

Academic Year: 2020/21	Total fund allocated: £16800	Date Updated: 06/07/2021		
<b>Key indicator: Slow writing progress due to remote learning across LKS2</b> <b>Lower reading comprehension ability across LKS2</b> <b>Low reading confidence in LKS2</b>				Amount of Allocation: £1300 8%
<b>Intent</b>	<b>Implementation</b>	<b>Monitoring</b>		
To improve the comprehension level of selected children in year 3 and 4	Each child on the programme will receive 15 hours of additional support in a 1:3 ratio with a qualified teacher	Meetings when needed with the tutor and discussions between tutor and staff to ensure correct pitch and planning are in place.		
To improve the reading confidence of selected children in year 3 and 4	Each child will have focused sessions on comprehension skills to improve reading fluency and understanding.	Work completed in English books and in a paper pack so can be monitored for quality and content.		
Improve the writing of selected children in year 3 and 4 through focusing on complex sentences and description	Each child will have focused sessions improving their writing – focusing on SPAG targets relating to their year group expectation and developing their sentence structure and content.	Contact with NTP provider when needed to assist with implementation.		
<b>Impact</b>		<b>Baseline</b> Red – Year 3 Blue – Year 4	<b>July Data</b>	<b>Target</b>
<b>Report from NTP Tutor: Mr Ruari Lee (NTP).</b> Year groups: 3 and 4. Subjects: reading and writing. Starting in April I have been working with groups of three students from years 3 and 4. Each week during our hour long sessions focus on either reading comprehension or writing, focusing on sentence structure and punctuation. During the writing sessions with both year groups I have seen an improvement in the quality of the work produced. In year 3 for example the students have developed their sentence structure, vocabulary and writing and have been able to do this with confidence. The pupils have developed their punctuation skills and grammar. In year 4 the students have also shown improvements in their writing, the students have enthusiastically come to each session and throughout they have improved their writing especially when using punctuation, such as commas and inverted commas. All the groups from year 3 and 4 have supported each other during the sessions ensuring that each learners confidence has grown. Throughout the reading sessions the confidence of the students in both years 3 and 4 have		1. D3 2. E3+ 3. E3+ 4. D3 5. E3+ 6. E3+ 7. D3+ 8. E3+ 9. D3 10. E3+ 11. D3+ 12. E3  1. D4	1. S3 2. S3 3. S3 4. S3 5. S3 6. S3 7. S3 8. S3 9. S3 10. S3 11. S3 12. D3+  1. S4	16. S3 17. S3 18. S3 19. S3 20. S3 21. S3 22. S3 23. S3 24. S3 25. S3 26. S3 27. S3  1. GD

<p>grown. Each student has improved their reading by taking on interesting texts both fiction and non-fiction. They have used each text to answer a series of comprehension questions. Both year groups have used developed their use of inference when answering questions, they have also used 'Point and Evidence' when answering questions based on a text.</p> <p>Over all I am pleased to say that I have seen much improvements by both year groups over the past weeks whether it has been forming sentences and using the correct grammar and punctuation or during reading comprehensions where all the students have a great willingness to learn and use the text to help form their answers.</p> <p>Above all it has been an absolute pleasure to teach each group and individual, and I am pleased to say that I have certainly seen everyone's confidence grow and skills improve during my time at Gillibrand Primary School.</p>	<p>2. D4+</p> <p>3. E4+</p> <p>4. E4</p> <p>5. E4+</p> <p>6. E4</p> <p>7. E4</p> <p>8. E4+</p> <p>9. E4</p> <p>10. E4</p> <p>11. E4+</p> <p>12. E4</p> <p>13. E4</p> <p>14. E4</p> <p>15. E4</p>	<p>2. GD</p> <p>3. S4</p> <p>4. S4</p> <p>5. S4</p> <p>6. S4</p> <p>7. S4</p> <p>8. S4</p> <p>9. D4</p> <p>10. D4</p> <p>11. S4</p> <p>12. D4</p> <p>13. D4</p> <p>14. D4</p> <p>15. D4</p>	<p>2. GD</p> <p>3. S4</p> <p>4. S4</p> <p>5. S4</p> <p>6. S4</p> <p>7. S4</p> <p>8. S4</p> <p>9. D4</p> <p>10. S4</p> <p>11. S4</p> <p>12. S4</p> <p>13. S4</p> <p>14. S4</p> <p>15. S4</p>
<p>From baseline assessments, all children across the two classes have made progress and have been using the programme to plug gaps in knowledge to enable a firm foundation to start their next academic year and move forwards in to the next year group. <b>Highlighted children, achieved target set for them.</b> In Year 3, 92% of the children reached their end of year target. In year 4, 60% of children reached their end of year target. One year 4 child who did not achieve their target has a low attendance, which is being monitored and appropriate strategies are in place to support the family. The children who have not reached their end of year target, and now targeted children for the next year group and will receive further interventions in order to close the gap in attainment.</p>			