

## Tuel Lane Infant School Attainment Data 2017

### Attainment in Key Stage 1 assessments by subject

	Reached the expected level in reading % National/LA	Reached the expected level in reading Tuel Lane	Reached the expected level in writing National/LA	Reached the expected level in writing Tuel Lane	Reached the expected level in maths National/LA	Reached the expected level in maths Tuel Lane
2016	74/66	61	65/55	53	73/65	61
2017	76/70	63 2.9% rise since 2016	68/60	56 3.5% rise since 2016	75/70	71 10.2% rise since 2016

There has been a steady but encouraging improvement in reading and writing.

The improvement in Maths is particularly pleasing and reflects work throughout school following school improvement priorities.

### Working at greater depth: the percentage of children who achieved this standard (more able)

	Reading		Writing		Maths	
	2016	2017	2016	2017	2016	2017
National	24%	25	13	16	18	21
LA	18	20	8	10	14	16
Tuel Lane	5	5	0	2	0	5

A slight improvement in writing and maths since 2016. We monitor the progress of children working at a higher level very carefully and continue to ensure planning and provision offers suitable challenges. This is always a focus of work scrutiny and observations of learning and teaching.

**Girls /boys attainment; percentage achieving the expected standard**

**41 children in the cohort; 22 girls/19 boys**

2016	Reading		Writing		Maths	
	2016 Girls/Boys	2017	2016	2017	2016	2017:
<b>National</b>	79/70	80/71	73/59	75/62	74/72	76/74
<b>LA (Calderdale)</b>	71/62	74/66	63/47	66/55	77/72	70/71
<b>Tuel Lane</b>	74/47	68/58	58/47	64/47	53/68	68/74

Reading: Our girls outperformed boys by 10%, in line with national and LA. Gap narrowed from 2016 which is encouraging.

Writing: significant gap remains in school and nationally. Girls have improved since 2016, boys stayed the same. Writing is a priority on the development plan this year with consideration of how we can further motivate the boys. We are monitoring Y1 and Y2 boys' progress carefully. Already we have planned curricular topics, reviewed reading materials and developed provision in EYFS to engage and motivate boys.

Maths: gap narrowed significantly. Our boys are meeting the national figure. We are monitoring the progress of girls.

**End of KS1 Attainment 2017/ Disadvantaged**

*'Disadvantaged' refers to children in receipt of Pupil Premium and includes those eligible for free school meals currently and within the last 6 years (Ever 6) and children in public care or recently adopted.*

% of children working at the expected standard  (EXS)  Cohort 41  Disadvantaged 11 pupils  Not Disadvantaged 30		Reading	Writing	Maths
National	Disadvantaged	64	55	63
	Not Disadvantaged	79	72	78
	Gap	15	17	15
Calderdale	Disadvantaged	52	41	51
	Not Disadvantaged	76	67	77
	Gap	24	26	26
School	Disadvantaged	55	46	55
	Not Disadvantaged	67	60	77
	Gap	12	14	22

Whilst we still have work to do to ensure more children meet the expected levels and match national figures, we are in line/ slightly above LA attainment for the disadvantaged group.

In Reading and Writing: school gap between the attainment of this group and other pupils is narrower than national and significantly narrower than LA.

In Maths the gap is narrower than LA.

#### **Year 1 phonics summary 2017**

	<b>Tuel Lane</b> % working at (achieved)	<b>National</b> % working at (achieved)
All pupils 38	89.5	80.4
Girls 19	89.5	84.3
Boys 19	89.5	76.5
Disadvantaged 13	77	Not released

We continue to ensure children perform strongly in the year 1 phonics check.

Children who do not achieve the pass mark in Y1 have additional support and intervention into Y2 and re-take the check in Y2.

In 2017, 7 children retook the check and although they increased their mark, showing improvement, none reached the pass mark despite much support through the year. This is unusual and appears to be related to this cohort. In both 2015 and 2016, the % of Y2 passing was significantly higher than the national figure. We will monitor the progress of the 4 children currently in Y2 who did not reach the pass mark this year.

## SEND

% of children working at the expected standard  (EXS)  Cohort 41  SEND 9 pupils  No SEND 32 pupils			Reading	Writing	Maths
National		SEND	33	22	35
		No SEND	84	77	83
		Gap	51	55	48
Calderdale		SEND	24	15	23
		No SEND	78	68	79
		Gap	54	53	56
School		SEND	22	22	33
		No SEND	75	66	81
		Gap	53	44	48
<p>Reading: the <b>attainment</b> of our SEND pupils was in line with LA attainment. In Writing and Maths attainment exceeded LA and was in line with national figures.</p> <ul style="list-style-type: none"> <li>• We monitor the <b>progress</b> of SEND pupils carefully.</li> <li>• Of the 9 children, 1 child joined in Y2 and we were unable to establish prior attainment from previous schools making it impossible to measure and compare</li> </ul>					

progress in the usual way.

- Of 8 children, 5 made expected (good) progress from their starting points. 3 children made slowed progress.
- Writing, of 8 children, 4 made good progress, 4 slowed.
- Maths, 7 made good progress, 1 slowed.

**1 EAL (English as an Additional Language) child in cohort made good progress (better than expected in all areas) attaining secure expected.**

## **EYFS**

**Children achieving a Good Level of Development (GLD) 13.8% increase on 2016 in line with national from a low baseline.**

*GLD: Children are defined as achieving GLD if they have achieved at least the expected level in:*

- *The early learning goals in the prime areas of Physical Development, Personal, Social and Emotional Development and Communication and Language and*
- *The early learning goals in the specific areas of maths and literacy.*

% of pupils attaining a good level of development

<b>Year</b>	<b>Tuel Lane Infant School</b>	<b>Calderdale</b>	<b>National</b>
2015	70	64.5	66.3
2016	56.8	67.5	69.3
2017	70.6	68.3	70.7

**70.6% in 2017**

**13.8% points rise since 2016**

**0.6% points rise since 2015**

High attaining areas; school had the most impact measured from September baseline:

PSED: Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings- a strength of the school reflecting our strong ethos.

Understanding the World: Technology

Expressive Arts: Exploring Media- a broad and balanced curriculum/ rich provision

### **Girls/boys**

Boys significantly lower in writing, number, reading /listening and attention. A clear priority is emerging!

(Included in this data, 2 boys with EHC plans)

### **FSM/ disadvantaged**

GLD; School 70%/LA 50%

School disadvantaged 70%/ Non disadvantaged 71%