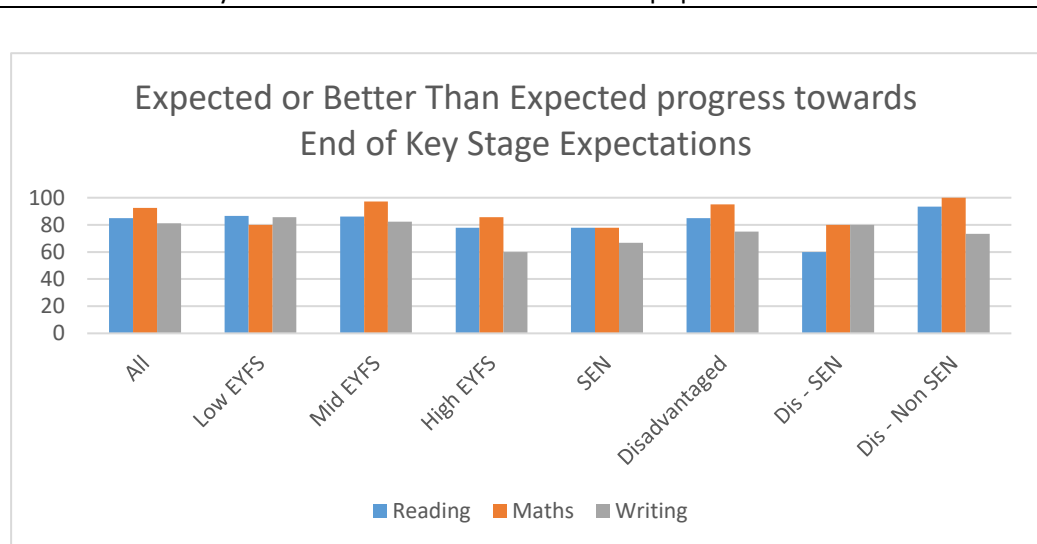


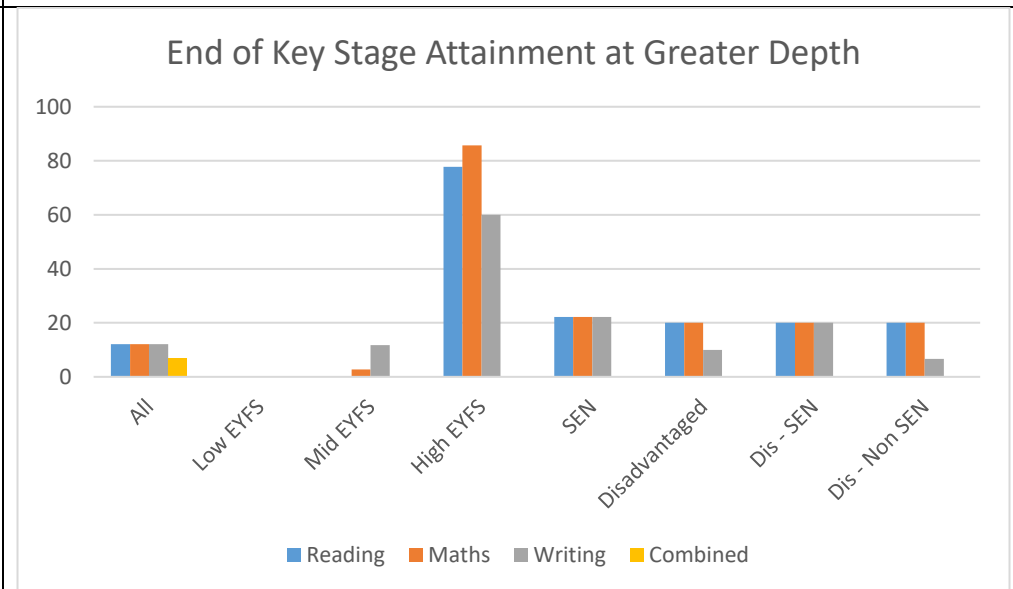
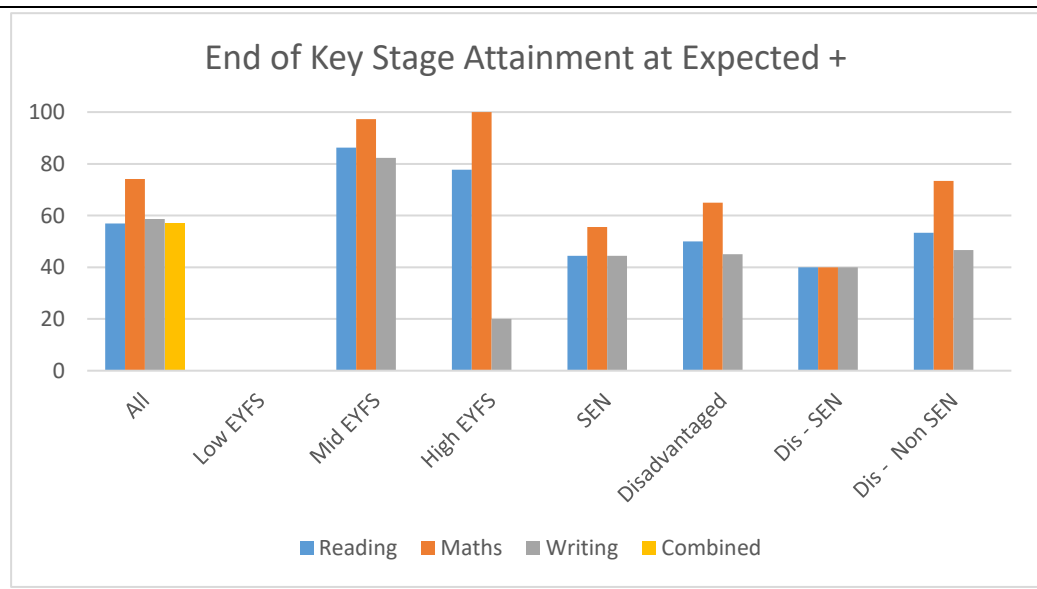


# Charville Academy – Year 1 Data Dashboard – Spring 2019

Data taken from Teacher assessment against National Curriculum. Progress is measured from pupils starting points at the end of the EYFS. Starting points at the end of the EYFS were broadly in line with National. There are 58 pupils in the cohort of which 20 are disadvantaged.



Group Sizes			
	Reading	Maths	Writing
All	58		
Low KS1	15	10	14
Mid KS1	29	36	34
High KS1	9	7	5
SEN	9		
Disadvantaged	20		
Disadvantaged SEN	5		
Disadvantaged Non SEN	15		



**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.**

<b>Weaknesses:</b>	<b>Gap Analysis</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>• High EYFS in writing making expected or better than expected progress are significantly behind the year group as a whole</li> <li>• Progress in writing across all groups is behind the other groups</li> <li>• Disadvantaged SEN in reading are below other groups in reading</li> <li>• End of key stage attainment at Expected+ is only at 56.9%</li> <li>• No child who was low EYFS is expected to make the Expected Progress</li> <li>• High EYFS in writing are a concern again for attainment, as only 20% are on track to make attainment at Expected.</li> <li>• Disadvantaged greater depth is also significantly behind other groups.</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Phonics data has shown an improvement and target children are identified who are achieving in the 20s on the screening</li> <li>• Identified children are still struggling to blend words although they can segment the sounds</li> <li>• Some children are not able to read fluently</li> <li>• PIRA tests showed the children are unable to answer questions in test format.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• Number formation needs to be correct all the time</li> <li>• Children to be able to add and subtract with confidence</li> <li>• Addition and subtraction strategies to 20 to be secure</li> <li>• Concepts which are not repeatedly covered, such as time and shape to be a focus during maths meetings.</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• These children will be the teacher focus. Phonics to be taught in afternoons as well so that these children can be a focus</li> <li>• Alien words to be a part of each phonics session</li> <li>• Guided reading sessions to be held twice- once for carousel guided reading where the focus can be on reading fluently and once when we can focus on comprehension based on a class book</li> <li>• Children to redo the test in guided reading session. Class comprehension to be in test style questions so children get used to seeing this.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• Continue to practise through maths meetings and in lessons. Display the numbers in all classes for all to see and refer to</li> <li>• Strategies have been taught and now we need to ensure opportunities are given for revision. Planned into the week</li> </ul>

	<p>Writing</p> <ul style="list-style-type: none"> <li>• Some children are still struggling with the basic features of a sentence (finger spaces, capital letter, full stop)</li> <li>• Not all punctuation has been taught and this was apparent when we completed our writing target sheets</li> <li>• Plurals was a gap identified from the GAPS test</li> <li>• Writing assessments were not carried out as frequently as they could have been</li> <li>• Handwriting continues to be an issue.</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Children struggle to read nonsense words</li> <li>• Phonics assessment shows a group of children who have not moved much from the last assessment.</li> <li>• Phonemes have been identified through assessments and these will be a revisit focus (ure, ear, split digraph).</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be able to fluently recall number bonds to 10 and 20 when appropriate</li> <li>• Teachers to ensure this is covered during maths meetings.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• This will be the focus of their task when writing to embed this</li> <li>• ? and , will be taught as lessons and used in the lesson</li> <li>• This will be addressed through our English lessons</li> <li>• Planned at the end of every genre as an opportunity for extended writing</li> <li>• Practised at every opportunity including phonics.</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Planned into every phonics lesson so they are exposed to them every day</li> <li>• These children will be a focus in class and during sessions. TA intervention will revolve around these children</li> <li>• Sessions planned around focus for revision, including the split digraph</li> <li>• Use of different resources and not just phonics play, such as espresso. More opportunities for seeing words in context during the lesson, for example practising on worksheets.</li> </ul>
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