

# Key Stage 1 Overview - Spring 1 '18

## What are the key issues in this area?

- Dip in phonics pass rate, but children all had contextual circumstance (80% predicted 2018)
- Low pass rate for Y2 retakes
- Currently 63% of children are at expected in writing and maths and 68% in reading
- Inconsistencies between EYFS and KS1 curriculum meaning Y1 data shows a high number of children not making the expected progress at CP3 from BL BUT on the success from CP1 - 3 (taking out the BL data that scholar converts from EYFS, there are at least 89% of children making the expected progress)
- Raising maths and applying mastery and challenge
- PP closing the gap Y1 reading and maths, no Y2s
- NO SEND closing the gap.
- Thirst for learning
- Parent engagement
- Speaking and listening
- Raising writing attainment in comparison to other subjects.
- 38/86 children PP (44%) 2017-18
- Yr1 16/44 -(36%) Yr2 23/43 (53%)
- 14/86 children SEND (16%) 2017-18
- Yr1 7/44- (16%) Yr2 6/43- (14%)
- Mobility
- .4 children, our target children, are not making accelerated progress, new style of intervention is not working for Phase 1. 3 of these .4 children have only made 2 point progress (Spring 1 new intervention seems to be working with great effects, but has only been going on for 4 weeks so too early to see

## What has the impact been? What does the data show?

- Children confidently talk about their learning and are engaged in all lessons and through pupil conferencing
  - Children aware of their targets and next steps
  - More independent learners
  - New intervention meaning cod will have made accelerated at CP4
  - Phonics intervention - 80% expected
  - Y2 PP children making good progress
- \* Adaptation of critique having a huge impact on children's up levelling in their writing.

## How can we triangulate/prove this in the classes across the school?

- County Moderation in all 3 subject areas July 2017
- Target books and pupil conferencing
- Coverage in books
- 1/2 termly testing
- DH collecting half termly data and meeting with Phase leaders regarding impact, children off track, interventions to accelerate progress.
- Book scrutiny
- Lesson observations/learning walks
- Subject coverage in planning
- Staff can talk confidently about each child and their need

Attainment Totals	Reading		Writing		Maths	
2017	71%		66%		71%	
	Expected	GD	Expected	GD	Expected	GD
All (37)	41%	30%	66%	0%	49%	22%
Pupil Premium (21)	48%	19%	62%	0%	52%	10%
Not Pupil Premium (16)	31%	44%	75%	0%	44%	38%
SEN (6)	17%	0%	17%	0%	17%	0%
Not SEN (31)	45%	35%	77%	0%	55%	26%
Girls (21)	48%	33%	81%	0%	57%	19%
Boys (16)	31%	25%	50%	0%	38%	25%

## How do we know?

- Data analysis - cohort, group and sub group
- Pupil Progress Meetings
- End of KS1 data
- Pupil engagement

## What have we done to address these?

- Identified 'which' children fall into these issue areas
- Targeted 1:4 children to focus on in the class and for intervention to boost progress and attainment.
- Trialling immediate intervention from the class teacher to pick up misconceptions and amber children from the morning sessions. New plan for intervention for Spring Term, as not had the impact we had hoped for. This seems to be having a positive impact at CP3 but only been happening for 4 weeks so too early to see in the data.
- Ensured all these children are receiving extra intervention and support - Thrive, 1-1 reading, 1-1 and group phonics, Maths, Reading University, Fun fit, Sensory, Speaking and listening etc
- Introduced Maths 99 club
- Changed the delivery of Maths Mastery by teaching children in their year groups rather than split 1/2, this is with huge success.
- Adapted the critique process to suit Y1/2 children.
- 6 weekly APDR meetings - ensure targets are specific and meet needs
- Ensure high expectations are consistent across the classes through lesson observations, book scrutinies
- Implemented the immersive and project based learning
- To improve parent engagement pupil progress meetings termly with Spring running throughout the day with Thrive activities. Learning mornings in each project/invitations to exhibitions and final products/trips/E-safety days and training/productions etc/class website/Twitter/detailed weekly newsletter/helping to dress the rooms in preparation for the next project/Set project related homework tasks for the children to share their learning with parents at home. Access to help groups and support from staff regarding a multitude of issues has all helped to increase parents engagement and trust in the school to help with their children's learning
- Writing moderation across the MAT to set agreed levels- Moderation in Summer 2016 with a trained moderator to ensure consistent levelling across the MAT in KS1. Also the school was externally moderated for all 3 subjects in Summer 2017.
- Training attended for KS1 Moderation for Phase Leader Jan '18
- Half termly assessment of phonic groups to ensure they are making expected progress and accessing the correct group with close observations of delivery
- Introduced updated marking, maths and literacy policies.
- Devised a unique phonic group for 6 Y2 SEN boys who are not accessing the usual RWI phonics.

Phonics Y1	2015	2016	2017
% passed	82%	82%	73%

KS1 Expected	Maths	Reading	Writing
2015	87%	91%	80%
2016	66%	74%	71%
2017	71%	71%	66%

Standard Ontrack Report: Academic Year (2017), Checkpoint (CP3), Entry Date before (06/02/2018), Year (AllYears)

Year Group	REA			WRI			MAT			SCI		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1	22.73% (10)	77.27% (34)	13.64% (6)	34.09% (15)	65.91% (29)	4.55% (2)	25.0% (11)	75.0% (33)	11.36% (5)	29.56% (13)	70.46% (31)	
2	32.56% (14)	67.44% (29)	27.91% (12)	37.21% (16)	62.79% (27)	18.6% (8)	37.21% (16)	62.79% (27)	13.95% (6)	25.58% (11)	74.42% (32)	9.3% (4)