



KS1 report 2016-17

KS1 (Year 2)

Cohort

Group	Number of pupils
All	118
Male	59
Female	59
Pupil Premium (PP)	27
Free School Meals (FSM)	20
SEND	9
English as an additional language (EAL)	59
LAC	0

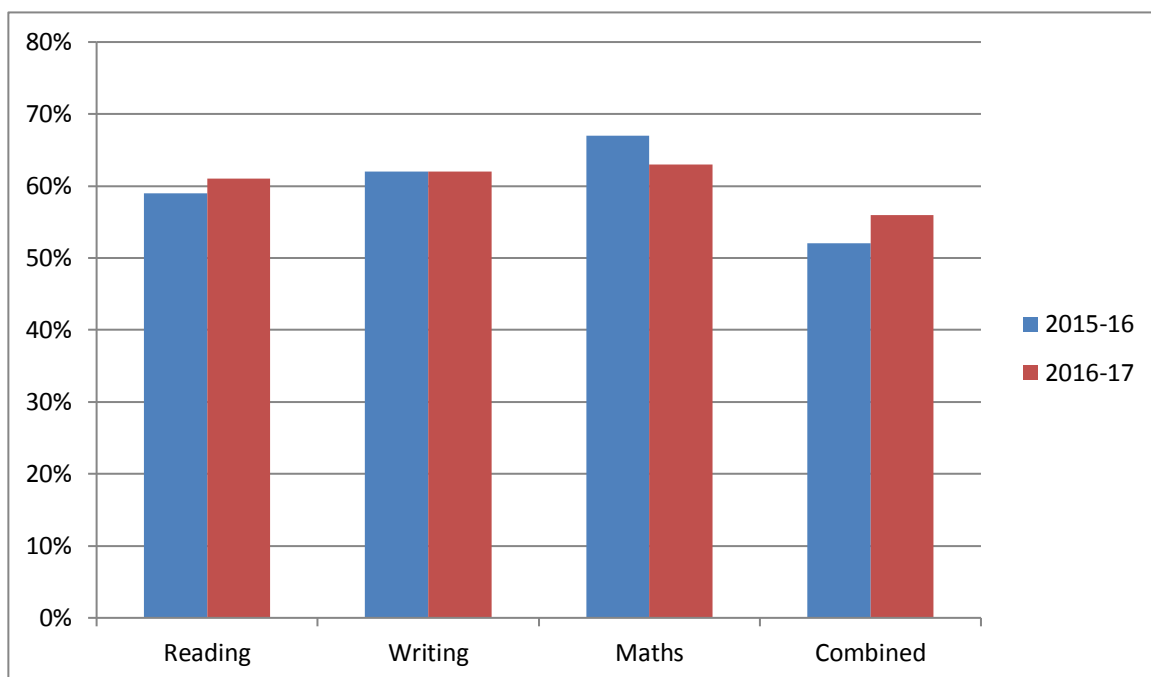
Attendance

- % overall - 93.38%
- % of girls - 93.66%
- % of boys - 93.09%
- % of SEND children - E = 91.58 K= 89.35%
- % of non SEND children - 93.86%
- % of FSM children - 91.99%
- % of non FSM children - 93.95%
- % of Pupil Premium children - 93.29%
- % of non Pupil Premium children - 93.39%
- attendance % of EAL children - 93.48%
- attendance % of non-EAL children - 93.31%

National- 95.4%

Outcomes

ARE (expected or above)	Reading	Writing	Maths	Combined (R,W,M)
KOP 2015-16	59%	62%	67%	52%
KOP 2016-17	61%	62%	63%	56%
National 2017	76%	68%	75%	



- 66 pupils achieved the expected standard in R, W and M.
- Reading outcomes increased by 2%, writing stayed the same and maths dropped by 4%. The combined score increased by 4%.
- Gaps between outcomes for vulnerable groups were narrow.
- Non SEND pupils achieved 60% working at the expected standard.
- Low attendance has had a huge impact on data- attendance has a direct correlation with attainment for most groups.

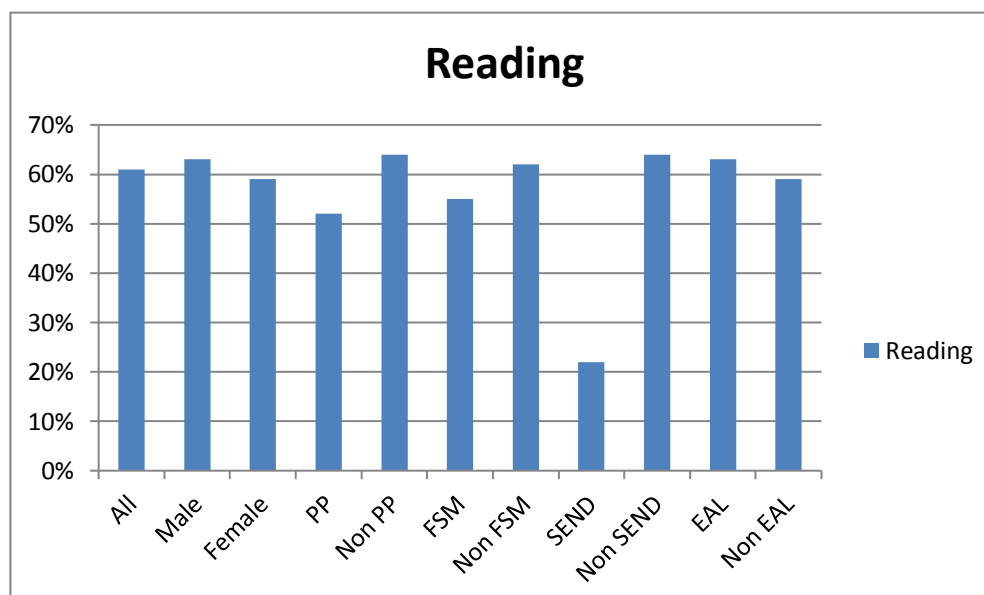
Progress

GLD	Reading (Exp or above)	Writing (Exp or above)	Maths (Exp or above)
Yes	93%	92%	94%
No	17%	19%	14%

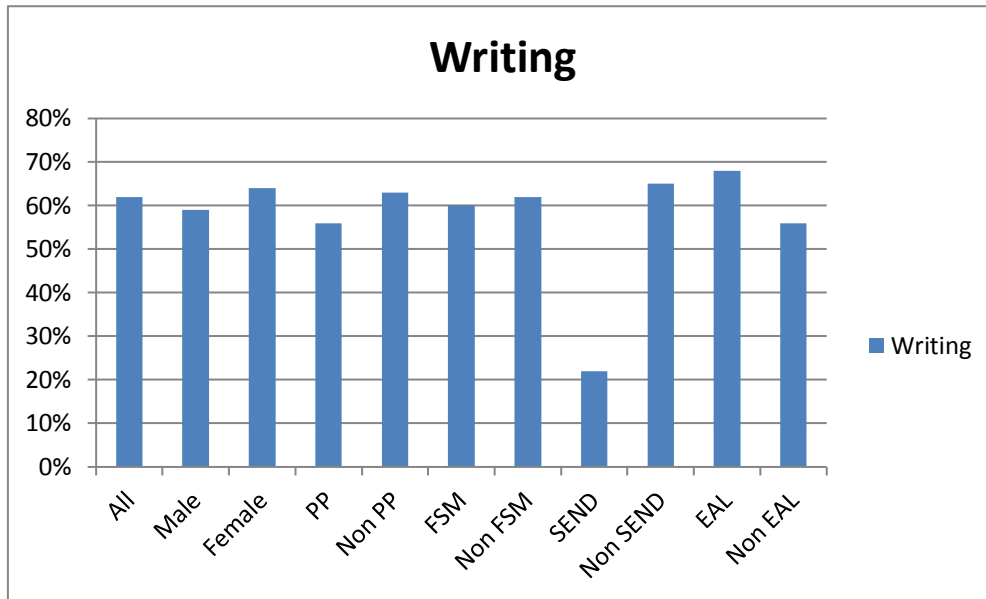
- 17% of pupils who did not achieve GLD met the standard in reading, 19% in writing and 12% in maths with a further 2% exceeding the expectation.
- The children who achieved GLD but did not meet the standard are being tracked and monitored through rigorous pupil progress meetings and targeted with interventions.

Group outcomes (attainment)

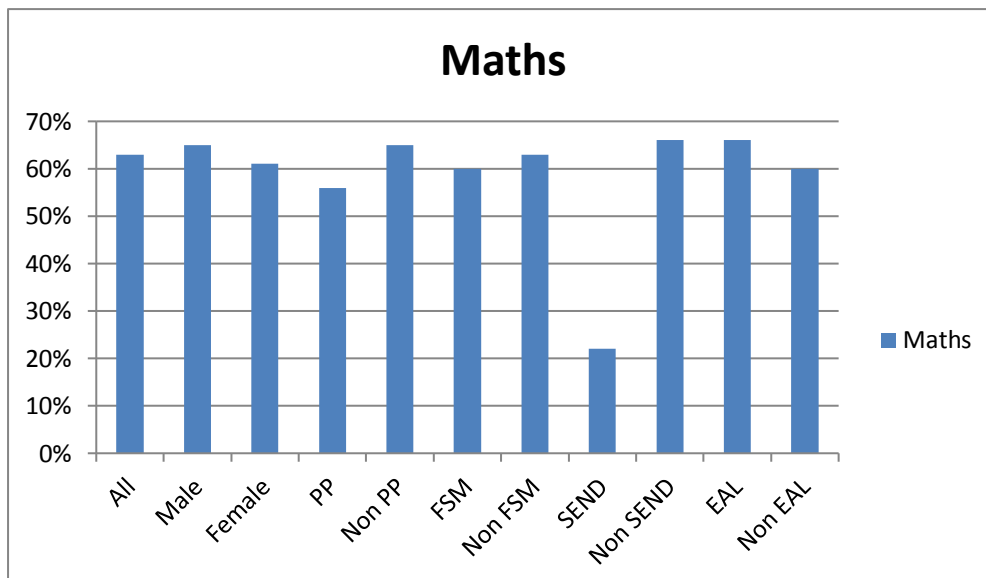
ARE (expected or above)	Reading	Writing	Maths	Combined (R,W,M)
All	61%	62%	63%	56%
Male	63%	59%	65%	56%
Female	59%	64%	61%	56%
PP	52%	56%	56%	48%
Non PP	64%	63%	65%	58%
FSM	55%	60%	60%	50%
Non FSM	62%	62%	63%	57%
SEND	22%	22%	22%	11%
Non SEND	64%	65%	66%	60%
EAL	63%	68%	66%	61%
Non EAL	59%	56%	60%	51%



- Males outperformed females by 4%
- Non PP outperformed PP by 12%
- Non FSM outperformed FSM by 7%
- EAL outperformed non EAL by 4%
- There is still a huge discrepancy between SEND and non SEND pupils (43%)
- There is a direct correlation between attendance and attainment of groups in reading
- The gaps between groups are narrow.
- 19% of the PP pupils are also SEND.

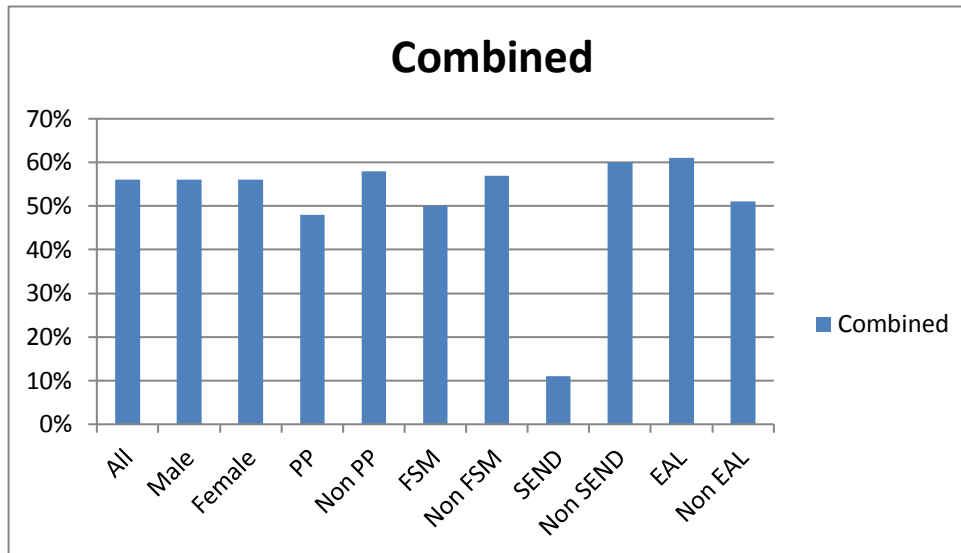


- Females outperformed males by 3%
- Non PP pupils outperformed PP by 7%
- Non FSM pupils only just outperformed FSM by 2%
- EAL pupils outperformed non EAL pupils by 12%
- There is a direct correlation between attendance and attainment of groups in writing
- The gaps between groups are narrow, with the exception of EAL vs non EAL and SEND vs non SEND.
- 19% of the PP pupils are also SEND.



- Males outperformed females by 4%
- Non PP pupils outperformed PP by 9%
- Non FSM pupils outperformed FSM by 3%

- EAL pupils outperformed non EAL pupils by 6%
- There is a direct correlation between attendance and attainment of groups in maths
- The gaps between groups are narrow with the exception of PP vx Non PP and SEND vs non SEND.
- 19% of the PP pupils are also SEND.



- There is no gap between male and female attainment (56%)
- Non PP pupils outperformed PP by 10%
- Non FSM pupils outperformed FSM by 7%
- EAL pupils outperformed non EAL pupils by 10%
- There is a direct correlation between attendance and attainment of groups in maths
- 19% of the PP pupils are also SEND.

Next steps

- Children who achieved GLD but are now not on track are being closely tracked and monitored through pupil progress meetings. Interventions implemented to get pupils to expected standard.
- Pupil progress meetings take place half termly to monitor progress and target specific pupils. Vulnerable groups tracked closely and interventions put in place where needs are identified.
- Regular observations and learning walks to monitor teaching and learning.
- Half termly assessments to monitor progress and gaps in learning for individual pupils.
- Half termly moderation to ensure judgements are accurate and secure.
- The gender gap is being addressed through planning- taking into account interests to engage learners.
- Reading consultant to work with year 2 on the delivery of reading.
- Sarah white- maths consultant
- Combined attainment monitored closely and gaps addressed immediately.
- SATS parent information evenings