



## Key stage 1 comparative report (end of Year 2 assessment)

Subject	Percentage of pupils achieving the <u>expected</u> standard: <b>Shepherdswell Academy</b> (2019)	Percentage of pupils achieving the <u>expected</u> standard: <b>National Average</b> (2018)	Percentage of pupils achieving the <u>expected</u> standard: <b>Local Authority Average</b> (2018)
English reading	<b>81%</b>	75%	76%
English writing	<b>77%</b>	70%	69%
Mathematics	<b>82%</b>	76%	76%
Science	<b>91%</b>	83%	-

Subject	Percentage of pupils achieving the <u>greater depth</u> standard: <b>Shepherdswell Academy</b> (2019)	Percentage of pupils achieving the <u>greater depth</u> standard: <b>National Average</b> (2018)	Percentage of pupils achieving the <u>greater depth</u> standard: <b>Local Authority Average</b> (2018)
English reading	<b>49%</b>	26%	29%
English writing	<b>25%</b>	16%	18%
Mathematics	<b>30%</b>	22%	23%
Science	<b>N/A</b>	N/A	N/A



## Attainment

Overall

Reading

The gender gap has widened due to a % of boys who started new to the school in the spring term who also had EAL as a barrier. This has also impacted on data for the Y1 EAL/BME cohort.

The gap between SEND children and their peers is a focus for the 2019/20 academic year. One child is working at Age related expectations with remainder of provision watch children working towards the national standards. Two of the children in Year 2 are in our Communications department working against daily bespoke targets.

Boys attainment % is lower than girls. This gap needs to be reduced. However, due to two new starters, one having SEND barriers and one EAL barriers both being boys. A higher % of boys were working towards the national standards in the spring term with evidence from teachers still being gathered.

Writing

In Year 1, Boys attainment % is lower and will be a continued focus due to the EAL/BME mid-year starters. Six children who joined in Year 1 had no previous EYFS experience or data. Provision for these children remain a focus for Year 2 for independent evidence and development in writing.

In Year 2, three children with SEND were Emerging at the end of EYFS. All made expected progress. Evidence through intervention and books shows progress but not secure for EOY as expected.

Maths

In Year 1, the newly arrived EAL starters have been accessing pebbles to ensure there is a 'catch up' on basic skills missed. Impact on attainment data has been less. Two Communication Department children and also one child who left mid-year who was on the SEND register and working at expected impacting on End Of Year data for this cohort.

In Year 2, teacher evidence of independence in class supports EOY judgements.

SPAG

Alongside reading, SPAG is a key English focus and will be the key priority next year at Shepherdswell - with continued weekly teaching, evidence and assessment points termly to track progress. Our school ADP and English priorities will focus on this.

## **Objectives for the Autumn Term 2019/20**

### **Reading**

- Develop understanding of language skills, especially for children with EAL barriers who were new to the school. The academy is looking to implement a new resource to engage children with EAL barriers, including developing language skills for parents.
- Reading attainment of children with SEND has an increased focus for the 2019/20 academic year. 1:1 and small group teaching is in place to allow for increased Quality First Teaching, both within the classroom and through intervention. The Senior Lead Intervention Teaching Assistant is providing high quality, bespoke intervention daily.

### **Writing**

- Continue to engage boys, especially those with EAL barriers, to write for a purpose and for enjoyment. Topics and resources to be planned out carefully.
- To explore programs (e.g Flash Academy) to break down language barriers to ensure that children gain the confidence to write independently and to their full ability.

### **Maths**

- Continue to deliver a maths mastery approach and explore ways to enhance resources to meet the needs of all children.
- Continue to make maths contextual and relevant for the children, enhancing this further with visuals to aid learning.

### **Spelling, Punctuation and Grammar**

- Ensure that SPAG has designated sessions within the daily timetable for both year groups.
- Focus on spellings daily with words of the day
- Increase expectation of sounds/words taught during phonics sessions being applied accurately in independent writing.
- Ensure that effective hot-marking consistently picks up on grammatical errors and next steps reflect this on learning lanyards.