



End of Key Stage 1 - Reading								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	109	48% (74%)	4% (24%)	65% (76%)	8% (25%)	56% (75%)	12% (26%)	
Girls	49	55% (79%)	5% (27%)	69% (80%)	7% (29%)	51% (80%)	12% (29%)	
Boys	60	42% (70%)	4% (20%)	60% (71%)	10% (22%)	60% (71%)	12% (22%)	
Disadvantaged	43	44% (62%)	4% (13%)	54% (63%)	0% (14%)	51% (63%)	9% (14%)	
Other'	66	51% (78%)	4% (27%)	75% (79%)	16% (28%)	59% (79%)	14% (29%)	
SEN	27	0% (29%)	0% (4%)	17% (31%)	0% (5%)	30% (30%)	4% (5%)	

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

End of Key Stage 1 - Writing								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	109	41% (66%)	1% (13%)	54% (68%)	5% (16%)	42% (69%)	7% (16%)	
Girls	49	43% (73%)	2% (17%)	64% (75%)	4% (20%)	39% (77%)	6% (20%)	
Boys	60	40% (56%)	0% (10%)	43% (62%)	5% (11%)	45% (63%)	8% (12%)	
Disadvantaged	43	38% (52%)	2% (7%)	37% (54%)	0% (8%)	37% (55%)	2% (8%)	
'Other'	66	48% (69%)	0% (15%)	70% (72%)	9% (18%)	46% (74%)	11% (18%)	
SEN	27	0% (20%)	0% (2%)	0% (21%)	0% (2%)	15% (22%)	4% (2%)	

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End of Key Stage 1 - Maths								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	109	53% (73%)	4% (18%)	65% (75%)	8% (21%)	52% (76%)	9% (22%)	
Girls	49	48% (73%)	2% (16%)	64% (76%)	9% (19%)	47% (77%)	4% (20%)	
Boys	60	58% (72%)	6% (20%)	65% (74%)	8% (22%)	57% (75%)	13% (24%)	
Disadvantaged	43	49% (60%)	7% (10%)	51% (62%)	0% (11%)	42% (63%)	7% (12%)	
'Other'	66	57% (76%)	2% (20%)	77% (79%)	16% (23%)	59% (80%)	11% (25%)	
SEN	27	15% (30%)	0% (4%)	14% (32%)	0% (4%)	33% (33%)	4% (5%)	

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RWM Combined								
(national figures in brackets)								
		2016		2017		2018		
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	
All	109	39% (60%)	1% (9%)	52% (64%)	4% (11%)	39% (65%)	6% (12%)	
Girls	49	41% (66%)	2% (10%)	60% (69%)	4% (13%)	37% (71%)	4% (14%)	
Boys	60	38% (55%)	0% (8%)	43% (58%)	3% (9%)	42% (60%)	7% (10%)	
Disadvantaged	43	33% (46%)	2% (4%)	34% (49%)	0% (5%)	33% (50%)	20% (5%)	
‘Other’	66	45% (64%)	0% (10%)	68% (68%)	7% (13%)	44% (69%)	8% (13%)	
SEN	27	0% (16%)	0% (1%)	0% (18%)	0% (1%)	15% (19%)	4% (2%)	

* Pupil numbers are for 2018. Group sizes smaller than 5 are suppressed

Evaluation	<ul style="list-style-type: none"> After a big increase in attainment at KS1 last year, the proportion of children who achieved the expected standard in all three subjects has returned to the same level that it was at in 2016. The main limiting factor on the headline attainment measure is the proportion of children who achieve the expected standard in Writing. Outcomes at the end of KS1 are closely linked to prior attainment at the foundation stage; this cohort’s GLD figure in 2016 is very similar to their combined RWM figure in 2018. Girl’s attainment is unusually low in this cohort. Again, there are a lot of children with SEN and their very low attainment will have had a considerable impact on the figures for other pupil groups, as well as the overall figures for the year group.
Key Questions	<ul style="list-style-type: none"> Was last year’s improvement in attainment simply a reflection of the higher ability of that cohort, or were there other factors that contributed to the improvement which could be identified and used to the same effect for future cohorts at KS1? What evidence is there that children make good progress over the course of KS1? What were the main reasons behind the particularly low attainment of girls and Disadvantaged children this year (e.g. SEN, poor language skills, mobility etc).
What we are doing	<p>The improvement in attainment in the 2017/2018 cohort is a reflection of the higher ability cohort. The current 2018/2019 cohort has a more distributed range of abilities. To ensure high levels of attainment in this cohort the following actions have been implemented (see aspect three).</p> <p>Evidence that children make good progress over the course of KS1 can be found in:</p> <ul style="list-style-type: none"> Year One and Year Two data. Phonics screening results. Children’s books. <p>This year the group of children who are not making as much progress as expected are the children who achieved GLD in Reception, but did not achieve end of year expectations in one or more subjects at the end of Year One. To address this we have:</p> <ul style="list-style-type: none"> Reading intervention for children who achieved GLD but did not achieve end of year expectations in Year One - three time a week. Practise reading HFW word flashcards daily. Monitor reading records to check children’s book level and progress is being made.



- Timetabled weekly comprehension lesson to familiarise children with test style questions.
- Reading volunteers hear identified children - extra reading completed every week.
- Reading ambassadors model and foster children’s love and enjoyment through sharing and reading books to the children.
- Daily timetabled story slots ensure children are exposed to higher level vocabulary and a range of texts to further foster their enjoyment of reading.
- Introduced daily spelling practise to facilitate regularly exposure and practise of tricky words to improve children’s spelling accuracy.
- Continue to deliver daily phonics lessons to fill gaps in phonic knowledge and ultimately raise attainment in spelling.
- Give weekly spelling homework.
- Held a phonics parents’ meeting to support parents in helping their children at home.
- Weekly spelling test to identify children who are not retaining spellings so they can be given extra support and early intervention when necessary.
- Shared HFW word sheets for reading and spelling and handwriting sheets with parents to support further practise of spelling and letter formation at home.
- Daily handwriting practice to improve children’s formation, speed and fluency.
- Timetabled times table lessons.
- Give weekly Maths homework.
- Ensured consistency in the teaching of calculation methods across the year group with the introduction and implementation of the new KS1 calculation policy.
- Lesson sequences are planning for across the cohort in regular shared planning sessions to ensure consistency, differentiation and high expectations to meet the children’s needs.
- Phase leaders monitor reading record books and the teaching of Maths, English and Phonics to ensure teaching and learning is consistently delivered at a high standard.