

Data summary 2016 - 17

EYFS Data

GLD %	% All (78)	Disapplied 10 (68)	LA Nat
2017	46.2	↑14%	52.9
2016	32.1		66.6%
			63.5%

	Raw % Disap. 10 summer term admissions with no Eng%	School change % (after disap)	LA	Nat
Communication and language				
Listening and attention	67.9 77.9	↑8.9	84.7	
Understanding	66.7 76.5	↑14.6	83.1	
Speaking	62.3 72.1	↑9.0	83.4	
Literacy				
Reading	57.7 66.2	↑26.9	70.8	
Writing	46.2 52.9	↑18.4	67.7	
Numeracy				
Numbers	55.1 63.2	↑16.8	74.3	
Shape, space and measures	52.6 60.3	↑17.4	75.8	
PSE				
Self-confidence and awareness	71.8 82.4	↑6.2	86.4	
Managing feelings and behaviour	71.8 82.4	↑5.0	85.3	
Making relationships	76.9 86.8	↑9.4	87.8	

Blue = raw data

Commentary (attainment of HG/vulnerable gp/progress/new beginners)

Cohort High Mobility levels:

- Children enter F1 at exceptionally below National Average.
- 27 new entrants from January, majority with no English and no previous experience of FS setting

Achievement

- % GLD following an upward trend
- 56.6% F1 + F2 Autumn admissions GLD
- 63% Autumn 1 admissions got GLD
- 22 children with English as first language performed above the LA – 72.7% (↑45.4%)

Just disapplying 10 children admitted in the summer term with no English and no FS experience:

- Highest results in Reading (66.2%), writing (52.9%) and maths numbers (63.2%), shape space and measures (60.3%) ever

This shows positive impact of RWI and work on Maths.

PROGRESS MEASURES:

100% - 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

Issues:

Need to increase GLD for children admitted in F1 and autumn F2 by 10% to reach LA level
Vocabulary for explanations and imagination needs to be a focus

School Improvement Plan focus or Action:

- Literacy – RWI specialist lead 5 mornings per week/ focused CPD / boys / switch on training
- To address areas of ↓ : Vocab. of explanation needed to achieve all aspects of The world; dev. of fine motor skills of new beginners needs to be planned for to increase Phys Dev aspect; dev. imagination incl. as part of PE
- Maths- F1 and F2 mastery maths project – SK training
- Enriched feedback time for teachers
- Timetable changes to ensure consistency of focus input and guided practise
- Moderation through CLP / evidence collection monitored
- Monitoring linked to HG and vulnerable groups

Phonics Data

Year 1	Raw score	Disapplied - 8 children , 7 admissions in summer term and 1 high level SEN
2017	64%	72.2%
2016	63.1%	↑22%
2015	41%	

Commentary

Year 1

Cohort: 39% mobility

Achievement:

- In January we were predicting the raw score to be at least 74%, but 15 children left and new starters had little or no English, no previous schooling.
- 75% (6/8) children who were admitted in the Autumn term (with no prior knowledge) achieved the standard compared to 30% (3/9) of new starters in the Autumn term the previous year and only 1 had no prior knowledge

	Raw	Disap *	No on- track leavers	% if stayed **
Class 1	50%	52%	4	68%
Class 2	77%	86%	5	83%
Class 3	59%	77%	6	82%
All	62%	72%		79%

* Only Disapplied children who:

- Were admitted with no English in Summer term Y1 with no PGC
- Had high SEN+no PGC

** includes SEN chn

Year 2	Raw score Disapplied – 8 disapplied – admitted in summer term no English		
2017	77.9%	85.7%	↑ 12.5%
2016	72%		
2015	55%		

- 70.5% children attended since Nursery passed, Average word score of 33
- 65.2% children admitted Sept- Jan of F2 passed, Average word score of 32
- 66.6% children admitted Sept – Jan Y1 passed. Average word score of 27 words
- (chn admitted Jan- March 3.5words)

Year 2

Cohort :

- 29 children from this cohort attended our nursery 12 = N1, 17 = N2)
- 32% cohort achieved GLD
- High Mobility 25% in the cohort, with 1 class having a total of 21 ins and outs.

Achievement :

41 children were eligible to take the test in Year 2, 54% of these passed the test.

Of the 26 children who were with us in Y1 15/26 = 57.6% passed the test

Overall 77.9% of Year 2 children passed the PSC by the end of year, compared to 72% in 2015

Without 9 disapplied:

- the figure is 85.7%, with boys' attainment up by 18.8% to 87.8%(above LA average) and girls' by 7% to 83.3% (below LA average)
- On average our Y2 pupils decoded 28.9 words, 1 word above the LA average
- Boys' average word score is 2.1% above LA average at 30.6

Issues:

Y1: After disapplication of chn admitted in Summer term still 6.5% below LA

Y2 : Need to ↑ % of chn who were with us in Y1 passing test in Y2

School Improvement Plan focus or Action:

- RWI – specialist 5 morning a week to support further staff CPD, interventions, 1:1, switch on
- Monitor progress: chn from Y1 who did not pass PSC ; Pupil premium / disadvantaged pupils
- Pupil premium interventions/boosting in autumn term
- Enriched feedback
- Conduct PSC in Y3 on those who did not pass in Y2

KS1 Data

2016 -17 Y2					
	2016 Cohort GLD 27%		2017 Cohort GLD 32%		LA National
	EXS+ (All)	H/G	EXS+ All dis 8	H/G (29)	
RWM	24.5%		23.5%		57.5%

Commentary

Cohort:

In year 25% mobility across the year group (21 ins and outs in one class)

29 children started our nursery, 31 joined in F2, 10 joined in Y1 and 17 during Y2.

17 new- to -English and new -to -school children joined in Y1 and Y2.

			26%		
R	37%	46%	40% 44.2%	62%	70.1% 76%
W	27%	35%	30.6% 33.8%	52%	62.5% 68%
M	36%	43%	45.9% 49.4%	62%	71% 75%
End Y2 phonics	72%		77.9% 85.7%		88%

If disapplied 17 under same rules as Y6

RWM 29%

Reading 50%

Writing 38%

Maths 57%

Achievement:
Without 8 new to English children who started in summer term:

Reading:
Boys’ reading increased by 24.4% to 53.7%
Girls decreased by 10% to 33%
SEN increased by 25% to 63.8%
GDS increased

Writing:
Boys’ writing increased by 12.2% to 24.4% (still very low)

Maths
All increased by 13.2% to 49.4
Boys by 24.4% to 53.7
Girls by 2.9% to 44.4
SEN by 30.9% to 36.8

Progress:
Reading:
Progress by prior attainment increased by 10% for emerging and 9.6% for expected, but still a gap

Maths:
Prior attainers:
emerging 25%
expected 78.1%

Issues:
Attainment:
Combined 31.5% below LA
HG up but 10% below LA

Reading: After disapp., despite increase of 24% for boys they are still below LA ; girls very low at 33%
Pupil premium ,12 Non EAL down

Progress:
20% - 30% chn at expected prior learning (EYFS GLD) did not get EXS across RW or M

School Improvement Plan focus or Action:

- Increase % reading - RWI (with specialist support) plus teaching comprehension; ops for more extended writing; focus for G+B, switch on
- Enriched feedback to ensure progress for HG , disadvantaged pupils and slow movers
- Maths Mastery Approach CPD / White Rose maths resources used/ maths no problem
- 15 min Daily basic skills outside maths hour
- Planned maths intervention for identified girls falling behind
- CLP ↑moderation in Yr Gps/ in school across phases
- Ensure prior attainment is closely monitored by year group teachers, phase leads

KS2 Data			Commentary
All children	With 4 disapplied	FFP ↑↓ 2016-2017	There were 59 children in the 2016/17 cohort across 2 classes • KS1 APS for the cohort is 13.0 • 42 children from this cohort attended our nursery or joined us in Reception • 25 children left the cohort between Reception and Year 6 • 15 children joined and stayed with this cohort since KS1

	TA	SATs	Nat Avg	SATs	
Reading	52%	49%	71%	53%	↑12%
Writing	53%		76%	58%	↓5%
GPS		64%	77%	67%	↑12%
Maths	47%	64%	75%	69%	↑10%
Comb	42%	44%	61%	45%	↑15%

TA = Teacher assessments. These are based on multiple practice papers and classroom work

Floor Targets for Attainment – **NOT MET**

Progress based on 76% of cohort (45/59 children)		
KS1 APS 13.0	Avg Scaled Score per pupil	Progress score
Reading	98	0.8 (-1 to 2.6)
Writing/GPS	102	0.9 (-0.8 to 2.6)
Maths	102	3.3 (1.7 to 4.9)

Floor Targets for Progress - **MET**

- 25% children had identified Special Educational Need
- 88% children identified EAL
- 23 children (40%) eligible for the Pupil Premium
- 4 children who joined in KS2 achieved EXP in Reading, Writing & Maths

Achievement:

- **Upward trajectory on last year, except writing:**
- 12/23 Pupil Premium children (52%) achieved EXP in Reading, Writing & Maths
- Up 15% for children achieving EXP in Reading, Writing & Maths
- Up 10% for children achieving EXP in Maths (2 children scored full marks on all papers, with one more child missing out by 2 marks)
- Up 12% for children achieving EXP in Reading
- 4 children who were Level 1 achieved EXP in Reading
- Up 12% for children achieving EXP in GPS

Progress:

Reading

- 11/11 level 2A/3 achieved EXP in Reading = 100%
- 8/12 level 2B achieved EXP in Reading = 67% **↑47% from 2016**
- 2/11 level 2C achieved EXP in Reading = 18%
- 4/8 level 1 achieved EXP in reading = 50% **↑33% from 2016**

Writing

- 5/7 Level 2a achieved EXP in writing = 71% (1 Child GDS)
- 10/12 Level 2b achieved EXP = 83%
- 10/13 Level 2c achieved EXP = 77%
- 1/11 Level 1 achieved EXP = 9%

GPS

- 7/7 Level 2a in writing achieved EXP in GPS = 100%
- 11/12 Level 2B in writing achieved EXP in GPS = 92% **↑22% from 2016**
- 11/13 Level 2C in writing achieved EXP in GPS = 85% **↑27% from 2016**
- 5/11 Level 1 in writing achieved EXP in GPS = 45% **↑34% from 2016**

Maths

- 5/5 level 2A/3 achieved EXP in Maths = 100% (2 children achieved full marks)
- 8/8 level 2B achieved EXP in Maths = 100%
- 14/20 Level 2c achieved EXP in Maths = 70% **↑3%**
- 3/10 level 1 achieved EXP in Maths = 30% **↑30%**

School Improvement Plan focus or Action:

- Focus on Teaching Comprehension to raise standards across KS1 & KS2
- Enriched Feedback F2 to KS2
- Teachers working with children off RWI programme working together to ensure coverage
- Maths Mastery Approach
- White Rose maths resources / Mathletics / Times Table Rock Stars / Regular weekly arithmetic practise in KS1
- Y6 tuition/ boosting started in Autumn term
- GDS – Early identification
- Focus on children making slow progress from KS1 (2c & 2b) esp 2c boys in reading
- Middle Leaders / Subject Leads - key role in standards. Timetabled release time linked to whole school monitoring cycle
- Cont. to refine new Assessment System to ensure accurate Teacher Assessments/ **↑**moderation in Year Groups/across phases/with other local schools