School Improvement Strategy

Warrington Primary Academy Trust (WPAT)

2022- 2027

(Version 12, April 2022)

School Improvement Strategy 2022-27

Pupil Outcomes

Key Priorities

- To improve the overall achievement of students within WPAT
- To increase and sustain the number of schools within WPAT that are assessed as good or outstanding
- Support and challenge schools to improve in the shortest possible time
- To diminish the gap between vulnerable student groups, ensuring their achievement is at least comparable to other students nationally
- To ensure that all children within WPAT experience an equally high education

In order to achieve these priorities we will:

- Deliver high quality challenge and support to leaders at all levels
- Develop robust and challenging performance and monitoring systems that are understood and driven by school leaders
- Provide access to good quality learning partnerships across our schools, Generate & Behaviour Hub
- Develop system led improvement that promotes collaboration

Leadership

1. Trust

The Trust has the dual responsibility of building strategies to deliver great outcomes for children alongside developing the culture of accountability that is necessary across the organisation. Much of this work is conducted through the officers of the MAT, and the CEO, who the Trust will hold to account.

Key Priorities

1.1   To ensure that our school improvement model benefits every type of school and that it develops and improves the workforce, builds succession and enables the strongest teachers and leaders to influence the outcomes for more children so that schools can improve quickly

1.2   To enable the Trust, Governors and Leaders to come together and take responsibility to provide a better education in their community, rather than just in their individual schools, supported by a common guiding principle

1.3   To facilitate the sharing of effective practice across a group of schools, so that when a particular approach has been shown to work, it can be implemented across WPAT

1.4   To ensure no school is left behind

1.5   To extend the reach of great leaders and governors, at all levels, to support and develop teachers across a wider group of schools

1.6   To produce a pipeline of future leaders by enabling a greater array of middle leadership positions and opportunities

1.7   To facilitate the recruitment and retention of staff

1.8   To generate economies of scale, cost efficiency commissioning and purchasing of goods and services or facilitating the development of in-house services for schools across WPAT in order to allow more teachers and leaders to focus on what they do best; great teaching

1.9   To ensure that there is sufficient capacity for sustainable growth and that children already being educated by the Trust can continue to receive their entitlement to a good education when new schools join

1.10   To ensure that the WPAT's operational and governance structures are relevant and reflect not just the MAT we currently are but also the MAT we will become in the future

1.11   To ensure the Trust regularly evaluates its own effectiveness particularly at growth points, including commissioning periodic external reviews of its effectiveness

1.12   To ensure management information is received in a standardised and easily accessible format which enables the comparison of school performance across the MAT

2. Governance

Effective governance is crucial to WPAT's success. It provides confident, strategic leadership to schools and creates robust accountability, oversight and assurance for our educational and financial performance.

Key Priorities

2.1   To provide strategic leadership that champions the Trust's guiding principles, core values and strategic approach

2.2   To have accountability which drives up educational standards, financial performance and effectively manages risk

2.3   To ensure the skills required for governance are identified explicitly and set out in role specifications that inform recruitment and appointment of the right people with the right skills, experience, qualities and capacity

2.4   To promote the importance of professional development for Governors, ensuring that they are inducted to their role and undertake training to continue to develop their skills

2.5   To provide structure which reinforces clearly defined roles and responsibilities

2.6   To provide compliance with statutory and contractual requirements

2.7   To ensure it is evaluative, by monitoring and improving the impact of governance through effective use of both internal and external reviews

3. School Leaders

School Leadership is crucial to achieve the vision that every child will receive an exceptional education.

Key Priorities

3.1   Responsibility for school improvement within their individual schools and accountability to the CEO

3.2   To provide effective leadership to improve and generate outstanding teaching and learning

3.3   To implement regular and rigorous staff appraisal, in order to secure high quality teaching and learning leading to effective pupil progress over time

3.4   Accountability for the educational performance of the school, ensuring good or better outcomes for all children and to ensure that there is no gap between the children entitled to PP funding and other children nationally

3.5   Ensure that self-evaluation is accurate and is monitored regularly

3.6   Ensure that data is collected, analysed and used effectively to support pupil progress and outcomes

3.7   To ensure there are effective and meaningful arrangements in place to engage with, and seek views and feedback from parents and the wider community

4.   Community Engagement

Parents and the wider community have a pivotal role in supporting and encouraging aspirations for children, working in partnership with the school. The schools need to ensure that all members of the community are supported in taking an active involvement in the educational offer and the subsequent supporting services.

Key Priorities

4.1   To encourage parents/carers and the wider community to have high aspirations for children and the school

4.2   To support parents with resources to support their child's learning

4.3   To develop a positive partnership so parents/carers respond positively to requests from school to support their child both in and out of school

4.4   To encourage parental and community interest across the WPAT, to share with them the core values, guiding principles and the MAT's ambitions as a whole
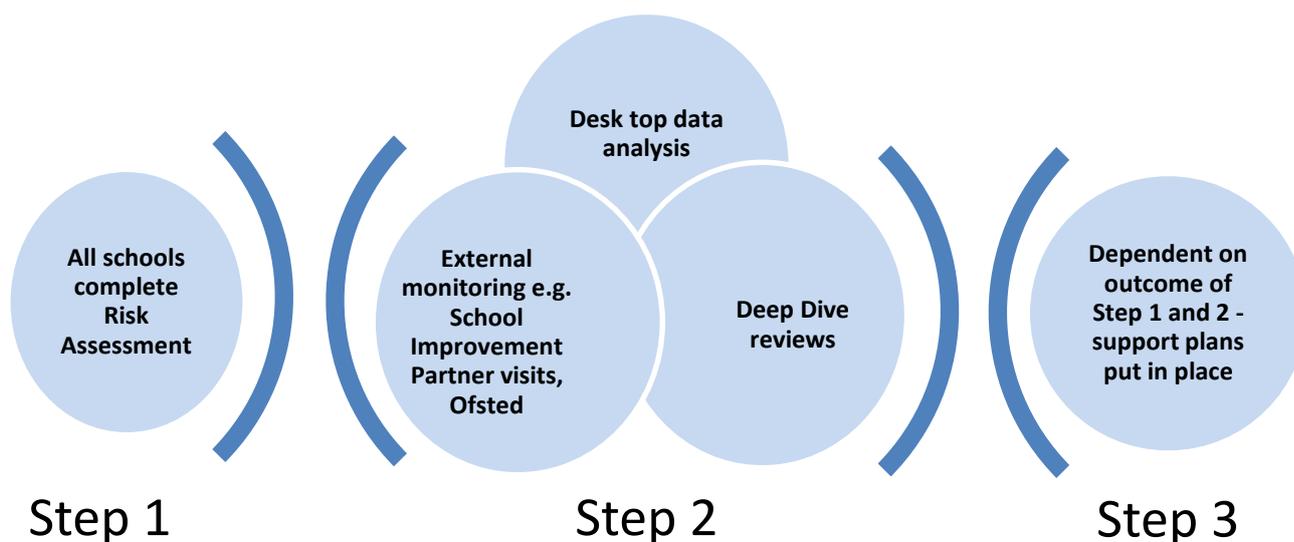
5.   Teaching and Learning

Our guiding principle is to be ambitious for all our children, to achieve high standards through high quality teaching and learning. Where teaching is less than good or outstanding, it is important teachers are challenged and supported through effective CPD.

Key Priorities

5.1   Ensure all staff in our schools share the corporate responsibility for raising aspirations, sustaining and improving pupil outcomes

5.2   Ensure all teachers aspire to provide high quality teaching as standard, to facilitate effective learning

5.3   Create an environment where all teachers are open to challenge and innovation

5.4   Ensure all staff across WPAT take responsibility to contribute to the quality learning partnership across the MAT and through Generate and Behaviour Hub

Monitoring and Improvement

Step 1 — All schools complete Risk Assessment

Step 2 — Desk top data analysis; External monitoring e.g. School Improvement Partner visits, Ofsted; Deep Dive reviews

Step 3 — Dependent on outcome of Step 1 and 2 - support plans put in place

MAT Early Intervention Package

This is designed for a school hitting a trigger in red or amber on the WPAT Risk Assessment and relates to the core offer of the School Improvement Package. If all or most triggers are hit the offer will be the School Improvement package core offer. This will be at the discretion of the CEO.

Four Stage Improvement Model

If a school falls into an Ofsted category of Inadequate, the four stage improvement model below will be invoked.

Phase	Stage of school improvement journey	Key leadership qualities
Phase 1 Stabilise	• School requires significant improvement • No clear underpinning for the future	• Calm and reassuring leadership • Focusing on urgent priorities • Ensuring team member have the right jobs • High visibility
Phase 2 Repair	• Establishing more control • Reactive decision making • Make the school feel more like a regular school	• Embedding early improvements • Building a medium term plan • Retaining visibility, but increasing focus on quality assurance
Phase 3 Improve	• More proactive leadership • Embedding strategies • Improving outcomes	• Monitoring and tracking performance is key • Shifting from management to leadership • Increasing benefits from collaboration
Phase 4 Sustain	• Confidence in performance • Increase innovation in delivery	• Securing excellence • Looking to lead collaboration • Increasing focus on 3-5 year planning

MAT Summary Risk Assessment

Schools will fall into one of three categories following completion of the risk assessment (Appendix 1). The corresponding early intervention package will be put into action.

Criteria for Category of Schools

Self-sustaining

- Vast majority of pupils making expected progress of above
- Attainment is inline or above national averages
- PP pupil progress is inline or above National averages
- School Development plan reflects the performance priorities of the school and Trust Improvement Plan
- Self-evaluation is accurate and monitoring processes are robust
- Teaching and Learning is at least good or better across the schools with no teaching identified as inadequate
- Evidence that governors perform roles well
- Website is compliant
- Working within financial footprint

Cause for concern

- Progress is just below national averages
- Attainment is at floor but no less
- Pupils in receipt of PP are below national averages
- There is performance variation for vulnerable groups year on year and is in line or below national averages
- There is capacity to improve but impact is variable from year to year on pupil outcomes
- Changes in leadership team
- Self-evaluation , Deep Dives and monitoring processes in place but impact is limited resulting in year on year variation in pupil outcomes
- Quality of Teaching and Learning is not inadequate but not yet consistently good in all key stages
- LGC do not always hold leaders to account of pupil outcomes
- Website has minor issues
- Minimal risk of deficit
- Ofsted judgement is good however monitoring indicates RI or below

At Risk

- Progress overall is well below national averages
- Attainment is well below floor targets
- Pupil premium pupils progress is below national averages
- Vulnerable pupils attainment is inconsistent
- Significant change in leadership
- Capacity for improvement is inconsistent
- Self-evaluation and monitoring are not rigorous or accurate
- Non-compliance with academy financial regulations
- No LGC action plan, no self-audit/ reflection is in place
- Website not compliant
- Quality of Teaching and Learning requires improvement.
- Ofsted judgement is Grade 3 or below

WPAT Early Intervention package

(Self-sustaining)

- Termly update challenge meetings with CEO / adhoc when requested
- Deep Dive subject review cycle
- SIP termly reviews
- Estates compliance checks
- Finance termly reviews
- Governance review

(Cause for concern)

- Support plan discussed with CEO in termly meeting
- Brokerage of support from Trust
- Leadership support brokered for either Executive HT, System Leader or NLG
- weekly monitoring by leadership

(At Risk)

- Intense support plan monitored by chairs of governance scrutiny group with Mat representative fortnightly
- Brokerage of support through WPAT schools & appointment of Executive Head time (sponsor schools joining at RI or less will automatically have exec HT oversight)
- Leadership support by identified NLE, Exec HT or NLG
- Weekly monitoring by leadership

School Improvement Package

Core Support	Leadership/Included in Cycle	Teaching and Learning	Pupil Outcomes	Focus
Outstanding Good Schools	• Deep Dive subject cycle 18 months 12 subjects • Upon request NLE days/ NLG support days • HEAT meeting monthly • 3 visits x1 per term School development partner • PM targets set by LGC reflecting CEO PM and Trust priorities • Website review on statutory requirements • CP review • Financial health check • Estates management • Annual Behaviour review toolkit Self evaluation • Termly CEO challenge meeting • Send/ Safeguarding and Pupil premium Annual review	• System Leader support upon request Teaching and Learning reviews • Deep Dives X3 subjects review per term • Themed standardisation meetings for RWM termly (core + foundation) • Production of portfolio from standardisation meetings • Curriculum planning centrally produced and reviewed • Termly SIP review • Head Teacher peer review group half termly • Subject peer review group	• Whole school data analysis review current year and 3 year trend • Access to data analyst for internal tracking and trend identification • Review attendance • Management information systems centrally produced	• Depending on need • Professional conversation self-evaluation • Coaching and support for HT
Requires Improvement	• Executive HT 1 day deployment minimum • 3 visits x1 per term School development partner • Support plan / termly action plans in addition to SIP • Deep Dives subject reviews review 3 per term • CEO termly challenge meeting with Exec HT / Acting HT • PM Targets set with CEO / Exec HT • Website review statutory requirements • Finance, safeguarding and estates review • Pupil Premium and SEND review • Annual Review behaviour toolkit – request to Hub staff	• Weekly teaching and learning review (learning walk / book scrutiny) • Brokerage CPD specialist support to identified needs targeting T&L and core subjects in first instance • Whole school curriculum review reading, writing and mathematics • Review personal development curriculum • Head Teacher peer review group half termly • Subject peer review group	• Whole school data analysis review current year and 3 year trend • Review attendance • Leadership data analysis training • Assessment and tracking review	• Teaching and Learning • Reading • Mathematics • Writing • Data review • Work force reform strategies
Inadequate category **Serious Weakness** **Special Measures**	• Deployment Executive HT 3+ days per week • Implement Four- Stage improvement Model • Governance review NLG • Intensive support plan monitored by Exec HT / CEO • 3 visits x1 per term School development partner • Introduce Deep Dives subject reviews as curriculum subjects planning introduced • PM targets set for leadership with CEO / Exec HT • Review of leadership structures • Review of staffing structures • Finance, safeguarding and estates review • Pupil Premium and SEND review • 2 behaviour reviews (Sept/ July) toolkit – request to Hub staff • Termly CEO challenge meeting	• Weekly teaching and learning review (learning walk/ book scrutiny) • Monthly Governance scrutiny committee • Brokerage CPD specialist support to identified needs targeting T&L and core subjects in first instance • Whole school curriculum review reading, writing and mathematics • Review personal development curriculum • Head Teacher peer review group half termly • Subject peer review group	• Whole school data analysis review current year and 3 year trend • Review attendance • Leadership data analysis training • Assessment and tracking review	• Support for monitoring Teaching and Learning • Quality assurance of judgements • Reviews of school data and pupil progress • Reviewing and updating SEF • Support for OFSTED preparation • Brokering of support for school improvement in key areas

Additional Support Available

If required, schools within the MAT are able to purchase additional support from experts in a variety of areas. This support can also be offered to schools outside of the MAT as part of a traded service.

Effectiveness of Leadership and Management	Pupil Outcomes	Teaching and Leadership
Developing whole school values and ethos **School Improvement Planning** • Louise Smith NLE • Exec HT's Paula Warding & Chris Jones **Curriculum Development** • Louise Smith CEO & curriculum focus group lead **Whole School Self Evaluation** • Margo Darcy • Craig Richardson • Sue Walker • Kathy Hall • Liam Trippier **Governance Development** • NLG Carsten Kressel • NLG Chris Forest **Senior and Middle Leadership Development** • Teaching School Hub NPQ's **Behaviour Development** • Behaviour Hub Lead Jen Hindley & Louise Smith • Chris Jones Behaviour Safeguarding focus group lead	**Pupil Premium, SEND, Attendance & Safeguarding Reviews** • Melissa Young (Inclusion Lead) • Rebecca Kayll (SEND Lead) • Chris Jones (Safeguarding Lead) • Paula Warding (PP Lead) **Data Reviews** • Vikki Hearn (Data Lead) **Website Reviews** • Libby Worthington	**Improving teaching and learning:** • Jen Hindley **EYFS Development** • Amanda Quirk EYFS • EY2P **Literacy** • Paula Bates Reading • Literacy Hub • Jan Owens Literacy • Literacy Company **Mathematics** • Mathematics Hub Turin 1 **Foundation Subjects** • SIL webinars • Subjects societies/ Historical / Geographical • Computing Hub Edtec • Science Hub

Cost of System Leadership

NLE: £600

NLG: £600

LLE: £400

Senior Leader: £350

School Evaluation Partner: £600

SLE: £350

Appendix 1: Strategic School Evaluation Tool for Risk Assessment

Attainment	Comparison to National		**No concern** ARE is inline (within 5pp) or above National for most current year	**Concern** ARE is below National by between 5pp and 10pp for most current year	**High Concern** ARE is below National more than 10pp for most current year
	GLD in EYFS				
	Phonics check				
	KS1	R			
		W			
		M			
	KS2	R			
		W			
		M			
	Comparison to last year		**No concern** ARE is inline with or above previous year's results	**Concern** ARE has dropped by between 5pp and 10pp on last year	**High Concern** ARE has dropped by more than 10pp on last year
	KS1	R			
		W			
		M			
	KS2	R			
		W			
		M			
	Comparison to National over 3 years		**No concern** ARE is inline or above National over 3 years	**Concern** ARE is below National by between 5pp and 10pp over 3 years or is variable	**High Concern** ARE is below National more than 10pp over 3 years
	KS1	R			
		W			
		M			
	KS2	R			
		W			
		M			
	Pupil Premium compared to National Non PP – current yr		**No concern** ARE for PP Pupils is inline or above National Non PP for most current year	**Concern** ARE for PP Pupils is below National Non PP by between 5pp and 10pp for most current year	**High Concern** ARE for PP Pupils is below National Non PP more than 10pp for most current year
	Phonics				
	KS2	R			
		W			
		M			

			No concern	Concern	High Concern
	Pupil Premium compared to National Non PP – 3 yr trend		**No concern** ARE for PP pupils is inline or above National Non PP over 3 years	**Concern** ARE for PP pupils is below National Non PP between 5pp and 10pp over 3 years	**High Concern** ARE for PP pupils is below National Non PP more than 10pp over 3 years
	KS2	R			
		W			
		M			
	Groups compared to National		**No concern** The majority of pupil groups are achieving as well as other groups national	**Concern** **Some** pupil groups are achieving as well as other groups nationally	**High Concern** **The majority** of pupil groups are not achieving as well as other groups nationally
	KS2	R			
		W			
		M			

			No concern	Concern	High Concern
Progress	**Progress for current year**		**No concern** Progress measures are above +1.0 for most current year	**Concern** Progress measures are within the range -1.0 - +0.99 for current year	**High Concern** Progress measures for PP pupils are below -1.0 for most current year
		R			
		W			
		M			
	Progress over 3 years		**No concern** Progress measures are above +1.0 over 3 years	**Concern** Progress measures are within the range -1.0 - +0.99 over 3 years	**High Concern** Progress measures for PP pupils are below -1.0 over 3 years
		R			
		W			
		M			
	Current progress for PP pupils		**No concern** Progress measures for PP pupils are above +1.0 for most current year	**Concern** Progress measures for PP pupils are within the range -1.0 - +0.99 for current year	**High Concern** Progress measures for PP pupils are below -1.0 for most current year
		R			
		W			
		M			
	PP Progress over 3 years		**No concern** Progress measures for PP pupils are over +1.0 over 3 years	**Concern** Progress measures for PP Pupils are within the range -1.0 - +0.99 over 3 years	**High Concern** Progress measures for PP pupils are below-1.0 over 3 years
		R			
		W			
		M			

Attainment – In year tracking targets	Targets compared to National average	No concern All subjects inline with or significantly above National	Concern 1 or more subjects between 5pp and 10pp below National average	High Concern 1 or more subjects more than 10pp below National average
	Reception			
	Y2			
	Y6			
	Targets against previous years cohort	No concern All subjects inline with or significantly above previous years cohort	Concern 1 or more subjects between 5pp and 10pp below previous years cohort	High Concern 1 or more subjects more than 10pp below previous years cohort
	Reception			
	Y1			
	Y2			
	Y3			
	Y4			
	Y5			
	Y6			
	Current performance against previous years cohort	No concern All subjects inline with or significantly above previous years cohort at this point in year	Concern 1 or more subjects between 5pp and 10pp below previous years cohort at this point in year	High Concern 1 or more subjects more than 10pp below previous years cohort at this point in year
	Reception			
	Y1			
	Y2			
	Y3			
	Y4			
	Y5			
	Y6			

Progress – In year tracking	Progress compared to previous year	No concern All subjects progress scores inline with or better than previous year (at same point)	Concern 1 or more subjects slightly below last year (at the same point)	High Concern 1 or more subjects significantly below last year (at the same point)
	Reception			
	Y1			
	Y2			
	Y3			
	Y4			

	Y5		
	Y6		

School	No Concern	Concern	High Concern
Leadership and Management	SEF judgement accurate externally validated SIP report.	School SEF is not evaluative and there is limited evidence to support some judgements.	School SEF is inaccurate (not based on specific or relevant evidence) SIP disagrees with judgement.
	External SIP reports indicate strong record of improvements over time.	SIP visit recommendations are not always responded to/acted on.	SIP reports indicate no improvements over time from action points raised.
	Senior leaders indicate high levels of self-awareness; High quality accurate documentation, up to date, website published, examples of rapid response to emerging priorities, issues with quick resolutions. Quick acquisition of information from school systems.	Senior leaders demonstrate self-awareness, but not always able to achieve rapid resolution on some issues but can address most areas that need improvement.	Senior leaders need intervention and intensive support; Actions to address priorities / emerging issues have no impact within agreed time scales and interim reports (3 months).
	Senior leaders demonstrate capacity to effect rapid change against identified issues leading to resolution in a timely manner	Senior leaders have made changes in a timely manner to resolve issues but impact is yet to be seen	Senior leaders capacity is limited; not timely; changes made have had limited impact; no awareness of the need for change
	Senior leaders demonstrate sustained support for other schools while sustaining improving out comes form own school.	Some senior leadership deployment in support projects for other schools within the MAT and beyond.	Limited capacity within school to support other school development projects; No external support given for other schools.
	Senior leaders share best practice with MAT schools.	Senior leaders happy to receive information but not always willing to share with MAT schools	Senior leaders are unwilling to work with other MAT schools
	School achieves 3+ external recognition awards /project certification; Eco school, Arts mark, international schools status etc.	2+ Some external project/ school award achievements **or** School working towards external awards but not achieved currently	No appetite for external project/ school award achievements. Awards lapsed /not renewed or work to explore additional or new awards.
	Evidence that the LGB perform roles well - external validation /SIP /NGL; pupil outcomes are sustained or improving/ dips are effectively reversed.	LGB's do not always hold leaders to account for pupil outcomes ; data in decline 2 yrs/ limited effectiveness / SI plan demonstrating weaknesses/ success criteria and mile stones not specific of measurable.	LBG's not sufficiently informed with skills to hold Senior leadership to account on pupil outcomes 3 year declining trend / quality of teaching / performance management / deployment of resources. Weak SIP, not effective to address issues.
	Evidence that the LGB conduct 3 yr. audit cycle / action plan and act on finding. Minor issues identified and acted upon immediately.	LGB action plan not always addressed with effective actions. Minor issues raised but not yet addressed within 3 months.	No LGB action plan, no reflection or self-audit in place or findings acted on.

School	No Concern	Concern	High Concern
	Senior leadership is at least good, it ensures that school attainment and progress outcomes are at least good - published data.	Individually some strong leaders but not all are working at a good or outstanding level or new leadership team and not yet secure within new roles	Senior leadership do not have the capacity to make impactful improvements on pupil outcomes and other areas of school provision.
	Middle leaders are clear on roles and responsibilities and can articulate them	Middle leaders are new to role and cannot yet transfer their skill set to their new role to impact on pupil outcomes.	Middle leaders do not have the skill set to make necessary impact on pupil outcomes within their role.
	Performance Management /linked to pay/ under performance identified /addressed effectively; All teaching at least good. NQT's/RQT's operating within NQT standards.	Performance management not consistently delivered at all levels in the school community; The majority of teaching is good with some that is RI (excluding NQT). NO inadequate teaching.	Performance management procedures do not address under performance effectively; pupil outcomes are below ARE; majority of teaching is RI with some that is inadequate.
Comments			

	No concern	Concern	High concern
Ofsted Judgement	School is at least Good in all areas.	Good but currently meets the DFE criteria for coasting.	School is vulnerable to being judged as RI or Inadequate.
Comments			

	No concern	Concern	High concern
Website compliant	Fully compliant website that is regularly updated (2/3 week turn around).	Minor issues raised and dealt with within 1 term.	Not compliant- risk of OFSTED adverse opinion. Public and parental opinion may be adverse.
Comments			

	No concern	Concern	High concern
Finance	Working within financial footprint with minimal /no risk.	Minimal risk to in year deficit but robust plans in place to resolve.	Non-compliance with academies financial policy.
	Audit identifies low risk.	Audit identifies medium risk.	Audit identifies high risk.
	Processes are robust, no risk of fraud.	Evidence that processes not always followed but robust remedial action in place quickly to resolve issue.	Evidence or a number of System failures demonstrating a weak culture of financial security.
Comments			

Estates	Fully compliant	Partially compliant	Not compliant
COSHH: Certificates and Data sheets			
Access (3 objectives see plan agreed HEAT 16th Oct)			
Electrical testing and safety			
Fire risk, testing and safety			
Water: Testing and safety.			
Gas appliances: Testing and safety			
Comments			

	No concern	Concern	High concern
Health and Safety	All records up to date No major issues identified on health and safety reports	Records management is inconsistent and has some inaccuracies that can be quickly rectified. No health and safety reports internally or externally indicates high level risks are not complete or up to date.	Poor quality (missing information dates, admin errors), consistently poor examples of record keeping (more than 3 examples) health and safety risks medium to high not rectified within given time stated or a reasonable timely manner.
	1 or no incidents of policy failures	Complaint analysis shows 2/3 incidents of policy / procedure failures.	Complaint analysis shows 4+ incidents of policy / procedure failures.
Comments			

	No concern	High concern
Safeguarding	Compliant	Not compliant
Comments		

	No concern	Concern	High concern
HR			
Comments			

Stakeholder Engagement	No concern	Concern	High concern
Participation in pupil survey	Over 95% pupils completed the survey	Between 85% - 94% pupils completed the survey	Less than 85% pupils completed the survey
Participation in Better Place to Work survey (Staff)	Over 95% staff completed the survey	Between 85% - 94% staff completed the survey	Less than 85% staff completed the survey
Participation in Parent/ Carer survey	Over 30% parents completed the survey	Between 20% - 29% parents completed the survey	Less than 20% parents completed the survey
Comments			

Notes

If there are any red categories within Attainment and Progress, then the whole category is Red

If there are any Red categories within Progress, then the whole category is Red.

If there is any Red in Finance / Safeguarding, then the whole category is Red.

If there is any Amber in Attainment, then the whole category is Amber (as long as there is no Red in the progress category).

Appendix 2: Year Group Targets Review and Plan

School [insert school name]		2018-2019		2021-2022		National Data	
		%	Target	%	Target	2019	2022
EYFS	GLD						
EYFS FSM/PP	GLD						
Phonics							
Yr2 ARE	Reading						
	Writing						
	Maths						
	RWM						
Yr2 GD	RWM						
PP ARE	RWM						
PP GD	RWM						
Yr6 ARE	Reading						
	Writing						
	Maths						
	Combined						
Yr6 GD	Reading						
	Writing						
	Maths						
	Combined						
PP ARE	RWM						
PP GD	RWM						

Commentary

Targets based on prior assessment and previous KS baseline score.