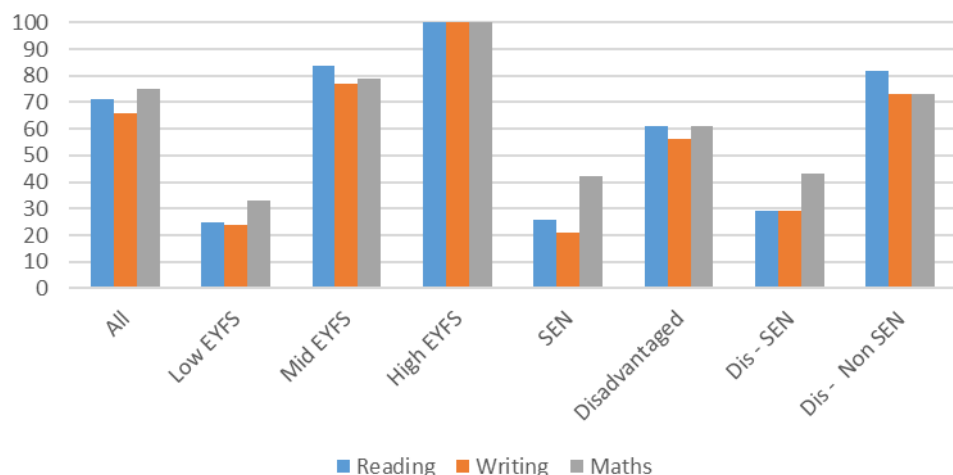




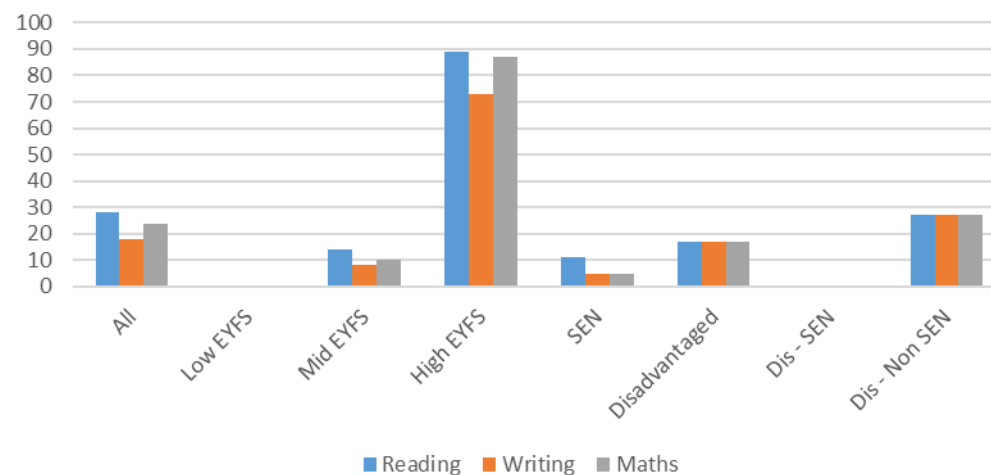
Charville Academy – Year 2 Data Dashboard - July 2018

Teacher assessment against National Curriculum using the 'Chris Quigley' milestones assessment system. 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 76 pupils in the cohort of which 18 are disadvantaged.

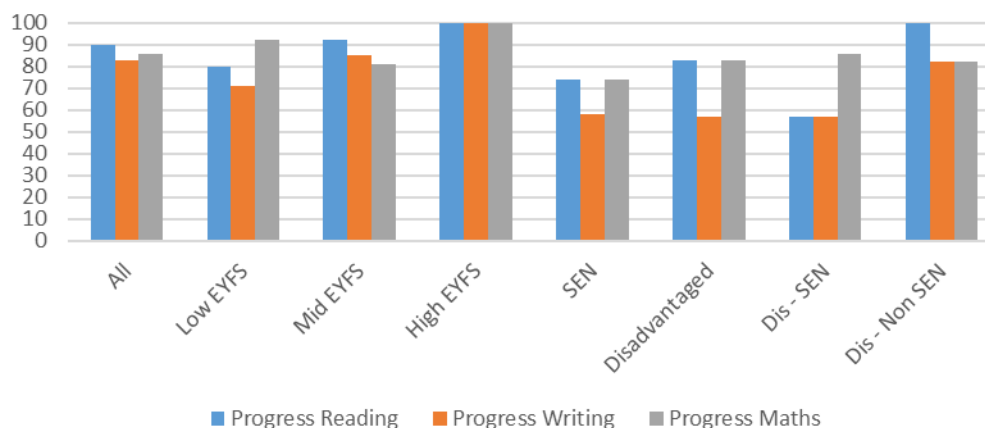
End of Key Stage Attainment at Expected +



End of Key Stage Attainment at Greater Depth



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



Group Sizes

| | Reading | Writing | Maths |
|-----------------------|---------|---------|-------|
| All | 76 | 76 | 76 |
| Low EYFS | 20 | 21 | 12 |
| Mid EYFS | 37 | 39 | 48 |
| High EYFS | 18 | 15 | 15 |
| SEN | 19 | 19 | 19 |
| Disadvantaged | 18 | 18 | 18 |
| Disadvantaged SEN | 7 | 7 | 7 |
| Disadvantaged Non SEN | 11 | 11 | 11 |



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Areas for investigation:

From an analysis of ASP we have identified that we need to investigate:

KS2 Progress Trend

- Mathematics progress for low and middle prior attainers was not in the top 20%

KS2 Attainment

- Reading and Writing attainment of the expected standard for prior low attainers
- Mathematics attainment at the expected standard for prior low attainers

KS1 Attainment

- In 2017, reading, writing and mathematics attainment of the expected standard was at or above national for the disadvantaged group.

Phonics in 2017

- The average mark for pupils not meeting the phonics expected standard in Year 1 was 11.

| Weaknesses: | GAP Analysis: | Next Steps: |
|--|---|--|
| <ul style="list-style-type: none">• % of disadvantaged achieving GDS across all three subjects is lower overall than All children.• % of children achieved expected across all the areas is also lower than All.• Disadvantaged in Writing made significantly less progress than All.• Overall, Disadvantaged made less progress than All across all three areas. | <p>Reading:</p> <ul style="list-style-type: none">• Reading larger pieces of text and retrieving information from them• Reading under test conditions• Answering inference questions where the answer cannot be copied from the text. <p>Maths:</p> <ul style="list-style-type: none">• Word problems with more than one step• Money and change• Working confidently with different units of measure• Knowing when to apply multiplication and division strategies. <p>Writing:</p> <ul style="list-style-type: none">• Handwriting which is clearly formed• Using a range of punctuation• Writing for a range of purposes without prompts | <ul style="list-style-type: none">• Disadvantaged will continue to be a focus across all three subjects. All staff will be aware of these children and be clear of the progress each child should make. Rigorous tracking to be in place for these children.• Disadvantaged achieving GDS will also be a focus with intervention put into place where needed.• Teachers are aware of the children in their classes who were High at EYFS to ensure they are making at least the expected progress.• Writing for targeted Disadvantaged will be a focus to ensure that they are receiving the support they need. |