

ONE FORM 7c : LEARNING TEACHING ASSESSMENT

DATA: end of Key Stage: evaluation and planning

EYFS

EYFS	Word Reading		Comprehension		Writing		Number		Numerical Patterns		SSM		GLD		National 2022	Trust 2022	School 22	PP GLD		National PP GLD 2022	Trust PP 2022	School PP 22
	BL	ARE 2023	BL	ARE 2023	BL	ARE 2023	BL	ARE 2022	BL	ARE 2023	BL	ARE 2023	BL	ARE 2023				BL	ARE 2023			
	45.5%	80%	54.5%	80%	36.4%	78%	75.5%	80%	36.4%	80%	36.4%	80%	37%	78%	TBC	73%	68%			TBC	62%	67%

KS1	18-19 PP	18-19 SEND	18-19 All	19-20 PP (x3)	19-20 SEND	19-20 All	20-21 PP x4	20-21 SEND x9	20-21 All
KS1 Phonics Yr 1	100%	87.5%	98%	66%	88.9%	93%	55%	55%	78%
Reading ARE	100%	50% (2)	91%	37.5%	83%	89%	75%	56%	82%
Exc							25%	33%	49%
Writing ARE	100%	0% (2)	80%	26%	50%	83%	25%	22%	58%

Exc							0%	11%	11%
Maths ARE	66.7%	50% (2)	80%	37.5%	83%	89%	25%	33%	64%
GDS							0%	11%	31%

KS1	21-22 PP	21-22 SEND	21-22 All
KS1 Phonics Yr 1	33%	0%	76%
Reading ARE	46%	40%	73%
Exc	0%	0%	23%
Writing ARE	38%	0%	59%
Exc	0%	0%	7%
Maths ARE	54%	40%	66%
GDS	15%	0%	20%

Year 4 MTC June 2022 (score out of 25)	Cohort number = 48 pupils
Pupils scoring 20+	37 pupils SEND = 2

	PP = 4
Pupils scoring 15-19	7 pupils SEND = 3 PP = 3 These 3 pupils are dual
Pupils scoring 14 and below	3 pupils SEND = 2 PP = 2 These 2 pupils are dual
Pupils not eligible to take test (working below KS)	1 pupil (SEND/PP)

Attainment KS2	18-19 PP	18-19 SEND	18-19 All	19-20 (TA) PP	19-20 (TA) SEND	19-20 (TA) All	20-21 (TA) PP (x6)	20-21 (TA) SEND (x9)	20-21 (TA) All
KS2 read ARE	38%	50%	79% (2018: 91%)	67%	70%	97%	83% KS1: 80% (4 pupils)	89% KS1: 50%	98% KS1: 86%
Exc	0%		38%	17%	17%	40%	50% KS1: 40% (4 pupils)	22% KS1: 13%	67% KS1: 40%
KS2 write ARE	13%	40%	83%	67%	60%	95%	83% KS1: 60% (4 pupils)	67% KS1: 0%	94% KS1: 75%

Exc	0%	10%	23%	0%		46%	17% KS1: 20%	0% KS1: 0%	33% KS1: 15%
KS2 maths ARE	25%	20%	81%	67%	70%	97%	83% KS1:80% (4 pupils)	67% KS1:50%	94% KS1:78%
Exc	0%	10%	35%	33%		62%	0% KS1: 0%	0% KS1:0%	41% KS1: 30%
KS2 SPAG ARE	13%		77%						
Exc	0%		31%						

Attainment KS2	21-22 PP	21-22 SEND	21-22 All	22-23 PP	22-23 SEND	22-23 All	23-24 PP	23-24 SEND	23-24 All
KS2 read ARE	100%	84%	84%						
Exc	20%	50%	30%						
KS2 write ARE	60%	50%	93%						
Exc	0%	17%	32%						

KS2 maths ARE	60%	50%	84%						
Exc	20%	50%	27%						
KS2 SPAG ARE	67%	80%	80%						

Exc	20%	33%	23%						
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Positive results of actions:

Nursery:

A lot of challenging and aggressive behaviour was evident particularly amongst the boys. Small group working on calming strategies along with regular yoga and mindfulness sessions helped with regulation. We neutralised the Nursery environment in order to reduce over-stimulation (turned off harsh strip lights and opted instead for LED candles, fairy lights and lamps, removed large amounts of colourful single use plastics and replaced with largely wooden loose parts to encourage imaginative and open ended play). The overall aim was to provide an environment and activities that enabled each individual child to engage in their learning without over-stimulating. A large focus was on the prime areas of learning (PSE, C&L and PD). As a result at the end of the academic year 70% of pre-schoolers were on track for PSE; 90% were on track for C&L and 100% were on track for PD.

Foundation Stage: school:

Although outcomes lower, this was predicted given impact of Covid and plenty of positives indicating a positive trajectory towards stronger outcomes in future year(s)

Focus especially on foundational needs such as resilience and making mistakes, managing self, learning through play, social emotional and self-regulation- saw progress in all these areas, meaning children better set up for learning going forward.

Also particular focus on S+L – daily reading, word of the day, S+L referrals, Nellie training- has seen progress made by focus pupils

Phonics

KS1 Reading-

KS2 Reading

100% of PP and 84% of SEN achieved ARE

KS1 writing:

attainment and progress -positive trend over time: av or above average.

KS2 writing:

93% ARE

Vulnerable learners writing at ARE held their own- 3/6 SEN pupils achieved ARE in Writing

3/5 PP pupils achieved ARE in Writing

PoR approach definitely developing interest. Aiding with imagination development. KS2 resilience and stamina improving - short burst writing. KS2 classes seeing traction with the spelling approach (JConside). Pupils are more engaged with spellings and more aware of their spellings; taking more accountability for their spellings. Writing moderation - showing a consistency of approach across school.

KS2 SPAG:

At ARE vulnerable learners performed well.

4/6 SEND pupils achieved ARE in SPAG

4/5 PP pupils achieved ARE in SPAG

KS1 Maths

KS2 Maths

All pupils 84% ARE or more in Maths (71% National)

SEN pupils 50% (3/6 pupils- all achieve GDS) PP pupils =60% (3/5) ARE (or more)

Progress trend over time average or slightly above average. (KS1 to KS2)

Attainment positive trend over time :average –rising- 2021/22 KS2 data shows signif progress compared to KS1-- and in line with reading. **Attainment gap** between maths and English has closed at both expected and greater depth over last 2 years- although maths still below historical high.

Vulnerable pupils - staff working closely within class and further supported by Covid catch up teacher. **PP attainment/progress** - gap has been narrowed with non-PP last two years; this continues to be maintained.. 2021/22 Progress is greater than expected in all year groups bar for one child in Y5, so attainment is expected to retain trend.

Outstanding need:

2021/22: Outstanding need : Data

Nursery:

Need: Concerned that key developmental stages may have been missed regarding lack of socialisation and interactions during and following covid. Parental issues following covid (ie. mental health and relationships) are also having a visible impact on young children. This has also resulted in increased levels of challenging and inappropriate behaviour, anxiety and a lack of resilience. More issues with regard to speech and language are also evident.

Therefore now: A continuing increased focus on the prime areas -PSE; C&L; PD as well as building resilience, mindfulness and yoga to help self regulation and calm down strategies. Lots of group activities to encourage cooperative and friendly play and sharing. ECAT assessments carried out on children with referrals to SaLT where appropriate.

F Stage: school:

Need: Issues with self-regulation of some neurodiverse pupils problematic for class learning. Fine motor development weak. Language development / speech is also a high concern and with this, lower phonics attainment. Home habits including reading with children has also dropped off. Focus and listening skills weak for some.

Therefore now: Training and implement Nellie; work on emotional regulation- see SEN change of profile actions; work on reading habits; action plan re phonics; IBP's for pupils not focusing on carpet; focus on listening and calm class; playing and learning- outdoor area and zones of learning fully back and running; focus on fine motor activities and support for focus pupils

Phonics

Need: Phonic results dropped sharply post Covid. '22 much lower than pre covid

Therefore now: Phonic audit. Review and bring more rigour to practice. Training

KS1 Reading-

Need: Reading scores dipped in KS1.

Therefore now: Year 3 teachers (Sept 22) will be putting in further reading interventions for those pupils who did not meet standards. English leads also looking into reading volunteers to work with vulnerable pupils across FS/KS1. 2022-23 year - all teachers to re-engage with analysis documents - miscue, CLPE reading scales etc. to identify specific needs of their target/vulnerable pupils

KS2 Reading

Need: 30% GDS lower than 2019 (38%)- and lower than historically. **1/5 PP pupils achieved GDS in reading.** Although progress trend over time average or above average.

Therefore now: relaunch love of reading strategies,

KS1 writing:

Need: significant drop from historical. All pupils ARE = 59% (in line with prev year) in writing

PP pupils = 38% ARE (up on 25% in prev year) in writing. Writing stamina issue. Spelling undermining attainment scores. Writing hardest hit last few yrs. **Concerns esp re. vulnerable pupils progress.** Lots of support needed for sentence construction, imagination

Therefore now: Units to be adapted. More opportunities for short burst writing to develop writing attitudes. Y3/4 team to set up interventions for these pupils - SEND/PP pupils need targeting. Working with catch up/PP teacher on basic writing skills.

KS2 writing:

Need: Writing most resilient attainment but behind the healthy %, issues with sentence structure/ spelling issues. Vulnerable learners especially- **0/5 PP pupils achieved GDS in Writing//**

1/6 SEN pupils achieved GDS in Writing. GDS - lower than expected, but an improvement on 2019 - an area to be targeted 22/23.

Therefore now: Y6 catch up - pupils attended 'hwk' club 1x week to have extra SPAG support. Continue to provide opportunities for GDS writers e.g workshops with targeted support. SPAG - continue to develop focus on this area. Re-establish routines to what they were pre-covid.

KS2 SPAG

Need: **Vulnerable learners low GDS- 1/5 PP pupils achieved GDS in SPAG// 2/6 SEND pupils achieved GDS**

KS1 Maths

Need: All children 65.9% ARE or Greater in maths- signif below historical. **SEN pupils 40% (4/10 pupils) assessed at ARE. PP pupils 53.8% (7/13 pupils) assessed at ARE or Greater, with 15.4% (2 children) reaching Greater depth.**

KS1 independence and resilience were big issues here. Children lacked motivation and the ability to think independently. Basic number skills were lacking in Autumn term 2021. Children had not developed the ability to subitise, recognise Numicon pieces and couldn't hold up 7 fingers without counting in Y2.

Therefore now: Covid catch up teacher to teach individuals and groups.

KS2 Maths

Need: 84% ARE- up on 2019 (81%) but below recent history post-2019. **SEN : 3/6 pupils achieved GDS. PP: 3/5 pupils achieved ARE+.**

Therefore now: continue to build back confidence using Can Do approach. Maths club.