

## Y6 Data Analysis 2016-2017

### Cohort Information

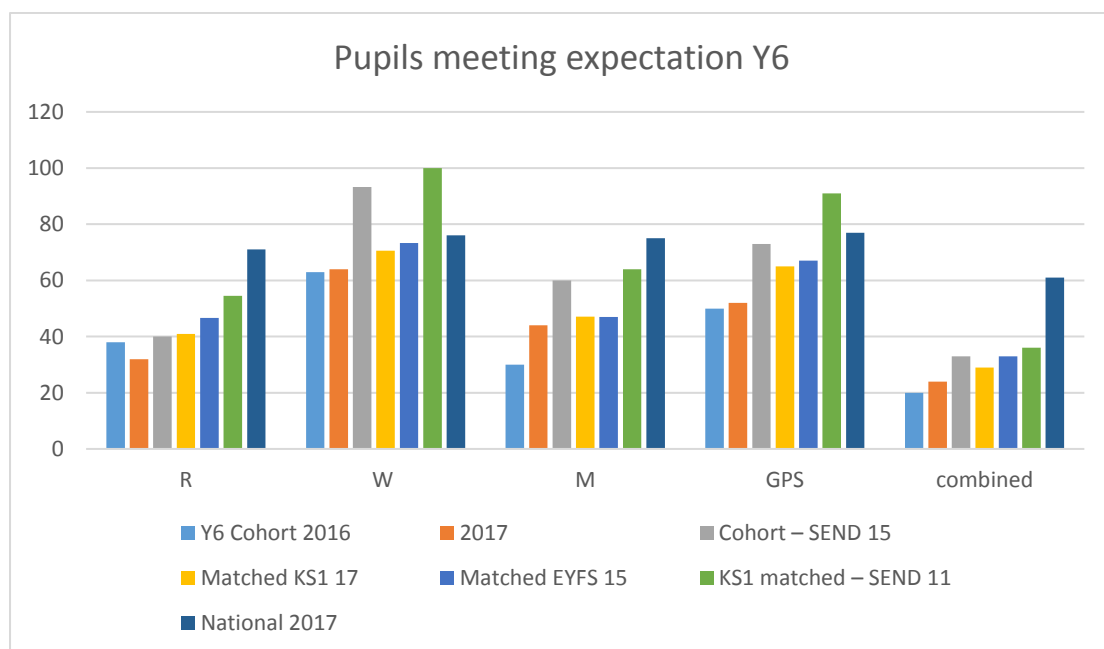
- 25 children in the year each = 4%
- 15 Male, 10 Females
- 10 SEND = 40% including 3 EHC (1 working below the level of the test) + 4 with Ed Psych reports, 1 severe medical needs
- 5 EAL = 20%
- 16 Pupil premium ever 6 = 64%
- 15 matched pupils from EYFS 2010 - 2011
- 17 matched pupils from KS1 2012 - 2013

### Y6 data

- All results below National figures. Writing was the highest result with 64% of pupils meeting or exceeding the expected N76.
- Writing, Maths and GPS have improved from previous year. Combined slightly improved. Reading remains low. 1 paper sent for remarking at 99 ss this would increase reading to 36% and combined to 28%.
- Attainment for matched pupils, both for KS1 to KS2 and EYFS to KS2 is considerably higher than for the cohort.
- Removing the SEND children from the cohort data increases the attainment further. Showing the impact of the needs on the cohort results.

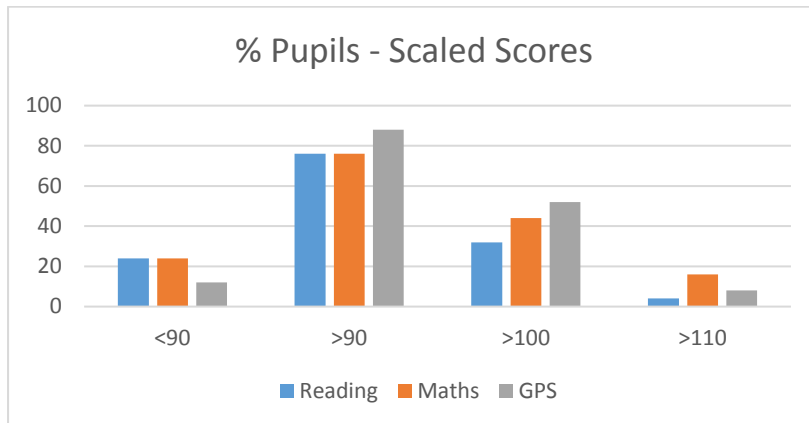
% at expected	Y6 Cohort 2016	2017 (GD)	Cohort – SEND 15 (GD)	Matched KS1 17	Matched EYFS 15	KS1 matched – SEND 11	Bedford Borough	National 2017
R	38	32 (4)	40 (6.7)	41	46.7	54.5		71
W	63	64 (4)	93.3 (6.7)	70.6	73.3	100		76
M	30	44 (16)	60 (26.7)	47.1	47	64		75
GPS	50	52 (8)	73 (13)	65	67	91		77
combined	20	24	33	29	33	36		61

- Children in Purple group (HA) all met National and all GD results from this group. (bar 1 - sent for remarking)
- Children in Orange, between 45 -80% met national expectation.
- Children in Yellow 25% met National expectation
- 29% children in Green group achieved National expectation.



### Average Scaled scores

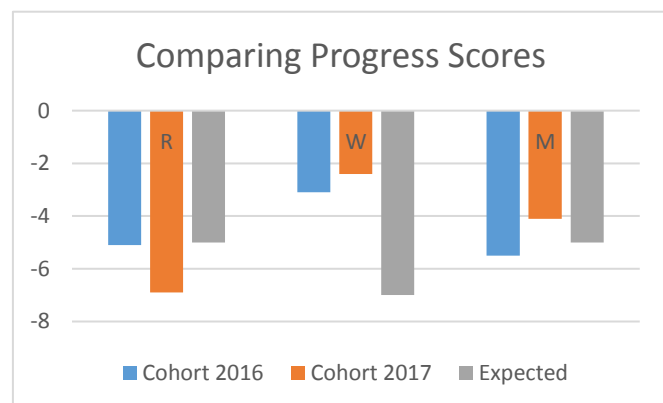
	Cohort	Cohort - SEND (15)	Matched KS1 17	KS1 matched – SEND 11	Matched EYFS 15 (4 SEND)	Bedford Borough	National 2017
Reading	97	100	92	101	92		104
Maths	99	103	98.4	103	99		104
GPS	101	104	102.5	106	103		106



- Over 76% of pupils achieved 90 or more in their scaled scores for R, GPS & Maths. This shows that some children with SEND were able to reach the 100 scaled score (40% SEND) showing high expectations for all pupils.
- 4% achieved Greater depth in writing.
- 4% achieved a scaled score of greater than 110 for Reading
- 8% achieved a scaled score of greater than 110 for GPS
- 16% achieved greater than 110 scaled score in Maths.
- The high attaining pupils exceeded 110 scaled score showing the teaching and learning input to enable these children to achieve, above national expectation.

### Progress KS1 - KS2

	Cohort 2016	Cohort 2017	Expected
R	-5.1	-6.9 (-9.3 to -4.5)	-5
W	-3.1	-2.4 (-4.8 to 0)	-7
M	-5.5	-4.1 (-6.3 to -1.9)	-5



- Progress scores have improved from previous year. The 2 children with EHC plan made the least academic progress, along with the child with severe medical needs and a child who joined in Y6. Removing these improves the Reading to -4.1, Writing to -0.6 and Maths to -2.1.
- 70.5% of matched KS1-KS2 pupils showed tracked attainment for Reading. 82% for writing, with 12% exceeding their expected attainment. 76% for Maths.

### Progress for the cohort over the year

- Using internal data and assessment, the cohort have **exceeded** or met the expected 3 point progress in R, W & M.

	Expected year	Reading	Writing	Maths
Cohort year progress	3	3.6	5.6	3

- Mock SATs September 2016 (2016 SAT papers used) compared with actual results, shows good progress over the year.

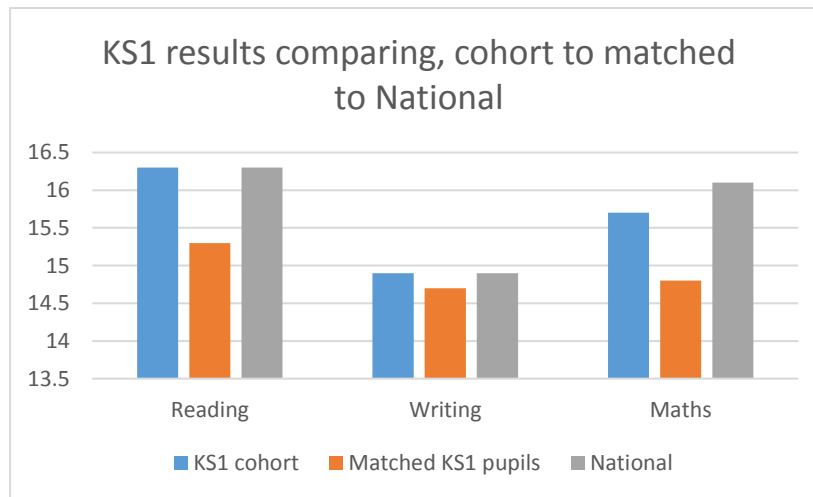
% achieving expected of above	September 2016 Mocks	May results 2017 SATs
Reading	20	32
Writing	28	64
Maths	8	44
GPS	8	52

#### EYFS data for Y6 matched pupils

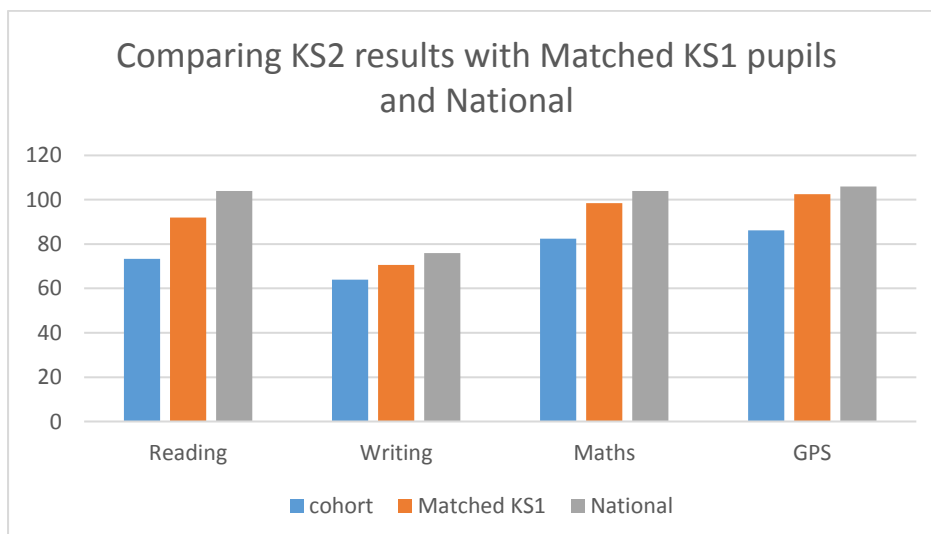
- 15 pupils, 5 SEND, 9 PP, 2 EAL from EYFS 2010-2011
- Reading & Writing slightly below National expectation of 6 points, with 5 children scoring below 4.
- Maths was in line with National, with 3 children scoring below the expected 18 points.
- 67% Matched EYFS - KS2 pupils showed tracked attainment for Reading, 6.6% exceeding this. 60% for writing, 13% exceeding. 67% for Maths.
- Phonics result for this group was only 24.5 (pass 32). Showing good progress in GPS and writing

#### KS1 data for Y6 matched pupils

- 17 matched pupils from KS1 2012- 2013.
- APS scores below national expectations at KS1, for matched pupils, in for Reading, writing and Maths

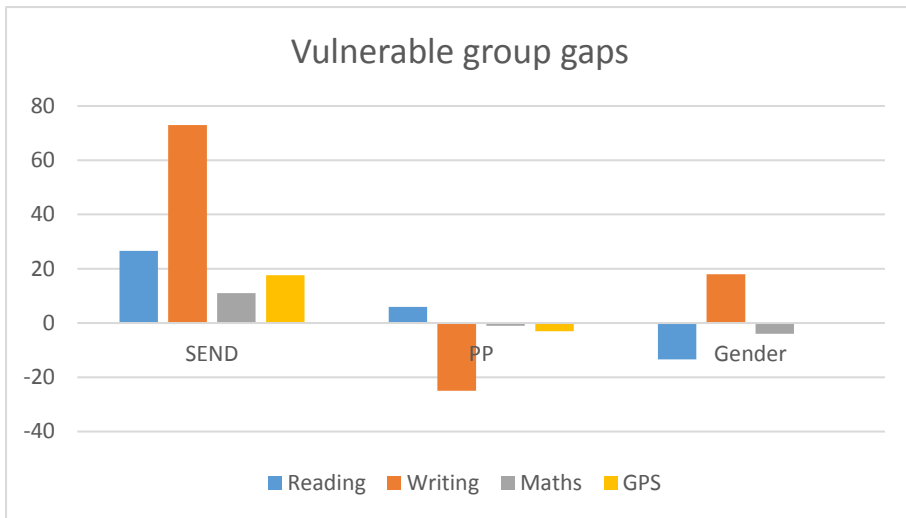


- Comparing KS1, matched pupils in Y6, scaled score (writing at expectation or above). This shows the pupils have achieved higher, for Reading, writing, GPS & Maths, than the Y6 cohort showing good progress as they move closer to the National expectations.



#### Vulnerable groups

- 84% of the children belong to at least 1 vulnerable group. 36% belong to 2 or more vulnerable groups. 3 child EHC plan. 7 children learning needs identified by Educational psychologist.
- 2 children will transition to a Special school for Y7



Based on scaled scores for R, M, GPS, % expected or above W

### EAL

5 in the group, 3 are SEND with severe learning difficulties, therefore the data does not accurately reflect attainment for this group.

### Pupil Premium Ever 6

16 in year group.

- The PP children outperform the non PP in Writing, Maths and GPS.
- Of the 9 non PP children - 5 pupils are also SEND pupils, 2 EHC plans (also EAL) and 3 Ed psych reports for learning needs.

### Gender

10 females, 15 males

- Boys are outperforming the girls in Reading and Maths. 3 girls are severe SEND.
- Girls achieve better in writing. However the boys made outstanding progress - 6.3 (3 expected with internal assessments)
- There is no gap for GPS.

### SEND

10 in the group - All high needs

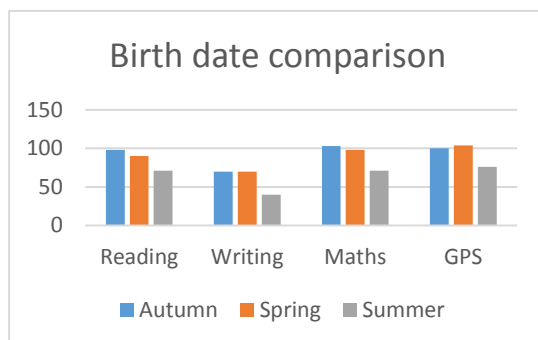
- Large gap for all subjects.
- 2 children met Scaled score of 100 or above for GPS, Reading, Maths and 1 for Writing.
- Writing shows the largest gap, however the average point progress for the group in writing was 4.6 (3 expected - using internal assessments and tracking). This shows **Good** progress.

### Birthdays

10 Winter

10 Spring

5 Summer



- Summer born, on the whole achieved lower than autumn born - low numbers, 3 SEND - 2 EHC & EAL
- The distribution of the SEND through this cohort limit the value of the data for comparison.

## FFT target predictors - set 50<sup>th</sup> percentile

%	Met & exceeded FFT target	FFT Target not met	Reason
Reading	72	28	1 EAL, 5 PP, 1 non matched
Writing	80	20	4 SEND, 1 non matched
Maths	68	32	3 SEND, 4 PP, 1 non matched

Met or exceeded, may mean not achieved and in line with predicted.

### Next steps:

- *Focus on reading - invest in 2Eskimo for miscue analysis*
- *2 leads for reading KS1 & KS2 to review Guided reading provision in school.*
- *Invest in Y5 & Y6 to have comprehension style homework books*
  
- *Refocus on whole school writing and expectations linked to T4W, embedding basic expectations*
- *Whole school focus on presentation, handwriting, spelling and basic punctuation in writing. Reduce internal assessment levels for Summer 2 using KS1 framework for moderation - build back the skills.*
- *Y6 writing portfolios started June.*
- *Whole school emphasis on development of writing from banking to Literacy to independent.*
  
- *Introduce mental Maths for all year groups, weekly*
- *Whole school focus on times tables.*
- *Develop consistent language for Maths through the school.*
- *Develop use of patterns, alongside reasoning and mental arithmetic.*
  
- *SLT to continue to support 3 mornings a week in new Y6*
- *SLT to provide intervention and support weekly to Y4 -to prepare for upper KS2*
- *Lead practitioner to support Y5 - NQT and consistency of approach.*
- *Increased book scrutiny to support outcomes and progress & Marking & feedback.*
- *Alter timetable expectations to focus more clearly on R,W, M through T4W, under topic heading - full creative week linked specifically to foundation objectives.*
- *Timetables produced identifying non negotiables through the school to provide opportunities for peer support, learning walks etc.*
- *Use SAT analysis to support next steps for current Y5.*
- *Summative assessments completed by all year groups - data transferred to new teachers for solid starting points.*