

Teaching and Learning Information



July 2018

EYFS and Key Stage One Data Headlines and Priorities



End of Reception

EYFS Profile								
Year	Cohort (61)	National	South Tyneside	SEN	PP	EAL	Male	Female
2016	73.8	69.3	68.0	16.7	53.8	100.0	67.6	77.8
Year	Cohort (62)	National	South Tyneside	SEN	PP	EAL	Male	Female
2017	77.0	70.7	72.1	25.0	50.0	66.6	74.2	80.6
Year	Cohort (60)	National	South Tyneside	SEN	PP	EAL	Male	Female
2018	78.3	-	-	33.3	33.3	100	69.7	88.9

<u>End of EYFS Summary</u>	2017 Cohort	2018 Cohort	PP	Male	Female
		(62)	(60)	(6)	(33)
GLD Achieved	77.0	78.3	33.3	69.7	88.9
Reading					
Expected+	80.6	81.7	50	78.8	88.9
Exceeding	22.6	21.7	-	18.2	26
Writing					
Expected+	80.6	78.3	33.3	72.7	88.9
Exceeding	22.6	25.0	-	15.1	37
Number					
Expected+	88.7	81.6	33.3	75.8	88.9
Exceeding	22.6	23.3	-	21.2	25.9

2018 data shows an increase in the number of pupils achieving a Good Level of Development (GLD) by the end of their Reception year. This is expected to be above both National and South Tyneside averages. Careful monitoring ensures that all children make strong progress. School is aware that there remains a gender gap, with boys performing less well and actions are in place to address this. The cohort of boys currently in Reception present their own specific challenges. School has acted quickly to address each unique circumstance effectively. A number of Early Helps are in place to provide a network of support around particularly vulnerable families. Additional adult support provides invaluable early intervention support, offering personalised curriculums and targeted next steps. Monitoring reveals that the impact of the additional support is highly effective, ensuring any child working below what is typical for their age does still make strong progress.

Actions:

- Further increase the number of boys achieving GLD.
- Close the gap between disadvantaged pupils and all pupils, achieving GLD.
- Continue to establish a highly effective early intervention offer

KS1 Data Headlines

St Aloysius End of KS1 Summer 18										
	Cohort				PP	PP (Not SEN)	SEN	EAL	Male	Female
	60	National 2017	South Tyneside 2017	School 2017	13	7	11	1	34	26
Reading										
BLW	5				15	-	27	0	6	4
WTS	12	17.5	35.7	15.0	31	29	36	0	15	8
EXS+	83	75.5	76.8	85.0	54	86	36	100	79	88
GDS	32	25.2	27.1	30.0	15	14	9	0	24	42
Writing										
BLW	5				15	-	27	0	6	4
WTS	18	24.4	21.9	22.0	38	14	45	0	24	12
EXS+	77	68.2	70.6	78.0	46	71	27	100	71	85
GDS	23	15.6	17.3	28.3	8	14	9	100	12	38
Maths										
BLW	3				15	-	18	0	6	0
WTS	18	18.6	16.3	15.0	31	14	55	0	15	23
EXS+	78	75.1	77.8	85.0	54	86	27	100	79	77
GDS	27	20.3	22.3	30.0	8	14	9	100	21	35
Eng/Maths combined										
EXS+	73.3	63.7	66.4	73.3	38	71	27	100	71	77
GDS	15	10.9	12.7	23.3	8	14	0	0	12	19

- External moderation in KS1 this year confirmed all teacher assessments without challenge. The two moderators commented on
 - the standard of the work and the number of opportunities for children to write at length
 - evidence provided for Reading, Writing and Maths and the use of the framework to reach judgements
 - the effective record keeping of staff for areas such as guided reading
 - the very strong sense of teamwork and collaboration between staff
- At Reading 83% attained the standard with 32% above the standard; Writing is 77% (at) and 23% (above); Maths is 78% and 27%.
- Pupils make excellent progress through the school from their different starting points. The overall attainment of Year 2 pupils is likely to be above the local and national averages. It is in line with end of KS1 school data from 2017. This is a significant achievement due to the particular needs of the cohort, the high numbers of disadvantaged pupils who are also SEN and the presentation of a number of more complex needs.
- Consistently more pupils at St Aloysius achieve the working at greater depth standard than locally.
- The pupils who are eligible for support from the pupil premium funding (11) made excellent progress in all subjects from their well below starting points. The Year 2 cohort has presented particular challenges with 6 disadvantaged pupils who also have additional special educational needs (2 with complex needs).
- Intervention for these pupils has been daily and has been effective in ensuring the pupils make excellent progress, with some particular successes. Nevertheless, as a result of the significant challenges, too few disadvantaged pupils were able to close the gap sufficiently to achieve EXS and GDS.
- Disadvantaged pupils without additional SEN attain very well and in most cases there is no gap between them and their peers at the expected level.
- Whilst the attainment of the pupils who had special educational needs (11 pupils in Y2 in 2018) was lower than the rest of the class, all achieved well. This is as a result of receiving tailored, high-quality support in class and through additional specialist help when required.
- Male pupils performed less well in Reading and Writing than female pupils at both EXS and GDS. Data shows that boys do tend to achieve slightly better in Maths at EXS. Of the 11 pupils registered as SEN, 7 are boys.
- Pupils where attainment remains low have been identified for timely and effective interventions in Year 3 to ensure their attainment will improve in KS2.

Year One Phonics Screening									Year Two %
Year	Cohort (59)	National	South Tyneside	SEN (5)	PP (8)	EAL (3)	Male (32)	Female (27)	By the end of Year 2
2016	83.1	81.0	76.0	60	87.5	100.0	81.8	85.2	100
Year	Cohort (61)	National	South Tyneside	SEN (11)	PP (13)	EAL	Male (34)	Female (27)	By the end of Year 2
2017	85	81.0	-	36.4	61.5	100.0	82.4	88.8	97
Year	Cohort (62)	National	South Tyneside	SEN (4)	PP (7)	EAL(3)	Male (30)	Female (32)	By the end of Year 2
2018	89	-	-	75	86	100	80	97	95

Phonics provision is highly effective and 2018 continues an increasing trend in the number of pupils passing the Phonics Screening. St Aloysius results are expected to be above both National and South Tyneside averages. Boys and girls perform well. 2018 results show no difference between the performance of our disadvantaged pupils and other children. Three children did not meet the required standard after retesting in Year 2, all are on our SEN with one of the children moving to specialist provision in September and another undergoing assessment for an EHCP. All pupils have made progress since testing in 2017. The number of pupils who achieve the expected standard by the end of Year 2 is still higher than national averages.

Our Disadvantaged Pupils

Improve outcomes for pupils, including disadvantaged pupils:

We know there is a difference in attainment and progress for disadvantaged pupils when compared with pupils nationally. The school's assessment information shows this is particularly noticeable in Reception and Year 2 and Year 6, in reading, writing and mathematics. The majority of these pupils have special educational needs (SEN). Pupils consistently achieve as well as they can and are given excellent support. We use pupil premium funding and special educational needs funding effectively to put interventions in place. We carefully track the individual attainment and progress of disadvantaged pupils rigorously.

Early intervention has been particularly effective this year and plans are in place to further strengthen this provision next year.

Engagement of vulnerable families is particularly strong and effective projects have been implemented this term to extend the provision beyond the adult to the adult and child working together, through the Cultural Spring Project.



Our disadvantaged children are tracked and monitored very carefully.

- An individual action plan is written by the class teacher for each of our disadvantaged pupils.
- Pupil progress meetings throughout the year determines tailored and timely interventions to be put in place, closing any gaps in learning quickly.
- All staff are very proactive and know their children well. Additional daily support is offered as appropriate. With small group teaching in Year 2.
- A mentoring system is well established in KS1, targeting many of our disadvantaged children.
- An exciting and vibrant curriculum is established to provide all children, but particularly the disadvantaged children, with real life experiences that will directly impact upon their learning.
- Close partnership with parents is seen as vital. Many of our parents have been supported with improving attendance and punctuality. A small number of parents still require this ongoing support.
- Early Help meetings are held regularly for a small number of our disadvantaged children.

Priorities

Disadvantaged Pupils Focus

- Ensure that we close the gap in performance to any pupil identified as disadvantaged. Guarantee all disadvantaged pupils have access to a vibrant and exciting academic curriculum and wider school experience.
- Further enhance our early intervention provision and other interventions are timely and purposeful, leading to impact.

Curriculum

- Further develop our topics (History/ Geography/ Science) so that high quality English and Maths skills are applied rigorously across all subject areas in all year groups and that progression of skills in all subjects is clear and tracked effectively.
- Continue to develop the reading curriculum, with a particular focus on fluency.

