

Key Performance Data for 2021-2022

Early Years Foundation Stage Profile 2022

Early Years Foundation Stage		
Group	School	National
✓ In Line with National ✓ Out Performed National	% Achieving a 'Good Level of Development'	% Achieving a 'Good Level of Development'
All Pupils	63% ✓	65%
Cohort details: 16 Pupil (8 learners = 50% SEND, 5 learners = 31% FSM, 8 boys = 50% Boys & 8 girls =50% girls)		

63% of learners achieved a 'Good Level of Development' in 2020. This is a significant increase in the number of learners achieving 'Age related expectations' compared to their baseline measures on entry to our school. The table below shows the percentage of learners entering our Reception Class at 'Age related expectations' compared with the percentage achieving a 'Good Level of Development' by the end of the Early Years Foundation Stage. As a result of targeted personalised interventions, on average, an increase of 13% more learners are achieving at least National expectations compared to figures on entry to school by the time they leave our Foundation Stage.

ARE % Conversions from Entry to Exit of the Early Years Foundation Stage			
Entry to school	% working at 'Age Related Expectation' on entry	% Achieving Expected Level or better of Development' on exit	% Increase in numbers of learners working at 'Age Related Expectations'
Writing	44%	69%	25%
Reading Comp	50%	88%	38%
Word Reading	50%	69%	19%
Maths	50%	63%	13%

Year One Phonics Screener Check Results 2022

Year 1 Phonics Screener Check 2022		
Group	School	National
✓ In Line with National ✓ Out Performed National	% Achieving the Expected Standard	% Achieving the Expected Standard
All Pupils	79% ✓	75%
FSM	75%	80%
SEND	25%	-
Cohort details: 14 Pupils (4 learners = 29% SEND, 4 learners = 29% FSM, 9 boys = 64% Boys & 5 girls = 36% girls)		

79% of learners within Year 1 who took the Phonics Screener passed their Phonics Screener Check in 2022 as a result of our embedded Read Write Inc. Phonics Programme within the Early Years and Key Stage One. By the end of Year 2 60% of those learners sitting the re-take have achieved the expected standard and are well prepared for the next stages of their learning journey.

Key Stage One SATS Results 2022

		ARE (Age Related Expectations +)		Greater Depth	
		School	National	School	National
READING	ALL	83% ✓	67%	28% ✓	18%
	FSM	78% ✓	72%	40% ✓	13%
	SEND	60% ✓	26%	11% ✓	5%
WRITING	ALL	72% ✓	58%	17% ✓	8%
	FSM	78% ✓	68%	20% ✓	7%
	SEND	40% ✓	17%	22% ✓	2%
MATHS	ALL	78% ✓	68%	11% ✓	15%
	FSM	78% ✓	73%	20% ✓	11%
	SEND	60% ✓	29%	22% ✓	5%
SCIENCE	ALL	83% ✓	77%	N/A	N/A
	FSM	78%	82%	N/A	N/A
	SEND	60% ✓	-%	N/A	N/A
Cohort details: 18 Pupils (5 learners = 28% SEND, 9 learners = 50% FSM, 8 boys = 44% & 10 girls = 56%)					

As a result of Read Write Inc. and targeted personalised learning interventions, Reading continues to remain a strength of the school, with learners outperforming National figures in age related expectations and working at greater depth.

In response to the introduction of a Singapore Mastery in Maths approach across the school, learners outperform learners nationally both in age related expectations and working at greater depth in Maths.

Effective use of Pupil Premium Funding for our more disadvantaged learners has resulted in our FSM Learners outperforming disadvantaged learners nationally in all of the assessed subject areas at expected standards and working at greater depth, except Science.

Key Performance Data for SEND learners during 2021-2022

ARE % Conversions for SEND from Sept 2021 Baseline to June 2022 across the school			
Entry to school	% working at 'Age Related Expectation' September 2021 Baseline	% Achieving Age Related Expectations' or better June 2022	% Increase in numbers of learners working at 'Age Related Expectations'
Writing	9%	24%	15%
Reading	16%	29%	13%
Maths	19%	24%	5%

Progress Measures Whole School Summary - Sept 21 Baseline - June 2022

The following table details the progress that learners have made to date from when they were baselined in September 2021 to June 2022.

Whole School									
100	-3	-2	-1	0	+1	+2	+3	EXP+	
Reading	2%	1%	5%	38%	29%	17%	8%	92%	
Writing	1%	1%	10%	35%	34%	11%	7%	88%	
Maths	1%	0	8%	46%	26%	8%	11%	91%	

NB:

- (Target) are the numbers of learners targeted for intervention who are in the expected progress group.
- (Working above ARE) are learners who are in the expected progress group but are already working above age related expectations.
- Learners sitting below expected progress are being targeted through intervention.

Progress has been measured through the learner’s movements on their cohort ‘Flight Plans’. Movement has been measured as follows:

Examples:

Child A moves from Working Below Age Related band ‘secure’ to Working Below Age Related Band ‘top’ = + 1

Child B moves from Working at Age Related band ‘top’ to Greater Depth band ‘secure’ = +2

Working Below Age Related Band	Working at Age Related Band	Greater Depth Band
Top of band	Top of band	Top of band
Secure within band	Secure within band	Secure within band
Just within band	Just within band	Just within band