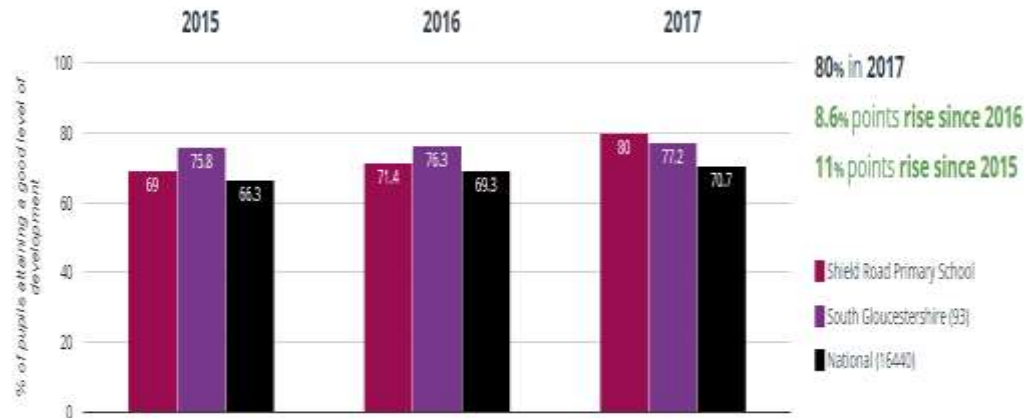


## Performance analysis 2017 and next steps

### ★ Good Level Of Development



### Analysis EYFS

#### What worked

- Talk Boost programme
- Outstanding teaching
- Excellent teaching assistant practice
- Effective EYFS leadership
- Liaison and support for Rec children in split class
- Narrowing gap between PP and non PP children
- Moderation

#### Next steps

- Further challenge to ensure PP pupils and support SEN pupils.

### 📊 Year 1: Working At



### Analysis Year 1 Phonics

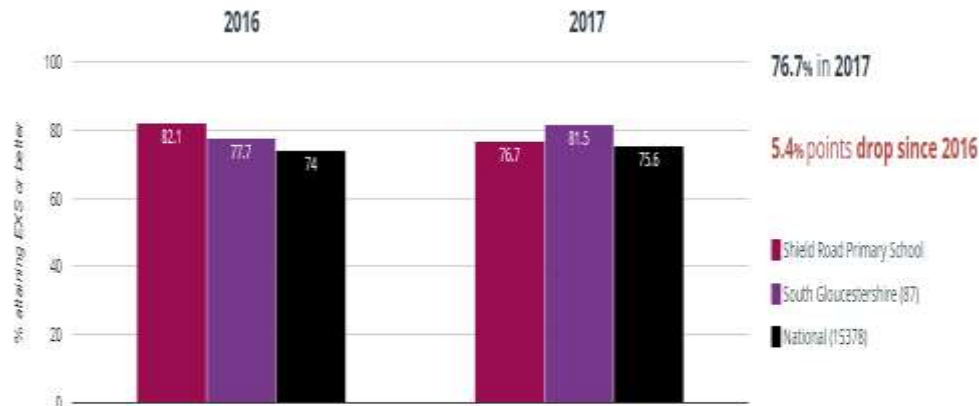
#### What worked

- 79% Oak class achieved threshold

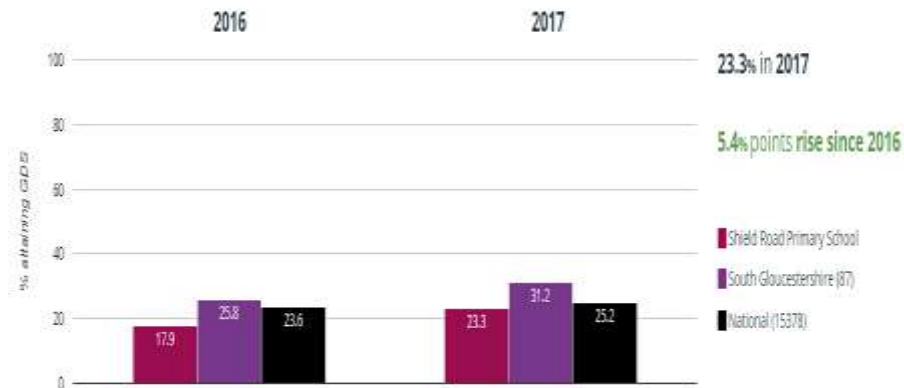
#### Next steps

- Ensure all year 1 in split class achieve threshold next year.
- Two teachers employed in the morning to target year 1 and year 2 intensively
- Intensive EAL support for new arrivals
- EHCP for 1 child
- Additional Phonics support from September

### Reading - attaining EXS or better



### Reading - attaining GDS



## Analysis KS1 Reading

### What worked

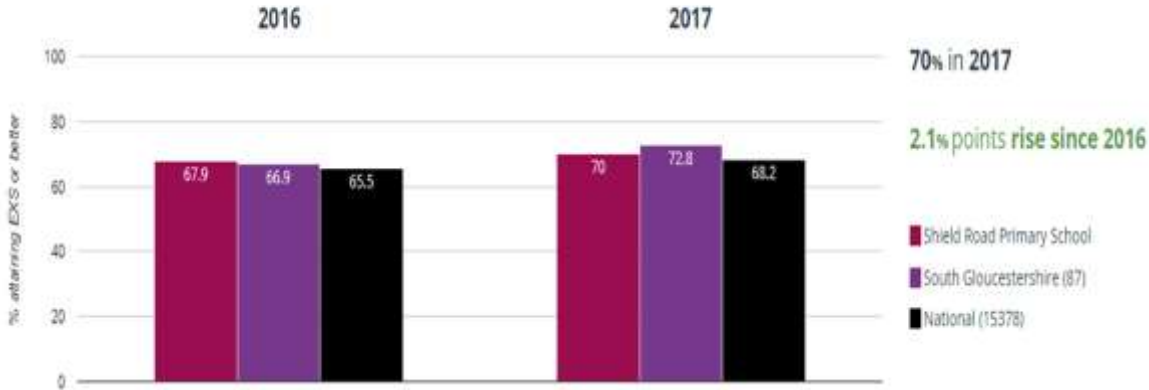
- There were 2 pupil Premium children and they both made expected progress
- The numbers of pupils achieving greater depth improved due to improved expectations, pitch and challenge
- Closely targeted gap busting
- Practice papers and analysis
- Robust Monitoring

### Next steps

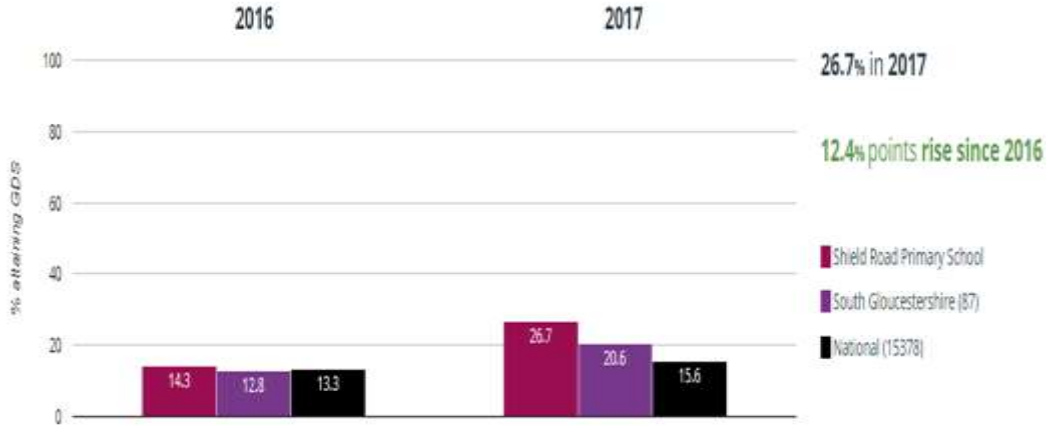
- Ensure the children who did not make expected make good progress, do so in Year 3
- Of those who did not achieve the expected standard- 3 were SEN, 2 New arrivals, one new to the school, 1 EAL
- Further challenge to ensure pupils exceed expected standards
- Further and wider moderation with other schools

**Analysis KS1 Writing**

**Writing - attaining EXS or better**



**Writing - attaining GDS**



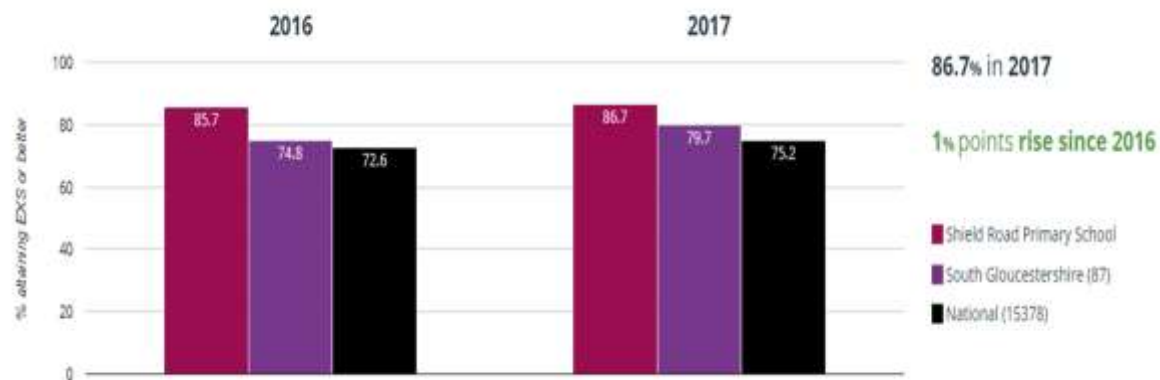
**What worked**

- Improvement on last year and exceeding National Standards
- Significant improvement in numbers of *greater depth* writers
- More Able writers group
- More opportunities for extended writing / cross curricular writing
- Stretch and challenge for able writers e.g. Competitions, extended homework
- Daily SPAG practice
- Robust Monitoring

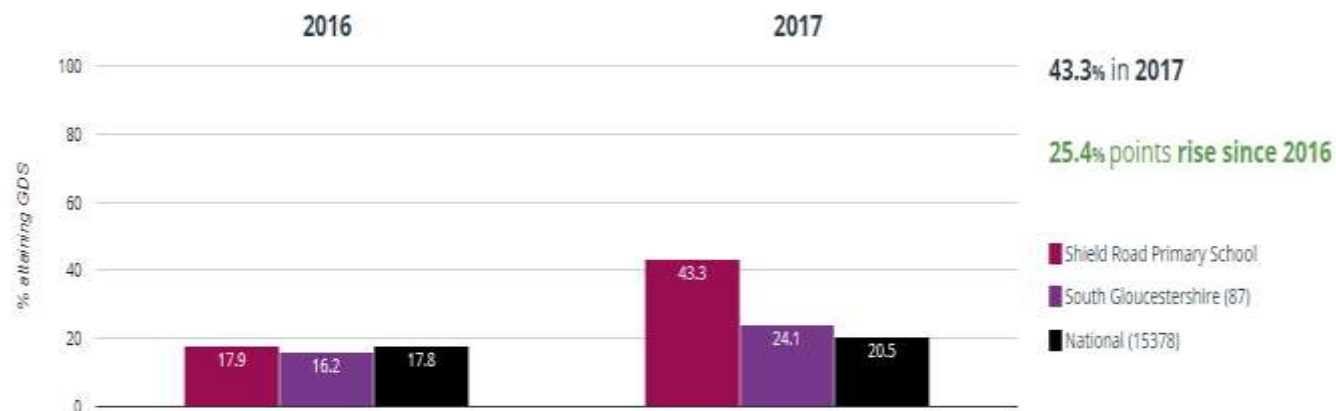
**Next steps**

- Further challenge to ensure pupils exceed expected standards
- Further EAL support and intervention support for weaker writers

### ⊕ Maths - attaining EXS or better



### ⊕ Maths - attaining GDS



### Analysis KS1 Maths

#### What worked

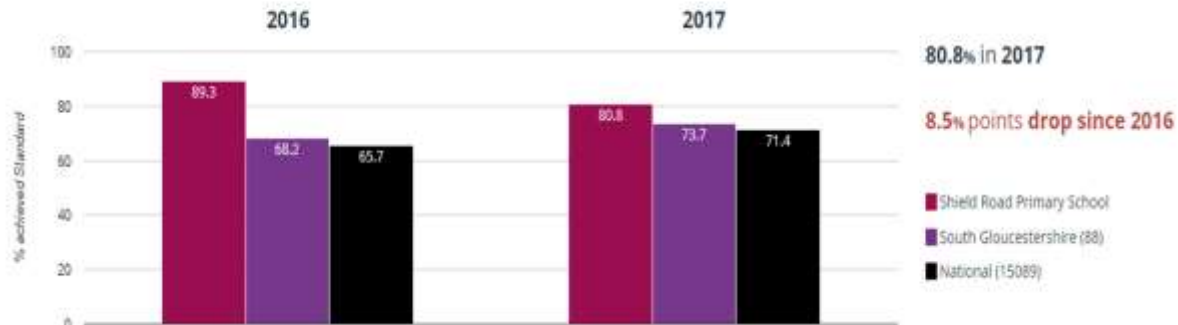
- Improvement on last year and exceeding National Standards
- Significant improvement in numbers of *greater depth* writers
- Use of White Rose curriculum planning
- Use of Numicon and manipulatives
- CPD training on Maths with manipulatives
- Stretch and challenge for able Mathematicians
- BIG MATHS sessions
- Robust Monitoring

#### Next steps

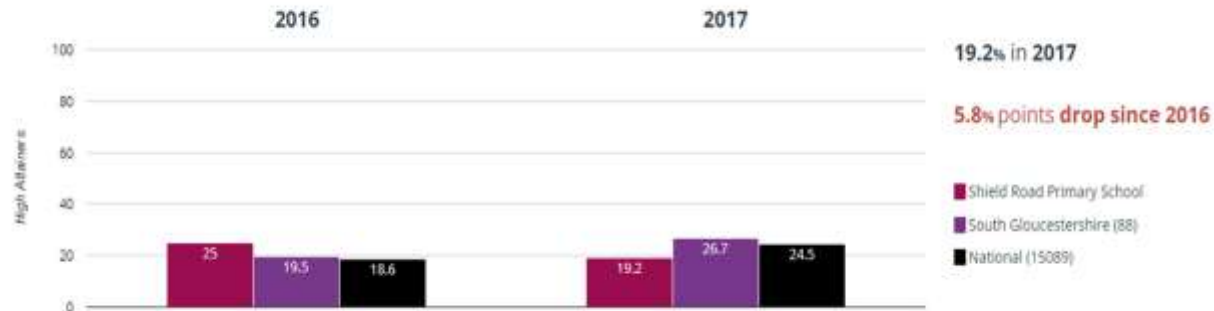
- Further challenge to ensure pupils exceed expected standards
- Further EAL support and intervention support for weaker pupils

## Analysis KS2 Reading

### Reading - achieved standard



### Reading



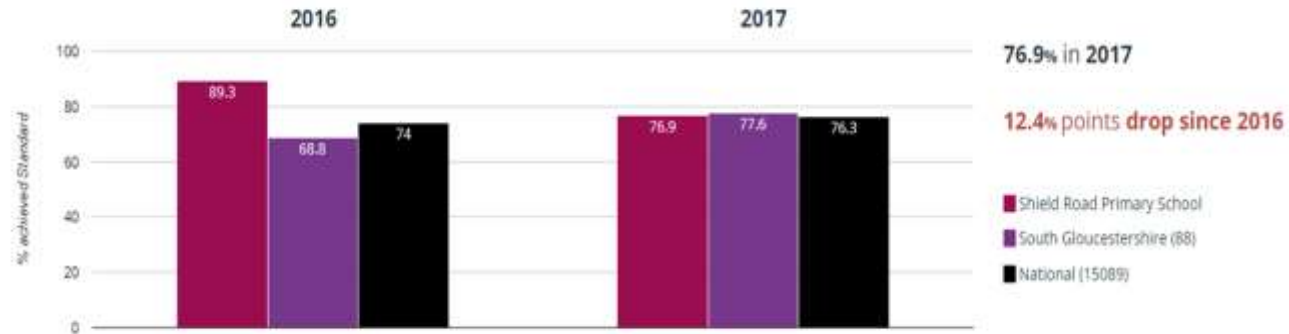
### What worked

- Team approach to year 6 – use of teacher, TA, PP teacher and head teacher
- Use of regular comprehension work
- Inference intervention
- Use of past papers
- Careful and forensic analysis and tracking
- Focus on feedback and marking,
- Use of practice papers and sample materials
- Post and pre teaching

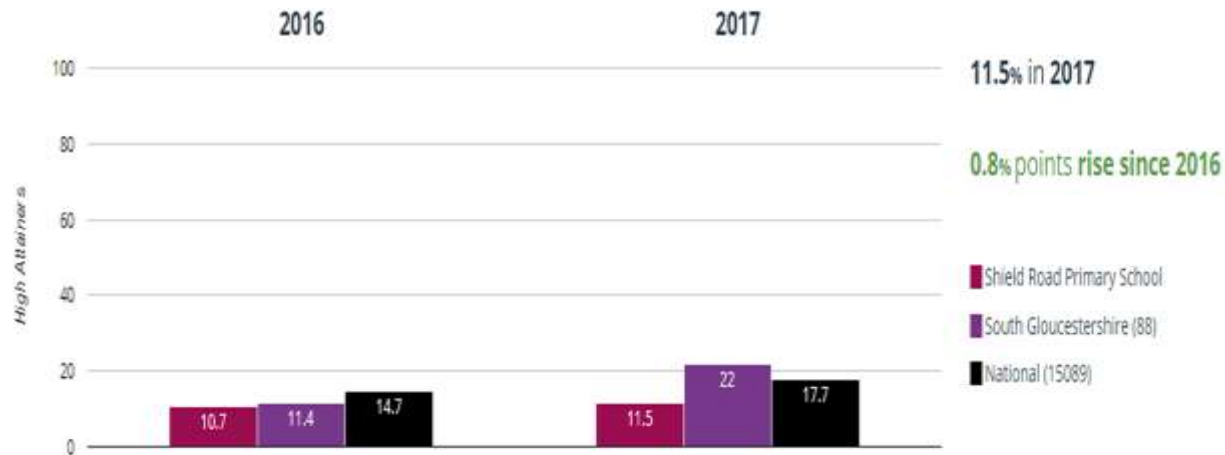
### Next steps

- Further challenge to ensure pupils exceed expected standards
- Further support for EAL pupils

## Writing - achieved standard



## Writing



## Analysis KS 2 writing

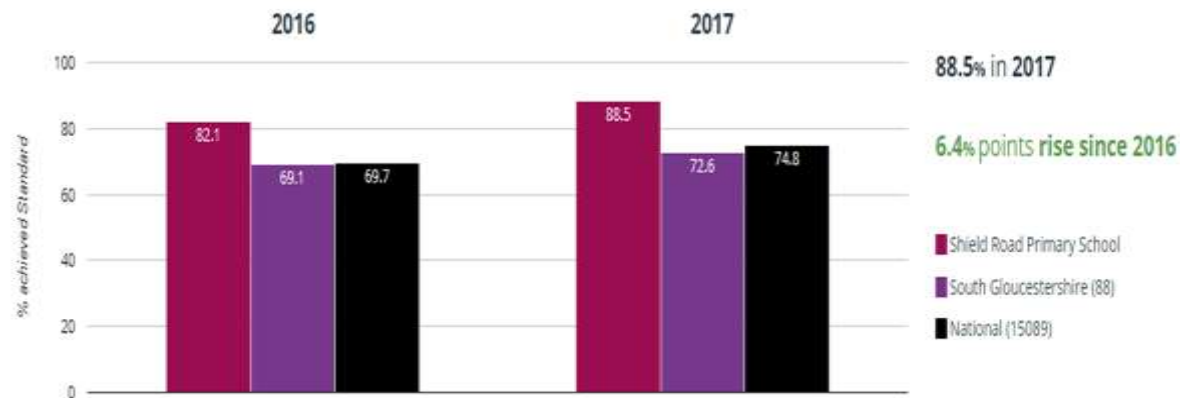
### What worked

- Clear targeting
- Pupil Premium teacher support
- Year 6 moderation
- BIG WRITE focus-all groups
- Feedback and marking
- Pre teaching

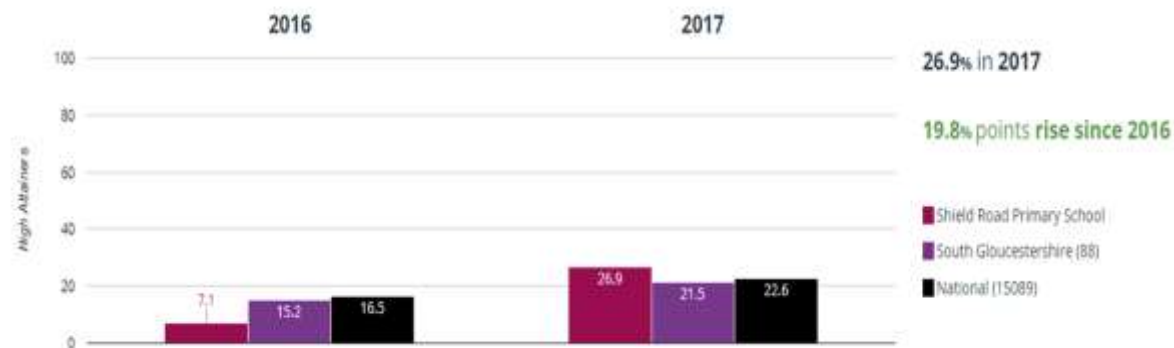
### Next steps

- Further challenge to ensure more pupils exceed expected standards
- Further support for PP and EAL pupils
- More focus on SPAG in independent writing
- Earlier intervention in year 6.

## ⊕ Maths - achieved standard



## ⊕ Maths



## Analysis KS2 Maths

### What worked

- Improvement on last year and exceeding National Standards
- Significant improvement in numbers of *greater depth* writers
- Use of White Rose curriculum planning
- Use of Numicon and manipulatives
- CPD training on Maths with manipulatives
- Stretch and challenge for able Mathematicians
- BIG MATHS sessions
- Robust Monitoring

### Next steps

- Further challenge to ensure pupils exceed expected standards
- Further EAL support and intervention support for weaker pupils

### Phonics Results. Year 1 2017-Analysis

#### Issues

1. Split class-Year 1 and Reception did not function well. This was a situation, not of the school's making. Local authority issue
2. 4 new arrivals
3. 3 Children with poor attendance
4. 4 children from vulnerable families
5. 2 children on SEN register. 1 child-to pursue a statement
6. 1 child having S and L therapy

#### Positives

LAC child met the threshold  
2 children on CP's met the standard  
Clear plan of action for this year.