

Puddletown First School



Attainment and Progress Report 2020/21

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 once when the children returned in March and again in June and July to inform teacher assessment by providing a national framework and to offer a bench mark in progress.

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%

Overall we have been pleased with the children's progress in what has been a challenging and disrupted year. It is clear that writing has proved to be the limiting factor in the number of children achieving in all areas and is the lowest performing area of the curriculum. However, in school monitoring within staff meeting time progress within pupils work was identified as positive. Out of all the areas of learning writing could be considered the one most likely to suffer as a consequence of a prolonged school closure. There is no marked gender difference. As a school we are aware of the outcomes and it will form a key part of transition and handover meetings. The comparatively high outcomes for fine motor skills and the positive place the children are emotionally in the learning give us confidence that this will be addressed in the children's journey through KS1

		End of EYFS *		End of Y1@	
		% Below expected	% At least expected	% Below ARE	% ARE
Maths		37%	63%	27%	73%
Reading		37%	63%	37%	63% PC – 76%
Writing		40%	60%	37%	63%

**the children were unable to fulfil their whole reception year due to Covid lockdown*
The Phonic Check (PC) was completed using the 2019 assessment materials

Y1 have maintained the outcomes achieved in YR and exceeded them in maths. The cohort as a whole have had both of their first years in school affected by school closure and this can be expected to have had an impact. As for YR the in school monitoring of children's writing shows the children have made good progress.

Just over ¼ of the cohort did not achieve their PSED ELG when in YR which is indicative of the needs within the cohort. Consequently a lot of input has been on supporting the PSED needs of the cohort which has resulted in an adapted timetable and curriculum offer. This cohort required additional provision for PSED on return from the school closure.

Transition and handover meetings have been planned to ensure that Y2 are able to meet the cohort's academic and emotional needs.

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%	83% 76%	20% 22%
Reading		40%	60%	7%	93%	7%	93%	7%	93% 75%	30% 25%
Writing		18%	72%	11%	89%	11%	89%	17%	83% 69%	9% 15%

*Impacted by Covid lockdown

@Impacted by Covid lockdown

Progress from the children's on entry profile is good. Attainment is above the 2019 National outcomes (in blue). 2019 was the last time National Assessment data was collated

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%	34%
Reading		14%	86%	14%	86%	7%	93%	14%	90%	41%
Writing		30%	70%	16%	86%	11%	89%	24%	76%	31%

*Impacted by Covid lockdown

@Impacted by Covid lockdown

There is some dip in outcome from Y2 to Y3 however they are still above the 2019 Y2 outcomes. 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	29%	69%	8%	92%	17%	83%	38%	62%	21%
Reading	39%	61%	8%	93%	10%	90%	17%	83%	45%
Writing	62%	38%	22%	78%	27%	73%	TA 41% Mar NMM 17%	TA 59% Mar NMM 83%	TA 10% Mar NMM 35%

Progress from Y2

Maths – 17/22 – 77% of children who achieved EXS in Y2 went on to achieve an ARE

Reading – 25/26 – 96% of children who achieved EXS in Y2 went on to achieve an ARE

Writing TA - 16/21 – 76% of children who achieved EXS in Y2 went on to achieve an ARE

Writing TA NMM (March) - 19/21 – 90% of children who achieved EXS in Y2 went on to achieve an ARE

The cohort has made less than expected progress from Y2 and outcomes are below the Autumn targets. In writing 4/5 of the children who achieved a ‘mostly achieved’ judgement were very close to being judged at an ARE. Similarly in maths 2/6 children achieving a ‘mostly achieved’ were close to achieving an ARE.

93% of the cohort improved their reading GL score from Y3 - the average improvement was 8.2 scaled points

86% of the cohort improved their reading GL score from Y3 - the average improvement was 3.9 scaled points

No More Marking Writing Outcome March 2021 and June/July 2021

	All percentages are of children at ARE or above	
	ELG end of 2020 or NMM assessment for 2019/20	March 2021 - NMM
Y1	59%	66%
Y2	89%	73%
Y3	93%	87%
Y4	80%	86%

Gender outcomes

	Reading		Writing		Maths	
	Boys	Girls	Boys	Girls	Boys	Girls
Y1	13/15	9/15	10/15	9/15	12/15	10/15
Y2	15/17	13/13	14/17	11/13	14/17	10/13
Y3	10/13	17/16	8/13	14/16	10/13	13/16
Y4	14/18	11/12	13/18	11/12	9/18	10/12
Overall	52/63 – 83%	50/56 – 89%	45/63 – 71%	45/56 – 80%	43/63 – 68%	43/56 – 76%
Overall 2019	83%	92%	70%	86%	85%	85%

The gap in attainment is less significant than in 2019 (our last year with data from a summer term of full teaching)

Overall attainment in maths is considerably lower and will be a focus for 2021/22