

| Target<br>What are we aiming to do   | Activities<br>What are we doing about it  | Responsibilities<br>Who is doing it   | Timescale  | Success Criteria<br>How will we know it is done<br>(THIS MUST BE SPECIFIC)  | Evaluation<br>How did it go |
|--|---|---|--|---|-----------------------------|
| <p>Ensure rapid and sustained progress for all children including those who receive Pupil Premium support.</p>               | <p>Children are to receive quality feedback on their progress, both when in class and in when working in groups.</p> <p>Small support groups working with a teacher, both those who are gifted and talented and pupils requiring support with their learning.</p> <p>Use the new classroom space for uninterrupted small group work.</p> <p>PP Pupils to receive music lessons.</p> <p>Pupil Premium Champion to track progress of children, <b>especially in writing</b> and instigate action where progress is not good.</p> <p>Regular timetabled opportunities for checking and feedback.</p> | <p>Sam Neve working with teachers</p> <p>Sam Neve</p> <p>Sam Neve</p> <p>Sue Isaacs</p> <p>Sam Neve and Sue Isaacs working together</p> | <p>Checks at termly Pupil Progress meetings December February May</p> <p>Monthly checks</p>            | <p>Children know their targets and understand what to do to improve. Evidence from pupil conferencing.</p> <p>Data analysis will show all children making at least good progress (at least 8 points from Year 2 to year 4 under current method of assessing).</p> <p>Support in place for those children who are not making expected progress.</p> <p>Uptake of music lessons high in PP pupils.</p> <p>All pupils receiving Pupil Premium will make progress in line with their peers <b>or better</b> than their peers.</p> <p><b>Progress in writing</b> for these children will be at least as good as their peers. As shown in data collected by the school over the year.</p> |                             |
| <p>Systematically and effectively check pupils' understanding throughout lessons so that best possible progress is made.</p> | <p>All stakeholders understand what we are aiming for</p> <p>Mini- Plenaries in all lessons</p> <p>Teacher modelling, clear explanations. Next steps.</p> <p>Learning Objectives made explicit and referred to within the lesson</p>  | <p>Sue Isaacs</p> <p>All teachers</p>   | <p>Parent Information evenings in Spring Term 2<sup>nd</sup> half</p> <p>Termly review of progress</p> | <p>Positive feedback from parent information evening.</p> <p>Drop ins show teachers regularly checking pupil progress. Children can describe what they are learning and why.</p> <p>Marking checks show next steps, and pupil feedback to teacher marking.</p> <p>Mini-plenaries observed during learning walks, discussion at HT lunch children show understanding of what they are learning and why.</p>  |                             |