

2017-18 Data Summary

EYFS

Cohort of 77	2017 All	2018 All		LA National 2018	2018 Home-grown (45) (From F1 - Last cohort of double funded places)	
	Expected +	Expected + Pupil premium (16)	Greater depth		Expected +	Greater depth
GLD	46.2%	53% 50%		67.8% 71.5%	66.6%	
				LA 2017/ Nat 2018		
Reading	57.7%	53.9% 62.5%	7.8%	69.8% 77%	66.6%	13.3%
Writing	46.2%	53.9% 62.5%	5.2%	67.4% 73.6	66.6%	8.9%
Maths		56.5%		73%	68.8%	
Number	55.1%	61.8% 68.8%	6.5%	74.3% 79.6%	73.3%	11%
SSM	52.6%	57.8% 62.5%	5.2%	76.1% 81.6%	68.8%	8.8%

Cohort context and commentary

High Mobility levels:

- Children enter F1 at exceptionally below National Average.
- 29% mobility in year
- 21 pupils entered in Autumn F2
- 13 pupils admitted and 9 left during Spring/Summer terms
- attendance 92.1%

Achievement

55% at or above the expected stage of RWI compared to 24% at Sept 2017 baseline

Compared to LA,

Home-grown are:

- in line GLD
- just below (less than 3%) in Reading ,Writing and Numbers
- 7% below SSM

PROGRESS MEASURES:

99 % - F1 and F2 made expected progress or more (ie, 1 step in e,d,s in F1 and 2 steps in e,d,s in F2)

See SIMS sheets on tracking progress

EYFS Identified issues

PP – identify areas needed to increase from 50% GLD

Language needed for reasoning esp. SSM, UTW – drawing out explanations/linking similarities and differences(also identified through moderation)

Considerable gap between school and LA in:

- Understanding the World (78% - 48%)
- Expressive Arts (81% - 54.9%)

School Improvement Plan

- Through adult interactions focus on language of explanation – over all areas curriculum
- Embed Mastery maths approach and coverage; develop long term plan; SK complete MM research prog.
- Ensure consistency in reading provision
- EAD -Develop provision and resourcing; staff meeting time CPD

Phonic Screening Check Year 1

Y1 84 IN COHORT	Raw score Disapplied - 3 children , admissions in summer term with no English Home-grown 56 children admitted before Jan 17 (5 terms in school)	LA	National
2018	64% 67% 73%	78.7%	82.5%
2017	64% 72.2%	78.5%	81%

Cohort context and commentary

Cohort: 25% mobility

11 children admitted, 10 left during the academic year

Attendance of year group 93.2%

Achievement:

- 90% of children admitted in Autumn term F2 achieved standard
- 49% cohort at expected level for RWI at end of year

PSC Y1 Identified issues

Lack of consistency in:

- 1:1 phonics tuition
- Reading provision in classes

School Improvement Plan

RWI and KS1 leads to:

- develop programme of consistent approach to 1:1 phonics tuition
- Review and agree reading provision in classes

KS1 – Year 2

	2017 Cohort GLD 32%		2018 cohort GLD 35%		LA	National
	EXS+ All	H/G (29)	EXS+ All	H/G (43)		
RWM	23.5%		18%	31% (3.7 GDS)	60%	65%
R	40%	62%	29%	52% (7% GDS)	69%	75%
W	30.6%	52%	31%	37% (3.7% GDS)	64%	70%
M	45.9%	62%	31%	50% (3.7%)	72%	76%
End Y2 phonics	77.9%		76%	82%	90%	92%

Cohort context and commentary

Mobility

33% mobility – 12 in 14 out – highest of school this year

Attendance 94%

Staffing issues – due to unusual number of long-term absences of some Y2 teachers, only one class had the same teacher all year.

Cohort 80 :

- 43 children were with us from F1 and Autumn F2; 6 joined Spring/summer F2; 8 joined Autumn Y1; 4 joined Spring/Summer Y1; 7 joined Autumn Y2; 12 joined Spring/summer Y2

Achievement:

45% off RWI prog compared to 15% in September

PSC 82% passed in June compared to 61% at the beginning of the year.

Progress from F2 (50 children = 63% of the cohort):

Reading: 84% expected prog, incl. 14% accelerated prog

12 children slow moving

Writing: 90% expected prog, incl. 16% accelerated prog

9 children slow moving

Maths: 82% expected prog, incl. 4% accelerated prog

12 children slow moving

KS1 Identified issues

Cohort needs focused support into Y3 esp. chn identified making slow progress

Increase EXS in R,W +M

School Improvement Plan

- Mentor and support for KS1 lead based in Y2 (also maths lead)
- Consistency in maths planning / delivery
- Increase integration between topic themes and reading – focus on vocab and background knowledge
- Consistent provision in reading between those on RWI and those off programme
- Clarify and train staff in RWI expectations for writing / increase opportunities to write at length across curriculum
- Focused support in Y3 for slow moving pupils

KS2

58 pupils 43 H/G APS – 12.9	Attainment				Progress		
	2017		2018		LA	Average scaled score	Progress score
	Raw	Disapp.	Raw	Disapp.	National		
Reading	51.8%	53%	56.9%	60% (5% GDS)	71% 75%	99.2	+0.73
Writing	57.1%	58%	46.6%	48%	74% 78%	Teacher Assessment	-0.53
GPS	67.9%	69%	69%	71%	75.5% 78%		
Maths	66.1%	67%	67.2%	70% (11% GDS)	73.2% 76%	102	
RWM	42.9%	45%	39.7%	41%	60.7% 64%	101.7	+3.04

Cohort context and commentary

Mobility 9% (3 in 3 out) Attendance: 95.5%

EAL: 56/58 PP: 21 SEN: 11

Reading

18% still having daily phonics sessions in Sept, 5% by end of year.

Progress of 16 low prior attainers was +3.1

75% Middle prior attainers and 100% (4) higher prior attainers achieved EXS

Boys performed better than girls with 65.5% reaching EXS+

Maths

87% Middle prior attainers and 100% (4) higher prior attainers achieved EXS

79% of boys reached EXS+ = higher than National

KS2 Identified issues

GDS

Progress :

- Middle and higher prior attainers in reading – need to increase % middle achieving EXS, convert HPA to GDS
- of girls in all subjects

School Improvement Plan

- Identify slow moving readers (esp girls) in KS2 – adopt a reader/tuition groups in term 1
- Embed reading spine (INSET)– focus on vocab and background knowledge
- SSIF work – lesson study introduced Y3/4
- All chn at 3 or 2a in KS1 to be given focused tuition towards GDS
- Introduce pre-teaching, initially for LPA in Y6 – roll out to other groups