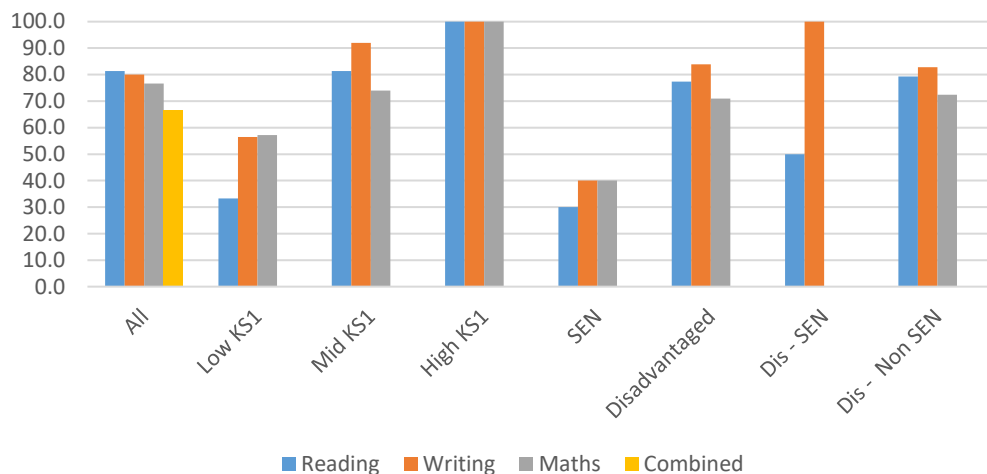




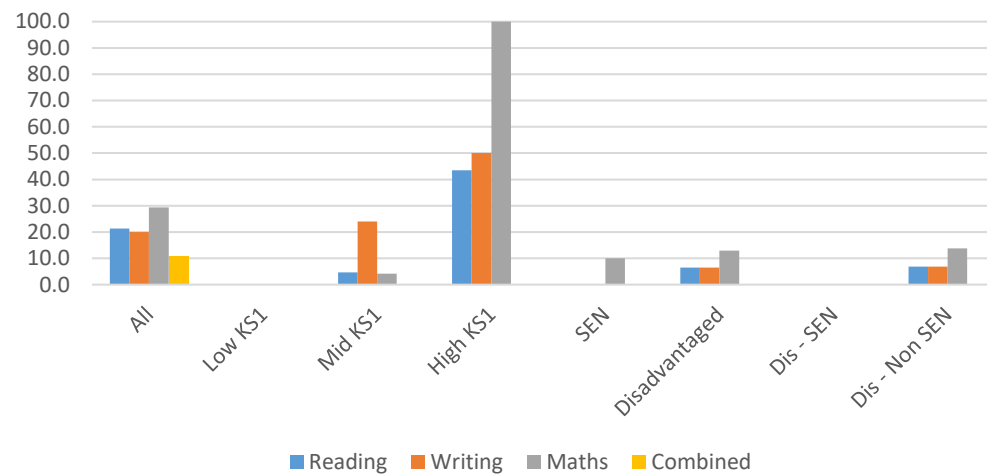
# Charville Academy – Year 6 Data Dashboard - February 2018

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 75 pupils in the cohort of which 31 are disadvantaged.

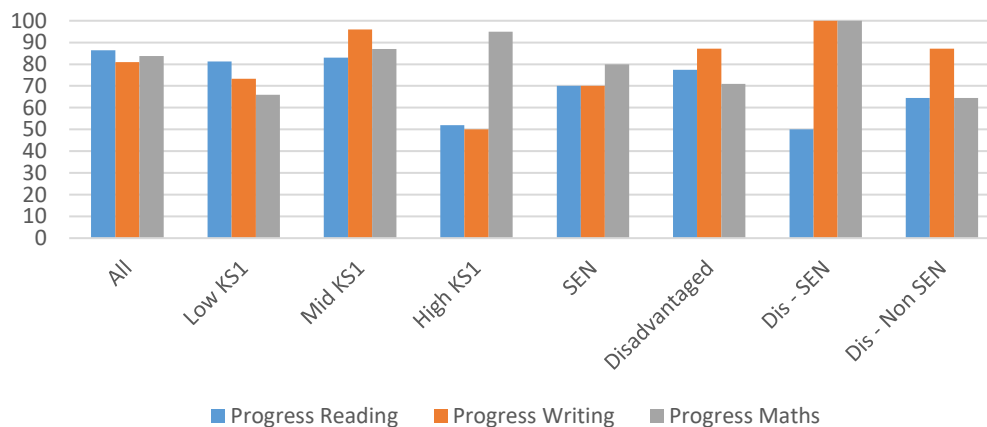
### End of Key Stage Attainment at Expected +



### 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	75	75	75
Low KS1	9	23	7
Mid KS1	43	50	48
High KS1	23	2	20
SEN	10	10	10
Disadvantaged	31	31	31
Disadvantaged SEN	2	2	2
Disadvantaged Non SEN	29	29	29



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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"> <li>• Writing is lower than last year (Charville results but in line with National) and the Disadvantaged children are lower than “others” group.</li> <li>• Percentage of Disadvantaged children on track to be expected+ lower than “others” group but in line with national.</li> <li>• Percentage of Disadvantaged children on track to be Greater Depth lower than “others” group.</li> <li>• Progress for Low achieving children needs addressing, particularly in Maths.</li> <li>• Children with high starting points in Reading and Writing haven’t made as much progress yet as children in Maths.</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Inference questioning</li> <li>• Understanding unfamiliar vocabulary</li> <li>• Effect of language of the reader</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Applying arithmetic to worded problems</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Ambitious vocabulary</li> <li>• Using a range of punctuation accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support through teacher led interventions returning to target children to achieve Greater Depth.</li> <li>• Specific children targeted for Quality First Teaching:             <ul style="list-style-type: none"> <li>○ Disadvantaged children who could potentially achieve at the higher standard.</li> <li>○ All disadvantaged children in maths.</li> <li>○ Renewed focus on Greater Depth and disadvantaged children.</li> </ul> </li> <li>• Targeted teacher interventions for children who are bordering to ensure that they make significant progress.             <ul style="list-style-type: none"> <li>○ Maths intervention for children who need to make better progress – low achievers.</li> <li>○ Maths intervention for Middle achievers to make better than expected progress.</li> <li>○ Reading, Writing and Grammar interventions to cover both High and Low starting points.</li> </ul> </li> <li>• Morning booster sessions for disadvantaged children and other groups in Reading.</li> <li>• Head teacher led intervention for readers who have not made expected progress in reading.</li> <li>• Deputy Head teacher to lead 1:1 sessions for specific identified children to ensure better progress.</li> <li>• Combined is on track to improve, a number of interventions – led by teachers – are in place in order to improve this further.</li> <li>• Secondary school teacher working part time to work with a number of children to improve writing and reading.</li> </ul>

