

Data summary sheet 2015 - 16

EYFS Data

GLD %	All	Home Grown	LA	National
2016	32%	53%	63.5%	69%
2015	37%	55%	58%	66%

	School %	LA%	National %
Communication and language	55%		
Listening and attention	69	83.6	85.9
Understanding	61.9	83.4	85
Speaking	63.1	82.7	85.1
Literacy	35%		
Reading	39.3	68.7	77
Writing	34.5	65.8	72.6
Numeracy	40%		
Numbers	46.4	72.8	78.8
Shape, space and measures	42.9	75.7	81.7
PSE	69%		
Self-confidence and awareness	76.2	86	89.2
Managing feelings and behaviour	77.4	84.9	87.9
Making relationships	77.4	86.9	89.5
Physical Development	80%		
Moving and handling	85.7	88.1	89.8
Health and self-care	83.3	88.3	91.5
The world	62%		
People and communities	64.3	80.1	85.8
The world	65.5	80	85.7
Technology	84.5	91.5	92.4
Expressive Arts +Design	82%		
Using media and materials	83.3	84.6	88.6
Being imaginative	82.1	82	88.1

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

Cohort High Mobility levels:

- Children enter F1 at exceptionally below National Average.
- 66 new entrants from September
- 14 leavers all of whom were age related or above
- 69% were New Beginners to English when they joined in F1

Achievement

- Physical Development, Expressive Arts and Technology are close to LA/National levels.
- Other aspects, which are more language reliant, are below and well below LA/National
- Speaking, within Communication + Language, has been an identified focus within FS provision has shown a 2% increase on last year.
- Maths- Shape, Space and Measures were not met for 6 CUSP children , therefore numeracy went down by 26% from the previous year.– see actions
- 36 children attended our Nursery for a year or more - 29/36 (69%) joined Nursery New to English
- 47% (12/29) of these 29 achieved GLD
- 53% (19/36) children attended our Nursery achieved GLD

PROGRESS MEASURES:

98% - make expected progress or more in F1 and F2
(ie, 1 step in e,d,s in F1 and 2 steps in e,d,s in F2)

See SIMS sheets on tracking progress EYFSP

School Improvement Plan focus or Action:

- LA- moderation on PSE aspects- health and self-care
- Literacy – RWI INSET and CPD across school- see SDP
- Maths-
 - INSET ;
 - focus on Shape, Space and Measures
 - re-organise maths provision/ coverage, focused activities, and opportunities across FS provision
 - moderation- increase local school moderation to ensure accurate judgements

Phonics Data					Commentary										
2015-2016 Phonics					Year 2 Cohort reduced to 94 at time of tests (lost some on-track children gained New Beginners) 53 children were eligible to take the test in Year 2, 57% of these passed the test - Overall 72% of Year 2 children passed the PSC by the end of year , compared to 55% in 2015 1.8% Absent and 5.4% disapplied so did not take test: 2high level SEN children both with EHCPs 1 transferred to special school at the end of the year, the other has CP, 1 child arrived new to English less than a term before the test. Without 3 disapplied the figure is 75.5% 37 children from this cohort attended our nursery (16 = N1, 21 = N2) 27% achieved GLD - High Mobility in the cohort. 29 children in the cohort (31%) were new beginners to English (admitted since September 2014), the majority of these children had no prior schooling <table><tr><td>Joined in</td><td>Number</td></tr><tr><td>Nursery</td><td>37 (N1 = 16, N2 = 21)</td></tr><tr><td>F2</td><td>28 (19 in September, 9 mid year)</td></tr><tr><td>Y1</td><td>26 (11 in September, 15 mid year)</td></tr><tr><td>Y2</td><td>3</td></tr></table> Year 1 - Cohort increased from 82 at end Spring Term to 84 53 passed = 63% 3 scored 30 and 3 scored 31 22% Increase from 41% in 2015 (January 2016 on track for 73%, but 9 children who were on track to achieve the standard left and 9 children joined with little or no English) Without the 6 children disapplied the figure is 53/78 = 68% 84 children in the cohort - 32 started in our Nursery Average word score for children who have attended since Nursery is 36.3 (above National Average of 34) Average word score for chn started in F2 is 32.9 - Average for 6 children started at the beginning of Y1 was 20 words which represents one year of learning phonics - Of the 20 SEN children 60% achieved expected level in phonics as did 80% FSM boys	Joined in	Number	Nursery	37 (N1 = 16, N2 = 21)	F2	28 (19 in September, 9 mid year)	Y1	26 (11 in September, 15 mid year)	Y2	3
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	End Spring Term 2016		Predictions for test (rounded)												
Year 2	No. chn 32+	% 32+	No.chn 25 words+	% 25words+											
2BD	15/23	65%	16/23	69%											
2BKD	21/25	84%	24/25	96%											
2WB	18/26	69%	22/26	84%											
2TA	16/25	64%	20/25	80%											
Y2 Cumulative total	70/99	70%	82/99	83%											
41% of cohort achieved expected phonics standard in Y1			Actual = 72% (68/94) National=91%												
Year 1	No. chn 32+	% 32+	No. chn 25+	% 25+											
1LB	17/27	63%	17/27	63%											
1ER	19/27	70%	21/27	77%											
1ND	19/28	68%	20/28	80%											
Y1 total	55/82	67%	58/82	73%											
			Actual = 63% (53/84) National= 81%												

KS1 Data						Commentary
2015 -16 Y2						Cohort included the Y1 ‘bulge’ class we were asked to take by the LA last year. 24 joined in Y1 with no previous schooling and no English. We started the year with 105 children but had reduced to 94 by the end of the year. Progress: Reading: 52% were at 1c or below at the end of Y1 73% of the children at 1b+ in Reading at the end of Y1 gained EXS Writing: 49% were 1c or below at end of Y1 60% children at 1b+ end of Y1 achieved EXS 100% (18/18 children) of children at 1a+ Maths:26 children (27.6% of cohort) 1a+ end Y1 100% achieved EXS 60% 1b+ achieved EXS This represents accelerated progress over Y2
	2015 Cohort GLD 10%		2016 Cohort GLD 27%		National	
	2b+	2a+	EXS+ (All)	H/G		
R	52%	27%	37%	46%	74%	
W	48%	29%	27%	35%	65%	
M	46%	19%	36%	43%	73%	
End Y2 phonics	55%		72%			
School Improvement Plan focus or Action:						
• RWI introduced • Children not at expected standard in phonics, Y1, Y2 and into Y3 tracked through half termly RWI • Maths Mastery Approach CPD and 10 week support package from LA maths Adviser • White Rose maths resources used • Cont. to refine new Assessment System to ensure accurate Teacher Assmts/ ↑moderation in Yr Gps/across phases/with other local schools						

KS2 Data				Commentary																																																			
<table><tr><th colspan="3">All children</th><th colspan="2">Without 6 disappiled children</th></tr><tr><th></th><th>TA</th><th>SATs</th><th>Nat Avg</th><th>TA</th><th>SATs</th></tr><tr><td>Reading</td><td>62%</td><td>37%</td><td>66%</td><td>69%</td><td>41%</td></tr><tr><td>Writing/GPS</td><td>63%</td><td>55%</td><td>74%/72%</td><td>72%</td><td>59%</td></tr><tr><td>Maths</td><td>65%</td><td>52%</td><td>70%</td><td>72%</td><td>57%</td></tr><tr><td>Comb</td><td>53%</td><td>27%</td><td>53%</td><td>59%</td><td>30%</td></tr></table> TA = Teacher assessments. These are based on multiple practice papers and classroom work Floor Targets for Attainment – NOT MET <table><tr><th colspan="3">Progress based on 72% of cohort (44/60 children)</th></tr><tr><th></th><th>Avg Scaled Score per pupil</th><th>Progress score</th></tr><tr><td>Reading progress score</td><td>98</td><td>-1 (-2.9 – 0.9)</td></tr><tr><td>Writing/GPS</td><td>102</td><td>+2.9 (1.0 – 4.8)</td></tr><tr><td>Maths</td><td>100</td><td>+0.5 (-1.1 to 2.1)</td></tr></table> Floor Targets for Progress - MET				All children			Without 6 disappiled children			TA	SATs	Nat Avg	TA	SATs	Reading	62%	37%	66%	69%	41%	Writing/GPS	63%	55%	74%/72%	72%	59%	Maths	65%	52%	70%	72%	57%	Comb	53%	27%	53%	59%	30%	Progress based on 72% of cohort (44/60 children)				Avg Scaled Score per pupil	Progress score	Reading progress score	98	-1 (-2.9 – 0.9)	Writing/GPS	102	+2.9 (1.0 – 4.8)	Maths	100	+0.5 (-1.1 to 2.1)	There were 60 children in the 2015/16 cohort across 2 classes 29 children from this cohort attended our nursery and 8 more joined in the Reception Year 93 children joined or left since Nursery 8% of children have an identified Special Educational Need, 50% of the children in the cohort are or have been on the SEN register at some point (code N) 27% of children are known to be eligible for the pupil premium 22 Children arrived since the end of Key Stage 1 55 children had English as an additional language (92%) 19 children (35%) arrived since Year 4 and stayed to the end of Year 6 15 of these children arrived with no English 60% children arrived with no English achieved the expected standard in maths 47% children arrived with no English and achieved a scaled score above 92 in the GPS test. 3 children who arrived in Key Stage 2 achieved the expected standard in all three test subjects combined 8% of children have an identified Special Educational Need, 50% of the children in the cohort are or have been on the SEN register at some point (code N) 27% of children are known to be eligible for the pupil premium Reading 11/11 level 2A/3 passed reading = 100% 2/10 level 2B passed reading = 20% 2/11 level 2C passed reading = 18% 1/6 level 1 or below passed reading = 17% - Therefore 3/17 (18%) at 2C or below passed - Of the 8 2B who did not pass, they had an average scaled score of 97 (range of 99-92) Writing / SPAG 9/9 Level 3/2A in writing passed SPAG = 100% 7/10 level 2B in writing passed SPAG = 70% 7/12 level 2C in writing passed SPAG = 58% 1/9 level 1 or below in writing passed SPAG = 11% - Therefore 8/21 (38%) at 2C or below passed - Of the 5 2C who did not pass, they had an average scale score of 98 (range 99-97) Maths 7/7 level 2A/3 passed maths = 100% 8/13 level 2B passed maths = 62% 8/12 level 2C passed maths = 67% 0/6 level 1 passed maths = 0% - Therefore 8/18 (44%) at 2C or below passed - Of the 5 2B who did not pass, 4 had a scaled score of 99 - Of the 4 2C who did not pass, they had an average scaled score 94 (range of 98-88)	
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School Improvement Plan focus or Action: - RWI introduced - Teachers working with children off RWI programme working together to ensure coverage - Teaching of Inference CPD training from 2015-16 monitored - Maths Mastery Approach CPD and 10 week support package from LA maths Adviser - White Rose maths resources used - Y6 tuition/ boosting started in Autumn term - Middle Leaders’ -key role in standards (Y5/6 Lead, Y3/4 Lead, 2 Maths Leads, Literacy Lead released 1 hour per day to monitor RWI) - Cont. to refine new Assessment System to ensure accurate Teacher Assmts/ ↑moderation in Yr Gps/across phases/with other local schools																																																							