

## Autumn Term 2015 PPG Review

FSM	37
Ever6	20
Ever4	1
Adopted/CIC	3

### **Intervention**

The recording, planning and delivery of intervention has been identified by the teachers who have then planned with the teaching assistants and discuss all children's needs. I have observed interventions led by the teaching assistants and they are all very skilled in the delivery and support. Each class have adapted the proves to utilise the staff strengths. TAs are very supportive of one another and offering suggestions and ideas for next steps. Where possible interventions have had a baseline assessment and the TA's have been able to measure the progress made. This has given us clear evidence of the impact. I have been able to see the progress made through the observations conducted at the beginning of the term compared to the children's capability near the end of the set of sessions.

Ensuring intervention is having an impact will be a vital area to continue to monitor an ensuring they adapted when necessary.

Teachers provided me with a list of children with target areas of intervention at the beginning of the term and also the frequency it will happen. The teachers and TAS have worked together to developed focused interventions to push the children's learning on.

### **Autumn Data for PPG**

At the start of the academic year each teacher spent the first half of the term completing a baseline assessment on every child to establish a starting point. It is essential for children to be at a secure level of each year group before progressing further as they will not be able to access the next step within the areas of the curriculum.

**Reception**—There are six children identified as PP in Reception. 5 children are working at the expected level at this stage and one child is slightly below.

**Year 1**—There are eight children identified as PP in Year 1. Seven children are working on the Year 1 objectives in math and English whilst one child is trying to achieve the Early Learning Goals from Reception in both curriculum areas.

**Year 2**— There are three children identified as PP in Year 2. In **maths** one child is working on year 1 objectives and two on Year 2. In **English** all three children are working at the year 2 level. One children is working with the P-Scales levels of assessment.

**Year 3**— There are eleven children identified as PP in Year 3. In **maths** one child is working

at the year 1 level, nine children are working on year 2 objectives and two on year 3. In **English** three children are working on year 2 objectives and nine children at the year 3 level.

**Year 4**— There are eleven children identified as PP in Year 4. In **maths** eight children are working on year 3 objectives and three on Year 4. In **English** five children are working on year 3 objectives and six child at the year 4 level.

**Year 5**— There are six children identified as PP in Year 5. In **maths** one child is working on year 1 objectives, one on year 2 three at the year 4 level. In **English** one child is working on year 2 objectives, four children at the year 4 and one child at the year 5 level.

**Year 6**— There are thirteen children identified as PP in Year 6. In **maths** one child is working on year 4 objectives and twelve children at the year 5 level. In **English** all thirteen children are working at the year 5 level.

**Tracey Laithwaite, SENDCo.**