

Year 2 Data Analysis – Summer 2016

Cohort context

- There are 94 children in the current Year 2 cohort, across 4 classes
- 37 children from this cohort attended our nursery (16 = F1, 21 = F2)
- 29 children in the present cohort (31%) are new beginners to English (admitted since September 2014), the majority of these children had no prior schooling
- High levels of mobility - 'Bulge class' – LA asked us to take in extra class in Year 1 – all of the children had no prior schooling, majority of the children also spoke no English

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

Vulnerable groups

FSM	PP	Attendance below 95%	EAL	SEN	Summer birthday
11 12%	28 30%	35 37%	74 79%	10* 11%	38 40%

* 6 children in the cohort have high levels of SEN with outside agency involvement. 2 have EHCPs. 1 is transferring to special school at the end of this year. There were a further 2 children in this cohort with high levels of SEN who left at the end of Year 1.

Cohort achievements

	All children (94)	Homegrown children (37)
Reading	37%	46%
Writing	27%	35%
Maths	36%	43%
Combined	25%	32%

Phonics screening check

	Number	Percent
Passed in Year 1	38	40%
Passed in Year 2	30	57%
Passed overall	68	72%
Not passed	23	24%

Children who have not passed the phonics screening check by the end of KS1 will be subject to monitoring and intervention (Read Write Inc.) in Year 3.

Homegrown children (37 children who started in our Nursery)

- 11 of the home grown children achieved a Good Level of Development at the end of the Foundation Stage. 8 of these children have gone on to achieve Expected Standards in all subjects at the end of KS1.
- 4 of the home grown children did not achieve a Good Level of Development at the end of the Foundation Stage but have made accelerated progress and have gone on to achieve Expected Standards in all subjects at the end of KS1.

High levels of mobility have significant implications for home grown children;

- High levels of adult support is needed for some new starters during the settling in process, which can take days or weeks, and affects the classroom environment
- Friendship groups are constantly changing due to arrival of new children
- Intervention programmes are disrupted due to TA support being re-directed to help settle children who are new to the school and speaking English, as well as providing support to access the curriculum.

Staffing context

Year 1

- 1 class teacher was in his 2nd year of teaching and left at Christmas due to workload but was off for 6 weeks during the Autumn term with a hand injury. He was replaced by an NQT
- 1 class teacher was in her 4th year of teaching and new to the school
- 1 class teacher was UPS3.

Year 2

- 1 class teacher was UPS3
- 2 class teachers were in their 3rd year of teaching
- 1 class teacher left at February half term due to relocation. She was replaced internally by a job share (2 experienced teachers).