

St Anne's School

Data 2017 – 2018

Cohort Information:

Year	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	Total
No. of pupils	1	3	5	5	8	8	5	9	15	6	8	9	4	5	95

Class	1	2	3	4	5	6	7	U1	U2	U3	U4	Total
No. of pupils	9	5	9	7	10	6	10	10	11	7	11	95

Level	EYFS	P	NC	
Female	9	17	4	
Male	5	44	16	
Total	14	61	20	95

Gender	Female	Male	Total
No. of pupils	31 (33%)	64 (67%)	95

Groups	CLA	FSM	PP	Disadv	MA
Female	3	11	12	12	2
Male	3	21	22	22	7
Total	6	32	34	34	9

EYFS Cohort Analysis

Below: **Red** indicates no progress made from starting point in September to the July data capture

Sustained: **Amber** indicates some progress made on the same level from starting point in September to July data capture

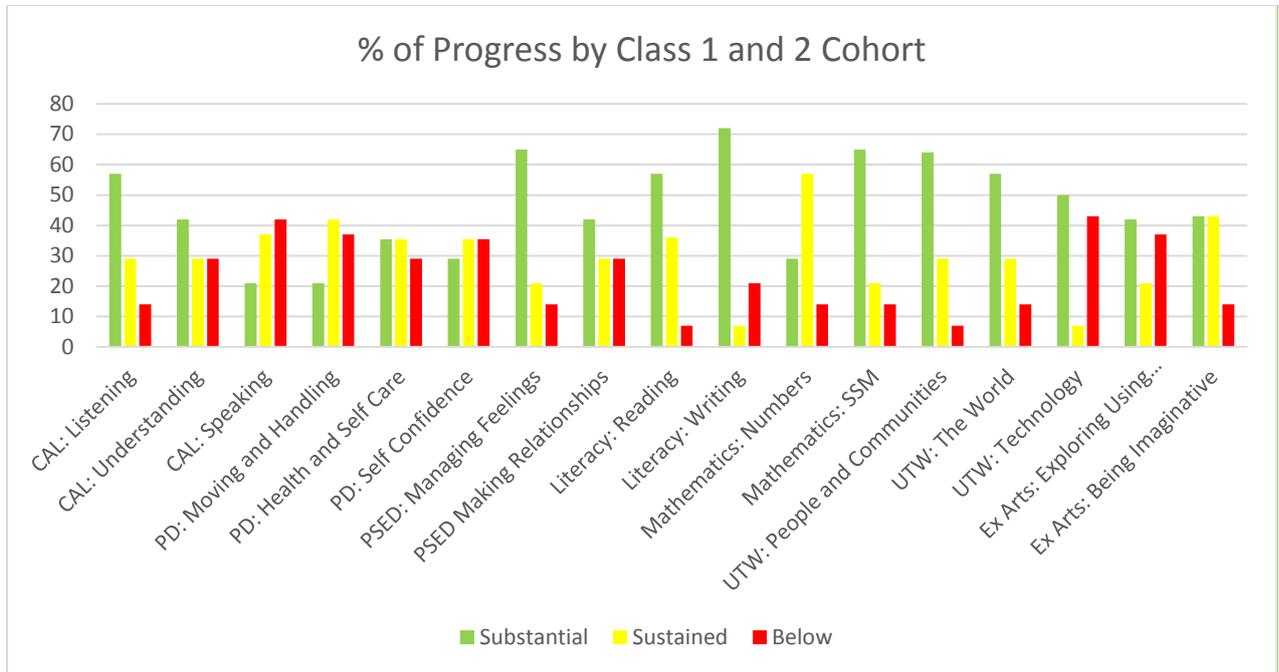
Substantial: **Green** indicates progress made on to the next level from starting point in September to July data capture

Whole Cohort Progress: Class 1 and 2 combined %

(highest % in bold)

<u>Whole Cohort</u>	<u>Below</u>	<u>Sustained</u>	<u>Substantial</u>
CAL: Listening and Attention	14	29	57
CAL: Understanding	29	29	42
CAL: Speaking	42	37	21
PD: Moving and Handling	37	42	21
PD: Health and Self Care	29	35.5	35.5
PD: Self Confidence and Self Awareness	35.5	35.5	29
PSED: Managing Feelings and Behaviour	14	21	65
PSED: Making Relationships	29	29	42
Literacy: Reading	7	36	57
Literacy: Writing	21	7	72
Mathematics: Numbers	14	57	29
Mathematics: Shape, Space and Measurements	14	21	65
Understanding the World: People and Communities	7	29	64
Understanding the World: The World	14	29	57
Understanding the World: Technology	43	7	50
Expressive Arts & Design: Exploring Using Media and Materials	37	21	42
Expressive Arts & Design: Being Imaginative	14	43	43

Overall, the pupils have made more substantial progress than sustained in all areas other than CAL: Speaking, PD: Moving and Handling, PD Self Confidence and Self Awareness and Mathematics: Numbers when comparing their September starting point to the July data capture.



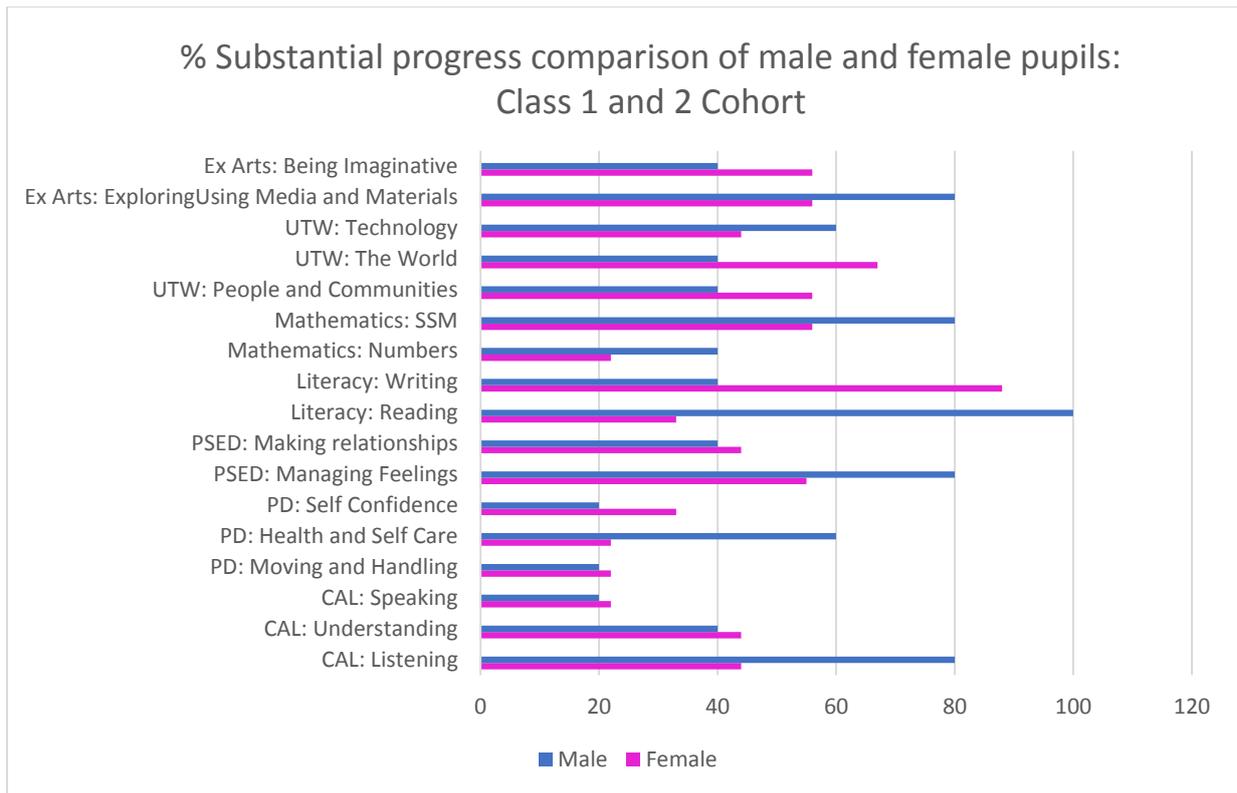
Areas for Development:

- CAL: Speaking (increase substantial and sustained %, decrease below %)
- PD: Self Confidence (increase substantial and sustained %, decrease below %)
- UTW: Technology (increase sustained %, decrease below %)
- Ex. Arts: Exploring Using Media and Materials (increase sustained %, decrease below %)

Female and Male Analysis: Class 1 and 2

Male (5 pupils)	Below	Sustained	Substantial
CAL: Listening and Attention	0	20	80
CAL: Understanding	0	60	40
CAL: Speaking	0	80	20
PD: Moving and Handling	40	40	20
PD: Health and Self Care	20	20	60
PD: Self Confidence and Self Awareness	20	60	20
PSED: Managing Feelings and Behaviour	0	20	80
PSED: Making Relationships	20	40	40
Literacy: Reading	0	0	100
Literacy: Writing	40	20	40
Mathematics: Numbers	20	20	40
Mathematics: Shape, Space and Measurements	0	20	80
Understanding the World: People and Communities	0	20	40
Understanding the World: The World	0	60	40
Understanding the World: Technology	40	0	60
Expressive Arts & Design: Exploring Using Media and Materials	40	40	80
Expressive Arts & Design: Being Imaginative	0	80	40

Female (9 pupils)	Below	Sustained	Substantial
CAL: Listening and Attention	22	33	44
CAL: Understanding	44	11	44
CAL: Speaking	67	11	22
PD: Moving and Handling	33	44	22
PD: Health and Self Care	33	44	22
PD: Self Confidence and Self Awareness	44	22	33
PSED: Managing Feelings and Behaviour	22	22	55
PSED: Making Relationships	33	22	44
Literacy: Reading	11	56	33
Literacy: Writing	11	0	88
Mathematics: Numbers	11	67	22
Mathematics: Shape, Space and Measurements	22	22	56
Understanding the World: People and Communities	11	33	56
Understanding the World: The World	22	11	67
Understanding the World: Technology	44	11	44
Expressive Arts & Design: Exploring Using Media and Materials	33	11	56
Expressive Arts & Design: Being Imaginative	22	22	56



- Female pupils make more Substantial progress than male pupils in CAL: Understanding, CAL: Speaking, PD: Moving and Handling, PD: Self Confidence, PSED: Making Relationships, Literacy: Writing, UTW: People and Communities, UTW: The World and Expressive Arts and Design: Being Imaginative.
- Male pupils make more Substantial progress than female pupils in CAL: Listening, PD: Health and Self Care, PSED: Managing Feelings, Literacy: Reading, Mathematics SSM, UTW: Technology and Expressive Arts and Design: Exploring Using Media and Materials.

Areas for Development

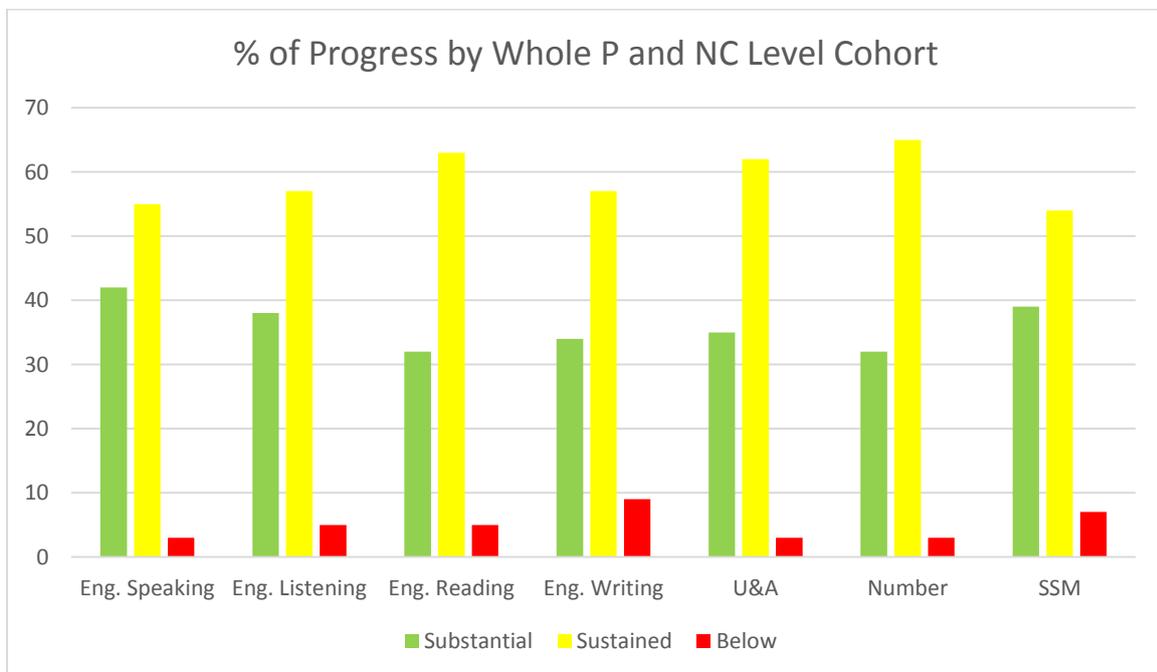
- Narrow the gender gap in a) CAL: Listening (increase female %)
 b) PD: Health and Self Care (increase female %)
 c) Literacy: Reading (increase female %)
 d) Literacy: Writing (increase male %)

Whole Cohort Progress: P and NC levels combined %

(highest % in bold)

<u>Whole Cohort</u>	<u>Eng. Speaking</u>	<u>Eng. Listening</u>	<u>Eng. Reading</u>	<u>Eng. Writing</u>	<u>U&A</u>	<u>Number</u>	<u>SSM</u>
Substantial	42	38	32	34	35	32	26
Sustained	55	57	63	57	62	65	36
Below	3	5	5	9	3	3	5

Overall, the pupils have made more sustained progress than substantial in all areas when comparing the starting point in September to the end point in July.



In all areas, there is a larger % of pupils making sustained progress than substantial.

Areas for Development

- Increase the % of Substantial progress in all areas.

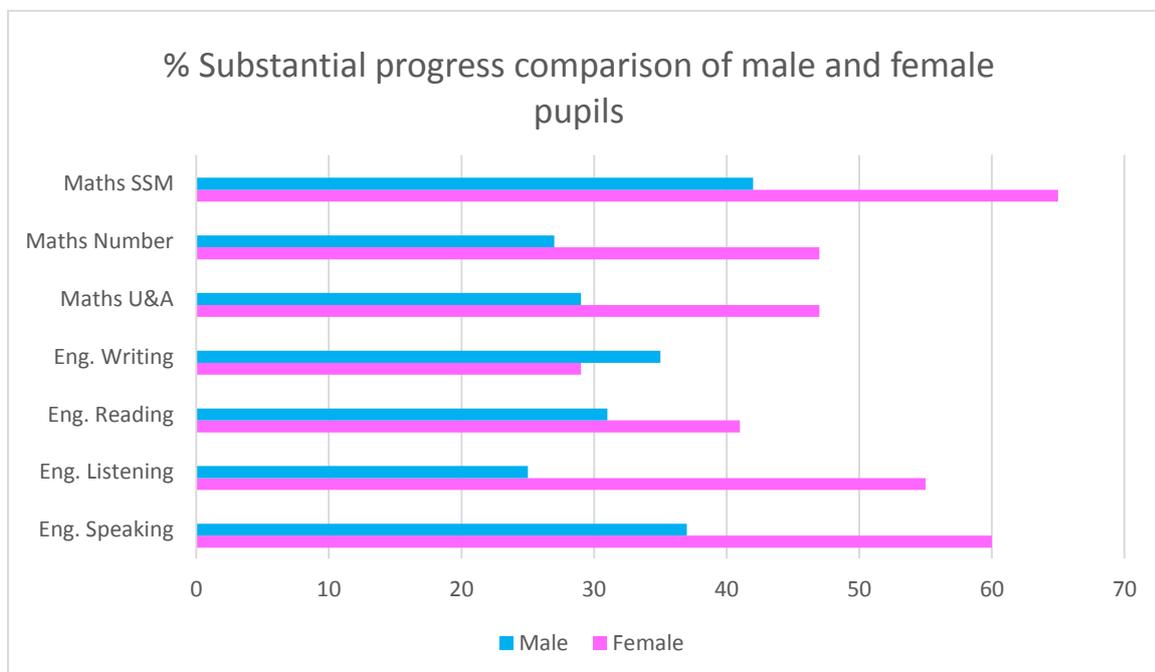
Female and Male % Analysis

<u>Male Pupils Whole Cohort</u>	<u>Eng. Speaking</u>	<u>Eng. Listening</u>	<u>Eng. Reading</u>	<u>Eng. Writing</u>	<u>U&A</u>	<u>Number</u>	<u>SSM</u>
Substantial	37	25	31	35	29	27	42
Sustained	61	69	66	56	69	72	52
Below	2	6	3	9	2	1	6

Male pupils make more sustained progress than substantial in all areas.

<u>Female Pupils Whole Cohort</u>	<u>Eng. Speaking</u>	<u>Eng. Listening</u>	<u>Eng. Reading</u>	<u>Eng. Writing</u>	<u>U&A</u>	<u>Number</u>	<u>SSM</u>
Substantial	60	55	41	29	47	47	65
Sustained	35	45	53	65	53	47	29
Below	5	0	6	6	0	6	6

Female pupils make more substantial progress than sustained in English Speaking, English Listening and SSM. Number is equal for substantial and sustained progress.



Female pupils make more substantial progress than male pupils in English Speaking, English Listening, English Reading, Maths U&A, Maths Number, Maths SSM.

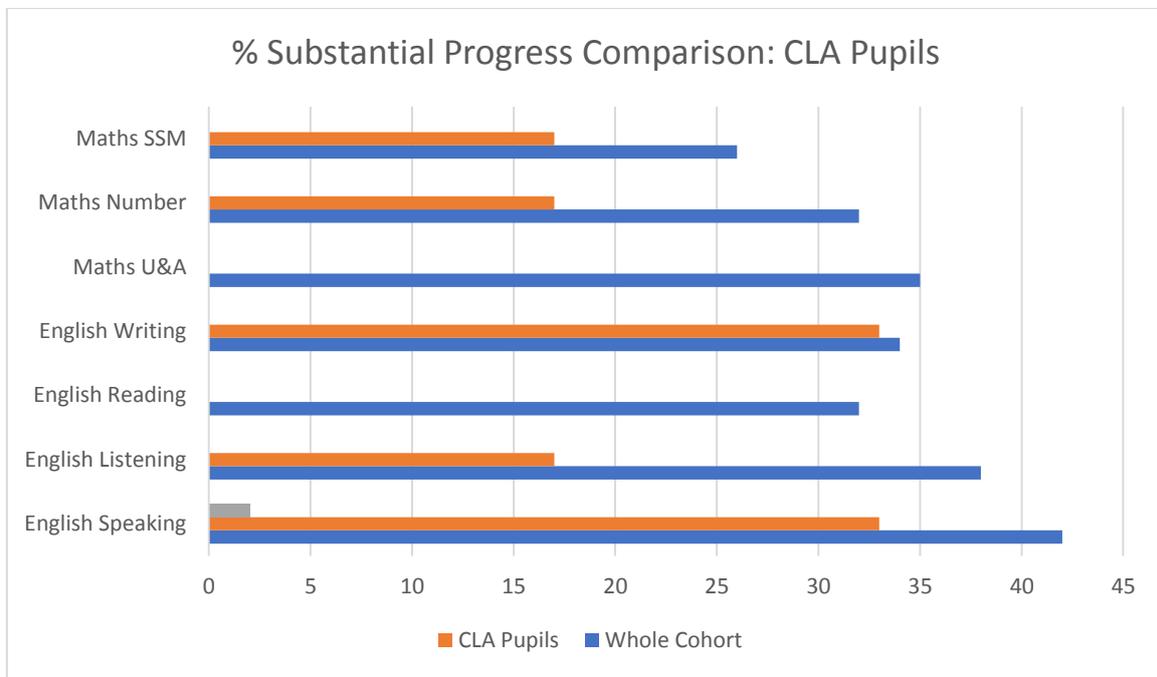
Male pupils make more substantial progress in English Writing.

CLA/FSM/PP/Disadvantaged/Most Able Analysis

CLA Pupils Analysis

<u>CLA: (6 Pupils)</u>	<u>Eng. Speaking</u>	<u>Eng. Listening</u>	<u>Eng. Reading</u>	<u>Eng. Writing</u>	<u>U&A</u>	<u>Number</u>	<u>SSM</u>
Substantial	33	16.5	0	33.3	0	16	16.5
Sustained	67	67	67	33.3	100	84	67
Below	0	16.5	33	33.3	0	0	16.5

CLA pupils are making more sustained progress than substantial progress in all areas other than English Writing.

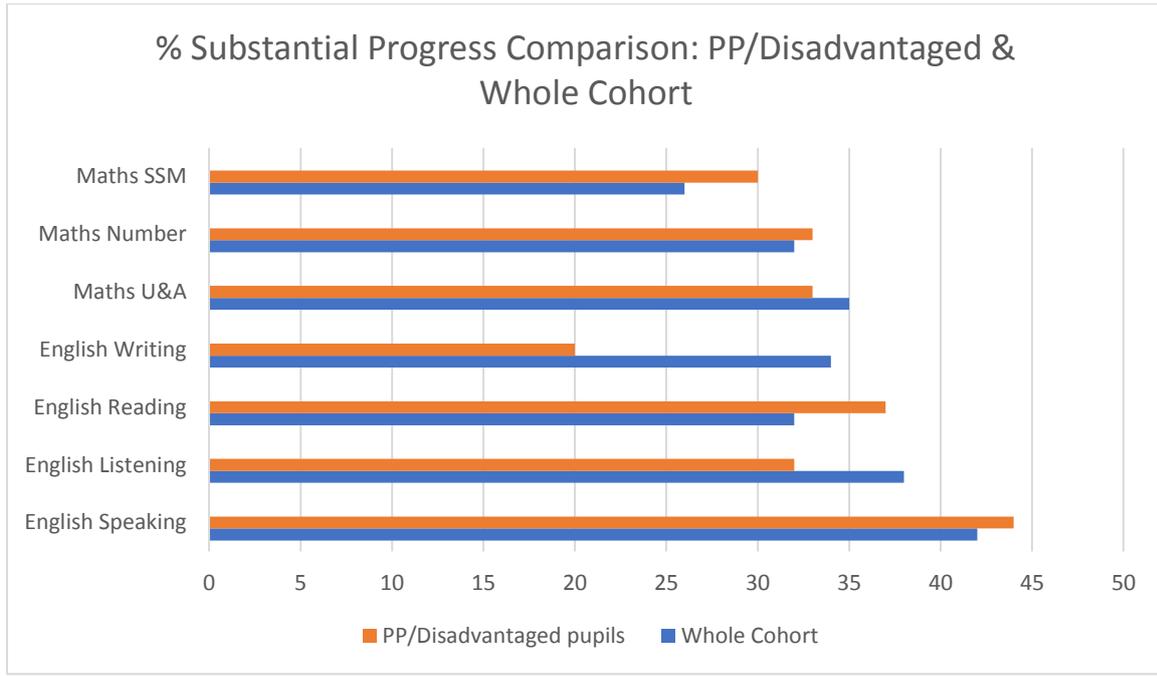


When compared to whole school data, CLA pupils make **less** substantial progress in all areas.

PP/Disadvantaged Pupils Analysis

<u>PP/Disadvantaged: (34 Pupils)</u>	<u>Eng. Speaking</u>	<u>Eng. Listening</u>	<u>Eng. Reading</u>	<u>Eng. Writing</u>	<u>U&A</u>	<u>Number</u>	<u>SSM</u>
Substantial	44	32	37	20	33	33	30
Sustained	53	65	53	70	67	63	63
Below	3	3	10	10	0	4	7

PP/Disadvantaged pupils are making more sustained than substantial progress in all areas.

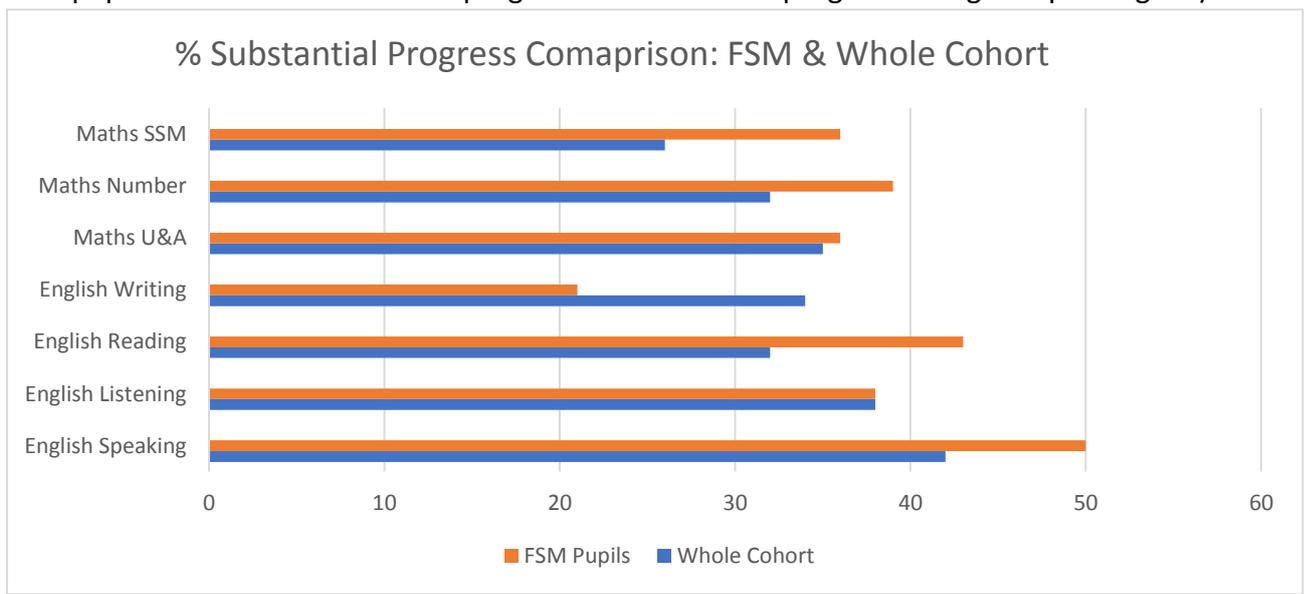


When compared to whole cohort data, PP/Disadvantaged pupils are making more substantial progress in English Speaking, English Reading, Maths Number and Maths SSM.

FSM Pupils Analysis

FSM(32 Pupils)	Eng. Speaking	Eng. Listening	Eng. Reading	Eng. Writing	U&A	Number	SSM
Substantial	50	38	43	21	36	39	36
Sustained	47	62	54	75	64	57	60
Below	3	0	3	4	0	4	4

FSM pupils make more substantial progress than sustained progress in English Speaking only.

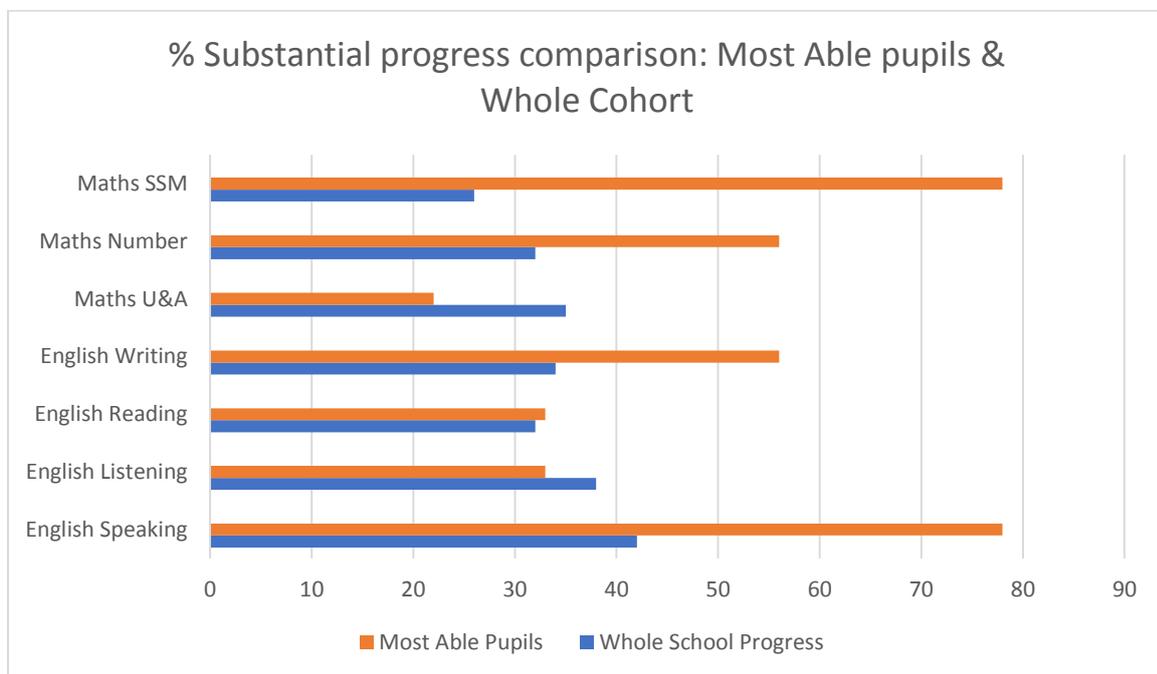


When compared to whole cohort data, FSM pupils are making more substantial progress in English Listening, English Reading, Maths U&A, Maths Number and Maths SSM.

Most Able Pupils

Most Able: (9 Pupils)	Eng. Speaking	Eng. Listening	Eng. Reading	Eng. Writing	U&A	Number	SSM
Substantial	78	33	33	56	22	56	78
Sustained	22	67	67	44	78	44	22
Below	0	0	0	0	0	0	0

Most Able pupils are making more substantial progress than sustained progress in English Speaking, English Writing, Number and SSM.



When compared to whole cohort data, Most Able pupils are making more substantial progress in English Speaking, English Reading, English Writing, Maths Number and Maths SSM.

Gender/ FSM/ PP&Disadvantaged/ CLA Cohort Analysis: Areas for Development

- Narrow the gap of gender substantial progress: Male pupils' % to increase in all areas other than English Writing
- Increase % substantial progress in all areas for CLA pupils
- Increase % substantial progress in English Listening, English Writing and Maths U&A for PP/Disadvantaged pupils
- Increase % substantial progress in English Writing for FSM pupils