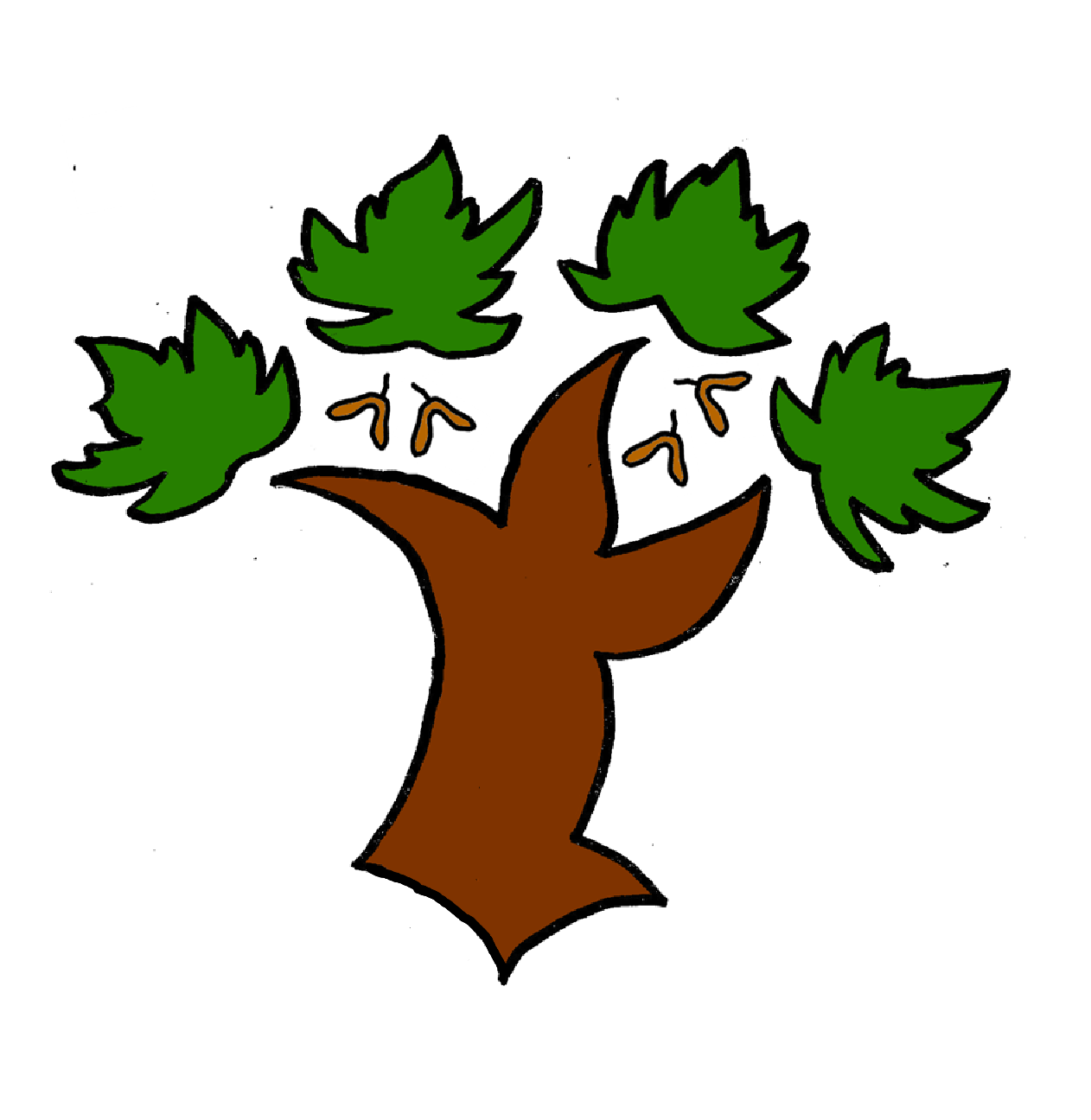
**Puddletown First School**

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**Attainment and Progress Report**

**2018/19**

**Reception Progress and Attainment Report**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reception on entry profile 2018/19 cohort** | | | **End of Year outcomes** |  |
|  | **Below**  **[30-50 secure or developing]** | **Expected**  **[40-60 emerging+]** | **Expected and above** | **Gain (number of children)** |
| **PSED** |  |  | **26/28 – 93%** |  |
| Making relationships | 12/25 | 15/25 | 28/28 | +13 |
| Self- confidence and self- awareness | 10/25 | 15/25 | 27/27 | +13 |
| Managing feelings and behaviour | 13/25 | 12/25 | 27/27 | +15 |
| **Communication & Language** |  |  | **27/28 – 96%** |  |
| Listening and attention | 6/25 | 19/25 | 28/28 | +9 |
| Understanding | 8/25 | 17/25 | 28/28 | +11 |
| Speaking | 8/25 | 17/25 | 27/28 | 10 |
| **Physical Development** |  |  | **28/28 – 100%** |  |
| Moving and handling | 6/25 | 19/25 | 28/28 | +9 |
| Health and self-care | 5/25 | 20/25 | 28/28 | +8 |
| **Literacy** |  |  | **25/28 – 89%** |  |
| Reading | 17/25 | 8/25 | 26/28 | +18 |
| Writing | 17/25 | 8/25 | 25/28 | +17 |
| **Maths** |  |  | **27/28 – 96%** |  |
| Number | 5/25 | 20/25 | 27/28 | +7 |
| Shape, space and measure | 15/25 | 10/25 | 28/28 | +18 |
| **Understanding the World** |  |  | **28/28 – 100%** |  |
| People and communities | 15/25 | 10/25 | 28/28 | +18 |
| The world | 7/25 | 18/25 | 28/28 | +10 |
| Technology | 5/25 | 20/25 | 28/28 | +8 |
| **Expressive arts and Design** |  |  | **28/28 – 100%** |  |
| Exploring and using media and materials | 10/25 | 15/25 | 28/28 | +13 |
| Being imaginative | 10/25 | 15/25 | 28/28 | +13 |
| **GLD** |  | **8/25 – 32%** | **25/28 – 89%** | **+17** |

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.
* 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.
* 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.
* The number of children GLD is likely to be well above LA and National outcomes

**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 |  | 43 | | 57 | 11 | | 89 | 4 | 96 |
| Reading |  | 48 | | 52 | 19 | | 81 | 8 | 92  PC - 92 |
| Writing |  | 48 | | 52 | 22 | | 78 | 12 | 88 |

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. 2 children didn’t achieve the required score. All the children who didn’t achieve were identified beforehand and received a good programme of booster support.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |  | 33 | 66 | 10 | | 90 | 27 | | 73 | 20 | | 80 -10 | 23 + 9 |
| Reading |  | 36 | 64 | 10 | | 90 | 27 | | 73  \*PC 83% | 10 | | 90 - 0 | 37 -1 |
| Writing |  | 60 | 40 | 28 | | 72 | 23 | | 77 | 23 | | 77 + 5 | 7 0 |

**Y2 Progress and Attainment Report**

The children have made very strong progress from both their on entry profile and from the end the ELG outcomes in reading and writing. 3 children achieving the ELG in maths did not achieve the expected standards in maths but progress at GDS in maths was good. Progress is secure from Y1

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. The school was successfully moderated by the LA in June 2019.

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 | EXS | % GDS | % Below ARE | | % at ARE | % at ARE+ |
| Maths |  | 42 | 58 | 37 | | 63 | 87 | 31 | 10 | | 90 | 23 |
| Reading |  | 42 | 58 | 33 | | 67 | 86 | 48 | 10 | | 90 | 37 |
| Writing |  | 38 | 62 | 37 | | 63 | 80 | 28 | 23 | | 77 | 0 |

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

The GL outcomes for maths and reading were positive the average score for maths was 107.1 against a national average of 100 for reading it was 105.6

All vulnerable children (2 service and 1 LAC) made good progress in reading and maths and achieved an ARE.

**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 | EXS | GDS | % Below ARE | | % at ARE | % at ARE+ |
| Maths |  | 21 | 79 | 19 | | 81 | 80 | 25 | 31 | | 69 | 22 |
| Reading |  | 63 | 27 | 33 | | 65 | 85 | 44 | 19 | | 81 | 44 |
| Writing |  | 63 | 27 | 23 | | 77 | 80 | 19 | 37 | | 63 | 22 |

The GL outcomes for reading are strong the average score was 114.9, for maths it was 104.7

**Progress from Y2**

**Maths –** 23/26 – 88% of children who achieved ARE and ARE+ in Y2 went on to achieve an ARE and ARE+

**Reading –** 24/27 – 89% of children who achieved ARE and ARE+ in Y2 went on to achieve an ARE and ARE+

**Writing -** 21/24 – 88% of children who achieved ARE and ARE+ in Y2 went on to achieve an ARE and ARE+

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.

**SEN Outcomes**

|  |  |  |
| --- | --- | --- |
| **Overall SEND Performance** | **Progress – expected and +**  **July 2018 July 2019** | **Attainment – ARE**  **July 2018 July 2019** |
| **Maths** | 32/34 – 94%  14/21 – 67% | 15/34 -44%  8/21 – 38% |
| **Reading** | 32/34 – 94%  19/21 – 90% | 11/34 – 32%  9/21 – 43% |
| **Writing** | 32/34 – 94%  20/21 – 95% | 9/34- 26%  3/21 – 14% |

Progress was less good in maths – there are a lot of additional interventions around literacy

Attainment is below their peers

Progress with SEND is primarily judged by achievement within progress plans

**Pupil Premium Outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall PP Performance\*** | **Progress – expected** | **Attainment - ARE** | **PP – non Service** | | **Non PP, Non Service**  **Attainment** |
| **Prog** | **Att** |
| **Maths** | 12/13 – 92%  6/9 – 67% | 11/13 – 85%  6/9 – 67% | 6/7 – 86%  3/6 – 50% | 5/7 – 71%  3/6 -50% | 80/105 – 78%  96/108 – 89% |
| **Reading** | 13/13 – 100%  9/9 -100% | 12/13 – 92%  7/9 – 78% | 6/7 – 86%  6/6 -100% | 6/7 – 86%  4/6 – 67% | 88/105 – 84%  99/108 – 92% |
| **Writing** | 12/13 – 92%  9/9 – 100% | 9/13 – 70%  7/9 – 78% | 6/7 – 86%  6/6 – 100% | 3/7 – 43%  4/6 – 67% | 76/105 – 73%  87/108 – 81% |

The numbers of children in receipt of PP are relativiely low making % comparisons difficult. It is clear that as with SEND maths performs less well.

**Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Reading** | | **Writing** | | **Maths** | |
| **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **Y1** | 9/11  PC 9/11  9/11  PC 9/11 | 14/14  Pc14/14  14/14  Pc14/14 | 8/11  9/11 | 13/14  13/14 | 9/11  10/11 | 14/14  14/14 |
| Progress from YR | 11/11 | 14/14 | 10/11 | 14/14 | 10/11 | 14/14 |
| **Y2\*** | 18/20  PC – 18/20  15/20  17/20 (5 SEND) | 9/9  PC – 9/9  9/10  10/10 | 12/20  7/20  13/20 (5 SEND) | 9/9  9/10  10/10 | 14/20  14/20  16/20 (5 SEND) | 9/9  7/10  8/10 |
| Progress from YR | 19/20 | 9/10 | 18/20 | 9/10 | 19/20 | 8/10 |
| **Y3** | 13/18  16/17  16/17 | 10/12  11/13  11/13 | 12/18  14/17  14/17 | 10/12  10/13  10/13 | 13/18  16/17  16/17 | 10/12  11/13  11/13 |
| Progress from Y2 | 17/17 | 13/13 | 17/17 | 12/13 | 17/17 | 13/13 |
| **Y4** | 13/17  13/18  13/18 (5 SEND) | 13/13  14/14  13/14 | 11/17  10/18  10/18 (5 SEND) | 12/13  11/14  12/14 | 13/17  12/18  14/18(5 SEND) | 12/13  12/14  11/14 |
| Progress from Y2 | 16/18 | 13/14 | 16/18 | 12/14 | 18/18 | 11/14 |
| **Overall** | 72%  53/66 - 80%  55/66 – 83% | 89%  48/51 – 94%  48/52 – 92% | 58%  39/66 – 60%  46/66 -70% | 83%  43/51 – 84%  45/52- 86% | 71%  51/66 – 77%  56/66 – 85% | 85%  44/51 – 86%  44/52 – 85% |
| **Gap** | 17, 14, 9 | | 25, 24, 16 | | 14, 9, 0 | |
| **Over all progress** | **97%**  **63/66 – 95%** | **98%**  **50/52 – 96%** | **92%**  **61/66 – 92%** | **91%**  **48/52 – 92%** | **92%**  **64/66 - 97%** | **93%**  **47/52 – 90%** |

**July 2018**

**Dec 2018**

**July 2019**

\*Y2 – Number of children expected to meet or exceed the Interim Standard

Y1,3 & 4 – Number of children expected to achieve an ARE