

Overview of Autumn 2020 Baseline Data Over Time



Key to colour coding system:

Due to the fact that the majority of pupils missed 6 months of schooling, the benchmarks have been set lower for this point in the year instead of comparing to previous National outcomes.

65%+ ARE	
50-64% ARE	
Below 50% ARE	

There is also a comparison of the data from the end of Spring term 2 2020 and the Baseline data from the start of this academic year.

Reading

Year Group:	At and above- End of Spring 2	At or above- Baseline Aut 1	Above only - End of Spring 2	Above only Baseline Aut 1
1	76.9%	64.5% (36/62)	18.6%	6.5% (4/62)
2	75.5% (43/57)	60.3% (35/58)	35.1% (20/57)	24.1% (14/58)
3	94% (48/59)	82.7% (48/58)	40.7% (24/59)	17.2% (10/58)
4	78.0% (46/59)	75.7% (46/60)	33.9% (20/59)	25.7% (16/60)
5	68.6% (37/54)	69.8% (37/53)	16.7% (9/54)	13.2% (7/53)
6	80.7% (25/31)	75.1% (24/32)	29.0% (9/31)	18.8% (6/32)

Commentary:

Pupils reading remains above ARE in KS2. In KS1, as expected pupils, are slightly below their position Post Lockdown- the most impact is on Year 2 (last year's Year 1) who were still learning the fundamentals of phonics and reading when school closed.

The number of Greater Depth pupils has reduced in every year group most significantly in Year 3. This can be based on a number of factors- a) time away from school due to lockdown b) reading learning being pitched more generalised on the online platforms to practise basic skills over greater depth learning that children may not be supported with at home c) Staff working on basic skills and fundamentals of reading in term 1a and not having enough evidence to support a Greater Depth judgement at baseline data.

Actions:

Reading Fluency and phonetic understanding is a focus across the academy as there is a number of pupils, in every year group, who are below the position they were in the start of year baselines against the Spring End of Term data.

Reception-

11 pupils- additional Communication and Language intervention- x2 weekly

10 pupils- additional phonics intervention- x2 weekly

Year 1-

10 pupils -additional Phonics intervention on top of daily class teaching x5 weekly

Year 2-

15 Pupils – reading fluency or small guided group intervention 3-5 times weekly depending on group.

18 pupils -additional phonics intervention on top of daily class teaching 3-5 times weekly depending on groupings.

Year 3-

Whole Class -Phase 5 phonics is being recapped to support spelling and reading for the whole cohort.

5 pupils- intensive daily reading.

12 pupils-additional daily phonics intervention using the Nesy Program x5.

Year 4 -

10 pupils -3 x weekly additional phonics intervention

6 pupils -guided reading intervention using the Reading Explorers program x3 per week

2 pupils – Reading Fluency practise x3 weekly.

Year 5 –

6 pupils -additional reading practice x3 time per week

11 pupils -additional spelling practise x3 per week

5 pupils - additional guided reading -Reading Explorers x 2 per week.

Writing

Year Group:	At and above- End of Spring 2	At or above- Baseline Aut 1	Above only - End of Spring 2	Above only Baseline Aut 1
1	73.7%	61.3% (38/62)	10.9%	-
2	71.9% (41/57)	58.6% (34/58)	26.3% (15/57)	15.5% (9/58)
3	79.7% (47/59)	75.9% (44/58)	33.9% (20/59)	20.7% (12/58)
4	78.0% (46/59)	74.5% (46/60)	30.5% (18/59)	18.6% (11/59)
5	70.4% (38/54)	64.1% (34/53)	18.5% (10/54)	9.4% (5/53)
6	80.7% (25/31)	65.7% (21/32)	19.4% (6/31)	9.4% (3/32)

Commentary:

Pupils Writing is above ARE in broadly in line with ARE in KS2. Below by 0.9% in Y5. In KS1 pupils are working further behind in their writing this was expected to have more impact on younger pupils in the academy than older pupils due to the nature of the stage of basic skills acquisition they would be at point of closure. As we have seen I reading the number of pupils achieving Greater Depth in writing is also lower. This is likely to be due to the complexity in skills needed for GD writing which may parents would not all be able to support at home. There will have also been less opportunity for these skills to be taught from home as they often require First Quality teaching to support children achieving this standard.

Actions:

Writing interventions- Sentence Structure, Grammar work and Conference Marking are all used to support pupils to recap and develop their writing skills in the academy.

Year 1-

9 pupils- sentence construction intervention- 3x weekly

Year 2-

3 pupils- sentence building intervention- x2 weekly

Year 3-

1 pupil- letter formation- x1 weekly

12 pupils-Dictation sentence writing- x1 weekly

Year 4-

4 pupils- CGP sentence construction intervention -x1 weekly

3 pupils- additional handwriting Intervention- x1 weekly

Year 5-

5 pupils- CGP Grammar and Sentence Work intervention x2 weekly

5 pupils- Greater Depth-Teacher Led- intervention x1 weekly

Year 6-

Guided Intervention Groups Daily changed on a weekly basis based on need.

Mathematics

Year Group:	At and above- End of Spring 2	At or above- Baseline Aut 1	Above only - End of Spring 2	Above only Baseline Aut 1
1	79.8%	66.2% (37/62)	16.6%	6.5% (4/62)
2	79.0% (45/57)	65.5% (38/58)	31.6% (18/57)	24.1% (14/58)
3	81.4% (48/59)	77.6% (45/58)	44.1% (26/59)	27.6% (16/58)
4	83.0% (49/59)	71.7% (43/60)	25.4% (15/59)	21.7% (13/60)
5	81.5% (44/54)	75.5% (40/53)	22.2% (12/54)	20.8% (11/53)
6	83.9% (26/31)	84.4% (27/32)	38.7% (12/31)	12.5% (4/32)

Commentary:

Pupils in all year groups had these least significant change in Mathematics Data for ARE. The greatest difference in Greater Depth attainment was in Year 6. Problem Solving and Reasoning is an area of the curriculum that we are addressing as an academy. Bar Modelling training was initiated with staff during the initial lockdown and is been picked up within CPD this year. It a useful tool in supporting children to 'see' the problem in order to break down the steps needed to solve the problem. This is vital skill needed in order to access GD Maths skills.

Teachers, on the whole, felt it more appropriate to target their Maths interventions at pupils below ARE using Mathletics and Power of 2 which improve basic skills and the fundamentals of Maths. They are targeting the GD gap in Spring 1 and through Quality First Teaching.

Actions:

Reception-

10 pupils- Counting aloud, number recognition- x2 weekly

Year 1

10 pupils- Number formation, Number sense, Number bonds to 10- x3 weekly

Year 2

2 Pupils- Number recognition, counting, forming numbers- TA Led- x 2 weekly

5 Pupils- Fundamentals of Maths- Power of 2- x2 weekly

9 Pupils- Developing speed and accuracy in basic skills-Mathletics Program- x2 weekly

Year 3

9 Pupils- Number Facts/Bonds, Doubling and Halving, Place Value-Mathletics Program- x 2 weekly

Year 4

5 Pupils- Place Value, Number Facts, Multiplication Facts- Mathletics Program- x2 weekly

2 Pupils- x3 and x8 times tables TT Rockstars- x2 weekly

Year 5-

9 pupils- To have rapid recall of number bonds to 10 ,doubling, nearly numbers, addition and subtraction to 10- Power of 2 – x 1 weekly

Year 6

2 pupils- Arithmetic practise- multiplication facts, place value-x and \div 10,100 and 1000- x 1 weekly

4 pupils- Power of 2- Number bonds, doubling and halving, nearly numbers- x1 weekly.

Additional Interventions-

- **SALT**
- **Working Memory-** x1 pupil- 5 x weekly – x1 pupil- x2 weekly
- **Social and Communication-** x2 pupils- x1 weekly
- **Personal Social and Emotional Development-** Time to Talk- x10 pupils- x2 weekly

