



Data Analysis for Parents and Visitors

EARLY YEARS

By the end of Reception the percentage of children who achieved a good level of development has improved by 15% since 2014. This reflects high rates of progress in relation to the children's starting points, preparing them well for KS1.

Good Level of Development (GLD)

The number of children who reach the Early Learning Goal in 12 areas of the Early Years Foundation Stage.

	RESULT 2017	RESULT 2016	RESULT 2015	RESULT 2014	NATIONAL 2016
GLD	58%	53%	50%	43%	69%

In Reading, 22% of children were working at age related expectations upon entry to Reception. This increased to 67% at the end of the year

(ELG) demonstrating the good progress that children made across the year. This progress is reflected in all other areas including Writing and Number.

23% of the cohort are Disadvantaged. Of this group 41% achieved a GLD, compared to 63% of other children, reflecting the gap between these two groups at baseline.

Overall, significantly more girls achieved a GLD than boys although boys made good progress from their starting point. Contextually, all of the children with a Special Educational Need in Reception are boys, reflecting the lower attainment for this group.

PHONICS

	Phonics Result
School	79%
Nat (2016)	81%
Croydon (2016)	79%

79% of children achieved the Phonics Screening Check. The National Average for 2016 is 81%.

Pupils in Year 1 achieved just below the 2016 NA at 79% (increased to 80% as two children were dis-applied). This demonstrates good progress from their Reception Baseline when the % achieving the Reading ELG was 59%.

At the end of Year 2, 89% of children have achieved the phonics screening check.

YEAR 2

	Reading	Writing	Maths
Expected Standard	79%	66%	76%
Expected Standard (Nat 2016)	73%	65%	73%
Greater Depth	32%	20%	29%
Greater Depth (Nat 2016)	24%	13%	18%

	Reading	Writing	Maths
% children making expected progress from the end of Early Years	95%	97%	99%
% making accelerated progress from the end of Early Years	37%	32%	40%

In Reading

- ✓ 79% of children achieved age related expectations at the end of KS1 which is above the 2016 National Average and demonstrates substantial and sustained progress for this group of children.
- ✓ 32% of children achieved Greater Depth
- ✓ Almost all children made expected progress from their EYFS result, with over 1/3 of the cohort making accelerated progress.

In Writing

- ✓ 66% of children achieved the expected standard and 20% achieved Greater Depth. Results demonstrate the impact of interventions and strategies across the year aimed at improving Writing within a climate where expectations have been raised nationally.
- ✓ Whilst the % achieving the expected standard is in line with the 2016 National Average, it reflects good progress for the cohort of children.
- ✓ We are particularly proud of the impact that our approach to feedback and marking has had on the % achieving Greater Depth.
- ✓ Almost all children (97%) made expected progress from their EYFS result, with 1/3 of the cohort (32%) making accelerated progress.

In Maths

- ✓ 76% of children achieved the expected standard – just above the 2016 National Average. This demonstrates good progress from their baseline starting point
- ✓ 29% of children achieved Greater Depth, above the 2016 NA.
- ✓ Almost all children (99%) made expected progress from their EYFS result, with over 40% of the cohort making accelerated progress.

In Science

- ✓ 84% of children achieved the expected standard (the National Average was 82% in 2016).

Children eligible for Pupil Premium

The gap between disadvantaged children and other children has narrowed in Reading, Writing and Maths. It has narrowed significantly in Reading.

EAL and Non EAL learners

Our EAL pupils have been a lower attaining group of children at Elmwood. The gap between non EAL pupils and EAL pupils has narrowed in Reading and Maths but has widened in Writing.

Gender

There is a gap between boys and girls in Reading and Writing, with boys attaining less well than girls. In Maths the gap has closed with boys making significant progress since the end of Early Years. It reflects the fact that 10% more boys attained Greater Depth in Maths than girls.

Ethnic Minority Achievement

Pakistani and White Other children have made good progress relative to their starting points in all areas.

Black Caribbean children have made progress relative to their starting points in Reading and Maths but attainment is lower than other groups. In future years, we need to ensure that the smaller groups of White British and Black Caribbean children achieve in line with the National Average.

Areas for inclusion in the School Improvement Plan and Subject Action Plans:

- Aim for 60% Good Level of Development at the end of Reception.
- Continue to ensure the gap between boys and girls narrows for children by the end of Year 2 in Reading and Maths.
- Continue to work on strategies to narrow the attainment gap between EAL and non EAL pupils, raising attainment for non EAL, particularly in Writing
- Continue to ensure the gap between disadvantaged and other children narrows for children by the end of Year 2 (there are gaps between these groups in Year 1 and Reception)

Glossary

EAL = English as an Additional Language

NA=National Average

ELG = Early Learning Goal

SEN =Special Educational Needs

EYFS = Early Years Foundations Stage

GLD = Good Level of Development

KS1 = Key Stage 1

PPG = Children eligible for the Pupil Premium Grant (or Disadvantaged)