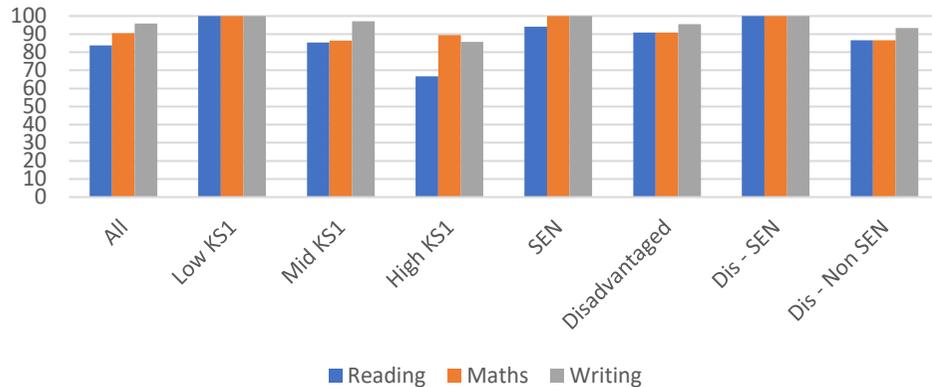




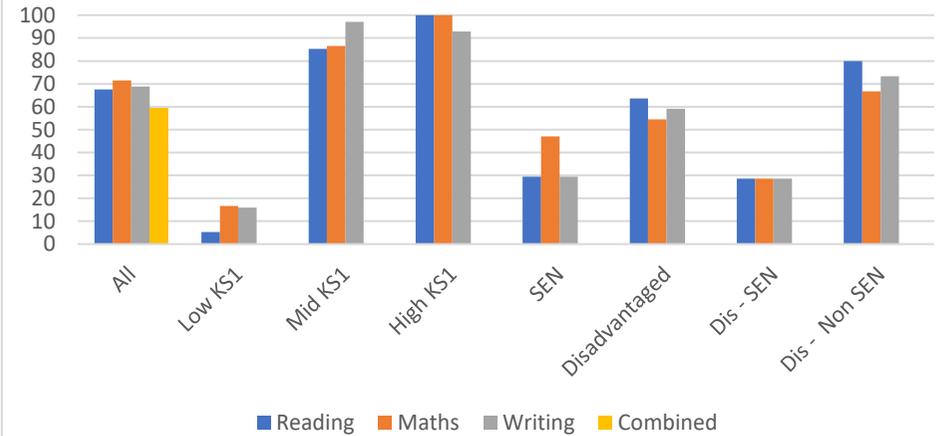
Charville Academy – Year 3 Data Dashboard – Summer 2019

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 77 pupils in the cohort of which 22 are disadvantaged.

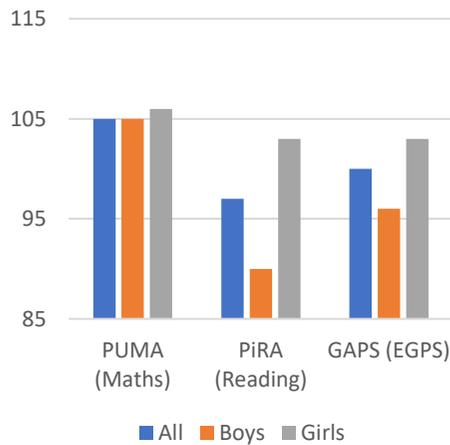
Expected or Better Than Expected progress towards End of Key Stage Expectations



End of Key Stage Attainment at Expected +



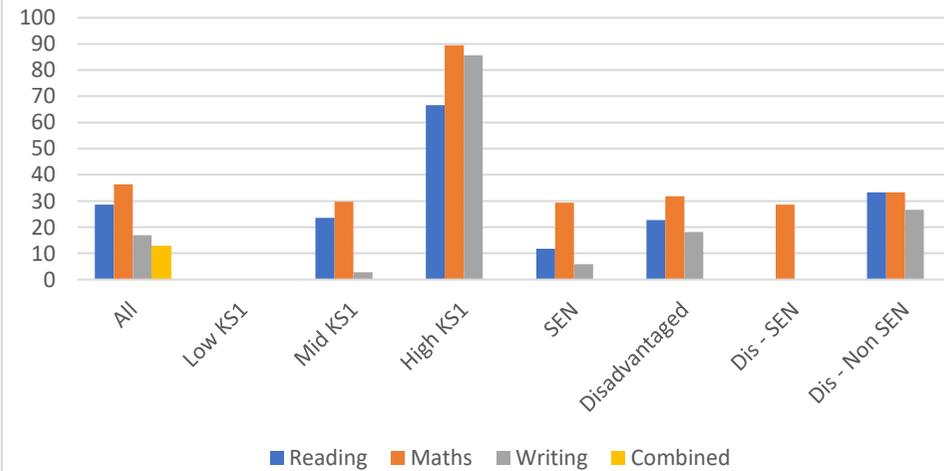
Standardised Scores



Group Sizes

	Reading	Maths	Writing
All	77		
Low KS1	19	18	25
Mid KS1	34	37	35
High KS1	21	19	14
SEN	17		
Disadvantaged	22		
Disadvantaged SEN	7		
Disadvantaged Non SEN	15		

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"> • Progress for Higher attaining children at the end of KS in Reading is significantly below compared to Lower or Mid attaining children • Combined attainment at Expected + is below the national average • Disadvantaged attainment in Maths is below National average • Standardised Scores based on the rising stars PUMA, PIRA and GAPS are in line or above National average however, boys performance is significantly lower than girls particularly in Reading and GAPS. 	<p>Reading</p> <ul style="list-style-type: none"> • Reading analysis is showing the upward trend in all areas of the reading paper, including comprehension, structure and presentation and inference-based questions • Boys are significantly lower than girls in areas such as, comprehension and inference. <p>Maths</p> <ul style="list-style-type: none"> • In Maths, Year 3 children are in line with National average in the following areas: Number, Geometry, Measures and Statistics. • In Fractions and Operations areas, Year 3 results are higher than National average. 	<p>Reading</p> <ul style="list-style-type: none"> • Sequencing of key events in fiction texts • Encourage Reading for pleasure with boys developing interest and positive attitude towards reading • Comprehension of fiction texts, particularly drawing inferences from ideas not made explicit in the text • Comprehension tasks with the focus on understanding Topical vocabulary (focus: Tudors) • Understanding of 'question words' and identifying what information is required from the text in order to answer the questions effectively • Knowledge and understanding of tier 2 vocabulary and associated synonyms, and

	<p>Writing</p> <ul style="list-style-type: none"> • The use of non-fiction genre and subject specific vocabulary remains a focus in Year 3 moving into Year 4. <p>EGPS:</p> <ul style="list-style-type: none"> • Grammar and Vocabulary areas have improved and are showing the upward trend. The focus for next year will be on the spellings and punctuation which are slightly below National average. 	<p>the ability to use the context of the text to decode the meaning of unfamiliar words</p> <ul style="list-style-type: none"> • Inspirational speakers, regular library visits and allocate reading for pleasure time. <p>Maths</p> <ul style="list-style-type: none"> • Recap on the four number operations such as practising word problems involving division and using the 'Bus shelter' • Opportunities to practise measure: Maths starters, mental maths papers, investigations. <p>Writing</p> <ul style="list-style-type: none"> • Deconstruction for subject specific and topical vocabulary found in the texts we are studying • Dictionary work with the focus on understanding of meaning of words in context • Analysing texts • Independent research from a range of sources • Vocabulary will be high profile in the year group, and across all curriculum areas, to ensure that pupils develop a broad vocabulary bank. <p>EGPS:</p> <ul style="list-style-type: none"> • Rising stars practice papers • Writing starters and next steps focusing on grammatical areas • Renewed focus on spellings across the Year Group. Spelling tests/spelling rules/using spellings in context.
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