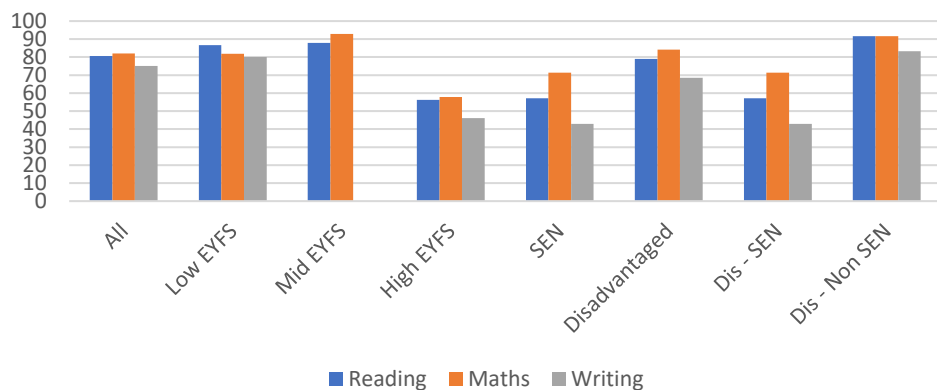




Charville Academy – Year 2 Data Dashboard – Summer 2019

Data taken from teacher assessment against National Curriculum. Progress is measured from pupils starting points at the end of the EYFS. 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 EYFS were broadly in line with National. There are 75 pupils in the cohort of which 19 are disadvantaged.

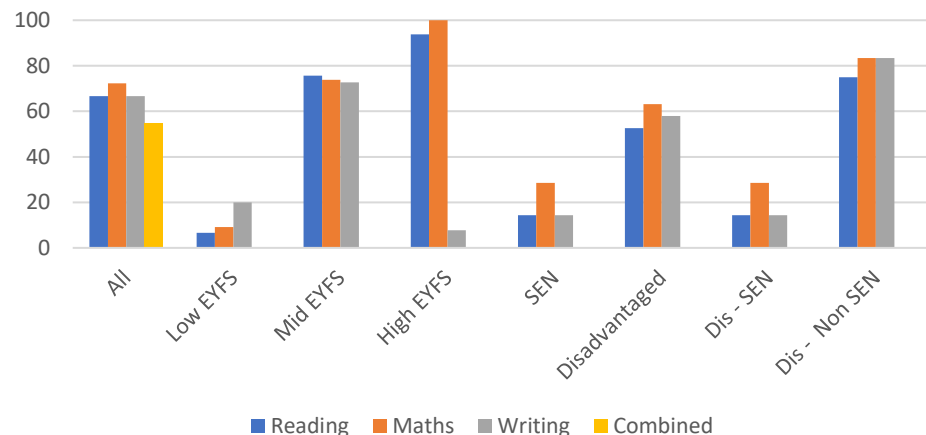
Expected or Better Than Expected progress towards End of Key Stage Expectations



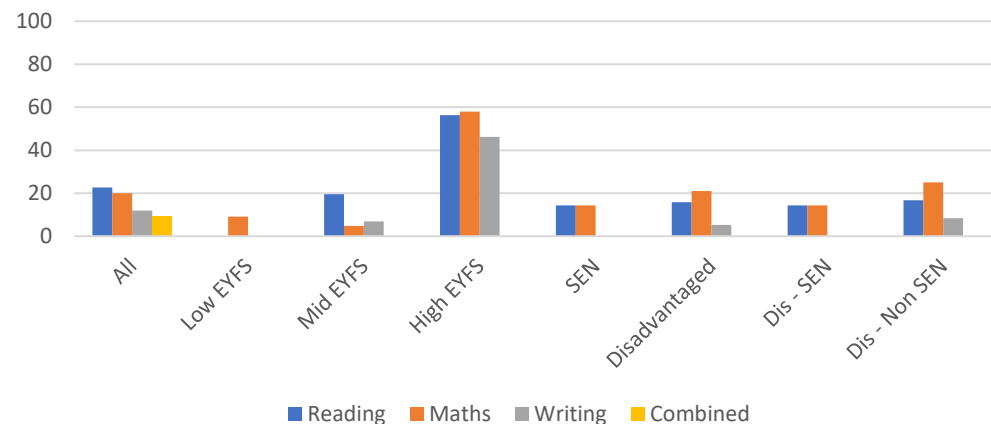
Group Sizes

	Reading	Writing	Maths
All	75		
Low EYFS	15	11	15
Mid EYFS	41	42	44
High EYFS	16	19	13
SEN	7		
Disadvantaged	19		
Disadvantaged SEN	7		
Disadvantaged Non SEN	12		

End of Key Stage Attainment at Expected +



End of Key Stage Attainment at Greater Depth



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:
<ul style="list-style-type: none"> • % of SEN children who achieved Expected + in Writing is below in comparison to Reading and Maths • Low EYFS children are making better progress in Writing and Reading in comparison to Maths • Fewer children are achieving Greater Depth in Writing in comparison to Reading and Maths. 	<p>Reading</p> <ul style="list-style-type: none"> • Language, structure and presentation style questions. <p>Writing</p> <ul style="list-style-type: none"> • Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) • Make simple additions, revisions and proof-reading corrections to their own writing. <p>EGPS</p> <ul style="list-style-type: none"> • Spell most common exception words • Correct use of irregular past tense verbs. <p>Maths</p> <ul style="list-style-type: none"> • Two step word problems 	<p>Reading</p> <ul style="list-style-type: none"> • High level vocabulary to be discussed in lessons and referred to explicitly • Children introduced to alternatives/synonyms for words • Secure features of different genre including fiction and non-fiction texts (deconstructions) • Practise test style questions so that children are familiar with all types of question. <p>Writing</p> <ul style="list-style-type: none"> • Continue to expose children to words with suffixes and apply taught spelling rules in their work • Feedback policy to encourage and allow children to make additions to their work. <p>EGPS</p> <ul style="list-style-type: none"> • Regularly revisit common exception words and continue to send weekly spelling home for Home Learning, spellings to be addressed in feedback

- Using the inverse operation to check answers including missing number problems
- Securing methods used to subtract when exchanging
- Fractions of amounts.

- Use grammar starters as learning opportunities to discuss irregular past tense verbs.

Maths

- Continue to use CPA method in order to secure written methods for solving the four operations
- Regularly expose children to two step word problems to increase familiarity
- Children should begin to use their times tables knowledge to work out fractions of amounts and secure their use of a part whole grid when solving equations.