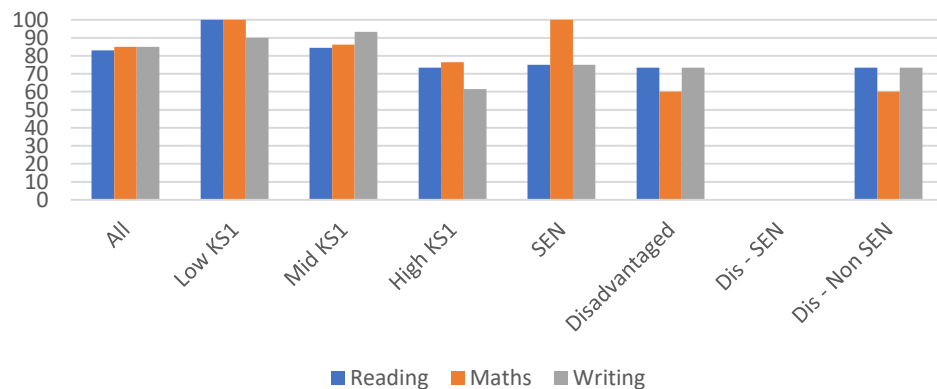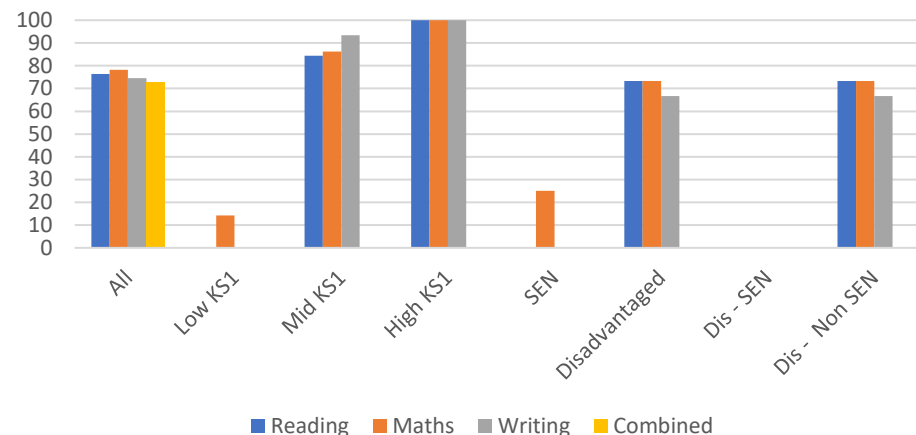# Charville Academy – Year 4 Data Dashboard – Spring 2019

Data is taken from teacher assessment against National Curriculum. Progress is measured from pupils starting points at the end of the Key Stage 1. Standardised Scores are based on the rising stars PUMA, PIRA and GAPS test and relate to a national average of 100. Starting points at the end of the Key Stage 1 were broadly in line with National. There are 55 pupils in the cohort of which 15 are disadvantaged.
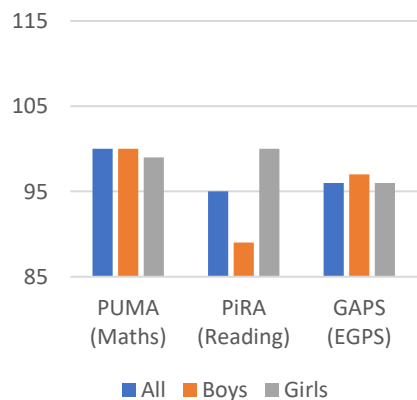
Expected or Better Than Expected progress towards End of Key Stage Expectations


Legend: Reading, Maths, Writing

End of Key Stage Attainment at Expected +

Legend: Reading, Maths, Writing, Combined

Standardised Scores

Categories: PUMA (Maths), PiRA (Reading), GAPS (EGPS)

Legend: All, Boys, Girls

Group Sizes

	Reading	Maths	Writing
All	55		
Low KS1	6	7	10
Mid KS1	33	29	30
High KS1	15	17	13
SEN	4		
Disadvantaged	15		
Disadvantaged SEN	0		
Disadvantaged Non SEN	15		

End of Key Stage Attainment at Greater Depth

Legend: Reading, Maths, Writing, Combined
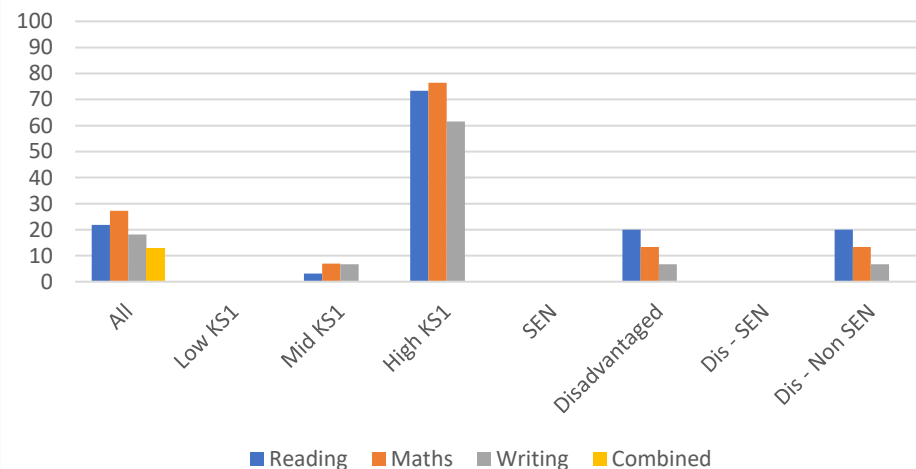
Areas for investigation:

From an analysis of ASP we have identified that we need to investigate:

KS2 Progress Trend

- Writing is significantly above average for progress. Reading and Maths for all pupils is average
- Reading and Writing progress over the last 2 years for higher attaining pupils was NOT in the top 20% - compared to Maths
- Progress in R+M was not sig+
- Progress for Disadvantaged pupils in Reading sat at -0.5% compared to all pupils who sat at 0.3%
- Progress for Disadvantaged pupils in Maths sat at -0.5% compared to all pupils who sat at 1.5%

KS2 Attainment Trend

- In 2018 Writing, Reading and Maths attainment at expected for lower attaining disadvantaged pupils was BELOW national

Behaviour

- The rate of total fixed term exclusions was above national for three years (2014/15 to 2016/17). In 2016/17, the rate of total fixed term exclusions (1.16) was above the national average for schools with a similar deprivation (0.70%). The rate of repeat exclusions was above national for three years (2014/15 to 2016/17)

There were no meaningful trends or differences for KS1 Attainment or Phonics 2018.

Weaknesses:	GAP Analysis:	Next Steps:
- Progress against end of key stage 1 for SEN pupils is lower in Reading and Writing than Maths - Boys are underperforming significantly in reading in comparison to girls, in relation to standardised scores - Disadvantaged pupils are making less progress in Maths than Writing and Reading from their starting points - Expected progress for Greater depth pupils is lower than other groups.	Reading - Knowledge and understanding of tier 2 vocabulary and associated synonyms - Ability to use the context of the text to decode the meaning of unfamiliar words - Accessing texts and demonstrating comprehension in timed conditions - Comprehension questions related to language, structure and presentation of a text. Maths - Quick recall of multiplication and associated division facts up to 12 x 12 - Fractions- application of equivalent fraction knowledge to solve problems - Accurate application of division strategies	Focus groups targeted for First Quality teaching: - Pupils not currently on track to achieve the expected standard in Reading, Writing and Maths - Pupils who need additional support to achieve at Greater Depth for Reading, Writing and Maths - Targeted disadvantaged pupils not making expected progress in Maths - Reading across the curriculum will be high profile to increase opportunities for pupils to access a variety of texts and genres - Increased focus in Guided Reading lessons of the teaching of explicit reading skills and opportunities to practise skills across the curriculum - Identified group of boys who are under-achieving, relating to progress, will have access to weekly teacher-led interventions for reading - Disadvantaged pupils, who are not making the expected progress in Maths, will receive weekly, tailored interventions which be implemented by

- Factors of numbers
- Deciphering worded problems to determine which operation to complete
- Reasoning- Ability to think critically and develop a systematic strategy in order to approach a problem/ investigation logically
- Reasoning- identifying knowledge to apply to solve worded problems.

Writing
- Varied sentence structure through the use of a variety of subordinate conjunctions and clauses
- Accurate and consistent use of taught grammar and punctuation conventions in independent writing.

EGPS
- Use of basic punctuation to demarcate clauses with sentences
- Consistent application of learnt spelling rules.

highly skilled and experienced staff members, with a focus on the areas identified through the gap analysis
- Daily Maths meetings will be used to address gaps identified through analysis, and will provide pupils with opportunities to revisit, reinforce and consolidate learning
- Renewed focus on spellings across the Year Group. Weekly spelling activity will be provided for home-learning and reinforced through a weekly spelling lesson
- Vocabulary will be high profile in the year group, and across all curriculum areas, to ensure that pupils develop a broad vocabulary bank with which to draw upon
- The use of words in different contexts will be explored at a deeper level in order to ensure that pupils are able to apply words in a variety of contexts
- Connections to root words with Latin origins will be explored at length, during class time, so that pupils are able to work out the meanings of unfamiliar words
- Accurate identification of misconceptions, which are addressed efficiently at the point of learning to ensure rapid progress
- Planned opportunities for pupils to practise retrieval and recall of knowledge.