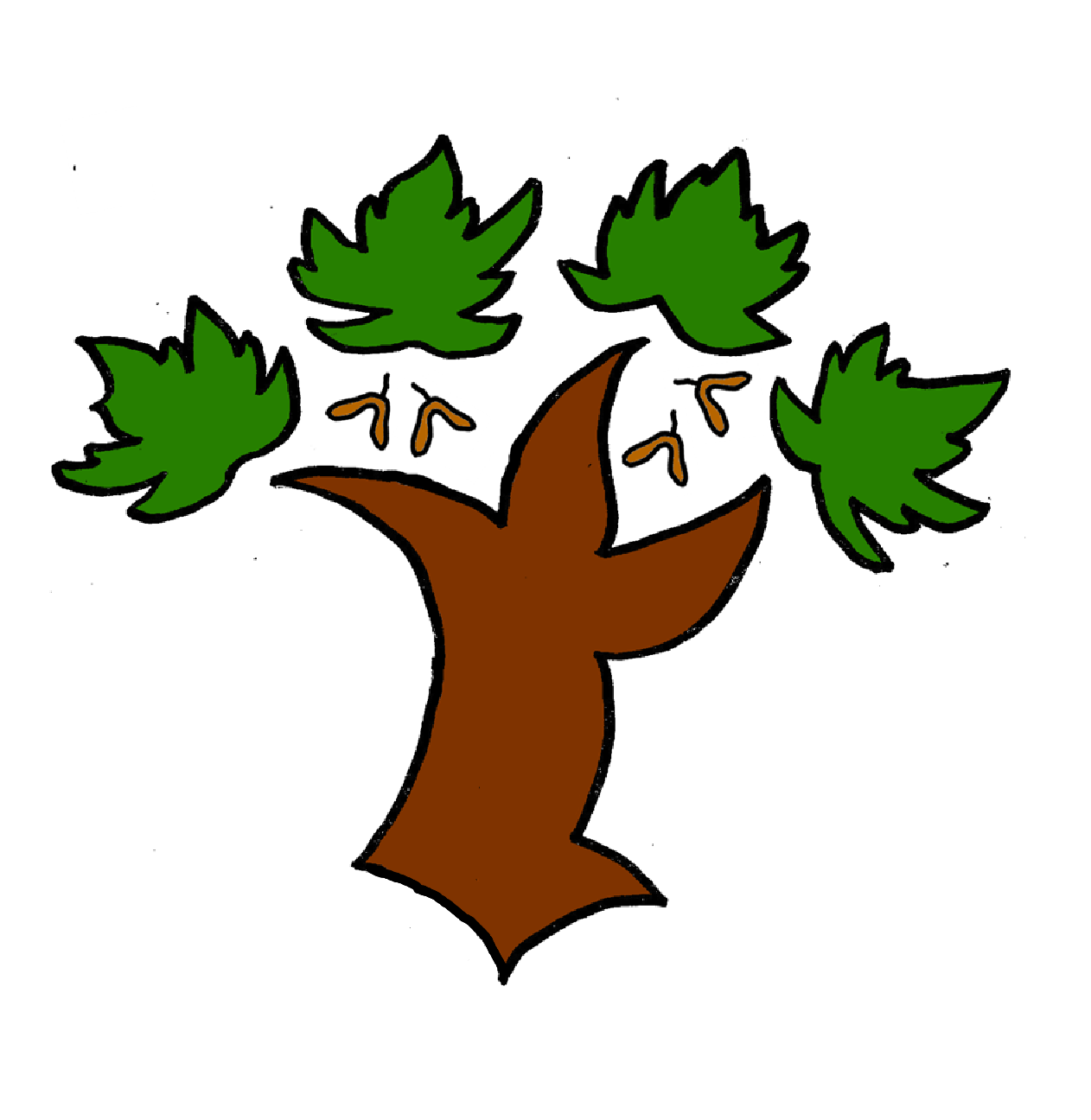
**Puddletown First School**

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**Attainment and Progress Report**

**2017/18**

**(FINAL)**

**Reception Progress and Attainment Report**

|  |  |  |
| --- | --- | --- |
|  | **40 -60E+ Sept** | **ELG June Gain** |
| **PSED** |  |  |
| Making relationships | 7/26 - 27% | 24/26 – 92% 0/26 exc  65% |
| Self confidence and awareness | 16/26 - 62% | 25/26 – 96% 5/26 exc  34% |
| Managing feelings and behaviour | 13/26 – 50% | 24/26 – 92% 2/26 exc  42% |
| **C&L** |  |  |
| Listening and attention | 16/26 - 62% | 24/26 – 92% 9/26 exc  30% |
| Understanding | 16/26 – 62% | 25/26 – 96% 3/26 exc  34% |
| Speaking | 12/26 – 46% | 23/26 – 83% 2/26 exc  37% |
| **PD** |  |  |
| Moving and handling | 17/26 – 65% | 24/26 – 92% 4/26 exc  27% |
| Health and self care | 16/26 – 62% | 25/26 – 96% 6/26 exc  34% |
| **Literacy** |  |  |
| Reading | 12/26 – 46% | 21/26 – 81% 7/26 exc  35% |
| Writing | 12/26 – 46% | 20/26 – 77% 4/26 exc  31% |
| **Maths** |  |  |
| Number | 23/26 – 88% | 23/26 – 88% 4/26 exc  0% |
| Shape, space and measure | 13/26 – 50% | 23/26 – 83% 4/26 exc  33% |
| **Understanding the world** |  |  |
| People and communities | 11/26 – 42% | 24/26 – 92% 3/26 exc  50% |
| The world | 13/26 – 50% | 25/26 – 96% 5/26 exc  46% |
| Technology | 16/26 – 62% | 25/26 – 96% 9/26  34% |
| **Expressive arts and design** |  |  |
| Exploring using media and materials | 17/26 – 65% | 25/26 – 96% 5/26 exc  31% |
| Being imaginative | 22/26 – 85% | 25/26 – 96% 4/26 exc  11% |
| **GLD** | **Expected on entry**  **7/26 – 27%**  **Target 14/26 – 54%**  **6/20 B/L**  **Inc B/L – 20/26 – 77%** | **19/26 – 73%** |

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.

**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 higher than the previous year (2016/17 – 72%) – there was no gender difference. Outcomes in reading were lower than last year (90% 2016/17) – there was no gender difference.
* 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. There was no 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.

**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 |  | 73 | | 27 | 14 | | 88 | 11 | 89 |
| Reading |  | 30 | | 70 | 13 | | 87 | 10 | 90  \*PC 93% |
| Writing |  | 17 | | 83 | 30 | | 70 | 17 | 83 |

*\*Includes a backyeared child*

The children continue to make good progress from their on entry profile, especially in writing. The conversion of the ELG to an ARE is above national outcomes. The children are well set to achieve well in Y2.

\*The Phonic Check (PC) outcomes show a good conversion rate from the EYFS profile

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 | 20 | | 63 | 33 | | 80 | 13 | | 89 +26 | 32 |
| Reading |  | 36 | 64 | 17 | | 67 | 17 | | 83 | 14 | | 82+15 | 48 |
| Writing |  | 60 | 40 | 20 | | 63 | 23 | | 80 | 20 | | 79+16 | 18 |

**Y2 Progress and Attainment Report**

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

Outcomes are likely to be above local and national results.

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 |  | 42 | 58 | 37 | | 63 | 13 | 80 | 26 | | 74 -6 | 19 |
| Reading |  | 42 | 58 | 33 | | 67 | 14 | 85 | 16 | | 84 -1 | 30 |
| Writing |  | 38 | 62 | 37 | | 63 | 20 | 80 | 42 | | 58 -22 | 20 |

The Y3 cohort have made less than expected progress in writing over the year and generally outcomes are below the target set in the autumn term in all subjects. The pupil’s progress and outcomes have been discussed with the HT and CT. 9 children in writing achieved a ‘mostly achieved’ judgement and were close to being an ARE the areas of weakness have been identified and these children will form a target group in Y4. In maths 6 children also achieved a ‘mostly achieved’ judgement and will also form a Y4 target group.

**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 |  | 21 | 79 | 19 | | 81 | 20 | 80 | 22 | | 78 | 19 |
| Reading |  | 63 | 27 | 33 | | 15 | 15 | 85 | 12 | | 88 | 22 |
| Writing |  | 63 | 27 | 23 | | 77 | 20 | 80 | 31 | | 69 | 25 |

**Progress from Y2**

**Maths –** 19/24 – 79% of children who achieved 2b+ in Y2 went on to achieve an ARE

**Reading –** 21/25 – 84% of children who achieved 2b+ in Y2 went on to achieve an ARE

**Writing -** 20/23 – 87% of children who achieved 2b+ 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 am 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

**SEN Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overall SEND Performance** | **Progress - expected** | | **Attainment – ARE** | |
| **Dec** | **July** | **Dec** | **July** |
| **Maths** | 89% | 83% | 19% | 26% |
| **Writing** | 81% | 78% | 11% | 13% |
| **Reading** | 93% | 91% | 33% | 26% |

Progress for the SEN children is good in reading, their attainment is below their peers.

**Pupil Premium Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overall PP Performance\*** | **Progress - expected** | **Attainment - ARE** | **PP – non Service (7 ch’n)** | |
| **Prog** | **Att** |
| **Maths** | 12/12  12/12 | 11/12  11/12 | 7/7  6/7 | 6/7  6/7 |
| **Writing** | 11/12  9/12 | 9/12  7/12 | 6/7  5/7 | 4/7  3/7 |
| **Reading** | 12/12  12/12 | 11/12  11/12 | 6/7  7/7 | 6/7  6/7 |

Progress in reading and maths is good but less so for writing- in particular KS2

Outcomes in maths and reading were good

**Gender outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Reading** | | **Writing** | | **Maths** | |
| **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **Y1** | 18/20  PC – 18/20  16/19  PC -17/19 | 9/9  PC – 9/9  9/9  PC -9/9 | 12/20  14/19 | 9/9  9/9 | 14/20  16/19 | 9/9  9/9 |
| **Y2\*** | 13/18  13/16 | 10/12  10/12 | 12/18  13/16 | 10/12  9/12 | 13/18  17/18 | 10/12  11/12 |
| **Y3** | 13/17  11/17 | 13/13  14/14 | 11/17  8/17 | 12/13  10/14 | 13/17  11/17 | 12/13  11/14 |
| **Y4** | 9/12  10/13 | 14/18  16/19 | 8/12  9/13 | 12/18  14/19 | 9/12  9/13 | 14/18  14/19 |
| **Overall** | 53/67  79%  76% | 46/51  90%  91% | 43/67  64%  68% | 43/51  84%  77% | 49/67  73%  82% | 45/51  88%  83% |

The gap in attainment in reading is concerning, this will form part of the action plan part of which will be an audit of the reading scheme materials. Some initial thoughts have also begun to consider how we assess reading as much of the judgement in y2 -4 relies and the ability to discuss texts