**Headline Data 2020-21**

* The following results ARE NOT OFFICIAL DATA but have been complied through quality and in-depth teacher assessment.
* The results are what level the children were working at, at the end of the academic year with most having an average of 42% of time missed from school from March 2019 to March 2020.
* Year 6 did sit an actual set of papers in a SATs week that was administered and organised like we would normally do in the assessment week.
* The results have been carefully calculated from end of year assessments and daily assessments of performance in lessons and quizzes.
* We have also taken into account how the children have engaged in online home 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 |
| 59 | 15 |

**Phonics**

Year 1

|  |  |
| --- | --- |
| % Pass of the screening (32/40) | % Borderlines |
| 87 | 3 |

Year 2

|  |  |
| --- | --- |
| % Pass of the screening (32/40) | % Borderlines |
| 95 | 0 |

**Key Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Working At | % on Working At border | % Greater Depth | % on Greater Depth border |
| Reading | 73 | 5 | 23 | 5 |
| Writing | 60 | 11 | 12 | 10 |
| Maths | 65 | 7 | 13 | 5 |
| Combined | 60 | 10 | 10 | 5 |

**Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | % Working At | % on Working At border | % Greater Depth | % on Greater Depth border |
| Reading | 85 | 2 | 44 | 8 |
| Writing | 83 | 2 | 25 | 4 |
| SPaG | 86 | 3 | 41 | 4 |
| Maths | 80 | 7 | 42 | 12 |
| Combined | 72 | 4 | 22 | 4 |

**ACTION PLAN 2021-22 (LINKED TO SDP)**

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

**EYFS** – Focus on speaking and listening skills, vocabulary and social skills.

**READING** - Focus on individual reading (including the bottom 20%) and then whole class reading with a vocabulary focus.

**WRITING** - Focus on basic skills of sentence construction, building up the stamina for writing and further enhancing the writing process.

**MATHS** - Focus on place value, number and times tables, then fractions, decimals and percentages with a vocabulary focus.

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/plan, Do, Review’ cycle – run this through the Spring Term making adaptations when required.

Children and groups to remain fluid.

Closely monitor ALL children to ensure they are on track to reach their potential at the end of 2021-22. Focus closely on pupil premium, vulnerable and EAL children.