Outcomes for Improvement – 2024 – 2025

= Identified Group

👤 =Person Responsible

👓 = Person Monitoring

🔍 = Person Evaluating

Updated: 01.09.24

Quality of Education - Outcomes

St Mary the Virgin CE Primary Key Outcomes Priorities:

KS2 – Year 6

Maths GDS to reach NA (22%) (SMV 2022/23/24= 6.7%/7.3%/8.3%) See SDP section 1.3

Year 2 PHONICS

SDP 1.4 Objective: SMV Phonics: EM To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that SMV Year 1 phonics outcomes (2024= 67%) reach NA (76%) by June 2025.

The Head of School will report on Pupil Progress to the Governing Body 3 times a year, using their cohort learner outcome charts. Reports will focus on all pupils, disadvantaged pupils, SEND pupils and high prior attaining pupils.

The Quality of Education - Outcomes

St Mary's targets for outcomes – 2024/2025

These have been set by looking at % of pupils at expected standard in July 2024 and adding challenge, we try to ensure no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT20 estimates Expected Standard	Targets for July 2025 Expected Standard	National Average 2023	Targets for July 2025 Higher Standard	National Average 2023
EYFS		81% GLD	71.8%		
Y1 Phonics		70% Pass	82%		
End of KS1 (Y2)					
Reading	n/a	84%	75%	15%	18%
Writing	n/a	77%	69%	8%	8%
Maths	n/a	84%	76%	23%	15%
End of KS2 (Y6)					
Reading	n/a	91%	74%	25%	27%
Writing	n/a	75%	69%	25%	13%
Maths	n/a	83%	71%	17%	22%
Combined	n/a	67%	59%	8%	7.3%

1.4 Objective: SMV Phonics: EM To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards.
To ensure that SMV Year 1 phonics outcomes (2024= 67%) reach NA (76%) by June 2025.

SEF Ref:
EH- pages 7-10
CP- pages 8-11
SMV- pages 7/8
PM- pages 7-10

Success Criteria & Practice Indictors:	Activities to evaluate impact against success criteria and practice indicators	
• SMV Year 1 phonics outcomes (2024= 67%) reach NA (76%) by June 2025. • SMV Ofsted 2025- Phonics judged as 'outstanding'	• Termly PPMs and SLT KS1 triangulations with phonics as focus • Summative Datawalls -Jan, March & June - phonics targets 'on-track'	SIP X 2 Visit focus visits- phonics

Business Plan Ref:
Cost of Little Wandle £6398

Keys actions to meet success criteria and practice indicators	👤	👥	Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	👓
			July 2024	Oct 2024	Jan 2025	April 2025	July 2025			
Coach SMV staff to ensure that quality of phonics delivery and planning is 'outstanding' and ensure strong progress from starting points.	EM/ JR		Plan visits to each school for training on how to use LW assessments tracker and identifying gaps for reading books. Ensure training us up to date for staff through questionnaire and identify training needs to be delivered throughout the year. TA training to be revisited and planned in. EM to look at progress of children in relation to training when data is submitted each term to identify any other needs. Send out questionnaire to assess if there are any gaps moving into the next year.	Termly PPMs and SLT KS1 triangulations with phonics	JP & SIP- X3 yearly	Plan visits to each school for training on how to use LW assessments tracker and identifying gaps for reading books. Ensure training us up to date for staff through questionnaire and identify training needs to be delivered throughout the year. TA training to be revisited and planned in. EM to look at progress of children in relation to training when data is submitted each term to identify any other needs. Send out questionnaire to assess if there are any gaps moving into the next year.	Termly PPMs and SLT KS1 triangulations with phonics		Termly PPMs and SLT KS1 triangulations with phonics	JP & SIP- X3 yearly
Coach SMV staff to ensure that phonics assessments are accurate and interventions/ groupings address gaps in knowledge.	EM/ JR		Ensure phonics online assessments are made every term. Access phonics assessments in week 6 of each term. Use first term assessments and show to plan for interventions based on these assessments made.	Check assessments made online against interventions being planned.	Check assessments made online against interventions being planned	Ensure phonics online assessments are made every term. Access phonics assessments in week 6 of each term. Use first term assessments and show to plan for interventions based on these assessments made.	Check assessments made online against interventions being planned.		Termly PPMs and SLT KS1 triangulations with phonics as focus	JP & AB (HoS)- X3 yearly
Coach staff to ensure that pupil reading books are accurately linked directly to the phonic ability of pupils- both reinforcing and applying learnt phonic skills.	EM/ JR		Send out questionnaire in September to find out systems already in use in each school to find out systems for levelling and how they link to phonics knowledge. SL new to role. Ensure colour banding occurs when children are fluent by checking reading scheme progression/system and books are matched to phonics level.	Drop in visits to hear readers matched to phonics levels. Check books going home and reading for enjoyment books are matched to phonics levels.	Drop in visits to hear readers matched to phonics levels.	Send out questionnaire in September to find out systems already in use in each school to find out systems for levelling and how they link to phonics knowledge. SL new to role. Ensure colour banding occurs when children are fluent by checking reading scheme progression/system and books are matched to phonics level.	Drop in visits to hear readers matched to phonics levels. Check books going home and reading for enjoyment books are matched to phonics levels.		Termly PPMs and SLT KS1 triangulations with LW phonics	JP & HW (HoS)- X3 yearly

Keys actions	👤	👥	Activities		Monitor	
Monitor teaching standards of phonics at SMV to ensure that pupil receive good+/outstanding daily phonon lessons – pitched effectively whereby stretching the more able, and lessons that are well-paced and deliver LW effectively.	EM/ JR		Plan visits to each school for training on how to use LW assessments tracker and identifying gaps for reading books. Ensure training us up to date for staff through questionnaire and identify training needs to be delivered throughout the year. TA training to be revisited and planned in. EM to look at progress of children in relation to training when data is submitted each term to identify any other needs. Send out questionnaire to assess if there are any gaps moving into the next year.	Termly PPMs and SLT KS1 triangulations with phonics	JP & SIP- X3 yearly	Plan visits to each school for training on how to use LW assessments tracker and identifying gaps for reading books. Ensure training us up to date for staff through questionnaire and identify training needs to be delivered throughout the year. TA training to be revisited and planned in. EM to look at progress of children in relation to training when data is submitted each term to identify any other needs. Send out questionnaire to assess if there are any gaps moving into the next year.

(Final columns of row:) Termly PPMs and SLT KS1 triangulations with phonics | Termly PPMs and SLT KS1 triangulations | JP & JR (HoS)- X3 yearly

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1.3 Objective: KS2 Maths: To ensure there is an increase in KS2 Maths GDS (PM, SMV) and scale scores for EXS at EH by July 2025. AB/NR	SEF Ref:
24-25 Outcomes focus to include: • East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS **56%,** 2023= **102.3**/-**3.5**, 2022 = **101**/-**3.6**, 2019 =-**4.5**, 2018=-**4.3**) • PM & SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= **6.7%**/**7.3%**/**8.3%** & PM 2023/24= 14%/**7.3%**)	EH- pages 7-10 CP- pages 8-11 SMV- pages 7/8 PM- pages 7-10

Success Criteria & Practice Indictors:	Activities to evaluate impact against success criteria and practice indicators	🔍	

• East Hoathly KS2 Maths EXS (scale score and progress) to reach NA by July 2025- (104/0) (2024= EXS **56%,** 2023= **102.3**/-**3.5**, 2022 = **101**/-**3.6**, 2019 =-**4.5,** 2018=-**4.3**)
 • PM & SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= **6.7%**/**7.3%**/**8.3%** & PM 2023/24= 14%/**7.3%**)
 • Pioneer KS2 Maths progress improves from negative progress overall-2023 (**-1.3**)
	• Ofsteds x 3 24-25
	 • Termly PPMs with explicit KS2 Maths tracking of progress and attainment
	   - July 25:
	   - EH Ma Progress scores to reach National (0+)
	   - EH Ma Scale Score to reach NA (103/4)
	   - EH MA EXS Attainment to reach NA= 22%
	   - SMV and PM Ma GDS KS2 to reach NA = 22%
			Business Plan Ref:

Keys actions to meet success criteria and practice indicators	👤	👥	Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	👓
			July 2024	Oct 2024	Jan 2025	April 2025	July 2025			

Coach staff to ensure that **KS2 GDS expectations** are clear: Maths Staff Meeting 11th September Impact on planning, provision, books etc…..	AB/NR			**Sept**: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires 9th October – Subject Governor meeting **Sept**: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires Math focus visits across all school in T1 & T2	**Book audits** EYFS/KS1 8th Jan **Book audits** KS2 15th Jan Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	**Book audit reviews** EYFS/KS1 4th June **Book audit reviews** KS2 11th June Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	CPD/Resource review completed by all staff for 2025/26 to support planning 9th July – Subject governor meeting	
Coach staff to introduce the **following Maths initiatives** in order to **stretch and deepen Mathematical understanding** : - Awesome 8 - Fab 5 - Maths Passports ('World Challenges' linked to specific skills) - Etc etc…. -	AB/NR	AB and NR to meet to discuss priorities			**Book audits** EYFS/KS1 8th Jan **Book audits** KS2 15th Jan – Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV Check ins – gap analysis and action planning following baseline assessments.	**Book audit reviews** EYFS/KS1 4th June **Book audit** reviews KS2 11th June Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV	CPD/Resource review completed by all staff for 2025/26 to support planning 9th July – Subject governor meeting	PPMs, data drops, triangulation and termly assessments
Coach EH staff specifically to ensure that EXS UKS2 Maths outcomes are deliver **July 25**: - Ma Progress scores to reach National (0+) - Ma Scale Score to reach NA (103/4) - EH MA EXS Attainment to reach NA= 22%	AB/NR			**Sept**: SM with federation teachers with clear expectations of provision address staff CPD areas from questionnaires Math focus visits across all school in T1 & T2	Maths follow up visits in T3, 4 & 5 - EXS: EH GDS: PM, SMV Check ins – gap analysis and action planning following baseline assessments. Track termly PPMs and triangulations- focus on GDS and EXS for ECTs	Report outcomes		
Coach Governors to ensure that………	AB/NR			9th October – Subject Governor meeting	Keep governors up to date with priorities	9th July – Subject governor meeting		

GST and Nutley Partnership 24-25 Support and coach partnership school leaders/staff to ensure implication of: - New Pioneer Ma initiatives 24-25 - 'Mixed aged maths teaching' - 'GDS extension and expectations' - Effective use of White rose and other Ma Schemes	AB/NR			Arrange dates to meet GST and Nutley staff. Update staff on PF priorities.	Maths follow visits for GST and Nutley. 2x observations/drop-ins of KS1 staff by end of T4 to ensure systems/procedure consistently applied across school 2x observations/drop-ins of KS2 staff by end of T4 to ensure systems/procedure consistently applied across school	Evaluate impact and review with staff for following year Complete QLA			
ES Maths Hub – review EH Maths externally, provision and Pioneer Maths become an key player in ES Maths Hub (recognised for strong Ma provision)	AB/NR		Ensure staff signed up and in contact with hub link.	Staff to engage with mastering number at KS1 and reception programme – NR to take lead.	Observe and support teachers, review if any extra time/support is needed.	Evaluate the impact of the project at this stage			

Reporting Learner Outcomes 24/25

St Mary's Reporting Learner Outcomes 24/25																					
Year R																					
Subject / Term	September 2024 Baseline			Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS	% EXC				All	DA		SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:11 (-9.1% each)																				
PHONICS	36%			81% at Phase 4 by July 24 (9/11)																
Term 2																				
Term 4																				
Term 6																				
READING	36%			81-90%																
Term 2																				
Term 4																				
Term 6																				
WRITING	72%			81-90%																
Term 2																				
Term 4																				
Term 6																				

Subject / Term																					
MATHS																					
Term 2	54%				81-90%																
Term 4																					
Term 6																					
COMBINED																					
Term 2	36%				81-90%																
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comments:

T4 Comments:

T6 Comment:

St Mary's Reporting Learner Outcomes 24/25 Year 1																					
Subject / Term	EYFS Outcomes (2024)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA		SEND	HPA	All	DA		SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (7.1% each)																					
PHONICS			Pass rate target for Year 1: 78% Pass — See cohort phonics tracker for termly attainment against ARE expectations																		
Term 2																					
Term 4																					
Term 6																					
READING																					
Term 2	80%				78%	14%															
Term 4																					
Term 6																					
WRITING																					
Term 2	80%				78%	14%															
Term 4																					
Term 6																					
MATHS																					
Term 2	80%				85%	14%															
Term 4																					
Term 6																					

COMBINED						
Term 2	80%				70%	6.9%
Term 4						
Term 6						

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comments:

T4 Comments:

T6 Comment:

St Mary's Reporting Learner Outcomes 24/25
Year 2

Subject / Term	EYFS Outcomes (2023)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA		SEND	HPA	All	DA		SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 9 (11% each)																					
PHONICS			Pass rate target for Year 1: 66% Pass See cohort phonics tracker for termly attainment against ARE expectations -- pupil intervention across Yr2 to pass end of KS1. Expected cohort passing June 2024= 1 of 3 taking score to 77 % - NA																		
Term 2																					
Term 4																					
Term 6																					
READING																					
Term 2	73%				55%	33%															
Term 4																					
Term 6																					
WRITING																					
Term 2	73%				55%	11%															
Term 4																					
Term 6																					
MATHS																					
Term 2	73%				77%	33%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	73%				55%	11%															
Term 4																					

Term 6																			

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 24/25
Year 3

Subject / Term	KS1 outcomes (2024)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: *12 pupils: each child =8.3*																					
GPS					GPS Target= EXS: % GDS: %																
Term 2																					
Term 4																					
Term 6																					
READING																					
Term 2	77%				77%	15%															
Term 4																					
Term 6																					
WRITING																					
Term 2	70%				66%	7.1%															
Term 4																					
Term 6																					
MATHS																					
Term 2	77%				84%	23%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	77%				66%	7%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 24/25
Year 4

Subject / Term	KS1 outcomes (2023)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 10 (10% each)																					
GPS			GPS EXS=70% GDS= 15%																		
Term 2			T2 on-track= %																		
Term 4			T4 on-track =																		
Term 6			T6 on-track =																		
READING																					
Term 2	60%	15%			70%	20%															
Term 4																					
Term 6																					
WRITING																					
Term 2	60%	15%			**70%**	**20%**															
Term 4																					
Term 6																					
MATHS																					
Term 2	67%	13%			70%	20%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	60%	13%			70%	20%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

St Mary's Reporting Learner Outcomes 24/25
Year 5

Subject / Term	KS1 outcomes (2022)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 15 (6.6% each)																					
GPS	GPS= EXS: 74% GDS: 13%																				
READING																					
Term 2	73.5%	26.7%	Exs: 84% GDS: 44%	Exs: 81% GDS: 36%	80%	27%															
Term 4																					
Term 6																					
WRITING																					
Term 2	66%	6.6%	Exs: 79% GDS: 24%	Exs: 74% GDS: 17%	74%	13%															
Term 4																					
Term 6																					
MATHS																					
Term 2	73.6%	13.3%	Exs: 85% GDS: 44%	Exs: 82% GDS: 36%	80%	20%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	66%	6.6%	Exs: 76% GDS: 22%	Exs: 72% GDS: 15%	73%	13%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comments:

T4 Comments:

T6 Comment:

St Mary's Reporting Learner Outcomes 24/25
Year 6

Subject / Term	KS1 outcomes (Teacher Assessment 2021)		PKS	WT	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA		SEND	HPA	All	DA		SEND	HPA	All	DA		SEND	HPA
Number of learners: 9 (10% each)																					
GPS			22%	33%	**44%**	**33%**															
Term 2																					
Term 4																					
Term 6																					
READING																					
Term 2	50%	23%		55%	**44%**	**33%**															
Term 4																					
Term 6																					
WRITING																					
Term 2	50%	17%	22%	33%	**44%**	**33%**															
Term 4																					
Term 6																					
MATHS																					
Term 2	50%	23%		55%	**44%**	**44%**															
Term 4																					
Term 6																					
COMBINED																					
Term 2	50%	17%			**44%**	**22%**															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

T2 Comments:

T4 Comments:

T6 Comment:

Data Glossary
Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
	40-60s+ (GD)	36
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54
Year 4	4b	55
	4b+	56
	4w	57
	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Pioneer Assessment Tracking using Cohort Trackers and Target Tracker

Target tracker allows you to 'grade' a child as **B (Beginning), B +, W (working towards), W+, S (EXS/Secure) and S+ (GDS).**
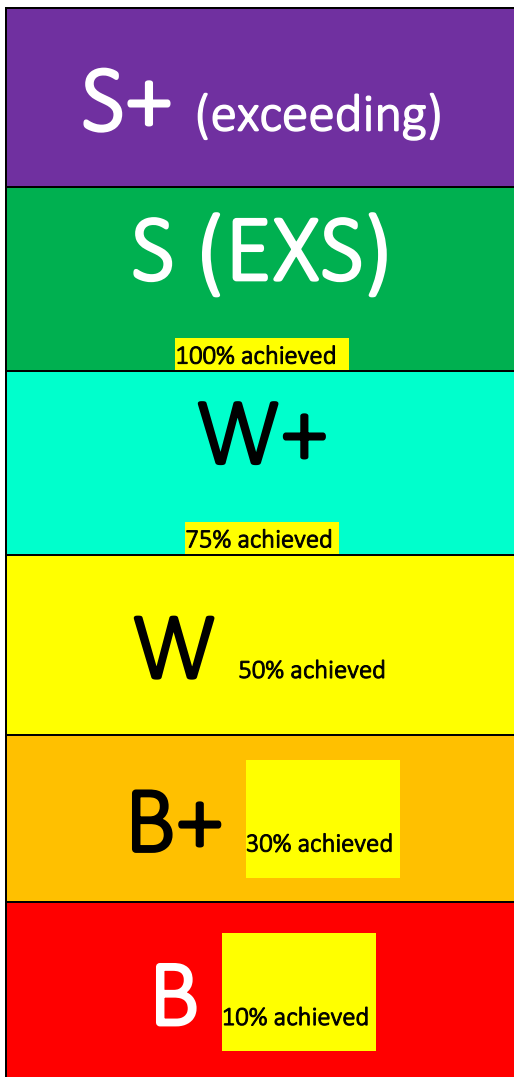
With Target Tracker the 6 steps are: **B, B+, W, W+, S (Expected), S+ (Greater Depth)**

Each steps will be associated with the amount that has been achieved from the curriculum area.

B= 10% achieved
B+= 30% achieved
W= 50% achieved
W+= 75% achieved
S (Expected)=100% achieved
S+ (exceeding)

S+ (exceeding)
S (EXS)   100% achieved
W+   75% achieved
W 50% achieved
B+ 30% achieved
B 10% achieved

Age Related Expectations (ARE)

Year Group	T1	T2	T3	T4	T5
Year 1	1B	1B+	1 W	1W+	1s (EXS)
Year 2	2B	2B+	2 W	2W+	2s (EXS)
Year 3	3B	3B+	3W	3W+	3s (EXS)
Year 4	4B	4B+	4W	4W+	4s (EXS)
Year 5	5B	5B+	5W	5W+	T5=5s (EXS) T6=6B
Year 6	6B+	6W	6W+	6S (EXS)	SATS

Expected Points Progress

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6	Embed
Year 5	1.2	2.0- 2.4	3.6	4.8	6	7.2
Year 6	1.2	2.4	3.6	4.8		

- Expectation range can be altered for the individual school and year group.
  - o   Year 5 to make 7.2 steps in 6 terms
  - o   Year 6 to make 4.8 steps in 4 terms
  - o   All others making 6 steps in 5 terms.

End of Year Progress	Inadequate	RI	Good	Outstanding
Years 2 - 6	Under 5	5	6	7

Year 6 Excel SS Tracker and School Trackers

Year 6 pupils can be expected to make 1.2 steps across 4 terms (4.8 steps), so in line with other year groups. We will be marrying this up with scaled scores in the following way:

Scaled Score bracket	TT Grade
80-84	B
85-89	B+
90-94	W
95-99	W+
100-110	S/ EXS
110-120	S+/ GDS

For Year 6, we will expect Target Tracker to be used as a recording system for assessment alongside scale score tracking. You would use your excel score score and progress tracker instead. We would also expect you to update your class trackers (on google drive) using the key above.

Termly Question Level Analyses following testing will allow you to identify areas for improvement and intervention.

Year 5 Target Tracker and Pioneer Trackers

The expectation is that pupils will make **6 steps of progress across 5 terms**. Therefore 1.2 steps per term. **Year 5** will make an extra 1.2 steps in Term 6 so that Year 6 pupils can be expected to make 1.2 steps across 4 terms (i.e before SATs), so inline with other year groups.

You would be expected to make the professional judgement about the % achieved each term for Yr5 cohort and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.

Year 1- Year 4 Target Tracker and Pioneer Trackers

The expectation is that pupils will make at least **6 steps of progress across 5 terms**. Therefore 1.2 steps per term. T6 to be used to embed progress made across the 5 terms.

You would be expected to make the professional judgement about the % achieved each term and then enter the step grading for the pupil on target tracker. We'd also like you to update your tracker (on google drive) termly before PPMs on the school shared drive.