

Foundation 2015-2016

Individual Pupil Analysis.

Emerging- 1 point, Expected- 2 points, Exceeding- 3 points.

- 25 children scored less than 34 points (22%)- less than Expected. (Last year; 29 children)
- The lowest score achieved: 22 points (S.E.N, White British boy and Pupil Premium) (Last year; lowest score, 20 points)
- The highest score achieved: 49 points (Black African girl) and (White British girl). (Last year; 51 points)

Setting summary

	Emerging	Expected	Exceeding
Listening and attention	3%	72%	25%
Understanding	4%	78%	18%
Speaking	3%	82%	15%
Moving and handling	5%	75%	20%
Health and self-care	6%	70%	24%
Self-confidence and self-awareness	8%	68%	24%
Managing feelings and behaviour	1%	78%	21%
Making relationships	2%	77%	20%
Reading	9%	61%	30%
Writing	16%	60%	24%
Numbers	8%	73%	19%
Shape, space and measure	9%	69%	22%
People and communities	2%	79%	19%
The world	3%	71%	26%
Technology	1%	84%	15%
Exploring media and materials	2%	78%	20%
Being imaginative	3%	73%	24%

Exceeding (All curriculum areas)

- More children achieved Exceeding in Reading. (28%)
- Fewer children achieved Exceeding in Technology (13%). *An I.C.T specialist from the local authority has already been booked to give the teachers more training and ideas about how to support children achieving Exceeding in Technology.

Emerging (All curriculum areas)

- Fewer children achieved Emerging in Technology and Managing feelings and behaviour (1%).
- More children achieved Emerging in Writing (16%). *The Writing Project which will begin next year should help with raising the standards in writing.

Compared to Previous Years

	Emerging 2016	Emerging 2015	Difference	Exceeding 2016	Exceeding 2015	Difference
Listening and attention	3%	12%	-9%	22%	20%	+2%
Understanding	4%	6%	-2%	16%	24%	-8%
Speaking	3%	8%	-5%	14%	12%	+2%
Moving and handling	5%	0%	+5%	22%	17%	+5%
Health and self-care	6%	4%	+2%	22%	27%	-5%
Self-confidence and self-awareness	8%	7%	+1%	22%	13%	+9%
Managing feelings and behaviour	1%	10%	-9%	20%	8%	+12%
Making relationships	2%	7%	-5%	20%	14%	+6%
Reading	9%	14%	-5%	28%	34%	-6%
Writing	16%	18%	-2%	22%	29%	-7%
Numbers	8%	5%	+3%	17%	28%	-11%
Shape, space and measure	9%	5%	+4%	20%	29%	-9%
People and communities	2%	6%	-4%	17%	22%	-5%
The world	3%	6%	-3%	24%	22%	+2%
Technology	1%	0%	+1%	13%	21%	-8%
Exploring media and materials	2%	4%	-2%	19%	15%	+4%
Being imaginative	3%	6%	-3%	22%	16%	+6%

Exceeding

- More children achieved Exceeding in most curriculum areas than last year apart from Literacy and Mathematics. *Need to split into ability groups more during Mathematics. Mathematics coordinator has suggested a Maths parent workshop for next year.
- The largest difference is in Mathematics, 11% more children achieved Exceeding in 2015 compared to 2016.
- The smallest difference is in Listening and attention, Speaking and The World, 2% more children achieved Exceeding in 2016 compared to 2015.

Compared to 2014, more children in 2016 achieved Exceeding in all Curriculum areas including Literacy and Mathematics.

Emerging

- Fewer children achieved Emerging in most curriculum areas than last year apart from Mathematics. 2015- 5%, in 2016- 9%. *Last year two TAs took the lower ability children across the year and targeted them in Mathematics, this did not happen this year. This type of grouping needs to continue in the future.
- The largest difference is in Listening and Attention and Managing Feelings and Behaviour, 7% more children achieved Emerging in 2015 compared to 2016. *Due to the new P.S.E.D jigsaw scheme of work.
- The smallest difference is in Understanding the World, Writing and Exploring Media, 2% less children achieved Emerging in 2016 compared to 2015.

Compared to 2014, more children achieved Emerging compared to 2016, apart from a few subjects; Understanding, Speaking and Shape, Space and Measure.

Compared to Local Authority and National (2015)

	School	Local Authority	Difference	National	Difference
Personal, social and emotional development	96%	80%	16%	84%	12%
Physical development	95%	85%	10%	87%	8%
Communication and language	96%	77%	19%	80%	16%
Literacy	88%	69%	19%	70%	18%
Mathematics	92%	73%	19%	76%	16%
Understanding the world	98%	77%	21%	82%	16%
Being imaginative	98%	81%	17%	85%	13%

Local Authority

(Expected and above)

More children achieved Expected and above in all areas of the curriculum compared to the Local Authority.

- The largest difference is in Understanding the World, (school- 98%, Local Authority- 71%, a difference of 21%).
- The least difference is in Physical Development, (school- 98%, Local Authority- 85%, a difference of 10%).

The Local Authority- fewer children achieved Expected and above in Literacy and Mathematics.

National 2015

More children achieved Expected in all areas of the curriculum compared to nationally in 2015.

- The largest difference is in Literacy, (school- 88%, nationally 70%, a difference of 18%).
- The least difference is in Physical Development, (school- 95%, nationally- 87%, a difference of 8%).

Nationally- fewer children achieved Expected or above in Literacy.

Good Level of Development

2014- 85%

2015- 76%

2016- 78%, National- 69% and Local Authority- 65%.

Progress over the Year

	Progress Points
Listening and attention	6
Understanding	6
Speaking	6
Moving and handling	7
Health and self-care	6
Self-confidence and self-awareness	5
Managing feelings and behaviour	4
Making relationships	6
Reading	7
Writing	6
Numbers	5
Shape, space and measure	6
People and communities	7
The world	7
Technology	6
Exploring media and materials	6
Being imaginative	6

The largest amount of progress has been made in Moving and Handling, Reading, People and Communities and The World. The least amount of progress has been made in Managing Feelings and Behaviours.

Groups

Pupil Premium

Four Pupil Premium children this year, 3 boys and 1 girl. All these children have received 1:1 phonics and small group input daily concentrating on Literacy and Mathematics.

	Emerging P.P	Emerging Non-P.P	Expected P.P	Expected Non-P.P	Exceeding P.P	Exceeding Non-P.P
Listening and attention	25%	5%	50%	72%	25%	22%
Understanding	25%	6%	50%	71%	25%	23%
Speaking	0%	9%	100%	67%	0%	24%
Moving and handling	0%	1%	75%	78%	25%	21%
Health and self-care	25%	1%	75%	77%	0%	22%
Self-confidence and self-awareness	25%	4%	75%	79%	0%	17%
Managing feelings and behaviour	25%	2%	75%	83%	0%	15%
Making relationships	0%	4%	75%	73%	25%	23%
Reading	25%	9%	50%	61%	25%	30%
Writing	25%	16%	50%	62%	25%	22%
Numbers	25%	7%	75%	74%	0%	19%
Shape, space and measure	25%	9%	75%	69%	0%	22%
People and communities	25%	1%	75%	80%	0%	19%
The world	25%	3%	50%	71%	25%	26%
Technology	0%	1%	50%	86%	50%	13%
Exploring media and materials	0%	2%	75%	78%	25%	20%
Being imaginative	25%	3%	50%	75%	25%	22%

Emerging

- More percentage of P.P children achievement Emerging compared to Non-P.P children.
- Especially is Literacy and Mathematics.

Exceeding

- More Non-P. P children are achieving in Exceeding compared to P.P children.
- In seven curriculum areas no P.P children achieved Exceeding. - Mathematics and P.S.E.D.

The gap between P.P children and non-P. P children overall in Exceeding is 5%, In Reading the gap is 4%, Writing 4% (4% more P.P children achieving Exceeding in Writing), in Numbers 18% and in Shape, Space and Measure 21%.

Mathematics is an area of concern for P.P children achieving Exceeding.

Progress

	Progress Points for P.P	Progress Points for Non-P.P
Listening and attention	6	6
Understanding	6	6
Speaking	5	6
Moving and handling	7	7
Health and self-care	6	6
Self-confidence and self-awareness	5	5
Managing feelings and behaviour	4	4
Making relationships	7	6
Reading	6	7
Writing	6	6
Numbers	5	5
Shape, space and measure	6	6
People and communities	6	7
The world	7	7
Technology	6	6
Exploring media and materials	7	6
Being imaginative	6	6

Both groups of children have made the same amount of progress in all curriculum areas, this indicates that the P.P children started at a lower attainment level (Baseline) compared to Non-P. P children.

Boys and Girls

There are 55 boys and 61 girls. We have experienced a great deal of movement this year, all the children that left were boys and the children who joined us were also boys, mostly quite late in the year.

	Emerging Boys	Emerging Girls	Expected Boys	Expected Girls	Exceeding Boys	Exceeding Girls
Listening and attention	9%	2%	68%	76%	23%	22%
Understanding	7%	4%	72%	70%	21%	26%
Speaking	9%	6%	68%	70%	23%	24%
Moving and handling	1%	0%	76%	81%	23%	19%
Health and self-care	4%	0%	79%	76%	17%	24%
Self-confidence and self-awareness	7%	2%	81%	78%	12%	20%
Managing feelings and behaviour	5%	0%	83%	83%	12%	17%
Making relationships	5%	2%	72%	75%	23%	23%
Reading	11%	8%	64%	58%	25%	34%
Writing	16%	16%	63%	60%	21%	24%
Numbers	9%	6%	77%	72%	14%	22%
Shape, space and measure	9%	10%	72%	68%	19%	22%
People and communities	4%	0%	79%	81%	17%	19%
The world	5%	2%	69%	75%	26%	23%
Technology	2%	0%	82%	88%	16%	12%
Exploring media and materials	4%	0%	84%	73%	12%	27%
Being imaginative	5%	2%	83%	67%	12%	31%

Emerging

- Fewer girls are achieving Emerging compared to the boys, apart from Writing (which is the same amount) and Shape, Space and Measure.

Exceeding

- More girls are achieving Exceeding compared to the boys in most curriculum areas, especially in Literacy and Mathematics. Largest difference is in Reading, 9% more girls achieved Exceeding.
- More boys achieved Exceeding Physical Development and Understanding the World.

The gap between girls and boys overall achieving Exceeding is 4%, in Reading 9%, Writing 3%, Numbers 8% and Shape, Space and Measure 3%

Progress

	Progress Points for Boys	Progress Points for Girls
Listening and attention	6	6
Understanding	6	6
Speaking	6	5
Moving and handling	7	7
Health and self-care	6	6
Self-confidence and self-awareness	6	5
Managing feelings and behaviour	5	4
Making relationships	6	5
Reading	7	6
Writing	6	6
Numbers	5	5
Shape, space and measure	6	6
People and communities	7	7
The world	7	7
Technology	6	6
Exploring media and materials	7	6
Being imaginative	6	5

The boys have made slightly more progress throughout the year compared to the girls. This suggests that the boys starting point (Baseline) was lower than the girls.

English as Additional Language (E.A.L) and Non- E.A.L children

There are more E.A.L children compared to previous years and increase of 15 more E.A.L children. We have 45 E.A.L children and 71 Non- E.A.L children this year.

	Emerging E.A.L	Emerging Non-E.A.L	Expected E.A.L	Expected Non-E.A.L	Exceeding E.A.L	Exceeding Non-E.A.L
Listening and attention	5%	6%	84%	66%	11%	28%
Understanding	9%	4%	77%	68%	1%	28%
Speaking	12%	6%	77%	64%	11%	30%
Moving and handling	2%	0%	78%	80%	20%	20%
Health and self-care	2%	1%	87%	74%	11%	25%
Self-confidence and self-awareness	7%	3%	91%	73%	2%	24%
Managing feelings and behaviour	0%	4%	87%	82%	13%	14%
Making relationships	0%	6%	84%	67%	16%	27%
Reading	13%	7%	63%	62%	24%	31%
Writing	24%	11%	56%	66%	20%	23%
Numbers	9%	7%	73%	76%	18%	17%
Shape, space and measure	13%	7%	74%	69%	13%	24%
People and communities	0%	3%	91%	74%	9%	23%
The world	4%	3%	83%	66%	13%	31%
Technology	2%	0%	91%	83%	7%	17%
Exploring media and materials	2%	1%	87%	75%	11%	24%
Being imaginative	4%	3%	85%	69%	11%	28%

Emerging

- More E.A.L children are achieving Emerging compared to Non- E.A.L, especially in Literacy and Mathematics.
- No E.A.L child achieved Emerging in Managing Feelings, Making relationships and People and Communities.

Exceeding

- More Non- E.A. L children are achieving in Exceeding apart from Moving and Handling which is the same (20%) and Numbers; more E.A.L children achieved Exceeding compared to Non- E.A.L children.

The gap between Non- E.A.L and E.A.L children overall in Exceeding is 12%, the highest difference between all of the different groups. In Reading; 7%, writing 3%, Number 1% (more E.A.L children achieved Exceeding compared to Non- E.A.L children) and Shape, Space and Measure; 11%.

The largest difference is in Shape, Space ad Measure.

Progress

	Progress Points for E.A.L	Progress Points for Non-E.A.L
Listening and attention	6	6
Understanding	6	6
Speaking	6	6
Moving and handling	7	7
Health and self-care	6	6
Self-confidence and self-awareness	5	5
Managing feelings and behaviour	4	5
Making relationships	5	6
Reading	7	7
Writing	6	6
Numbers	5	5
Shape, space and measure	6	6
People and communities	7	7
The world	7	7
Technology	6	6
Exploring media and materials	6	7
Being imaginative	5	7

There isn't a great deal of difference between the amount of progress these two groups have made, especially in the Core subjects. The E.A.L children have started lower compared to the non-E.A.L children.

Pakistani and Black Caribbean Children

There are 12 Pakistani children, 2 Black Caribbean children and 43 White British children in Foundation

	Emerging B.C	Emerging P	Emerging W.B	Expected B.C	Expected P	Expected W.B	Exceeding B.C	Exceeding P	Exceeding W.B
Listening and attention	0%	6%	5%	100%	76%	73%	0%	18%	24%
Understanding	0%	18%	5%	100%	70%	70%	0%	12%	26%
Speaking	0%	12%	7%	100%	76%	59%	0%	12%	35%
Moving and handling	0%	6%	0%	100%	82%	77%	0%	12%	24%
Health and self-care	0%	0%	3%	100%	82%	73%	0%	18%	26%
Self-confidence and self-awareness	0%	6%	5%	100%	88%	75%	0%	6%	21%
Managing feelings and behaviour	0%	0%	3%	100%	88%	82%	0%	12%	17%
Making relationships	0%	0%	3%	100%	88%	70%	0%	12%	28%
Reading	50%	18%	10%	50%	53%	65%	0%	29%	26%
Writing	0%	29%	19%	100%	47%	63%	0%	24%	19%
Numbers	0%	18%	10%	100%	58%	77%	0%	24%	14%
Shape, space and measure	50%	12%	7%	50%	64%	70%	0%	24%	24%
People and communities	0%	0%	5%	100%	88%	75%	0%	12%	21%
The world	0%	6%	5%	100%	88%	63%	0%	6%	33%
Technology	0%	6%	0%	100%	88%	84%	0%	6%	17%
Exploring media and materials	0%	6%	0%	100%	70%	75%	0%	24%	26%
Being imaginative	0%	12%	3%	100%	64%	68%	0%	24%	31%

Emerging

- Fewer Black Caribbean children achieved Emerging compared to Pakistani and White British.
- No Black Caribbean children achieved Emerging in Writing and Numbers. However, 50% did achieve Emerging in Reading and Shape, Space and Measure.

Exceeding

- More White British children achieved Exceeding compared to Black Caribbean and Pakistani, apart from the core subjects; more Pakistani children achieved Exceeding.
- No Black Caribbean children achieved Exceeding in any curriculum area.

Progress

	Progress Points for Black Caribbean	Progress Points for Pakistani	Progress Points for White British
Listening and attention	6	6	6
Understanding	5	6	6
Speaking	5	6	6
Moving and handling	7	7	7
Health and self-care	6	6	6
Self-confidence and self-awareness	5	5	5
Managing feelings and behaviour	4	4	4
Making relationships	5	6	6
Reading	6	7	7
Writing	6	6	6
Numbers	6	5	5
Shape, space and measure	5	7	6
People and communities	7	7	7
The world	7	7	7
Technology	5	5	6
Exploring media and materials	7	7	7
Being imaginative	4	6	5

Black Caribbean children are a group to monitor next year as they haven't achieved as well as the other two groups, but have also not made as much progress over the year.

Case Study

Child A was identified as a Pupil Premium child half way through Term 2.2. She then received 1:1 phonic intervention sessions daily with a Teaching Assistant.

Children are assessed each half term formally, Child A's results:

Baseline- Phase 1

Term 1.2- Phase 1

Term 2.1- Phase 2

Term 2.2- Phase 2

Term 3.1- Phase 3

Term 3.2- Phase 4

At the beginning of Foundation, her phonic progression was slow and blending was a challenge for her. Due to the slow progression through the phases initially, I believe without the phonic intervention she would not have met the expected level of phase 4. I believe this phonic intervention session gave her confidence and 1:1 support has help her progress through the phases quicker once it began.

Transition

This year, there have been more opportunities for transition between the year groups. The children have spent longer in their new classes completing various written work and opportunities to play too. Several children found transition difficult and upsetting this year, but now the children are confident to spend time in their new classes and they talk about which class they will be in.

Parents have also commented to me that they enjoyed spending time with their child in their new classes and meeting their child's new teacher.

