



Charville Academy – Reception Data Dashboard – Spring 2019

Data taken from Teacher assessment against Foundation Stage Profile Points. Progress is measured from pupils starting points at the beginning of their EYFS. Results at the end of the EYFS were below National in 2017-2018. There are 81 pupils in the cohort of which 11 are disadvantaged.

Early Years Foundation Stage Profile Results in England

- 71.5% of children achieved a good level of development in 2018.
- Girls continue to outperform boys. Boys and girls have improved in three key measure: 1) percentage of children achieving a good level of development, 2) percentage of children achieving at least the expected level across all learning goals and 3) the average point score, but boys have done so at a faster rate, which means the gender gap has decreased.
- Reading, writing and numbers continue to be the 3 goals with the lowest percentage of children achieving at the expected level or above.
- The gender gap is largest in Writing, Reading and Exploring and using Media and Materials. The gap is smallest for Technology.
- Progress for the lowest attaining children rose from 31.7% to 31.8% in 2018.

Early Years at Charville 2017-2018

- 69% of children achieved a good level of development in 2018
- Only 43% of boys achieved a good level of development by comparison to the girls at 94%
- 17% of the cohort were SEN of which most were boys
- 50% of our disadvantaged children achieved a good level of development

Early Years at Charville 2018-2019

- Girls are out performing boys as our SEN cohort consists mostly of boys.
- 11% of the year group are SEN of which 7 out of the 9 are boys
- 72% of our disadvantaged children are on track to achieve a good level of development. 27% of this group have special needs
- 41% of boys are not on track to reach a good level of development at present (21% of this group will not achieve this)

Weaknesses:

- Across the core subjects, boys are progressing at a slower rate than girls. There are social/emotional issues affecting this, which is evident in the profile points Self-Confidence, Managing Feeling and Listening and Attention.
- A large proportion of the cohort have EAL and some speak very little to no English at home. This has impacted on their Communication and Language development (especially the boys).

Gap Analysis

Reading, Writing and Phonics:

- Children find blending and segmenting of words difficult
- Children are finding it difficult to read and write simple sentence.

Maths:

- Children are finding it difficult to recognise numbers and are unable to write them
- Unable to count accurately
- Difficulties in comparing quantities.

Next Steps:

Reading, Writing and Phonics:

- Continue to refine Phonics groups to target needs and encourage home reading
- Interventions to support blending and segmenting words as well as reading and writing simple sentences.
- Targetted readers focusing on boys
- More practical, hands on, 'writing for a purpose' activities.

<p>Reading, Writing and Phonics:</p> <ul style="list-style-type: none"> Boys are performing lower than girls with a difference of 33% in Reading and 23% in Phonics. <p>Maths:</p> <ul style="list-style-type: none"> Boys are performing lower than girls with a difference of 24% in number and 26% in shape, space and measures. <p>Communication & Language:</p> <ul style="list-style-type: none"> Boys are performing lower than girls with a difference of 29%. <p>Social Emotional Development:</p> <ul style="list-style-type: none"> Boys are performing lower than girls with a difference of 25%. 	<p>Communication & Language:</p> <ul style="list-style-type: none"> Children are unable to talk confidently in a range of situations including with adults, in a group or when sharing learning and experiences. <p>Social Emotional Development:</p> <ul style="list-style-type: none"> Children are continuing to learn to understand how to work co-operatively in groups and follow rules as well as express their wants, needs and opinions appropriately Children are learning to adjust to changes in their routine. 	<p>Maths:</p> <ul style="list-style-type: none"> Interventions around counting, number recognition and formation Focus on comparing numbers through QFT More practical, hands on, 'maths for a purpose' activities. <p>Communication & Language:</p> <ul style="list-style-type: none"> Increased opportunities to practise speaking and listening - show and tell, paired talk Modelling and repeating of correct word pronunciation and grammatically correct sentences Improve vocabulary through guided reading. <p>Social Emotional Development:</p> <ul style="list-style-type: none"> SCERTS behaviour strategies implemented Circle time focuses on school values and is further integrated in to class work. <p>Parental engagement/support:</p> <ul style="list-style-type: none"> Structured conversations, workshops, parental events Identified children have access to CLIC every morning.
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