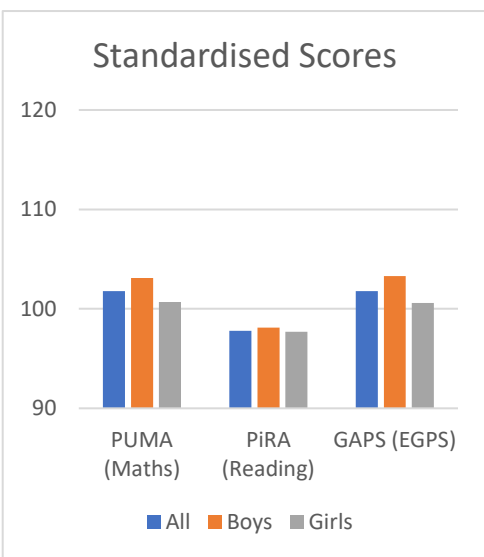
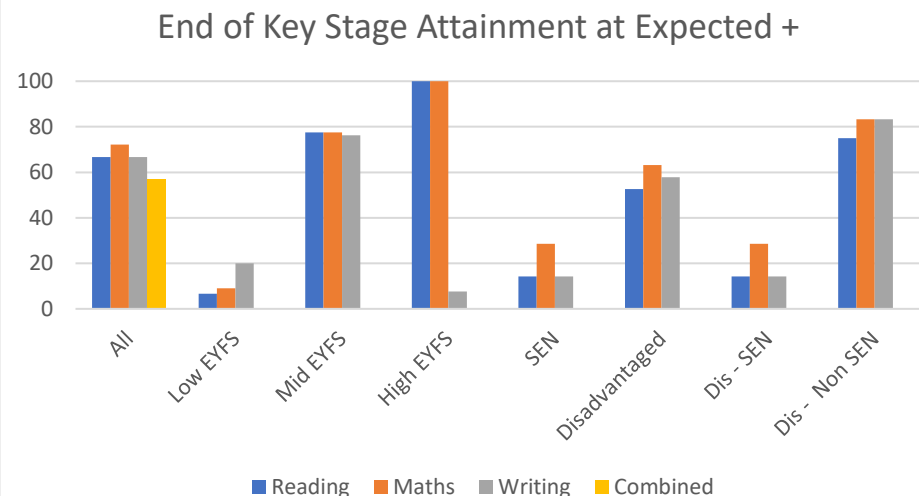
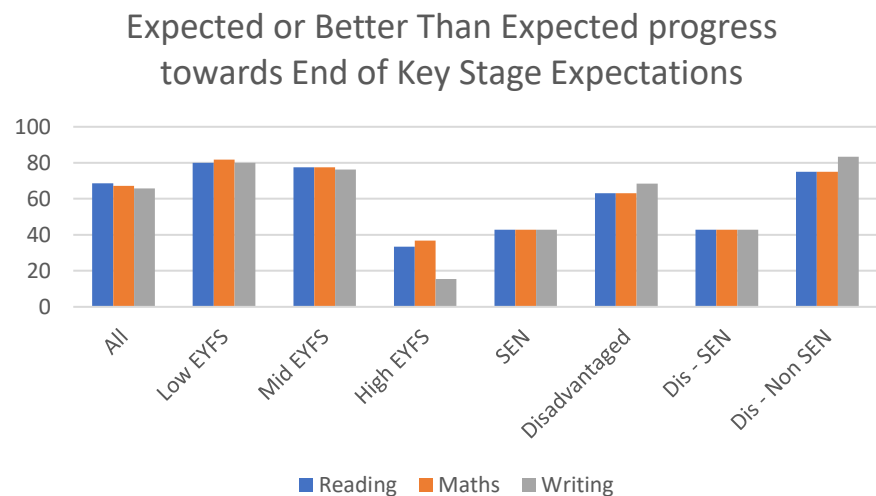




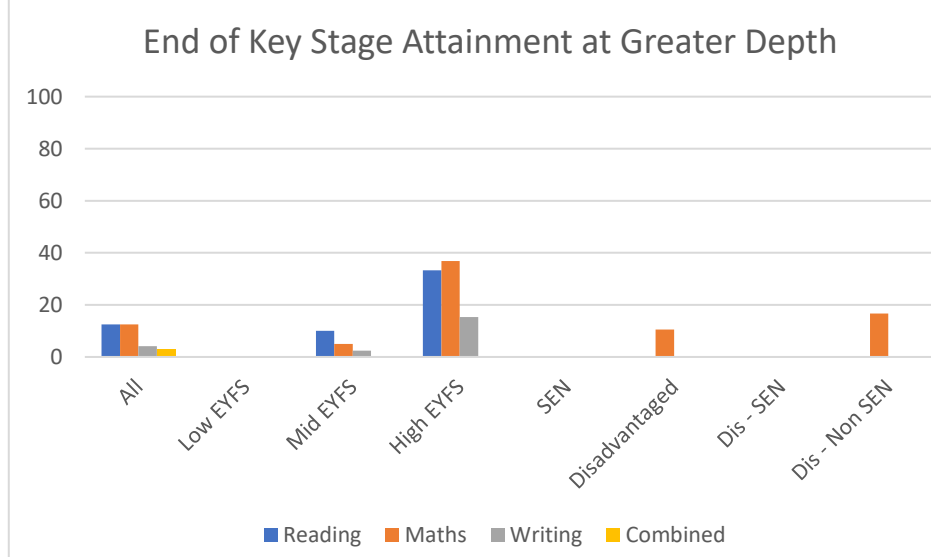
Charville Academy – Year 2 Data Dashboard – Spring 2019

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 72 pupils in the cohort of which 19 are disadvantaged.



Group Sizes

	Reading	Writing	Maths
All	72		
Low EYFS	15	11	15
Mid EYFS	40	40	42
High EYFS	15	19	13
SEN	7		
Disadvantaged	19		
Disadvantaged SEN	7		
Disadvantaged Non SEN	12		



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 High EYFS children to achieve Expected or Better Than Expected in Writing at the end of the year is significantly lower in comparison to Reading and Maths • Girls are underperforming in comparison to boys in EGPS • Disadvantaged pupils are making less progress in Reading and Maths than Writing from their starting points. 	<p>Reading</p> <ul style="list-style-type: none"> • Inference based questions • Comprehension question based on the whole text • Subtraction of two 2 digit numbers when exchanging is required • Algebra – missing number equations. <p>Writing</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently • Use a range of punctuation accurately. <p>Phonics</p> <ul style="list-style-type: none"> • Read and spell –tion words. <p>EGPS</p> <ul style="list-style-type: none"> • Identify different sentence types • Forming contractions correct, apostrophe in the correct place • Suffix words –ful –ness – less. 	<p>Reading</p> <ul style="list-style-type: none"> • Focus on inference based questions in guided reading for all <ul style="list-style-type: none"> ○ Testbase questions ○ Inference next steps in Guided Reading • Ensure quality first teaching of disadvantaged children with a focus on Reading, teaching of explicit reading skills and opportunities to practise skills across the curriculum. <p>Maths</p> <ul style="list-style-type: none"> • Focus children identified for tailored interventions to target gaps in the maths strategies, revisit during do now activity in Maths lessons. <p>EGPS</p> <ul style="list-style-type: none"> • Girls to become a focus in EGPS as boys were a previous focus and they are now outperforming the girls <ul style="list-style-type: none"> ○ Continue to address gaps in English lesson grammar starters.