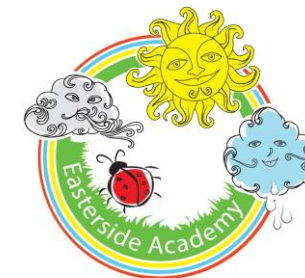


Easterside Academy

Significant points arising from ASP 2017



Phase	Strengths	Development	Action Points
Early Years	<ul style="list-style-type: none"> ❖ 71% including the 2 HNB children. 9% increase from 2016. In line with National. ❖ 75% excluding the 2 HNB children. 7% increase from 2016. Above National (4%). ❖ Four year improvement since 2013 when GLD was 33%. Greater rate of improvement than National. ❖ Boys outperformed girls – 15% gap. Boys improved by 25% from 2016. Girls improved also by 5%. Different from National picture this year. Our boys higher than National boys. ❖ The % at Expected+ for Read (83%) / Write (85%) / Maths (Number) (83%) has also increased over a 4yr period – Read 14% / Write 26% / Number 24%. Direct result of focus on these areas within the Early Years SIP. 'The World' (8%) and 'Being Imaginative' (15%) were also areas that significantly improved and were areas of the 	<ul style="list-style-type: none"> ✚ Continues to be a significant gap between PP / non PP despite more robust tracking – 54%. ✚ Our girls attained lower than National girls at GLD. 	<ul style="list-style-type: none"> ✚ 2018 Predicted Target – 78% ✚ To track the gaps between these groups regularly in pupil progress meetings. ✚ Monitor number / reading areas – particular focus on PP girls. ✚ Continue to deploy L1 and 2 TAs / apprentices to support PP children by providing interventions / opportunities. ✚ Focus on PP readers providing extra weekly intervention support. ✚ Continue to use the PP fund to provide 'Impact for Change' (Yogabugs) for children in the Reception. ✚ Provide literacy activity bags for nursery children - To include books, rhyme CD and writing tools and activities. (PP Funding) ✚ Continue to implement Early Words Together for targeted nursery children.

	<p><i>secured good outcomes. This is 2% off the National (76%).</i></p> <ul style="list-style-type: none"> ❖ <i>No gap between PP and Non PP. Minimal gap between PP and National benchmark (below 10%).</i> <p><u>Writing</u></p> <ul style="list-style-type: none"> ❖ <i>The % at the National Standard in Writing is 72%. This is slightly lower than last year (74%). Above National (68%).</i> ❖ <i>No gap between PP and Non PP. Minimal gap between PP and National benchmark (below 10%).</i> ❖ <i>Girls are slightly above the National benchmark at 'Expected'.</i> <p><u>Maths</u></p> <ul style="list-style-type: none"> ❖ <i>The % at the National Standard in Maths is 77%. 3% increase from 2016 (74%). Above National (75%).</i> ❖ <i>Girls above National benchmark at 'Expected'.</i> ❖ <i>23% at greater depth. Above National 21%.</i> ❖ <i>PP attained better than non at 'Expected'. Minimal gap between PP and National benchmark (below 10%).</i> ❖ <i>Non PP and Girls above National benchmark at Greater Depth.</i> 	<p><i>however attained higher at greater depth).</i></p> <ul style="list-style-type: none"> ✚ <i>Greater depth (13%) below National (16%).</i> ✚ <i>PP achievement at Greater Depth.</i> <ul style="list-style-type: none"> ✚ <i>Boys below National benchmark at 'Expected'. Gap evident between gender.</i> 	<ul style="list-style-type: none"> - Maths 77% (EXS) 23% (GD) - Comb 72% (EXS) 19% (GD) <ul style="list-style-type: none"> ✚ Improve outcomes at 'Expected' and 'Greater Depth'. ✚ Writing and Number daily challenges from Reception introduced in Year 1. ✚ Monitoring of reading bands / phonic phases. ✚ Accelerate progress in KS1 – in particular in Year 1. Reception teachers working closely with Year 1 staff – monitoring / moderating – develop new systems / provision to accelerate progress – in particular in the Autumn Term. ✚ Additional TA (L2) working within Year 2 (PP Fund). ✚ Power of Reading – impact on reading and writing. ✚ Reading Buddy (PP Fund). ✚ SIA – Look with SLT at 'grapple'. ✚ Targeted 'Booster' sessions / interventions.
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	<p><u>Combined</u></p> <ul style="list-style-type: none"> ❖ <i>The combined is 72%. This is a 4% increase from last year. National benchmark ?</i> <p><u>Overall</u></p> <ul style="list-style-type: none"> ❖ <i>PP and Non PP has closed considerably since the end of reception.</i> 		
		<p>✚ <i>Overall girls out-perform boys in all areas.</i></p>	
Phase	Strengths	Development	Action Points
Key Stage 2	<p><u>End of KS2 Reading</u></p> <ul style="list-style-type: none"> ❖ <i>18% increase in Reading (85%) compared to 2016. Above National (71%).</i> ❖ <i>Attainment at expected standard was at or above for middle prior attainment and disadvantaged.</i> ❖ <i>Minimal gap between gender (3%).</i> ❖ <i>PP achieved 80% - 3% above National benchmark.</i> ❖ <i>All prior attainment groups improved when compared to 2016.</i> ❖ <i>40% increase for SEN achieving 'expected' standard.</i> ❖ <i>23% attained the higher level in</i> 		<p>✚ Targets for 2018:</p> <ul style="list-style-type: none"> - Read 80% (EXS) 25% (GD) - Write 80% (EXS) 25% (GD) - Maths 80% (EXS) 25% (GD) - Comb 70% (EXS) 25% (GD) <p>✚ Reciprocal reading/inference Training-impact on comprehension and higher order reading skills.</p>

	<p>reading. Just below National (25%). 13.3% increase since 2016.</p> <ul style="list-style-type: none"> ❖ Overall progress 4.8. This was significantly above average and in the highest 10%. <p>Writing</p> <ul style="list-style-type: none"> ❖ 10% increase in Writing (80%) compared to 2016. Above National (76%). ❖ PP achieved 77% - 4% above National benchmark - PP attained higher than non-PP again with minimal difference of 4.6%. ❖ Overall progress 1.6. ❖ Writing middle prior attainment group improved outcomes at 'expected' by 13% compared to 2016. This was at or above National for middle prior attainers. Writing also improved at greater depth by 7%. <p>Maths</p> <ul style="list-style-type: none"> ❖ 2% increase in Maths (85%) compared to 2016. 10% above National. 1% increase at higher level. ❖ Attainment at expected standard was at or above for middle prior attainment and disadvantaged. 	<ul style="list-style-type: none"> ✚ Gap increased by 11% between girls and boys compared to 2016 – however boys achieved better than girls in 2016 and girls improved by 22% in 2017. ✚ Greater Depth in Writing remained at 10%. Below National. ✚ Low prior attainment in writing not achieving just above -5 progress. 5 chn – 3 chn not our KS1 results. All joined in Year 5. ✚ Progress of Maths middle and high prior attainment groups have dipped when compared to 2016. ✚ 5% below National at higher level. 	<ul style="list-style-type: none"> ✚ Children's reading journals - record progress. ✚ 'SATs' skills mapped out across school. ✚ TAs - hear readers' weekly - targeted readers 3 times. ✚ Pupil's reading journals/videoing - evidence of skills. ✚ Power of Reading – impact on reading and writing. ✚ Reading Buddy (PP Fund). ✚ SIA – Look with SLT at 'grapple'. ✚ Targeted 'Booster' sessions / interventions. ✚ Agreed practices- checklists(including Interim Assessment)/ Writing 'non-negotiables'/sentence types ✚ GPS - explicitly taught. ✚ Moderation - whole school, team, inter-school, LA. ✚ Talk for writing/LOtC/Drama-impact on writing.
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	<ul style="list-style-type: none"> ❖ Gender gap minimal at 7% at 'Expected' and 1% at 'higher'. Girls achieved higher than boys. ❖ PP achieved 83% - 3% above National benchmark and a 9% increase for the school compared to 2016. ❖ Overall progress 3.2. This was in the top 20% for two years for all pupils, middle prior attainers and disadvantaged pupils – overall and middle groups. ❖ Progress of Low and high prior attainment groups improved in 2017. <p><u>GPS</u></p> <ul style="list-style-type: none"> ❖ 9% increase in GPS (83%) compared to 2016. Above National 77%. ❖ 38% achieved higher level. 28% increase compared to 2016. <p><u>Combined</u></p> <ul style="list-style-type: none"> ❖ 10% increase in Maths (70%) compared to 2016. 9% above National. 2% increase at higher level. <p><u>Overall</u></p>	<p>✚ 5% below National at higher level.</p>	<ul style="list-style-type: none"> ✚ Secondary school writing projects – GD. ✚ Spellathons - promote spelling. ✚ Use of technology- writing for purpose/audience. ✚ Interventions-FFT handwriting, WAT-1:1/small groups/Sound Blast-phonics.
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	<ul style="list-style-type: none">❖ <i>Improvements in all subjects at 'Expected+'</i>❖ <i>Significant increase in reading which has been a whole school focus of the SIP.</i>❖ <i>Improvements have been made in bringing English in line with Maths this year which was on our SIP.</i>		
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