

3.) Ameliorate progress of disadvantaged pupils in reading					Key: On track Almost on track Not on track														
Success Criteria					Delivery														
<ul style="list-style-type: none"> - Intervention group impact is at least as strong for disadvantaged pupils as non-disadvantaged others. Intervention for both groups leads to more rapid learning gains than for those not receiving interventions. - Disadvantaged pupils and more able disadvantaged pupils progress at least as well as non-disadvantaged and more able non-disadvantaged pupils in reading. - Progress of all pupils in reading improves. In the Summer term, 90% make at least expected progress, 40% of these pupils make better than expected progress (BTE), and no greater than 10% make less than expected progress (LTE). 					Lead: Philippa Coles (English Lead)														
					Support: HT, DHT, SLT, Maths subjects lead, teachers, and LSAs														
					Responsibility: All staff														
Baseline (2017.18) Reading progress. Summer 2017/2018					Strategy impact and review: Jan '19 Reading progress. Autumn 2018/2019					Strategy impact and review: May '19 Reading progress. Spring 2018/2019					Strategy impact and review: July '19 Reading progress. Summer 2018/2019				
	LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)
More Able	0	33	67	100	More Able	0	44	56	100	More Able	0	67	33	100	More Able	0	33	67	100
All Other	13	46	41	87	All Other	11	43	46	89	All Other	5	53	42	95	All Other	12	40	48	88
Disadvantaged	13	49	38	87	Disadvantaged	10	42	48	90	Disadvantaged	3	54	43	97	Disadvantaged	10	36	54	90
Non-Disadv	12	41	47	88	Non-Disadv	10	45	45	90	Non-Disadv	7	53	40	97	Non-Disadv	11	45	45	89
More Able & Disadvantaged	0	50	50	100	More Able & Disadvantaged	0	17	83	100	More Able & Disadvantaged	0	67	33	100	More Able & Disadvantaged	0	50	50	100
More Able Non Disadvantaged	13	45	42	87	More Able Non Disadvantaged	10	45	45	90	More Able Non Disadvantaged	5	53	42	95	More Able Non Disadvantaged	11	39	50	89
LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress EOBTE = Expected or Better Than Expected Progress.					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress EOBTE = Expected or Better Than Expected Progress					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress EOBTE = Expected or Better Than Expected Progress					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress EOBTE = Expected or Better Than Expected Progress				

	Current impact of PPG on ameliorating progress of disadvantaged pupils in reading	On track	Current impact of PPG on ameliorating progress of disadvantaged pupils in reading	On track	Current impact of PPG on ameliorating progress of disadvantaged pupils in reading	On track
	<p>Further action required: These figures demonstrate that overall progress in reading is on track. With the exception of the more able and Disadvantaged group more work will be done to push expected progress towards better than expected. Intervention will target these students and a wider range of reading and comprehension tasks will be introduced in form time. Phonics intervention will be used to plug any gaps and ensure that pupils are able to improve on reading skills through decoding, segmenting and blending of words.</p>	<p>Further action required: These figures reflect the positive impact of intervention on targeted students. It is pleasing to see that there is no distinction between advantaged and disadvantaged groups. More able pupils now need to make even BTE progress and this will be through robust intervention. Pupils that are able to achieve qualifications in subsequent years will be targeted for 1:1 or group support. In order to maintain these outstanding figures guided reading will be introduced into form time activities to encourage reading for pleasure and regular practice of the phonic skills. Intervention will continue to be given to individual students who would benefit from 1:1 sessions.</p>	<p>Further action required: It has been excellent to see the numbers achieving EOBTE grow in all groupings and to see a negligible difference between disadvantaged and non-disadvantaged pupils. Although the Spring term showed a drop in those that made LTE progress the numbers have settled at their previous levels. Intervention will continue to be a key priority with 1:1 sessions used to target those making LTE and to boost pupils to move from E to BTE progress. In the new school year extended form time offers the opportunity for every pupil to experience targeted guided reading and this will be supported by a range of comprehension activities. Form tutors will receive the required training to ensure the highest quality and a consistent approach across the school. There has been outstanding progress in more able disadvantaged pupils in reading in Summer term. More able disadvantaged pupils will continue to be supported through targeted intervention. Those pupils who are potentially on track to achieve a GCSE</p>			

			will receive additional targeted work to prepare them for exams.
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