

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. 					Lead: Philippa Coles (English Lead)														
					Support: HT, DHT, SLT, Maths subjects lead, teachers, and LSAs														
					Responsibility: All staff														
Baseline (2019.20) Reading progress. Spring 2019/2020					Strategy impact and review: Jan '21 Reading progress. Autumn 2020/2021					Strategy impact and review: May '21 Reading progress. Spring 2019/2020					Strategy impact and review: July '21 Reading progress. Summer 2019/2020				
	LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)
HAP (High Ability)	0	44	56	100	HAP (High Ability)	0	89	11	100	HAP (High Ability)					HAP (High Ability)	0	38	63	100
Non (High Ability)	5	56	38	95	Non (High Ability)	7	71	22	93	Non (High Ability)					Non (High Ability)	6	52	42	94
Disadvantaged	7	55	38	93	Disadvantaged	9	67	25	91	Disadvantaged					Disadvantaged	5	51	44	95
Non-Disadv	3	56	41	97	Non-Disadv	3	78	19	97	Non-Disadv					Non-Disadv	7	51	42	93
Disadvantaged HAPs	8	58	33	92	Disadvantaged HAPs	0	77	23	100	Disadvantaged HAPs					Disadvantaged HAP's	15	46	38	85
Non Disadvantaged HAPs	5	55	40	95	Non Disadvantaged HAPs	7	72	21	93	Non Disadvantaged HAP'S					Non Disadvantaged HAP'S	5	51	44	95
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								
Further action required: This data reflects the first term back after the disruption of lockdown during the previous 2 terms. There was a focus on a recovery curriculum. Disadvantaged students could not always access remote learning easily during the previous 2 terms, due to problems with technology and therefore has the most ground to					Further action required: Due to the lockdown this term, we were unable to collect reading data based on the Grange Steps. Most students were remote learners and usual classroom reading routines were not able to continue in the same way. It was, however, ensured that every student has access to reading materials at their level through a range of platforms e.g. readers					Further action required: With students back in school this term, we were able to focus on recovery and intervention for pupils, although there was still a high level of disruption for some pupils who were required to isolate for 10 days on several occasions. Despite the challenges of the year these results are very positive. It is pleasing to see that as a group the disadvantaged pupils are matching the									

	<p>make up this term. Intervention and targeted teaching has helped to close the gap with most students working at LTE and this needs to continue into the new term. There also needs to be a focus on using online platforms to lessen the disruption to learning of any further lockdowns.</p>	<p>to match book band levels, online reading platforms: Teach Your Monster to Read, Oxford Reading Tree, Books Trust, IXL, Monkey Pen, Poetry archive, Storyline Online and Lexia. This access will continue throughout the next term as well as the return of usual classroom reading practices. Intervention will be used to support those who made LTE progress. We were able to assess reading ages and an analysis of this data showed that 86% of ASC, 100% of primary and 98% of secondary have made EOBTE progress in their reading age since September. It is expected that we will have the usual data in the Summer term in order to assess progress over the year.</p>	<p>performance of the non- disadvantaged with the exception of the disadvantaged high ability pupils. In September these students will be the main focus of intervention both in and outside of lessons. They will be tracked and monitored closely on Lexia and invited to join a lunchtime reading group to develop and progress their reading skills and foster a love of reading.</p>
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