



Pupil Progress and Attainment Data Analysis Report 2015–2016

Data Analysis Report 2015–2016
Christ Church C of E First School, Frome, Somerset

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Foreword: ensuring all children flourish and succeed

“Mastery” assessment

Recent changes to the National Curriculum and assessment methods have meant significant changes to how we, as a school, collect and analyse end-of-year data.

Assessment is now based on a “mastery”, rather than a “best fit”, approach to tracking and recording pupil progress and attainment. For example, a child now needs to demonstrate achievement of all of the core standards for a subject if they are to be assessed as working in line with age-related expectations for their year group.

Patterns of academic progress and attainment

Across Christ Church, and within specific year groups, patterns of academic progress and attainment are variable and inconsistent. In part this can be explained by recent changes to National Curriculum content and the implementation of “mastery” expectations in terms of planning, teaching and “assessment without levels”.

As a school, we strive to ensure consistency in terms of our high expectations of teaching, assessment and learning opportunities for all groups of pupils across the school. Where learning gaps are evident, e.g. between Gypsy/Roma/Traveller (GRT) pupils and their non-GRT peers, we work hard to “close the gap” so that all children – regardless of background or family circumstances – make excellent progress and achieve their full potential.

Pupil Premium Grant funding, for example, is spent in such a way that disadvantaged and vulnerable children receive additional support wherever it is required so that they can access and succeed in their learning.

Developing character and resilience

We recognise, though, that the longer-term success of disadvantaged and vulnerable children does not rely solely upon targeted learning support and curriculum access and entitlement – important though these considerations are.

Resilience matters because learning is, fundamentally, a risk-taking activity. The process of learning requires the learner to tackle new things (skills, concepts, etc.) or do/apply the things she/he can already do in a different/deeper/better way. Almost inevitably, learning involves not getting it right/correct/perfect at the first time of asking.

Learning is a process whereby long-term success is built on short-term failure. Not everyone finds failure easy to cope with. That’s why resilience is important, and why we actively seek to develop it in children at Christ Church.

We note that the Department for Education (DfE) in the UK encourages all schools to promote “character education” in order to increase the emotional and social development, academic attainment and future life chances of all children and young people, especially those who are vulnerable and/or disadvantaged.

According to the (then) Education Secretary, Nicky Morgan (speaking on 25 February 2015), the benefits (see Table 1, below) are “vital for preparing young people for life in modern Britain[;] ... helping [children] to stay on the right track once they leave school – improving their employment chances and increasing their participation in society.”

Table 1. The impact of character education on emotional and social development

DfE “character” descriptor	Children’s language, communication and social interaction
Perseverance, resilience and “grit”	Solve problems; consider alternatives; take risks; learn from one’s own mistakes (and the mistakes of others).
Confidence and optimism	Believing that one can help bring about positive change in one’s own life and in the wider world.
Motivation, drive and ambition	Engage with learning and understand opportunities and purposes of education.
Neighbourliness and community spirit	Join in; work as a team; initiate and maintain relationships.
Tolerance and mutual respect	Understand how others think and feel; express one’s own opinions; listen to the opinions of others; make informed decisions.
Honesty, integrity and dignity	See alternative viewpoints; process spoken information; make the right (moral/ethical) decision.
Conscientiousness, curiosity and focus	Think through problems and new ideas; ask questions; engage with new lines of enquiry; explain one’s own thinking.

“Stickability” and success

Optimism and pessimism are simply different habits of thinking. Research indicates that people who have a generally optimistic outlook will persevere when in difficulty, are high achievers, are highly motivated, have positive moods and a greater sense of control over their lives. They also tend to have good relationships and good health. In other words, having an optimistic outlook helps you to flourish.

At Christ Church we have benefited from the work of the Bath Rugby Foundation (BRF), which works with children from disadvantaged backgrounds to raise their confidence and life chances by imparting the values found in rugby: camaraderie, loyalty, discipline and respect. The BRF’s “Stickability” programme has helped to increase the confidence of Christ Church pupils, as well as helping to improve their academic achievement and literacy.

Early Years Foundation Stage (2015–16)

Overview of year group

	Number of children	Percentage
Number of children	32	100
Girls	17	53
Boys	15	47
English as an Additional Language (EAL)	3	9
Special Educational Needs (SEN): Total	10	31
Education, Health and Care Plan (EHCP)	1	3
Non-SEN	22	69
Pupil Premium	9	28
Non-Pupil Premium	23	72
GRT (Gypsy/Roma/Traveller)	4	13
Non-GRT	28	88
Autumn Birthday	15	47
Spring Birthday	6	19
Summer Birthday	11	34
Low Attendance <90%	6	19
Average Attendance		93.5
Behaviour & Vulnerability (Red)	5	16

On entry to school the children's abilities were assessed as:

	Maths	Reading	Writing
Significantly below average	31%	28%	22%
Below average	22%	28%	34%
Average	31%	28%	31%
Above Average	16%	16%	13%

EYFS attainment and comparative data

	% of each group scoring 2+ (Expected or Exceeding ELGs)	All	Girls	Boys	EAL	SEN: Total	EHCP	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Prime Areas	Making Relationships	81	76	87	67	60	0	91	67	87	100	79	93	83	64
	Self-Confidence	81	82	80	67	70	0	86	78	83	100	79	87	83	73
	Managing Feelings & Behaviour	78	76	80	33	50	0	91	67	83	75	79	87	83	64
	Listening and Attention	66	65	67	33	30	0	82	78	61	75	64	73	67	55
	Understanding	78	65	93	67	50	0	91	67	83	75	79	93	67	64
	Speaking	66	59	73	0	30	0	82	67	65	50	68	80	67	45
	Moving and Handling	94	88	100	67	90	0	95	100	91	100	93	100	83	91
	Health & Self-Care	91	82	100	67	80	0	95	100	87	100	89	100	83	82
Literacy	Reading	47	47	47	0	20	0	59	33	52	0	54	53	67	27
	Writing	47	47	47	0	20	0	59	33	52	0	54	53	67	27
Maths	Number	63	47	80	0	20	0	82	44	70	50	64	87	67	27
	Shape Space & Measures	69	53	87	33	30	0	86	56	74	75	68	93	67	36
Und. the World	People and Communities	91	88	93	33	80	0	95	100	87	100	89	100	83	82
	The World	91	88	93	33	80	0	95	100	87	100	89	100	83	82
	Technology	94	88	100	67	90	0	95	100	91	100	93	100	83	91
Exp. A & D	Exploring & Using Media and Materials	97	94	100	100	90	0	100	100	96	100	96	100	100	91
	Being Imaginative	97	94	100	100	90	0	100	100	96	100	96	100	100	91

EYFS summary

	All	Girls	Boys	EAL	SEN: Total	EHCP	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
% Achieving 2+ in Prime areas	53	53	53	0	20	0	68	44	57	25	57	67	67	27
% Achieving GLD ('Good Level of Development') (All Prime + Lit/Maths)	47	47	47	0	20	0	59	33	52	0	54	53	67	27
% Achieving 'Supporting Level of Development' 2+ in all areas	47	47	47	0	20	0	59	33	52	0	54	53	67	27
Overall Average Point Score (Total possible 51, average expectation 34)	32	31	33	25	28	17	34	31	32	30	32	34	32	29

EYFS comparative data

	Christ Church 2013	Christ Church 2014	Christ Church 2015	Christ Church 2016	Similar School A (2015)	Similar School B (2015)	Somerset (2015)	National (2015)
% Achieving 'Good Level of Development'	43	50	57	47	56.6	34.7	66.7	66.3
% Achieving 2+ in all areas	40	50	40	47	56.6	33.7	65.4	64.1

EYFS headlines

On entry to school comparisons

- In Maths, 47% were at expected level or above; by the end of the year 66% attained the expected level.
- In Reading, 44% were at expected level or above; by the end of the year 47% attained the expected level.
- In Writing, 44% were at expected level or above; by the end of the year 47% attained the expected level.

Attainment

- In Physical Development, Expressive Arts and Design and Understanding of the World, attainment is strong (90%+ achieving the expected level).
- Attainment in the specific areas of Literacy and Maths is lower, particularly in Literacy.
- Average point score of non-SEN and autumn birthday children is at the expected level.
- There is a significant difference between girls and boys attainment in Maths areas, with girls achieving the expected level being over 30% lower in both areas.
- There are a variety of attainment gaps between Pupil Premium and Non-Pupil Premium children; Pupil Premium children outperform non-Pupil Premium in many areas (PD, UW and EAD) but are performing less well in Personal, Social and Emotional Development, Literacy and Maths.
- Summer-born children achieve less well than their counterparts, particularly in Literacy and Maths.
- Gypsy/Roma/Traveller children achieve less well than their counterparts, particularly in Literacy.

Comparing to last year's Year R (Reception) data

- The percentage of children achieving a 'Good Level of Development' is 10% lower than last year.
- The percentage of children achieving the expected level in all areas has increased by 7% compared to last year.

Year 1 (2015–16)

Overview of year group

	Number	Percentage
Number of children	35	100
Girls	18	51
Boys	17	49
EAL	1	3
SEN: Total	19	54
Non-SEN	16	46
Pupil Premium	17	49
Non-Pupil Premium	18	51
Gypsy/Roma/Traveller (GRT)	10	29
Non-GRT	25	71
Autumn Birthday	9	26
Spring Birthday	14	40
Summer Birthday	12	34
Low Attendance <90%	2	6
Average Attendance		94
Behaviour & Vulnerability (Red)	9	26

On entry to school the children's abilities were assessed as:

	Maths	Reading	Writing
Significantly below average	29%	27%	21%
Below average	16%	43%	49%
Average	49%	27%	27%
Above Average	6%	3%	3%

(Taken from baseline assessment on entry to school.)

Year 1 attainment at each sub-level and comparative data

% in Maths	2+ 2=below average within Y1	3+ 3=working at the expected level	4 4=working at greater depth
All	83	43	14
Girls	89	39	11
Boys	76	47	18
EAL	100	0	0
SEN: Total	68	16	0
Non-SEN	100	75	31
Pupil Premium	71	29	6
Non-Pupil Premium	94	56	22
Gypsy/Roma/Traveller (GRT)	70	30	0
Non-GRT	88	48	20
Autumn Birthday	100	78	33
Spring Birthday	93	50	14
Summer Birthday	58	8	0

% in Reading	2+ 2=below average within Y1	3+ 3=working at the expected level	4 4=working at greater depth
All	66	37	11
Girls	72	39	11
Boys	59	35	12
EAL	100	0	0
SEN: Total	37	5	5
Non-SEN	100	75	19
Pupil Premium	35	18	6
Non-Pupil Premium	94	56	17
Gypsy/Roma/Traveller (GRT)	40	20	10
Non-GRT	76	44	12
Autumn Birthday	89	56	11
Spring Birthday	71	43	21
Summer Birthday	42	17	0

% in Writing	2+ 2=below average within Y1	3+ 3=working at the expected level	4 4=working at greater depth
All	60	29	6
Girls	72	33	6
Boys	47	24	6
EAL	100	0	0
SEN: Total	26	5	0
Non-SEN	100	56	13
Pupil Premium	35	12	0
Non-Pupil Premium	83	44	11
Gypsy/Roma/Traveller (GRT)	30	30	0
Non-GRT	72	28	8
Autumn Birthday	89	44	11
Spring Birthday	64	43	7
Summer Birthday	33	0	0

Year 1 attainment compared to previous year (EYFS)

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Maths													
% Achieving GLD at end of EYFS	37	39	35	0	11	69	24	50	10	48	78	36	8
% Achieving Y1 Expected level	43	39	47	0	16	75	29	56	30	48	78	50	8
Difference	6	0	12	0	5	6	5	6	20	0	0	14	0

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Reading													
% Achieving GLD at end of EYFS	37	39	35	0	11	69	24	50	10	48	78	36	8
% Achieving Y1 Expected level	37	39	35	0	5	75	18	56	20	44	56	43	17
Difference	0	0	0	0	-6	6	-6	6	10	-4	-22	7	9

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Writing													
% Achieving GLD at end of EYFS	37	39	35	0	11	69	24	50	10	48	78	36	8
% Achieving Y1 Expected level	29	33	24	0	5	56	12	44	30	28	44	43	0
Difference	-8	-6	-11	0	-6	-13	-12	-6	20	-20	-34	7	-8

Year 1 phonics screening

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
%													
Passed	51	61	41	100	21	88	24	78	30	60	89	50	25
Not passed	49	39	59	0	79	13	76	22	70	40	11	50	75
National (2015)	77	81	73	76	42	83	66	80	32	-	83	77	71

Year 1 headlines

On entry to school comparisons

- In Maths, 55% were at expected level or above; by the end of the year 43% attained the expected level.
- In Reading, 30% were at expected level or above; by the end of the year 37% attained the expected level.
- In Writing, 30% were at expected level or above; by the end of the year 29% attained the expected level.

Strengths

- The Phonics pass rate has risen from 48% to 51% compared to last year. The percentage of children with autumn birthdays and non-SEN children who passed is better than the National figure and non-Pupil Premium is almost at the same level as the National.
- Although Maths attainment since starting school appears to have decreased, the percentage achieving the expected level compared to those achieving GLD at the end of EYFS has increased, especially for boys, Gypsy/Roma/Traveller and spring birthday groups.

Areas for improvement

- The percentage of children working at the expected level in Reading and Writing is low but notably the percentage of children working at 2+ (supported to access Year 1) is less than two thirds.
- In Maths, 83% of children are working “within” Year 1 but only 43% achieved the expected level.

Tracking progress of groups

- The attainment of Pupil Premium children in Phonics is lower than their counterparts.
- The progress of children with autumn birthdays from the end of EYFS is lower than other groups in Reading and Writing and they are a group that should be monitored.
- Summer-born children are another group to monitor as their attainment is lower in all subjects.
- 20% less boys than girls passed the Phonics Screening.
- There is a gender difference in all subjects, particularly Writing, with less boys accessing Year 1.
- The percentage of Gypsy/Roma/Traveller children accessing “within” Year 1 in Literacy is significantly lower than their counterparts.
- The percentage of non-SEN children working at the expected level in Writing is significantly lower than in Maths and Reading.

Year 2 (2015–16)

Overview of year group

	Number	Percentage
Number of children	27	100
Girls	10	37
Boys	17	63
EAL	2	7
SEN: Total	8	30
Non-SEN	19	70
Pupil Premium	15	56
Non-Pupil Premium	12	44
Gypsy/Roma/Traveller (GRT)	4	15
Non-GRT	23	85
Autumn Birthday	6	22
Spring Birthday	11	41
Summer Birthday	10	37
Low Attendance <90%	5	19
Average Attendance		95
Behaviour & Vulnerability (Red)	8	30

On entry to school the children's abilities were assessed as:

	Maths	Reading	Writing
Significantly below average	23%	31%	27%
Below average	42%	57%	54%
Average	27%	12%	15%
Above Average	8%	0	4%

(Taken from baseline assessment on entry to school.)

Year 2 attainment at each sub-level and comparative data

% in Maths	2+ 2=below average within Y2	3+ 3=working at the expected level	4 4=working at greater depth
All	85	56	33
Girls	80	50	30
Boys	88	59	35
EAL	100	100	0
SEN	63	38	13
Non-SEN	95	63	42
Pupil Premium	80	40	27
Non-Pupil Premium	92	75	42
Gypsy/Roma/Traveller (GRT)	75	25	25
Non-GRT	87	61	35
Autumn Birthday	83	67	33
Spring Birthday	82	64	45
Summer Birthday	90	40	20

% in Reading	2+ 2=below average within Y2	3+ 3=working at the expected level	4 4=working at greater depth
All	81	59	37
Girls	70	60	50
Boys	88	59	29
EAL	100	50	50
SEN	50	38	13
Non-SEN	95	68	47
Pupil Premium	73	53	33
Non-Pupil Premium	92	67	42
Gypsy/Roma/Traveller (GRT)	75	50	0
Non-GRT	83	61	43
Autumn Birthday	100	83	33
Spring Birthday	82	73	55
Summer Birthday	70	30	20

% in Writing	2+ 2=below average within Y2	3+ 3=working at the expected level	4 4=working at greater depth
All	85	52	4
Girls	80	50	0
Boys	88	53	6
EAL	100	50	0
SEN	50	25	0
Non-SEN	100	63	5
Pupil Premium	80	40	0
Non-Pupil Premium	92	67	8
Gypsy/Roma/Traveller (GRT)	100	25	0
Non-GRT	83	57	4
Autumn Birthday	100	67	0
Spring Birthday	82	64	9
Summer Birthday	80	30	0

Year 2 attainment trends over time

% in Maths	2011	2012	2013	2014	2015	2016	
Level 1+	93	95	97	97	100		
Level 2c+	55	73	83	79	91		
Level 2b+	45	57	72	65	66	56	At the expected level or above
Level 2a+	24	32	47	44	43		
Level 3+	7	8	22	26	27		

% in Reading	2011	2012	2013	2014	2015	2016	
Level 1+	83	97	97	97	100		
Level 2c+	52	73	92	82	88		
Level 2b+	41	62	83	71	77	59	At the expected level or above
Level 2a+	24	32	67	56	55		
Level 3+	7	19	31	38	36		

% in Writing	2011	2012	2013	2014	2015	2016	
Level 1+	76	92	97	94	98		
Level 2c+	45	70	86	74	82		
Level 2b+	28	46	56	53	66	52	At the expected level or above
Level 2a+	10	22	36	26	27		
Level 3+	0	3	8	12	11		

Year 2 attainment compared to previous year (Year 1)

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Maths													
% Achieving 1a+ at end of Y1	52	50	53	50	25	63	40	67	25	57	67	64	30
% Achieving Y2 Expected level	56	50	59	100	38	63	40	75	25	61	67	64	40
Difference	4	0	6	50	13	0	0	8	0	4	0	0	10

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Reading													
% Achieving 1a+ at end of Y1	52	50	53	50	25	63	40	67	25	57	67	64	30
% Achieving Y2 Expected level	59	60	59	50	38	68	53	67	50	61	83	73	30
Difference	7	10	6	0	13	5	13	0	25	4	17	9	0

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Writing													
% Achieving 1a+ at end of Y1	48	50	47	50	25	58	40	58	25	52	67	55	30
% Achieving Y2 Expected level	52	50	53	50	25	63	40	67	25	57	67	64	30
Difference	4	0	6	0	0	5	0	8	0	4	0	9	0

Year 2 phonics screening retakes

% of those who retook	All (/14)	Girls (/6)	Boys (/8)	EAL (/1)	SEN: Total (/7)	Non-SEN (/7)	Pupil Premium (/10)	Non-PP (/4)	GRT (/3)	Non-GRT (/11)	Autumn Birthday (/2)	Spring Birthday (/5)	Summer Birthday (/7)
Passed	93	100	88	100	86	100	90	100	100	91	100	100	86
Not passed	7	0	13	0	14	0	10	0	0	9	0	0	14

Percentages of whole cohort now at expected level

%	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
School	96	100	94	100	88	100	93	100	100	95	100	100	89
National	90	92	88	89	67	95	84	92	53	-	93	90	88

Year 2 headlines

On entry to school comparisons

- In Maths, 35% were at expected level or above; by the end of the year 56% attained the expected level.
- In Reading, 12% were at expected level or above; by the end of the year 59% attained the expected level.
- In Writing, 19% were at expected level or above; by the end of the year 52% attained the expected level.

Strengths

- Despite new curriculum changes the percentage of children meeting the expected standard has improved compared to attainment at the end of Year 1 in all subjects. There are also significant improvements compared to the on entry to school attainment.
- Phonics retakes have now taken the school pass rate by the end of KS1 to a level better than the National level (overall and for all groups). Only one child did not pass the resit, and they missed the pass mark by 1 point.

Areas for improvement

- The percentage of children working at “greater depth” in Writing is low, this is because of the change in expectation of handwriting at this level and is an area to focus on for the coming year.

Tracking progress of groups

- Pupil Premium, SEN, Gypsy/Roma/Traveller and summer-born children are achieving less well than their counterparts in all subjects and are groups to focus and track.

Year 3 (2015–16)

Overview of year group

	Number	Percentage
Number of children	48	100
Girls	22	46
Boys	26	54
EAL	5	10
SEN: Total	17	35
Non-SEN	31	65
Looked-After	1	2
Pupil Premium	19	40
Non-Pupil Premium	29	60
Gypsy/Roma/Traveller (GRT)	7	15
Non-GRT	41	85
Autumn Birthday	14	29
Spring Birthday	21	44
Summer Birthday	13	27
Low Attendance <90%	5	10
Average Attendance		94.8
Behaviour & Vulnerability (Red)	7	15

On entry to school the children's abilities were assessed as:

	Maths	Reading	Writing
Significantly below average	41%	23%	23%
Below average	19%	44%	42%
Average	33%	33%	35%
Above Average	7%	0%	0%

(Taken from baseline assessment on entry to school.)

Year 3 attainment at each sub-level and comparative data

% in Maths	2+ 2=below average within Y3	3+ 3=working at the expected level	4 4=working at greater depth
All	96	58	8
Girls	95	55	14
Boys	96	62	4
EAL	100	20	0
SEN: Total	88	35	0
Non-SEN	100	71	13
Looked-After	100	100	0
Pupil Premium	95	47	0
Non-Pupil Premium	97	66	14
Gypsy/Roma/Traveller (GRT)	86	43	0
Non-GRT	98	61	10
Autumn Birthday	100	71	14
Spring Birthday	90	62	5
Summer Birthday	100	38	8

% in Reading	2+ 2=below average within Y3	3+ 3=working at the expected level	4 4=working at greater depth
All	90	71	17
Girls	100	73	27
Boys	81	69	8
EAL	60	40	0
SEN: Total	82	35	0
Non-SEN	94	90	26
Looked-After	100	100	0
Pupil Premium	89	58	0
Non-Pupil Premium	90	79	28
Gypsy/Roma/Traveller (GRT)	100	57	0
Non-GRT	88	73	20
Autumn Birthday	100	86	43
Spring Birthday	86	71	5
Summer Birthday	85	54	8

% in Writing	2+ 2=below average within Y3	3+ 3=working at the expected level	4 4=working at greater depth
All	77	44	4
Girls	73	64	5
Boys	81	27	4
EAL	40	20	0
SEN: Total	47	12	0
Non-SEN	94	61	6
Looked-After	100	0	0
Pupil Premium	68	26	0
Non-Pupil Premium	83	55	7
Gypsy/Roma/Traveller (GRT)	57	29	0
Non-GRT	80	46	5
Autumn Birthday	93	57	7
Spring Birthday	71	43	0
Summer Birthday	69	31	8

Year 3 attainment compared to previous year (Year 2)

NB: three children have no previous data due to being new to the country and/or mainstream schooling.

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Looked-After	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Maths														
% Achieving 2b+ at end of Y2	65	55	73	0	41	77	100	58	69	43	68	93	57	46
% Achieving Y3 Expected level	58	55	62	20	35	71	100	47	66	43	61	71	62	38
Difference	-7	0	-11	20	-6	-6	0	-11	-3	0	-7	-22	5	-8

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Looked-After	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Reading														
% Achieving 2b+ at end of Y2	73	77	69	20	41	90	100	63	79	57	76	93	62	69
% Achieving Y3 Expected level	71	73	69	40	35	90	100	58	79	57	73	86	71	54
Difference	-2	-4	0	20	-6	0	0	-5	0	0	-3	-7	9	-15

	All	Girls	Boys	EAL	SEN: Total	Non-SEN	Looked-After	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Writing														
% Achieving 2b+ at end of Y2	63	68	58	20	29	81	100	47	72	29	68	79	67	38
% Achieving Y3 Expected level	44	64	27	20	12	61	0	26	55	29	46	57	43	31
Difference	-19	-5	-31	0	-18	-20	-100	-21	-17	0	-22	-21	-24	-7

Year 3 headlines

On entry to school comparisons

- In Maths, 40% were at expected level or above; by the end of the year 58% attained the expected level.
- In Reading, 33% were at expected level or above; by the end of the year 71% attained the expected level.
- In Writing, 35% were at expected level or above; by the end of the year 44% attained the expected level.

Strengths

- In Maths and Reading the percentage of children working “within” their year group is high.

Areas for improvement

- The percentage of children working at “greater depth” in Writing is low.
- The percentage of children at this level in Maths is also low; a more challenging application of the Maths Mastery approach would support this.

Tracking progress of groups

- The percentage of boys working at the expected level in Writing is 37% lower than that of girls and this is a group that needs to be focused on.
- The attainment of Gypsy/Roma/Traveller children at the expected level in Maths and Writing is also an area to focus on.

Year 4 (2015–16)

Overview of year group

	Numbers	Percentage
All	36	100
Girls	14	39
Boys	22	61
EAL	1	3
SEN: Total	12	33
SEN: St/EHCP	1	3
Non-SEN	24	67
Pupil Premium	17	47
Non-Pupil Premium	19	53
Gypsy/Roma/Traveller (GRT)	4	11
Non-GRT	32	89
Autumn born	13	36
Spring born	14	39
Summer born	9	25
Low Attendance <90%	3	8
Average Attendance		95.4
Behaviour & Vulnerability (Red)	11	31

On entry to school the children's abilities were assessed as:

	Maths	Reading	Writing
Significantly below average	11%	23%	53%
Below average	29%	53%	31%
Average	40%	15%	6%
Above Average	20%	6%	8%

(Taken from baseline assessment on entry to school.)

Year 4 attainment at each sub-level and comparative data

% in Maths	2+ 2=below average within Y4	3+ 3=working at the expected level	4 4=working at greater depth
All	75	53	11
Girls	79	50	0
Boys	73	55	18
EAL	100	100	0
SEN: Total	33	8	8
SEN: St/EHCP	0	0	0
Non-SEN	96	75	13
Pupil Premium	47	41	6
Non-Pupil Premium	100	63	16
Gypsy/Roma/Traveller (GRT)	25	0	0
Non-GRT	81	59	13
Autumn born	69	54	15
Spring born	79	50	7
Summer born	78	56	11

% in Reading	2+ 2=below average within Y4	3+ 3=working at the expected level	4 4=working at greater depth
All	83	67	25
Girls	100	79	36
Boys	73	59	18
EAL	100	100	0
SEN: Total	50	17	8
SEN: St/EHCP	0	0	0
Non-SEN	100	92	33
Pupil Premium	65	41	6
Non-Pupil Premium	100	89	42
Gypsy/Roma/Traveller (GRT)	50	0	0
Non-GRT	88	75	28
Autumn born	77	69	15
Spring born	93	64	29
Summer born	78	67	33

% in Writing	2+ 2=below average within Y4	3+ 3=working at the expected level	4 4=working at greater depth
All	69	33	8
Girls	79	36	14
Boys	64	32	5
EAL	100	0	0
SEN: Total	17	8	0
SEN: St/EHCP	0	0	0
Non-SEN	96	46	13
Pupil Premium	41	12	0
Non-Pupil Premium	95	53	16
Gypsy/Roma/Traveller (GRT)	0	0	0
Non-GRT	78	38	9
Autumn born	69	31	0
Spring born	64	36	21
Summer born	78	33	0

Year 4 attainment compared to previous year (Year 3)

	All	Girls	Boys	EAL	SEN: Total	EHCP	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Maths														
% Achieving 2a+ at end of Y3	75	79	73	100	42	0	92	53	95	0	84	62	86	78
% Achieving Y4 Expected level	53	50	55	100	8	0	75	41	63	0	59	54	50	56
Difference	-22	-29	-18	0	-33	0	-17	-12	-32	0	-25	-8	-36	-22

	All	Girls	Boys	EAL	SEN: Total	EHCP	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Reading														
% Achieving 2a+ at end of Y3	78	79	77	100	50	0	92	59	95	25	84	62	93	78
% Achieving Y4 Expected level	67	79	59	100	17	0	92	41	89	0	75	69	64	67
Difference	-11	0	-18	0	-33	0	0	-18	-5	-25	-9	8	-29	-11

	All	Girls	Boys	EAL	SEN: Total	EHCP	Non-SEN	Pupil Premium	Non-Pupil Premium	GRT	Non-GRT	Autumn Birthday	Spring Birthday	Summer Birthday
Writing														
% Achieving 2a+ at end of Y3	67	71	64	100	17	0	92	41	89	0	75	62	64	78
% Achieving Y4 Expected level	33	36	32	0	8	0	46	12	53	0	38	31	36	33
Difference	-33	-36	-32	-100	-8	0	-46	-29	-37	0	-38	-31	-29	-44

Year 4 headlines

On entry to school comparisons

- In Maths, 60% were at expected level or above; by the end of the year 53% attained the expected level. (See below.)
- In Reading, 21% were at expected level or above; by the end of the year 67% attained the expected level.
- In Writing, 14% were at expected level or above; by the end of the year 33% attained the expected level.

Strengths

- From the children's starting points when entering school there has been an overall improvement in children attaining the expected levels. (The exception is Maths but throughout their years here the figure of 60% at the expected level on entry has been shown to be an inaccurate assessment.)

Areas for improvement

- Boys Reading at the expected level is 20% lower than girls.
- The percentage of children attaining the expected level in Writing is low.

Appendix A: Comparison with similar schools

Data for comparison using SCIPS (Somerset Comparative Information for Primary Schools) and similar schools were chosen using the rankings in the areas shown. The data uses all schools in the county with children of primary age, this is 212 schools.

How SCIPS scores work ... For each factor, an average per school over three years is calculated; these are then ranked and scored from 0.0 to 10.0. The school in the most challenging circumstances will score 0.0 and the school with the least challenge will score 10.0. The highest and lowest scoring schools effectively determine the scale against which all other schools score.

Ranking = number on total list

Score = score calculated as above (Experian figure)

	Christ Church C of E First School		Similar School A (HP Primary School)		Similar School B (Ha Nursery & Infant School)	
	Ranking	Score	Ranking	Score	Ranking	Score
Overall	4	54.7	7	58.7	6	57.3
Wealth/ Poverty	13	4.1	8	3.8	3	2.7
FSM	6	4.3	12	5.2	3	4.0
Statement	21	7.9	35	8.4	123	10.0
SEN	11	5.2	3	3.0	1	0.0
Mobility	170	8.9	60	7.3	63	8.9
GRT	1	0.0	108	10.0	59	9.8
EAL	43	8.7	31	8.5	19	8.7
CiC	41	7.4	10	4.8	88	9.3
CP Plan	19	8.1	10	7.7	5	6.4

Appendix B: Behaviour and Vulnerability Toolkit

The Behaviour and Vulnerability Toolkit is a tool being used across Frome to identify, prioritise and track vulnerable pupils.

The Headteacher and SENCO complete it twice yearly with the class teachers.

It takes into account children's behaviour, social development, emotional development, mobility, attainment, attendance, SEN, family circumstances (including whether known to Social Services), home-school partnership and, for our school, Gypsy/Roma/Traveller. Children are then given an overall score, which is categorised into Red, Amber and Green, with Red being the most vulnerable.

Appendix C: Black and Minority Ethnic pupils

In addition to Gypsy/Roma/Traveller children we have 12 children from other minority ethnic groups (see tables, below). Due to the small number of children involved, attainment has been summarised across the whole school (rather than by year group) so as to see general patterns. (Each of the 12 children represents 8.33% of the total.)

Early Years assessment differs but the only additional group is “Any other White background” and none of these three children met the expected level.

NB: of our 12 EAL children across the school, 10 are “Any other White background” and so are also analysed under EAL.

MATHS %	2+ 2=below average within year group	3+ 3=working at the expected level	4 4=working at greater depth
Any other White background (7 children)	100	43	14
Any other Asian background (1 child)	100	100	100
Asian and White (1 child)	100	0	0
White and Black Caribbean (1 child)	100	100	100
Any other mixed background (1 child)	100	100	100
Any other ethnic background (1 child)	100	0	0

READING %	2+ 2=below average within year group	3+ 3=working at the expected level	4 4=working at greater depth
Any other White background (7 children)	71	43	14
Any other Asian background (1 child)	100	100	100
Asian and White (1 child)	100	0	0
White and Black Caribbean (1 child)	100	100	100
Any other mixed background (1 child)	100	100	100
Any other ethnic background (1 child)	100	0	0

WRITING %	2+ 2=below average within year group	3+ 3=working at the expected level	4 4=working at greater depth
Any other White background (7 children)	71	29	14
Any other Asian background (1 child)	100	100	100
Asian and White (1 child)	0	0	0
White and Black Caribbean (1 child)	100	100	100
Any other mixed background (1 child)	100	100	100
Any other ethnic background (1 child)	0	0	0