



Phonics report 2016-17

Cohort

Group	Number of pupils
All	118
Male	56
Female	62
Pupil Premium (PP)	31
Free School Meals (FSM)	20
SEND	12
English as an additional language (EAL)	43
LAC	1

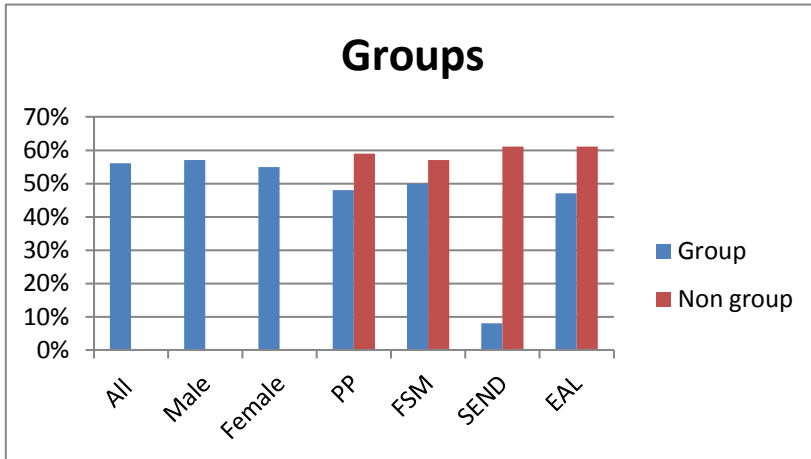
Attendance

- % overall - 89.84%
- % of girls - 89.62%
- % of boys - 90.01%
- % of SEND children - E = 44.20% K= 86.78%
- % of non SEND children - 90.71%
- % of FSM children - 88.12%
- % of non FSM children - 90.56%
- % of Pupil Premium children - 92.38%
- % of non Pupil Premium children - 89.82%
- attendance % of EAL children - 89.56%
- attendance % of non-EAL children - 90.08%

National- 95.4%

Outcomes

	2015-16 (KOP)	2015-16 (National)	2016-17 (KOP)	2016-17 (National)
Year 1	65%	81%	56%	89%
Year 2 (retakes)	66%	91%	41%	39%



Group	Outcome	Non
All	56%	
Male	57%	
Female	55%	
PP	48%	59%
FSM	50%	57%
SEND	8%	61%
EAL	47%	61%

- Year 1 phonics results have dropped this year from 65% WA (2016) to 56% WA (2017). Although this seems like a huge drop, the 2017 cohort came out of EYFS 10% lower than the 2016 cohort in reading and with an 8% lower GLD (58% vs 50%). This is still well below national average (89%).
- Year 2 retakes only reached 41% WA this year.
- EAL attainment was considerably lower than non- EAL this year (61% vs 47%).
- Boys and Girls attainment is very similar (-2%).
- Non PP children are outperforming PP children (59% vs 48%) although the discrepancy between the 2 have narrowed since last year. Phonics re checks show a bigger discrepancy (Non PP 48% vs PP 29%).
- Low attendance has had a huge impact on data- attendance has a direct correlation with attainment for most groups.

Next steps

- Introduce letters and sounds to replace Soundwrite. Soundwrite will continue to be used as an intervention.
- Whole class phonics with TAs used to support.
- Half termly phonics screeners to identify gaps and next steps.
- Whole school phonics inset.
- Phonics progress closely monitored through pupil progress meetings and interventions will be implemented where needed. Vulnerable groups tracked and monitored.
- Phonics learning walks and observations- focus on pace and challenge. Planning monitored.
- Outstanding phonics lessons modelled to all year 1 staff.
- Phonics delivered as part of SPAG daily in year 2.
- Interventions for all children who did not pass the screener last year.
- New phonics resources purchased.

- Phonics information evenings termly to parents.
- Whole school attendance action plan implemented from Autumn 2017.