**TAME VALLEY ACADEMY:**

Year 5 – Closing Gaps from the first half of Year 5



Assessment against End of Year Expectations for R, W, M.

Analysis of GL assessment data and White Rose Maths assessments)

1-1 reading for each identified pupil for 10 mins daily. Pupils targeted for fluency and then comprehension.

Writing and Maths – additional small group teaching to close specific gaps identified through ongoing AFL. Daily.

Pre-tutoring – for pupils who would otherwise find subsequent lessons difficult to access – key focus on vocabulary development during these sessions.

Monitoring:

* Class Teacher (GP) to meet daily with additional teacher for AFL discussions.
* Phase Leader (RM) to meet weekly with GP to monitor pupil progress and plan next steps.
* Pupil data, pupil books.

Long term

Gaps between key groups of pupils will be reduced. E.g. between disadvantaged / other.

Pupils (particularly those identified as having fallen significantly behind) will have made accelerated progress from their September starting point.

Medium term

Pupils will make clear progress with spelling – demonstrated by half termly assessments.

Reading fluency will increase and pupils will be able to answer increasingly complex questions, demonstrating increased understanding of what they have read. (Use of GL assessments to secure teacher judgements.)

Pupils will demonstrate increased fluency in Maths. (Use of White Rose assessments.)

Short term

Which interventions are needed by which pupils will be quickly identified and a robust timetable of well-planned interventions will be implemented.

Additional member of staff will be quickly embedded as part of the Year 5 team.

All staff will understand which pupils have been identified for which interventions and why. Clear targets for each pupil will be in place.

**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Implementation plan template

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

Pupils will have made accelerated progress in Reading, Writing and Maths.

End of year outcomes for pupils will be more in line with those for previous Year 5 cohorts.

E.g. 2019 End of Year 5 data:

Reading – 74% ARE/ 16% GD

Writing – 74% ARE/ 16% GD

Maths – 74% ARE/ 16% GD

Pupils will be able to transition into Year 6 and access the Year 6 curriculum.

Implementation Outcomes (how well?)

Implementation Activities (how?)

Intervention Description (what?)

Supply cover (4 days per for 9 weeks @£189 = £6,804) to allow a class teacher to be released to deliver quality interventions.

This teacher will be used to:

* Carry out assessments with pupils to ensure gaps are clearly identified.
* Carry out 1-1 / small group interventions with pupils, based on collaboration with class teacher, phase leader and SENCO.

Problem (why?)

Pupils in year 5 have spent the Autumn Term closing the gap from year 4 due to

having missed the last term of year 4.

Pupils have now missed quality first teaching for the majority of the Spring Term resulting in significant gaps in their Year 5 End of Year Expectations.

Engagement with Remote learning for this year group was significantly lower than other years groups,

Pupils for whom gaps are particularly significant:

* Disadvantaged pupils (22)
* SEND pupils (4)
* EAL pupils who do not speak much English at home (12)
* Pupils with Summer birthdays (12)

Some pupils are in more than 1 group. Total number of children in at least one group is 27 (84% of cohort).

Areas of learning where gaps are predicted to be particularly significant:

* Reading (comprehension)
* Writing (incl. spelling)
* Maths (four operations)