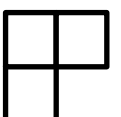# End of Key Stage 2 Pupil Achievement and Progress 2012 to 2015 and outcomes 2015-2016

Information for Governors 12/07/2016

Lisa Candy
Meadowfield School
12/07/2016

The academic year 2015 to 2016 has seen the full impact of 'life without levels', Meadowfield School implemented the new KASS assessment tool Pupil Asset in January for the available core subjects of English, Maths, Science and Computing. Curriculum leaders from Meadowfield have been part of all the groups developing the progression pathways for the foundation subjects. The Ofsted handbook September 2015 recognises that schools will be at different journey points along the transition to new systems, for the first time there is no longer a reference to Progression Guidance within the Ofsted handbook but an expectation to assess progress from pupil starting points. *"For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of their attainment compared with that of all other pupils"* Progress has been measured from pupil starting points based on the expected progress algorithm within Pupil Asset which was developed by the KASS Data group based on historic pupil data from the last three years from our schools. The collaborative work of all 23 KASS schools working together to develop and implement a common assessment framework along with the regular cross school moderation gives strength to our judgements; schools who have been inspected since the implementation of Pupil Asset have reported very positive outcomes from inspectors due to this collaborative working.

Meadowfield School has been at the forefront of implementing Pupil Asset and has provided support to a number of other schools over the year through workshops and individual visits.

Reporting progress in 2016 to the Department for Education

For Key Stage 2 there were two documents published in September 2015:

- Interim teacher assessment frameworks at the end of key stage 1 in which there are three reporting levels
    - Working towards the expected standard
    - Working at the expected standard
    - Working at greater depth within the expected standard

- Pre-key stage 2: pupils working below the test standard, but above P levels, in which there are three reporting levels
    - Foundation for the expected standard
    - Early development of the expected standard
    - Growing development of the expected standard

P levels have continued to be used for this academic year although there is a growing sense that P levels will be removed in the near future. End of key stage teacher assessments for all Meadowfield pupils were in P Levels or in the codes for the pre-key stage 2 assessments.

Pupil levels at the start of the key stage reflected the old national curriculum levels, pupil levels at the end of this academic year are in Pupil Asset measures, in order to measure progress across the key stage the legacy levels were converted into Pupil Asset measures, these were converted into Pupil Asset points (PAPs). The algorithm was then used to calculate expected PAPs and this was measured against achieved PAPs to give the outcome.

The data in this report is showing:

The rapid and sustained progress from the previous years has been maintained and improved.

Reading

- There is a 23% increase of pupils achieving above expected progress demonstrating the impact of the reading and phonic interventions (Letters & Sounds, Sounds Write, See & Learn) this is further evidenced by a number of pupils across all year groups achieving significantly improved scores in the phonic screening test. Reading has been further enhanced through Bug Club and Busters Book Club, classes from Meadowfield have been winners of the Busters book Club most reading minutes twice this year. There has been a drive in reading for pleasure, this has been enhanced through the creation of a theme reading area in the KS2 pod linked to the termly topic, this creative approach won the KM Most Inspiring Book Corner Award in the KM Literacy Awards 2016.

- The gap between pupils entitled to pupil premium and their peers has reversed with pupil premium pupils achieving better although the gap is not statistically significant due to the small cohort. This also demonstrates the impact of the 1:1 phonic intervention accessed by this cohort.

- There are no significant differences between gender or primary needs. Pupils in care are achieving slightly better than their peers, it should be noted that this has been a challenging year for both of these pupils so their achievements are even more significant.

Writing

- There is a 16% increase in pupils achieving above expected demonstrating the impact of the focus on writing led by the Primary English Curriculum leaders, including targeted interventions such as write dance and motivating writing activities such as the Journey into Space writing competition with the winner having a star name for them. This focused activity won the KM Most Engaging Writing Competition Award in the KM Literacy Awards 2016

Maths

- There is a 19% increase in pupils achieving above expected demonstrating the impact of Numicon becoming embedded into teaching across the primary department

- There is no significant difference between gender, pupils entitles to pupil premium and their peers or need type.

Interventions were put in place to support the pupil not on track to achieve expected progress, this pupil did make accelerated progress across this academic year and narrowly failed to reach expected progress from their starting point.

Reading

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	8 (data is based on 7 pupils as one joined mid-year)	57%	28%	29%	43%
2013/2014	10	100%	50%	50%	0
2014/2015	14	100%	57%	43%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	10	100%	80%	20%	

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	Boys	5	40%	20%	20%	60%
	Girls	2	100%	50%	50%	0
2013/2014	Boys	6	100%	66%	34%	0
	Girls	4	100%	25%	75%	0
2014/2015	Boys	8	100%	62%	38%	
	Girls	6	100%	50%	50%	
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	Boys	5	100%	90%	10%	
	Girls	5	100%	90%	10%	

Pupil premium funding (Including FSM & CiC, there are no service families)

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	PP	4	50%	25%	25%	50%
	Non PP	3	66%	33%	33%	33%
2013/2014	PP incl CiC	2	100%	50%	50%	0
	Non PP	8	100%	50%	50%	0
2014/2015	PP	9	100%	55%	45%	
	Non PP	5	100%	60%	40%	
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	PP	6	100%	84%	16%	
	Non PP	4	100%	75%	25%	

Children in Care

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	CiC 1				100%
	Non CIC 6	66%	33%	33%	33%
2013/2014	CiC 1	100%	100%	0	0
	Non CiC 9		45%	55%	0
2014/2015	CiC 2	100%	50%	50%	
	Non CiC 12	100%	58%	42%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	CiC = 2	100%	100%		
	Non CiC = 8	100%	75%	25%	

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	MLD = 0				
	SLD = 3	33%	33%		66%
	PMLD = 0				
	ASD = 4	75%	25%	50%	25%
2013/2014	MLD = 1	100%	100%	0	0
	SLD = 2	100%	100%	0	0
	PMLD = 1	100%		100%	0
	ASD = 6	100%	34%	66%	0
2014/2014	MLD = 0				
	SLD = 6	100%	66%	34%	
	*PMLD = 1	100%		100%	
	ASD = 5	100%	60%	40%	
	SLCN = 1	100%		100%	
	PD = 1	100%	100%		
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	ASD = 6	100%	67%	33%	
	SLD = 4	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	White British	6	50%	33%	33%	33%
	White & Asian	1	100%	100%		
2013/2014	White British	9	100%	45%	55%	0
	Refused	1	100%	100%	0	0
2014/2015	White British	12	100%	66%	34%	
	Bangladesh	1	100%		100%	
	Black African	1	100%		100%	
2015/2016						

English as an Additional Language

There are no pupils in this cohort with English as an Additional Language for 2012/2013 or 2013/2014

There is 1 pupil with EAL on track to median.

2015/2016 there are no pupils with EAL

Writing

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	8 (data is based on 7 pupils)	72%	28%	44%	28%
2013/2014	10	100%	60%	40%	0
2014/2015	14	100%	64%	36%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	10	100%	80%	20%	

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	Boys	5	60%	20%	40%	40%
	Girls	2	100%	50%	50%	
2013/2014	Boys	6	100%	84%	16%	
	Girls	4	100%	25%	75%	
2014/2015	Boys	8	100%	62%	38%	
	Girls	6	1005	66%	34%	
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	Boys	5	100%	80%	20%	
	Girls	5	100%	80%	20%	

Pupil Premium Funding (Including FSM & CiC there are no service families)

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	PP	4	75%	25%	50%	25%
	Non PP	3	66%	33%	33%	33%
2013/2014	PP incl CiC	2	100%	50%	50%	
	Non PP	8	100%	63%	37%	
2014/2015	PP	9	100%	55%	45%	
	Non PP	5	100%	66%	34%	
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	PP	6	100%	67%	33%	
	Non PP	4	100%	100%		

Children in Care

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	CiC 1	100%		100%	
	Non CIC 6	66%	33%	33%	33%
2013/2014	CiC 1	100%	100%		
	Non CiC 9		55%	45%	
2014/2015	CiC 2	100%		100%	
	Non CiC 12	100%	75%	25%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	CiC = 2	100%	50%	50%	
	Non CiC = 8	100%	88%	12%	

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	MLD = 0				
	SLD = 3	66%	33%	33%	33%
	PMLD = 0				
	ASD = 4	75%	25%	50%	25%
2013/2014	MLD = 1	100%	100%	0	0
	SLD = 2	100%	100%	0	0
	PMLD = 1	100%		100%	
	ASD = 6	100%	50%	50%	
2014/2015	MLD = 0				
	SLD = 6	100%	50%	50%	
	PMLD = 1	100%		100%	
	ASD = 5	100%	80%	20%	
	SLCN =1	100%	100%		
	PD = 1	100%	100%		
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	ASD = 6	100%	67%	33%	
	SLD = 4	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	White British	6	50%	16%	34%	50%
	White & Asian	1	100%		100%	
2013/2014	White British	9	100%	55%	45%	
	Refused	1	100%	100%		
2014/2015	White British	12	100%	66%	34%	
	Bangladesh	1	100%		100%	
	Black African	1	100%		100%	
2015/2016	All pupils are white English					

English as an Additional Language

There are no pupils in this cohort with English as an Additional Language for 2012/2013 or 2013/2014

There is 1 pupil with EAL on track to median.

2015/2016 there are no pupils with EAL

Maths

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	8 (data is based on 7)	86%	43%	43%	14%
2013/2014	10	100%	70%	30%	0
2014/2015	14	100%	71%	29%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	10	90%	90%		10%

Gender

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	Boys	5	80%	40%	40%	20%
	Girls	2	100%	50%	50%	
2013/2014	Boys	6	100%	84%	16%	0
	Girls	4	100%	50%	50%	0
2014/2015	Boys	8	100%	75%	25%	
	Girls	6	100%	66%	34%	
			Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	Boys	5	100%	100%		
	Girls	5	80%	80%		20%

Pupil Premium funding (Including FSM & CiC, there are no service families)

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	PP	4	75%	75%	25%	
	Non PP	3	66%		66%	33%
2013/2014	PP	2	100%	50%	50%	0
	Non PP	8	100%	75%	25%	0
2014/2015	PP	9	100%	66%	34%	
	Non PP	5	100%	80%	20%	
		Total achieving expected and above	Above expected	Expected	Below expected	
2015/2016	PP	6	84%	84%		16%
	Non PP	4	100%	100%		

Children in Care

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	CiC 1	100%	100%		
	Non CIC 6	66%	33%	50%	33%
2013/2014	CiC 1	100%	100%	0	0
	Non CiC 9		66%	34%	0
2014/2015	CiC 2	100%		100%	
	Non CiC 12	100%	83%	17%	
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	CiC = 2	100%	100%		
	Non CiC = 8	88%	88%		12%

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	MLD = 0				
	SLD = 3	100%	66%	34%	
	PMLD = 0				
	ASD = 4	75%	25%	50%	25%
2013/2014	MLD = 1	100%	100%		0
	SLD = 2	100%	100%		0
	PMLD = 1	100%		100%	0
	ASD = 6	100%	66%	34%	0
2014/2015	MLD = 0				
	SLD = 6	100%	83%	17%	
	PMLD = 1	100%		100%	
	ASD = 5	100%	60%	40%	
	SLCN = 1	100%	100%		
	PD = 1	100%	100%		
		Total achieving expected and above	Above expected	Expected	Below expected
2015/2016	ASD = 6	84%	84%		16%
	SLD = 4	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2012/2013	White British	6	100%	50%	50%	50%
	White & Asian	1				100%
2013/2014	White British	9	100%	66%	34%	
	Refused	1	100%	100%		
2014/2015	White British	12	100%	83%	17%	
	Bangladesh	1	100%		100%	
	Black African	1	100%		100%	
2015/2016	All pupils are white English					

English as an Additional Language

There are no pupils in this cohort with English as an Additional Language for 2012/2013 or 2013/2014

There is 1 pupil with EAL on track to medium.

2015/2016 there are no pupils with EAL