

Grange First School

Attainment and Achievement Summary Academic Year

2019-20



Headlines:

Attainment

Grange children in all year groups are performing on average above national expectations. In 2018-19 in all the statutory assessments children in our school performed between 5-15% above national comparisons and were especially strong in numbers of children reaching the higher levels.

Progress

Once again we are able to see incremental progress for cohorts as they move up through the school with increasing numbers attaining the **Expected standard (EXS)** and **Working at Greater Depth judgements (GDS)**

Disadvantaged Children

In early years and across Key Stage 1 the gap between the performance of disadvantaged children and the rest of the cohort has closed and we have increasing numbers reaching Greater depth. However, the numbers reaching Greater depth are still considerable below the school averages.

Areas for Focus in 2019-20:

Children falling behind

Each year a number of children are coming up from our early years behind the rest of the children in their learning. This is particularly clear in reading. When we track these groups (usually between 6-8 in a year group), it is clear that we are not yet moving enough of them up to the expected level, it is the school's clear ambition to accelerate their learning especially over Key Stage 1.

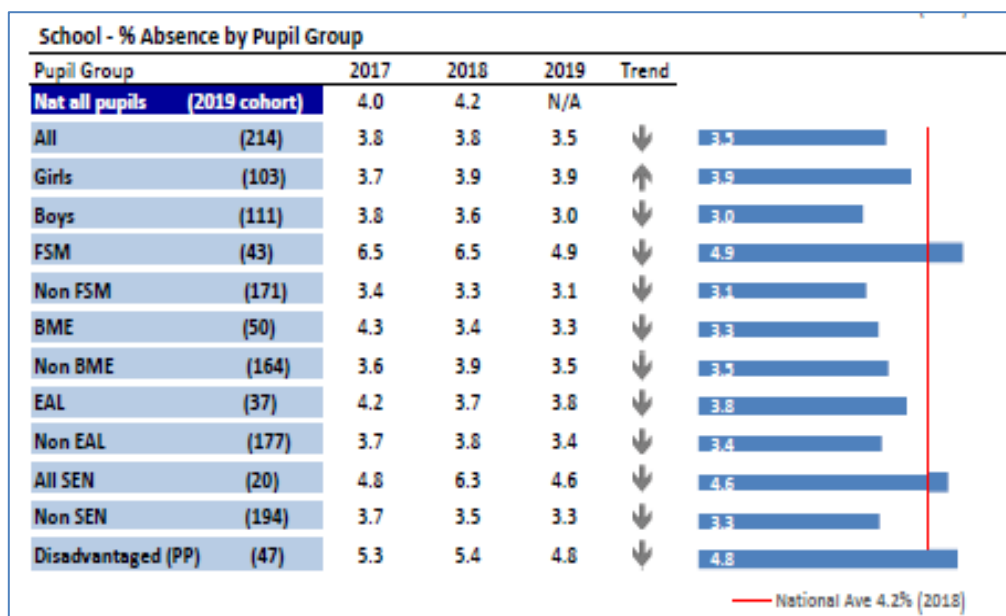
Disadvantaged children

In a number of cases the children falling behind are still our disadvantaged children. There has been some encouraging progress, however, the gap persists in attendance and learning for this group as a whole, particularly in terms of the numbers of disadvantaged children reaching Greater Depth in the Curriculum.

Gender gaps

Gender gaps have historically fluctuated at grange. However, in the last few years a more consistent gap has appeared between boys and girls in some cohorts. The progress of boys in the schools especially in Early Years and across Key Stage 1 will need to be a priority in 2019-20

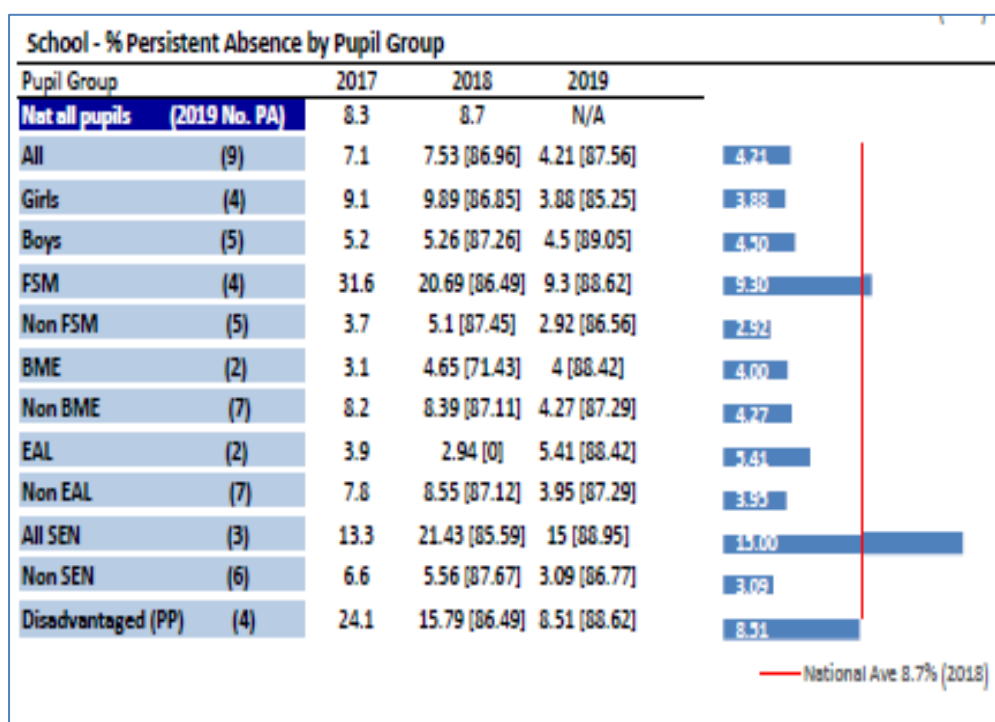
Attendance



Attendance at Grange was 96.5% in 2018-19. This is likely to be above national average (based on 2018) and was above that of the previous two years. Although, there continue to be gaps in attendance between disadvantaged groups and SEN groups and the cohort as a whole, we have seen a very encouraging improvement in the attendance of FSM/PP children who are now much closer to the national average for all children.

Persistent Absentees

We have managed to bring down the number of Persistent Absentees to nearly half the national average and 3% down on the previous year. A key area of concern was the percentage of FSM and disadvantaged pupils. Over three years we have had a major reduction in the numbers being classed as PAs. The figures are distorted by the relatively small numbers, but this needs again to be whole a school focus in 2019-20.



The School Target is 97%+

EYFS

Attainment is measured against the **Early Learning Goals and a Good Level of Development** at the end of Reception. Throughout Nursery and Reception we measure **progress** using **Development Matters**, supported by the 0-5 tracker. Children are assessed against the set of Early Learning Goals and given a score of 1, 2 or 3 in each aspect. 2 represents the expected level of development and a 3 shows a child has exceeded age related expectations in an area.

Whole cohort Good Level of Development 5 Year trend

Attainment

The Newcastle Local Authority average for a Good Level of Development 2018 was 70.4% (The National level* in 2018 was 71.5%) *figures for 2019 not yet available.

EYFS GLD	2015	2016	2017	2018	2019
GLD	66.67%	80%	75%	80%	79.7%

EYFS Attainment by Area of Learning over time

Area of Learning	All Pupils			Change 2017 -
	2017(60)	2018(60)	2019 (59)	2019
National GLD	70.7	71.5	NA	-
Newcastle GLD	71.0	70.9	70.4	-0.6
Communication and language	83.33	86.67	84.75	1.41
Physical development	88.33	88.33	91.53	3.19
Personal, social and emotional dev	85.00	86.67	88.14	3.14
Literacy	76.67	81.67	79.66	2.99
Reading	76.67	83.33	79.66	2.99
Writing	76.67	81.67	79.66	2.99
Mathematics	80.00	88.33	84.75	4.75
Understanding the world	95.00	93.33	89.83	-5.17
Expressive arts and design	95.00	93.33	89.83	-5.17
All learning goals	75.00	80.00	79.66	4.66
Average Total Points for Cohort	36.22	37.72	37.92	1.70

Attainment across each area has been relatively consistent over the last three years. As well as the impact of teaching, the changing nature of cohorts and different starting points are reflected in the data. A key measure for the school is the progress the children make from their starting points. The vast majority of children made at least good progress across the year. One area in which has gone slightly down is **Understanding the World** - this may be an area of focus as we develop our new Curriculum across the school.

EYFS Attainment by group

There was no gap in numbers reaching a Good Level of Development between FSM children and the rest of the cohort. Out of the 6 children classed as disadvantaged, 5 achieved GLD. Disadvantaged children made good progress as a group across the foundation stage and across Reception in literacy and numeracy. A gap does persist with lower numbers of FSM children achieving the higher **exceeding** judgment.

The gap between boys and girls and FSM-Non FSM still needs to continue to be a focus. However, it should be noted that among the small numbers of children not achieving GLD there are a group of High Needs SEN children all of whom are boys.

	Expected or Exceeding by Group - Good Level of Development				
	2015	2016	2017	2018	2019
All	66.67%	80%	75%	80%	79.7%
Boys	64.29% (14)	77.78% (28)	66.67% (36)	71.88% (32)	75% (32)
Girls	68.75% (16)	81% (32)	81% (24)	88.89% (28)	92.5% (27)
FSM	42.86% (7)	57.1% (7)	50% (8)	80% (10)	83% (6)
Non-FSM	73.91 % (23)	83% (53)	79% (52)	80% (50)	79%
Minority Ethnic	83.33 (6)	84.62% (13)	62.5% (16)	69.23 (13)	66.67% (9)
Not Minority Ethnic	62.50 (26)	78.26% (47)	79.5% (44)	80.85 (47)	82%

KS1 Attainment over time

Year 1

Attainment:

88.3% of Year 1 children achieved the phonics threshold mark in 2019. This will be once again above national averages. 96.7% of pupils in Year 2, after retakes, have passed the screen.

Progress: It is hard to make a fully accurate link between reading at the end of EYFS and Phonics results in Year 1, however, they can give a broad indication of progress in the area of learning. At the end of EYFS 83% of the cohort achieved the Early Learning Goal in reading. Further support is needed to ensure 100% achieve the phonics pass rate at the end of Year 2.

	Phonics Over Time			
	All Pupils Grange	FSM	National	LA
2016	86%	85.7% (8)	81%	81%
2017	96.7%	87.5% (8)	81%	81.6%
2018	90%	80% (10)	82%	82.9%
2019	88.3%	90% (10)	81.9%	80.5%

Phonics by group % Achieving Threshold				
	2016	2017	2018	2019
All Pupils	86%	96.7%	90%	88.3%
Male	100%	100%	83%	81.8%
Female	75%	94%	100%	96.3%
FSM	85.7%	87.5% (8)	80% (10)	90% (10)
Non-FSM	87%	98.1%	92%	88%
LAC	n/a	n/a	n/a	0% (1)
EAL	100%	100%	82%	66.7% (9)
SEN	50% (3/6)	n/a	0% (3)	25% (4)
Summer birth	75% (3/ 4)	94.7%	90.5%	80% (20)

Attainment Headlines: End of KS1 SATs 2019

Reading 80 % at Expected	38.3 % at Greater Depth
Writing 76.7% at Expected	30% at Greater Depth
Maths 81.7% at Expected	35% at Greater Depth

Attainment over time

Percentage of children working at expected/Greater Depth in Reading, Writing and Maths

2016 EXS+	2017EXS+	2018 EXS+	2019 EXS+	2016 GDS	2017 GDS	2018 GDS	2019 GDS
67%	68%	78.3%	75%	10%	13 %	23.3%	28.3%

End Key Stage 1 SATs National Comparison		2017 (National in brackets)	2018 (National in brackets)	2019 (National in brackets)
Reading	Expected	74.2% (76%)	86.3% (76%)	80% (75%)
Writing		74.2% (68%)	86.7% (70%)	76.7% (69%)
Maths		83.9% (75%)	88.3% (76%)	81.7% (76%)
Reading	Working at Greater Depth	22.6% (25%)	31.7% (26%)	38.3% (25%)
Writing		13% (16%)	30% (16%)	30% (15%)
Maths		19.4% (21%)	35% (22%)	35% (22%)

Progress from the End of EYFS to KS1 SATs

Commentary: The attainment of our children at Expected and at Greater Depth was well above national averages. The progress between EYFS and end of Year 2 has improved year on year since 2016. This has been particularly noticeable in writing and the increasing percentage of children moving from Expected to Expected. Where we have not performed as well has been moving as large a percentage of children up a judgement, particularly from a low assessment to Expected.

Reading:

- 93% of the children who were at Expected at the end of EYFS also attained expected at KS1. An improvement from 79% in 2017 and 87% in 2018. (National figure 2017 87%)
- 23% of lower attainers moved up to Expected. This was lower than in 2018.
- 100% of the children who were higher attainers went on the reach Greater Depth. Up from 50% in 2017 and 94% in 2018. 17% of the middle attainers reached GDS.
- Only 6% of the children at Expected at the end of EYFS attained GDS at KS1. National Figure 2017 20%)

Writing:

- 88% of the children who were at *Expected* at the end of EYFS also attained *Expected* at KS1. This percentage was 85% in 2018.
- 15% of the lower attainers moved up to Expected. This was 0% in 2017, but 63% in 2018.
- 88% of the children who were higher attainers went on the reach Greater Depth. 4% of the children at Expected at EYFS attained GDS at KS1. 94% of the children who were higher attainers went on the reach Greater Depth. Up from 43% in 2017 and 87% in 2018.

Maths:

- 92% of the children who were at Expected at the end of EYFS achieved expected at KS1.
- 27% of the children did not have the ELG for Math attained Expected.
- 100% of the children who were higher attainers went to reach GDS.
- 30% of children moved from Expected to GDS and 14% moved from the lower band up to GDS.

Key Stage 1 Disadvantaged children:

In writing and maths disadvantaged children did better than national averages, however we were below in reading. There was an increase in the number of children who have reached Greater Depth (GDS)

Disadvantaged Attainment KS1 % at Expected						
	2017	2017 gap with National	2018	2018 gap with National	2019	2019 gap with National
Reading	70%	-6%	78%	+2%	67%	-8%
Writing	60%	-8%	67%	-3%	75%	+6
Maths	86%	+11%	67%	-9%	83%	+7

Disadvantaged Attainment KS1 % at GDS (Greater Depth)						
	2017	2017 gap with National	2018	2018 gap with National	2019	2019 gap with National
Reading	10%	-15%	0%	-26%	33%	+8%
Writing	10%	-4%	0%	-16%	25%	+8%
Maths	20%	0%	0%	-22%	17%	-5%

Progress EYFS to KS1 Disadvantaged children. 3 Year Trend	2017 Reading	2018 Reading	2019 Reading	2017 Writing	2018 Writing	2019 Writing	2017 Maths	2018 Maths	2019 Maths
Low to EXS	40%	50%	25%	0%	50%	25%	60%	50%	50%
EXS to EXS	100%	86%	80%	100%	71%	100%	100%	71%	100%
EXS to GDS	25%	0%	20%	0%	0%	20%	60%	0%	17%

Attainment at the end of Year 4

This cohort of children in Year 4 left with slightly lower overall attainment than in the previous year. However, progress was strong across their time in school and the percentage of all children working at Expected grew and there was an increase in the number of children judged to be working at depth in all subjects.

Year 4 2018	Reading	Writing	Maths
WA (Working at Expected)	87%	80%	85%
GDS (Working at Greater Depth)	37%	30%	23%
Pupil Premium WA (6)	83%	83%	83%
PP GDS (6)	66%	50%	33%
Year 4 2019	Reading	Writing	Maths
WA (Working at Expected)	80%	77%	84%
GDS (Working at Greater Depth)	23%	20%	27%
Pupil Premium WA (14)	71%	71%	65%
PP GDS	21%	14%	21%

Progress Key stage 2	% at Expected in 2017	2019 % at Expected level End of Year 4
Reading	74%	80%
Writing	74%	77%
Maths	83%	84%