

Shortstown Headlines 2017

EYFS	School 2015 % (current KS1)	School 2016%	School 2017	LA 2017%	National 2017 %
34 points or more	62.7	63	70.6		
Average total points	32.5	32.3	33.3	33.2	34.5
GLD	62.7	64.4	68.9	66.7	70.7

EYFS:

- 58 children in cohort,
- 26 boys, 33 girls
- 14 Pupil Premium = 24%
- 27 EAL = 47%
- 12 SEND = 21%, including 1 EHC plan with 1:1 full time support - EAL -(left to attend St Johns), 1 awaiting EHC plan approval with 1:1 support (also EAL)
- 10 children belong to 2 or more vulnerable groups = 17%

Results

- Autumn baseline shows all children entering at 30-50 months and below - Below and well below age expectations
- The majority of children achieved the expectation for all areas of EYFS in line with national and exceeding Bedford Borough. 41 children, 70.6%, scored 34 or more points (63%)
- 22 children 38% exceeded 34 points
- GLD improved 68.9% (64.4%)
- The 17 children not meeting expectation:-
 - 5 SEND (2 with EHCPs) - receiving individual support
 - 6 EAL - supported with phonics and language development
 - 6 children require intervention to meet expectations in Y1

Phonics %	Y1 2016	Y1 2017	National	Y2 2016	Y2 2017
	76.3	71.2	81.2	31.3	33.3

Y2 Retakes

- Y2 retakes 14 children, 9 male, 5 female
- 4 passed = 33.3%

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- 10 failed:-
 - 6 SEND -receiving external support
 - 4 children supported through additional intervention

Year 1

59 in cohort

35 Females, 24 Males

- Slight reduction in phonics passes 42 children (45) = 71%
- 17 failed:-
 - 7 SEND, including 2 EHC - receiving individual support
 - 6 EAL or having speech and language support
 - 4 children receiving intervention support.
- 83.3 of Y1/Y2 cohort passed

KS1 % 2017	R 2016	Reading	W 2016	Writing	M 2016	Maths	RWM
Cohort EXP or better	72.7	68.3	54.5	45	72.7	63.3	41.7
Bedford Borough	72.1	72.9	64.8	66	70.8	71.2	60.8
National	74	75.5	65.5	68.2	72.6	75.1	63.7

KS1

- 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
- Greater depth % decreased due to comparing SATs results with TA to ensure progress through KS2
- Combined low due to number of SEND & EAL pupils, achieving expected in one or two areas.

Next steps:

- Whole school re working of the curriculum to place greater emphasis in Reading, writing and Maths, through creative planning.
- Children not achieving expected receiving additional intervention through regular small group work, 1:1 support, differentiated phonics, speech and language support - tracked and monitored every half term

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	Y6 Cohort 2016	2017	National 2017
KS2 % at expected			
R	38	32	71
W	63	64	76
M	30	44	75
GPS	50	52	77
combined	22	24	61

	Cohort 2016	Cohort 2017	Minimum Expected
R	-5.1	-6.9	-5
W	-3.1	-2.4	-7
M	-5.5	-4.1	-5

Progress KS1 - KS2

KS2

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.
- 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.
- Progress for Reading below expectations - new assessment system in place, greater emphasis on supporting comprehension through the school, training for all staff on expectations at Y6

Next steps:

- Whole school re working of the curriculum to place greater emphasis in Reading, writing and Maths, through creative planning.
- Increased monitoring of outcomes.
- Support from SLT in KS2 to develop consistency around teaching and learning
- Intervention groups identified for additional support

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