.2	9	1.0	5.1	6.8	8	1.6	5.1	8.1	8	3.0	5.1	8.4	8	3.3	5.1	8.8	8	3.6
xPP	5.3	5.4	4.8	0.1	5.3	6.3	4.9	1.0	5.3	7.2	4.9	2.0	5.3	8.7	4.9	3.4	5.3	8.9	4.9	3.7	5.3	9.2	4.9	3.9

Progress of PP children V's XPP Nursery children in Space, Shape and Measure

SPACE SHAPE & MEASURE NURSERY 2022/23																								
	7			0.5	7			1	8			1.5	8			2	9			2.5	9			3
	N2 O/E	AU TI	No	Progr ess	N2 O/E	AUT 2	No	Progr ess	N2 O/E	SP RI	No	Progr ess	N2 O/E	SPR 2	No	Progr ess	N2 O/E	SU MI	No	Progr ess	N2 O/E	SUM 2	No	Progr ess
All	5.7	5.8	5.7	0.1	5.7	6.7	5.8	1.0	5.7	7.2	5.7	1.4	5.7	8.2	5.7	2.5	5.7	8.7	5.7	3.0	5.7	9.0	5.7	3.2
PP	5.6	5.8	9	0.2	5.6	6.7	9	1.1	5.5	7.3	8	1.8	5.5	8.3	8	2.8	5.5	8.4	8	2.9	5.5	8.6	8	3.1
xPP	5.7	5.8	4.8	0.1	5.8	6.8	4.9	1.0	5.8	7.1	4.9	1.4	5.8	8.2	4.9	2.5	5.8	8.8	4.9	3.0	5.8	9.0	4.9	3.2

*Nursery – End of year progress = 3 points for GLD (Good level of development)



Manor Primary School Standards Achieved & Progress Tracking 2017

Progress and Standards Achieved

Reading

- By the end of the summer term, (9 PP children) progress of PP was 3.3 and XPP was 3.8 indicating progress achieved more than expected.

Writing

- By the end of the summer term, (9 PP children) progress of PP was 3.6 which was higher than XPP (4.0) indicating progress more than expected.

Number

- By the end of the summer term, (9 PP children) progress of PP was 3.6 and XPP was 3.9 indicating progress above expected rates of 3 points.

Shape, space and measure

- By the end of the summer term, (9 PP children) progress of PP was 3.1 and XPP was 3.2 indicating expected progress.

Strengths

- In reading and writing, progress for PP children was significantly above 3 points. In number, space, shape and measures, progress of PP children was still just above the expected progress of 3 points.

Weaknesses

- Progress in number, space, shape and measures – could rates of progress be on par with reading and writing.
- Although, PP children achieved more than expected (3points progress) in reading, writing and maths – could the gap between XPP be narrowed further?

Key Actions for Autumn Term 2017 for Reception

Is learning differentiated and meeting the needs of all children and PP children in Language and Literacy? Are resources appropriately matched to meet the needs of all PP children? How does the journey of learning across a week provide provision for PP children to narrow gaps and achieve at least 6 points progress by the end of an academic year? How does continuous provision within Literacy hook, engage and impact progress of all PP children?

Actions

- Support PP children with additional resources and intervention.
- To continue to work upon the development made in reading by ensuring the learning environment is rich in print, stories, props and resources to support role play.
- Ensure PP children are supported in early reading skills.

Writing Actions

- Indoor and outdoor environments to offer a range of opportunities for children to rehearse and consolidate skills.
- Learning areas to provide 'hooks' to engage, excite and motivate children to write.
- Demonstrating and modelling of sentence structures.
- Review and focus on planning for independent writing opportunities through continuous provision.
- Continue to develop differentiation, in and quality of, first wave teaching to meet the relative starting points of all PP children



Manor Primary School Standards Achieved & Progress Tracking 2017

Early Years – Reception

Progress of PP children V's XPP children in Reading in Reception

READING RECEPTION																										
EXPECT ED PTS	10				11				12				13				14				15				6	
	YR O/E	AU TI	No	Progr ess	YR O/E	AUT 2	No	Progr ess	YR O/E	SP RI	No	Progr ess	YR O/E	SPR 2	No	Progr ess	YR O/E	SU MI	No	Progr ess	YR O/E	SUM 2	No	Progr ess		
All	8.8	9.2	9.0	0.4	8.8	10.7	9.0	1.9	8.8	11.9	8.9	3.1	8.8	12.9	8.9	4.0	8.8	14.0	8.9	5.2	8.8	15.1	9.0	6.3		
PP	8.9	9.1	7	0.3	8.8	10.3	7	1.5	8.9	11.4	7	2.6	8.9	12.0	8	3.1	8.9	13.4	8	4.5	8.9	14.5	8	5.6		
xPP	8.8	9.2	8.3	0.4	8.8	10.7	8.3	1.9	8.8	12.0	8.2	3.2	8.8	13.0	8.1	4.1	8.8	14.1	8.1	5.2	8.8	15.2	8.2	6.4		

Progress of PP children V's XPP Reception children in Writing

WRITING RECEPTION				
EXPECTED PTS	15		6	
	YR O/E	SUM2	No	Progress
All	8.9	14.7	90	5.8
PP	8.8	14.3	8	5.5
xPP	8.9	14.7	82	5.9

Progress of PP children V's XPP Reception children in Number

NUMBER RECEPTION																										
EXPECT ED PTS	10				11				12				13				14				15				6	
	YR O/E	AU TI	No	Progr ess	YR O/E	AUT 2	No	Progr ess	YR O/E	SP RI	No	Progr ess	YR O/E	SPR 2	No	Progr ess	YR O/E	SU MI	No	Progr ess	YR O/E	SUM 2	No	Progr ess		
All	8.9	9.5	9.0	0.6	8.9	10.8	9.0	1.9	8.9	12.0	8.9	3.1	8.9	13.1	8.9	4.2	8.9	13.8	8.9	5.0	8.9	14.9	9.0	6.0		
PP	8.9	9.4	7	0.6	8.9	10.4	7	1.6	8.9	11.7	7	2.9	8.9	12.8	8	3.9	8.9	13.4	8	4.5	8.9	15.0	8	6.1		
xPP	8.9	9.5	8.3	0.6	8.9	10.8	8.3	2.0	8.9	12.0	8.2	3.2	8.9	13.1	8.1	4.3	8.9	13.9	8.1	5.0	8.9	14.9	8.2	6.0		

Progress of PP children V's XPP Reception children in Space, Shape and Measure

PACE SHAPE & MEASURE RECEPTION 2021/22																										
	10				11				12				13				14				15				6	
	YR O/E	AU TI	No	Progr ess	YR O/E	AUT 2	No	Progr ess	YR O/E	SP RI	No	Progr ess	YR O/E	SPR 2	No	Progr ess	YR O/E	SU MI	No	Progr ess	YR O/E	SUM 2	No	Progr ess		
All	8.9	9.5	9.0	0.6	8.9	10.7	9.0	1.8	8.9	11.8	8.9	2.9	8.9	13.0	8.9	4.1	8.9	14.2	8.9	5.3	8.9	15.0	9.0	6.1		
PP	8.7	9.6	7	0.9	8.7	10.7	7	2.0	8.9	11.9	7	3.0	8.9	12.9	8	4.0	8.9	14.0	8	5.1	8.9	15.1	8	6.2		
xPP	8.9	9.5	8.3	0.6	8.9	10.7	8.3	1.8	8.9	11.8	8.2	2.9	8.9	13.0	8.1	4.1	8.9	14.2	8.1	5.3	8.9	15.0	8.2	6.1		

*Reception – End of year progress = 6 points for GLD (Good level of development)

Progress and Standards Achieved

Reading

- By the end of the summer term 2017, (7 PP children) progress of PP was 5.6 and XPP was 6.4 indicating progress below the expected 6 points progress with a gap of 0.4 and a progress gap of 0.8 between their counterparts XPP.



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Writing

- By the end of the summer term, (7 PP children) progress of PP was 5.5 which was higher than XPP (5.9) indicating progress below the expected 6 points progress with a gap of 0.5 and a progress gap of 0.4 between their counterparts XPP who also didn't achieved expected progress within writing.

Number

- By the end of the summer term, (7 PP children) progress of PP was 6.1 and XPP was 6.0 indicating just 0.1 points achieving more than expected progress.

Shape, space and measure

- By the end of the summer term 2017, (7 PP children) progress of PP was 6.2 and XPP was 6.1 indicating more than expected progress (0.2)

Strengths

- In aspects of Mathematics – number, shape, space and measure, progress for PP children was 6.0 or above – indicating GLD. In all areas of number, shape, space and measure, PP children achieved higher than their counter parts (XPP)

Weaknesses

- Progress in Reading (5.6) and Writing (5.5) was below the expected 6 points progress. Is learning differentiated and meeting the needs of all children and PP children in Language and Literacy? Are resources appropriately matched to meet the needs of all PP children? How does the journey of learning across a week provide provision for PP children to narrow gaps and achieve at least 6 points progress by the end of an academic year? How does continuous provision within Literacy hook, engage and impact progress of all PP children?

Key Actions for Autumn Term 2017

- Accelerating rates of progress in reading, writing and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 1.
- Track attainment of identified PP children across Maths, Reading and Writing to narrow the gaps to reaching age related expectations by the end of year 1.
- Focused phonic intervention for identified PP children.
- Review planning for writing to target progress – at least 4 points expected or more.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 1.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children.



Manor Primary School Standards Achieved & Progress Tracking 2017

Year 1

Progress of PP children V's XPP children in Reading in Year 1

READING Y1												
EOY EXPECTED PTS		19PTS		4PTS		19PTS		4PTS		19PTS		4PTS
	Y1 O/E	AUT	No	Progress	Y1 O/E	SPR	NO	Progress	Y1 O/E	SUM	No	Progress
All	15.2	17.9	90	2.6	15.3	18.9	89	3.7	15.3	20.0	89	4.8
PP	15.1	17.5	15	2.3	15.1	18.6	15	3.5	15.1	19.8	16	4.6
XPP	15.3	17.9	75	2.7	15.3	19.0	74	3.7	15.3	20.1	73	4.8

Progress of PP children V's XPP children in Writing in Year 1

WRITING Y1												
EOY EXPECTED PTS		19PTS		4PTS		19PTS		4PTS		19PTS		4PTS
	Y1 O/E	AUT	No	Progress	Y1 O/E	SPR	NO	Progress	Y1 O/E	SUM	No	Progress
All	15.2	17.2	90	2.1	15.2	18.4	89	3.3	15.2	20.0	89	4.8
PP	15.0	16.8	15	1.8	15.0	18.0	15	3.0	15.0	19.7	16	4.7
XPP	15.2	17.3	75	2.1	15.2	18.5	74	3.3	15.2	20.1	73	4.9

Progress of PP children V's XPP children in Mathematics in Year 1

MATHS Y1												
EOY EXPECTED PTS		19PTS		4PTS		19PTS		4PTS		19PTS		4PTS
	Y1 O/E	AUT	No	Progress	Y1 O/E	SPR	NO	Progress	Y1 O/E	SUM	No	Progress
All	15.2	17.2	90	2.1	15.2	18.9	89	3.7	15.2	20.1	89	5.0
PP	14.9	16.7	15	1.8	14.9	18.5	15	3.6	14.9	19.9	16	5.1
XPP	15.2	17.4	75	2.1	15.2	18.9	74	3.7	15.3	20.2	73	4.9

*Year 1 Expected end year attainment level AIS/20 points. End of the year progress expectation 4 points from Y1 Baseline.

Progress and Standards Achieved

Reading

- By the end of the summer term, 12 PP children (16 children) within year 1 made expected progress in Reading achieving 20 points and above to achieve the attainment of AIS and above. 4 PP children made progress but are still working below age related expectations - Coby C (ARS), Kayden G (BIS), Sapphire P (AID) and Dolcie S (AID). Over all attainment of PP children was more than expected points 19.8 and in year progress is more than expected at 4.6.

Writing

- By the end of the summer term, 11 PP children (16 children) within year 1 made expected progress in Writing achieving 20 points and above to achieve attainment level of AIS and above. 5 PP children made good progress but are still working towards age related expectations in writing - Jack BM (AID), Coby C (BID), Kayden G (BIS), Sapphire P (AID) and Dolcie S (AID). Over all attainment of PP children was more than expected points 19.7 and in year progress is more than expected at 4.7 which was 0.2 points below their counterparts who achieved 4.9.

Mathematics

- By the end of the summer term, 13 PP children (16 children) within year 1 made expected progress in Writing achieving 20 points and above to achieve attainment level of AIS and above. 3 PP children made good progress but are still working towards age related expectations in Maths - Coby C (BID), Kayden G (AID) and Dolcie S (AID). Over all attainment of PP children was more than expected points 19.9 and in year progress is more than expected at 5.1 which was 1.1 points more than expected than the 4 points. PP children achieved 0.2 points greater than their counterparts who achieved 4.9.



Manor Primary School Standards Achieved & Progress Tracking 2017

• **Strengths**

- Across maths, reading and writing PP children have made progress to narrow the gap between XPP children. PP children have by the end of the year, made the expectation of 4+ points and more progress from Y1 Baseline in reading and maths.
- In year progress of PP children was higher than that of XPP children in Maths.

Weaknesses

- Track attainment of identified PP children across Maths, Reading and Writing to narrow the gaps to reaching age related expectations by the end of year 2.

Key Actions

- Accelerating rates of progress in reading, writing and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 2.
- Track attainment of identified PP children (Coby C, Kayden G, Dolcie S and Sapphire P) across Maths, Reading and Writing to narrow the gaps to reaching age related expectations by the end of year 2.
- Review planning for writing to target progress – at least 4 points expected or more.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 2.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children.



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Year 2

Progress of PP children V's XPP children in Reading in Year 2

READING Y2												
EOY EXPECTED PTS		23PTS		4PTS		23PTS		4PTS		23PTS		4PTS
	Y2 O/E	Y2 AUT	No	Progress	Y2 O/E	Y2 SPR	No	Progress	Y2 O/E	Y2 Sum	No	Progress
All	20.7	22.1	60	1.4	20.7	23.8	60	3.1	20.7	24.7	59	4.0
PP	20.9	22.4	9	1.6	21.0	24.4	8	3.4	21.0	25.1	8	4.1
xPP	20.7	22.0	51	1.3	20.7	23.8	52	3.1	20.7	24.6	51	4.0

Progress of PP children V's XPP children in Writing in Year 2

WRITING Y2												
EOY EXPECTED PTS		23PTS		4PTS		23PTS		4PTS		23PTS		4PTS
	Y2 O/E	Y2 AUT	No	Progress	Y2 O/E	Y2 SPR	No	Progress	Y2 O/E	Y2 Sum	No	Progress
All	20.0	21.1	60	1.1	20.0	22.8	60	2.8	20.0	24.2	59	4.2
PP	20.3	21.4	9	1.1	20.5	23.5	8	3.0	20.5	24.6	8	4.1
xPP	20.0	21.1	51	1.0	20.0	22.7	52	2.7	19.9	24.2	51	4.2

Progress of PP children V's XPP children in Mathematics in Year 2

MATHS Y2												
EOY EXPECTED PTS		23PTS		4PTS		23PTS		4PTS		23PTS		4PTS
	Y2 O/E	Y2 AUT	No	Progress	Y2 O/E	Y2 SPR	No	Progress	Y2 O/E	Y2 Sum	No	Progress
All	20.2	21.4	60	1.2	20.2	23.2	60	3.0	20.2	24.5	59	4.3
PP	20.6	21.9	9	1.3	20.5	23.6	8	3.1	20.5	24.6	8	4.1
xPP	20.2	21.4	51	1.2	20.2	23.1	52	2.9	20.1	24.5	51	4.3

*Year 2 Expected end year attainment level A2S/24 points. End of the year progress expectation 4 points from Y1 Summer.

Progress and Standards Achieved

Reading

- By the end of the Summer term, all PP children within year 2 made expected progress (100%) in Reading. All PP children attained 24 points or more achieving age related expectations of A2S. 3 children secured an attainment level for reading of B3S. Over all progress of PP children was more than expected points 24.6 and in year progress is more than expected at 4.1 which was 0.1 points more than expected than the 4 points. PP children achieved 0.1 points greater than their counterparts who achieved 4.0.

Writing

- By the end of the summer term, all PP children within year 2 made more than expected progress in writing. All children attained 24 points of more achieving age related expectation of A2S and 5 PP children achieved attainment above A2S. PP children overall made 4.1 progress across the year compared to 4.2 by XPP. Progress points for end of year were 24.6 (23 points by the end of year 2)

Mathematics

- By the end of the Summer term, All PP children within year 2 made more than expected progress in Mathematics. All children attained 24 points of more achieving age related expectation of A2S and 5 PP children achieved attainment above A2S. PP children overall made 4.1 progress across the year compared to 4.3 by XPP and progress points for end of year were 24.6 (23 points by the end of year 2)



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Strengths

- Across maths, reading and writing PP children have made more than expected progress to narrow the gap between XPP children. PP children have by the end of the year, made the expectation of 4 points and more progress from Y1 Summer.
- **The attainment of all PP children is at least age related or above in Reading, Writing and Mathematics.**

Weaknesses

- Progress within Reading, Writing and Mathematics for PP children within year 3 needs to be targeted and interventions in place to continue to narrow the attainment gap between their counter parts –XPP and continue to target the more than expected progress made in year 2.

Key Actions

- Accelerating rates of progress in reading and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 3.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 3.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children.



Manor Primary School Standards Achieved & Progress Tracking 2017

Year 3

Progress of PP children V's XPP children in Reading in Year 3

READING Y3												
EOY EXPECTED PTS		27PTS		4PTS		27PTS		4PTS		27PTS		4PTS
	Y3 O/E	AUT	No	Progress	Y3 O/E	SPR	No	Progress	Y3 O/E	SUM	No	Progress
All	25.0	25.7	60	0.7	25.0	27.2	60	2.2	25.0	27.9	60	2.9
PP	24.5	25.5	13	1.0	24.5	27.2	13	2.7	24.5	28.0	13	3.5
xPP	25.1	25.8	47	0.7	25.1	27.2	47	2.1	25.1	27.8	47	2.7

Progress of PP children V's XPP children in Writing in Year 3

WRITING Y3												
EOY EXPECTED PTS		27PTS		4PTS		27PTS		4PTS		27PTS		4PTS
	Y3 O/E	AUT	No	Progress	Y3 O/E	SPR	No	Progress	Y3 O/E	SUM	No	Progress
All	24.4	24.9	60	0.5	24.4	26.8	60	2.4	24.4	27.5	60	3.1
PP	24.2	24.9	13	0.6	24.2	26.6	13	2.4	24.2	27.5	13	3.2
xPP	24.5	24.9	47	0.4	24.5	26.9	47	2.4	24.5	27.5	47	3.0

Progress of PP children V's XPP children in Mathematics in Year 3

MATHS Y3												
EOY EXPECTED PTS		27PTS		4PTS		27PTS		4PTS		27PTS		4PTS
	Y3 O/E	AUT	No	Progress	Y3 O/E	SPR	No	Progress	Y3 O/E	SUM	No	Progress
All	24.8	25.3	60	0.5	24.8	27.1	60	2.3	24.8	27.8	60	3.0
PP	24.5	24.9	13	0.4	24.5	26.7	13	2.2	24.5	27.9	13	3.3
xPP	24.9	25.4	47	0.5	24.9	27.2	47	2.3	24.9	27.8	47	2.9

*Year 3 Expected end year attainment level A3S/28 points. End of the year progress expectation 4 points from KSI converted.

Progress and Standards Achieved

Reading

- By the end of the Summer term, 11 PP children (13 children) within year 3 achieved 28 points and plus to attain A3S and above in reading.
- 2 children - Angel M (B3S) and Kayleigh D (A3D) are still working towards reaching age related expectations.
- Overall, the-in year progress points for PP children was 3.5 which is 0.5 below the expected 4 points progress. End of year expected points for year 3 is 28 and PP children achieved 28 points.

Writing

- By the end of the summer term, 7 PP children within year 3 achieved 28 points and plus to attain A3S and above in Writing.
- 6 children - Alfie C (A3D), Amy LW (B3S), Lovell M (A3D), Qwanell M (A3D), Angel M (B3S) and Kayleigh D (A3D) are still working towards reaching age related expectations.
- Overall, the-in year progress points for PP children was 3.2 which is 0.8 below the expected 4 points progress. End of year expected points for year 3 is 28 and PP children achieved 27.5 points.

Mathematics

- By the end of the summer term, 9 PP children within year 3 achieved 28 points and plus to attain A3S and above in Writing.
- 4 children - Amy LW (A3D), Yasmin P (A3D), Angel M (A3D) and Kayleigh D (A3D) are still working towards reaching age related expectations.



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- Overall, the in year progress points for PP children was 3.3 which is 0.7 below the expected 4 points progress. End of year expected points for year 3 is 28 and PP children achieved 27.9 points.

Strengths

Across maths, reading and writing PP children have made progress to narrow the gap between XPP children.

Weaknesses

- Progress within reading, writing and mathematics for PP children within year 3 needs to be targeted and interventions in place to narrow the attainment gap between their counter parts -XPP.
- PP children are not making at least the expected 4 points progress in year across Reading, Maths and Writing.
- Is learning differentiated and meeting the needs of all children and PP children in Reading, Writing and Maths? Are resources appropriately matched to meet the needs of all PP children? How does the journey of learning across a week provide provision for PP children to narrow gaps and achieve at least 4 points progress by the end of an academic year?

Key Actions

Is learning differentiated and meeting the needs of all children and PP children in Reading, Writing and Maths? Are resources appropriately matched to meet the needs of all PP children? How does the journey of learning across a week provide provision for PP children to narrow gaps and achieve at least 4 points progress by the end of an academic year?

- Accelerating rates of progress in reading and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 4.
- Track identified children (AM, ALW, KD, LM, QM, YP) to ensure accelerated progress to be in line with age related expectations by the end of year 4.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 4.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children especially within writing.



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Year 4

Progress of PP children V's XPP children in Reading in Year 4

READING Y4												
EOY EXPECTED PTS	3IPTS			4PTS			3IPTS			4PTS		
	Y4 O/E	AUT	No	Progress	Y4 O/E	SPR	No	Progress	Y4 O/E	SUM	No	Progress
All	28.2	29.0	60	0.9	28.2	31.0	59	2.8	28.2	31.9	60	3.7
PP	27.7	28.5	10	0.8	27.7	30.6	11	2.8	27.7	31.6	11	3.8
xPP	28.2	29.1	50	0.9	28.3	31.1	48	2.8	28.3	32.0	49	3.7

Progress of PP children V's XPP children in Writing in Year 4

WRITING Y4												
EOY EXPECTED PTS	3IPTS			4PTS			3IPTS			4PTS		
	Y4 O/E	AUT	No	Progress	Y4 O/E	SPR	No	Progress	Y4 O/E	SUM	No	Progress
All	27.3	28.0	60	0.7	27.3	30.0	59	2.6	27.4	31.2	60	3.8
PP	26.9	27.5	10	0.6	26.9	29.4	11	2.5	26.9	30.9	11	4.0
xPP	27.4	28.1	50	0.8	27.4	30.1	48	2.7	27.5	31.3	49	3.8

Progress of PP children V's XPP children in Mathematics in Year 4

MATHS Y4												
EOY EXPECTED PTS	3IPTS			4PTS			3IPTS			4PTS		
	Y4 O/E	AUT	No	Progress	Y4 O/E	SPR	No	Progress	Y4 O/E	SUM	No	Progress
All	27.7	28.5	60	0.8	27.8	30.5	59	2.7	27.8	31.6	60	3.8
PP	27.1	27.9	10	0.8	27.1	29.8	11	2.7	27.1	31.1	11	4.0
xPP	27.9	28.7	50	0.8	27.9	30.6	48	2.7	28.0	31.7	49	3.7

*Year 4 Expected end year attainment level A4S/32 points. End of year progress expectation 4 points from Y4 On Entry
Progress and Standards Achieved

Reading

- By the end of the Summer term, 6 PP children within year 4 achieved 32 points and plus to attain A4S and above in reading.
- 5 children – Teigan C (A4D), Lexi C (A4D), Caiden F (B4D) and Anika R (A4D) are still working towards reaching age related expectations.
- Overall, the-in year progress points for PP children was 3.8 which is 0.2 below the expected 4 points progress. End of year expected points for year 4 is 32 and PP children achieved 31.6 points.

Writing

- By the end of the Summer term, 3 PP children within year 4 achieved 32 points and plus to attain A4S and above in Writing.
- 8 children – Teigan C (A4D), Lexi C (B4D), Caiden F (B4D), Zenon G (A4D), Rhys M (B4D), Anika R (A4D) and Brooke W (A4D) are still working towards reaching age related expectations.
- Overall, the-in year progress points for PP children was 4.0 which is the expected 4 points progress compared to their counterparts with 3.8. End of year expected points for year 4 is 32 and PP children achieved 30.9 points.

Mathematics

- By the end of the Summer term, 5 PP children within year 4 achieved 32 points and plus to attain A4S and above in Maths.
- 6 children – Teigan C (A4D), Lexi C (B4S), Caiden F (B4D), Zenon G (A4D), Rhys M (B4S) and Anika R (B4D) are still working towards reaching age related expectations.
- Overall, the-in year progress points for PP children was 4.0 which is the expected 4 points progress compared to their counterparts with 3.7. End of year expected points for year 4 is 32 and PP children achieved 31.1 points.



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Strengths

Across maths, reading and writing PP children have made progress to narrow the gap between XPP children. PP children have by the end of the year, made the expected 4 points progress in Maths and Writing.

Weaknesses

- Attainment within reading, writing and mathematics for PP children within year 4 needs to be targeted and interventions in place so that all PP can close gaps in reaching age related expectations.

Key Actions

- Accelerating rates of progress in reading and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 5.
- Track all PP termly to identify gains in attainment to close the gaps in reaching age related expectations.
- Review and adapt planning to meet the needs to accelerating progress of PP children so that gaps can be narrowed in attainment of age related expectations.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 5.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children.



Manor Primary School Standards Achieved & Progress Tracking 2017

Year 5

Progress of PP children V's XPP children in Reading in Year 5

READING Y5												
EOY EXPECTED PTS		35 PTS		4PTS		35 PTS		4PTS		35 PTS		4PTS
	Y5 O/E	AUT	No	Progress	Y5 O/E	SPR	No	Progress	Y5 O/E	SUM	No	Progress
All	31.4	32.4	61	1.0	31.4	34.6	61	3.2	31.4	35.8	61	4.3
PP	30.6	31.4	14	0.9	30.6	33.8	14	3.2	30.6	35.3	14	4.7
xPP	31.7	32.7	47	1.0	31.7	34.9	47	3.2	31.7	35.9	47	4.2

Progress of PP children V's XPP children in Writing in Year 5

WRITING Y5												
EOY EXPECTED PTS		35 PTS		4PTS		35 PTS		4PTS		35 PTS		4PTS
	Y5 O/E	AUT	No	Progress	Y5 O/E	SPR	No	Progress	Y5 O/E	SUM	No	Progress
All	30.3	31.1	61	0.8	30.3	33.4	61	3.1	30.3	34.4	61	4.2
PP	29.6	30.4	14	0.8	29.6	32.6	14	3.1	29.6	33.7	14	4.1
xPP	30.5	31.3	47	0.9	30.5	33.6	47	3.1	30.5	34.6	47	4.2

Progress of PP children V's XPP children in Mathematics in Year 5

MATHS Y5												
EOY EXPECTED PTS		35 PTS		4PTS		35 PTS		4PTS		35 PTS		4PTS
	Y5 O/E	AUT	No	Progress	Y5 O/E	SPR	No	Progress	Y5 O/E	SUM	No	Progress
All	30.8	32.1	61	1.3	30.8	34.2	61	3.4	30.8	35.3	61	4.5
PP	29.7	31.1	14	1.4	29.7	33.1	14	3.4	29.7	34.4	14	4.7
xPP	31.1	32.3	47	1.2	31.1	34.9	47	3.8	31.1	35.5	47	4.4

*Year 5 Expected end year attainment level A5S/36 points. End of the year progress expectation 12 points from KSI converted.

Progress and Standards Achieved

Reading

- By the end of the summer term, all PP children (14 children) within year 5 made slightly better than expected progress in Reading achieving attainment of 35.3 and in year progress 4.7.
- 6 children achieved the expected attainment level of A5S by the end of the year.
- 8 PP out of 14 children are still working towards age related expectations of an A5S in reading – Kirpa B (A5D), Lacy H (B5S), Priya BJ (B5S), Kiran K (A5D), Marjan M (A5D), Reece N (A5D), Shalom N (B5D) and Sukhjit P (B5S).

Writing

- By the end of the summer term, attainment in writing was 33.7 and in year progress 4.1 – more than expected progress by 0.1.
- 3 children achieved the expected attainment level of A5S by the end of the year.
- 11 PP out of 14 children are still working towards age related expectations of an A5S in writing – Kirpa B (A5D), Paige H (B5S), Lacy H (A4D), Lily H (A4D), Priya BJ (A4D), Kiran K (B5S), Marjan M (B5S), Reece N (A4S), Shalom N (B5D) and Sukhjit P (B5D) and Fegan R (A5D)



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Mathematics

- By the end of the summer term, attainment in Maths was 34.4 (age related 36 points) and in year progress 4.7 – more than expected progress by 0.7
- 4 children achieved the expected attainment level of A5S by the end of the year.
- 10 PP out of 14 children are still working towards age related expectations of an A5S in writing – Kirpa B (A5D), Paige H (A5D), Lacy H (B5D), Lily H (B5S), Priya BJ (A4D), Kiran K (A5D), Lily M (A5D), Reece N (A4D), Shalom N (B5S) and Sukhjit P (A5D)

Strengths

Across maths, reading and writing PP children have made progress to narrow the gap between XPP children. In terms of in year progress of expected 4 points, PP children have made more than expected progress across reading, writing and maths.

Weaknesses

- Attainment within writing, reading and mathematics for PP children within year 5 needs to be targeted and interventions in place so that all PP can close gaps in reaching age related expectations by the end of year 6.
- Levels of attainment in writing show greater gaps – A4D to A5D – how can these gaps be narrowed?

Key Actions

Is learning differentiated and meeting the needs of all children and PP children in Reading, Writing and Maths? Are resources appropriately matched to meet the needs of all PP children? How does the journey of learning across a week provide provision for PP children to narrow gaps and achieve at least 4 points progress by the end of an academic year?

- Accelerating rates of progress in reading and mathematics for PPG eligible children so all achieve expected age related expectations by the end of year 6.
- Track all PP termly to identify gains in attainment to close the gaps in reaching age related expectations.
- Review and adapt planning to meet the needs to accelerating progress of PP children so that gaps can be narrowed in attainment of age related expectations.
- Review writing and the teaching of writing across English and across the curriculum to target gaps and teach accordingly to meet the needs of all PP children.
- Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.
- Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to narrow gaps in attainment, so that all Pupil Premium children continue to be in line with age related expectations by the end of year 6.
- Use of resources to scaffold and consolidate the learning opportunities for PP children within Mathematics and English to make the learning more concrete for the children.



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Year 6

Progress of PP children V's XPP children in Reading in Year 6

READING Y6														
EOY EXPECTED PTS		39PTS			4PTS				39PTS			4PTS		
	Y6 O/E	AUT	No	Progress	Y6 O/E	SPR	No	Progress	Y6 O/E	SUM	No	Progress		
All	36.1	36.9	59	0.9	36.1	38.6	59	2.6	36.1	40.4	59	4.3		
PP	35.4	36.3	17	0.9	35.4	38.1	17	2.8	35.4	40.2	17	4.9		
xPP	36.3	37.2	42	0.8	36.3	38.8	42	2.5	36.3	40.5	42	4.1		

Progress of PP children V's XPP children in Writing in Year 6

WRITING Y6														
EOY EXPECTED PTS		39PTS			4PTS				39PTS			4PTS		
	Y6 O/E	AUT	No	Progress	Y6 O/E	SPR	No	Progress	Y6 O/E	SUM	No	Progress		
All	34.6	35.4	59	0.7	34.6	37.9	59	3.2	34.6	40.6	59	5.9		
PP	33.5	34.3	17	0.8	33.5	37.1	17	3.5	33.5	40.3	17	6.8		
xPP	35.1	35.8	42	0.7	35.1	38.2	42	3.1	35.1	40.7	42	5.6		

Progress of PP children V's XPP children in Mathematics in Year 6

MATHS Y6														
EOY EXPECTED PTS		39PTS			4PTS				39PTS			4PTS		
	Y6 O/E	AUT	No	Progress	Y6 O/E	SPR	No	Progress	Y6 O/E	SUM	No	Progress		
All	35.5	36.4	59	0.9	35.5	38.8	59	3.3	35.5	40.5	59	5.1		
PP	34.4	35.5	17	1.1	34.4	38.2	17	3.8	34.4	40.1	17	5.7		
xPP	35.9	36.8	42	0.9	35.9	39.0	42	3.1	35.9	40.7	42	4.8		

*Year 6 Expected end year attainment level A6S/40 points. End of year progress expectation 4 points from Y6 On Entry

Progress and Standards Achieved

Reading

- By the end of the summer term, all PP children (17 children) within year 6 made more than expected progress in Reading achieving in year progress of 4.9 which was 0.8 higher than XPP children and attainment of 40.2
- All PP children achieved age related expectations within reading at SAT's.

Writing

- By the end of the summer term, all PP children (17 children) within year 6 made more than expected progress in writing achieving in year progress of 6.8 which was 1.2 higher than XPP children and attainment of 40.3.
- 5 PP children achieved A6D in writing.

Mathematics

- By the end of the summer term, all PP children (17 children) within year 6 made more than expected progress in Maths achieving in year progress of 5.7 which was 0.9 higher than XPP children and attainment of 40.1.
- All PP children achieved age related expectations (A6S/40 points) in Mathematics at SAT's.

Strengths

- Across maths, reading and writing PP children have made progress to narrow the gap between XPP children.
- In year progress was more than expected progress and outweighed the progress of XPP children across all three core areas of the curriculum.



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Key actions to be taken for Academic year 2017-2018

Ensure that additional support from teaching assistants in the classroom to support learning across the curriculum. Small group support from teaching assistants to accelerate progress in reading, writing and maths. Tuition from teaching assistants to accelerate progress in reading, writing and maths and 1-1 tuition from experienced teachers to accelerate progress in reading.

Ensure that first wave teaching is consistently outstanding and intervention is swift and focuses on supporting our Pupil Premium pupils to achieve the highest levels in order to **narrow gaps in attainment**, so that all Pupil Premium children continue to be in line with **age related expectations** by the end of each year, EYFS, KSI and KS2.

Monitor, assess and review the provision, impacts and outcomes for Pupil Premium children across the school. Ensure that data analysis is rigorous, robust tracking systems and target setting to review progress for all Pupil Premium children in relation to achievement to be reviewed every half term as part of the schools ongoing review cycle. Track the progress of pupils who are eligible for the Pupil Premium funding meticulously and make amendments to the support as a result of monitoring and evaluation. Evaluate data to analyse progress made and identify how outcomes for all Pupil Premium children can be further improved.

Ensure that all Pupil Premium children are well nurtured so they are happy, confident and resilient learners. As they go through school they grow in independence and are proud of their achievements

