



DISCOVERY ALLIANCE

Academy: Easterside Academy

Significant points arising from RAISEonline 2015

Phase	Strong points	Weak Points	Action Points
<p>Early Years</p> <p>% making expected + (Achieving ELG).</p>	<ul style="list-style-type: none"> ❖ 62% achieved a Good Level of Development. (67% without IAC). This secures a 3 year upward trend. ❖ Most children are meeting Early Learning Goals (expected) and above (exceeding) in all areas. (34 points +) This has risen by 5% this year. ❖ The GLD has risen by 7% this year. ❖ Listening and Attention was an area of development on the SIP and supported by Pupil Premium funding during 2014 – 15. As a result the % at 'Expected and Exceeded' for L&A improved by 8%. ❖ The % working at 'Expectations' and 'above' for 'reading' and 'writing' has increased this year. This secures a three year upward trend in both. ❖ The most significant 	<ul style="list-style-type: none"> ✚ Girls did better than boys in all areas apart from Self Confidence and Self Awareness (only slightly). ✚ Boys showed less achievement in all areas of learning but significantly in Technology, Reading and Understanding. ✚ This year there were less children exceeding across all the areas of learning. ✚ The areas that had lower achievement with up to 34% of children still emerging the Early Learning Goal were Listening and attention still (23%) and Number (34%). 28% of children are still emerging in writing and reading. These would be areas to focus on when the children are going into Y1 and for the Early Years SIP. 	<p>Reading -</p> <ul style="list-style-type: none"> ✚ Whole school focus on 'Reading', particularly with boys. Introduction of 'Early Words Together' – use of Nursery Pupil Premium; ✚ A focus on reading stories throughout the day so that children build on their familiarity of texts (5 a day approach). ✚ To develop the reading areas across the EYs to promote a stimulating and visually attractive area for children to be encourage to access more frequently. ✚ Familiar books to be displayed weekly so that children will be able to build up a repertoire of stories. ✚ Monitoring of individual reading – TAs – CPD. <p>Writing -</p> <p>Looking at how we motivate children to 'write'. Monitoring of adults supporting 'child initiated' play. Outcomes from this include looking at how we build on children's interests to engage pupils in writing so that they want to write.</p> <ul style="list-style-type: none"> ✚ Opportunities for large mark making (particularly outdoors) planned for daily. ✚ To continue to use the TP Programme with targeted children in the EYFS and also provided in the provision areas. ✚ To promote writing through rewards and certificates - Use of Golden Tickets on a daily basis. ✚ To continue to promote 'writing for pleasure' in the provision areas. Support staff to focus.

	<p>improvements were in Making Relationships (13% rise) and shape, space and Measure (11% rise) and UW/EAD in all strands. (between 14% and 10% rise) These were areas on the SIP last year. UW/EAD has been a particular focus this year with the new Cornerstones Curriculum.</p>	<p>✚ In both FSM/Pupil Premium there is a gap of at least 10%.</p>	<p>Listening and Attention –</p> <ul style="list-style-type: none"> ✚ Yoga Bugs for all Reception children this year – ‘Change & Impact’ Programme – Pupil Premium Funding. ✚ To continue to provide one to one and small group support with the L1 teaching assistant and apprentice in the reception classroom. ✚ To ensure that children have a range of opportunities to develop listening and attention both indoors and outdoors. ✚ To provide Nurture groups for identified children to support their individual needs. ✚ To continue to use BLAST in Nursery and BLAST2 in Reception, targeting children that need particular support in this area. ✚ To continue to provide elements of the ‘Letters and Sounds’ Phase 1 strand with identified children-focusing on the Listening and Attention games. <p>Number –</p> <ul style="list-style-type: none"> ✚ To ensure that number opportunities are planned for daily within the EYs. ✚ To follow a progression tracker of Number to ensure coverage and progression across the Reception Year. ✚ To provide plenty of opportunities for counting but particularly recognising and ordering numerals to 20. ✚ To ensure that the provision areas include opportunities for number recognition with particular focus in the outdoors. ✚ To continue to have daily focus on numeral recognition/ordering /shape recognition in keyworker group time in the EYs unit. <p>Boys / Pupil Premium –</p> <ul style="list-style-type: none"> ✚ Focus on these groups within pupil progress meetings. Class teachers owning data and carrying out own analysis. Discuss how they are closing gaps. Share good practice within the team.
Phase	Strong points	Weak Points	Action Points
Key Stage 1	<p>Phonics Screening</p> <ul style="list-style-type: none"> ❖ Year 1 Phonics improved from 	<p>✚ Year 1 Phonics There is a 12% gap between the</p>	<ul style="list-style-type: none"> ✚ Increase % at ARE. ✚ Whole School focus on Reading – Introduction of ‘Reading Around the Boro’; Reading CPD identified and

	<p>70% to 81% (87% without the IAC). This is higher than the NA both with and without IAC in.</p> <ul style="list-style-type: none"> ❖ All Summer birth children met the required standard. ❖ Gap between girls and boys has narrowed this year. ❖ Year 2 Phonics (re-takes) 100% passed not including the IAC children. This has been the case for the last 4 years. <p>End of KS1 – 2B+ (Without IAC)</p> <ul style="list-style-type: none"> ❖ Reading was 3% off the NA (not 15%); Writing was at NA (not 10% off NA). Math was 7% off the NA (not 17%). These gaps were all narrowed this year. • End of KS1 Writing APS is only 0.8 from the National at 15.3. This gap has again narrowed this year as well as the gaps in Math and Reading. 	<p>attainment of Y1 disadvantaged children to other children. <i>(This does however include 5 IAC children all FSM. The gap has closed this year by 4%).</i></p> <ul style="list-style-type: none"> ✚ End of KS1 2A+ even without the IAC is still significantly below NA. Reading: 18% Writing: 13% Math: 30% Reading and writing have narrowed the gap slightly this year. Math has slightly increased. ✚ Shortfall against National APS by a maximum of 2.0. Math being the weakest area and writing being the strongest. Writing has been the strongest for three years. ✚ Girls outperform Boys overall for all areas. The gap between them is similar in reading and writing and less significant in Maths. 2.4 is the highest difference in Reading. 	<p>planned; monitoring of Guided Reading / hearing individual readers; introduction of 'Reading Buddies' (KS1/2);</p> <ul style="list-style-type: none"> ✚ Recruited an extra TA at KS1 to work across two of the KS 1 classes to support those children in Year 1 who are not 'school ready'. ✚ Recruiting a 1 to 1 for a Year 2 pupil who has recently joined us with significant needs – not on NC. Under OT currently. ✚ Math – improving knowledge of mastery to broaden and deepen children's understanding – being able to apply it in different ways. CPD opportunities identified. Including internal CPD. ✚ Introduced basic skills math homework. ✚ Developed a flexible start program that incorporates basic skills before school starts. ✚ Planning for math opportunities within Topic work e.g. reading scales/ measuring. ✚ Interim Assessments for End of KS1 ✚ Regular monitoring and moderation of books and evidence at every team meeting across Year 1 and 2 classes. ✚ Using Target Tracker I can statements in books to assess and track in relation to 'perfect fit'. ✚ Focus on Pupil Premium and Boy groups within Pupil Progress meetings – class teachers analyzing their own data half termly in relation to this. Expected to talk about the progress of these groups within meetings and what they are doing to close gaps. Share things that work. ✚ Continue 'outdoor' learning to engage boys in particular. ✚ Within Year 2 developing the 'Art of the Start' approach to English lessons to improve grammar, punctuation and speaking and listening.
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Phase	Strong points	Weak Points	Action Points
Key Stage 2	<p>End of KS2</p> <ul style="list-style-type: none"> ❖ Level 4 results were above NA in all areas. ❖ The gap at L4 for Disadvantaged pupils is minimal and significantly less than National. ❖ Most SEN children attained Level 4. The % 's were higher than NA in all areas except Maths. ❖ All SEN children but 1 child made at least expected progress. (<i>This child joined Year 6 in the Spring Term with an IEP SEN need for Math</i>). ❖ All prior 'HIGH' attainment secured Level 5's in all areas. ❖ Boys attained higher than girls at 	<ul style="list-style-type: none"> ✚ Boys outperformed girls at L5. ✚ GPS at Level 4 – particularly 'spelling' strand. ✚ Level 5 reading for girls is significantly lower than boys. ✚ Reading 'More than expected progress' for disadvantaged pupils is significantly lower than non and the NA. ✚ Reading has been identified as an area for improvement for the SIP 2015 – 16. ✚ Non Pupil Premium pupils 	<p>Reading -</p> <ul style="list-style-type: none"> ✚ Whole school reading focus. ✚ Reading Buddies initiative. ✚ Guided reading and individual reading monitoring – linked to CPD. ✚ 'Sound Blast' KS2 intervention – follow on from Letters and Sounds phonics at KS1. ✚ Introducing 'Reading Round the Boro' for homework and rewards. ✚ Reading CPD identified and planned – including PD Day – inference. ✚ Continue reading for pleasure – school library – bought magazine subscriptions. ✚ Book Club – targeting HA girls. ✚ Open Mornings – promoting importance of reading. ✚ World Book Week – focus on reading week. ✚ NLT – survey – parents. ✚ Pira ✚ Training up volunteers to 'read' with children. <p>Boys / Pupil Premium -</p> <ul style="list-style-type: none"> ✚ Focus on these groups within pupil progress meetings. Class teachers owning data and carrying out own analysis. Discuss how they are closing gaps. Share good practice within the team. ✚ Boys – carried out an audit against Barriers to Boys Learning – what we do now, what we need to do to improve.

	<p>Level 5 in all areas. The gap has either stayed the same or narrowed apart from reading where it has increased.</p> <ul style="list-style-type: none"> ❖ End of KS2 All children made at least expected progress (<i>except one child as explained</i>). Increase in % making more than expected progress in Writing, including our disadvantaged pupils. ❖ Pupils that made 'more than expected progress' increased for writing and math. ❖ Value Added has increased in all areas and for all groups of children this year. All VA is above 100. SEN and disadvantaged pupils VA has improved over the last three years. ❖ 'LOW' prior attainment had again the highest VA. This has been the case for the last three years. ❖ Both 'MIDDLE' and 'HIGH' prior attainment VA have improved over the last three years. 	<p>performed better than Pupil Premium pupils – at L4 the gap is minimal and at L5 it is wider. This was the other way around last year. Gaps in reading have narrowed at L5. Our Pupil Premium Pupils continue to attain higher than NA.</p> <ul style="list-style-type: none"> ✚ Boys have a higher VA than girls. 	<ul style="list-style-type: none"> ✚ 'Reds Rally Readers' – Boys Reading initiative – DA? ✚ IT – use of ipads and laptops to engage boys in particular and maximize use of technology e.g. Guided Reading; research reading; SumDog; Lexia etc. <p>Spelling –</p> <ul style="list-style-type: none"> ✚ Spellathon – in school / DA ✚ Spellings now added to writing checklists. ✚ Track / monitor spelling through book scrutinies. ✚ Working Walls to display weekly and statutory spellings.
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