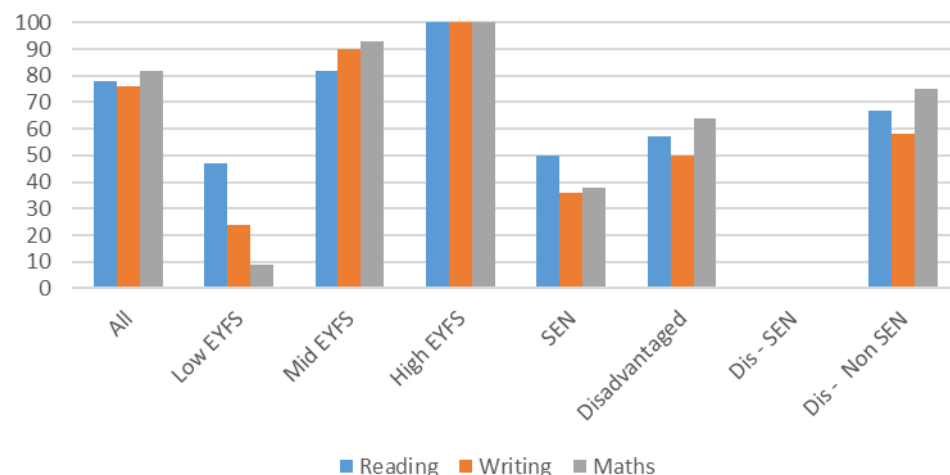




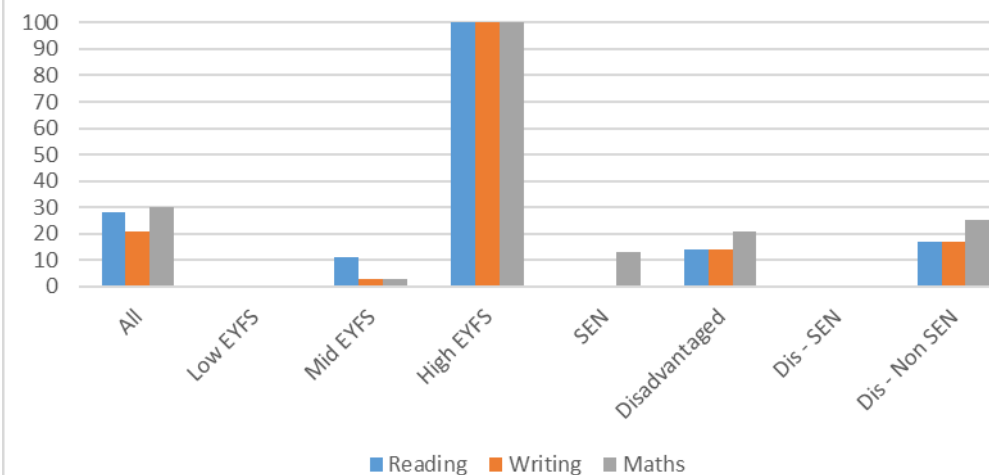
Charville Academy – Year 1 Data Dashboard - July 2018

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 71 pupils in the cohort of which 14 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	71	71	71
Low EYFS	17	17	11
Mid EYFS	38	40	40
High EYFS	16	14	20
SEN	8	8	8
Disadvantaged	14	14	14
Disadvantaged SEN	3	3	3
Disadvantaged Non SEN	12	12	12



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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"> Disadvantaged non SEN are currently not performing in line with non-disadvantaged at both expected and greater depth Some of the children who were high EYFS are not currently working at greater depth in all areas Our disadvantaged SEN are not on track to make expected, however, we are in the process of applying for EHCPs. 	<p>Reading</p> <ul style="list-style-type: none"> Inference of what characters are like from their actions Answer simple questions about a text <p>Maths</p> <ul style="list-style-type: none"> Fractions Shape, position and direction <p>Writing</p> <ul style="list-style-type: none"> Spelling – common exception words Presentation – letter formation Understand grammatical terms 	<ul style="list-style-type: none"> Phonics interventions in order to pass Phonics Screening and to improve children's reading attainment Tailored writing sessions where children write with an adult in order for the adult to move them on. High EYFS children will be targeted through quality first teaching and tailored writing sessions to ensure they reach Greater Depth Collate all evidence for EHCPs Setting comprehensions for homework Inference style questions in Guided Reading Homework and Maths meeting times to focus on Maths areas Handwriting practise with pencil grips Spelling corrections and homework.