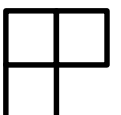


2019

End of Key Stage 2 Pupil Achievement and Progress 2016 to 2018 and outcomes 2018-2019

Information for Governors July 2019

Lisa Candy
Meadowfield School
July 2019



End of Key Stage 2 Pupil Achievement and Progress 2016 to 2018 and 2018-2019

In previous years this report has tracked progress since the 2012/2013 academic year. This year this report is focused on the previous three years which reflects the time that Pupil Asset has been the sole assessment tool.

The curriculum change embedded in 2017 which enabled teachers to focus on developing behaviours for learning, integrate sensory processing interventions across the day and addressing the core learning of communication, early reading, writing and maths skills, technology, science discovery & exploration and personal, social and emotional development has focused this academic year on embedding the Early Years ethos of active and practical learning. In some Key Stage 2 classes it has been appropriate for pupils to follow a subject led learning curriculum however there is still a strong emphasis on preactical and active learning.

Progress has been measured from pupil starting points based on the expected progress algorithm within Pupil Asset which was developed by the KSENT Data group based on three-year historic pupil data from a range of KSENT schools and reviewed annually to ensure that, as the data set grows, expectations remain challenging. 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

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.

In 2018/2019 the DfE published new guidance for the reporting of standards at the end of the Key Stage. Pupils working below the level of the tests were assessed against the:

Pre-key stage 2: pupils working below the test standard

This year we only reported P levels for those pupils working at P4 and below. Where pupils were working above P4 there were six standards with specific outcomes in each standard (see attached document).

Pupils are expected to fulfil all standard statements to achieve a standard, the positive to this change is that the format of the four standards is consistent across all subjects. However in completing our data returns through MIS (Management Information System) there was an issue; in Writing there was the option to report 'working towards the expected standard' but in reading and maths this was not an option. When I contacted MIS to was told that if a pupil was working above the end of KS1 expected outcomes ie just within the Year 3 curriculum then they should have been entered for the tests. This affected two pupils neither of whom would have been able to access the test and their outcomes were given as Standard 6 (working at the KS1 expected standard).

One pupil did access the full Key Stage 2 tests scoring:

English grammar, punctuation & spelling - 100

Reading - 99

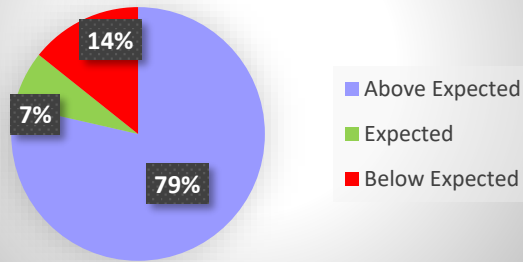
Mathematics - 93

'Pupils scoring at least 100 will have met the expected standard on the test' — Gov.UK

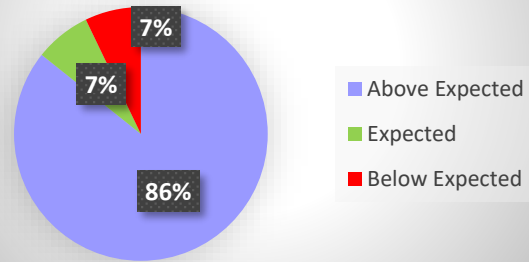
IMPACTS classes: the IMPACTS curriculum has been in place since 2014, outcomes for the cohort of pupils in IMPACTS classes are outstanding. This academic year we took the decision to cease to squeeze the progress made into a P level as doing so failed to fully recognise the extend of the progress made. In place we created a text document which recorded a baseline in September with a mid-year and end of year update. As a result, the full extent of the outstanding progress made by this cohort is clear. Feedback from parents on this change has been very positive. There are three pupils in the 2018/2019 cohort with a primary need of PMLD.

There are two pupils who joined mid key stage, one at the start of Year 4 and one at the start of year 5. The Pupil Asset points algorithm enables an accurate expectation to be set for pupils joining mid key stage.

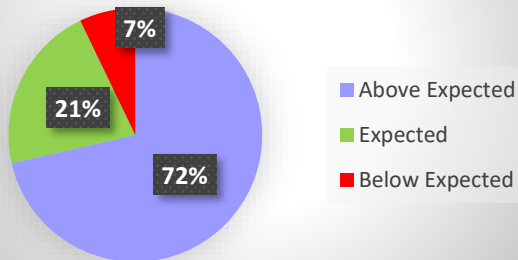
Reading: End KS2 outcomes 2019



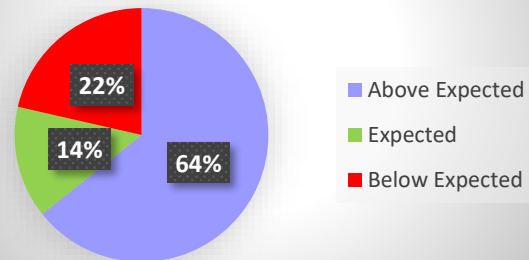
Writing: End KS2 outcomes 2019



Mathematics: End KS2 outcomes 2019



Communication: End KS2 outcomes 2019



The data in this report is showing:

Reading

- While two pupils did not achieve the expected Pupil Asset target of these one has a sensory impairment and one has experienced a period of low well-being, strategies were implemented to address this and the pupil has made progress. The percentage of pupils achieving above expected progress is just 2 percentage points below last year and therefore this is not a statistically significant drop.
- **21% of the cohort achieved rates of progress in line with mainstream expectations**
- Pupils entitled to PP are achieving slightly better than their peers although given the uneven numbers in the cohorts this is a statistically insignificant gap.
- Pupils with a primary need of SLC do not seem to be achieving as well as their peers and this cohort will be closely monitored next year.

Writing

- The improvement from last year has been maintained and the percentage of pupils achieving above expected progress has increased by 3%. There has been an improvement in girls writing with 100% achieving above expected. Outcomes in writing have exceeded outcomes in reading for the first time which evidence the impact of the sustained focus on improving writing.
- **35% of the cohort achieved rates of progress in line with mainstream expectations**
- There is no significant different between gender, need type or ethnicity.

Maths

- There has been a slight dip this year compared to the previous year with one pupil achieving just below expected, this pupil had a higher end of KS1 outcome and was just into the higher expectation of 4 PAPs per year.
- The gap between pupils with a primary need of SLD and their peers last year has closed.
- There are no significant differences between gender, pupil premium or ethnicity
- **28% of the cohort achieved rates of progress in line with mainstream expectations**

Reading

Academic Year	Cohort Size	Total achieving expected and above	Above Expected	Expected	Below Expected
2016/2017	13 data from 10	100%	90%	10%	
2017-2018	23 data from 21	100%	81%*	19%	
2018/2019	17 data from 14	86%	79%	7%	14%

*if the pupils joining mid-key stage are removed from the data the outcomes are above expected = 92% and expected 8%

Gender

Academic Year		Cohort Size	Total achieving Expected and above	Above expected	Expected	Below expected
2016/2017	Boys	6	100%			
	Girls	4	100%	75%	25%	
2017/2018	Boys	14/13*	100%	85%	15%	
	Girls	9/8	100%	75%	25%	
2018/2019	Girls	6/3**	67%	67%		33%
	Boys	11	91%	82%	9%	9%

*one boy and one girl in IMPACTS classes

**three girls are in the IMPACTS class

Pupil Premium Funding (Including FSM & adopted from care there are no CiC or service families)

Academic Year		Cohort Size	Total achieving Expected & above	Above Expected	Expected	Below Expected
2016/2017	PP	3	100%	100%		
	Non PP	7	100%	86%	14%	
2017/2018	PP	9	100%	77%**	23%	
	Non PP	14/12*	100%	83%	17%	
2018/2019	PP	3	100%	67%	33%	
	Non PP	14/11**	82%	82%		18%

**while it appears that PP pupils may be achieving less well 5 of the nine pupils started mid key stage, those with full key stage data all achieved above expected outcomes.

**data from 11 of the 14 pupils

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017					
2017/2018	CiC = 2*	100%	100%		
	Non CiC = 2119	100%	78%	22%	
2018/2019	No CiC pupils				

*both started at the beginning of Year 6

Primary need

Academic Year	Cohort Size	Total achieving Upper quartile & Median	Upper Quartile	Median	Lower Quartile
2016/2017	ASD = 3	100%	100%		
	SLD = 6	100%	84%	16%	
	SLCN = 1	100%	100%		
	PMLD = 3				
2017/2018	ASD = 10	100%	80%	20%	
	SLD = 9	100%	77%	23%	
	SLCN = 1	100%	100%		
	MLD = 1	100%	100%		
	PMLD = 3				
2018/2019	ASD = 8	100%	88%	12%	
	SLD = 4	50%	50%		50%
	PD = 2	100%	100%		
	PMLD = 3				

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	White English**	10	100%	90%	10%	
	White other	1	100%	100%		
	Gypsy Roma	2	100%	100%		
2017/2018	White English**	20/19*	100%	78%	22%	
	White & other Asian	1	100%	100%		
	White & Black Caribbean	1*				
	Gypsy	1	100%	100%		
2018/2019	White English	16/13		77%	8%	15%
	White & Black Caribbean	1	100%	100%		

*pupil in IMPACTS class

English as an Additional Language

2016/2017 there are no pupils with EAL

2017/2018 there are no pupils with EAL

2018/2019 there are no pupils with EAL

Writing

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	13 data from 12	92%	67%	25%	8%
2017/2018	23	100%	83%	17%	
2018/2019	17/14	93%	86%	7%	7%

Gender

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	Boys	6	84%	67%	17%	17%
	Girls	7 data from 6	100%	66%	34%	
2017/2018	Boys	14	100%	92%	8%	
	Girls	9	100%	66%	34%	
2018/2019	Boys	11	91%	82%	9%	9%
	Girls	6/3	100%	100%		

Pupil Premium Funding (Including FSM & adopted from care there are no CiC or service families)

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	PP	3	67%	67%		33%
	Non PP	10 data from 9	100%	67%	33%	
2017/2018	PP	9	100%	78%	22%	
	Non PP	14	100%	85%	15%	
2018/2019	PP	3	67%	67%		33%
	Non PP	14/11	100%	91%	9%	

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	There are no CiC pupils in this cohort				
2017/2018	CiC = 2	100%	50%	50%	
	Non CiC = 21	100%	85%	15%	
2018/2019	No CiC pupils				

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	ASD = 3	66%	67%		33%
	SLD = 6	100%	50%	50%	
	SLCN = 1	100%	100%		
	PMLD = 3 Data from 2	100%	100%		
2017/2018	ASD = 10	66%	100%		
	SLD = 9	100%	88%	12%	
	SLCN = 1	100%		100%	
	MLD = 1	100%	100%		
	PMLD = 2	100%		100%	
2018/2019	ASD = 8	88%	75%	13%	12%
	SLD = 4	100%	100%		
	PD = 2	100%	100%		
	PMLD = 3				

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	White English	10 data from 9	88%	67%	22%	11%
	White other	1	100%		100%	
	Gypsy Roma	2	100%	100%		
2017/2018	White English	20	100%	85%	15%	
	White & other Asian	1	100%	100%		
	White & Black Caribbean	1	100%		100%	
	Gypsy	1	100%	100%		
2018/2019	White English	16/13	92%	92%		8%
	White & Black caribbean	1	100%		100%	

English as an Additional Language

2016/2017 there are no pupils with EAL

2017/2018 there are no pupils with EAL

2018/2019 there are no pupils with EAL

Maths

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	13 data from 12	100%	83%	17%	
2017/2018	23	100%	83%	17%	
2018/2019	17/14	93%	72%	21%	7%

Gender

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	Boys	6	100%	100%		
	Girls	7 data from 6	100%	67%	33%	
2017/2018	Boys	14	100%	100%		
	Girls	9	100%	55%	45%	
2018/2019	Boys	11	91%	73%	18%	9%
	Girls	6/3	100%	67%	33%	

Pupil Premium Funding (Including FSM & adopted from care there are no CiC or service families)

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	PP	3	100%	100%		
	Non PP	10 data from 9	100%	78%	22%	
2017/2018	PP	9	100%	78%	22%	
	Non PP	14	100%	85%	15%	
2018/2019	PP	3	67%	34%	33%	33%
	Non PP	14/11	100%	82%	18%	

Children in Care

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	There are no CiC pupils in this cohort				
2017/2018	CiC = 2	100%	100%		
	Non CiC = 21	100%	80%	20%	
2018/2019	No CiC pupils				

Primary need

Academic Year	Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	ASD = 3	100%	100%		
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	SLCN = 1	100%	100%		
	PMLD = 3 data from 2	100%	50%	50%	
2017/2018	ASD = 10	100%	100%		
	SLD = 9	100%	78%	22%	
	SLCN = 1	100%	100%		
	MLD = 1	100%		100%	
	PMLD = 2	100%	50%	50%	
2018/2019	ASD = 8	88%	75%	13%	12%
	SLD = 4	100%	75%	25%	
	PD = 2	100%	50%	50%	
	PMLD = 3				

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & Above	Above Expected	Expected	Below Expected
2016/2017	White English	10 data from 9	100%	78%	22%	
	White other	1	100%	100%		
	Gypsy Roma	2	100%	100%		
2017/2018	White English	20	100%	85%	15%	
	White & other Asian	1	100%	100%		
	White & Black Caribbean	1	100%		100%	
	Gypsy	1	100%	100%		
2018/2019	White English	16/13	93%	70%	23%	7%
	White & Black Caribbean	1	100%	100%		

English as an Additional Language

2016/2017 there are no pupils with EAL

2017/2018 there are no pupils with EAL

2018/2019 there are no pupils with EAL

