

# Year 2 2016/17 Position Statement (Mobility since Sept 16 :2 in, 2 out )

Boys	Girls	Pupil Premium	nonPP	SEN	nonSEN	EAL	nonEAL	Summer birth	Autumn
18	10	8	20	10	18	17	11	11	7
64%	36%	29%	71%	36%	64%	61%	39%	39%	25%

## **Actions 2016/17** See separate target sheet

Quality First Teaching	
Pedagogy	Seeds for Life science project and Science club at Centre for Life to develop teacher knowledge and encourage children to think scientifically and use appropriate scientific language
Staff CPD	Key Stage 1 Lead team teaching with Y2 teacher (as new to year group) for ongoing CPD, peer coaching, modelling and support. Talk for Writing linking oral rehearsal, reading, phonics and ultimately writing Bespoke training for Y2 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 Phonics training as part of peer coaching; in the classroom. Maths training – reasoning – mastery curric 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) Governors Focus group continues to monitor standards in KS1 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 2.217 – 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 –lesson needed greater teacher knowledge 23.11.16 – SENCO – maths lesson – good provision, AFL outstanding 12.12.16 - External English consultant and English coordinator – greatly improved GOOD lesson 26.1.17 – external pupil premium reviewer – SEN intervention group VERY GOOD lesson seen 7.2.17 – head teacher mid year appraisal observation (SJ) – English – good with outstanding features 8.2.17 –head teacher mid year appraisals observation (JK) - maths - good with outstanding features 29.3.17 - External English consultant- Outstanding lesson seen <b>25.5.17 – Achievement Partner observation</b>
Additional TA in Y1	Bespoke interventions for individual pupils – see pupil progress meetings for detail Pupils practice reading every day with an adult (1:1 , small groups) Additional phonics sessions daily
Teaching	Booster groups, basic skills across all areas, blending and segmenting, cvc words, number bonds.
SEN interventions	Initial Speech & language screening identified a great many children who need further assessment for support and those who have delayed skills – these pupils immediately started on targeted support both individual and groups Narrative Literacy booster 3. For 12 children - questions 4. To develop ability to sequence narrative pictures 5. To be able to tell a simple story 6. To strengthen and extend vocab 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 : <b>95.7%</b> Attendance end Spring term : % Attendance end Summer term : %

Year 2: End Autumn term '16 attainment : Expected standard/ <b>Greater depth</b>					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
<b>All</b>	<b>75%</b>	<b>64%</b>	<b>75%</b>	<b>61%</b>	Writing focus for Spring term, Reading 1 boy at ARE in R, is yet at Expected. 11% GD so far No-one at GD yet in Writing or Maths but good progress in this cohort from very low results at R.
<b>B</b>	83%	72%	89%	67%	Boys outperforming girls across the board Small number of girls
<b>G</b>	60%	50%	50%	50%	
<b>PP</b>	56%	44%	56%	44%	Only 9 Pupil premium children - low performing across the board, includes 44% SEN, 44% EAL, 56% Summer b'days. However good progress from Reception PA Mid good progress so far
PA Low	43% 0%	38% 0%	33% 0%		
PA Mid	100% 0%	100% 0%	100% 0%		
PA High	N/A	N/A	N/A		
<b>Non PP</b>	84%	74%	84%	74%	SEN pupils behind non SEN in all areas, includes some significant speech and lang difficulties (one child dual attends ARC elsewhere but still on our register)
<b>SEN</b>	40%	30%	50%	30%	
<b>Non SEN</b>	94%	83%	89%	83%	Non EAL children outperforming at this stage
<b>EAL</b>	71%	59%	65%	64%	
<b>Non EAL</b>	82%	73%	91%	73%	Low prior attainment biggest issue here – 60% are SEN
PA Low 1 @ R	60%	47%	57%		
PA Mid 2 @ R	86%	100%	100%		
PA High 3 @ R	100%	100%	100%		
<b>Summer</b>	73%	64%	73%	64%	No sig difference
<b>Autumn</b>	71%	57%	71%	57%	

Year 2: End Spring term '17 attainment : Expected standard/ <b>Greater depth</b>					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
<b>All</b>	<b>76% 17%</b>	<b>69% 7%</b>	<b>79% 10%</b>	<b>66% 7%</b>	At or above NA for overall scores but GD very disappointing
<b>B</b>	83% 22%	72% 5%	89% 11%	67% 5%	Boys continue to perform better
<b>G</b>	64% 9%	64% 9%	64% 9%	64% 9%	
<b>PP</b>	56% 11%	44% 0	56% 0	44% 0	Disappointing lack of greater depth in PP children
PA Low	43 % 0	38% 0	50% 0		
PA Mid	100 % 0	100% 0	100% 0		
PA High	N/A	N/A	N/A		
<b>nonPP</b>	85% 15%	80% 10%	90% 15%	80% 10%	Significant SEN continues to slow progress
<b>SEN</b>	40% 0	30% 0	50% 0	20% 0	
<b>nonSEN</b>	95% 26%	89% 11%	95% 16%	89% 11%	
<b>EAL</b>	71% 18%	65% 6%	71% 12%	65% 6%	
<b>nonEAL</b>	83% 17%	75% 8%	100% 8%	67% 8%	PA High best achieving, but good progress for PA Low, and better percentage of PA mid achieving GD
PA Low 1 @ R	67% 0	53% 0%	64% 0		
PA Mid 2 @ R	88% 25%	100% 13%	100% 18%		
PA High 3 @ R	100% 100%	100% 100%	100% 100%		
<b>GLD achieved</b>	100% 67%	100% 33%	100% 50%		

Year 2: 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>	%	%	%	%	
PA Low	% %	% %	% %		
PA Mid	% %	% %	% %		
PA High	N/A	N/A	N/A		
<b>nonPP</b>	%	%	%	%	
<b>SEN</b>	%	%	%	%	
<b>nonSEN</b>	%	%	%	%	
<b>EAL</b>	%	%	%	%	
<b>nonEAL</b>	%	%	%	%	
<b>PA Low 1 @ R</b>	%	%	%		
<b>PA Mid 2 @ R</b>	%	%	%		
<b>PA High 3 @ R</b>	%	%	%		

Year 2 : End Summer term '17 Progress from Reception							
	Percentage of pupils making Expected Progress from Reception or their starting point			Percentage of pupils making More Than Expected Progress 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>	%	%	%	%	%	%	
PA Low	% %	% %	% %	% %	% %	% %	
PA Mid	% %	% %	% %	% %	% %	% %	
PA High	% %	% %	% %	% %	% %	% %	
<b>nonPP</b>	N/A	N/A	N/A	N/A	N/A	N/A	
<b>SEN</b>	%	%	%	%	%	%	
<b>Non SEN</b>	%	%	%	%	%	%	
<b>EAL</b>	%	%	%	%	%	%	
<b>Non EAL</b>	%	%	%	%	%	%	
<b>PA Low 1 @ R</b>	%	%	%	%	%	%	
<b>PA Mid 2 @ R</b>	%	%	%	%	%	%	
<b>PA High 3 @ R</b>	%	%	%	%	%	%	
<b>Achieved GLD</b>	%	%	%	%	%	%	