

Diocese of Leeds

English Martyrs Catholic Primary School A Voluntary Academy



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Headteacher: Mrs Catherine Flood B.Ed. (Hons), NPQH

2015 Attainment Results – further commentary

2015 Cohort – Analysis of dip in Y1 phonics

Whilst school's results in 2014 and 2013 were well above the National average, the 2015 results have dipped. This is a cohort specific issue based on a number of children with lower than average attendance and EAL issues. Action is being taken to improve attendance; and additional support has been deployed in Y2 to ensure these pupils attain the expected standard on the re-take.

2015 Cohort – analysis of KS1 boys' writing

In 2013 attainment of girls and boys in writing at L2+ was equal. In 2014 and 2015 girls performed better than boys, with a wider gap than National. In these cohorts there was a marked difference in performance in Foundation Stage too. Out of thirteen boys in this class there are five identified as having additional SEN in this cohort. This additional need is the reason for variation in attainment.

This group of boys in KS1 2015 cohort have been highlighted as requiring support in Y3 to develop writing skills – and the Bishop Konstant Catholic Academy Trust Lead Practitioner will work alongside the class teacher as well as deployment of additional teaching resources.

2015 cohort – analysis of gaps in reading attainment between pupil premium and others at KS1

At L2+ and L2b+ the gap between school's disadvantaged to others is in line with the national gap between disadvantaged and others, albeit disadvantaged performance is below national average. The gap at L3 is wider, but this can be explained by the higher attainment of school's 'others' compared to national others, than the gap between school's disadvantaged and national disadvantaged. The pupil premium/disadvantaged group have other factors that impact on their learning eg Special Needs or English as an Additional Language – only two out of the group of nine have no other factors.

As a school the action to raise standards in reading by increasing deployment of teaching assistant support and emphasis on school hearing readers; and providing a literacy rich environment continues.

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2015 Cohort – Analysis of KS2 pupil premium performance

Context: Within the KS2 2015 cohort there were 10 pupils identified as eligible for pupil premium.

Only one had no other additional factors – the rest also had identified Special Educational Needs and/or Disability (SEND); or English as an Additional Language (EAL) or attendance; or were from families that were receiving substantial support from other agencies. Several pupils had multiple needs.

Achievement:

The pupil with no other identified factor attained combined L4+

Two pupils known to other agencies/accessing family support attained combined L4+, with one accelerating progress in writing to achieve L4. Furthermore, one made accelerated progress in all areas to attain combined L5!

The EAL pupil made expected progress in all areas and attained combined L4

The EAL pupil with additional SEND made accelerated progress in writing and maths to attain combined L4

Of the pupils identified with SEND –

Two made expected progress in reading and writing to attain L4, but not maths; and one made expected progress in all areas

Two SEND pupils' families were also known to other agencies for additional support: one made expected progress in all areas, and attained L4 in reading; the other made expected progress in all areas and accelerated progress in reading and maths to attain L4 in these areas.

Evaluative summary – even with additional vulnerability (including known to outside agencies) pupil premium children generally make at least expected progress, with some acceleration.

When combined L4 was not achieved this was attributable to a prior low starting point and/or identified additional SEND.

Analysis of accelerated performance

Targets are set against FFT 'D' (top 20% performance for similar context schools with similar prior attainment) – they are certainly high and challenging.

Whilst the cohort made above National average expected progress in reading the accelerated progress equates to two pupils below National (school's result 30% to 35% National). Further analysis indicates that school's figures were comparable to National for sub level apart from L1 to L4 - would have ideally had one more child accelerate (given the children had significant SEN, this was unlikely); and needed one more L2b to accelerate (appeal was placed for a child, missed it by one mark!)

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The cohort made above National average expected progress in writing (100%). Further analysis indicates that school's figures were comparable to National for sub-level progression apart from one more L1 to L4 (a child was borderline) and one more L2a to L5 (borderline again)!

Maths progress was not strong and equates to three children not making expected progress to be in line with National averages. These underachieved on the test paper – nerves and resilience (2 were SEND and all three had been supported for emotional difficulties during Y6).

In terms of accelerated progress, ideally one more L2b to L4 to be comparable to National averages – but having appraised the children's performance this was unlikely; and one more L2a to L5 was required.

2015 Cohort – analysis of performance against age related expectation

In addition to the three pupil premium children who made expected progress but did not attain combined L4+ due to low KS1 starting points and the two pupil premium children who did not attain combined L4 because of not making sufficient progress in maths there were four additional pupils who did not attain combined L4+. Two of these pupils did not make sufficient progress in maths because of unexpected poor performance on the test paper on the day (one had identified SEND). One made expected progress in all areas, had been previously supported by Education Psychology and had EAL, but prior attainment was low. And one had identified SEND, had been supported by Learning Support, had low prior attainment and attained insufficient on the test papers for L3 (teacher assessment remained L3 in all areas).

Nineteen pupils, based on KS1 results and expected progress, should have made combined L4+...16 did! In each case it was underperformance on maths test papers that caused the issue.

Analysis of performance against sufficient challenge for more able

This was a very low performing cohort at KS1. There was only one pupil attained L3 in reading, no L3 writers and one pupil attained L3 in maths. Value has been added in that a proportion of KS1 L2a pupils have accelerated to attain L5 at KS2.

Further, analysis indicated that these rates were less than National rates (by one pupil). However, given school's historical L5 attainment (whilst acknowledging these cohort's prior low higher attainment at KS1) the BKCAT Lead Practitioner has worked with Y6 staff to ensure provision for more-able is appropriate. She confirmed that this was the case.

Analysis of girls' performance in maths

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2015 cohort shortfall in girls' performance against national average equates to three pupils. Of thirteen girls in this cohort: one pupil attained KS1 L1 and one L2c – neither of these attained KS2 L4 (the L2c pupil had required support throughout KS2). There were 8 who had attained L2b – 2 did not attain L4 but 1 also attained L5. Two of this group unexpectedly underperformed on the test.

There were three girls who had attained L2a – all attained L4 and 2 accelerated to attain L5. Shortfall in performance is cohort specific. There is no trend in previous years of girls consistently underperforming against school's boys. There is a performance issue for school to address in maths per se.

Analysis of boys' performance in Spelling Punctuation and Grammar

L4+: Boys' trend in attainment is improving faster than National average. The gap between girls' performance and boys' is reverse of National (school -2% to National 8%)

L4b+ gap between school's boys and girls is comparable to National gap between boys and girls. In 2013 only 10% of boys attained L4b+ on SPaG, this has risen to 50%.

It is also important to remember this cohort entered KS1 significantly behind in writing; with only 56% of boys attaining L2+ for writing and just 33% attained L2b+.

School's action to improve outcomes in SPaG is beginning to bite...further work needs to be done on spelling, whilst not losing focus on the significant impact SEN has on SPaG outcomes (pupils identified with no SEN attained 83%).

School's analysis indicates that the greatest contributory factor to achievement for the 2015 cohort was Special Educational Needs or Disability:

Analysis of SEN impact on performance

There were 9 children identified as SEND in KS2 2015 cohort. Two thirds of this group were also identified as disadvantaged.

Reading: 100% of the pupils not identified as SEN attained L4+ (above National average for pupils identified as having no SEND); and L4b+ attainment was in line with National 'no SEN'.

Writing: L4+ 100% of the pupils not identified as SEN attained L4+ (above National no SEND)

Maths: L4+ 83% (below National 'no SEN' by the equivalent of two children); and L4b+ 72% (below National 'no SEN' by the equivalent of two children)

SPaG: L4+ 94% (above National 'no SEN'); and school's L4b+ was also above National 'no SEN'.

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Clearly, the greatest contributing factor to pupil performance for this cohort is SEN needs! L5 attainment is below National 'no SEN' but cohort profile is highlighted as being significantly low compared to National profile for more-able (school had just 3.7% of pupils identified as more-able in this cohort compared to National average of 24.9%).

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