



Key Issue 3		To improve the progress and attainment of identified groups through effective use of TA provision						
OVERARCHING SUCCESS CRITERIA	Targets for 2017/18							
	Key Stage		% of pupils to achieve age expected outcomes in Reading, Writing and Maths		% of pupils to achieve above expected outcomes in Reading, Writing and Maths			
	Foundation		75%		25%			
	Key Stage 1		84%		22%			
Key Stage 2		85%		33%				
OBJECTIVE	ACTIVITIES/MILESTONES	TIMESCALES		LED BY AND MONITORED FOR COMPLIANCE BY	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
		FROM	TO					
To use focused TA interventions during the afternoon to accelerate progress in reading	TAs to work with identified pupils to develop fluency in reading	Sept 17	Dec 17	HT Literacy lead	Multi-dimensional fluency scores show progress. Reading assessment data shows good level of progress	None	Governors HT RH Fluency scores at end of process Feedback from parents, pupils and class teachers	What impact has the reading fluency programme had on pupils' fluency scores? How has reading fluency impacted on learning in the rest of the curriculum?
To use focused TA interventions during the afternoon to accelerate progress in maths	TAs to work with identified pupils to develop more confidence, skills and knowledge in maths	Jan 18	March 18	HT Maths lead	Data shows that girls are making progress in line with boys in maths	None	Governors SLT Lesson observations, book scrutinies, pupil interviews, data	How does the data show accelerated progress for identified pupils in maths? How will school ensure that this progress is maintained?

To use focused TA interventions during the afternoon to accelerate progress in writing	TAs to work with identified pupils to develop more confidence, skills and knowledge in writing	April 18	July 18	HT Literacy lead	Data shows that PPP are making progress in line with non-PPP	None	Governors SLT Lesson observations, book scrutinies, pupil interviews, data	<b>How does the data show accelerated progress for identified pupils in writing? How will school ensure that this progress is maintained?</b>
To improve confidence and self-esteem of identified girls through access to focused intervention for oracy skills	Identified pupils to participate in 'debating club' with clear learning intentions and individual targets.	Oct 17	Dec 17	HT SLT	Improved progress measured by data. More engagement in lessons. Identified PPP show good progress	None	Governors SLT Lesson observations, pupil interviews, data	<b>To pupils: In what way do you feel better prepared to contribute in class? How has 'debating club' helped you to gain more confidence?</b>
To ensure that all pupils are equally able to contribute in lessons	Use of Learning Mentor during afternoon curriculum to target recently identified pupils requiring 1:1 support to improve learning behaviour in the classroom so that others feel safe to contribute and ask for help when needed.	Sept 17	Ongoing – regular monitoring	HT SLT	More engagement in lessons by identified pupils	None	Governors SLT Lesson observations, pupil interviews, pupil questionnaires, data	<b>To pupils: How has the learning behaviour improved in lessons? Do you feel more able to contribute? Are you being appropriately challenged by the class teacher to answer questions?</b>
To ensure that TAs are being used effectively during morning lessons to accelerate learning	TAs are carrying out pre-learning or working with an identified group of pupils whilst class teachers deliver introductory part of the session	Sept 17	July 18	HT SLT	Data shows greater % of progress being made by identified groups	None	Governors SLT Lesson observations, book scrutinies, pupil interviews, data	<b>How has TA intervention impacted on attainment and progress?</b>
To identify aspirational yet achievable performance management targets for TAs that link directly to pupil progress data	Appropriate performance management targets for all TAs	Targets set in October 17 Mid-term review Feb	Cycle to be completed in July 18	HT SLT Class teachers	Data shows greater % of progress being made by identified groups	None	Governors SLT Lesson observations, book scrutinies, pupil interviews, data	<b>How are TA performance management targets impacting on pupil attainment and progress?</b>