**Headline Data 2019-20**

* The following results **ARE NOT OFFICIAL DATA** but have been complied through quality and in depth teacher assessment.
* The results are what we thought we would achieve at the end of the academic year **IF THE CHILDREN HAD BEEN IN SCHOOL FOR THE WHOLE YEAR.**
* The results have been **PREDICTED** on how the children have been in class, working independently, on group situations and how they have performed in practice test situations.
* We have also taken into account how the children have engaged in online learning through the lockdown period.
* Please note that these results **WILL NOT BE USED IN ANYWAY TO MEASURE THE SCHOOLS PERFORMANCE OR COMPARE THE SCHOOLS TO OTHERS**. For these results please see the results of the academic year 2018-19.
* We have worked out the percentage borderline children in each category because if they had been in school for the whole year **SOME OR ALL WOULD HAVE CONVERTED TO WORKING AT OR GREATER DEPTH.**

**Foundation Stage**

|  |  |
| --- | --- |
| GLD | % Borderlines |
| 70 | 8 |

**Phonics**

Year 1

|  |  |
| --- | --- |
| % Pass of the screening (32/40) | % Borderlines |
| 86 | 0 |

Year 2

|  |  |
| --- | --- |
| % Pass of the screening (32/40) | % Borderlines |
| 57% (4/7 predicted to pass the re-take) | 29% (2/7 borderlines)14% (1/7 not ready) |

**Key Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Working At | % on Working At border | % Greater Depth | % on Greater Depth border |
| Reading | 68 | 16 | 18 | 7 |
| Writing | 63 | 18 | 13 | 7 |
| Maths | 67 | 20 | 15 | 13 |
| Combined | 61 | 10 | 11 | 3 |

**Year 4 - Multiplication Test**

|  |  |  |  |
| --- | --- | --- | --- |
| % of children achieving full marks | % of children on the border of achieving full marks | % of children achieving 20/25 | % of children on the border of achieving 20/25 |
| 27 | 20 | 67 | 17 |

**Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Working At | % on Working At border | % Greater Depth | % on Greater Depth border |
| Reading | 87 | 2 | 38 | 15 |
| Writing | 84 | 5 | 21 | 3 |
| SPaG | 89 | 2 | 37 | 15 |
| Maths | 89 | 3 | 38 | 26 |
| Combined | 79 | 3 | 18 | 0 |

**ACTION PLAN 2020-21 (LINKED TO SDP)**

Ensure the children come back happy and settled – have a real focus on PSHE, mental and physical health and wellbeing.

**READING** - Focus on individual reading and then whole class reading.

**WRITING** - Focus on basic skills of sentence construction and building writing stamina.

**MATHS** - Focus on place value, number and times tables.

Assess the children in the Autumn Term and identify the children who would benefit from a catch up programme.

Set up an intervention timetable in Autumn 2 using an ‘Assess, Do, Review’ cycle – run this through the Spring Term making slight changes when required.

Children and groups to remain fluid as the children settle back into school life.

Closely monitor ALL children to ensure they are on track to reach their potential at the end of 2020-21. Focus closely on pupil premium, vulnerable and EAL children.