Charville Academy – Year 6 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. Starting points at the end of KS1 were broadly in line with National. There are 96 pupils in the cohort of which 37 are disadvantaged.
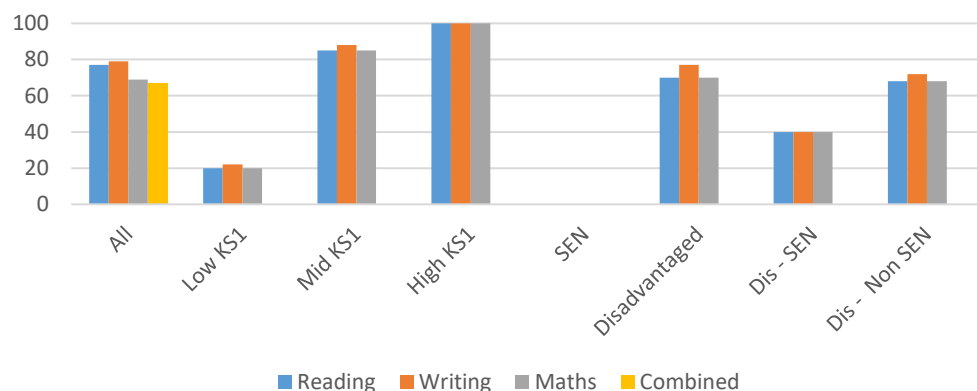
Expected or Better Than Expected progress towards End of Key Stage Expectations
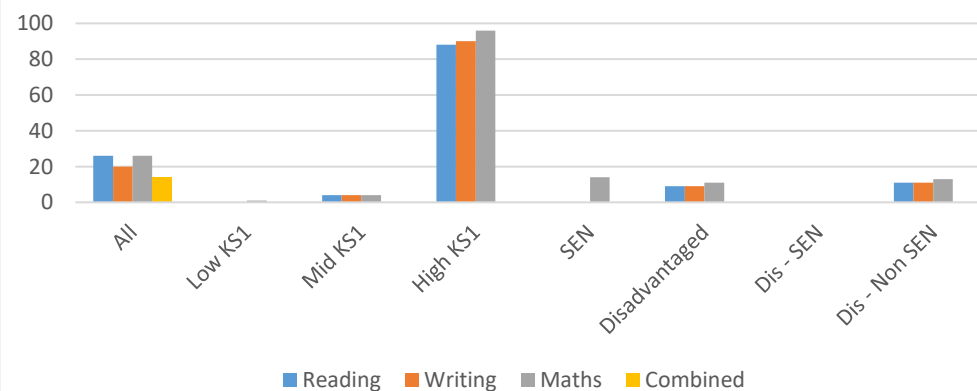
Legend: Progress Reading, Progress Writing, Progress Maths

Categories: All, Low KS1, Mid KS1, High KS1, SEN, Disadvantaged, Dis - SEN, Dis - Non SEN

Group Sizes			
	Reading	Writing	Maths
All	98		
Low KS1	18		
Mid KS1	60		
High KS1	20		
SEN	7		
Disadvantaged	37		
Disadvantaged SEN	5		
Disadvantaged Non SEN	32		

End of Key Stage Attainment at Expected +

Legend: Reading, Writing, Maths, Combined

Categories: All, Low KS1, Mid KS1, High KS1, SEN, Disadvantaged, Dis - SEN, Dis - Non SEN

End of Key Stage Attainment at Greater Depth

Legend: Reading, Writing, Maths, Combined

Categories: All, Low KS1, Mid KS1, High KS1, SEN, Disadvantaged, Dis - SEN, Dis - Non SEN

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:
- Writing is still slightly lower than last year but the gap has closed significantly - Percentage of Disadvantaged children on track to be Greater Depth lower than "others" group but the gap has closed - Children with high starting points in writing have not made as much progress as the other subjects - Low starting points are achieving at a percentage of 20% across all subjects.	Reading - Understanding unfamiliar vocabulary in the context of the text - Effect of language on the reader. Writing - Ambitious vocabulary in context - Sophisticated punctuation - Writing requires a range of structural devices to ensure it flows and sounds more mature. Maths - Reasoning – when questions are worded, understanding which knowledge to apply - Applying arithmetic skills to worded problems – making sure all questions are attempted - Fraction problems when worded - Algebra problems involving two steps. EGPS - Past progressive - Parenthesis - Formal language - Relative pronoun - Relative clause.	- Targeted support through teacher led interventions returning to target children to achieve Greater Depth - Specific children targeted for Quality First Teaching: - Disadvantaged children who could potentially achieve at the higher standard - All disadvantaged children in maths - Renewed focus on Greater Depth and disadvantaged children - Targeted teacher interventions for children who are bordering to ensure that they make significant process - Maths intervention for children who need to make better progress – low achievers now split into smaller groups. - Maths intervention for Middle achievers to make better than expected progress with groups of 12 with fully qualified teachers. Deputy Head and Assistant Head to work with the Higher Attainers to ensure greater depth standard increases. - Reading, Writing and Grammar interventions to cover both High and Low starting points - Intervention sessions for disadvantaged children

		- Head teacher led intervention for readers who are aiming for Greater Depth in reading - Deputy Head teacher to lead sessions for specific identified children to ensure better progress in Grammar and Writing - Focus on targeted disadvantaged children.