

# Year 5

# 2016/17 Position Statement

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

Boys	Girls	Pupil Premium	nonPP	SEN	nonSEN	EAL	nonEAL
15	15	14	16	6	23	14	16
50%	50%	47%	53%	20%	47%	47%	53%

## Actions 2016/17

Quality First Teaching	
Pedagogy	Teacher new to Y5, 2 Teaching Assistants (1 to support Portuguese child with severe health issues and learning difficulties)
Staff CPD	Bespoke training for Y5 staff by external English consultant developing teacher subject knowledge 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 Talk for Writing enabling internalisation of genre structure for independent application Peer coaching from colleagues including DHT Moderation of writing training as part of peer coaching Training on use of new English assessment scheme delivered by DHT 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 govts/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	16.11.16 – English consultant and English lead Good with many outstanding features 24.11.16 – SENCo – good development of independence seen, and challenge for all 14.2.17 –Headteacher – mid year appraisal observations - English – good lesson seen, more support with vocab. <b>Maureen's latest</b>
Additional TA in Y1	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 focusing on consolidating basic skills before transition to Y6 Spring term Re-configuring of booster groups and SEN groups
SEN interventions	SEN reviews highlight support parents can give at home. Very well attended, Additional resources to support SEN chdn to develop independence in Writing, small group support in class with T and TA, 1:1 support where necessary. Speaking and Listening exercises specifically targeted at individuals although whole class included.
Attendance	Governors focus group has interrogated data, involved parents more in target of National Average attendance through communications and celebrations Attendance end Autumn term : <b>95.7%</b> Attendance end Spring term : % Attendance end Summer term : %

## Year 5: End Autumn term '16 attainment : Expected standard

	Reading	Writing	Maths	M, R & W	Impact/future priorities
<b>All</b>	<b>73%</b>	<b>60%</b>	<b>72%</b>	<b>60%</b>	Writing focus for spring term No GD in any subject yet
<b>B</b>	50%	40%	57%	40%	Girls outperform boys significantly in <b>all subjects</b>
<b>G</b>	93%	80%	87%	80%	
<b>PP</b>	64%	50%	64%	50%	Non PP outperforming PP at this stage of the year, (predicted 79%, 57%, 71%)  PA Low 1 child SEN  PA High 1 child
PA Low	0%	0%	0%		
PA Mid	69%	50%	75%		
PA High	N/A	100%	N/A		
<b>Non PP</b>	75%	69%	75%	79%	
<b>SEN</b>	33%	17%	33%	17%	All 6 SEN pupils also PP, writing big concern 1 new SEN admit I.E.
<b>Non SEN</b>	79%	74%	79%	74%	
<b>EAL</b>	77%	71%	86%	63%	EAL children outperforming Non EAL at this stage
<b>Non EAL</b>	69%	50%	63%	50%	
<b>PA Low</b> KS1 APS <12	0%	0%	0%		Several PA mid, individuals not yet fulfilling potential.
<b>PA Mid</b> KS1 APS 12 - 17	77%	68%	81%		
<b>PA High</b> KS1 APS 18 and over	100%	100%	100%		

## Year 5: End Spring term '17 attainment : Expected standard

	Reading	Writing	Maths	M, R & W	Impact/future priorities
<b>All</b>	<b>87%</b>	<b>63%</b>	<b>80%</b>	<b>63%</b>	
<b>B</b>	80%	47%	73%	47%	Boys writing continues to be an issue
<b>G</b>	93%	80%	87%	80%	
<b>PP</b>	79%	50%	71%	50%	Writing focus for summer term as PP pupils long way behind . 50% non achievers are SEN but some significant individuals still not fulfilling potential
PA Low	0%	0%	0%		
PA Mid	85%	50%	83%		
PA High	N/A	100%	N/A		
<b>nonPP</b>	94%	75%	88%	75%	
<b>SEN</b>	60%	40%	40%	40%	5 pupils, progress slow
<b>nonSEN</b>	92%	72%	88%	72%	
<b>EAL</b>	93%	79%	86%	79%	EAL continue to outperform non EAL
<b>nonEAL</b>	81%	50%	75%	50%	
<b>PA Low</b> KS1 APS <12	0%	0%	0%		Under achievers targeted for summer term.  PA High, 2 children
<b>PA Mid</b> KS1 APS 12 - 17	91%	68%	91%		
<b>PA High</b> KS1 APS 18 and over	100%	100%	100%		

Year 5 : End Summer term '17 attainment : Expected standard					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
<b>All</b>	% %	% %	% %	% %	
<b>B</b>	% %	% %	% %	% %	
<b>G</b>	% %	% %	% %	% %	
<b>PP</b>	% %	% %	% %	% %	
<b>nonPP</b>	% %	% %	% %	% %	
<i>PA Low</i>	% %	% %	% %		
<i>PA Mid</i>	% %	% %	% %		
<i>PA High</i>	% %	% %	% %		
<b>SEN</b>	% %	% %	% %	% %	
<b>nonSEN</b>	% %	% %	% %	% %	
<b>EAL</b>	% %	% %	% %	% %	
<b>nonEAL</b>	% %	% %	% %	% %	
<b>PA Low</b> <i>KS1 APS &lt;12</i>	% %	% %	% %		
<b>PA Mid</b> <i>KS1 APS 12 - 17</i>	% %	% %	% %		
<b>PA High</b> <i>KS1 APS 18 and over</i>	% %	% %	% %		

Year 5 : End Summer term '17 Progress from Reception							
	Percentage of pupils making <u>Expected Progress</u> 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
<b>All</b>	% %	% %	% %	% %	% %	% %	
<b>B</b>	% %	% %	% %	% %	% %	% %	
<b>G</b>	% %	% %	% %	% %	% %	% %	
<b>PP</b>	% %	% %	% %	% %	% %	% %	
<i>PA Low</i>	% %	% %	% %	% %	% %	% %	
<i>PA Mid</i>	% %	% %	% %	% %	% %	% %	
<i>PA High</i>	% %	% %	% %	% %	% %	% %	
<b>nonPP</b>	% %	% %	% %	% %	% %	% %	
<b>SEN</b>	% %	% %	% %	% %	% %	% %	
<b>Non SEN</b>	% %	% %	% %	% %	% %	% %	
<b>EAL</b>	% %	% %	% %	% %	% %	% %	
<b>Non EAL</b>	% %	% %	% %	% %	% %	% %	
<b>PA Low</b> <i>KS1 APS &lt;12</i>	% %	% %	% %	% %	% %	% %	
<b>PA Mid</b> <i>KS1 APS 12 - 17</i>	% %	% %	% %	% %	% %	% %	% %
<b>PA High</b> <i>KS1 APS 18 and over</i>	% %	% %	% %	% %	% %	% %	% %
<b>Achieved GLD</b>	% %	% %	% %	% %	% %	% %	% %

