

Key Performance Data for 2018-2019

Early Years Foundation Stage Profile 2019

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	67% ✓	72%
Cohort details: 15 Pupil (6 learners = 40% SEND, 3 learners = 20% FSM, 11 boys = 73% Boys & 4 girls =27% girls)		

67% of learners achieved a 'Good Level of Development' in 2019. 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 Foundation Stage 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, an increase of 37% 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 a 'Good Level of Development' on exit	% Increase in numbers of learners working at 'Age Related Expectations'
Entry to Reception Squirrel Hayes	20%	67%	47%
Entry to Reception through our Nursery	40%	67%	27%
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	13%	67%	54%
Reading	27%	67%	40%
Maths	7%	73%	66%

Year One Phonics Screener Check Results 2019

Year 1 Phonics Screener Check 2019		
Group	School	National
✓ In Line with National ✓ Out Performed National	% Achieving the Expected Standard	% Achieving the Expected Standard
All Pupils	75%	82%
FSM	71% ✓	71%
SEND	0%	43%
Cohort details: 20 Pupils (3 learners = 15% SEND, 7 learners = 35% FSM, 14 boys = 70% Boys & girls = 30% girls)		

75% of learners within Year 1 who took the Phonics Screener passed their Phonics Screener Check in 2019. 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 **100%** of learners have achieved the expected standard and are well prepared for the next stages of their learning journey.

Key Stage One SATS Results 2019

		ARE (Age Related Expectations +)		Greater Depth	
		School	National	School	National
READING	All	83% ✓	75%	40% ✓	25%
	FSM	100% ✓	62%	40% ✓	13%
	SEND	73% ✓	30%	11% ✓	5%
WRITING	All	78% ✓	69%	28% ✓	16%
	FSM	50%	55%	20% ✓	7%
	SEND	66% ✓	22%	22% ✓	2%
MATHS	All	83% ✓	76%	35% ✓	22%
	FSM	50%	62%	20% ✓	11%
	SEND	73% ✓	33%	22% ✓	5%
SCIENCE	All	94%	82%	N/A	N/A
	FSM	100% ✓	69%	N/A	N/A
	SEND	86% ✓	42%	N/A	N/A
Cohort details: 18 Pupils (9 learners = 50% SEND, 5 learners = 28% FSM, 11 boys = 61% Boys & 7 girls = 39% girls)					

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.

Key Performance Data for SEND learners during 2019

The table below shows the percentage of SEND learners that made at least expected or accelerated progress during 2018-2019:-

% of SEND making at least expected or better progress 2018-2019				% of SEND making Accelerated progress 2018-2019			
Reading	Writing	Maths	Average	Reading	Writing	Maths	Average
82%	73%	83%	79%	89%	38%	55%	66%