

KS1 - 2016-2017

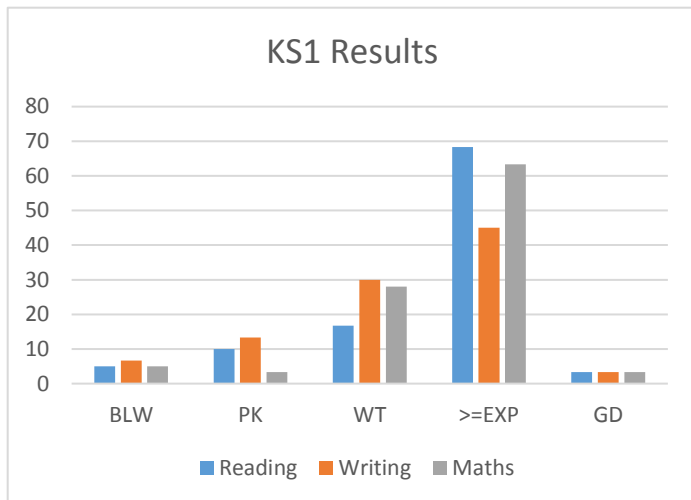
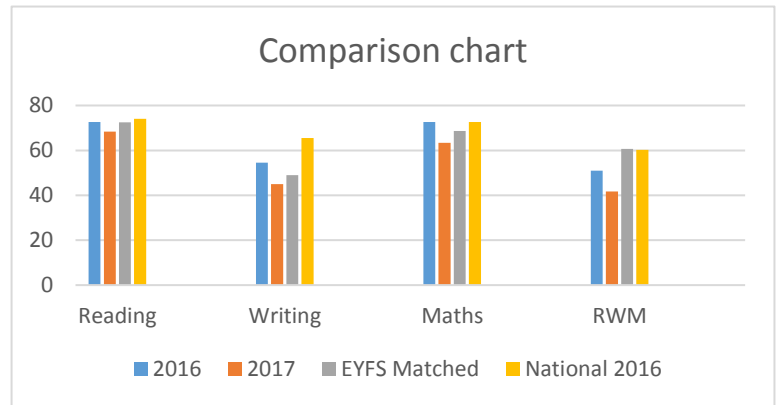
Cohort

- 60 children
- 33 Males, 27 Female
- 20% Pupil premium
- 35% EAL
- 23% SEND, 1 child EHC plan - includes behavior and mental health
- 51 matched pupils from EYFS

% children reaching expected or above

Using the Interim frameworks to report

%	2016 (GD)	2017	EYFS Matched	National 2016
Reading	72.7 (27.3)	68.3 (3.3)	72.5 (3.9)	74
Writing	54.5 (14.5)	45 (3.3)	49 (3.9)	65.5
Maths	72.7 (12.7))	63.3 (3.3)	68.6 (3.9)	72.6
RWM	50.9	41.7 (1.7)	60.7	60.3



KS1 results

%	BLW	PK	WT	>=EXP	GD
Reading	5	10	16.7	68.3	3.3
Writing	6.7	13.3	30	45	3.3
Maths	5	3.3	28	63.3	3.3

- Writing shows the biggest range in attainment, due to the large number of SEND and EAL pupils in the cohort.
- Tests results scaled scores do not reflect evidence against interim frameworks. Children struggled with the amount of time needed for the tests and the language used for the questions. Working parties to review analysis in September.
- Reading comprehension practice to be increased through Guided reading and homework.

Scaled scores

%	Cohort average	Cohort - SEND	>= 95	>=100
Reading	86.9	94.1	35	20
GPS	90	94.5	46.6	26.7
Maths	94.6	99.7	63.3	36.7

Progress EYFS - KS1

- 51 children started in YR. Baseline data shows they were below or well below expected of 1, in all aspects.

APS	EYFS Baseline 2015		EFYS end of year (exp 2)		Progress in month bands
	Score	Level	Score	Level	
Reading	0.8	Below	1	Below	3.5
Writing	0.8	Below	1.2	Below	3.5
Numbers	0.9	Below	1.1	Below	3.5
Shape & Space	0.9	Below	1.2	Below	3.5

- Matched pupils had a GLD, at the end of YR, GLD 62% (N66.3%) APS 32.6 (N34.3). This shows that the children were still below national at the end of EYFS. Although progress was good.
- Data shows matched pupils continued to make and exceed expected progress over time

EYFS-KS1	Reading	Writing	Maths
% matched achieving expected or more progress	90%	86.3%	84%
% EFYS 2 to EXP or GDS	69% (poss 82)	51% (poss 68.6)	64.7% (poss 82)
% matched achieving more than expected progress	4%	4%	8%

Progress through Y2 using internal tracking assessments

- Progress expected at 4 points. Cohort exceeded this in writing and Maths.
- Writing good progress 4.2. 43.1% making 5 or more points progress.
- Maths average progress 4.6 60% making 5 or more points progress, which is **good** progress
- Reading lower at 3.8. 27.6% making 5 or more points progress.

Vulnerable groups

EAL

21 children 35%

3 SEND, 1 PP

Interim Framework Reported data % exp or above	R	W	M	RWM
EAL	68.2	63.6	68.2	59
Non EAL	68.4	42.1	60.5	39.5
Gap	0.2	-21.1	-7.7	19.5
Internal Ass. Gap	-1.17	-2.11	-0.5	

- Gap for R and Maths shows a small gap, with EAL outperforming non EAL in Maths and writing. Writing shows the largest gap, will become a focus in year 3.
- Internal data shows EAL out performing non-EAL with a narrowing gap as EAL over took non EAL. This is due to support for EAL in the children's English and their ability in Maths.
- As a group children met or exceeded expected 4 point progress over the year. The lowest progress in reading, due to limited vocabulary and comprehension skills.
Reading 3.9, Writing 4.5, Maths 4.5

Pupil Premium

12 children, 20%

5 children SEND, 1 EAL

Interim Framework Reported data % exp or above	R	W	M	RWM
PP	58.3	33	66.7	25
Non PP	81	70.1	68.7	52
Gap	22.7	37.1	2	27
Internal Ass. Gap	-0.3	0.09	-1.64	

- Non PP exceeding PP in all areas. However, internal assessments show the gap narrowing for all aspects, with PP slightly outperforming non PP in Reading and Maths.
- The group were close to expected 4 point progress over the year for Reading 3.6 and exceeded the progress in Maths 5. This is **good** progress. The limited progress is due to the SEND needs within the group.

SEND

14 children 23% 1 child EHC

3 EAL, 5 PP, 4 Summer born

- Reported attainment low for the group of SEND. Internal gaps mirror this result. However allowances need to be made for the emotional and behavior progress.
- 4 children joined the cohort, from previous schools. 3 Ed psych referral has been made, due to concerns around learning.
- As a group they made on average 2.5 points progress. With individual pupils making above the expected 4 points.

Boys vs Girls

33 boys - 7 Summer born, 8 PP, 11 SEN, 10 EAL

27 girls- 3 Summer born, 4 PP, 3 SEN, 11 EAL

Interim Framework Reported data % exp or above	R	W	M	RWM
Male	63.6	42.4	60.1	36.4
Female	74	59.3	66.7	59.2
Gap	10.4	16.9	6.6	22.6
Internal Ass. Gap	2.04	2.6	1.59	

- Girls achieving higher than the boys in all areas. This is due to the higher proportion of boys linked to vulnerable groups. 21% of boys belong 2 Vulnerable groups compared with 7% of the girls.
- Progress shows the boys were close to the expected 4 points in Reading and writing, exceeding 4 points in Maths. Reading 3.5, Writing 3.61, Maths 4.22

Term of Birth

25 Autumn, 25 Spring, 10 Summer

Interim Framework Reported data %	R	W	M	RWM
Autumn	68	52	68	
Spring	72	56	60	
Summer	60	30	60	

- Summer born below in all areas, except Maths. 30% belong to 2 vulnerable groups
- 36% of the SEND children are Summer Born

Next steps:

Summer Born writing and Reading

Reading & Writing for all cohort - due to framework expectations need to embed expected

Boys Reading and writing

PP Reading and writing

Vulnerable groups

EAL

21 children 35%

Interim Framework Reported data	R	W	M	RWM	RWM GDS
EAL	54.5	45.4	68.2	45.5	9
Non EAL	84.8	60.6	75.8	54.5	12.1
Gap	30.3	15.2	7.6	9	3.1
Internal Ass. Gap	2.15	1.79	-0.31		

- Gap for R&W shows Non-EAL achieving better than EAL. This is due to the number of EAL in the cohort who are new to the country. The gap has widened slightly for R&W. Intervention is provided and supported at wave 1.
- Internal data shows EAL out performing non-EAL with a narrowing gap as EAL over took non EAL. This is due to support for EAL in the children's English and their ability in Maths.
- As a group children exceeded expected 4 point progress over the year. This is **good** progress, **outstanding** progress in Maths.
Reading 4.65, Writing 4.41, Maths 6

Pupil Premium

16 children, 29%

6 children SEND

Interim Framework Reported data	R	W	M	RWM	RWM GDS
PP	68.7	50	68.8	50	6.2
Non PP	74.3	56	76.9	51.3	12.8
Gap	5.6	6	8.1	1.3	6.6
Internal Ass. Gap	2.23	2.29	1.76		

- Non PP exceeding PP in all areas. Internal assessments show the gap narrowing for Writing and Maths.
- The group exceeded expected 4 point progress over the year for Reading 4.2 and Maths 4.3. This is **good** progress. They made expected progress for writing 4 points, but 6 children made over 6 points progress, which is good progress.

SEND

10 children 18%

40% Summer born, 60% PP, 20% EAL

Interim Framework Reported data	R	W	M	RWM	RWM GDS
SEND	30	20	30	20	0
Non SEND	82.2	64.4	80	57.8	12
Gap	52.2	44.4	50	37.8	12
Internal Ass. Gap	8.1	7.42	4.73		

- 1 child EHC plan for Behaviour and mental health. Settled at the end of the year. 1 child arrived new to the school EHA in place to request support for Behaviour and mental health, had a fixed term exclusion of 1 day. Causing Gaps to widen.
- As a group they exceeded expected 4 point progress over the year in Maths 4.9. This is **good** progress. Reading 1.6 (2 children making 6 points) and writing 2.6 (2 children making 6 points)

Boys vs Girls

27 boys - 3 Summer born, 9 PP, 5 SEN, 6 EAL

28 girls- 7 Summer born, 7 PP, 5 SEN, 14 EAL (3 new to the country)

Interim Framework Reported data	R	W	M	RWM	RWM GDS
Male	74	59.2	74	59.3	7.4
Female	71.4	50	71.4	42.9	14.3
Gap	-2.6	-9.2	-2.6	-16.4	6.9

- Boys achieving higher than the girls in all areas. This is due to the higher proportion of girls linked to vulnerable groups. 11% of boys belong 2 Vulnerable groups compared with 21.4% of the girls and 7% of the girls belong to 3 vulnerable groups.

Term of Birth

23 Autumn, 22 Spring, 10 Summer

Interim Framework Reported data	R	W	M	RWM	RWM GDS
Autumn 23	78.2	69.6	87	69.6	21.2
Spring 22	72.7	45.5	72.7	50	4.5
Summer 10	50	20	40	10	0

- Summer born below in all areas. 40% belong to 2 vulnerable groups and 2 of the children are the lowest attenders.
- 40% of the SEND children are Summer Born

Next steps:

Reading comprehension

Target group of children not making expected progress from YR, or through the year.

Summer Born

Writing for all cohort - due to new interim framework expectations.

PP & EAL - intervention focus especially for Reading.