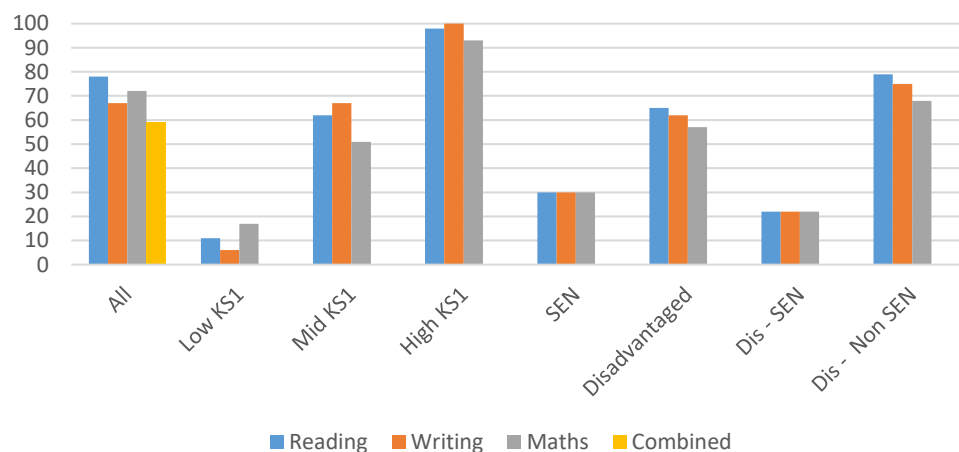




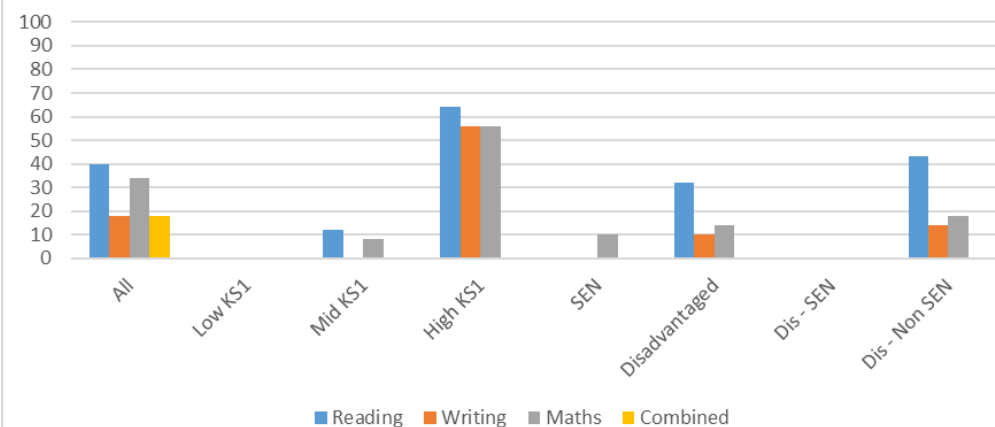
## Charville Academy – Year 5 Data Dashboard - July 2018

Teacher assessment against National Curriculum using the 'Chris Quigley' milestones assessment system. Progress is measured from pupils starting points at the end of Key Stage 1. Starting points at the end of KS1 were broadly in line with National. There are 98 pupils in the cohort of which 37 are disadvantaged.

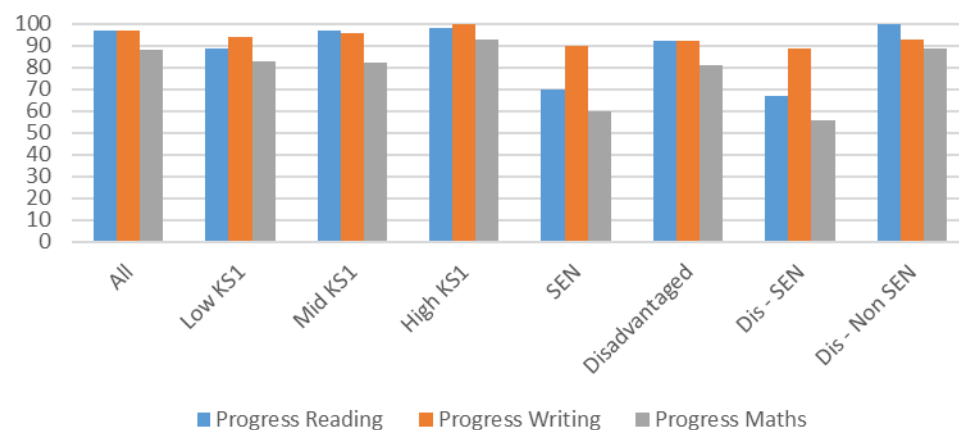
### End of Key Stage Attainment at Expected +



### 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	98	98	98
Low KS1	9	17	6
Mid KS1	34	49	38
High KS1	55	32	54
SEN	10	10	10
Disadvantaged	37	37	37
Disadvantaged SEN	9	9	9
Disadvantaged Non SEN	28	28	28



## Charville Academy – Year 5 Data Dashboard – July 2018

### 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"><li>• Writing at expected + by the end of KS2 for all pupils is lower than Reading and Maths at 67%, having fallen from the previous term by 6%. This is due to children leaving and new children joining the year group</li><li>• Combined data is being negatively impacted on by writing at expected + and at greater depth</li><li>• Not all children who were high attainers in KS1 are working at expected + in reading and maths</li><li>• Disadvantaged pupils working at Expected+ at the end of KS2 in all subjects are slightly below non disadvantaged pupils working at expected+ at the end of KS2. Disadvantaged pupils expected to achieve greater depth in maths is below Reading and Writing.</li></ul>	<p>Reading</p> <ul style="list-style-type: none"><li>• Reading at pace</li><li>• Inference questioning</li><li>• Vocabulary – synonymns and antonymns</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>• Appropriate use of grammar</li><li>• Using a range of sentence types</li><li>• Spellings for low ability writers</li></ul> <p>Maths</p> <ul style="list-style-type: none"><li>• Basic arithmetic skills</li><li>• Understanding of number</li><li>• Fractions</li></ul>	<ul style="list-style-type: none"><li>• Focus on writing for all pupils working towards expected + and at greater depth as it is slightly behind other subjects. This will have a positive impact on the year groups combined data</li><li>• Children working at greater depth in writing, reading and maths to be moved into greater depth groups in Year 6 to ensure rapid progress is made</li><li>• Focus on disadvantaged pupils to close the gap between non disadvantaged pupils in all subjects, although primarily writing. This to be achieved through quality first teaching, pupil and parent dialogue and intervention groups with TA</li><li>• Year group are weak at maths, particularly number. This is to be addressed through more regular arithmetic lessons in Year 6 (minimum 2 a week) to boost children's understanding of the concept</li></ul>