

Year 3

2016/17 Position Statement

(Mobility since Sept 16 :1 in, 1 out)

Boys	Girls	Pupil Premium	nonPP	SEN	nonSEN	EAL	nonEAL	Summer birth	Autumn
17	13	19	11	3	27	17	13	10	7
57%	43%	63%	37%	10%	90%	57%	43%	33%	23%

Actions 2016/17

Quality First Teaching	
Pedagogy	Yoga developing concentration and awareness of self, also gross motor skills. Term 1 only. Science team teaching Phil Watkins STEM consultant.
Staff CPD	Talk for Writing linking oral rehearsal, reading, phonics and ultimately writing Bespoke training for Y3 staff by external English consultant developing teacher subject knowledge in Reading and insisting on challenge in every lesson and raised expectations Whole staff training in the teaching of Reading Support from SENCO Maths training – reasoning – mastery curriculum Training on use of new English assessment scheme delivered by English coordinator Training by Speech and Language therapist - on developing language acquisition including vocabulary
Monitoring & evaluation	13.10.16 Science coordinator – coverage and planning follow up 10.11.16 18.10.16 – book scrutiny KS1 lead and ADH 18.10.16 - planning scrutiny by SLT 6.12.16 Maths learning walk 12.12 .16 Reading in books/records scrutiny by external consultant, HT and Eng coord. 9.1.17 Pupil progress meeting - Evidence included data analysis by teacher (planning, work books etc) 17.1.17 Chair , vice chair govs/headteacher learning walk - displays /children's work 26.1.17 – Pupil premium Review 2.2.17 – Act. DH – Pupil conferencing 15.2.17 SENCO/ Link Gov – IEP scrutiny 28.2.17 – HT - mid year appraisal meeting
Observations	2.11.16 – External English consultant and English coordinator – good with outstanding features lesson 24.11.16 – SENCo – good provision for SEN pupils, 3.2.17 – Headteacher - Mid year appraisal observation – Science – good lesson – check LA understanding 15.3.17 - External English consultant
Additional TA in Lower KS2	Bespoke interventions for individual pupils Pupils practice reading every day with an adult (1:1 , small groups) Additional phonics sessions daily
Teaching interventions	Booster groups, basic skills across all areas.
SEN interventions	Initial Speech & language screening last year identified children who need further assessment for support and those who have delayed skills – these pupils immediately started on targeted support both individual and groups Autumn term - Verbal Reasoning and Narrative 1. To develop verbal reasoning skills 2. To extend the ability to tell stories using the narrative structure previously taught by supporting further development of vocabulary and description for each narrative element. 3. To develop ability to generate stories with a problem & solutions, as well as including feelings or dialogue. SEN reviews highlight support parents can give with phonics etc. Very well attended,
Attendance	Governors focus group has interrogated data, involved parents more in target of National Average attendance through communications and celebrations Attendance end Autumn term : 95.1% Attendance end Spring term : % Attendance end Summer term : %

Year 3: End Autumn term '16 attainment : Expected standard					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
All	73%	80%	97%	73%	Writing good results, some v good progress No-one at GD yet in any subject
B	59%	71%	94%	59%	Girls significantly outperforming boys in English especially Reading – focus for Spring term
G	92%	92%	100%	92%	
PP	68%	79%	95%	68%	79% of PP children are boys – see above Better than results in Reception and in Writing & Maths better than at Y2 PP Mid and High very good progress from R
PA Low	50% %	65% %	90% %		
PA Mid	86% %	100% %	100% %		
PA High	100% %	100% %	100% %		
Non PP	82%	82%	100%	82%	
SEN	33%	33%	33%	33%	Only 3 pupils. 2 of them are behind non SEN in all areas,
Non SEN	78%	85%	100%	78%	
EAL	82%	82%	100%	82%	EAL children outperforming Non EAL at this stage
Non EAL	62%	77%	92%	62%	
PA Low 1 @ R	42%	57%	92%		Low prior attainment biggest issue here – 100% are SEN 1 child mid PA not at expected.
PA Mid 2 @ R	92%	100%	100%		
PA High 3 @ R	100%	100%	100%		
Summer	60%	70%	100%	60%	Autumn ahead, 1 Autumn = SEN
Autumn	86%	86%	86%	86%	

Year 3: End Spring term '17 attainment : Expected standard					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
All	77%	80%	97%	77%	
B	65%	70%	94%	65%	Improvements – more work on inference in reading
G	92%	92%	100%	92%	
PP	74%	79%	95%	74%	Good progress for PA Low Push HA to write with more use of different types of sentences, clauses, fronted adverbials
PA Low 1 @ R	60%	67%	90%		
PA Mid 2 @ R	86%	100%	100%		
PA High 3 @ R	100%	100%	100%		
nonPP	82%	82%	100%	82%	
SEN	33%	33%	66%	33%	Significant SEN slowing progress Abi Lei – SEN potential to be GD
nonSEN	81%	85%	100%	81%	
EAL	82%	82%	100%	82%	Non EAL – reading improving but cohort of boys not reading Y3 level
nonEAL	70%	77%	92%	70%	
PA Low 1 @ R	50%	64%	92%		
PA Mid 2 @ R	92%	100%	100%		
PA High 3 @ R	100%	100%	100%		

Year 3 : End Summer term '17 attainment : Expected standard					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
All	%	%	%	%	
B	%	%	%	%	
G	%	%	%	%	
PP	%	%	%	%	
PA Low 1 @ R	% %	% %	% %		
PA Mid 2 @ R	% %	% %	% %		
PA High 3 @ R	% %	% %	% %		
nonPP	%	%	%	%	
SEN	%	%	%	%	
nonSEN	%	%	%	%	
EAL	%	%	%	%	
nonEAL	%	%	%	%	
PA Low 1 @ R	%	%	%		
PA Mid 2 @ R	%	%	%		
PA High 3 @ R	%	%	%		

Year 3 : End Summer term '17 Progress from Reception							
	Percentage of pupils making Expected Progress from Reception or their starting point			Percentage of pupils making <u>More Than Expected Progress</u> from Reception. or their starting point			
	Reading	Writing	Maths	Reading	Writing	Maths	Impact/future priorities
All	%	%	%	%	%	%	
B	%	%	%	%	%	%	
G	%	%	%	%	%	%	
PP	%	%	%	%	%	%	
PA Low 1 @ R	% %	% %	% %	% %	% %	% %	
PA Mid 2 @ R	% %	% %	% %	% %	% %	% %	
PA High 3 @ R	% %	% %	% %	% %	% %	% %	
nonPP	%	%	%	%	%	%	
SEN	%	%	%	%	%	%	
Non SEN	%	%	%	%	%	%	
EAL	%	%	%	%	%	%	
Non EAL	%	%	%	%	%	%	
PA Low 1 @ R	%	%	%	%	%	%	
PA Mid 2 @ R	%	%	%	%	%	%	
PA High 3 @ R	%	%	%	%	%	%	
Achieved GLD	%	%	%	%	%	%	