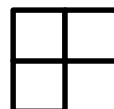


2019

End of Key Stage 1 Pupil Achievement and Progress 2016 to 2018 and outcomes 2018-2019

Information for Governors July 2019

Lisa Candy
Meadowfield School
July 2019



Summary of Year 2 Pupil Achievement and Progress 2016 to 2019 and achievement 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. This change is reflected in the outstanding outcomes for pupils.

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.

Reporting progress in 2019 to the Department for Education.

In 2018/2019 the DfE published new guidance for the reporting of standards at the end of the Key Stage. All pupils were working below the level of the tests so the Pre-key Stage 1 documents were used.

Pre-key stage 1: 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 four 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.

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 extent 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 no pupils in the 2018/2019 cohort with a primary need of PMLD.

The data in this report is showing:

- ❖ In reading the number of pupils achieving above expected outcomes has been maintained within 2% of the previous year. There are no pupils achieving below expected outcomes.
50% of the cohort achieved rates of progress in line with mainstream expectations.
- ❖ In writing the improving outcomes has been maintained and improved further with no pupils achieving below expected outcomes and an increase in above expected outcomes from 55% to 81%. There has also been an increase in the number of pupils achieving rates of progress inline with mainstream expectations from 41% to 56%.
56% of the cohort achieved rates of progress in line with mainstream expectations.
- ❖ In maths there was only one pupil who did not achieve expected outcomes, this pupil had a higher starting point than peers and therefore the number of expected PAPs was higher over the two years. There is a significant increase in the number of pupils achieving above expected outcomes

from 59% to 81%. There is an increase in the number of pupils achieving rates of progress in line with mainstream expectations for 41% to 50%.

50% of the cohort achieved rates of progress in line with mainstream expectations.

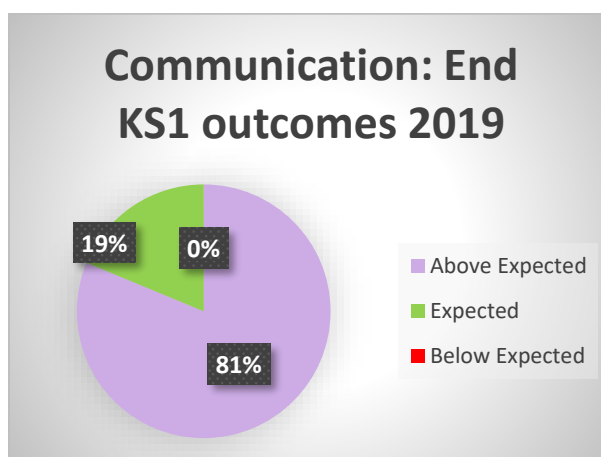
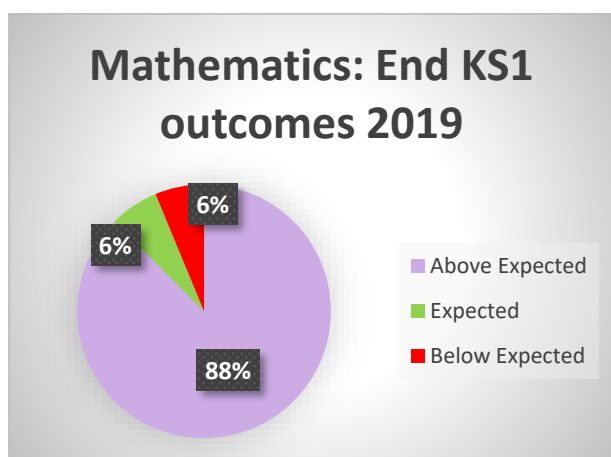
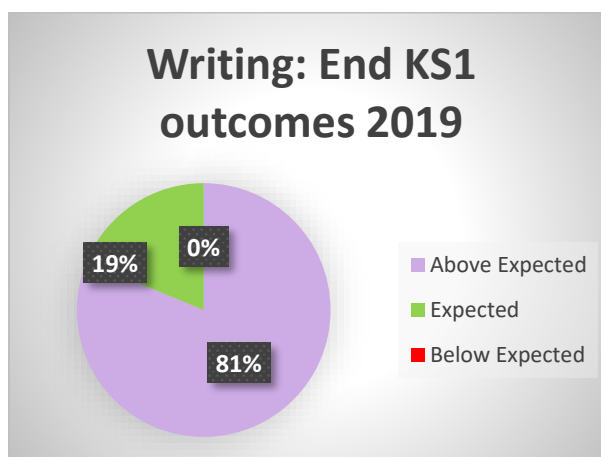
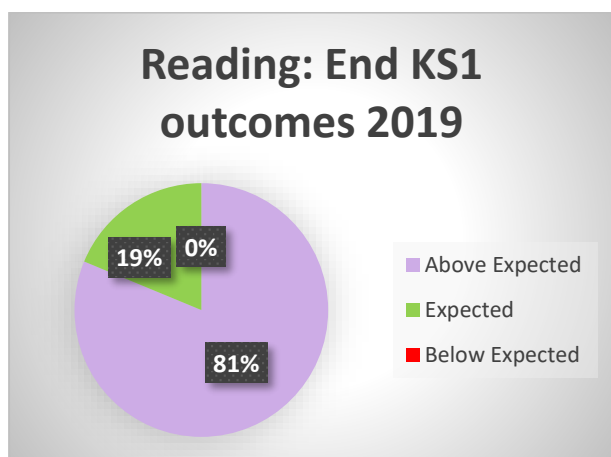
- ❖ In communication all pupils achieved expected or above expected outcomes.
50% of the cohort achieved rates of progress in line with mainstream expectations.

Pupils entitled to pupil premium are achieving better than their peers in writing and reading, the gap between PP and non PP pupils last year has now closed. In maths non PP pupils are achieving slightly better but the one pupil who was below expectations has a higher PAP expectation and had needed to spend time in the Nurture groups to address SEMH issues, therefore the gap is not significant.

The Primary need cohort data clearly evidences the continued changing needs of pupils with a significantly high number of pupils with a primary need of ASD and a reduction in the cohort size of pupils with a primary need of SLD. The SLD cohort appear to be achieving less well in reading and writing, the cohort size is small which impacts on the figures however the bi-termly data analysis will keep a close watch on this cohort next academic year.

The ethnic majority continues to remain White English but the minority groups continue to achieve as well or better than their peers.

Phonic Screening Test: Six Year 1 pupils took the phonic screen test, the national expected score was 32; three pupils achieved or exceeded a score of 32. Two of the other three pupils did not record a score and one scored 3. Four Year 2 pupils re-took the phonic screening test, one achieved the national expected score and two achieved scores of 31 and 27 and one did not record a score, these outcomes evidence of the impact of the phonics intervention.



Detailed analysis is documented on the following pages.

Reading

Summary of Year 2 Pupil Achievement and Progress 2016 to 2019 and achievement 2017-2018

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	10 data taken from 9 pupils	89%	78%	11%	11%
2017/2018	22 data from 18 pupils	89%	83%	6%	11%
2018/2019		100%	81%	18%	0

Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	There are only boys in this cohort					
2017/2018	Boys	16/13*	100%	93%	7%	0
	Girls	6/5*	60%	60%	0	40%
2018/2019	Boys	12	100%	84%	16%	0
	Girls	4	100%	75%	25%	0

*One girl and 3 boys follow the IMPACTS curriculum

Pupil Premium funding (Including FSM, CiC , Adopted from Care & Service families)

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	PP	2	100%	100%	-	-
	Non PP	7	85%	72%	14%	14%
2017/2018	PP	8/7*	72%	58%	14%	28%
	Non PP	14/11*	100%	100%	0	0
2018/2019	PP	9	100%	88%	12%	
	Non PP	7	100%	72%	28%	

*One girl and 3 boys follow the IMPACTS curriculum

Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	CiC 1	100%	100%		
	Non CiC 8	88%	75%	13%	12%
2017/2018	No CiC pupils				
2018/2019	No CiC pupils				

Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	ASD = 6	83%	66%	17%	17%
	SLD = 2	100%	100%		
	SLCN = 1	100%	100%		
	PMLD = 1				
2017/2018	ASD = 14 1 in IMPACTS	92%	92%	-	8%
	SLD = 2 1 in IMPACTS	100%	-	100%	-
	SLCN = 3	100%	100%	-	-
	PD/PMLD = 3 2 in IMPACTS				100%
2018/2019	ASD = 11	100%	100%		
	SLD = 4	100%	25%	75%	
	SLCN = 1	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	White British	8	88%	75%	13%	12%
	Indian	1	100%	100%		
	White & Black African	1				
2017/2018	White British	20/17	88%	82%	6%	12%
	White Other	1* IMPACTS class				
	Sri Lankan Tamil	1	100%	100%		
2018/2019	White English	14	100%	78%	22%	
	White Eastern European	1	100%	100%		
	White English & Black Caribbean	1	100%	100%		

Writing

Summary of Year 2 Pupil Achievement and Progress 2016 to 2019 and achievement 2018-2019

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	10 – 9 with data	67%	45%	22%	33%
2017/2018	22*	82%	55%	27%	18%
2018/2019	16	100%	81%	19%	

*Fine motor progress for pupils in IMPACTS classes is linked to writing outcomes

Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017		There are only boys in this cohort				
2017/2018	Boys	16	82%	63%	19%	18%
	Girls	6	84%	34%	50%	16%
2018/2019	Boys	12	100%	92%	8%	
	Girls	4	100%	50%	50%	

Pupil Premium funding (Including FSM, CiC, adopted from care & Service families)

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	PP	2	100%	100%		
	Non PP	7	57%	29%	29%	42%
2017/2018	PP	8	88%	50%	38%	12%
	Non PP	14	79%	57%	22%	21%
2018/2019	PP	9	100%	88%	12%	
	Non PP	7	100%	72%	28%	

Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	CiC + 1	100%	100%		
	Non CiC = 8	63%	38%	25%	37%
2017/2018	No CiC pupils				
2018/2019	No CiC pupils				

Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	ASD = 6	66%	50%	17%	33%
	SLD = 2	50%	50%		50%
	SLCN = 1	100%		100%	

	PMLD = 1				
2017/2018	ASD = 14	79%	65%	14%	21%
	SLD = 2	50%	50%		50%
	SLCN = 3	100%	100%		
	PD/PMLD = 3	100%		100%	
2018/2019	ASD = 11	100%	91%	9%	
	SLD = 4	100%	50%	50%	
	SLCN = 1	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	White British	8	63%	38%	25%	37%
	Indian	1	100%			
	White British & Black African	1				
2017/2018	White British	20	85%	60%	25%	15%
	White Other	1				100%
	Sri Lankan Tamil	1	100%		100%	
2018/2019	White English	14	100%	78%	22%	
	White Eastern European	1	100%	100%		
	White English & Black Caribbean	1	100%	100%		

Maths

Summary of Year 2 Pupil Achievement and Progress 2012 to 2016 and achievement 2017-2018

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	10 data for 9 pupils	89%	78%	11%	11%
2017/2018	22	86%	59%	27%	14%
2018/2019	16	94%	88%	6%	6%

Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017		There are only boys in this cohort				
2017/2018	Boys	16	94%	62%	32%	6%
	Girls	6	67%	50%	17%	33%
2018/2019	Boys	12	92%	92%		8%
	Girls	4	100%	75%	25%	

Pupil premium funding (Including FSM, CiC, adopted from care & Service families)

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	PP	2	100%	100%		
	Non PP	7	86%	72%	14%	14%
2017/2018	PP	8	88%	62%	25%	12%
	Non PP	14	86%	58%	42%	14%
2018/2019	PP	9	88%	88%		12%
	Non PP	7	100%	85%	15%	

Children in care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	CiC = 1	100%	100%		
	Non CiC = 8	88%	75%	13%	12%
2017/2018 No CiC pupils					
2018/2019 No CiC pupils					

Primary need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2016/2017	ASD = 6	100%	84%	16%	
	SLD = 2	50%	50%		50%
	SLCN = 1	100%	100%		
	PMLD = 1				
2017/2018	ASD = 14	86%	65%	21%	14%
	SLD = 2	100%	50%	50%	
	SLCN = 3	100%	64%	33%	
	PD/PMLD = 3	67%	34%	33%	33%
2018/2019	ASD = 11	91%	82%	9%	9%
	SLD = 4	100%	100%		
	SLCN = 1	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2016/2017	White British	8	88%	75%	13%	12%
	Indian	1	100%	100%		
	White British & Black African	1				
2017/2018	White British	20	90%	60%	30%	10%
	White Other	1				100%
	Sri Lankan Tamil	1	100%	100%		
2018/2019	White English	14	93%	86%	7%	7%
	White Eastern European	1	100%	100%		
	White English & Black Caribbean	1	100%	100%		

Communication

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2018/2019	16	100%	81%	19%	

Gender

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2018/2019	Boys	12	100%	84%	16%	
	Girls	4	100%	75%	25%	

Pupil premium funding (Including FSM, CiC, adopted from care & Service families)

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2018/2019	PP	9	100%	78%	22%	
	Non PP	7	100%	85%	15%	

Children in Care

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2018/2019 No CiC pupils					

Primary Need

Academic Year	Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below Expected
2018/2019	ASD = 11	100%	82%	18%	
	SLD = 4	100%	75%	25%	
	SLCN = 1	100%	100%		

Ethnicity

Academic Year		Cohort Size	Total achieving Expected & above expected	Above expected	Expected	Below expected
2018/2019	White English	14	100%	78%	22%	
	White Eastern European	1	100%	100%		
	White English & Black Caribbean	1	100%	100%		