

2023-2024 DATA breakdown

This document details the outcomes for children in Year R, Year 1, Year 4 and Year 6 in National Data events.

YR- Early Years Profile

Y1- Phonics Screening

Y2- Phonics retakes

Y4- Multiplication Tables Check

Y6- KS2 SATs and Teacher assessments

YEAR R DATA BREAKDOWN

% of children at GLD

	2023	2024	Compared to National
ALL (54)	63%	68%	=
GIRLS (24)	71%	71%	
BOYS (30)	53%	63%	
PP (21) (39%)	55%	75%	>
SEND (8) (16%)	0%	50%	

% of children achieving GLD in Literacy goals

	2023	2024	Compared to National
ALL	67%	68%	=
GIRLS	71%	71%	
BOYS	57%	63%	
PP	65%	75%	++
SEND	0%	50%	

% of children achieving GLD in Maths

	2023	2024	Compared to National
ALL	63%	73%	-
GIRLS	79%	71%	
BOYS	50%	68%	
PP	57%	75%	+
SEND	6%	50%	

What does this data tell us:

- Children start in EYFS at very low levels. (80% at birth to 3) (20% at 3-4)
- Communication and language is the biggest deficit area. The vast majority of children show low language development. Very few children are able to form sentences when speaking. Many are unable to articulate their emotions or desires through speech.
- There is a developmental gap widening at the earliest age in all areas between the genders. This is linked directly to communication and PSED/PD where boys are less willing to try new things or to take risks.
- SEND children are identified early. These children will need additional support to access the curriculum as they move into Year 1.

What we are doing:

- Early talk boost and talk boost in EYFS and Year 1.
- Bespoke curriculum in small groups for children not yet at GLD.
- Accelerated progress for children not at GLD to allow them to access the Y1 curriculum as quickly as possible.
- Continuous Provision in Year 1.

Year 1:

Phonics Screening:

	2023	2024	Compared to National
All	71%	78%	=
Girls		92%	
Boys		76%	
PP	65%	78%	++
SEND		35%	

What does this data tell us?

- Phonics attainment is broadly in line with national data.
- PP children at our school are doing much better at phonics than those nationally.
- There is a significant gap between the attainment of Girls and Boys.

What are we doing?

- Continue the focus on quality phonics provision.
- Monitoring and feeding back to all staff.
- Regular phonics training for all staff.
- Bespoke provision for SEN children.

Year 2 Phonics Retakes:

	2023 (13 retakes)	2024 (16 retakes)	Compared to National
All	39%	25%	--
PP	33%	14%	--

What does this data tell us?

- The % of retake passes is significantly below that nationally.
- PP retake passes are even further behind those nationally.
- There may be individual stories behind this, but the picture has remained consistently low for those children who did not pass the PSC in Year 1 over the past few years.

What are we doing?

- Smaller group sessions for these children to catch up.
- Bespoke provision and resources.
- Continuing this provision through the KS2 classes.

Year 4 Multiplication Tables Check:

For the purposes of this analysis, we are considering scores of 18+ as meeting the expected standard.

	2024
All	65%
Girls (26)	58%
Boys (34)	71%
PP	65%
SEND	21%

What does this data tell us?

- There are no National comparisons. However, 29% of children who took the test, scored 25/25. For us, this figure was 32%.
- Nationally, the average points score was 20.2. For us, this was 18.0
- There is a significant gender attainment gap. Boys > girls
- PP children achieve as well as non-PP.

What are we going to do?

- Continue focus on TTRS.
- Extend this towards arithmetic tests.

End of KS2 data:

2023 data

Exp+

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>	<u>Average SScore</u>
Reading	81%	80%	81%	50%	73%	104
Writing	74%	70%	78%	43%	59%	
Maths	70%	63%	81%	29%	55%	101
GPS	61%	67%	60%	14%	50%	100
Combined	65% (70%)	60%	78%	29%	55%	

Higher standard

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>
Reading	21%	17%	19%	7%	9%
Writing	2%	0%	4%	0%	0%
Maths	7%	3%	11%	0%	0%
GPS	21%	20%	22%	0%	5%
Combined	0%	0%	0%	0%	0%

2024 data

Exp+

<u>Subject</u>	<u>% all pupils (59)</u>	<u>Boys (27)</u>	<u>Girls (32)</u>	<u>%SEN (14)</u>	<u>%PP (31)</u>	<u>Average SScore</u>	<u>Compared to national</u>
Reading	63%	63%	59%	43%	53%	102.4	-
Writing	68.4%	67%	69%	36%	50%	n/a	=
Maths	49%	56%	44%	21%	38%	99.1	---
GPS	56%	59%	53%	29%	38%	99.8	--
Combined	39%	41%	38%	14%	28%	n/a	---

Higher standard

<u>Subject</u>	<u>% all pupils (59)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>	<u>Compared to national</u>
Reading	12%	0%	26%	7%	12%	--
Writing	0%	0%	0%	0%	0%	--
Maths	4%	0%	7%	0%	3%	--
GPS	11%	10%	11%	0%	3%	--
Combined	0%	0%	0%	0%	0%	-

What does the data show?

- Maths lagged way behind everything else.
- Maths and GPS were significantly below the national average.
- There was not a clear gender gap in any areas.
- The results reflect that some pupils were not able to access or deal with the SATs tests- question styles/decoding the questions/managing timings/addressing 2 or 3 part questions.

What are we going to do:

- Adapt the Maths curriculum to better address the areas needed.
- More regular assessment of how the children are doing in Year 5 and 6.
- Ability grouped maths lessons across the school in order to better meet the children's needs.
- Focus on fluency and arithmetic.