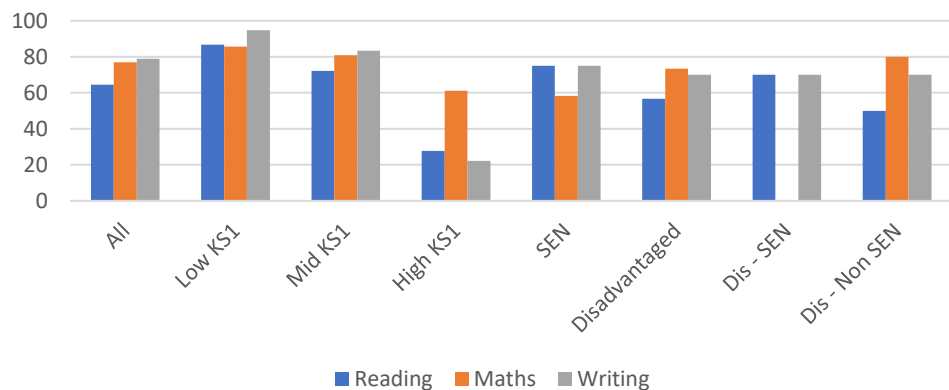




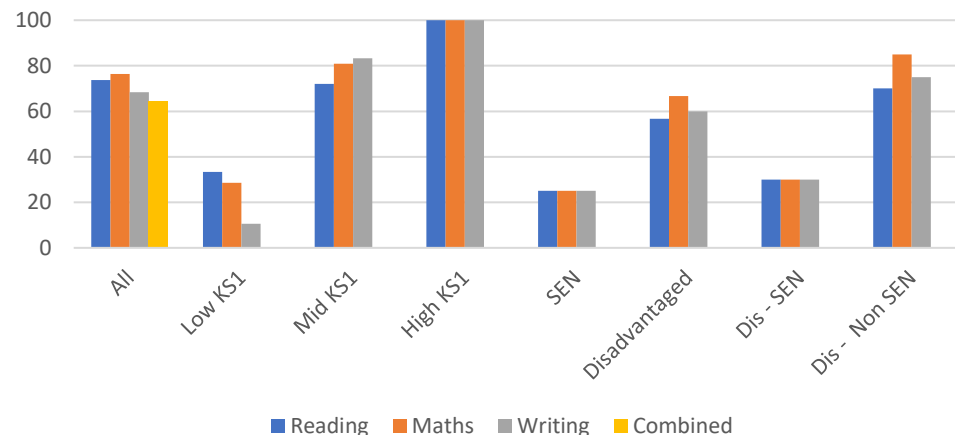
Charville Academy – Year 5 Data Dashboard – Spring 2019

Data is taken from teacher assessment against National Curriculum. Progress is measured from pupils starting points at the end of the Key Stage 1. 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 Key Stage 1 were broadly in line with National. There are 78 pupils in the cohort of which 30 are disadvantaged.

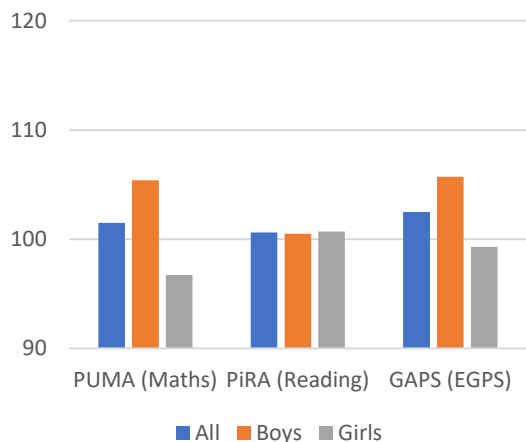
Expected or Better Than Expected progress towards End of Key Stage Expectations



End of Key Stage Attainment at Expected +



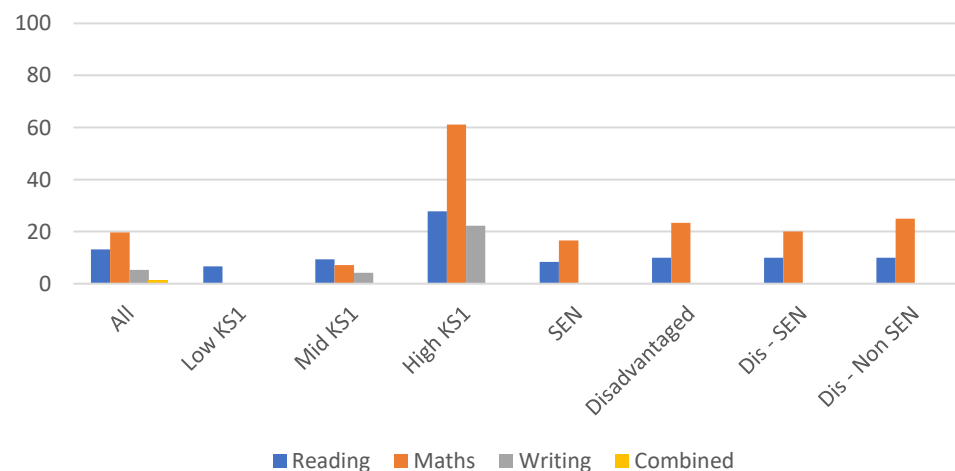
Standardised Scores



Group Sizes

	Reading	Maths	Writing
All	78		
Low KS1	15	14	19
Mid KS1	43	42	48
High KS1	18	18	9
SEN	12		
Disadvantaged	30		
Disadvantaged SEN	10		
Disadvantaged Non SEN	20		

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"> • Reading attainment and progress for all is below other areas and is the main area of concern across the year group • Disadvantaged SEN children’s attainment at Expected+ is a focus in all areas • Girls attainment in maths is significantly lower than boys in regards to standardised scores • End of key stage attainment in greater depth is a concern in all groups and areas, but in particular writing 	<p>Reading</p> <ul style="list-style-type: none"> • Use quotes from the text to support answers • Understanding unfamiliar vocabulary in the context of the text • Answering 3 mark questions • Reading questions accurately. <p>Writing</p> <ul style="list-style-type: none"> • Using a range of sentence structures • Using a range of punctuation, taught at KS2, accurately. In particular brackets, commas dashes, semi-colons and colons • Checking work thoroughly for basic errors when working independently. <p>Maths</p> <ul style="list-style-type: none"> • Reasoning – when questions are worded, understanding which knowledge to apply • Timings when completing a test and checking a test through for errors 	<ul style="list-style-type: none"> • Targeted support through TA led interventions to support children in their comprehension skills • Maths starters involving Reasoning SATs questions • Continue extra guided reading lessons on a weekly basis, to support comprehension skills across the year group • Dictionary activities planned to increase children’s vocabulary knowledge and spelling skills • Revisit key areas of the Maths curriculum during morning registration • Weekly arithmetic tests to continue, with a focus on children checking their work • Potential Greater depth writers to attend a writing intervention to develop their use of punctuation

	<ul style="list-style-type: none">• Applying knowledge in test situations and out of context to the lessons taught. <p>EGPS</p> <ul style="list-style-type: none">• Spelling a wide range of 5 and 6 words accurately• Understanding key grammatical terms e.g. past progressive.	<ul style="list-style-type: none">• Specific children targeted for Quality First Teaching:<ul style="list-style-type: none">○ Underachieving children in Reading○ Maths intervention for children who need to make better progress.
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