

Puddletown First School



Attainment and Progress Report 2021/22 July

Background

This is produced in the context of a cohort of children who have had their learning interrupted in 2 consecutive years by school closure due to a national pandemic. For the large majority of the children they have had around 25 weeks out of school since March 2020.

As a school we recognise the potential impact that this may have had upon the children's outcomes. We stated clearly in March 2021 to the LGB that we would be looking at an 18 month to 2 year recovery programme for the children in terms of their academic attainment. The priority since the children returned to school in March 2021 after the 2 second school closure was the children's well-being and connection with school and their learning. The teacher assessment completed this academic year is part of the recovery process to be clear where gaps in learning may be.

When assessing writing we have used No More Marking to support the judgements made, this allows for an element of national benchmarking

The children in the EYFS have been using the new EYFS Framework and Development Matters. The baseline for assessing the cohorts on entry profile was completed using the new Development Matters framework. It provides a more holistic narrative of the strengths and needs of the cohort as a whole and is used to shape the provision for the cohort as a whole and groups of specific need within it. It produces less numeric data than previous years.

Reception Progress and Attainment Report

PSED	
Self Regulation	87%
Managing self	91%
Building relationships	91%
C&L	
Listening, attention and understanding	74%
Speaking	78%
PD	
Gross motor skills	91%
Fine motor skills	83%
Reading	
Comprehension	83%
Word Reading	78%
Writing	57%
Maths	
Number	83%
Numerical pattern	83%
Understanding the world	
Past and present people	91%
People, culture and communities	91%
The natural world	97%
Expressive arts and design	
Being imaginative and expressive	91%
Creating with materials	91%
All areas achieved	57%

Year 1 Progress and Attainment Report

		End of EYFS *		End of Y1@	
		% Below expected	% At least expected	% Below ARE	% ARE
Maths		37%	63%	35%	65% (70% without 2 children)*
Reading		37%	63%	37%	63% (70% without 2 children) PC – 79% (85% without 2 children)
Writing		40%	60%	37%	62% (67% without 2 children)

**EAL children joined in May*

Y2 Progress and Attainment Report

	EYFS on entry			End of EYFS *		End of Y1@		End of Y2		
		% Well below or below	% Expected	% Below expected	% At least expected	% Below ARE*	% ARE	% Below EXS	% at EXS or GDS	% at GDS
Maths		72%	28%	4%	96%	4%	96%	17%	79% 77%	21% 22%
Reading		40%	60%	7%	93%	7%	93%	7%	89% 68%	46% 25%
Writing		18%	72%	11%	89%	11%	89%	17%	83% 59%	18% 15%

*Impacted by Covid lockdown

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Progress from the children's on entry profile is good. Attainment is above the 2019 National outcomes in **Blue**. 2022 National Outcomes in **Red**

Y3 Progress and Attainment Report

	EYFS on entry			End of EYFS – 6 children joined in year		End of Y2*		End of Y3		
		% Well below or below	% Expected	% Below expected	% expected	% Below ARE	% ARE	% Below ARE	% at ARE	% at ARE+
Maths		13%	87%	4%	96%	10%	90%	20%	80%	20%
Reading		14%	86%	14%	86%	7%	93%	10%	90%	37%
Writing		30%	70%	16%	86%	11%	89%	17%	83%	17%

*Impacted by Covid lockdown

Those children not maintaining an ARE from Y2 will be part of the teacher handover meeting.

Y4 Progress and Attainment Report

	EYFS on entry			End of EYFS		End of Y2*		End of Y4		
		% Well below or below	% Expected	% Below expected	% expected	% Below ARE	% ARE	% Below ARE	% at ARE	% at ARE+
Maths				4%	96%	11%	89%	17%	83%	37%
Reading				18%	82%	11%	89%	13%	87%	43%
Writing				15%	85%	11%	89%	17%	83%	37%

*Impacted by Covid lockdown