

## Whole School Analysis 2021-2022

### Years 1-6

Whole School Progress				2021-22
Subject	Working within	Achieved	Exceeded	Achieved and Exceeded
Reading N= 107	23%	28%	49%	77%
	25 pupils	30 pupils	52 pupils	82 pupils
Writing N= 107	30%	32%	38%	70%
	32 pupils	34 pupils	41 pupils	75 pupils
Maths N=107	25%	35%	40%	75%
	27 pupils	37 pupils	43 pupils	80 pupils

KS1 Progress				2021-22
Subject	Working within	Achieved	Exceeded	Achieved and Exceeded
Reading N=30	17%	33%	50%	83%
	5 pupils	10 pupils	15 pupils	25 pupils
Writing N=30	13%	50%	37%	87%
	4 pupils	15 pupils	11 pupils	26 pupils
Maths N=30	30%	27%	43%	70%
	9 pupils	8 pupils	13 pupils	21 pupils

KS2 Progress				2021-22
Subject	Working within	Achieved	Exceeded	Achieved and Exceeded
Reading N=77	26%	26%	48%	74%
	20 pupils	20 pupils	37 pupils	57 pupils
Writing N=77	36%	25%	39%	64%
	28 pupils	19 pupils	30 pupils	49 pupils
Maths N=77	23%	38%	39%	77%
	18 pupils	29 pupils	30 pupils	59 pupils

#### Key Stage 1 and Key Stage 2

- During the academic year 2021-22, 70% of all pupils achieved or exceeded their targets in Reading, Writing and Maths
- In Reading, 77% of pupils achieved or exceeded their targets
- In Writing, 70% of pupils achieved or exceeded their targets
- In Maths, 75% of pupils achieved or exceeded their targets
- The data shows that more pupils in KS1 have achieved or exceeded their targets compared to KS2

- In Maths 30% of pupils have not met their targets in KS1. Pupils who have not achieved their targets are working below P4 levels and our current assessment tool is not designed to show the small steps of progress they make. We have identified that they need to be assessed using the Engagement Model which will show their progress over time. This is reflected in our School Improvement Plan.

### Pupil Premium

Pupil Premium vs Non Pupil Premium Whole School Progress							2021-22	
Subject	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
	Working within		Achieved		Exceeded		Achieved or exceeded	
Reading N= 107 pupils	26%	20%	21%	38%	53%	42%	74%	80%
	16	9	13	17	33	19	46	36
Writing N= 107 pupils	24%	38%	31%	33%	45%	29%	76%	62%
	15	17	19	15	28	13	47	28
Maths N=107 pupils	32%	38%	34%	13%	34%	49%	68%	62%
	20	17	21	6	21	22	42	28

- There is no significant difference between the progress made by children in receipt of pupil premium funding and those not in receipt of this funding

### Gender

Girls vs Boys Whole School Progress							2021-22	
Subject	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	Working within		Achieved		Exceeded		Achieved or exceeded	
Reading N= 107	22%	24%	6%	33%	72%	44%	78%	76%
	4	21	1	29	13	39	14	68
Writing N= 107	22%	31%	33%	31%	44%	37%	78%	69%
	4	28	6	28	8	33	14	61
Maths N=107	28%	36%	22%	26%	50%	38%	72%	64%
	5	32	4	23	9	34	13	57

- The above data shows the progress of 18 girls and 89 boys
- Due to the low number of girls, the data is difficult to compare

### SATS

- No KS1 pupils were at expected standard to take the test

	ABAN	AOPK	WBRI	ABAN	AOPK	WBRI	ABAN	AOPK	WBRI	ABAN	AOPK	WBRI
2020-21	Working within			Achieved			Exceeded			Achieved and Exceeded		
Reading	20%	17%	14%	13%	38%	43%	67%	46%	43%	80%	83%	86%
	3	4	2	2	9	6	10	11	6	12	20	12
Writing	20%	25%	14%	40%	42%	36%	40%	33%	50%	80%	75%	86%
	3	6	2	6	10	5	6	8	7	12	18	12
Maths	40%	21%	50%	20%	21%	21%	40%	58%	29%	60%	79%	50%
	6	5	7	3	5	3	6	14	4	9	19	7

- Three KS2 pupils took the test in Maths but haven't achieved the expected standard

### Phonics Screening Check

- No pupils were at expected standard to take the test

### Year 4 Multiplication Tables Check

- One pupil was able to participate in the check and did really well

### Ethnicity

- We have pupils from 19 different ethnicities
- The following graph shows the progress of three different ethnicity groups with similar numbers of pupils in each group to allow for comparison
- ABAN- Bangladeshi, AOPK- Other Pakistani, WBRI- White British
- ABAN= 15 pupils, AOPK= 24 pupils, WBRI= 14 pupils
- The data shows no significant differences in progress in Reading and Writing
- Children from the AOPK ethnicity group outperformed the ABAN and WBRI groups in Maths

## Action points for 2022-23

We will continue to collect assessment data three times a year to monitor the progress in learning from each pupil's starting points and capabilities. These reports allow us to highlight children who have made exceeding progress as well as those who have not made expected progress. In addition to using formative assessment, the termly data reports allow us to highlight children that may benefit from interventions. We have an intervention teacher who works with our pupils, either one to one or in small groups, to address some of their barriers to learning. The interventions also include referrals for individual support needed via Speech and Language Therapy, Occupational Therapy, Dramatherapy and the school behaviour team.

We have a small team of Speech and Language Therapists (SaLT) who are working closely with class teachers to create personalised communication targets for every child. They further support us by working with our pupils on a weekly basis and provide suitable in class interventions to improve communication outcomes.

We are in the process of subscribing to Evidence for Learning (EFL) and are investigating how we can use it to show progress for all pupils. We have identified that children working below P4 are not making expected progress which may be because the progress they make is not easily evidenced through our current assessment system. Evidence for Learning supports the new Engagement Model and allows us to capture learning as it happens with a focus on levels of engagement, making it a more suitable assessment tool for our learners below P4. For some children working below P4 we will be moving away from subject specific learning and will be focusing on EHCP targets in a more specific and child centred way. To ensure the quality of EHCP targets across school, we are working closely with the SaLT and OT teams to create EHCP outcome banks that allow us to show clear progression against targets over time. Through EFL, we are looking to increase the evidence collection to better show the progress made towards EHCP outcomes. EFL will also allow us to include parents and carers more in their children's learning by sharing learning journals, learning ideas and progress made.

The data further informs practice by highlighting subject areas where progress is weak. We aim to provide ongoing training to all staff in order to address professional development gaps.

This year we are currently in the process of introducing Attention Autism as a step to increase attention and concentration. We are being supported by the SaLT team who are involved by providing training videos and materials. The implementation of this intervention is further supported by Middle and Senior Leaders.