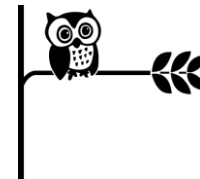


Oswald Road Primary School Improvement Plan 2017/18

Achieving Success



Key priorities based upon analysis of data and evidence from monitoring

- Maths – The development of non-routine problem solving and reasoning– supporting developed levels of progress across school
- Diminish the difference for our pupil premium children to a gap of 10% or less.
- Diminish the difference for our EAL children to a gap of no more than 15%

If we are successful in our plan, the achievement outcomes for pupils in July 2017 will be:

End of EYFS targets for 2017/18

GLD (Good level of development) 76%

Phonics

Year 1 – 82%

Year 2 – 73% (8 out of 11 children)

End of KS1 targets for 2017/18

	% reaching Expected Standard	% working at Greater Depth
Reading	78%	26%
Writing	73%	18%
Mathematics	80%	21%

End of KS2 targets for 2017/18

	% reaching Expected Standard	% combined	% working at Greater Depth
Reading	81%	78%	27%
Writing	78%		19%
Mathematics	81%		26%

Progress to outcomes will be checked half termly. Termly pupil progress meetings will also be in place, where the attainment and progress of all pupils including focus on attainment and progress of all groups will be checked and actions put in place as needed and reviewed.

Progress through the plan will be monitored by the Governor's Teaching and Learning Committee on the following dates: 6th November 2017, 29th January 2018, 14th May 2018.

Achieving Success 2017/18 Priority 1 – Maths - The development of non-routine problem solving and reasoning – supporting developed levels of progress across school				
Co-ordinator: S. Turner – Achieving Success Lead Claire Myers – Strategic Maths Lead	Year 2017/18	Cost of plan: £5800		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: To exceed floor standards (KS2) HOW: <ul style="list-style-type: none"> Effective planning using the White Rose planning tool. New assessment system will identify the gaps in learning. Monitoring and CPD around effective differentiation. Identify Year 6 pupils in maths who need to make accelerated progress to achieve Expected Standard by May. Identify Year 6 pupils in maths who need to make accelerated progress to achieve Greater Depth by May. Half termly meetings to analysis the progress of children (including practice test scores). Plan interventions accordingly. 	Claire Myers Sarah Turner Deborah Howard Sarah Turner Kat Rowe Sarah Turner Kat Rowe Sarah Turner Wendy Gibson	Autumn 1 In place for Autumn 1 Autumn 2 Autumn 1 Autumn 1 Half termly Termly provision maps – amended as needed too	CPD in this area is staff meetings / professional dialogue	Staff Meeting Staff Meeting £300 (assessment system) SLT Drop ins / scrutinies/ Staff meetings Regular review mtgs with teachers Regular review mtgs with teachers Half termly review mtgs Time

<ul style="list-style-type: none"> Monitor the impact of interventions to judge whether independent skills and confidence are successfully transferred back into the classroom. Moderation opportunities throughout the calendar <p>IMPACT: Maths is effectively differentiated to match the needs of all groups of children so that they all make good progress.</p>	<p>Sarah Turner Kat Rowe</p> <p>Deborah Howard</p>	<p>Half termly</p> <p>Autumn 2, Spring 2</p>		<p>Half termly review meetings (as per above meeting)</p> <p>Staff meetings / Phase meetings</p>
<p>ACTION: To exceed floor standards (KS1)</p> <p>HOW:</p> <ul style="list-style-type: none"> Effective planning using the White Rose planning tool. New assessment system will identify the gaps in learning. Monitoring and CPD around effective differentiation. Identify Year 2 pupils in maths who need to make accelerated progress to achieve Expected Standard by May. Identify Year 2 pupils in maths who need to make accelerated progress to achieve Greater Depth by May. Half termly meetings to analysis the progress of children. Plan interventions accordingly. 	<p>Claire Myers</p> <p>Sarah Turner</p> <p>Deborah Howard</p> <p>Sarah Turner Helen Savage</p> <p>Sarah Turner Helen Savage</p> <p>Sarah Turner Helen Savage</p>	<p>Autumn 1</p> <p>In place for Autumn 1</p> <p>Autumn 2</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Half termly</p> <p>Termly – amending provision as needed</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Staff meetings</p> <p>Staff meetings £300 (assessment system)</p> <p>Staff meeting allocation / drop ins / scrutinies</p> <p>Regular review meetings with teacher</p> <p>Regular review meetings with teacher</p> <p>Review meetings</p> <p>Time</p>

<ul style="list-style-type: none"> Monitor the impact of interventions to judge whether independent skills and confidence are successfully transferred back into the classroom. Moderation opportunities throughout the calendar <p>IMPACT: Maths is effectively differentiated to match the needs of all groups of children so that they all make good progress.</p>	<p>Sarah Turner Helen Savage</p> <p>Deborah Howard</p>	<p>Half termly</p> <p>Autumn 2, Spring 2</p>		<p>Meetings with phase lead</p> <p>Staff meetings / Phase meetings</p>
<p>ACTION: To ensure a deeper conceptual understanding for key concepts, with reasoning opportunities threaded through learning.</p> <p>HOW:</p> <ul style="list-style-type: none"> CPD through A. Guy to ensure teachers have a clear understanding of how to teach key concepts effectively and how to develop reasoning skills Implement White Rose Planning with support from the Maths No Problem work books (reasoning opportunities threaded through) Use the bar model from year 1 to year 6 to ensure consistency in teaching. To run a TA forum, sharing how to use Bar Model Create a progressions tool and calculations policy to ensure consistency. To create a consistent approach to the vocabulary teachers and staff use in maths. Focused book scrutinies to see impact and consistent approach – clear feedback given 	<p>Deborah Howard</p> <p>Claire Myers</p> <p>Claire Myers</p> <p>Lynne Lowe</p> <p>Claire Myers / Paul Salisbury</p> <p>Claire Myers</p> <p>Deborah Howard</p>	<p>Autumn 1 Spring 1</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Spring 1</p> <p>Autumn 2 (staff sharing Wk1, Spring 1)</p> <p>Spring 1</p> <p>Half termly</p>	<p>CPD for this area is from an external provider</p>	<p>Staff meeting time Part of £1000 cost</p> <p>Staff meeting / phase meeting time</p> <p>Staff meeting time</p> <p>TA forum time</p> <p>Release time</p> <p>Drop ins / book scrutinies / pupil voice / staff meeting</p> <p>Release time</p>

<ul style="list-style-type: none"> Specific follow up scrutiny and feedback Dedicated staff meetings to share good practice each half term. Mentor sessions set up where less impact is seen Many teacher appraisal targets support development in this objective Scrutiny focusing on progress to target and impact led by A.Guy Use of Specialist Leader of Education to work with Strategic Lead to support consistent approach to language <p>IMPACT: Children have a secure understanding of concepts and relationships between concepts. Children have developed reasoning skills</p>	Claire Myers	Half termly from Autumn 2		Time
	Claire Myers	Half termly		Staff meeting time
	Kat Rowe / maths team	Autumn 2		Release time
	Deborah Howard	Autumn 1		Meeting time
	Deborah Howard	Summer 1		Release time £500
	Claire Myers	Spring 1		Costs covered within MTSA membership
<p>ACTION: Routine and non-routine problem solving is planned and taught consistently</p> <p>HOW:</p> <ul style="list-style-type: none"> CPD through A. Guy to ensure teachers have a clear understanding of routine and non-routine problem solving. SLT and Middle Leader training on routine / non routine problem solving and conducting an effective maths book scrutiny (led by A.Guy) Scrutiny focusing on progress to target and impact led by A.Guy Focused book scrutinies to see impact and consistent approach – clear feedback given Specific follow up scrutiny and feedback 	Deborah Howard	Autumn 1, Spring 1	CPD for this area is from an external provider	Staff meeting time Part of £1000 cost
	Deborah Howard	Autumn 1		Part of £1000 cost
	Deborah Howard	Spring 1		Part of £1000 cost
	Deborah Howard	Half termly		Release time
	Claire Myers	Half termly from Autumn 2		Time

<ul style="list-style-type: none"> Dedicated staff meetings to share good practice each half term. Mentor sessions set up where less impact is seen <p>IMPACT: Children are more fluent in their routine non-routine problem solving skills</p>		<p>Claire Myers</p> <p>Kat Rowe / maths team</p>	<p>Half termly</p> <p>Autumn 2</p>		<p>Staff meeting time</p> <p>Release time</p>
<p>ACTION: Concrete, abstract and pictorial approach is embedded throughout the school</p> <p>HOW:</p> <ul style="list-style-type: none"> CPD through A. Guy to ensure teachers have a clear understanding of this approach. Teachers are using White Rose and this approach would be part of planning - to analyse where teachers are up to with their understanding of this approach Buy new concrete resources for all children to use from EYFS to Year 6. <p>IMPACT: Children have a deeper and more secure understanding basic concepts.</p>		<p>Deborah Howard</p> <p>Claire Myers</p> <p>Claire Myers</p>	<p>Summer 1</p> <p>Spring 1</p> <p>Spring 1</p>	<p>CPD for this area is from an external provider and professional discussions</p>	<p>Staff meeting time Part of £500 cost Staff meeting to revisit</p> <p>Staff meeting / phase meeting time</p> <p>£4000 set in budget for any resources needed</p>
Monitoring					
Who	What	Where	When	How	External Validation
SLT Maths Team	Maths monitoring: *pupil voice, *teacher voice, *book looks, *QA focus visits, *T&L reviews, *Data analysis	*Staff meetings *Pupil progress meetings *Termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Learning walks (Tuesdays) Dedicated staff meetings (see QAC) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of problem solving Evaluation of reasoning opportunities	QA reports

				Evaluation of progress in maths Learning walks and pupil voice Reports to GB	
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Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> Clear problem solving is evident in books. Clear differentiation is evident in books. Reasoning opportunities are evident in books Books show problem solving and reasoning opportunities threaded throughout daily maths activities By the end of the academic year at least 75% of each cohort will reach Expected Standard in Maths. By the end of the academic year at least 20% of each cohort will reach GD in Maths Year 2 and Year 6 will meet national averages in Maths for Expected and Greater Depth. 	<p>By December 2017</p> <ul style="list-style-type: none"> Pupils will achieve 20% of the Maths targets to be on track to meet Expected Standard. Pupils will achieve 10% of the Maths targets at GD to be on track to meet GD. <p>By March 2018</p> <ul style="list-style-type: none"> Pupils will achieve 50% of the Maths targets to be on track to meet Expected Standard. Pupils will achieve 20% of the Maths targets at GD to be on track to meet GD. <p>By June 2018</p> <ul style="list-style-type: none"> Pupils will achieve 80% of the Maths targets to be on track to meet Expected Standard. Pupils will achieve 40% of the Maths targets at GD to be on track to meet GD. 	

END OF YEAR EVALUATION	NEXT STEPS

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Priority 2 - Diminish the difference for our pupil premium children to a gap of 10% or less across school

Co-ordinator: Sarah Turner – Achieving Success Lead Deborah Howard – Headteacher Helen Woolf – Assistant Head (SENCo)		Year 2017/18	Cost of plan: See PPG report for full costings		
Action(for each action include briefly ‘how’ and what the intended impact on the provision will be)		Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: Effective use of Pupil Premium Funding – including identifying and monitoring and mapping provision effectively HOW: <ul style="list-style-type: none"> Analysis of data in regards to pupil premium spending and diminishing the difference. Monitor what provision/interventions are effective – case studies Monitor what provision / interventions are effective – termly intervention data meetings to analyse impact and review Termly feedback from TAs delivering interventions – what is impacting, what would the next steps be, how to further improve, how cohesive is our approach? Organise a Pupil Premium Review and action plan from findings Develop tracking system of pupil premium children, their costed provision and it’s impact. Termly review following pupil progress meetings Use further specific costed provision map for pupil premium children for reading, writing and maths - to ensure full focus on area of need. Termly review Monitor the progress of pupil premium pupils within pupil 		Deborah Howard Sarah Turner Sarah Turner Yasmin Atif (Wave 3) Shirley Jones (Wave 2) Deborah Howard Sarah Turner Helen Woolf Sarah Turner	Autumn 1 Autumn 2 Termly Termly Autumn 2 Autumn 1 - termly Autumn 2 - termly Termly	Staff meetings, feedback and follow up, time to talk as professionals	Time Time Time Release time Time (cost covered within MTSA membership) Time / staff meeting time Time / staff meeting time Release time

<p>progress meetings (paperwork to have specific section on pupil premium attainment and progress)</p> <ul style="list-style-type: none"> Specific Pupil Premium lead on Assessment Team Raise profile of pupil premium children through pen portraits and tracking system Provision for pupil premium pupils to be updated following each pupil progress meeting. Monitor data and progress of pupil premium pupils each half term. Tracking of attendance of pupil premium pupils Identify trends in pupil premium data and needs – plan accordingly Appraisal targets to reflect this objective – headteacher, SLT, teachers, TAs SLT dip ins to often have focus of Pupil Premium children - for example, pupil voice alongside their literacy book or maths book; impact of trips etc . Ensure that sometimes, pupil premium who are not progressing as well as they should are picked Focus in scrutinies – ensuring pupil premium children books are looked at alongside non pupil premium books. Ensure that sometimes, pupil premium who are not progressing as well as they should are picked Pupil Premium book look and pupil voice – led by Associate Governor / OFSTED inspector. All teachers have Target Group report – pupil premium children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate 				
	Sarah Turner	Termly		Meeting time
	Sarah Turner	In place for Autumn 1		Staff meeting, time
	Phase Leads	Termly		Time
	Sarah Turner	Half termly from Autumn 2		Time
	Deborah Howard	Half termly		Meeting time
	Sarah Turner	Half termly		Time
	Deborah Howard	Autumn 1		Meeting time
	Deborah Howard	Half termly at least		Time
	Deborah Howard	Half termly		Time
	Deborah Howard	Autumn 2		Time
	Sarah Turner	Autumn 1		Shared at INSET

<ul style="list-style-type: none">• New assessment system to support teachers in identifying gaps in learning – teachers to have a clear picture of each pupil premium pupil and their gaps.• When pupil premium pupils are on track for Expected Standard, enrichment activities are provided.• Wider provision as per PPG report: music and performance specialist; art specialist; counsellor; individual music lesson; pastoral support; trips• FC@N targets pupil premium pupils where possible.• Extra support such as reading volunteers used to support pupil premium pupils.• Additional teachers in place to support precise group intervention work – Years 1, 2, 6• Additional teacher in place to support precise group intervention work – Years 3, 4 <p>To note, we of course intend the actions of Priority 1 to impact on this objective too.</p> <p>IMPACT: Accelerated progress for our pupil premium pupils. Our Pupil premium pupils are making good progress towards their end of year targets and are doing as well as our non-pupil premium pupils.</p>		Sarah Turner	Autumn 1 – used frequently		£350 (costed above) Staff meeting time
		Deborah Howard	Autumn 1		Costed with PPG report
		Deborah Howard	Autumn 1		Costed with PPG report
		Claire Myers Hayley Craven	Autumn 1 – termly		£4956
		Sarah Turner Sarah Greenway	Autumn 2 – used throughout the year		Time
		Deborah Howard	Autumn 1		Teachers’ salary
		Deborah Howard	End of Autumn 2		Teachers’ salary
Monitoring					
Who	What	Where	When	How	External Validation

SLT	Work books Data/progress measures Intervention records Tracking system	*Staff meetings *Pupil progress meetings *Half termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Half termly data collections Learning walks (Tuesdays) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of progress in RWM Learning walks and pupil voice Reports to GB Evidence of impact on tracking system	QA report
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Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> Pupil premium tracking is robust and effective. Pupil premium pupils make accelerated progress to meet Expected Standard We will diminish the difference between our pupil premium and non-pupil premium pupils by 10% or less. 	<p>By December 2017: Gap (including SEND PP) monitored and no wider than 20% in any cohort</p> <p>By March 2017: Gap (including SEND PP) monitored and no wider than 15% in any cohort</p> <p>By June 2018: Gap (including SEND PP) no wider than 10% in any cohort</p>	

END OF YEAR EVALUATION	NEXT STEPS

Achieving Success 2017/18 Priority 3 - Diminish the difference for our EAL children to a gap of no more than 15%.				
Co-ordinator: Deborah Howard – Headteacher Sarah Turner – Achieving Success Lead Sam Coombes – Operational Inclusion Lead	Year 2017/18	Cost of plan: £350 (costed in above section) £350 – wordbanks, bilingual dictionaries, signs Additional teacher’s salary Approx: £126,000 additional teaching cost (not all EAL specific)		
Action(for each action include briefly ‘how’ and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: Identify and monitor EAL pupils; mapping interventions and tracking progress thoroughly HOW: <ul style="list-style-type: none"> Thorough analysis of data to provide an EAL data report Tracking system used to identify specific support to be put into place to ensure Expected Standard is met. All teachers have Target Group report – EAL children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate Teachers have a clear picture of each EAL pupil and their gaps in learning. New assessment system to support teachers in identifying gaps in learning – teachers to have a clear picture of each EAL pupil and their gaps. 	Deborah Howard Sarah Turner Sarah Turner Sarah Turner Sarah Turner	Autumn 1 Autumn 1 – used frequently Autumn 1 Autumn 2 Autumn 1 – used frequently	Profession al dialogue and time to talk	Time Time Shared at INSET Time £350 – costed above

<ul style="list-style-type: none"> Wave 2 provision map in place – interventions are recorded and impact measured. Monitor what provision / interventions are effective – termly intervention data meetings to analyse impact and review Monitor the progress of EAL pupils within pupil progress meetings (paperwork to have specific section on EAL attainment and progress) Specific EAL lead on Assessment Team Raise profile of EAL children through pen portraits and tracking system Monitor data and progress of pupil premium pupils each half term. Extra support such as reading volunteers used to support pupil premium pupils. Additional teachers in place to support precise group intervention work – Years 1, 2, 6 Additional teacher in place to support precise group intervention work – Years 3, 4 <p>To note, we of course intend the actions of Priority 1 to impact on this objective too.</p> <p>IMPACT: EAL pupils are making good progress towards their end of year targets and are progressing at least as well as our non-EAL pupils. Attainment gap narrowing between our EAL and non EAL children.</p>	Sarah Turner / Phase Leads	Termly and also updated as needed		Time
	Sarah Turner	Termly		Time
	Sarah Turner	Termly		Time
	Deborah Howard	Termly		Time
	Sarah Turner	Autumn 1		Time
	Sarah Turner	Half termly from Autumn 2		Time
	Sarah Turner Sarah Greenway	Autumn 2 – used throughout the year		Time
	Deborah Howard	Autumn 1		Teachers' salary
	Deborah Howard	Autumn 2		Teachers' salary
<p>ACTION: Targeted support for teachers</p> <p>HOW:</p>			Sam Coombes' role –	

<ul style="list-style-type: none"> EAL data project to support understanding of the differing languages and needs within each class, year group and phase New role for Operational Inclusion Lead in place – EAL focus S. Coombes to spend time per teacher (working according to need) first spending time in the classroom getting to know current provision and need, then supporting class teacher with specific planning and resources. Team teaching opportunities and follow up meetings and support CPD on strategies to support EAL learners Half term focus on staff training calendar – time to spend a half term as a staff talking about EAL strategies, sharing ideas and good practice Resources shared in staff meetings When good practice is spotted in scrutiny, asking staff to share with staff <p>IMPACT: EAL pupils are making good progress towards their end of year targets and are progressing at least as well as our non-EAL pupils. Attainment gap narrowing between our EAL and non EAL children.</p>	Sam Coombes Deborah Howard	Autumn 1	working with staff	Time
	Sam Coombes Deborah Howard	Autumn 1		Salary
	Sam Coombes Deborah Howard	Autumn 2, over the year		Time / Salary
	Deborah Howard Sam Coombes	Spring 1		Staff meeting
	Deborah Howard	Spring 1		Staff meeting time
	Deborah Howard Sam Coombes	Spring 1		Staff meeting
	Deborah Howard	Autumn 1, as seen		Time
<p>ACTION: Developing a further understanding of our EAL children and their needs</p> <p>HOW:</p>			Feedback and support following scrutinies etc	
	Deborah Howard	Half termly		Meeting time

<ul style="list-style-type: none"> Tracking of attendance of EAL pupils – working with families to support improvements EAL parent focus group to understand barriers they have with school communication and what can be done SLT dip ins to often have focus of EAL children - for example, pupil voice alongside their literacy book or maths book; learning journey checker – EAL compared to non EAL; pupil voice on barriers / strategies that support etc. Ensure that sometimes, EAL who are not progressing as well as they should are picked Non data appraisal targets to reflect this objective – headteacher, TAs. Included in pupil progress target for teachers (after PP children, EAL children are part of their target group) Focus in scrutinies – ensuring pupil premium children books are looked at alongside non pupil premium books. Ensure that sometimes, pupil premium who are not progressing as well as they should are picked TA forums on EAL strategies and sharing practice Observations in EYFS to consider how EAL children are accessing the environment Sampling in EYFS to consider any barriers EAL children may be facing <p>See Parental Links plan for actions in place to further support and link with EAL families</p>	Ellie Linton	Autumn 2		Time
	Deborah Howard	At least half termly		Time
	Deborah Howard	Autumn 1		Time
	Deborah Howard	Half termly		Time
	Deborah Howard	Autumn 2, Spring 2		Time
	Deborah Howard Helen Woolf	Autumn 2, Spring 2		Time
	Deborah Howard Helen Woolf	Autumn 2, Spring 2		Time
	Sarah Greenway			
ACTION: Bilingual approach throughout the school HOW <ul style="list-style-type: none"> Talk friendly classrooms to be created. 	Sam Coombes	Summer 2	Staff meeting time and Sam	Time

<ul style="list-style-type: none">Wordbanks and bilingual dictionaries purchased for each classroom. Ipads also used.Talk for writing and collaborative learning developed through CPD.Inference training concepts used to support EAL learners.Celebrations of our culturally diverse community throughout the year.Bilingual signs throughout the school.Pre-teaching of vocabulary and understanding before a topic for our EAL learners. <p>IMPACT: EAL learners are making good progress towards their end of year target, supported by developed language skills</p>	Deborah Howard		Coombes' role	Salary (see above)	
	Sam Coombes	Spring 1		£300	
	Kat Rowe	Spring 1		Staff meeting time Mentor time	
	Sarah Greenway	Spring 1		Staff meeting time	
	Deborah Howard	Throughout year		Time to organise	
	Sam Coombes	Spring 1		£50	
	Deborah Howard	Autumn 1		Time	
Monitoring					
Who	What	Where	When	How	External Validation
SLT	Work books Data/progress measures Intervention records	*Staff meetings *Pupil progress meetings *Half termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Half termly data collections Learning walks (Tuesdays) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of progress in RWM Learning walks and pupil voice Reports to GB	QA report
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
SUCCESS CRITERIA	MILESTONES		EVIDENCE OF IMPACT FROM MONITORING		
<ul style="list-style-type: none">EAL tracking is robust and effective.	By December 2017 Gap no wider than 25% per cohort By March 2018				

<ul style="list-style-type: none"> • EAL pupils make accelerated progress to meet Expected Standard • We will diminish the difference between our EAL and non-EAL pupils to 15% or less 	<p>Gap no wider than 20%</p> <p>By June 2018</p> <p>Gap no wider than 15% per cohort</p>	
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END OF YEAR EVALUATION	NEXT STEPS