

Termly Data Analysis Report

A2E

Reading, Writing and Number

At Dame Ellen Pinsent, we use data to **IMPROVE** teaching and learning performance

NOT to **PROVE** it!

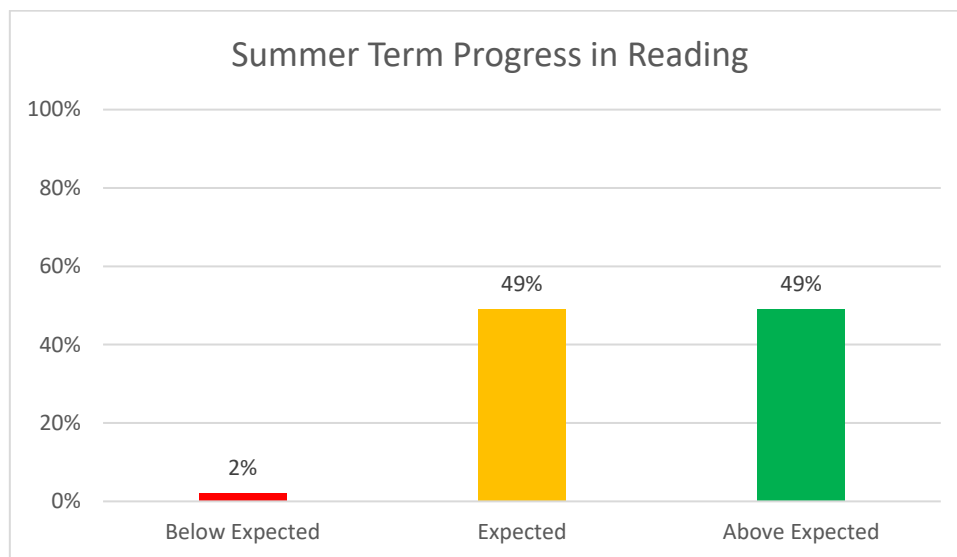


Summer Term 2021-22

Kate Gray – Assessment Lead

Summer Term Progress Analysis

Reading



Highlights

- 98% of children are working at Expected or Above in Reading this term.
- 93% of children working within A2E at the End of KS1 are working at Expected or Above Expected in Reading this term.
- 7% of children at the end of KS1 are working Below Expected in Reading this term. This equates to one child that is now working at the end of the Early Reading Skills and has begun to record progress on A2E. This child has made exceptional progress to get onto A2E, but this is now being measured on TRACK as not meeting their progression target. This will be monitored next academic year as the child makes further progress.
- 100% of children working within A2E at the End of KS2 are working at Expected or Above Expected in Reading this term.
- This term the upper school classes have split into appropriate small groups for their RWI sessions twice weekly. This has ensured that the children are working at the correct abilities and that adults can focus on the individual needs of their groups.
- The English Lead has seen improvements in the use of assessments, teaching of the specific elements of RWI and the pronunciation of sounds. She also reports that there is now an increased focus on the reading element rather than the Get Writing part of the scheme.
- The Home Reading has been developed further over the Summer term and continues to happen across the school for all children and the introduction of the Reading Race has encouraged children and parents with the reading at home. When children read on a regular basis at home each week, they get points for their class when their reading record is signed. The class with the most points at the end of the term received a reward of a class trip. This has been well received by staff and parents and has raised the profile of reading at home.
- Over the year we have continued to use specific books linked to topics, to expose children to a range of authors, genres and ethnic backgrounds
- World Book Day was a huge success. There was a high participation rate across both children and staff. Children enjoyed the school story and were hooked into the theme showing engagement in lessons linked to the story and an enjoyment for reading.
- A large proportion of the English budget this academic year has been spent on books, resources and training to ensure a consistent approach across all aspects of Reading. This has had a huge impact on the teaching of reading, staff confidence and outcomes of children in reading. The

English Lead has worked with individual teachers and staff new to school to ensure all elements of RWI are in place and being used correctly.

- Interventions for Reading have had a real impact this academic year. The children that have received the additional time and support in school have shown steps of progress each term. This term 67% of the children achieved Expected progress and 33% achieved Above Expected progress.

Areas for Development

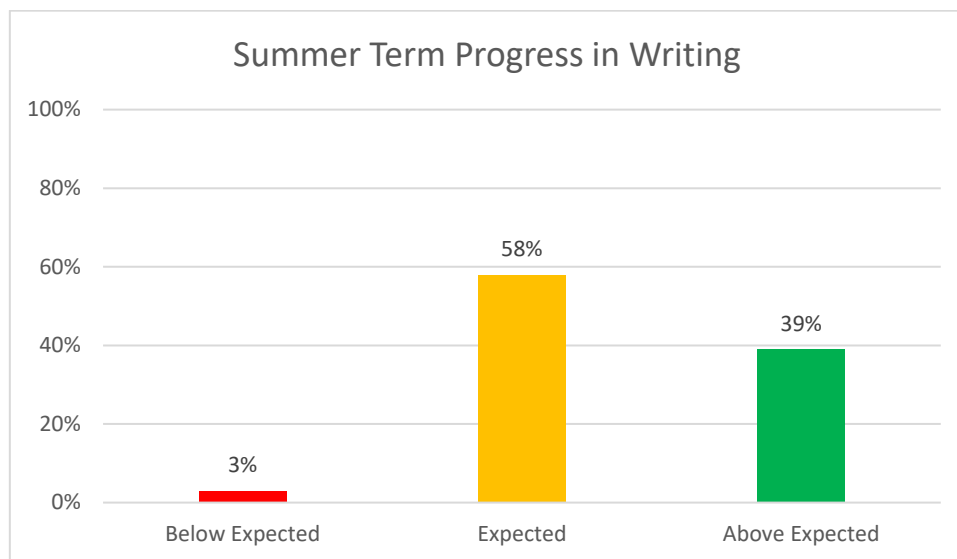
- This term we have seen improved progress in the strands of Phonics and Attitudes towards reading. Less children are now working Below Expected in these areas and are now making expected progress.
- As was the case in the Spring Term, the strand of Reading Fluency continues to have the most children working Below Expected.
- Home-School reading records have greatly improved the expectation for parents to be sharing books with children at home. This will continue to be developed and promoted to ensure more children are reading at home and sharing good quality texts with their families.
- The introduction of the reading race has raised the profile of reading at home with the incentive of winning prizes and trips for your class to participate in. This will continue to be promoted next academic year.
- We have some staff that are new to school next academic year and the English Lead will support these staff to ensure all reading schemes are working effectively and that any training needs are catered for.
- The English Lead reports that Early Reading Skills and strategies will be a focus for next year to ensure those early exposures to stories, books and language are embedded at the youngest age. This will be through RWI Nursery, which will be adapted for the needs of our children.

Next Steps for the Academic Year 2022-23

- The introduction of new Curriculum Pathways will pose questions and development points for the English Leads next academic year. This will be a continued work in progress to ensure English is appropriately taught and learning is progressive for the children of each Pathway.
- The 3 I's documents for English will be developed to support the teachers with English in each Pathway.
- Staff training needs will be catered for as appropriate throughout the year; supported by the English Lead.
- English Drop ins will continue next academic year
- English Moderation will take place on a schedule next year including; internal, external and whole school moderation opportunities
- Interventions for Reading will take place next academic year and will be driven by progress data and class data stories.

Summer Term Progress Analysis

Writing



Highlights

- 97% of children are working at Expected or Above in Writing this term.
- 100% of children working within A2E at the End of KS1 are working at Expected or Above Expected in Writing this term.
- 100% of children working within A2E at the End of KS2 are working at Expected and Above in Writing this term.
- Termly independent writing assessments have continued this term. Teachers ensure that independent writing is completed to show progress over time. This will continue next academic year as it has been very powerful this year.
- Talk for Writing has been used in some classes throughout the school.
- Colourful semantics has been used to support children as appropriate with sentence structure and grammar.
- Teachers have used a range of stories linked to topics and interests to hook the children into writing and this is evident in English books and Learning journeys.
- There is a school expectation that Theralympics activities are used consistently across school each week to develop fine motor skills and control.
- During the Summer Term an OT began working in school with targeted children.
- Writing Moderation took place in the Summer Term by the Assessment Lead. The focus of this moderation was the Pre-Key Stage Standard submission for End of Key Stage 1 and End of Key Stage 2 children. This moderation highlighted the wide range of evidence that is gathered by teachers to support their judgements and progress over time was clear across both Key Stages from a range of teachers (LA Submission can be seen at the end of this document.)
- We also completed internal moderation with teachers. This was a professional conversation between colleagues that have children working within similar Bands on A2E. It gave teachers confidence in their judgements, highlighted areas that needed further evidence and was an opportunity to share good practice and gather ideas to support their children.
- Interventions for Writing this term has been successful with 83% of the children who worked 1:1 with an adult on a weekly basis are now working at Expected or Above Expected in writing at the Summer Data point. The 17% remaining equates to 1 child who was still working at Below Expected

for the Summer term. However, looking at the individual data the child has still made progress but not enough to meet his target. This child will be monitored moving into the new academic year.

Areas for Development

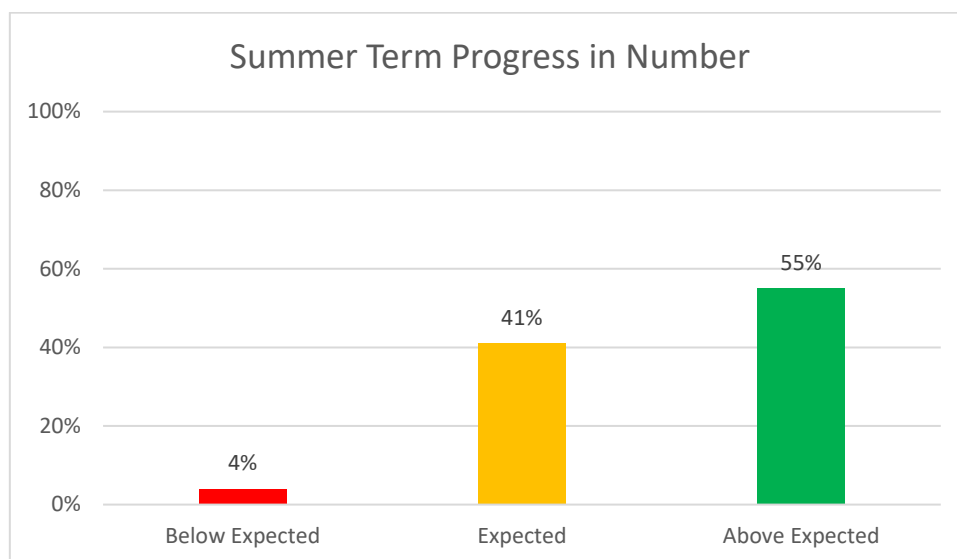
- Therapies to be used consistently throughout the school to develop fine and gross motor skills to improve writing.
- Early writing skills – more CPD and research based INSET time to develop those early writing skills for our more complex children.
- As a school we need to provide more opportunities for writing. In some of the Pathways Writing needs to be available as a continuous provision activity at all times, whilst in other pathways opportunities for independent writing needs to be explored further.
- Looking at the individual children working with the OT on a weekly basis and looking at the impact on their writing if appropriate.
- Developing a hook to engage children in writing. The use of Talk 4 Writing and Story maps to support children.
- The English Lead suggests that all strands of English need to be covered when teachers are planning lessons. Teachers also need to be aware of the opportunities to write in other areas of the curriculum when planning their lessons.

Next Steps for the Academic Year 2022-23

- The introduction of new Curriculum Pathways will pose questions and development points for the English Leads next academic year. This will be a continued work in progress to ensure English is appropriately taught and learning is progressive for the children of each Pathway.
- The 3 I's documents for English will be developed to support the teachers with English in each Pathway.
- Staff training needs will be catered for as appropriate throughout the year; supported by the English Lead.
- English Drop ins will continue next academic year
- English Moderation will take place on a schedule next year including; internal, external and whole school moderation opportunities
- Interventions for Writing will take place next academic year and will be driven by progress data and class data stories.
- Hywel Roberts Training Day next academic year – This inset will support the vision for English at DEP. Engaging children and hooking them in to lessons.

Summer Term Progress Analysis

Number



Highlights

- 96% of children are working at Expected or Above in Number this term.
- 93% of children working within A2E at the End of KS1 are working at Expected or Above Expected in Number this term.
- 7% of children working Below Expected at the end of KS1 equates to one child. This child has made considerable progress and last term was working on the Early Skills Framework. As the child has recently moved onto A2E Track has calculated his target which he has not currently met. This will be monitored during the next academic year.
- 100% of children working within A2E at the End of KS2 are working at Expected and Above in Number this term.
- The Maths overview has worked well for most classes this academic year. Teachers are given the freedom and time to embed mathematical concepts as appropriate for the needs of their children.
- Over the year Math Drop-ins have shown that learning is well planned for and progressive in most areas. There are also opportunities for Maths to take place outside of specific maths lessons to embed those skills taught. Evidence in books, learning journeys and on SeeSaw showed progression over time and breadth of coverage.
- Internal, external and whole school Math moderation was completed. On the whole teacher judgements were agreed – this was supported by a range of evidence and appropriate marking and feedback.
- The Outdoor Math Area has been developed over the academic year, with some delays due to delivery of items. This is a purpose-built area that will enhance the Maths curriculum and enrich the new Curriculum Pathways next academic year.
- Interventions for Maths have had a real impact this academic year and have supported identified children to make progress. The children that have received the additional time and support in school have shown steps of progress each term. This term 50% of the children achieved Expected progress and 33% achieved Above Expected progress. 17% of the children receiving the intervention remained in Below Expected progress. This equates to one child and looking at their individual assessment sheet it is clear that progress was made, they just did not meet their target for the term.

Areas for Development

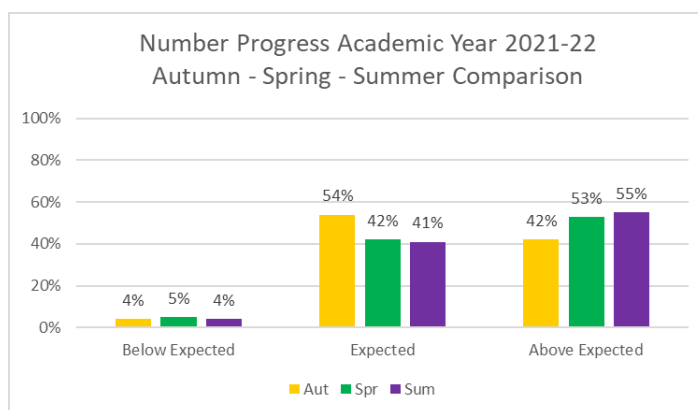
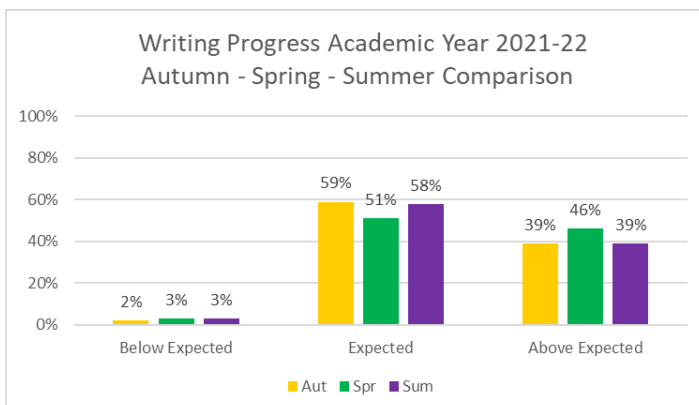
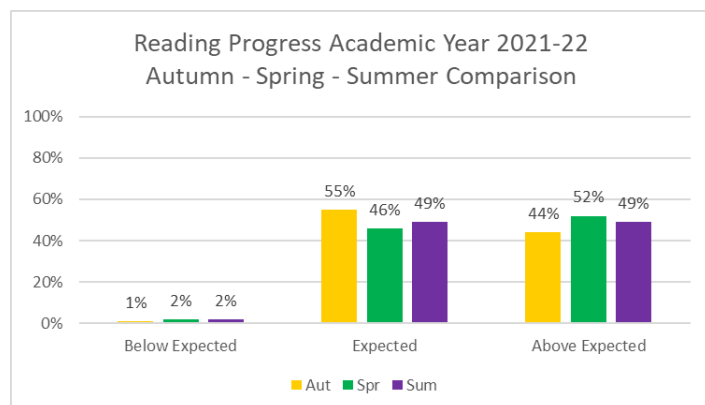
- To promote the use and look at the impact of the Outdoor Math Area on the teaching and learning of Shape, Space and Measure and the new Curriculum Pathways
- Develop the use of Functional skills in Maths for the new Pathways. Developing a progressive skills unit to support the teaching and learning of Maths in this way.
- Establish a criteria for appropriate children to be using the Mathseeds App next academic year to support and embed mathematical learning; concentrating on the Seedlings and Orchard Pathway.
- To develop the SSM Framework to support the teaching and learning in the Woodlands Curriculum as Maths will be taught as a specific subject.

Next Steps for the Academic Year 2022-23

- The introduction of new Curriculum Pathways will pose questions and development points for the Math Lead next academic year. This will be a continued work in progress to ensure Maths is appropriately taught and learning is progressive for the children of each Pathway.
- The 3 I's documents for Maths will be developed to support the teachers with Mathematical opportunities in each Pathway.
- Math Drop ins will continue next academic year
- Math Moderation will take place on a schedule next year including; internal, external and whole school moderation opportunities.
- Interventions for Math will take place next academic year and will be driven by progress data and class data stories.
- Whole school Math themed weeks will be planned and dates put in the diary for next academic year.
- Further Develop the Outdoor Maths Area as children and staff begin to use this to support teaching and learning in different Pathways.
- Introduce and embed the use of Mathseeds for those children it is appropriate for and monitor the impact.

Analysis of Progress throughout the academic year 2021-22

Autumn Term – Spring Term – Summer Term



Overall Analysis

- In all areas of Reading, Writing and Number children have made good progress across the three terms.
- We saw an increase in the amount of children working at Above Expected in the Spring Term compared to the Autumn Term for Reading, Writing and Number. However, we have seen a drop in the number of children working at Above Expected in Reading and Writing in the Summer term.
- Across Reading, Writing and Number, the percentage of children in the Below Expected bracket has been fairly consistent across the Autumn, Spring and Summer term. This has been due to the small number of children moving from the Early Skills Framework on the A2E Framework. The children have made considerable progress but this has not been captured as they have been set new targets on A2E.

Analysis of Reading across the year

- There has been a small number of children working Below Expected across the year in Reading. This is mainly children moving from the Early Skills Framework to A2E. The individual children have made progress and are not causing concern. This will be monitored next academic year.
- The highest percentage of children working at Expected in Reading was in the Autumn term. The percentage dropped in the Spring Term but rose by 4% in the Summer term.
- The highest percentage of children working at Above Expected in Reading was in the Spring term but this dropped by 3% in the Summer term.
- The data shows good yearly progress for pupils in Reading on the A2E Framework.

Analysis of Writing across the year

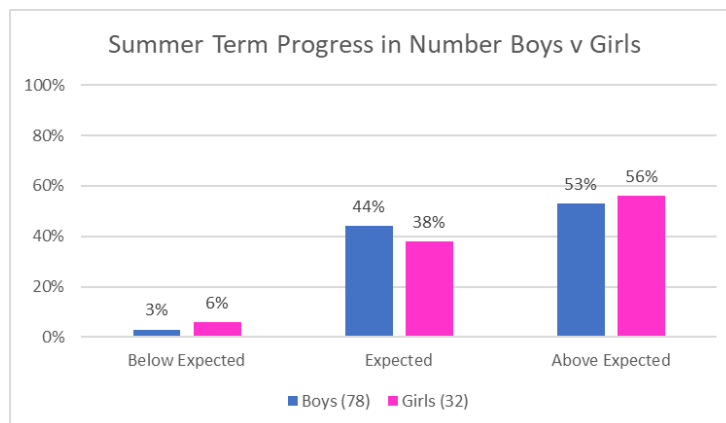
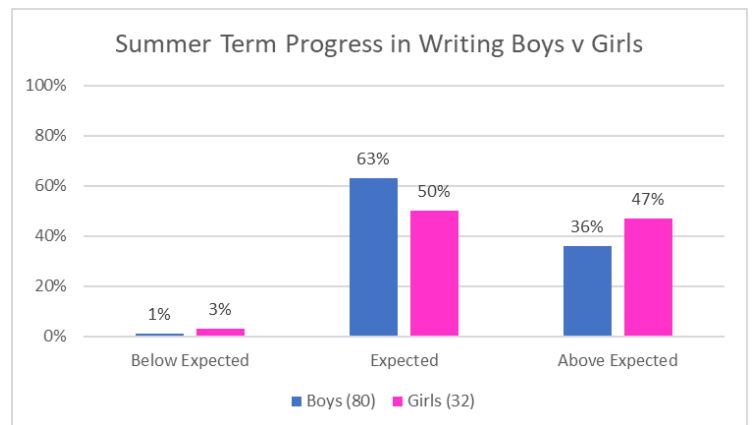
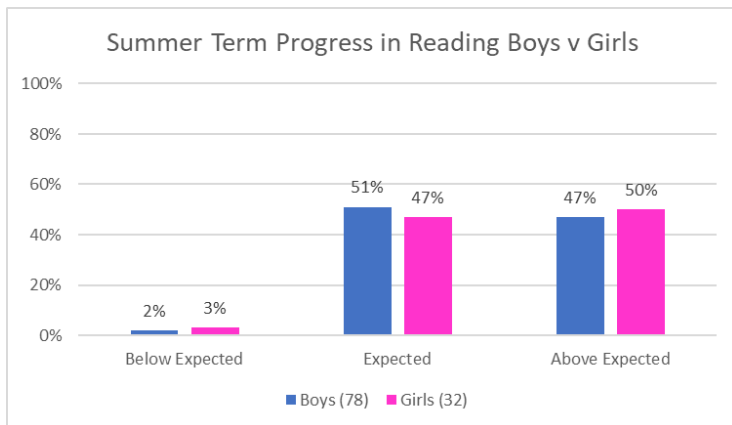
- The identified children in Below Expected in Writing across this academic year is a very small amount. The children have been identified and intervention put in place to ensure they make progress. The children have still made small steps of progress but have not met their progression targets for the year.
- The percentage of children working at Expected in Writing has been fairly comparable across the three terms. The smallest percentage of children working at Expected was in the Spring term where there was an increase in children working at Above Expected in the same term.
- In the Summer term the progress has slowed slightly for some children as there has been a decrease in the percentage of children working at Above Expected and an increase in those working at the Expected level. The 7% drop in Above Expected in comparison from the Spring term to the Summer term is a small number of children. When looking at the individual data for these children they made huge leaps of progress during the Spring Term and then only a small amount in the Summer. They have still made progress and are not a concern at this point.
- Despite this decrease in the Summer Term the progress in Writing has been good across the year. Writing will be a development point for the whole school next academic year.

Analysis of Number across the year

- Number has seen the largest percentages of children in the Below Expected bracket across the three terms, compared to Reading and Writing.
- Number has also seen a slow decrease in the percentages of children working at Expected progress across the three terms but has seen a steady increase in those working at Above Expected.
- In the Spring and Summer term, Number has the highest percentage of children working at Above Expected compared to Reading and Writing.
- The progress in Number has been good across this academic year and interventions have had an impact on those children that made less progress earlier in the year.

Analysis of Boys v Girls at Summer Term Data Point

Reading, Writing and Number

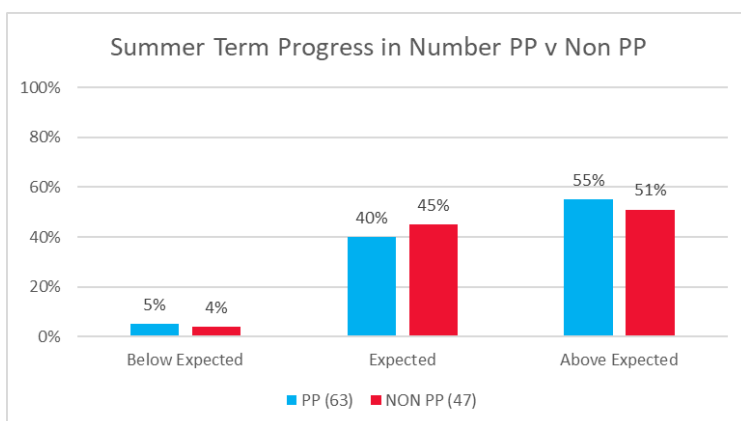
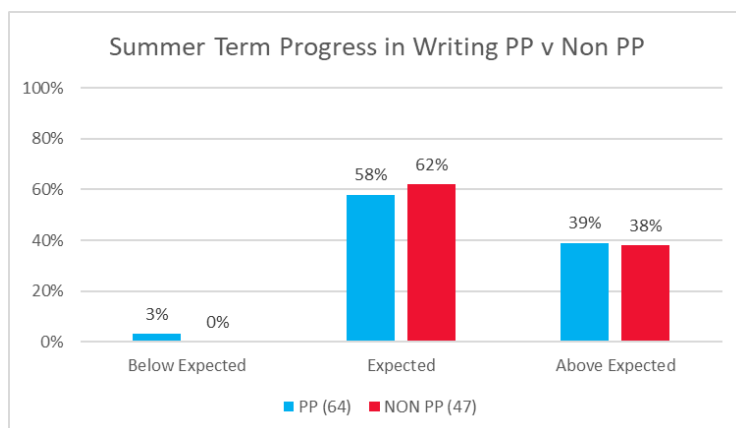
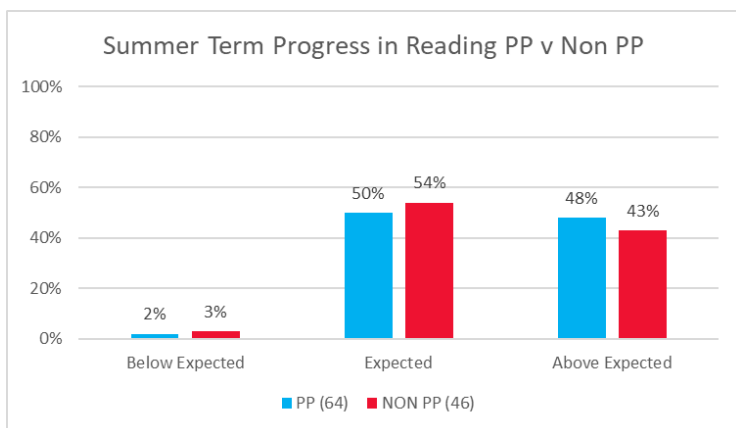


Overall Analysis

- At the Summer Term Data point boys continue to outperform girls in Reading, Writing and Number. This is due to girls having the highest percentage in the Below Expected bracket.
- However, at the Summer Term Data point girls have the highest percentages working in Above Expected compared to boys.
- We have significantly more boys than girls working on A2E for Reading, Writing and Number.
- 98% of boys are working at Expected or Above in Reading compared to 97% of girls.
- 98% of girls are working at Expected or Above in Writing compared to 99% of boys.
- 97% of boys are working at Expected or Above in Number compared to 94% of girls.
- Girls always have the a highest percentage working in the Below Expected bracket in Reading, Writing and Number, however this is a very small number.
- Number has the largest percentage of both boys and girls working at Below Expected.
- The biggest gap between boys and girls in the Summer term is shown in writing with a difference of 11% in the Above Expected bracket.
- This data is comparable with historic data in terms of boys outperforming girls. However, at the Summer Term Data point the concern is the gap between boys and girls in Writing. This will be monitored during the next academic year through the use of learning conversations, class data stories and targeted interventions for individual pupils.

Analysis to Pupil Premium v Non Pupil Premium at Summer Term Data Point

Reading, Writing and Number

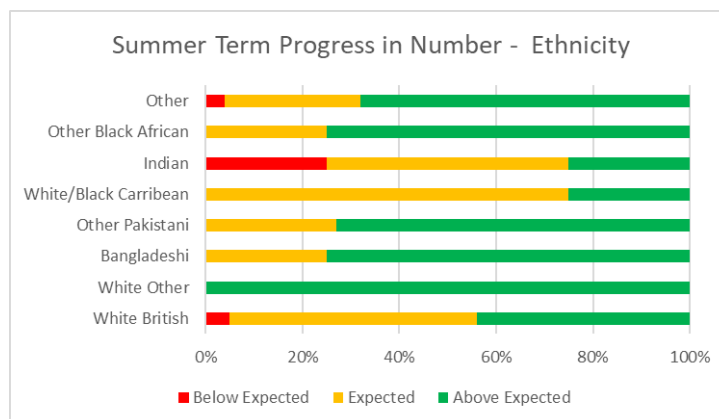
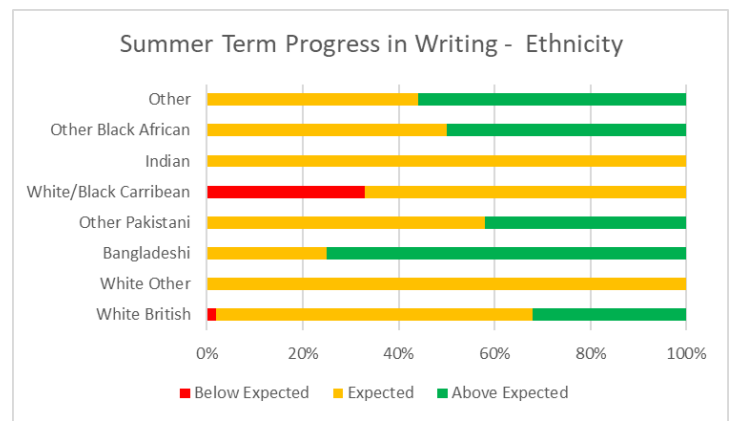
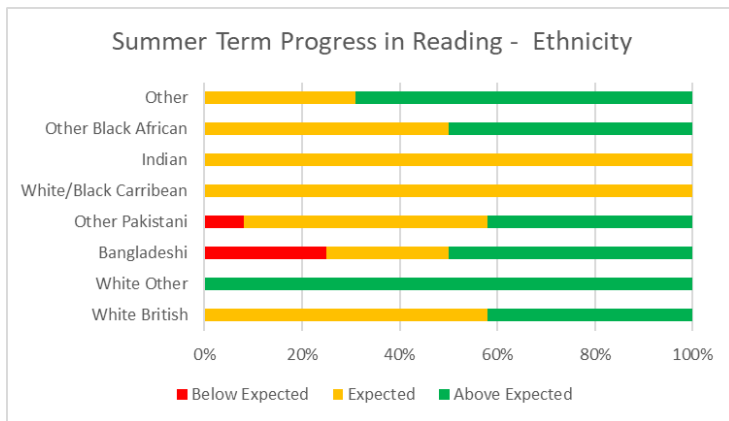


Overall Analysis

- We have more Pupil Premium than Non-Pupil Premium children on roll at DEP.
- At the Summer Term data point Pupil Premium children are outperforming Non-Pupil Premium children in Reading, Writing and Number.
- This term there has been a wide range of interventions to support the children both academically, socially and emotionally. These interventions have supported both Pupil Premium and Non-Pupil Premium children.
- The academic interventions have given identified children 1:1 or small group weekly support in the areas of Reading, Writing and functional Maths. (The impact of these sessions can be seen above in the Reading, Writing and Number Analysis).
- Interventions for Pupil Premium Children this term have included; Jo Jingles, Music Service, Music Therapy, Forest School, Therapeutic mentoring, IEP time, CBT and SALT. We have also run a range of alternative interventions to cater for the needs of our children; these included Physical Development sessions, Commando Jo, Support building friendships/relationships, Self-esteem interventions, Computing interventions and Malachi working with pupils and families. This can be looked at further in the Pupil Premium Report on the school website.
- Interventions to support the needs of all children regardless of Pupil Premium status will continue next academic as needed.
- There are no trends or concerns around Pupil Premium and Non-pupil premium children at DEP.

Analysis of Ethnicity at Summer Term Data Point

Reading, Writing and Number



Overall Analysis

- In Reading the majority of children regardless of ethnicity are working within Expected and Above with only a small percentage of children in Other Pakistani and Bangladeshi working at Below Expected. This equates to two children. One child has poor attendance and is monitored for this and the other child has made small steps of progress but did not meet their progression target in the summer term. Neither of these categories were a concern at the Spring Data point.
- Writing has two ethnic groups with children working Below Expected these are White/Black Caribbean and White British. This equates to two children. One child received 1:1 intervention support during the Spring term and made small steps of progress. The other child is recorded as making no progress at the Summer Data Point. Both of these categories were identified in the Spring Report. This will be monitored throughout the next academic year.
- Number has three ethnic groups with children working Below Expected these are Other, Indian and White British. This is again a small number of children however, as with writing these categories were identified in the Spring Report so will therefore be monitored next academic year to ensure there is no trend developing.
- White British is the ethnic group that shows a small number of children working Below Expected in two of the areas; writing and number. White British is our ethnic group at DEP and I have no concern regarding this.
- There are no other trends in any of the ethnicity groupings at the Summer Term Data point that is of concern.

Termly Data Analysis Report
Early Skills Frameworks
Reading, Writing and Number

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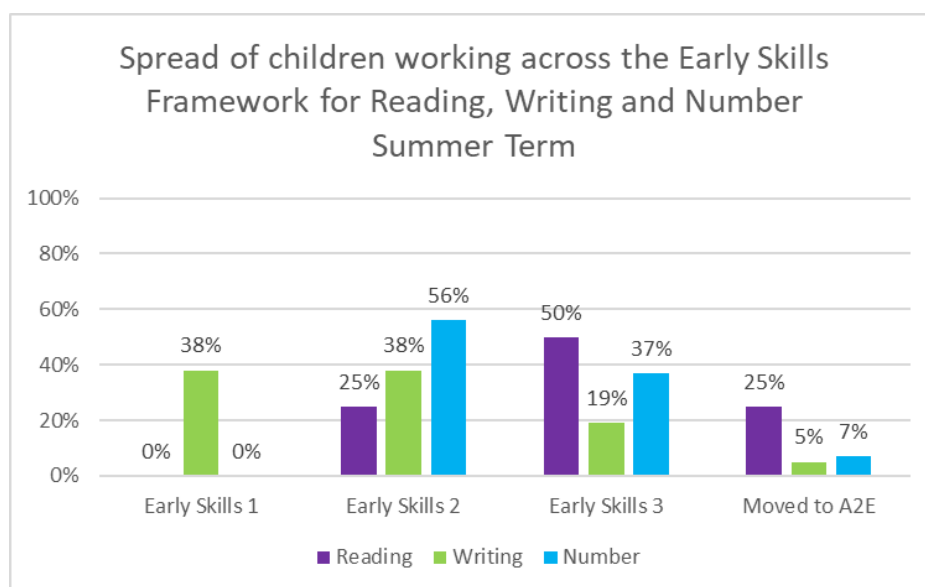


Summer Term 2021-22

Kate Gray – Assessment Lead

Analysis of the Early Skills Frameworks

for Reading, Writing and Number during the Summer Term



Early Reading

- Reading has 0% of children working in Early Skills 1 compared to 25% of children in Early Skills 2 and 50% of children in Early Skills 3.
- Reading has seen children make progress with 25% of children moving from Early Skills onto A2E in Reading at the Summer Data point.
- Early Skills Reading has seen the most progress with the largest percentage of children with Early Skills 3 at the Summer Term Data Point.

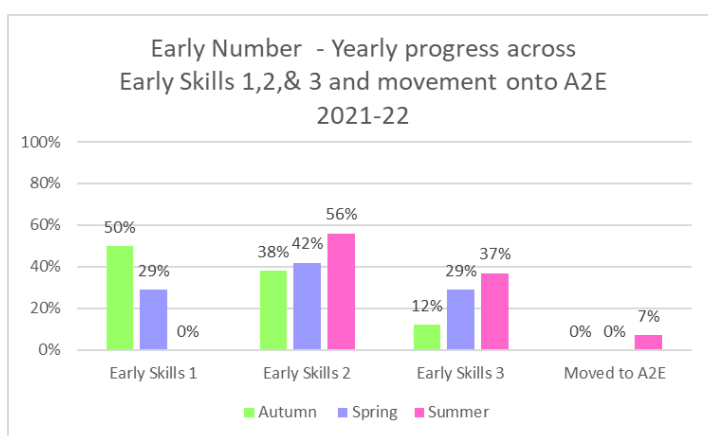
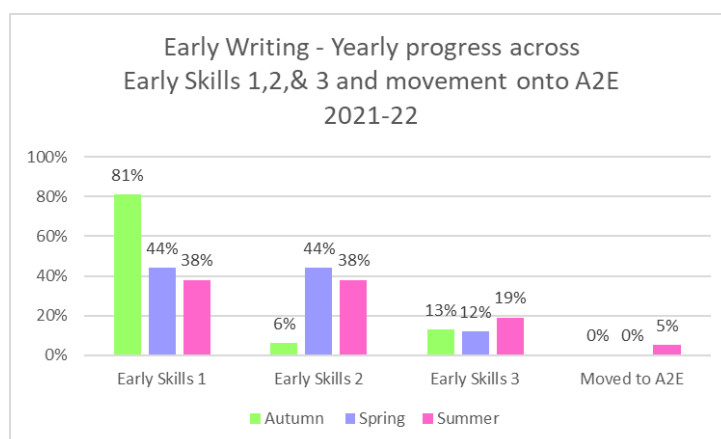
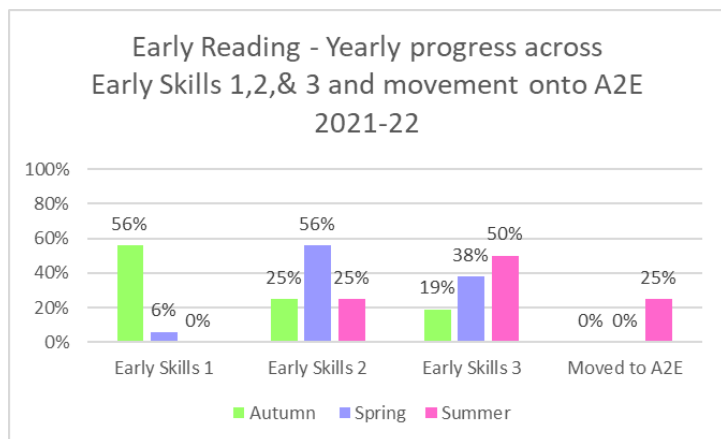
Early Writing

- Writing has 38% of children working in Early Skills 1 compared to 38% of children in Early Skills 2 and 19% of children in Early Skills 3.
- Writing has seen children make progress with 5% of children moving from Early Skills onto A2E in Writing at the Summer Data point.
- Early Skills Writing has the largest percentage of children working within Early Skills 1 at the Summer Term Data Point.
- Early Skills Writing also has the smallest percentage of children working at the higher end of the Skills Framework.
- Although Writing has seen children progress from Early Skills onto A2E it has the smallest percentage in this bracket compared to Reading and Number.

Early Number

- Number has 0% of children working in Early Skills 1 compared to 56% of children in Early Skills 2 and 37% of children in Early Skills 3.
- Number has seen children make progress with 7% of children moving from Early Skills onto A2E in Number at the Summer Data point.
- Early Skills Number has 93% of children working across Early Skills 2 and Early Skills 3 at the Summer Term Data Point.

Yearly Progress across the Early Skills 1,2 & 3 for Reading, Writing and Number for the academic year 2021-22



Overall Analysis

- At the Autumn Term Data point Early Writing (81%) showed the most children working at Early Skills 1, followed by Early Reading (56%) and then Early Number (50%)
- At the Spring Data point this continued and Early Writing continued to have the most children in Early Skills 1. However, this had dramatically dropped from 81% to 44%. It then continued to drop for the Summer Term at 38%.
- At the Summer Term Data point, only Early Writing had children working in Early Skills 1. Both Early Reading and Early Number had all children working from Early Skills 2 or above.
- Over the year, Early Reading continued to increase the percentage of children working within Early Reading 3. A fantastic 25% of children then moved from Early Reading 3 onto A2E at the Summer Data Point. This is good progress for the children and shows that the Framework has supported the teaching and learning, enabling these children to make progress.
- Over the year, Early Number has seen a steady increase in the percentage of children working within Early Skills 2 and 3. A small percentage of children then moved from Early Skills 3 and onto A2E. This again identifies good steps of progress and highlights that the Early Skills Framework is supporting the needs of the more complex children across the school, enabling them to make progress that is proudly captured in our assessment system.
- Although the Early Skills Framework is a relatively new part of our assessment system, Early Writing highlights an area for concern and this falls in line with the analysis of the A2E Data. Children are making the least progress in Writing even at the Early Stages. This is something that will be address as a whole school priority next academic year.
- I will also ensure that the Early Writing Framework is supporting Teaching and Learning.

Statutory Data submitted to the LA

Academic Year 2021-22

EYFSP LA Data submission

As a school we are required to submit an assessment score for each individual child against the 17 Early Learning Goals

100% of children in the Early Years cohort (2021-22) are recorded as 'Emerging'.

End of Key Stage 1 data submitted to the LA

	Engagement Model	Standard 1	Standard 2	Standard 3	Standard 4
Reading	75%	25%	0%	0%	0%
Writing	63%	33%	4%	0%	0%
Maths	46%	46%	8%	0%	0%

End of Key Stage 2 data submitted to the LA

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Reading	19%	29%	14%	5%	19%	14%
Writing	19%	38%	5%	9%	29%	0%
Maths	5%	9%	48%	24%	14%	0%