

Hamilton School – Literacy and Numeracy data 2014-15

In the school year 2014-15, the percentage of students who made 2 levels of progress in English and Maths between KS1 and KS2 is 50% (3/6 children).

<u>End of Key Stage 2 (Year 6 leavers) summary 2014-15: Progress against Data Set 3 progression guidance is at least good</u>
<ul style="list-style-type: none">• 50% (3/6) of children made better than expected progress in English.
<ul style="list-style-type: none">• 50% (3/6) of children made expected progress in English.
<ul style="list-style-type: none">• 67% (4/6) of children made better than expected progress in Mathematics.
<ul style="list-style-type: none">• 33% (2/6) of children made expected progress in Mathematics.
<u>Key Stage 1 literacy:</u>
<u>Progress against school based targets (which are based on the principles of students making two levels of progress across a key stage) is at least good</u>
<ul style="list-style-type: none">• 75% (21/28) of children made better than expected progress in their school based targets in reading in KS1.
<ul style="list-style-type: none">• 21% (6/28) of children made expected progress in their school based targets in reading in KS1.
<ul style="list-style-type: none">• 72% (20/28) of children made better than expected progress in their school based targets in writing in KS1.
<ul style="list-style-type: none">• 18% (5/28) of children made expected progress in their school based targets in writing in KS1.
<ul style="list-style-type: none">• 57% (16/28) of children made better than expected progress in their school based targets in speaking in KS1.
<ul style="list-style-type: none">• 29% (8/28) of children made expected progress in their school based targets in speaking in KS1.
<ul style="list-style-type: none">• 57% (16/28) of children made better than expected progress in their school based targets in listening in KS1.
<ul style="list-style-type: none">• 25% (7/28) of children made expected progress in their school based targets in listening in KS1.

Key Stage 2 Literacy:

Progress against school based targets (which are based on the principles of Data Set 3) is at least good

- 55% (22/40) of children made better than expected progress in their school based targets in reading in KS2.
- 30% (12/40) of children made expected progress in their school based targets in reading in KS2.
- 68% (27/40) of children made better than expected progress in their school based targets in writing in KS2.
- 17% (7/40) of children made expected progress in their school based targets in writing in KS2.
- 60% (24/40) of children made better than expected progress in their school based targets in speaking in KS2.
- 23% (9/40) of children made expected progress in their school based targets in speaking in KS2.
- 60% (24/40) of children made better than expected progress in their school based targets in listening in KS2.
- 13% (5/40) of children made expected progress in their school based targets in listening in KS2.

Key Stage 1 Numeracy:

Progress against school based targets (which are based on the principles of students making two levels of progress across a key stage) is at least good

- 79% (22/28) of children made better than expected progress in their school based targets in number in KS1.
- 18% (5/28) of children made expected progress in their school based targets in number in KS1.
- 57% (16/28) of children made better than expected progress in their school based targets in SSM in KS1.
- 25% (7/28) of children made expected progress in their school based targets in SSM in KS1.
- 61% (17/28) of children made better than expected progress in their school based targets in U&A in KS1.
- 21% (6/28) of children made expected progress in their school based targets in U&A in KS1.

Key Stage 2 Numeracy:

Progress against school based targets (which are based on the principles of Data Set 3) is at least good

- 70% (28/40) of children made better than expected progress in their school based targets in number in KS2.
- 13% (5/40) of children made expected progress in their school based targets in number in KS2.
- 73% (29/40) of children made better than expected progress in their school based targets in SSM in KS2.
- 17% (7/40) of children made expected progress in their school based targets in SSM in KS2.
- 58% (23/40) of children made better than expected progress in their school based targets in U&A in KS2.
- 17% (7/40) of children made expected progress in their school based targets in U&A in KS2.

Pupil Premium: Literacy and Numeracy

In KS1 there is no real discrepancy in terms of achievement between students in receipt of pupil premium funding and those that are not in both literacy and numeracy.

In Key Stage 2 there are no obvious differences between progress made by pupil premium students and that made by non-pupil premium students in terms of numeracy. There is a small difference in terms of literacy which is largely explained by the very complex needs and individual situations of 2 students.

In the EYFS, there is no variation between progress made between students eligible for pupil premium and those who are not.

Different groups and progress in literacy and Numeracy

There are some small variations in performance whereby being a member of a particular ethnic group appears to be a relevant factor. This is an area that we will be focusing on even more during the next school year. Being a certain gender is not a significant contributory factor. Our most able students achieve well.

EYFS:

9 out of 10 students started at Hamilton in September 2014. One child extra child started in April 2015.

Although no students in the foundation stage met any of the Early Learning Goals the progress of the vast majority of students was at least good. Progress in the Early Years is measured through annotations in work tray record sheets detailing the progress of children in Literacy and Mathematics. The progress of students learning in the outdoor areas is documented through annotations on outdoor play sheets along with observations and photos collated in individual learning journals. The developmental bands are highlighted at regular points throughout the year to show the progress made by students through the developmental bands. This ensures that although a student may not have moved between bands there is movement within the bands. Through moderation and external work with other schools for children with Autism, judgements regarding student progress through the developmental bands have been moderated as being accurate and realistic in terms of the progress shown.

There is no variation between progress made between students eligible for pupil premium and those who are not, the progress made by girls and boys or the progress made by different ethnic groups.