

# Termly Data Analysis Report

## DEP Framework

### Reading, Writing and Number

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

**NOT** to **PROVE** it!

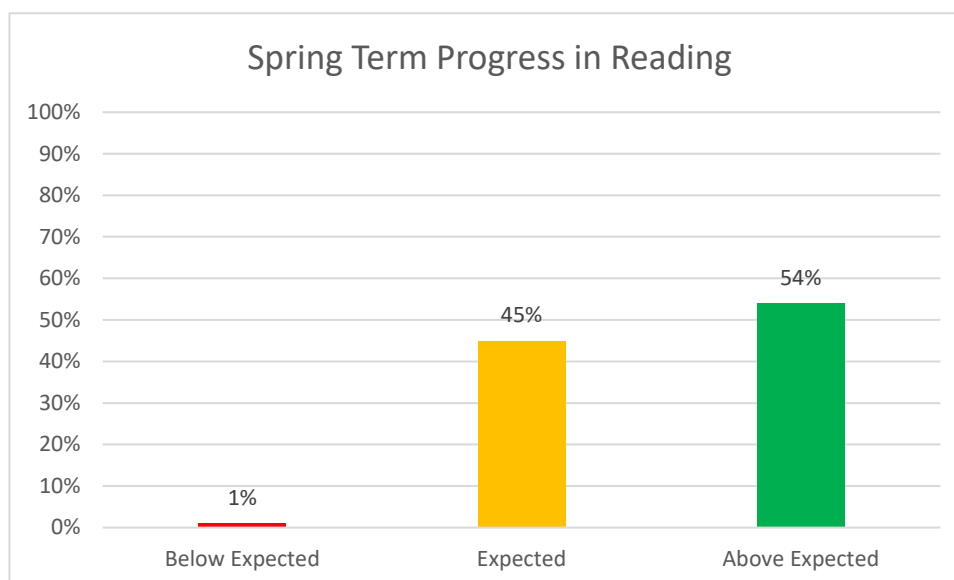


Spring Term 2023-24

Kate Gray – Assessment Lead

## Spring Term Progress Analysis

### Reading



### Highlights

- \* 99% of children are working at Expected or Above in Reading this term.
- \* 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Reading this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- \* 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Reading this term.
- \* The 1% of children working at Below Expected equates to one child. This child is working in the Woodlands Pathway. The class teacher reports that this child is making small steps of progress but lacks confidence when it comes to reading and using the skills they are developing.
- \* All children are working within the RWI Scheme across the school. Some children are working on Attention Autism and Attention Autism Phonics, many children are using Word Time 1-7 to develop their phonological knowledge and blending skills and many children are within the storybook stage of the Scheme. For those children that have completed the Scheme, they are working on personalised Comprehension tasks and independently using their reading skills to develop their understanding. Throughout English Drop ins, Work Trawls and analysis of phonics assessments it is clear that staff are growing in confidence with the use of the Read Write Inc Scheme.
- \* Team Teaching with staff, working alongside others colleagues and time during planning sessions continues to have a valuable impact on the teaching of reading across the school.
- \* English Leads continue to deliver Curriculum focussed whole staff insets each term – some of which have included different phase and stages of Read Write Inc.
- \* The school library continues to be used by all classes on a weekly timetabled basis. Children enjoy small group visits, 1:1 sessions or whole class sessions to develop a love of reading for pleasure. The new school library has been a real positive for all children. The library continues to be replenished with books that interest and engage the children in reading. This includes new books bought each half term linked to the whole school topic.

- \* Phonics Assessments are collected by the English Leads each term and the information is collated onto a spreadsheet. Teachers are then given the correct information to ensure the children are working within the correct phase/stage of the Read Write Inc Scheme.
- \* Interventions have taken place this term for 5 children within reading. All of the children are now working at Expected progress at the Autumn Term data point.

### Areas for Development

- \* Continuing to develop staff confidence in the delivery of the RWI Scheme across the school to meet the needs of all children – with an emphasis on staff that are new to school regardless of their roles within the classroom.
- \* A proportion of children across the Seedlings and Orchard Pathway are working on the relevant stages of Attention Autism – we need to continue to develop a way of capturing their progress within this intervention.

### Next Steps for the Summer Term

- \* Working alongside the relevant Pathway Leads to develop a simple system to capture the progress of the children working on the stages of Attention Autism.
- \* English Drop ins will continue in Summer 1 and support will be given to those areas that are needed.
- \* Reading interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories with a focus on End of Key Stage 1 and End of Key Stage 2 children due to the submission of Statutory Data at the end of the academic year.
- \* English Peer Review will take place on April 16<sup>th</sup> 2024 – this will have a focus on reading and will be attended by English Leads from other co-operative schools. Colleagues will give supportive and constructive feedback on the provision of Reading at DEP.

### Data Story comments from Teachers

#### Highlights

- \* Staff confidence and consistency of the RWI scheme across the school is improving outcomes for children.
- \* Word Time is working extremely well to support the children with recall of sounds, blending and spelling/sounding out CVC words
- \* Children are becoming engaged in the hook books linked to the whole school Topic – children are more engaged and showing an enjoyment of reading and love of books.
- \* Exposure to a range of different books linked to the topic.
- \* A love of books is promoted across the school – this is enabling children to also love books
- \* A lot of children receive amazing support at home which is having an impact in the classroom and on their overall reading progress.
- \* Children are enjoying sharing books with familiar adults and time is dedicated to this within the classroom and library time.
- \* Individual targets that are broken down are supporting children in the Orchard Pathway to develop the skills needed to make progress.

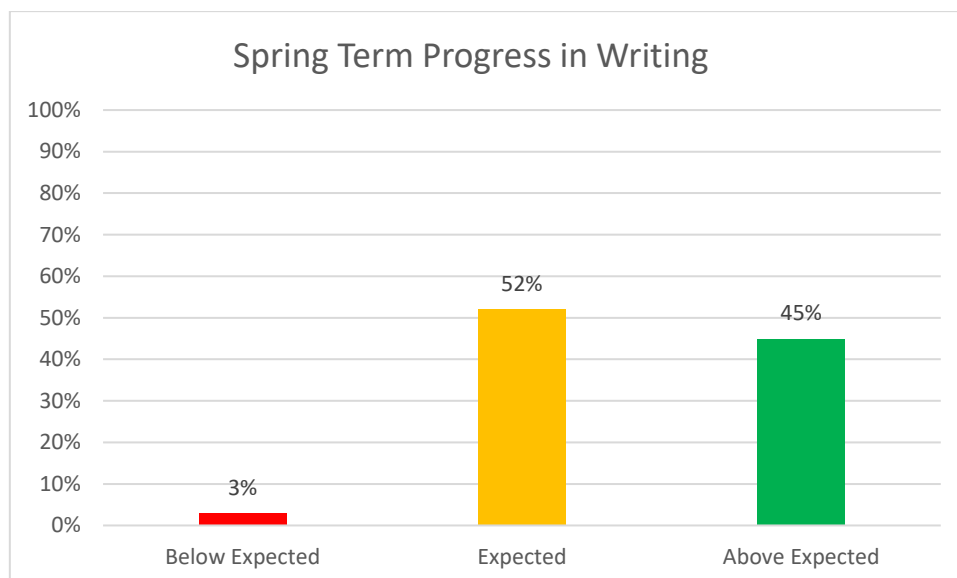
- \* Intensive Interaction and Attention Autism is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- \* Teachers report that being able to use both the library and the classroom to split the class has support the progress children have made. This is due to less distractions and a quieter environment.
- \* The use of signing and symbols during story time sessions has supported children's understanding.
- \* 1:1 interventions have had an impact on the progress of individual children and supports the teachers within the classroom.

### Barriers

- \* Behaviour and attitude towards reading session have an impact on progress and willingness to participate
- \* Children that don't read at home don't appear to make as much progress in school.
- \* How to assess children who can clearly read or have phonics knowledge but are pre-verbal.
- \* A small number of children are not motivated by books and don't enjoying looking at them or being read to.
- \* Distractions in the environment and the need to provide more 1:1 space.

## Spring Term Progress Analysis

### Writing



### Highlights

- \* 97% of children are working at Expected or Above in Writing this term.
- \* 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Writing this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- \* 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Writing this term.
- \* The 3% of children working at Below Expected equates to two children. One of the children was working within the Early Skills Framework last academic year and is new to the Woodlands Pathway. This child continues to have very low attendance due to illness and hospital admissions. This child has had weekly 1:1 intervention to support progress and this is reported to have helped dramatically. The child will continue to be monitored into the Summer Term and interventions will continue. The other child is within our Orchard Pathway and has complex needs. They also have lower attendance but this is improving at present.
- \* At the start of the Spring Term the English Leads led a whole school, full day Inset with a focus on Writing. The Drop ins during the Autumn Term highlighted a gap within the teaching of writing and writing composition. This was addressed at the inset and a problem solving approach was used to support teachings to close this gap and improve writing progress for all children.
- \* Write Dance was also revisited at the Whole School full day inset – more teachers have identified children appropriate for the Write Dance intervention and they now have the confidence to deliver this to the children that need this – this has been seen across many classrooms and within 1:1 writing interventions.
- \* Talk 4 Writing continues to be developed across the Woodlands Pathway and has been used with the Whole School Topic books that have been used across all classes. Experienced teachers have supported less confident teachers with this intervention through sharing resources and planning.
- \* The use of the Whole School Topic and thematic approach continues to support the coverage of genres and narratives to ensure the children engage fully in writing with a purpose.
- \* Independent writing at the beginning of each half term has ensured we capture the progress overtime.

- \* The Theralympics Programme to further develop children's fine motor skills and control outside of the more formal Writing, Literacy and Learning and Problem Solving sessions continues to have an impact of the skills for Early Writing Development.
- \* Interventions have taken place this term for 5 children within Writing. All of the children are now working at Expected or Above Expected progress at the Autumn Term data point.
- \* During the Spring Term we had a Governors Learning Walk with a focus on Writing – English Leads led the morning and were asked questions around progress, support, interventions, observations of teaching and learning etc. This was a positive experience and Governors gave positive and constructive feedback around all elements and cognitive stages of writing across the school regardless of SEN.

### Areas for Development

- \* To build a 'Write Dance' working party of staff to ensure a consistent approach to Write Dance across the school with appropriate training and resources.
- \* Further development of a consistent approach to Talk 4 Writing – using the knowledge and skills of more experience staff to support the Woodlands Pathway.
- \* Emphasis on closing the identified 'gap' – through English Drop ins and Learning conversations

### Next Steps for the Summer Term

- \* English Drop ins during Summer 1 alongside book trawls to look at the progress in Writing.
- \* Early Writing Skills will be a discussion point during Co-operative English Meetings throughout the year.
- \* Writing interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories with a focus on End of Key Stage 1 and End of Key Stage 2 children due to the submission of Statutory Data at the end of the academic year.

### Data Story comments from Teachers

#### Highlights

- \* The use of Colourful Semantics and Talk 4 Writing to support the composition skills in writing.
- \* Children are transferring skills from Word Time and RWi into their writing.
- \* Scaffolding is supporting the children to write, use punctuation, use connectives and spell more complex words.
- \* Positive praise and reward is used well across the classrooms to support the children that are less confident in the area of writing.
- \* Individual work stations and the use of role-play/continuous provisions enables practice of writing skills.
- \* Individual targets that are broken down are supporting children in the Orchard Pathway to develop the skills needed to make progress.
- \* Intensive Interaction and Attention Autism is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- \* The use of Write dance has supported the development of Early Writing Skills for a wide range of children across the pathways.

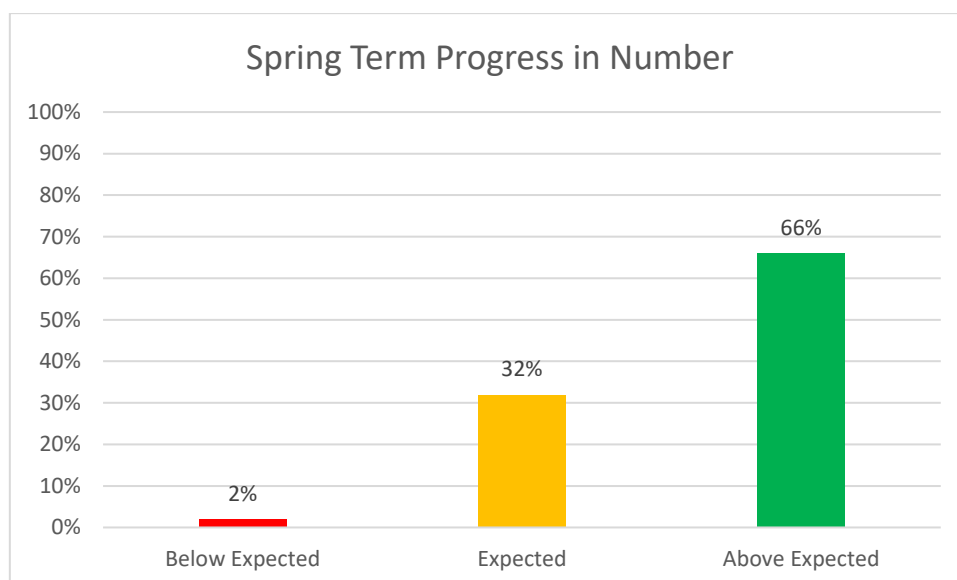
- \* 1:1 interventions have had an impact on the progress of individual children and supports the teachers within the classroom.

### Barriers

- \* Behaviour can have an impact on the progress children are making – avoidance of writing
- \* Some children struggle to retain the new sounds taught from one session to the next.
- \* Some children are not motivated by writing
- \* Some children are finding it difficult to move from copying letters to independently writing.
- \* The need for lots of sensory opportunities to support engagement and participation in writing

## Spring Term Progress Analysis

### Number



### Highlights

- \* 98% of children are working at Expected or Above in Number this term.
- \* 100% of children working within the DEP Framework at the End of KS1 are working at Expected and Above in Number this term. 78% of these children were working within the Early Skills Framework or were assessed against Development Matters last academic year.
- \* 100% of children working within the DEP Framework at the End of KS2 are working at Expected and Above in Number this term.
- \* The 2% of children working at Below Expected equates to two children. One child showed as regression within the DEP Framework for Number in the Autumn Term. This child has made good progress but is working at Below Expected due to the change within her flightpath in the Autumn Term. This progress will continue to be monitored throughout the Summer Term. The second child is new to the Woodland Pathway and although has made some progress she has not made the expected progress in Number this term. This child has not been of concern before and the teacher has not identified them as a concern in their class data story within the Spring Term. This child will be monitored in terms of progress in the Summer Term.
- \* Each Pathway Lead continues to be responsible for the teaching and learning of Maths within their own Pathway overseen by KGr as whole school Maths Lead.
- \* Each Pathway has a priority for Maths written in an Action Plan for this academic year and is part of the areas for development within this report.
- \* Maths Peer Review took place within the Spring Term with a range of colleagues support the review from other co-operative schools. The focus of the review was to ensure that the intent, implementation and impact document for maths in each pathway was seen in practice within each of the classrooms. The feedback from the review was incredibly positive with some constructive feedback given to further develop our teaching and learning of Maths across the school (This can be seen within the areas of development section of this report.) The report stated that... the curriculum overviews for each Pathway ensured a breadth of study within Maths. Within the lessons all pupils were engaged, motivated and immersed in their learning. Differentiation, use of concrete manipulatives and use of technology were evident within most lessons, the use of Sing



and Solve enabled very personalised learning. Where relevant, pupils' workbooks reflected the curriculum themes and in the most complex classes weekly target sheets, written observations and picture collages record pupil engagement and progress towards their EHCP targets.

- \* Interventions have taken place this term for 5 children within Number. All of the children are now working at Expected or Above Expected progress at the Autumn Term data point.

### Areas for Development

Continuation of Maths Action Plan points for each Pathway

- \* Seedlings Pathway – To embed the use of the Sing and Solve intervention for development of Early Maths Skills across the Pathway, supporting staff with delivery and evidencing progress.
- \* Orchard Pathway - To further develop the area of Learning and Problem Solving to ensure purposeful and engaging activities are provided to support early maths development in line with the individual targets of the children.
- \* Woodlands Pathway – To gain knowledge and understanding of the Maths Curriculum across the Woodlands Pathway within Number, Calculations and Shape, Space and Measure.
- \* Constructive Feedback from the Maths Peer Review – further focus on Independent mathematical learning opportunities across the Woodlands Pathway to ensure skills are transferred and practiced in a range of contexts. The use of symbols and OOR to support the mathematical progress in the Orchard Pathway.

### Next Steps for the Summer Term

- \* KGr to work closely with the Math Leads within each Pathway to ensure Maths continues to develop and that steps are taking to achieve the action points for each Pathway.
- \* Maths Drop ins will take place in within Summer 1 across all pathways with the support of the Pathway Leads.
- \* Maths interventions will continue for identified children next term – these children have been identified through the use of RAW data and class data stories with a focus on End of Key Stage 1 and End of Key Stage 2 children due to the submission of Statutory Data at the end of the academic year.

### Data Story comments from Teachers

#### Highlights

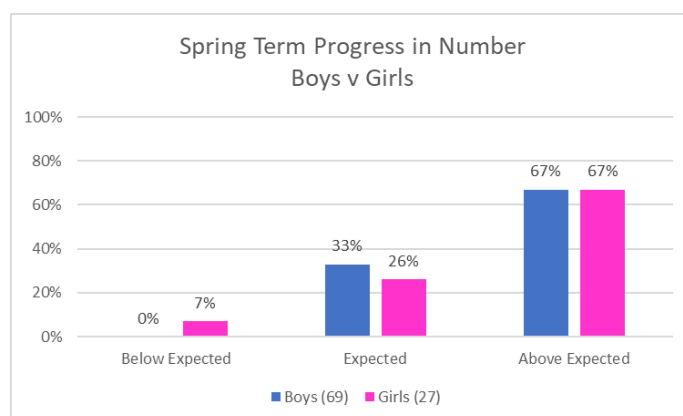
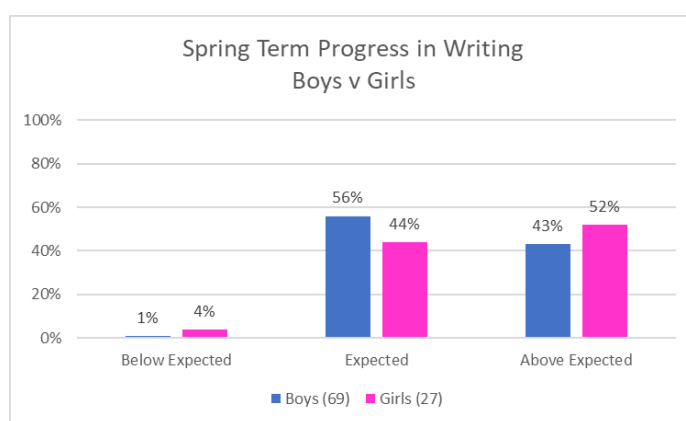
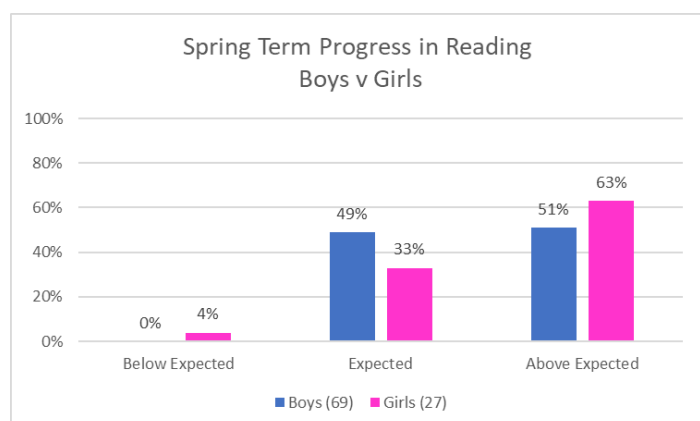
- \* Teacher confidence continues to be apparent in this area of the Curriculum
- \* Use of concrete resources and engaging sensory activities is supporting the progress of many children across the school and Pathways.
- \* Individual targets that are broken down are supporting children in the Orchard Pathway to develop the skills needed to make progress.
- \* Use of Sing & Solve, number rhymes, counting songs and exploration of mathematical play/experiences continues to support children's Early Maths development.
- \* Intensive Interaction and Attention Autism is supporting the progress of children and allowing them to attend and focus on a wider range of learning activities.
- \* 1:1 interventions have had an impact on the progress of individual children and supports the teachers within the classroom.
- \* Practical activities and use of the outdoor environment support the children in the area of maths

## Barriers

- \* Attendance has made a difference to some children within the area of Maths – a few children have had stays within hospital and has affected progress.
- \* Some children need a lot of repetition of activities and mathematical concepts to ensure the information is retained in the long-term memory. This then affects the amount of progress they make within the area of maths.
- \* Children who struggle to regulate during learning sessions often struggle to attend and focus on activities even for a short period of time.

# Analysis of Boys v Girls at Spring Term Data Point

## Reading, Writing and Number

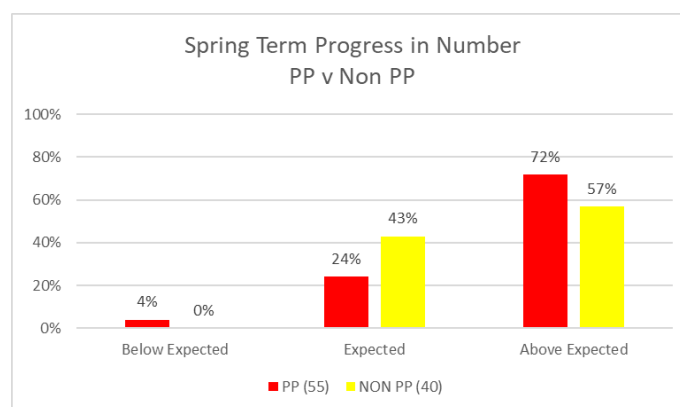
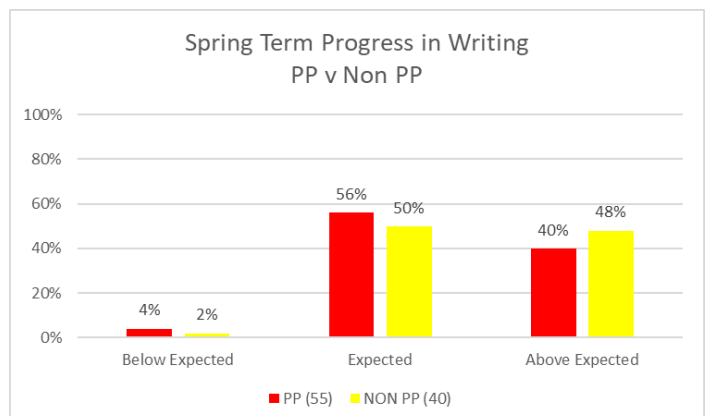
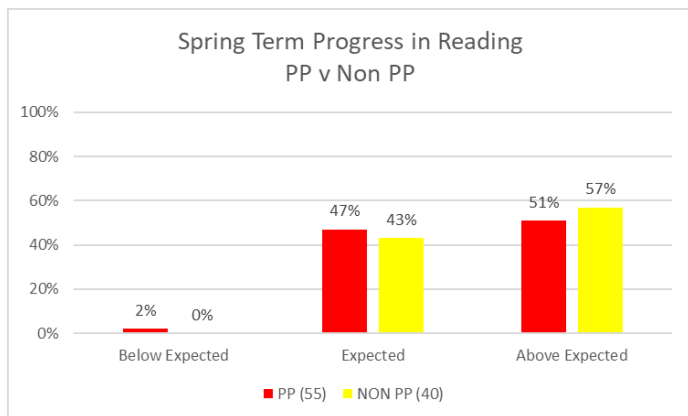


## Overall Analysis

- \* At the Spring Term Data point boys are slightly outperforming girls in all areas of Reading, Writing and Number. This is due to girls having a higher percentage working in the Below Expected category.
- \* Although boys are outperforming girls with a higher percentage in Expected and Above Expected – girls have a much larger percentage working in Above Expected compared to boys in both Reading and Writing. This is equal within Number.
- \* We have significantly more boys than girls working on the DEP Framework for Reading, Writing and Number. Of the cohort, 72% are boys compared to 28% of which, are girls.
- \* 100% of boys are working at Expected or Above in Reading compared to 96% of girls.
- \* 99% of boys are working at Expected and Above in Writing compared to 96% of girls.
- \* 100% of boys are working at Expected or Above in Number compared to 93% of girls.
- \* Girls show the highest percentage of children working at Below Expected across reading, writing and Number. The highest percentage is within Number.
- \* Above Expected in Reading; girls outperform boys by 12%
- \* Above Expected in Writing; girls outperform boys by 9%
- \* Above Expected in Number; boys and girls are performing equally.
- \* There are no trends or concerns in terms of gender.

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

### Reading, Writing and Number

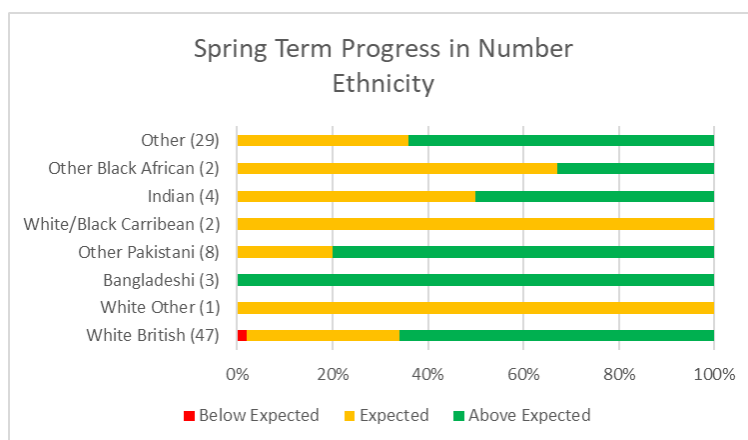
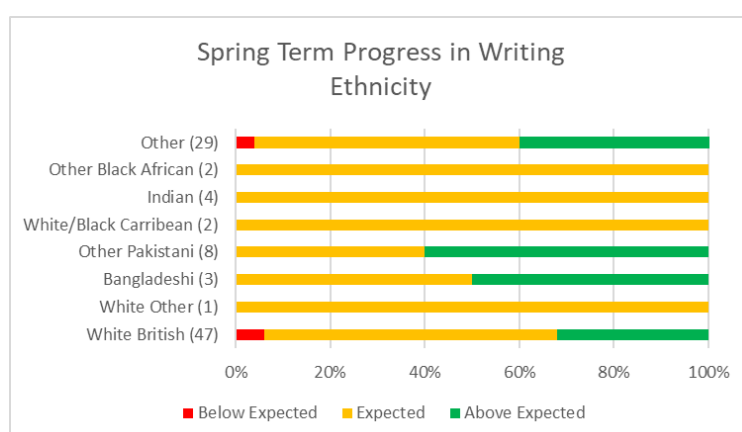
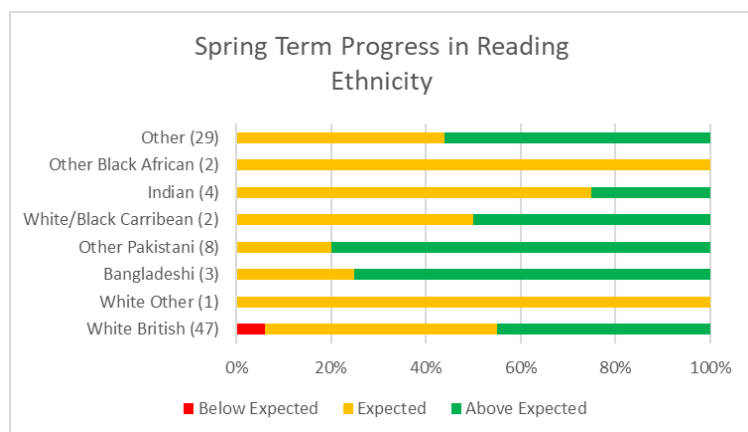


### Overall Analysis

- \* We have more Pupil Premium than Non-Pupil Premium children working within the DEP Framework. Of the cohort, 58% of children are considered Pupil Premium compared to 42% that are Non-Pupil Premium.
- \* At the Spring Term data point Pupil Premium children have the highest percentage of children working at Below Expected across Reading, Writing and Number.
- \* Non-Pupil Premium children are slightly outperforming Pupil-Premium children in the Above Expected bracket for Reading and Writing. However, this is not the case within Number. This was the same within the Autumn Term data and will be monitored in the Summer Term.
- \* Writing 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 area and is therefore is not linked to their Pupil Premium status.
- \* Interventions for Pupil Premium Children this term have included; Jo Jingles, Play Therapy, Forest School, SALT, Computing and 1:1 academic intervention in English and Maths identified from teacher feedback and performance from Autumn Term data. This can be looked at further in the Pupil Premium Report on the school website.
- \* Further interventions will begin in the Summer Term as a result of the data for English and Maths this term with a focus on End of Key Stage children.
- \* Individual analysis and impact has been completed for those children that have received the interventions during the Spring Term.
- \* At this point there are no trends or concerns around Pupil Premium and Non-pupil premium children at DEP.

## Analysis of Ethnicity at Spring 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.
- \* Writing has two ethnic groups with children working Below Expected these are Other and White British. This is a very small number of children. One child was working on Development Matters last academic year and has made good progress to move to the DEP Framework for Writing. Another child has missed a lot of school through illness and hospital admission and will receive English Intervention next term. Their progress will continue to be monitored.
- \* Number one ethnic group with children working Below Expected this is White British. This equates to one child that has made progress but has not quite achieved their target. The teacher expressed that she is not worried about her progress and has put in class intervention to support her into the Summer Term. This child will be monitored at the next data point.
- \* 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.
- \* White Other is identified as having the most children working at Expected across all areas of English and Maths. This is due to containing only one child.
- \* There are no concerns or other trends in any of the ethnicity groupings at the Spring Term Data point.

# Termly Data Analysis Report

## Early Skills Frameworks

Reading, Writing and Number

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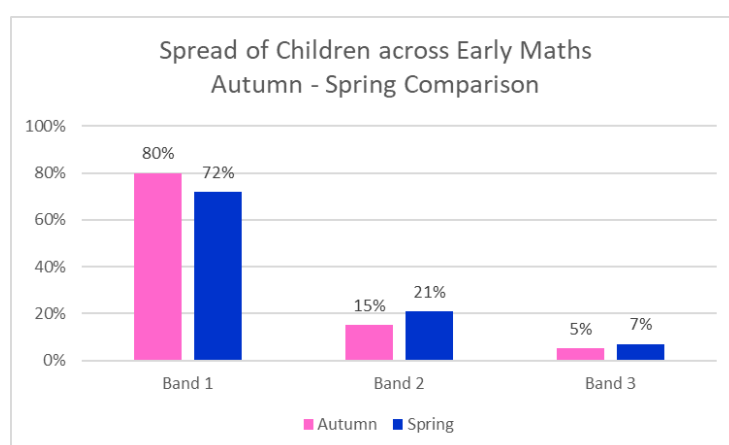
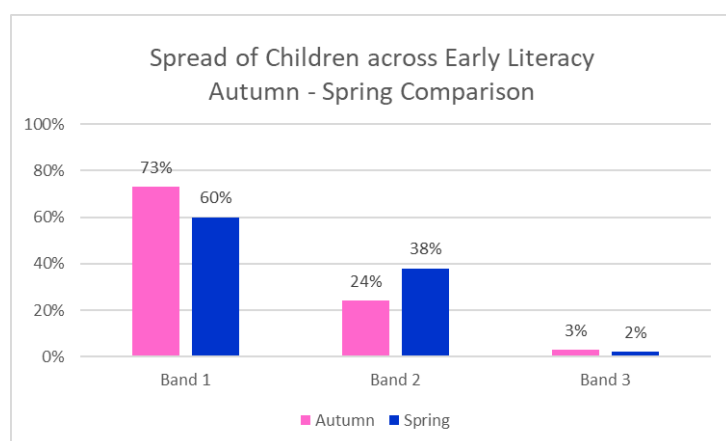
**NOT** to **PROVE** it!



Spring Term 2023-24

Kate Gray – Assessment Lead

## Analysis of the Early Skills Frameworks for Reading, Writing and Number during the Spring Term - Attainment



The Early Skills Framework was developed last academic year and was introduced at the beginning of this year 2023-24. It was further developed to ensure it met the needs of children with the introduction and development of the Curriculum Pathways. This Framework supports the children identified as working within the Engagement Model or below the Pre-Key Stage Standards. This academic year we have 28% of our cohort working across this Framework.

Teachers were asked to Baseline children on the Framework at the start of the year. The graphs above show the spread of children on the Early Literacy and Early Maths Framework and the Bands in which they are working within from both the Autumn Term and the Spring Term.

As this Framework is new this academic year, there is currently no flightpath to suggest what 'Expected' progress looks like. However, looking at the changes across the attainment in the Spring Term from the Autumn Term, progress is clear.

### Early Literacy

13% less children working in Band 1 of Early Literacy

14% increase in children moving into Band 2 from Band 1

A child from Band 3 has now moved into the DEP Framework

14% of children are recorded as no progress – this consists on 5 children within the Orchard Pathway, all of which are receiving a very personalised target driven curriculum. Also, one child who is in the Seedlings Pathway, who is struggling with behaviour and the appropriateness of the environment and curriculum.

### Early Maths

8% less children working in Band 1 of Early Maths

6% increase in children now working in Band 2 from Band 1

2% increase in children now working in Band 3 from Band 2

### Data Story Comments from Teachers:

- \* Intensive interaction has supported the children to access more learning opportunities across their different curriculums

- \* Attention Autism and Attention Autism Phonics has support children to engage and focus on a wider range of both early literacy and maths activities.
- \* Use of Sing and Solve, number and counting songs has supported the children with engagement into early maths development.
- \* Concrete resources and practical activities through sensory provision has enabled pupils to understand different mathematical concepts and experiences.
- \* New sensory literacy resources for mark making and developing phonetic awareness have supported pupils to experience and make progress in early literacy skills.
- \* Developing and building trusting relationships with the children has allowed further academic development for some harder to reach children.
- \* The use of continuous provision opportunities linked to the learning focus supports engagement and independence as well as the development of early literacy and maths skills.

### Next Steps with Early Skills:

- \* To continue to monitor and develop the assessment system to ensure it is giving robust and accurate data and can monitor the progress for all children.
- \* Moderate the evidence against the Framework to ensure accurate and robust teacher judgements.
- \* After this academic year, begin to develop a flightpath for the assessment of Early Skills and establish what 'Expected' progress looks like.



Termly Data Analysis Report

**'DEP Adapted' Development Matters Analysis**

**Bunnies**

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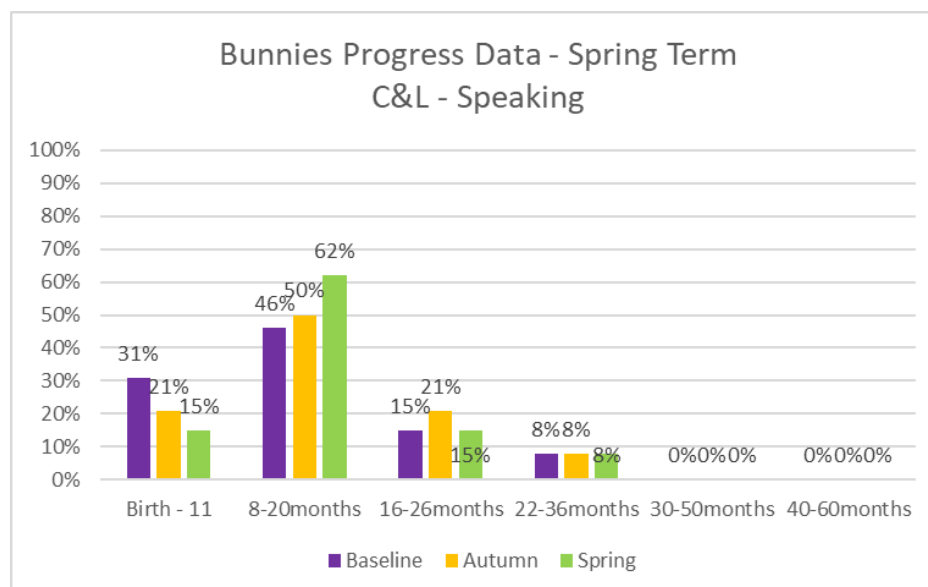
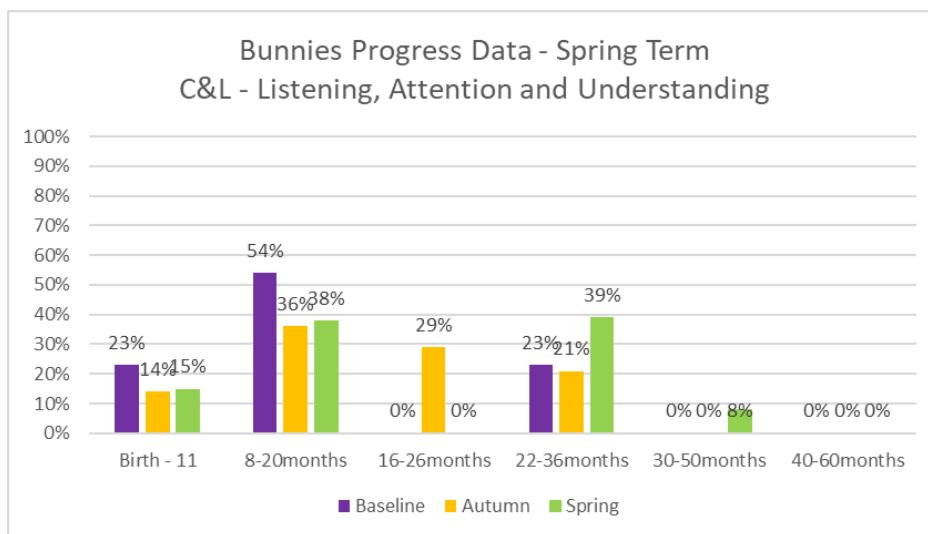


Spring Term 2023-24

Kate Gray – Assessment Lead

## Analysis of Bunnies Progress Data

### Communication and Language; Listening, Attention & Understanding and Speaking



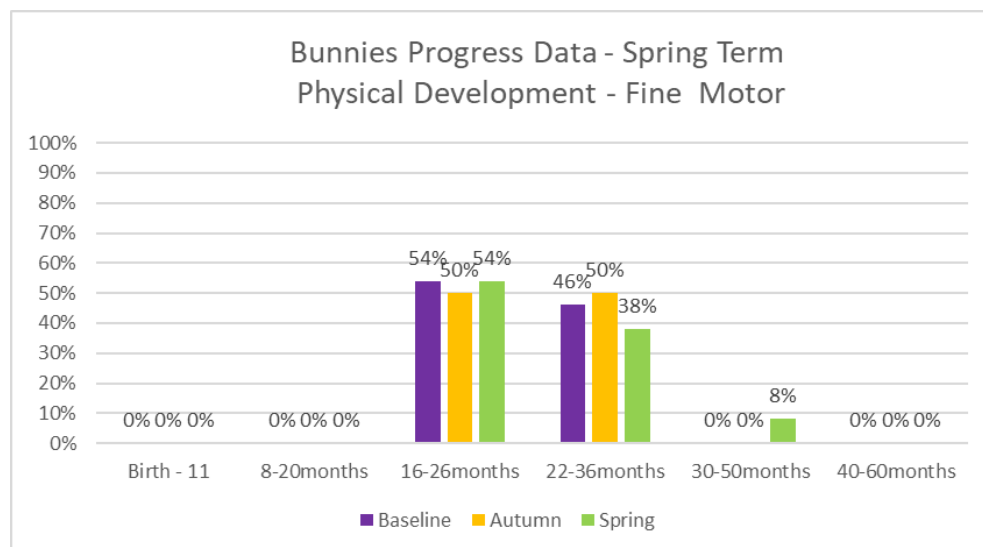
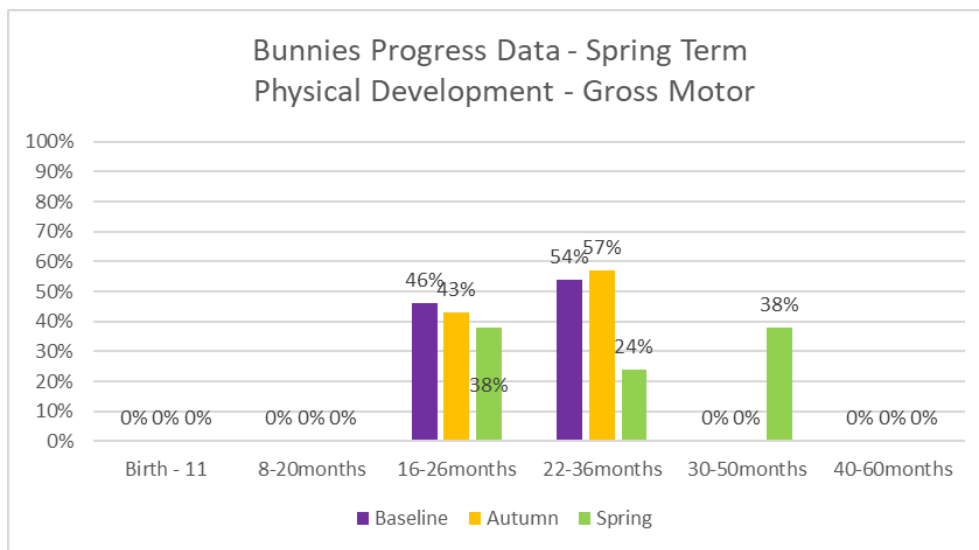
### Overall Analysis

- \* During the Spring Term Bunnies class had a new pupil enter the classroom and a more able child move into another class. This will explain some anomalies in the data.
- \* Children perform well across many aspects of Communication and Language and progress is visible from Autumn to Spring in all areas.
- \* Children have made the most progress in Listening, Attention and Understanding with an 18% of pupils moving into the 22-36 months band.
- \* Children have made progress in the 'Speaking' aspect of Development Matters. 21% of children were working at birth-11 months at the Autumn Data point compared to 15% at the Spring Term data point.
- \* Communication and Language is a prime area within this classroom and Pathway.
- \* Class staff report that the children have made progress in many areas of Communication and Language. 1:1 story time and Attention Autism sessions have aided both understanding and focus.
- \* Continuous provision opportunities, learning through play-especially role play support the children to embed their understanding and practice their skills.

- \* Intensive Interaction is also encouraging children to engage and communicate using gesture, actions and eye contact.
- \* PECs and symbols are used to support the children with communication of their needs and wants.
- \* 1:1 Speech and Language time is targeted to individual children and their needs. Some children go to Speech and Language sessions with the therapist on a weekly basis.

## Analysis of Bunnies Progress Data

### Physical Development; Gross Motor and Fine Motor



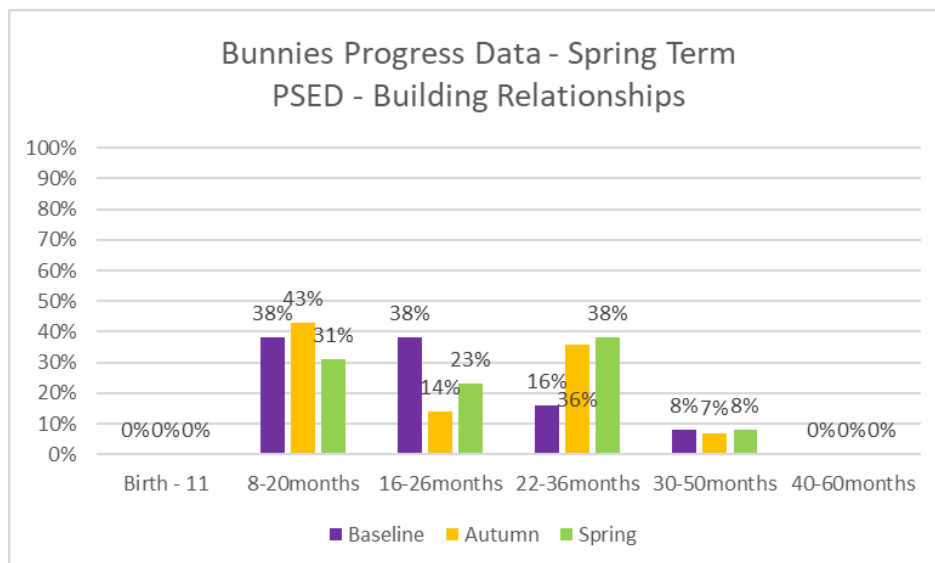
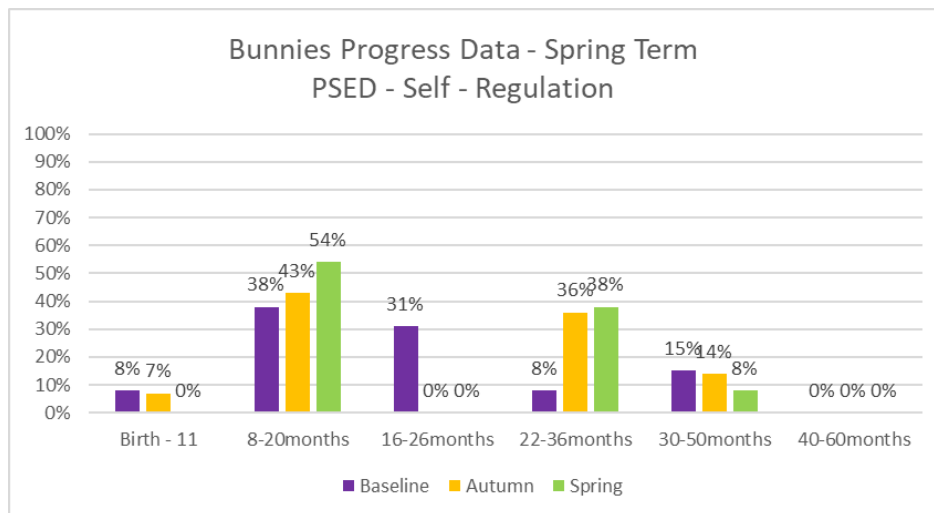
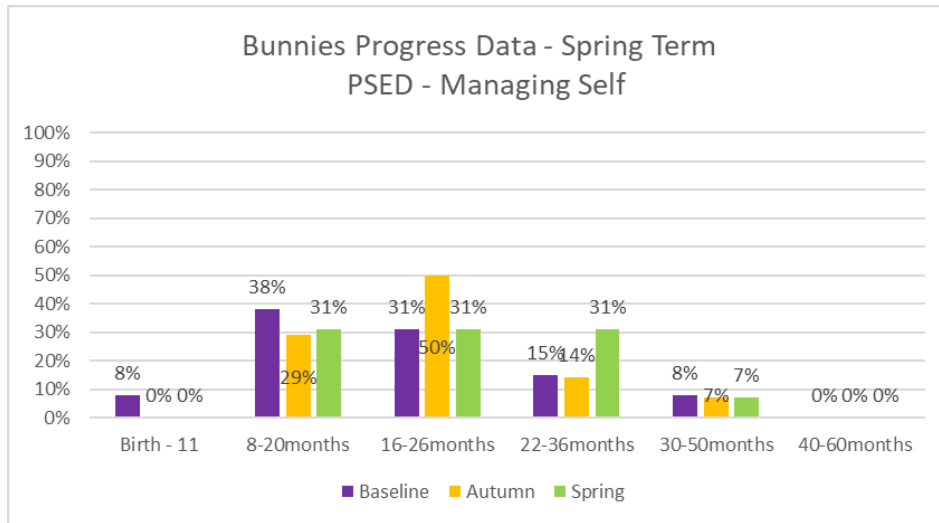
### Overall Analysis

- \* Physical development for both Gross and Fine Motor skills are now within three age brackets at the Spring Term data point. Children have made good progress and now have a percentage of children within the 30-50 months bracket. Children have made the most progress in Gross Motor development with 38% in 30-50 months.
- \* The class has dedicated timetabling for Physical development. The Theralympics programme is used for all children and class staff are aware of the targets for individual children to work on. They work on these targets throughout all aspects of their curriculum. The Theralympics targets broken down to support the children to achieve.
- \* Sensory and Physical Circuits are used weekly to encourage children to explore activities and further develop their gross motor skills inside and outside of the classroom.
- \* The teacher reports that children are more confident in moving their bodies during soft play and PD sessions within the hall.
- \* MACPAC and Write Dance engagement levels have been high and have aided both gross and fine motor skills.

- \* The children identified as making less progress are struggling to engage with the adults and are tactile defensive and avoidant. Intensive interactions continue to be in place for pupils in this category.
- \* The data for both Gross and Fine Motor development is comparable with children making marginal more progress in the Gross Motor skills.

## Analysis of Bunnies Progress Data

### PSED; Managing Self, Self-Regulation and Building Relationships



## Overall Analysis

- \* Children have made good and consistent progress across all aspects of Personal, Social and Emotional Development.
- \* Children are now settled into school life and are showing more awareness of each other and are responding to class rules and boundaries most of the time
- \* The teacher reports that many children have built positive relationships with adults and this has enabled them to make progress in the area of PSED. The children are now showing higher levels of engagement especially through Intensive interactions, PECs and small group activities.
- \* Children are being more co-operative with activities such as dress and undressing due to building positive trusting relationships and are able to self-regulate due to daily consistent use of structure and routines.
- \* Some children are still very self-directed which has restricted their progress in this area of learning. These children have regular opportunities for intensive interaction, encouraging them to engage and further developing positive relationships with the familiar adults in the environment.