

Achievements and Performance 2022-2023

EYFS (6 children)

- 33% of the children were girls (2 children) and 67% boys (4 children)
- 17% were Pupil Premium
- 67% of the children had a diagnosis of an ASC
- 34% were Black or Ethnic Minority and 34% had English as an additional language
- The children's baselines identified that 67% were working within Range 1 to 4 across all areas and 33% were working between ranges 3-5
- Attainment in July 2023 showed that 100% were working within Range 3-6 across all areas

% met or exceeded target

	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
EYFS	66	100	83	66	100	100	100	100	0	100	100	100
BEM	100	100	100	50	100	100	100	100	0	100	100	100
ASD	50	100	100	75	100	100	100	100	0	100	100	100
PP	0	100	100	100	100	100	100	100	0	100	100	100

Strengths

- Composition
- Handwriting
- Comprehension
- Speaking and Listening

Areas of Development

- Maths Core
- Pattern
- Phonics – writing

Whole School (119 children) NOT including EYFS

- 82% of the children were boys
- 18% of the children were girls
- 42% were Pupil Premium
- 62% of the children had a diagnosis of an ASD
- 4% of the children had a diagnosis of Down's Syndrome
- 19% were Black or Ethnic Minority and 9% were EAL
- 6% were non subject specific learners

% met or exceeded target

Class	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
Blue	80	90	60	60	100	90	100	100	83	90	100	100
Red	100	100	100	100	87.5	100	87.5	100	85	87.5	100	100
Yellow	100	100	100	100	100	60	100	90	100	100	100	100
Green	90	100	70	100	100	100	90	90	0	100	90	100
Purple	100	77	100	100	100	100	100	100	100	100	100	100
Triangle	90	80	90	60	80	100	90	100	55	90	100	100
Cone	100	81	100	100	100	100	81	100	63	100	72	90
Sphere	80	100	20	100	90	100	100	100	90	100	70	10
Cube	100	70	80	100	100	100	100	100	70	70	100	90
Star	83	8	83	100	25	100	74	83	50	42	100	42
Hexagon	100	42	16	100	100	92	92	100	50	100	92	83
Pyramid	100	100	100	100	83	92	100	83	25	58	83	83
Whole school percentage	93	78	75	93	87	95	92	94	61	85	91	82

Strengths

- Maths Core
- Comprehension
- Handwriting
- Composition
- Speaking
- Listening, Attention and Understanding

Areas of Development

- Phonics writing
- Position and direction
- Shape – For the most able.
- Children with ADHD – Phonics reading and Speaking

KS1 (22 children)

- 91% of the children were boys
- 9% of the children were girls
- 36% were Pupil Premium
- 63% of the children had a diagnosis of an ASD
- 0% of the children had a diagnosis of Downs Syndrome
- 13% were Black or Ethnic Minority and 9% were EAL
- 9% were non subject specific learners

% met or exceeded target

	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Reading Literacy comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
KS1	95	85	85	90	95	100	85	95	42	90	100	95
BEM	100	66	100	100	100	100	100	100	100	100	100	100
ASD	92	92	84	92	92	100	76	100	35	92	100	92
PP	100	75	100	100	87	100	87	87	66	87	100	87

End of KS1 Year 2 (11 children)

- 100% of the children were boys
- 0% of the children were girls
- 36% were Pupil Premium
- 72% of the children had a diagnosis of an ASC
- 0% of the children had a diagnosis of Downs Syndrome
- 27% were Black or Ethnic Minority and 18% were EAL
- 9% were non subject specific learners

% met or exceeded target

	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Reading Literacy comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
End of KS1	100	82	100	100	91	100	82	100	54	82	100	91
BEM	100	66	100	100	100	100	100	100	100	100	100	100
ASD	100	87	100	100	87	100	74	100	37	87	100	87
PP	100	50	100	100	75	100	75	100	50	75	100	75

Strengths

- Maths Core
- Reading comprehension
- Listening

Areas of Development

- Position and Direction
- Handwriting and phonics handwriting and reading

KS2 (97 children)

- 79% of the children were boys
- 21% of the children were girls
- 43% were Pupil Premium
- 61% of the children had a diagnosis of an ASD
- 5% of the children had a diagnosis of Down's Syndrome
- 21% were Black or Ethnic Minority and 9% had English as an additional language
- 6% were non subject specific learners

% Met or Exceeded target

	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
KS2	100	67	78	92	91	91	91	95	69	81	86	81
BEM	91	72	72	91	87	96	91	100	78	91	87	82
ASD	94	87	100	100	87	100	74	100	37	87	100	87
Down syndrome	100	80	100	80	100	100	80	100	20	100	80	80
PP	97	57	80	92	83	95	92	95	53	83	100	85

End of KS2 Year 6 (27 children)

- 75% of the children were boys
- 25% of the children were girls
- 44% were Pupil Premium
- 55% of the children had a diagnosis of an ASD
- 0% of the children had a diagnosis of Down's Syndrome
- 22% were Black or Ethnic Minority and 3% were EAL
- 0% were non subject specific learners

% met or exceeded target

	Maths Core	Position and Direction	Shape	Pattern	Measures	Composition	Handwriting	Comprehension	Phonics (Writing/spelling)	Phonics (reading/phonics)	C&L (listening)	C&L (speaking)
End of KS2	100	67	78	92	91	91	91	95	69	81	86	81
BEM	83	50	33	100	83	83	100	100	83	83	66	66
ASD	94	53	53	100	94	82	82	94	60	73	80	80
PP	100	42	75	100	92	100	92	100	33	75	100	91

Strengths

- Maths Core
- Composition
- Comprehension
- Handwriting

Areas of Development

- Phonics writing
- Position and Direction
- Shape

Issues that have arisen this year, which have impacted on progress

- New assessment system put into place this year which involved changes to Maths Supplementary in particular and how this was taught.
- Position and Direction was taught in autumn1 and revisited in some classes for Summer 1 Autumn term this was taught after the 3 week period to baseline, which meant there was limited time to teach this area.
- Composition and Phonics Writing taught to all children but skills begin at Range 4 meaning there was limited progress for children who are not working at Range 4 in handwriting and Speaking and Listening as many of the skills were beyond their level of understanding. Adaptions to the assessment to add some more skills to these areas. Clarify for next year that these areas should not be started until children are at range 4 in handwriting and speaking and listening.

Areas to improve next year

- Phonics Writing – whole school, initially focusing on handwriting
- Maths Supplementary – Position and Direction. This will be moved to be taught later in the year and pattern which has more opportunities available to be provided through Play and Learn will be taught in Autumn1 and revisited in Summer if appropriate.