

PPG Impact review for 2017-2018

Table 1:

Figures of attainment for PPG children – Dunstable Icknield (DILS) results are shown in white rows, local authority averages (LA) are shown in the grey rows.

	Rec = 2 pupils	Y1 = 7 pupils	Y2 = 8 pupils	Y4 = 12 pupils
GLD DILS	0			
GLD LA	45			
APS DILS	20.5			
APS LA	30.6			
DILS - % pupils working at expected standard or greater depth in reading, writing and maths			63 ; 38 ; 50 [GDS 13; 0 ; 13]	58 ; 33 ; 75 [GDS 0 ; 8 ; 0]
LA - % pupils working at expected standard or greater depth in reading, writing and maths			60 ; 48 ; 60 [GDS 18 ; 9 ; 13]	66 ; 51 ; 62 [GDS 18 ; 12 ; 12]
PHONICS DILS		29		
PHONICS LA		67		

Table 2:

% Figures for progress from KS1 to Year4 – 9 pupils

Dunstable Icknield (DILS) progress results are shown in white rows, local authority averages (LA) are shown in the grey rows.

	Reading	Writing	Maths
DILS - % pupils making expected and above expected progress in reading, writing and maths	89	56	100
LA - % pupils making expected and above expected progress in reading, writing and maths	90	91	90

Teaching intervention has had a positive impact on the attainment of Y2 children in reading.

Targets for 2018-2019 are improved attainment in writing and maths at the end of KS1 and targeting those children on the cusp of greater depth. Number of Y1 children achieving expected standard in phonics improves.

Teaching intervention has had a positive impact on the attainment of Y4 children in maths. Progress from Y2 – Y4 in reading and maths is in line or better than LA averages.

Targets for 2018-2019 are improved attainment in reading and writing and targeting those children on the cusp of greater depth in all areas. Progress in writing continues to be a focus.

Nurture Work

Last year the Family Support Worker delivered 101 sessions to PPG children with interventions to support behavioural, social and emotional development. Delayed development in these areas has an effect on a child's ability to learn. Support included interventions for individuals, small group session work, liaising with families, liaising with external agencies and liaising with teachers to help and support vulnerable learners.