**Pupil Progress**

**Class: Year 4 Teacher: XXXXX Term: xxx**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Class Story**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Class Information**  **Number:**  **Boys:**  **Girls:**  **PP/ Disadvantaged:**  **SEND:**  **Pupil mobility:**  **Children joining the school during year:**  **Class Teacher’s SIP/Performance Management Focus**: | **Attainment at end of previous year ARE+**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Maths** | **RWM** | | **All** |  |  |  |  | | **PP** |  |  |  |  | | **Non PP** |  |  |  |  | | **Boys** |  |  |  |  | | **Girls** |  |  |  |  | | **SEND** |  |  |  |  |   **(Where applicable) Attainment at end of previous key stage ARE+**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Maths** | **RWM** | | **All** |  |  |  |  | | **PP** |  |  |  |  | | **Non PP** |  |  |  |  | | **Boys** |  |  |  |  | | **Girls** |  |  |  |  | | **SEND** |  |  |  |  | | **Prediction/Target ARE+ at the end of Year**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Maths** | **RWM** | | **All (no.)** |  |  |  |  | | **PP** |  |  |  |  | | **Non PP** |  |  |  |  | | **Boys** |  |  |  |  | | **Girls** |  |  |  |  | | **SEND** |  |  |  |  |   **ARE KS2 (or KS1) 2022 Results**  **Writing:** Sch Hampshire National  **Mathematics:** Sch Hampshire National  **Reading:** Sch Hampshire National  **RWM Combined:** Sch Hampshire National  **Target children for greater depth/higher standard:** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Milestone 1 (% ARE+)** | | | | **Milestone 2 (% ARE+)** | | | | **Milestone 3 (% ARE+)** | | | | **End of Year (% ARE+)** | | | |
| Pupils | R | W | M | RWM | R | W | M | RWM | R | W | M | RWM | R | W | M | RWM |
| All (30) | (20) 67% | (19) 63% | etc |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Boys (15) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Girls (15) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non PP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SEND |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non SEND |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LAC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EAL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Number of pupils) and %

**Route A - General teaching and learning will support to meet end of year expectations:**

**Domain Analysis – Based on formative assessment from current teaching**

|  |  |  |
| --- | --- | --- |
| **Reading**  Reading domains: Word Reading- Clarify-Monitor and Summarise-Select and Retrieve-Respond and Explain-Inference-Language for Effect-Themes and Conventions | **Writing**  Writing domains: Transcription – Handwriting -Composition and Effect -Text structure and organisation -Vocabulary and Grammar - Sentence structure and text structure | **Maths**  Maths domains/aspects: Place Value and Number - Addition and subtraction - Multiplication and division – Fractions – Measure – Geometry -Retrieval of facts - Fluency |
| **Aspects identified for focus in the next term for all pupils** | **Aspects identified for focus in the next term for all pupils** | **Aspects identified for focus in the next term for all pupils** |

**Route B: Children identified where further support is required (those that have gaps and would benefit from some additional support):**

|  |  |  |
| --- | --- | --- |
| **Reading** | **Writing** | **Maths** |
| **Name and aspect identified** |  |  |

**Route C: Children identified where intensive further support is required (those who need something different):**

|  |  |  |
| --- | --- | --- |
| **Reading** | **Writing** | **Maths** |
|  |  |  |

**Route B/C specific interventions:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority Group/Pupil** | **Identified Need** | **How will you achieve this?** | **What will success look like?**  **(Intended impact)** |  | **Evaluation** |
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| **Review Point - DATE** |
| What now needs to be done to ensure children meet minimum requirements (or ARE) by the end of the year/back on track by next milestone?  Impact of interventions to date?  Any new or emerging needs?  OR  What does the next year group need to make key priorities for the coming year? |