



Charville Academy – Reception Data Dashboard – Summer 2019

Data taken from Teacher assessment against Foundation Stage Profile Points. Progress is measured from pupils starting points at the beginning of their EYFS. Results at the end of the EYFS were below National in 2017-2018. There are 81 pupils in the cohort of which 11 are disadvantaged.

Early Years Foundation Stage Profile Results in England

- 71.5% of children achieved a good level of development in 2018.
- Girls continue to outperform boys. Boys and girls have improved in three key measure: 1) percentage of children achieving a good level of development, 2) percentage of children achieving at least the expected level across all learning goals and 3) the average point score, but boys have done so at a faster rate, which means the gender gap has decreased.
- Reading, writing and numbers continue to be the 3 goals with the lowest percentage of children achieving at the expected level or above.
- The gender gap is largest in Writing, Reading and Exploring and using Media and Materials. The gap is smallest for Technology.
- Progress for the lowest attaining children rose from 31.7% to 31.8% in 2018.

Early Years at Charville 2017-2018

- 69% of children achieved a good level of development in 2018
- Only 43% of boys achieved a good level of development by comparison to the girls at 94%
- 17% of the cohort were SEN of which most were boys
- 50% of our disadvantaged children achieved a good level of development

Early Years at Charville 2018-2019

- GLD of 73%.
- Girls are out performing boys. This is impacted by our SEN cohort which consists mostly of boys.
- 13% of the year group are SEN of which 81% are boys.
- 73% of our disadvantaged children have achieved a good level of development. 27% of have special needs
- 37% of boys did not reach a good level of development. 31% of this group are SEN.

Weaknesses:

- Across the core subjects, boys progressed at a slower rate than girls. There are social/emotional issues affecting this
- A large proportion of the cohort have EAL and some speak very little to no English at home.

In the following areas boys performed at a lower level than girls.

Gap Analysis

Reading, Writing and Phonics:

- Some children find blending and segmenting of words difficult
- Some children are finding it difficult to read and write simple sentences.

Maths:

- Some children are finding it difficult to recognise numbers and are unable to write them

Next Steps:

Reading, Writing and Phonics:

- Interventions to support blending and segmenting words as well as reading and writing simple sentences.
- Targeted readers, focusing on boys
- More practical, hands on, 'writing for a purpose' activities.

<p>Reading, Writing and Phonics</p> <p>Number and Shape, Space and Measure</p> <p>Communication & Language</p> <p>Social Emotional Development:</p> <ul style="list-style-type: none"> • A proportion of the boys have behavioural needs which has impacted on their learning. 	<ul style="list-style-type: none"> • Some children are unable to count accurately to 20 • Some children have difficulties in comparing quantities. <p>Communication & Language:</p> <ul style="list-style-type: none"> • Some children need to develop their confidence in speaking in front of an audience. <p>Social Emotional Development:</p> <ul style="list-style-type: none"> • Some children are still developing self-regulation strategies • Some children find transitions challenging. 	<p>Maths:</p> <ul style="list-style-type: none"> • Interventions around counting, number recognition and formation • Focus on comparing numbers through QFT • More practical, hands on, 'maths for a purpose' activities. <p>Communication & Language:</p> <ul style="list-style-type: none"> • Increased opportunities to practise speaking and listening - show and tell, paired talk • Modelling and repeating of correct word pronunciation and grammatically correct sentences • Improve vocabulary through guided reading. <p>Social Emotional Development:</p> <ul style="list-style-type: none"> • Modified SCERTS behaviour strategies implemented • Circle time focus on talking about feelings and behaviour. <p>Parental engagement/support:</p> <ul style="list-style-type: none"> • Structured conversations, workshops, parental events • Identified children have access to CLIC every morning.
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