

# 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!

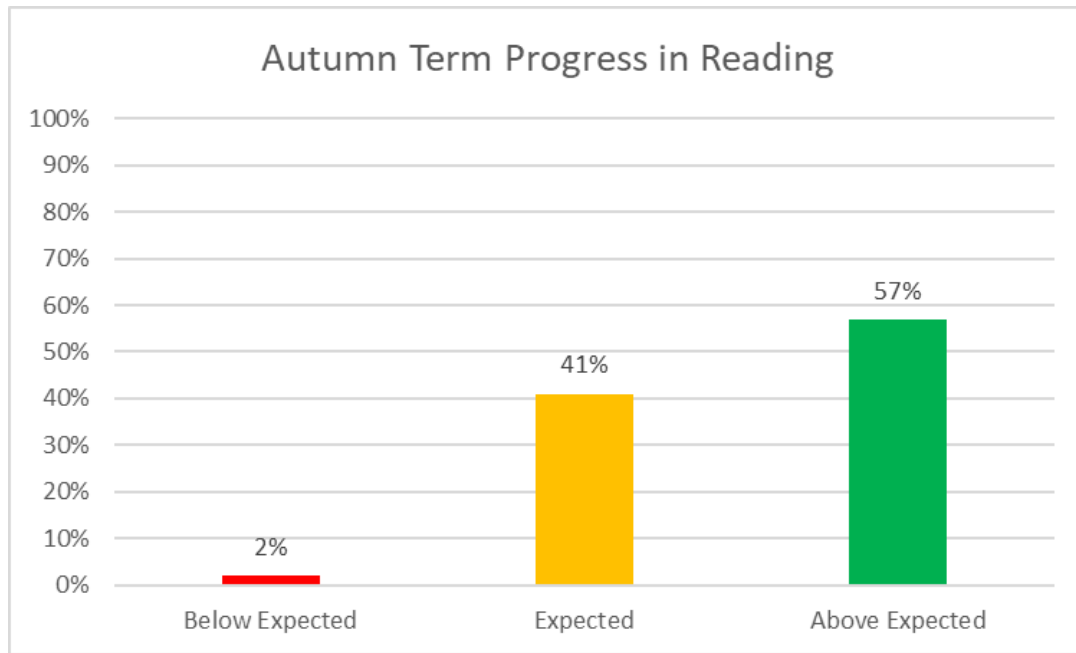


Autumn Term 2022-23

Kate Gray – Assessment Lead

# Autumn Term Progress Analysis

## Reading



### Highlights

- \* 98% of children are working at Expected or Above in Reading this term.
- \* 90% of children working within A2E at the End of KS1 are working at Expected and Above in Reading this term. The 10% of children working in Below Expected equates to one child. This child is working within a high need classroom with a small number of children and a high ratio of adults.
- \* 100% of children working within A2E at the End of KS2 are working at Expected and Above in Reading this term.
- \* The Home Reading system that was put in place last term is now embedded. Evidence shows that more children are reading at home across more classes within school.
- \* The Reading Race is motivating the children to complete more reading at home with parents.
- \* High quality reading books go home on a weekly basis for children who are not yet on the banded reading books.
- \* Each class has been given specific books linked to topics, to expose children to a range of authors, genres and ethnic backgrounds

### Areas for Development

- \* Staff Professional Development – with the introduction of the new Pathways across school we need to ensure that staff are aware of and have the necessary skills to teach Reading within their specific curriculum pathway.
- \* The strand of Reading Fluency continues to have the most children working Below Expected, whereas we have again seen improvements in the data for Attitudes to Reading and Understanding. This needs to be monitored during Reading drop ins and learning conversations.
- \* Home-School reading records – this is not something that is consistently approached across school, with individual classes doing different things. This will be looked at by the English Leads in the Spring Term.
- \* Some staff are still unclear on some elements of the RWI programme and this is not correctly running in some of the classes.

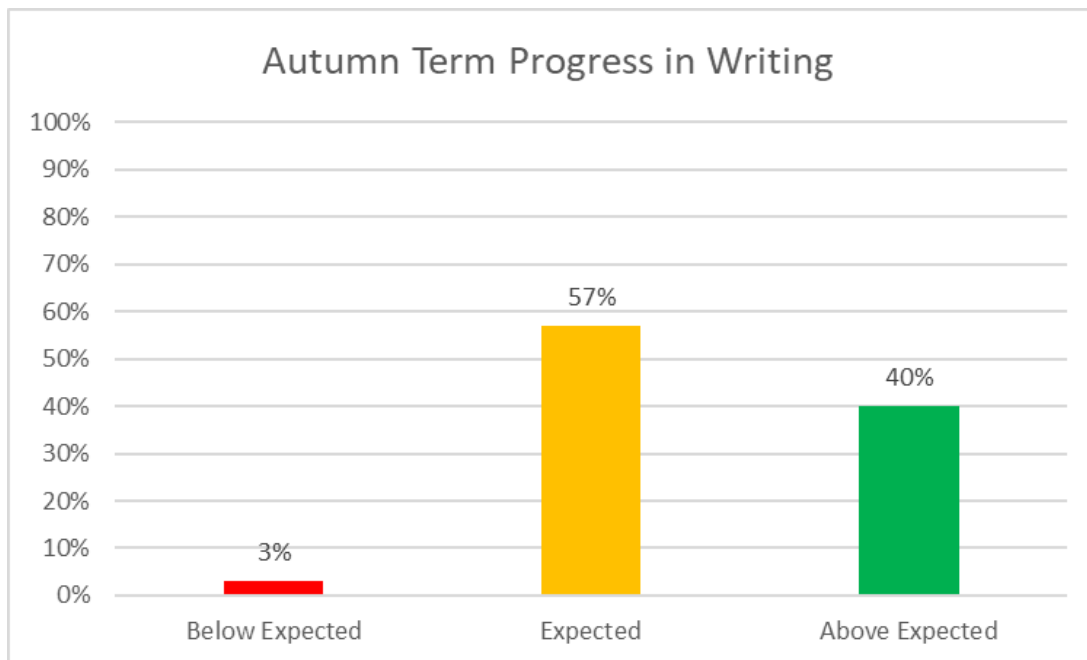
- \* Moderation identified that the Reading Assessment may need tweaking in the long term to enable staff to gather the correct evidence when completing Reading Schemes.

### Next Steps for the Spring Term

- \* KP & KG will be taking over as new English Leads in the Spring Term.
- \* KP & KG will complete a GROWTH Model for Reading and prioritise.
- \* English Drop ins will continue next term with a focus on Reading. Pathway leads will work collaboratively.
- \* English Moderation will happen again next term and will look into the evidence gathered and teacher judgements
- \* Intervention will take place for children identified within the RAW data for Reading. This will be a weekly intervention for the Spring Term on a small group or 1:1 basis.

## Autumn Term Progress Analysis

### Writing



### Highlights

- \* 97% of children are working at Expected or Above in Writing this term.
- \* 80% of children working within A2E at the End of KS1 are working at Expected and Above in Writing this term. The 20% of children working at Below Expected equates to 2 children. One child was new to school in September and the other is in our Roots Pathway in a high need classroom with a small number of children and high ratio of adults.
- \* 100% of children working within A2E at the End of KS2 are working at Expected and Above in Writing this term.
- \* Thematic links were made between Topic, English, Maths and Science to ensure learning was engaging and coverage was gained across all genres of writing.
- \* Termly independent writing assessments have continued this term to ensure we are capturing progress overtime and that children are given the opportunity to write regardless of need or Pathway.
- \* Talk for Writing is used across some classes throughout the school.
- \* Write dance is working successfully across some of the Pathways and this has been observed in practice and given as feedback from staff.
- \* Targeted Theralympics time is on every class timetable regardless of Pathway. This is dedicated time for Theralympics activities that are personalised to the individual needs of the children to develop fine motor skills and control.
- \* During the Autumn Term writing was linked to the whole school STEM topic of the Elves Workshop and Christmas. Children were fully engaged in the topic.

### Areas for Development

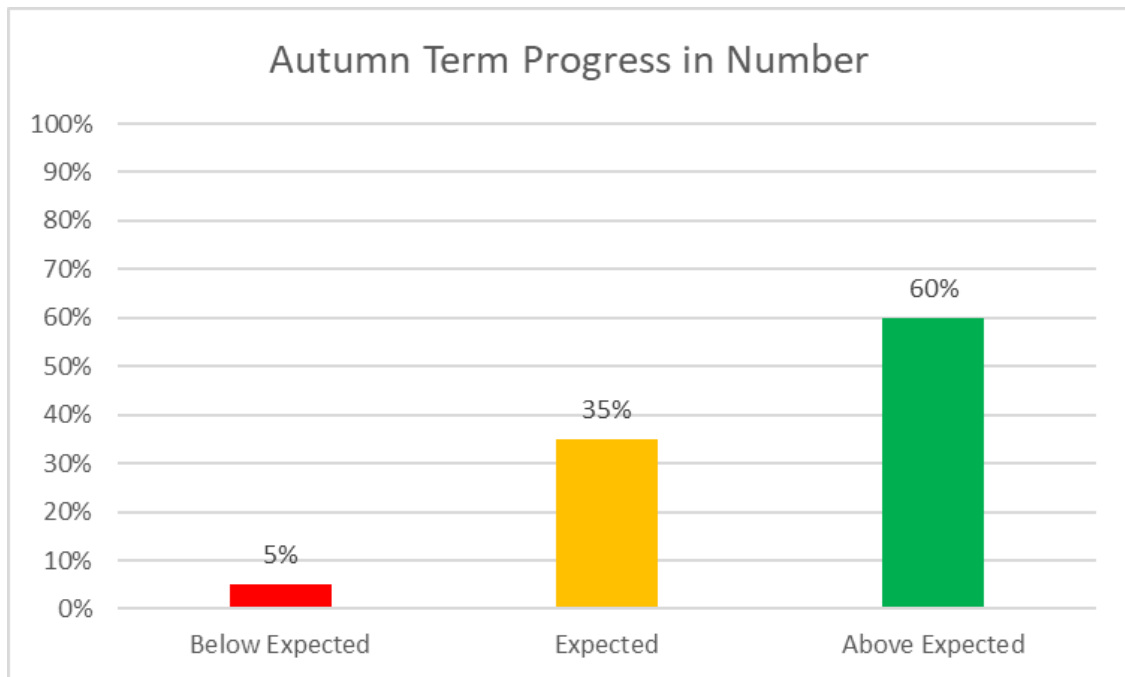
- \* Continued and consistent use of Theralympics to develop fine motor skills.
- \* Children need to have more opportunities to write independently.
- \* Writing opportunities need to be given to the children through a range of continuous provision.
- \* Consistent use of Talk for Writing across school as appropriate.

## Next Steps for the Spring Term

- \* KP & KG will be taking over as new English Leads in the Spring Term.
- \* KP & KG will complete a GROWTH Model for Writing and prioritise.
- \* English drop ins will continue next term with a focus on Writing. Pathway Leads will work collaboratively.
- \* Moderation of writing will happen in the Spring Term and will look at the evidence and teacher judgements. This will happen with the Assessment Lead and Pathway Leads and also as a staff Inset involving teachers.
- \* Intervention will take place for children identified within the RAW data for Reading. This will be a weekly intervention for the Spring Term on a small group or 1:1 basis.

## Autumn Term Progress Analysis

### Number



### Highlights

- \* 95% of children are working at Expected or Above in Number this term.
- \* 90% of children working within A2E at the End of KS1 are working at Expected and Above in Number this term. The 10% of children working in Below Expected equates to one child. This child is working within a high need classroom with a small number of children and a high ratio of adults.
- \* 100% of children working within A2E at the End of KS2 are working at Expected and Above in Number this term.
- \* The Maths overview continues to be thematic and linked with other curriculum areas of English, Science and Topic were appropriate.
- \* Staff are aware of how Maths should be taught across the different Pathways and are supported by the 3 I's documents.
- \* Math Drop-ins were positive across the school; learning was planned for and progressive in most areas. Evidence in books and Learning Journals show progression over time and breadth of coverage.
- \* Math moderation was completed with all teachers and HLTAs. The staff lead professional conversations and challenged each other regarding their judgements and quality of teaching and learning.

### Areas for Development

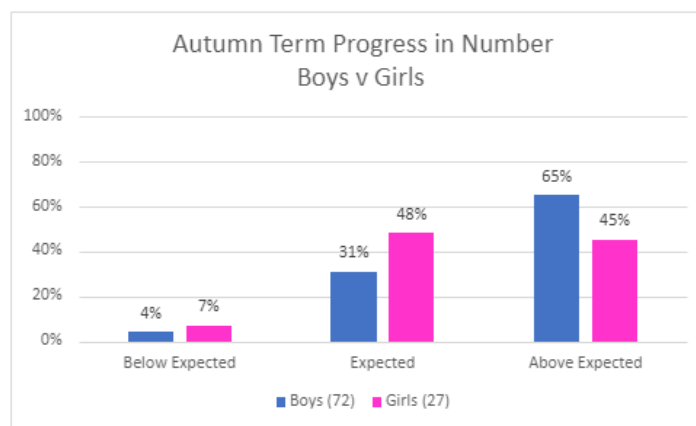
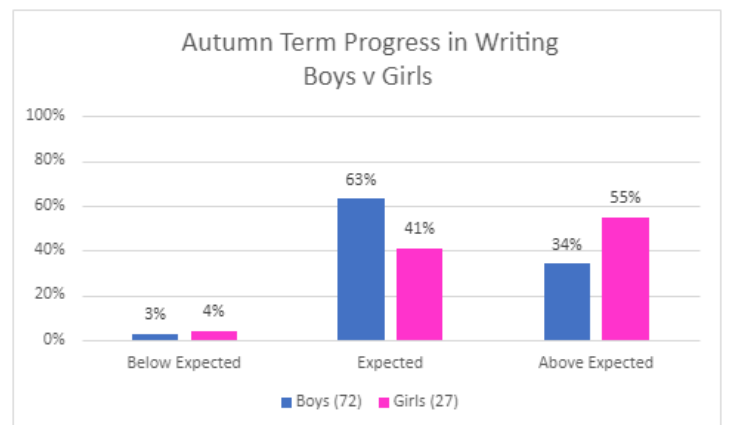
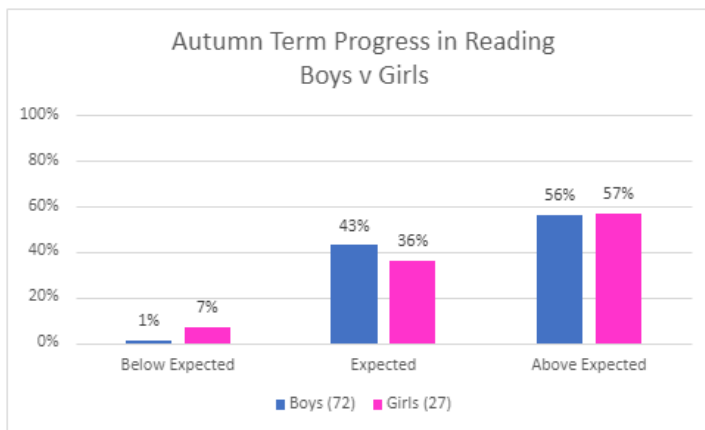
- \* To begin to develop the Functional Skills Curriculum within the Orchard Pathway.
- \* Further moderation Insets to support staff that are new to school or less experienced.
- \* To develop the SSM overview for Woodlands Curriculum to include more problem solving and reasoning.

## Next Steps for the Spring Term

- \* Math drop ins will continue next term with a focus on Number and Calculations. Pathway Leads will work collaboratively.
- \* Moderation of Number will happen in the Spring Term and will look at the evidence and teacher judgements. This will happen with the Assessment Lead and Pathway Leads and also as an staff Inset involving teachers.
- \* Intervention will take place for children identified within the RAW data for Reading. This will be a weekly intervention for the Spring Term on a small group or 1:1 basis.

## Analysis of Boys v Girls at Autumn Term Data Point

### Reading, Writing and Number



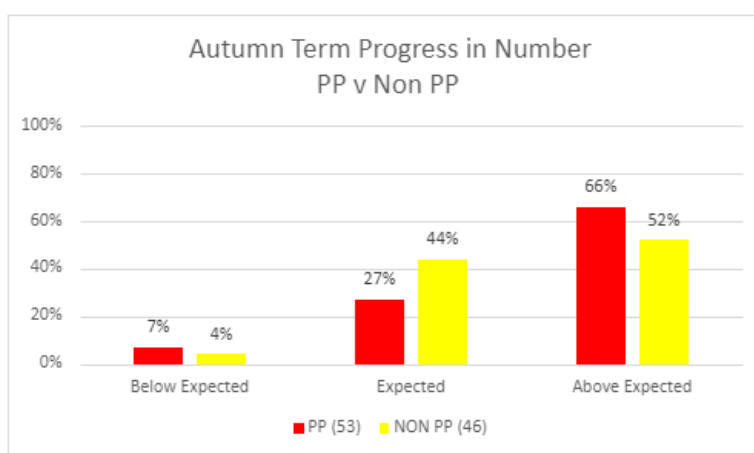
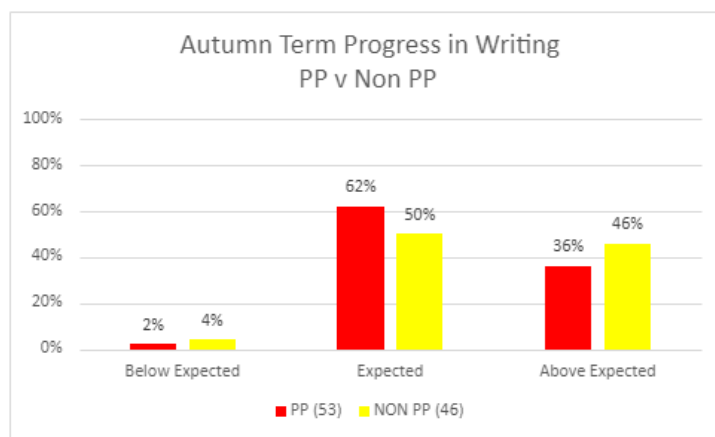
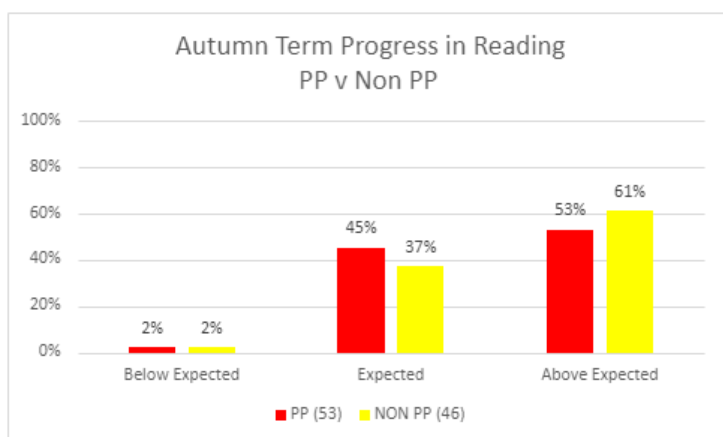
### Overall Analysis

- \* At the Autumn Term Data point boys are slightly outperforming girls in all areas of Reading, Writing and Number.
- \* The biggest difference between boys and girls progression is in Reading and Number. They are comparable in Writing.
- \* We have significantly more boys than girls working on A2E for Reading, Writing and Number.
- \* 99% of boys are working at Expected or Above in Reading compared to 93% of girls.
- \* 97% of boys are working at Expected or Above in Writing compared to 96% of girls.
- \* 96% of boys are working at Expected or Above in Number compared to 93% of girls.
- \* Both boys and girls show the highest percentage of working Below Expected in Number.
- \* Reading and Number has the largest percentage of girls working at Below Expected (7%)
- \* This data is comparable to the Summer Term data and individual children have been identified in the Below Expected bracket. This will form part of the intervention work for this term.
- \* There are no other trends or concerns in terms of gender.



# Analysis to Pupil Premium v Non Pupil Premium at Autumn Term Data Point

## Reading, Writing and Number

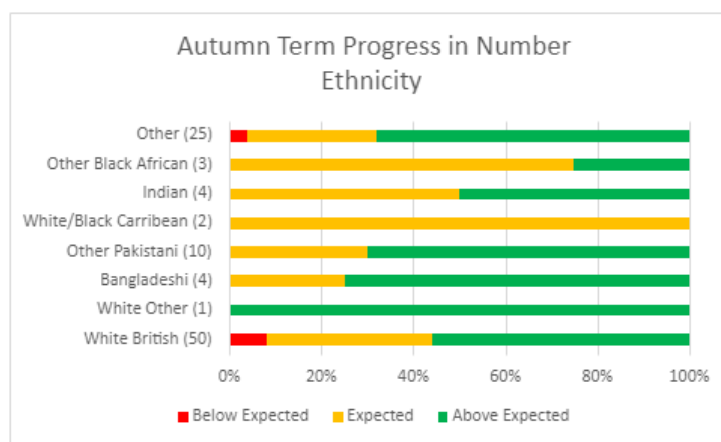
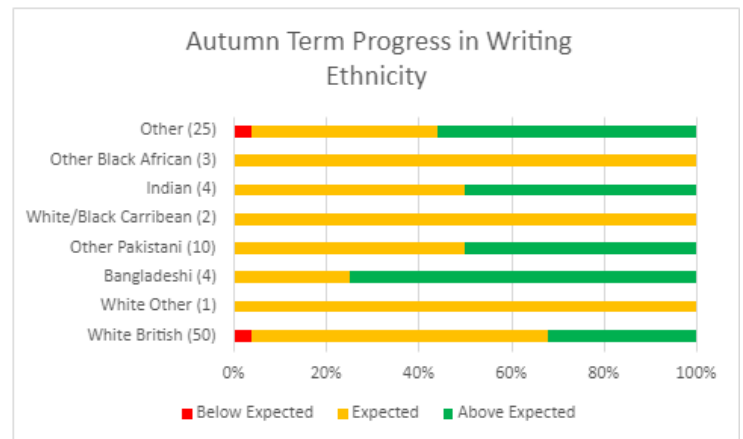
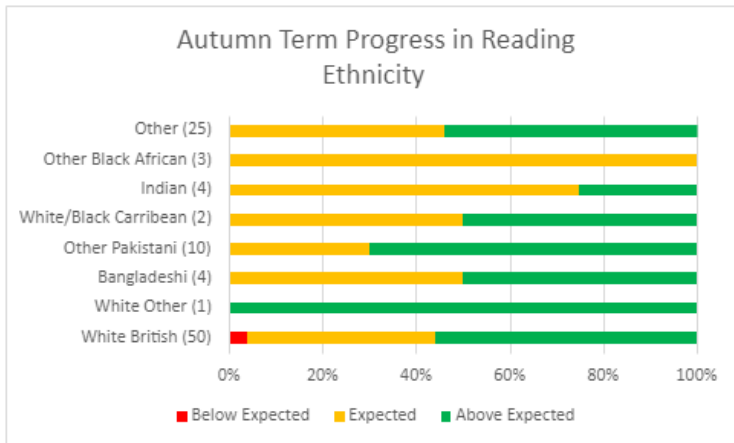


### Overall Analysis

- \* We have more Pupil Premium than Non-Pupil Premium children working within A2E.
- \* At the Autumn Term data point Pupil Premium children are achieving equally as well as or slightly outperforming Non-Pupil Premium children in Reading and Writing.
- \* Non-Pupil Premium children are slightly outperforming Pupil Premium children in Number this term.
- \* Number has the most children working at Below Expected regardless of their Pupil Premium or Non-Pupil Premium status. This data is consistent with the subject and therefore is not linked to their status.
- \* Interventions for Pupil Premium Children this term have included; Jo Jingles, Music Therapy, Forest School, Play Therapy, CBT, SALT and 1:1 academic intervention in English and Maths identified from the Summer Term data and teacher feedback. This can be looked at further in the Pupil Premium Report on the school website.
- \* Further interventions will begin in the Spring Term as a result of the data for English and Maths this term.
- \* Individual analysis and impact has been completed for those children that have received the interventions during the Autumn Term.
- \* At this point there are no trends or concerns around Pupil Premium and Non-pupil premium children at DEP.

# Analysis of Ethnicity at Autumn Term Data Point

## Reading, Writing and Number



### Overall Analysis

- \* In Reading all children are working within Expected and Above with only a small percentage of children in the White British category working at Below Expected. White British is our largest category. This small number of individual children have been identified and strategies/interventions will be put in place to support them next term.
- \* Writing has two ethnic groups with children working Below Expected these are Other and White British. This is still a small number of children who have again been identified and will begin interventions in the Spring Term. Both of these ethnic groups contain the largest amount of pupils therefore have a higher chance of containing the children working at Below Expected.
- \* Number also has two ethnic groups with children working Below Expected these are Other and White British. This is again a small number of children and they will begin number interventions on a weekly basis next term. These are the same ethnic groups that appear in both Reading and Writing.
- \* White British is the ethnic group that shows a small number of children working Below Expected across all the areas of; reading, writing and number. This is expected as it is our largest ethnic group at DEP.
- \* Other Black African is identified as having the most children working at Expected across all areas of English and Maths. This is a small number of children that will be monitored to ensure they are supported to make further progress.
- \* There are no concerns or other trends in any of the ethnicity groupings at the Autumn Term Data point.

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

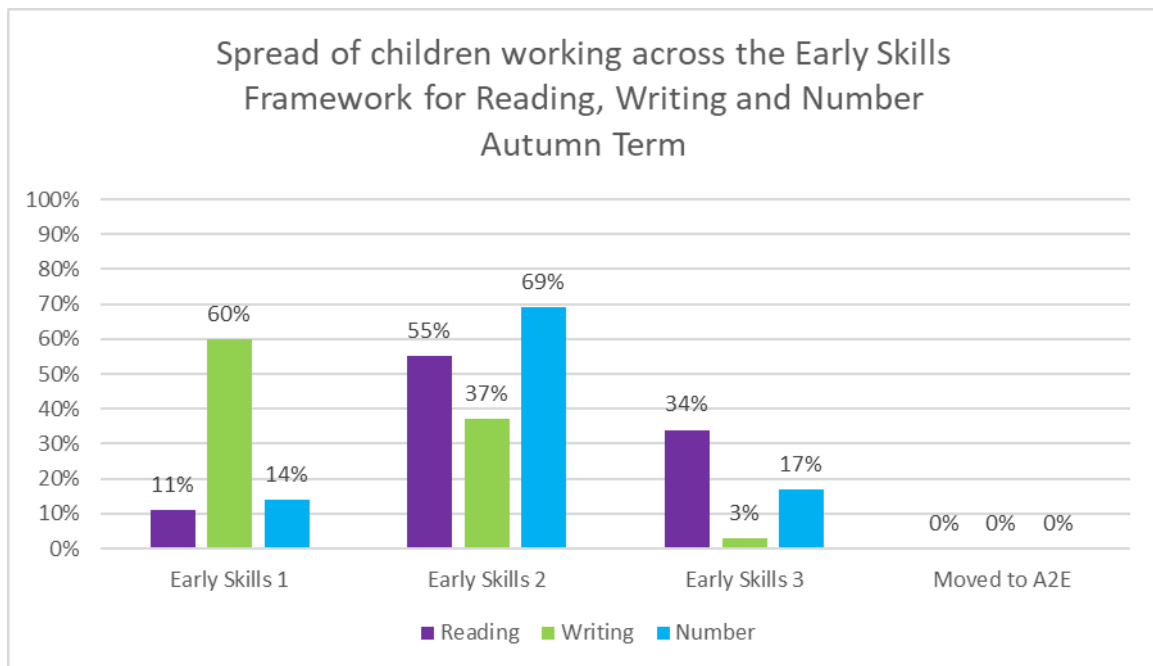
At Dame Ellen Pinsent, we use data to **IMPROVE** teaching and learning performance  
**NOT** to **PROVE** it!



Autumn Term 2022-23

Kate Gray – Assessment Lead

## Analysis of the Early Skills Frameworks for Reading, Writing and Number during the Autumn Term



### Early Reading

- \* 83% of children working within Early Reading 1 were new to school in September. The remaining children were working with our EYFS setting the previous year and were assessed against Development Matters.
- \* 67% of the children working within Early Reading 1 are placed in our more complex need classrooms with a small number of children and a higher ratio of adults.
- \* Early Reading has the highest percentage of children working at Early Reading 2. This group is made up of children who were in our EYFS setting last academic year and have now moved from Development Matters onto the Early Skills Framework the remaining children are all placed within our more complex needs classrooms across the school.
- \* 61% of the children working on the Early Reading Framework are within the Lower and Upper School Complex Needs Classrooms with smaller numbers of pupils and higher ratio of adults. The remaining children are working within our Seedlings Pathway and are mostly made up of children from our EYFS setting last academic year.
- \* The age range of children within the Early Reading Framework is from Year 1 to Year 6 with the majority of children being in Year 2 and 3.
- \* Class data stories show the input and intervention that these children receive within the classroom to ensure they make progress within the Early Skills Framework.

## Early Writing

- \* Early Writing shows the most amount of children working within Early Writing 1. This far out ways the number of children working across Early Skills 1 in Reading and Number.
- \* 15% of the children working within Early Writing 1 were new to school in September. 35% of children came from an EYFS setting the previous academic year and the remaining children are all placed within our Complex Needs Classroom with a smaller number of pupils and a higher ratio of adults.
- \* Early Writing has the least amount of children working at Above Expected.
- \* The small number of children working within Early Writing 3 equates to two children. These children are both in Year 6 and placed within our Complex Needs Classrooms. They have both been at DEP from an early age and have made good progress across the Early Skills Framework.
- \* 58% of the children working within Early Writing 2 were in our EYFS setting last academic year and have moved from Development Matters to our Early Skills Framework in September. These children are reported to be making good progress against the Framework and their progress will be monitored on an individual basis at the next data point.
- \* Early Writing is a priority for the English Leads this acadmic year. This data is consistent with the A2E data for pupils working at a higher level. Children do not achieve as well in Writing across the school as they do in Reading and Number. This data shows that more needs to be done to engage pupils in writing and to develop their Early Writing skills.

## Early Number

- \* 80% of children working within the Early Number 1 were new to school in September and are pupils within years 1,2 and 3.
- \* 40% of these children within Early Number 1 are now placed within the Complex Needs classrooms with a small number of pupils and high ratio of adults.
- \* Number has the majority of children working within Early Number 2. This group is made up of children who were in our EYFS setting last academic year and have now moved from Development Matters onto the Early Skills Framework, the remaining children are all placed within our more complex needs classrooms across the school. This is consistent with the children in Early Reading 2.
- \* 67% of the children working on the Early Number Framework are within the Lower and Upper School Complex Needs Classrooms with smaller numbers of pupils and higher ratio of adults. The remaining children are working within our Seedlings Pathway and are mostly made up of children from our EYFS setting last academic year.
- \* The age range of children within the Early Number Framework is from Year 1 to Year 6 with the majority of children being in Year 2 and 3.
- \* Class data stories show the input and intervention that these children receive within the classroom to ensure they make progress within the Early Skills Framework.

## Next Steps with Early Skills:

- \* EHCP targets are currently placed at the front of pupils English and Maths books or Learning Journals. Each class timetables specific EHCP target time each week and these are built upon. However, further work needs to be done to ensure this is a priority for the pupils on the Early Skills Framework. To work with DC to ensure that the EHCP Targets are broken down and RAG for all children throughout school. This can then be analysed alongside the individual child's progress on the Early Skills Framework.

Termly Data Analysis Report  
**Development Matters Analysis**  
**EYFS**

At Dame Ellen Pinsent, we use data to **IMPROVE** teaching and learning performance  
**NOT** to **PROVE** it!

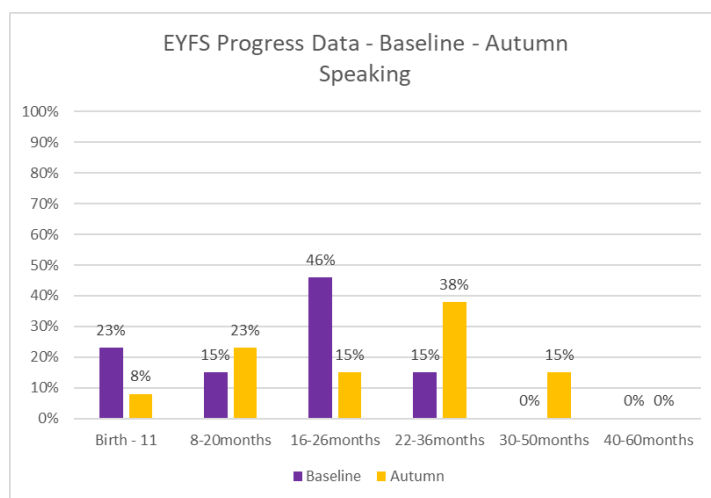
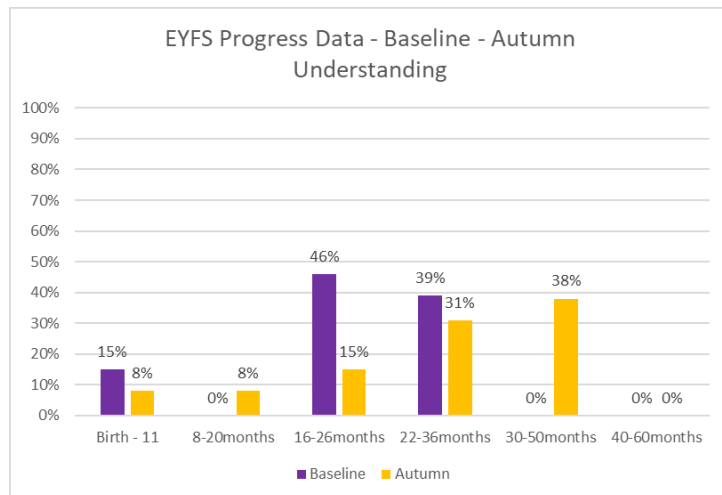
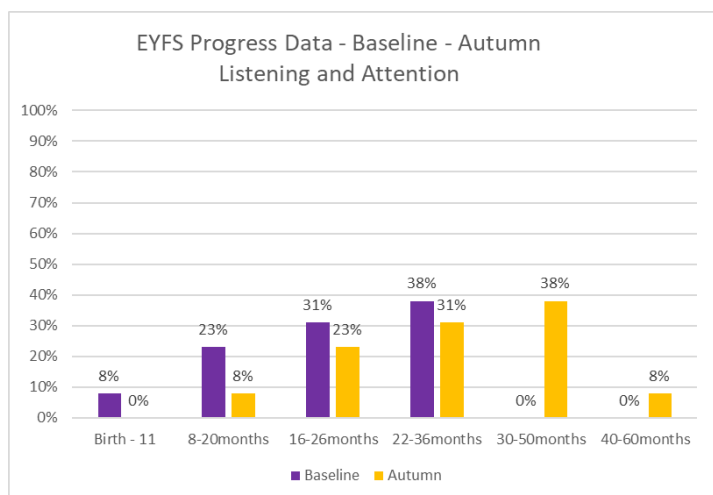


Autumn Term 2022-23

Kate Gray – Assessment Lead

# Analysis of EYFS Progress Data

## Communication; Listening and Attention, Understanding & Speaking



### Overall Analysis

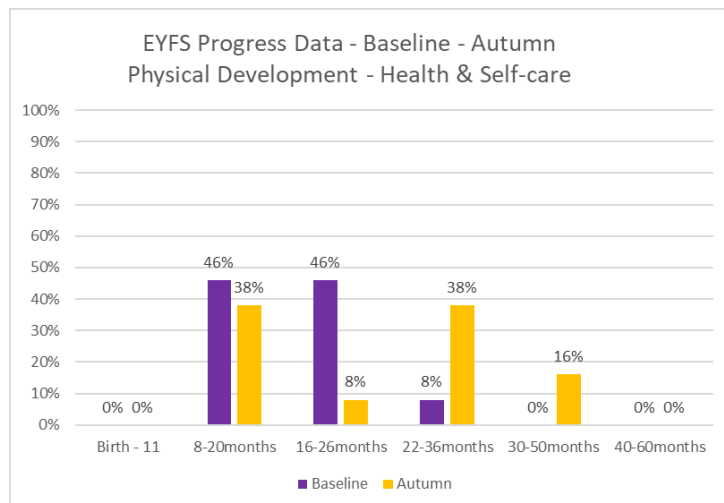
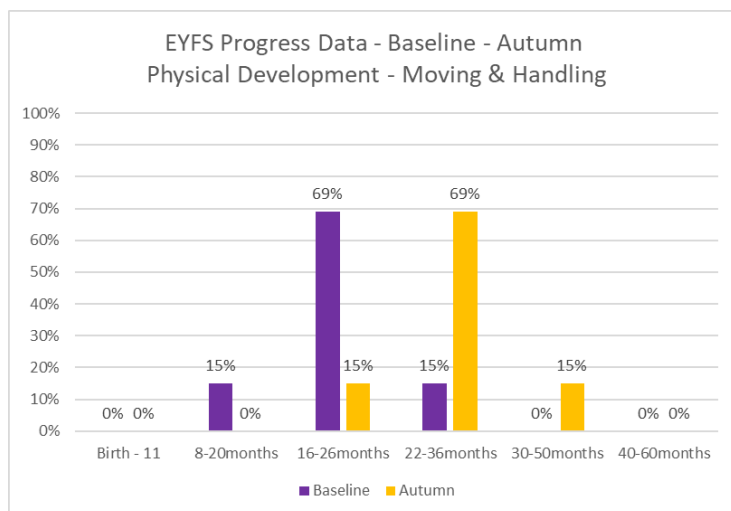
- \* Children perform well across many aspects of Communication and progress is visible from Baseline to Autumn in all areas.
- \* Children have made the most progress in Listening and Attention. In the Autumn term 8% of children were working within the 40-60 months band. The highest band at baseline was children working at 22-36 months. Now the children have settled and understand the routines this has had an impact on their listening and attention.
- \* Children have made progress in the 'Speaking' aspect of Development Matters. 23% of children were working at birth-11 months at Baseline compared to only 8% at the Autumn Term data point. Speaking also has 15% of children working in band 30-50 months compared to 0% at baseline. This again shows good overall progress.
- \* Communication and Language is a prime area within this classroom and Pathway. Many of the children are now settled into the classroom and have become more confident around the environment and with the class staff. This term staff have been assessing the children to find out their most effective modes of communication. Many children in this class are verbal and use functional language. These children are being challenged to use more structure language and complex sentences. Those children who are non-verbal have been assessed and now use appropriate forms of communication aids such as PECs to support their development.

- \* It is often difficult to assess the children against Development Matters as it does not consider the children who are non-verbal making it difficult to enable the children to progress through the bands. We are aware of this and the Class Data Story and Learning Journals support the progress that has been made for individual pupils.



## Analysis of EYFS Progress Data

### Physical Development; Moving and Handling, Health and Self-care

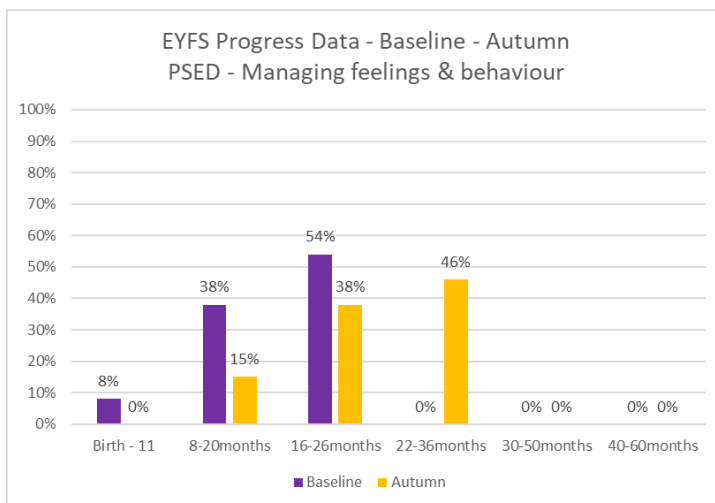
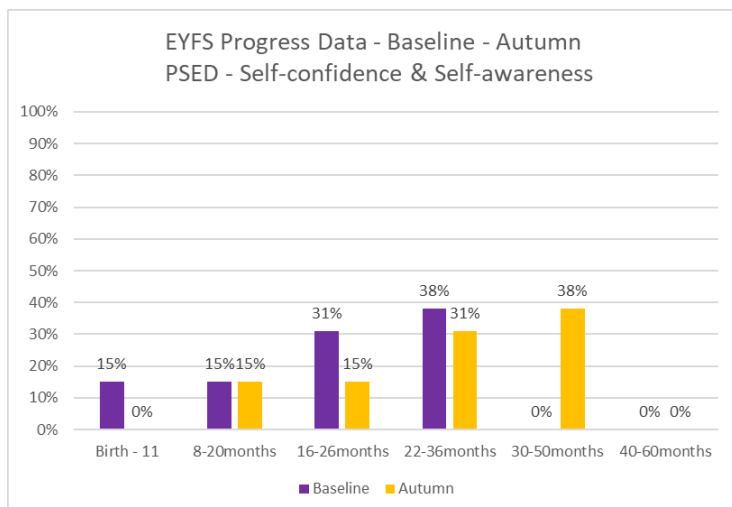


### Overall Analysis

- \* Physical development is a strength within this cohort of children. At the Baseline assessment the all children were working between 8 months and 36 months within the Moving and Handling and Health and Self-care strands of Development Matters.
- \* At the Autumn term data point this had progressed to children working within band 30-50 months for both Physical Development Areas. (Moving and Handling 15% and Health and Self-care 16%)
- \* The progress seen in Health and Self-care relates to the independent nature of the children. Class staff have worked alongside parents to enable the children to become more independent in their own care needs. Some children are now out of nappies and use the toilet with minimal adult support whilst others are completing tasks and routines independently during daily activities.
- \* Some children are still struggling with aspects of self-care such as drinking from open cups and showing little or no awareness of when they are wet or soiled. This will continue to be the focus for these children and staff are communicating with parents to support them both at home and school.
- \* Some children have made exceptional progress in Moving and Handling. The teacher reports that the children are motivating by a range of activities and are always willing to have a go. Many children enjoy mark making activities and have developed both fine and gross motor skills due to the many opportunities.

## Analysis of EYFS Progress Data

### PSED; Self-confidence and Self-awareness, Managing Feelings and Behaviour, Making Relationships



### Overall Analysis

- \* Children have made good progress across all aspects of Personal, Social and Emotional Development.
- \* It is clear from the data above that children are gaining self-confidence and self-awareness as they have now settled into school across the term. At the baseline 15% of children were within band birth-11 months compared to 0% at the Autumn Data point.
- \* In the area of Making Relationships children have again progress. The class now has 30% of children within 30-50 months at the end of the Autumn Term compared to 0% at the Baseline. In this area of learning there are 8% of children working within the Birth -11 months band at the Baseline and at the Autumn Data point. This equates to one child. This child has made progress in the other areas of PSED and has grown in confidence and settled into the environment with the ability to explore their surroundings. However, staff are aware that the child does not want to engage with staff or pupils at the moment. Staff are aware of this and are continue to model the appropriate behaviours and demonstrating the benefits of interactions with others. This progress will be monitored at the next data point.
- \* Although progress is clear across all areas of PSED, children are achieving slightly less in the area of managing feelings and behaviours at the Autumn Term data point. Class staff report that some children struggle to regulate and manage their feelings and emotions at this point. These children have been addressed with the OT to ensure that their sensory needs are being catered for and ensuring they have the appropriate coping strategies to support their behaviour and emotional development.