

| | |
|--|--|
| Date | Autumn Term 2017 |
| Park View Primary Academy Development Plan Reading | <ul style="list-style-type: none"> To continue to implement 'Reading Reconsidered' strategies to improve whole school outcomes for reading. To continue to increase the quality of teaching and learning of reading and thus raise standards for all pupils; particularly increase the percentage of pupils achieving higher levels and making better than expected progress. <p>To implement a rigorous tracking and monitoring system from September.</p> |

| | | | | | | | |
|------------------------------------|---|---------------|-------------------|--------------------|------------------------|-----------|--------------|
| 2017 Outcomes and Current Position | 2017 Year 2 Outcomes | | | | | | |
| | | National | PVPA | PVPA Disadvantaged | PVPA Non-disadvantaged | PVPA SEN | PVPA Non SEN |
| | 2017 EXS | 76% | 60% (18/30) | 45% (5/11) | 68% (13/19) | 9% (1/11) | 89% (17/19) |
| | 2017 GDS | 25% | 10% (3/30) | 0% (0/11) | 16% (3/19) | 0% (0/11) | 0% (0/19) |
| | 2017 Year 6 Outcomes | | | | | | |
| | | National | PVPA | PVPA Disadvantaged | PVPA Non-disadvantaged | PVPA SEN | PVPA Non SEN |
| | 2017 EXS | 71% | 40% (12/30) | 19% (3/16) | 64% (9/14) | 0% (0/4) | 46% (12/26) |
| | 2017 GDS | 25% | 0% (0/30) | 0% (0/16) | 0% (0/14) | 0% (0/4) | 0% (0/26) |
| | 2017 Progress Measure -3.3 Confidence - | | | | | | |
| | Year 2 TA | | | | | | |
| | All Pupils | Disadvantaged | Non Disadvantaged | SEND | Non SEND | | |
| Reading EXS+ (1+) | 10% (3/30) | 11% (1/9) | 10% (2/21) | 0% (0/9) | 14% (3/21) | | |
| Reading GDS | 0% (0/30) | 0% (0/10) | 0% (0/20) | 0% (0/3) | 0% (0/27) | | |
| Year 6 TA | | | | | | | |
| | All Pupils | Disadvantaged | Non Disadvantaged | SEND | Non SEND | | |
| Reading EXS+ (1+) | 17% (5/30) | 27% (3/11) | 11% (2/19) | 0% (0/5) | 20% (5/25) | | |
| Reading GDS | 3% (1/30) | 9% (1/11) | 0% (0/19) | 0% (0/5) | 4% (1/25) | | |

Actions

New action/target
Embedding Action
Achieved Action

- All year groups to complete daily whole class text reading activities so that all children are receiving extended reading time in the day
- Reading assessment data to be submitted to HoA half termly so that progress is monitored and questioned if necessary.
- Leadership to collect and share reading progress data throughout school in Leadership Team meetings so that a whole school approach to reading is consistent and monitored regularly.
- All year groups to identify pupils who are working below ARE and target these pupils with SDI/small group interventions/boosters so that they make accelerated progress.
- LM & RP to complete half termly monitoring drop-ins, checking the impact of the learning environment & learning behaviour so that a high standard is maintained.

