



# Data Analysis Booklet

## Driving Improvement 2015

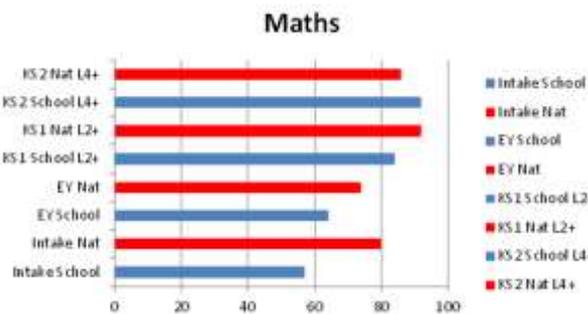
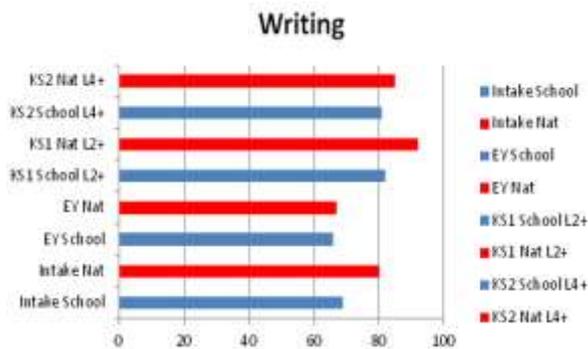
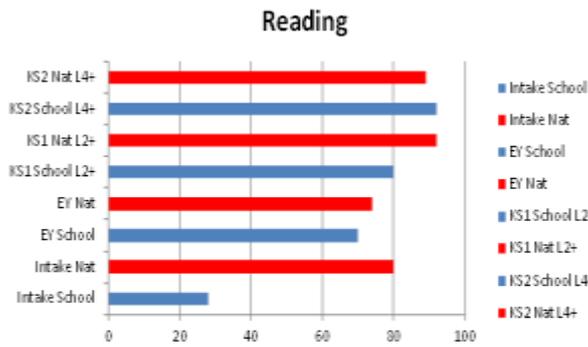


# Early Analysis of Statutory Outcome Measures



## Outcomes for pupils Adding Value

Each of the data sections below can be summarized as follows:



- The majority of pupils **start the school** in Nursery **significantly well below** nationally expected levels, very markedly so in the subject specific areas of Reading, Writing and Maths
- Pupils then leave the Foundation Stage just below national outcomes for 'Good Level of Development' but **well below** nationally expected levels in reading, writing and number. As a result this demonstrates **good** progress across this key stage.
- By the end of year 1 pupils are secure in their phonetic knowledge as the results of the phonics screening check show and are performing **in line** with national levels
- By the end of KS1 results at L2+ are **below** national but **above** at L2B+. Progress from the early years is at **least good** in all areas
- By the end of Key stage 2 the school outcomes are **above** National in all areas at L4+ apart from writing and **significantly above** at L5+ in all areas
- The impact of Pupil Premium Funding In terms of attainment is masked as the Y6's 's EHCP and SEN aware pupils are all from this group. Attainment is not significantly different in Maths but is so for the English subjects.
- The impact of Pupil Premium Funding in terms of progress with the in school gap being closed completely at the end of KS2 at nationally expected levels and even PP pupils progressing further than non PP pupils
- It is also important to note that the Pupil Premium Funding is also being used to address the emotional well-being of the children and to address their vulnerabilities and break down their barriers to learning to ensure they are secondary ready when they leave the school, indeed to enjoy learning for the rest of their lives.

As a result of the above and as the graphs show the school cohorts are making **excellent** progress as they move through school, the gap between national outcomes (blue) and school outcomes (red) narrow and then the school cohorts surpass national expected levels by the time they leave the school in all areas apart from writing at L4+ which is not significantly different to national but significantly above at L5.

# FOUNDATION STAGE

% at Nat expectations on intake are secure at 30-50 and at outcome are 'expected' levels	PRIME AREAS OF LEARNING								SUBJECT SPECIFIC			
	Personal, Social & Emotional Development			Communication			Physical Development		Reading	Writing	Number	Shape, Space & Measure
	Self confidence & Self awareness	Managing feelings & behaviour	Making Relationships	Listening & Attention	Understanding	Speaking	Moving & Handling	Health and self care				
Intake	58	71	73	73	78	61	50	83	28	69	35	57
Outcome (% Exp)	98	89	89	91	93	91	95	95	70	66	64	75

National 2014 87 86 87 84 84 82 89 90 74 67 74 79

2013 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 49%

2014 National 'Good' level of development (Good in all Prime + Literacy & Maths) = 60%

2013 = GLD = 50% so was **in line with national** (at the time)

2014 = GLD, 58% so **in line with** 2014 National figure

2015 = GLD, 55%, so **below** 2014 National figure



- Excellent progress across the Prime Areas and specific areas apart from writing (very high on entry), outcome however is in line with national from 2014 whereas outcomes are below for other subject specific areas. Outcomes in prime areas are **well above** National providing a sound grounding in learning behaviours for KS1

- GLD % is fluctuating with cohort but is not significantly different from time appropriate national level
- Boys GLD = 52%, Girls = 58%
- PP = 23.08% GLD, Non PP 67.74% so in school gap = 44.66%
- Pupils leave Reception having progressed well since leaving Nursery and In time period EYFS has changed and 'bar' has been raised



**Resulting Improvement Target = To focus on raising attainment in specific areas of reading, writing and number through more specific teaching activities particularly as cohort approaches KS1**

## Year 1 Phonics



# 76%

2014 school = 85%

2013 school = 75%

2014 national = 74%

2013 national = 69%



School now performing in line/just above 2014 National

In school gap for Pupil Premium at 50% (4/8 passed) whereas non PP 82% (28/34) so in school gap has widened and is now wider than national of 16% whereas it was half last year. Statistical size is smaller which has an impact however PP phonics needs to be targeted in 2015/16.



**Resulting Improvement Target = To continue to focus on intensive synthetic phonics teaching within lessons and discretely as part of phonics phase groups after lunch and carefully track progress with support interventions implemented where needed.**

85% % of cohort achieved pass level for Phonics Screening Check (97% for current Y3)

# KS1 OUTCOMES

## ATTAINMENT % at each level data comparisons

			<1	1+	2c+	2b+	2a+	3+
Reading	2015	School	4	96	80	73	49	18
		National	3	97	92	65	49	22
	2014	School	2	98	90	81	57	31
Writing	2015	School	4	96	82	69	40	11
		National	3	97	92	57	41	11
	2014	School	2	97	86	70	39	16
Maths	2015	School	4	96	84	78	42	18
		National	0	100	92	73	51	24
	2014	School	1	98	92	80	53	24

## PROGRESS

### Proportions comparison EYFS to end KS1

	Cohort	%	%	
% Good level of development at EYFS	44	50.0	77.3	% L2b+ overall KS1
% expected or better reading	44	65.9	75.0	% L2b+ reading KS1
% expected or better writing	44	63.6	70.5	% L2b+ writing KS1
% expected or better maths	44	50.0	79.5	% L2b+ maths KS1
% exceeding ELG in reading	44	18.2	50.0	% L2a+ reading KS1
% exceeding ELG in writing	44	15.9	40.9	% L2a+ writing KS1
% exceeding ELG in maths	44	0.0	45.5	% L2a+ maths KS1

- Attainment at the end of KS1 is below national averages at L2+ however it is above national at 2B+ which is an improvement on last year. The % at 2A + is in line with national for reading and Writing but below for maths. At L3+ the school still is below national levels across the piece.
- Progress from Early Years is **at least good** (see table above)
- In terms of closing the gap, the PP pupils' progress from EYFS to KS1 the difference in progress between PP and Non PP has narrowed to 7% in reading, 2% in Writing and 3% in maths. A very impressive 'closing of the gap'

The school awaits detailed analysis of APS and performance of groups from further data analysis however early indications of basic KS1 improvement targets are...



### Resulting Improvement Targets =

- To focus on improving attainment in reading at all ability levels and particularly at HA levels.
- To develop Y2 maths for the HA children

# KS2 OUTCOMES

## Attainment

		School			National	
		2015	2014	2013	2014	2013
<b>Level 4+</b>						
Reading	👍	92	92	81	89	86
Writing	👎	81	86	75	85	83
SPAG	👎	87	92	66	76	74
Maths	👍	92	94	72	86	85
<b>Level 5</b>						
Reading	👎	59	78	47	49	44
Writing	👎	57	19	25	33	30
SPAG	👎	60	78	41	52	47
Maths	👍	57	44	34	42	41

## Progress

		School			National	
		2015	2014	2013	2014	2013
<b>2 levels progress</b>						
Reading	👍	100	89	97	91	91
Writing	👎	100	94	91	93	88
Maths	👍	100	92	72	94	88
<b>Exceeding Progress (2 levels +)</b>						
Reading	👍	56	58	25	35	30
Writing	👎	39	28	28	33	30
Maths	👍	57	44	22	34	30

## Pupil Premium Outcomes

	L4+	In school gap	L5+	In school gap
Reading	77	-22	31	-28
Writing	62	-19	23	-34
SPAG	85	-2	31	-29
Maths	85	-7	31	-29

Note: SEN children in cohort are PP

	Non PP	PP	In school gap
<b>2 L's progress</b>			
Reading	100	100	0
Writing	100	100	0
Maths	100	100	0
<b>Exceeding Progress</b>			
Reading	56	62	+8
Writing	39	31	-8
Maths	57	46	-11



- The school performed in line or above national outcomes at L4+ in each subject apart from writing and significantly so at L5+ in all subjects with a significant increase in higher level writing.
- The progress outcomes at nationally expected levels and also exceeding nationally expected levels are the best the school has ever had!
- SPAG continues to be above national at L4 and L5+
- The school achieved 13.5% L6's in Maths (9% nationally in 2014) and 8% in SPAG (4% nationally in 2014) for the first time. This is the last year of L6 tests.
- The in school gap for pupil premium pupils' progress has been completely closed to 0 across the board by the end of KS2. In terms of attainment the gap is significant in English subjects but the PP cohort also contains the Y6's's EHCP and SEN aware pupils exclusively which skews these figures.

The school awaits detailed analysis of APS and performance of groups from further data analysis however early indications of KS2 improvement targets are...



**Resulting Improvement Target = To maintain the increased focus on Writing to ensure attainment is at least in line with national in 2015.**

**Resulting Improvement Target = To maintain exemplary progress at expected levels through continued close tracking of progress and targeted intervention and support.**