



## Attainment 2019

We are delighted to report our most recent attainment and progress for the year 2018-19.

### 2019 Early Years Foundation Stage Profile: Three Year Trend

	Number of Pupils	Good Level of Development	Communication	Physical	Personal & Social	Literacy	Maths	Understanding the world	Exploration	Average Point Score
2017	29	62%	62%	93%	66%	66%	72%	72%	66%	33.1
2018	30	70%	77%	80%	70%	70%	77%	77%	77%	33.0
2019	30	70%	77%	93%	83%	70%	70%	73%	73%	33.8

#### Early Years:

- 70% of our children met or exceeded Early Learning Goals for children at the end of their reception Year with an average point score of 33.8. This is broadly line with National 2018 (72%)
- The Average point score of 33.8 is the highest in the last three years because more children exceeded Early Learning Goals.
- Our baseline assessments on entry to reception class in 2018 showed 60% of children to be below/well below typical for their age and no children to be above in the areas of reading, writing and maths. On entry 76% of children were below/well below typical for their age in maths. From these low baselines, children have made strong progress.

#### Progress towards priorities for EYFS 2018-19

1. Close the attainment gap between boys and girls: There will be significantly more girls than boys in 2018-19 (83%/17%): **Gap in 2019 is 12% which is below national 13% (2018)**
2. Focus on reading, reluctant writers and introducing 'Maths No Problem' in Reception: **To continue 2019-20**
3. Improve provision for outdoor learning to develop wider opportunities for exploring, problem solving and investigating: **To continue 2019-20**
4. Increase APS bringing in line with National 2017: 34.5: **Increased to 33.8. The school will continue to strive to match national**
5. Increase attainment in prime areas bringing in line with national: **Maths dropped slightly in 2019**
  - Very low baseline 76% were below/well below typical for their age
  - 37% have English as an additional language; some children had very little English understanding. Vocabulary was a barrier
  - 17% were in receipt of additional support (SEN)
  - 17% exceeded typical for their age in maths
6. Close the gap between vulnerable learners and others: **The gap has significantly narrowed from 54% to 4%**
7. Extend opportunities for parental involvement: **We are pleased with the progress we have made and plan to continue to extend our involvement during 2019-20**

### 2019 Year 1 Phonics: Three Year Trend

	Number of Pupils	Number of children Working Towards	Number of children working At	Percentage at Working At
2017	28	8	19	68%
2018	27	5	22	82%
2019	30	5	24	80%

#### Year 1: Phonics Check:

- 80% met the standard in phonics at the end of Year 1, this is broadly in line with national averages in 2018
- This shows good progress from the end of EYFS in 2018 when 73% of this cohort met Early Learning Goals in reading. Of the children who did not meet the standard, all are in receipt of additional support (SEN)
- 23% (7 children) scored full marks against national 2018 13%. 13% (4 children) scored 39 marks

#### Progress towards priorities 2018-19

- To ensure % meeting phonic screening expectations is at least in line with national averages in Year 1 and cumulative at the end of Year 2: **Cumulative in 2019 was 89% which is slightly below national in 2018; 92%**
  - **3 children did not meet the standard; 2 receive additional support (SEN), one new child was in the early stages of English speaking**
- To target more children to gain full marks: **The school has seen good progress towards this priority with 23% scoring full marks.**

#### Phonics re-take Year 2

- 5 pupils re-took the screening check in Year 2 in 2019 and one took it for the first time. 50% achieved the expected standard at the end of Year 2. This gave a cumulative total of 89% of pupils achieving the expected standard by the end of KS1 in 2019.

#### Progress towards priorities 2018-19

- To increase % meeting phonics standards at the end of Year 2 to national averages (92% 2018): **We will continue to strive to meet national averages; this equates to one more child**
- To narrow the gap between SEN/other pupils to bring in line with national: **We will continue to support all children who are in danger of falling behind. Children identified with SEN made good progress from their low starting points, all three children show significant increase in their scores.**

### Key Stage 1: Three Year Trend

KS1	Number of Pupils	Reading		Writing		Maths	
		Expected Standard	Greater depth	Expected Standard	Greater depth	Expected Standard	Greater depth
2017	25	76%	16%	68%	28%	76%	8%
2017 National		76%	25%	68%	16%	75%	21%
2018	25	75%	25%	71%	21%	82%	18%
2018 National		75%	26%	70%	16%	76%	22%
2019	26	73%	15%	73%	12%	73%	15%
2019 National		-	-	-	-	-	-

#### Year 2

- Attainment at expected standard overall was broadly similar to the most recent national average in 2018.
- 69% reached the expected standard in reading, writing and maths combined at the end of key stage 1. This is above national in 2018; (65%)

- These outcomes represent good progress for a cohort with below average outcomes at the end of the EYFS in 2017 (62%)
- This cohort comprises of 4 children who receive additional SEN support, 6 children who have English as an additional language; one is at the very early stages of English acquisition.
- In writing, 73% of pupils met or exceeded the expected standard, this is slightly above national averages in 2018.
- In maths, 73% of pupils met or exceeded the expected standard, which was slightly below the most recent national average (76%)

Progress towards priorities 2018-19:

- To close the gap in reading and maths between boys and girls to bring in line with national 2% (2017)
- To continue to improve % attaining greater depth to bring in line with national in reading and maths: **Each child is equivalent to 3.8% therefore the actual number of pupils is low.**
- To close the attainment gap between pupil premium children and all others to bring in line with national: **This has narrowed to 9% in RWM, this is below national in 2018**

Key Stage 2 Three Year Trend

		Reading	Reading Test	Writing (TA)	Maths Test	GPS
KS2	Number of Pupils	Reading, Writing and Maths				
2017	25	48%	76%	68%	56%	
2017 National		48%	76%	68%	56%	
2018	26	62%	73%	81%	88%	
2018 National		64%	75%	78%	76%	
2019	26	69%	73%	81%	77%	81%
2019 National (provisional)		65%	73%	78%	79%	78%

Key Stage 2

- 69% of pupils met or exceeded the expected standard in reading, writing and maths combined in 2019. This is above the provisional national average of 65%, and reflects a significant improvement in comparison to the previous two years. (48%/62%)
- In reading, 73% of pupils met or exceeded the expected standard, with 19% working at greater depth. The average scaled score of 104.4, is higher than school in 2018 and is in line with national 2019.
- In writing, 81% of pupils met or exceeded the expected standard, with 15% working at greater depth.
- In maths, 78% of pupils met or exceeded the expected standard, with 35% working at greater depth with an average score of 106.1 Each of these measures was above the national average, indicating very positive impact of the school's continued drive to improve outcomes in maths.
- In the grammar, punctuation and spelling [GPS] SAT, 81% of pupils met or exceeded the expected standard, with 35% working at greater depth. Both measures were well above the national average for 2019.
- Two children were dis-applied from taking the test due to SEND concerns. Both children have now transferred to specialist school provision. By focussing on the 24 who took the test KS2 results increase as follows:

**RWM Combined: 75%, Reading: 79%, Writing: 88%, Maths: 83%, GPS: 88**

Progress towards priorities 2018-19

- Bring Combined RWM to meet national expectation 65%: **Exceeded to 69%**
- Improve attainment in reading to at least in line with national 75% and to meet average scaled score of 105. Increase % reaching greater depth (national 28%): **Average scaled score has increased to 104.4. Two SEN children did not take the test; if they are not included; 79% met expected standard.**
- Increase % reaching greater depth in writing: **Increased to 15%. School to continue to focus on this in 2019-20**

- Close gap between boys and girls in reading and writing: Gap has reduced in reading and writing to 4%, this is narrower than national (9%) in reading, and wider than national in maths (1%)

Priorities for 2019-20:

1. To continue to improve attainment and progress for all groups of learners with specific focus on attainment at greater depth.
2. To infuse rich vocabulary across the curriculum
3. To provide regular and timely interventions in order to close the gap for any child at risk of not achieving