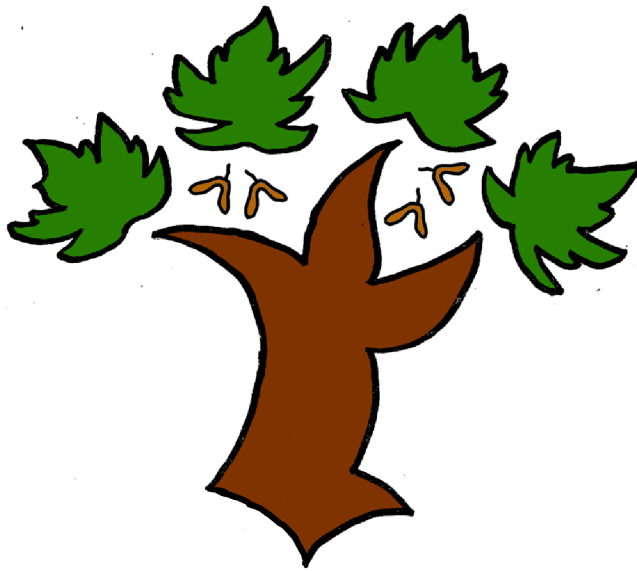


Puddletown First School



Attainment and Progress Report 2016/17

Reception Progress and Attainment Report

	40 -60E+ Sept	ELG Gain
PSED		
Making relationships	5/29 – 17%	25/29 – 86% +20/29
Self confidence and awareness	5/29 - 17%	29/29 - 100% +25/29
Managing feelings and behaviour	9/29 - 31%	25/29 – 83% +16/29
C&L		
Listening and attention	11/29 – 38%	24/29 - 83% +13/29
Understanding	15/29 – 52%	27/29 – 93% +12/29
Speaking	5/29 – 17%	28/29 – 97% +23/29
PD		
Moving and handling	16/29 – 55%	27/29 – 93% +11/29
Health and self care	15/29 – 52%	28/29 – 97% +13/29
Literacy		
Reading	6/29 – 21%	26/29 – 90% +20/29
Writing	5/29 – 17%	21/29 - 72.4% +16/29
Maths		
Number	17/29 – 59%	26/29 – 90% +9/29
Shape, space and measure	8/29 - - 28%	29/29 – 100% +21/29
GLD	17%	72.4%* 2016 - 80% Nat ave 2016 67.3%

The data has been produced using Development Matters. The on entry profile is constructed using the 30-50 secure/40 -60 emerging bench mark. This data set is tracking the children in the 40- 60 band of Development Matters.

Children need to move through and beyond the whole of the 40-60 requirements before they can achieve an ELG.

The EYFS Profile was subject to LA moderation in June 2017.

Key points

- The progress was very good especially in the prime areas of PSED and CL. This is encouraging as it is an indication that the children are establishing good attitudes towards school and learning.
- Progress in literacy good. The writing achieved less well – the cohort is very boy heavy – all the girls achieved the ELG for writing.
- Progress in maths was good. When looking at Number the data shows that the children achieving an expected on entry profile made expected progress over the year. With those children with a below on entry profile also making progress. As with writing there is a gender difference.
- Staff in YR have clearly identified the children who require additional support and have established a wide range of booster groups and intervention strategies. The curriculum and timetable have been identified to address the children's needs. With a wide range of activities in place to engage what is a very boy 'heavy' class.

Year 1 Progress and Attainment Report

		EYFS on entry		End of EYFS		End of Y1+	
		% Well below or below	% Expected	% Below expected	% At least expected	% Below ARE	% ARE
Maths		33	66	20	80	27	73
Reading		36	64	17	83	27	73 *PC 83%
Writing		60	40	20	80	23	77

The children continue to make good progress from their on entry profile, especially in writing. The children are well set to achieve well in Y2.

*The Phonic Check (PC) outcomes show a good conversion rate from the EYFS profile. 5 children didn't achieve the required score – one was 2 marks short. All the children who didn't achieve were identified before hand and received a good programme of booster support.

Both pupil premium children (service) achieved an ARE in all subjects and passed the PC

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 (difference from ELG)	% at GDS
Maths		42	58	37	63	33	67	13	87 +24 2016 – 80 Nat 2016 - 73	31 2016 – 27 Nat 2016 - 18
Reading		42	58	33	67	17	83	14	86 +28 2016 – 87 Nat 2016 - 74	48 2016 -30 Nat 2016 - 24
Writing		38	62	37	63	23	77	20	80 +17 2016 – 80 Nat 2016 - 66	28 2016 – 20 Nat 2016 -13

The children have made very strong progress from both their on entry profile and end of EYFS profile.

It is likely that outcomes will be above local and national results.

Maths shows the impact of the Singapore approach

The Y2 team have a very good knowledge of the required standards and have robust and accurate assessment. They have attended all pyramid and LA moderation events.

All PP children (1 service) achieved the expected standard and made the expected progress or better.

Y3 Progress and Attainment Report

	EYFS on entry			End of EYFS *		End of Y2		End of Y3		
		% Well below or below	% Expected	% Below expected	% expected	% Below ARE	% ARE	% Below ARE	% at ARE	% at ARE+
Maths		21	79	19	81	20	80	23	77	20
Reading		63	27	33	15	15	85	13	87	30
Writing		63	27	23	77	20	80	23	77	20

The Y3 cohort have made good progress over the year and have managed the demands of the Ks2 curriculum.

All PP children (1 service) made good progress in reading and maths and achieved an ARE. 1 non-service PP child made less than expected progress in writing and didn't achieve an ARE. This was due to a weakness in spelling which had a programme of support which will be continued in Y4.

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	Level 2a+	Level 3	% Below ARE	% at ARE	% at ARE+
Maths		95	5	19	65	67	52	30	70 62	13
Reading		94	6	33	82	67	44	23	77 75	7
Writing		94	6	23	59	52	22	43	57 48	17

The Y4 cohort were the last to complete KS1 using the old NC, there has been an element of catch up through Y3 and 4. The data shows that this has been effective.

Writing is still the weakest area – a great deal of work, staff meeting INSET, curricular and timetable changes and both LA and pyramid moderation has been undertaken.

In maths 3 PP children (1 service) made expected progress, 1 made less than expected. With 2 PP children (1 service) achieving an ARE

In writing all PP children made expected progress but only the service child achieved an ARE.

In reading all PP children made expected progress but only the service child achieved an ARE.

SEN Outcomes

Overall SEND Performance	Progress – expected and +			Attainment – ARE		
	Dec	April	July	Dec	April	July
Maths	26/31 – 84%	29/34 – 86%	32/34 – 94%	5/31 – 16%	17/34 – 50%	15/34 -44%
Reading	26/31 - 84%	33/34 – 97%	32/34 – 94%	11/31 = 35%	15/34 – 44%	11/34 – 32%
Writing	24/31 – 77%	29/34 – 86%	32/34 – 94%	2/31 – 6%	6/34 – 18%	9/34- 26%

Pupil Premium Outcomes

Overall PP Performance*	Progress - expected	Attainment - ARE	PP – non Service (7 ch'n)		Non PP, Non Service Attainment
			Prog	Att	
Maths	12/13 – 92%	11/13 – 85%	6/7 – 86%	5/7 -71%	80/105 - 78%
	12/13 – 92%	11/13 – 85%	6/7 – 86%	5/7 – 71%	80/105 – 78%
Reading	13/13 – 100%	11/13 – 85%	5/7 – 71%	5/7 - 71%	82/105 - 78%
	13/13 – 100%	12/13 – 92%	6/7 – 86%	6/7 – 86%	88/105 – 84%
Writing	11/13 - 85%	9/13 – 70%	5/7 – 71%	5/7 - 71%	71/105 - 68%
	12/13 – 92%	9/13 – 70%	6/7 – 86%	3/7 – 43%	76/105 – 73%

Gender outcomes

	Reading		Writing		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls
Y1	14/18	9/11	13/18	9/11	13/18	9/11
	15/18	10/12	12/18	10/12	12/18	9/12
	12/18	10/12	12/18	10/12	12/18	10/12
Y2*	10/16	10/13	4/16	8/13	9/16	9/13
	11/16	11/13	9/12	12/13	13/16	12/13
	12/16	13/13	9/16	13/13	13/16	13/13
Y3	10/12	14/18	9/12	16/18	8/12	15/18
	9/19	16/18	9/12	14/18	9/12	15/18
	9/12	16/18	9/12	14/18	9/12	15/18
Y4	13/19	9/11	9/19	7/11	12/19	8/11
	13/19	9/11	9/19	6/11	12/19	8/11
	14/19	9/11	8/19	8/11	12/19	8/11
Overall	47/65-72%	42/53-79%	35/65-54%	40/53-75%	42/65-65%	41/53-77%
	48/65-74%	46/54-85%	39/65-60%	42/54-79%	46/65-71%	44/54-81%
	47/65-72%	48/54-89%	38/65-58%	45/54-83%	46/65-71%	46/54-85%