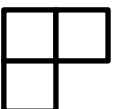


2016

# End of Key Stage 1 Pupil Achievement and Progress 2012 to 2015 and outcomes 2015-2016

Information for Governors 12/07/2016

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12/07/2016



## Summary of Year 2 Pupil Achievement and Progress 2012 to 2014 and achievement 2014-2015

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 school 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 1 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

Two pupils access the KS1 tests and this framework was used to report their outcomes to the DfE.

- Pre-key stage 1: pupils working below the test standard

For the majority of pupils we continued to report using P Levels for this year however for those pupils working just above P levels but not able to access the tests there is:

- Growing development of the expected standard

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:

- All pupils achieved expected and above expected progress in 2015/2016 in reading and maths demonstrating the continued impact of the phonic and maths interventions ( Letters & Sounds, Sounds Write, See & Learn, and Numicon). There is an improvement on the previous year with an increase of 8% achieving above expected in reading and an increase of 19% achieving above expected in maths.
- There is a dip in achievement in writing, this is linked to three pupils; all of these pupils have made progress and have just missed expected progress by 2 points.
- In reading and maths there is no gap between gender.
- There is no gap between the achievement of pupils entitled to pupil premium and their peers.
- There are no gaps between pupils with a primary need of ASD and SLD in reading and maths, the gap in writing is linked to the three pupils explained above. Pupils with PMLD appear to be achieving slightly less well but the IMPACTS curriculum does not correlate directly to reading, writing and maths (communication, cognition and fine motor) but all pupils with PMLD included in the data have made outstanding progress over the year.
- **Phonic Screening Test:** Three Year 1 pupils took the phonic screen test, the national expected score was 32; pupils score 30, 32 and 33. Six Year 2 pupils re-took the phonic screening test, one pupil did not achieve a score the others scored 22,32,33,35 and 37, all increased their scores from the previous year.

## Reading

### Summary of Year 2 Pupil Achievement and Progress 2012 to 2015 and achievement 2015-2016

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013 *One pupil joined the school in June 2013	10 – 9 with data*	77%	66%	11%	22%
2013/2014	17	95%	70%	25%	5%
2014/2015	15	100%	80%	20%	0
2015/2015	18	94%	83%	11%	6%*
*this pupil has had a significant deterioration in their medical condition if this pupil is removed from the calculation the figures are as below the cohort size of 17 will be used for all other calculations.					
	17	100%	88%	12%	

## Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	Boys	6 – 5 with data	80%	80%		20%
	Girls	4	100%	25%	75%	
2013/2014	Boys	13	93%	70%	23%	7%
	Girls	4	100%	75%	25%	
2014/2015	Boys	11	100%	100%	0%	0
	Girls	4 3 of this cohort follow the IMPACTs curriculum	100%	25%	75%	0
2015 - 2016	Boys	13	100%	92%	8%	0
	Girls	4	100%	75%	25%	0

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

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	PP	2	100%	50%	50%	
	Non PP	8 – 7 with data	71%	57%	14%	28%
2013/2014	PP	3	66%	66%		34%
	Non PP	14	100%	72%	28%	0%
2014/2015	PP	3	100%	100%	0	0
	Non PP	12	100%	75%	25%	0
2015/2016	PP	9	100%	89%	11%	0
	Non PP	8	100%	88%	12%	0

## Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	CiC 0				
	Non CiC 9 with data	88%	77%	11%	22%
2013/2014	CiC 1	100%		100%	0
	Non CiC 16	100%	75%	25%	0%
2014/2015	No CiC				
2015/2016	CiC 2	100%	50%	50%	0
	Non CiC 15	100%	94%	6%	

## Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	MLD = 0				
	SLD = 5	100%	100%		
	PMLD = 2	50%		50%	50%
	ASD = 2	50%		50%	50%
2013/2014	MLD = 0				
	SLD = 10	80%	50%	30%	20%
	PMLD = 2	100%	100%		
	ASD = 5	60%	40%	20%	40%
2014/2015	MLD = 0				
	SLD = 3	100%	100%		
	PMLD = 3	100%		100%	
	ASD = 8	100%	100%		
	PD = 1	100%	100%		
2015/2016	ASD = 11	100%	100%		
	SLD = 3	100%	100%		
	PMLD = 3*	100%	34%	66%	

\* the PMLD cohort follow the IMPACTS curriculum which tracks progress through scores which are then converted to P Levels. This conversion is not robust, the IMPACTS team is finalising the development of an IMPACTS framework in Pupil Asset which will enable progress to be tracked within P levels more securely as from September 2016.

## Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	White British	7	72%	44%	28%	28%
	Gypsy/Roma	2	100%	100%		
2013/2014	White British	14	86%	50%	36%	14%
	Asian	1	100%	100%		
	White + Black Caribbean	1	100%	100%		
	Refused	1	100%	100%		
2014/2015	All pupils are white British					
2015/2016	White British	16	100%	88%	12%	
	Other	1	100%	100%		

Writing

**Summary of Year 2 Pupil Achievement and Progress 2012 to 2015 and achievement 2015-2016**

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	10 – 9 with data*	77%	66%	11%	22%
2013/2014	17	88%	58%	30%	12%
2014/2015	15	100%	73%	27%	0
2015/2016	17	82%	70%	12%	18%

**Gender**

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	Boys	6 – 5 with data	80%	80%		20%
	Girls	4	75%	50%	25%	25%
2013/2014	Boys	13	77%	54%	31%	15%
	Girls	4	100%	75%	25%	
2014/2015	Boys	11	100%	100%	0%	0
	Girls	4 3 of this cohort follow the IMPACTs curriculum	100%	25%	75%	0
2015/2016	Boys	13	92%	84%	8%	8%
	Girls	4	50%	25%	25%	50%

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

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	PP	2	100%	50%	50%	
	Non PP	8 – 7 with data	71%	57%	14%	28%
2013/2014	PP	3	66%	66%		34%
	Non PP	14	93%	57%	36%	7%
2014/2015	PP	3	100%	100%	0	0
	Non PP	12	100%	75%	25%	0
	PP	9	77%	66%	11%	22%
	Non PP	8	88%	75%	13%	12%

## Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	CiC 0				
	Non CiC 9 with data	88%	77%	11%	22%
Predicted 2013/2014	CiC 1	100%			100%
	Non CiC 16	94%	63%	31%	6%
2014/2015	No CiC pupils				
2015/2016	CiC = 2	100%	50%	50%	
	Non CiC = 15	80%	74%	6%	20%

## Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	MLD = 0				
	SLD = 5	100%	100%		
	PMLD = 2	50%		50%	50%
	ASD = 2	50%	50%		50%
2013/2014	MLD = 0				
	SLD = 10	90%	70%	20%	10%
	PMLD = 2	100%	100%		
	ASD = 5	80%	40%	40%	20%
2014/2015	MLD = 0				
	SLD = 3	100%	100%		
	*PMLD = 3	100%		100%	
	ASD = 8	100%	100%		
	PD = 1	100%	100%		
2015/2016	ASD = 11	82%	82%		18%
	SLD = 3	100%	100%		
	PMLD = 3	66%		67%	33%

## Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	White British	7	72%	44%	28%	28%
	Gypsy/Roma	2	100%	100%		
2013/2014	White British	14	86%	64%	22%	14%
	Asian	1	100%	100%		
	White + Black Caribbean	1	100%	100%		
	Refused	1	100%	100%		
2014/2015	All pupils white British					
2015/2016	White British	16	82%	69%	13%	18%
	Other	1	100%	100%		

## Maths

### Summary of Year 2 Pupil Achievement and Progress 2012 to 2014 and achievement 2014-2015

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	10 – 9 with data*	77%	66%	11%	22%
2013/2014	17	88%	52%	36%	12%
2014/2015	15	100%	73%	27%	
2015/2015	17	100%	94%	6%	

## Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	Boys	6 – 5 with data	100%	80%	20%	
	Girls	4	75%	75%		25%
2013/2014	Boys	13	93%	54%	39%	7%
	Girls	4	75%	50%	25%	25%
2014/2015	Boys	11	100%	90%	10%	
	Girls	4	100%	25%	75%	
2015/2016	Boys	13	100%	92%	8%	
	Girls	4	100%	100%		

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

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	PP	2	100%	100%		
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2013/2014	PP	3	67%	67%		33%
	Non PP	14	93%	57%	36%	7%
2014/2015	PP	3	100%	100%		
	Non PP	12	100%	66%	34%	
2015/2016	PP	9	100%	100%		
	Non PP	8	100%	88%	12%	



## Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	CiC 0				
	Non CiC 9 with data	82%	47%	35%	18%
2013/2014	CiC 1				100%
	Non CiC 16	82%	56%	37%	7%
2014/2015	No CiC pupils				
2015/2015	CiC = 2	100%	100%		
	Non CiC = 15	100%	93%	7%	

## Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2012/2013	MLD = 0				
	SLD = 5	100%	80%	20%	
	PMLD = 2	50%		50%	50%
	ASD = 2	100%	50%	50%	
2013/2014	MLD = 0				
	SLD = 10	90%	60%	30%	10%
	PMLD = 2	50%		50%	50%
	ASD = 5	100%	60%	40%	0
2014/2015	MLD = 0				
	SLD = 3	100%	100%		
	*PMLD = 3	100%		100%	
	ASD = 8	100%	88%	22%	
	PD = 1	100%	100%		
2015/2016	ASD = 11	100%	100%		
	SLD = 3	100%	100%		
	PMLD = 3	100%	64%	33%	

## Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2012/2013	White British	7	86%	58%	28%	14%
	Gypsy/Roma	2	100%	100%		
2013/2014	White British	14	93%	50%	43%	7%
	Other Asian	1	100%	100%		
	White + Black Caribbean	1				100%
	Refused	1	100%	100%		
	2014/2015 All pupils are White British					
2015/2016	White British	16	100%	94%	6%	
	Other	1	100%	100%		

