

OUR HERO VALUES

HOPE



The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10

ENERGY



God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20

RESILIENCE



God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14

OPTIMISM



Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50



Let Your Light Shine

Matthew 5:16

St Mark's C of E Primary

Summer Data Report 2023-24

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A. School Context

Our Vision

- ★ To unlock every child's individual talents so all can flourish.
- ★ To nurture resilient, curious, enthusiastic and independent learners.
- ★ Excellence through enjoyable learning experiences.
- ★ Strong relationships with our families and community.
- ★ To embed our **HERO** Values of Hope, Energy, Resilience and Optimism.

Whole School Overview

Without new reception starters September 2024	School	Local Authority	National
Pupils on roll	157	17,303	
Disadvantaged	61.1%	25.8%	27%
FSM	59.9% Significantly above the National average.	25.5%	24%
IDACI Income Deprivation Affecting Children Index	40.8%	12%	10%
SEND	27.4% Significantly above the National average.	16.7%	14%
EHCP	11.5% Significantly above the National average.	3.7%	3%
EAL	30.6% Above the National average.	17%	23%
School stability	59% Significantly below the National average.	The number of children who are still at the school in Y6 who started in R. 97 children across the school.	94.5%

As a school, St Mark's falls significantly above Local Authority and National statistics in all reported areas. The community that the school serves, as well as being particularly disadvantaged, also has the highest figures for EHCP and SEND support across the Local Authority.

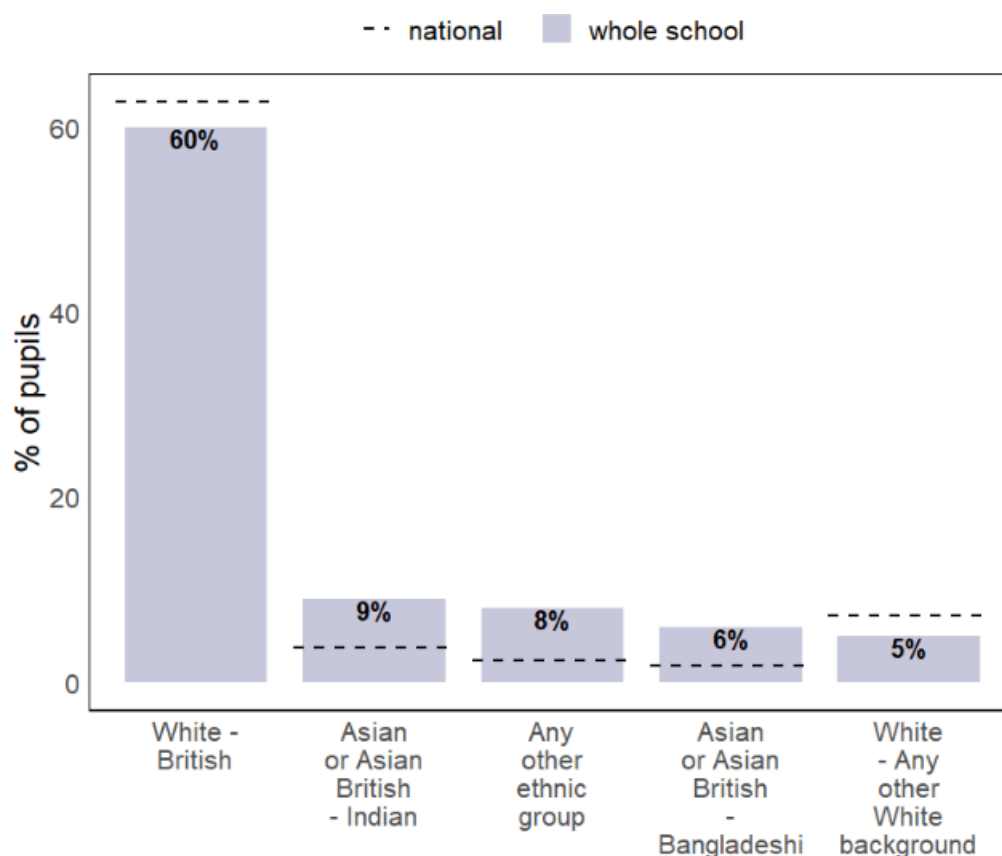
Disadvantaged children account for 94 of our 157 children on roll, with 64 of those children living in households where income deprivation may severely impact personal wellbeing and growth, which may limit a child's chances to succeed in education. Across the school, 30.6% of children have English as an additional language- many children join us with limited or no English and some from countries where they have witnessed considerable conflict. These language barriers limit children from accessing a full age- appropriate education, which also impact social and emotional- being.

SEND Overview

Primary need	SEND 27.4% = 43 children, over ¼ of the school's cohort.	EHCPs 18 pupils
Specific Learning Difficulty	28%	6%
Moderate Learning Difficulty	0	6%
SEMH	16%	11%
Speech, Language, Communication	23%	22%
PD/ visual/hearing	7%	6%
ASD	26%	50%

Within this overview, some children present more than one primary need and are therefore counted in more than one reporting area. This table demonstrates the complex needs presented by our cohort and the specialist care and curriculum consideration that must be put in place to ensure children are making good progress from their starting points whilst in our care.

Ethnicity Overview



WBR children are the largest statistical group in the school of the school at 60%.

In National statistics, fewer of this group meet EXPS at the end of each stage as they progress through the school system

B. Quality of Education

Reported Data Overview- KS1 and KS2

Phonics					
	2019	2020	2021-22	2023	2024
School	63%	67%	54.5%	82.6%	70.8%
National	82%	N/A	75%	79%	80%

KS2 READING				
	2019 2020	2022	2023	2024
KS2 EXS	50%	65.2%	69.6%	58.6%
KS2 GDS	6.3%	8.7%	21.7%	0%
National	73%	74%	73%	74%
KS2 WRITING				
KS2 EXS	75%	78.3%	47.8%	51.7%
KS2 GDS	18.8%	8.7%	21.7%	0%
National	78%	71%	72%	72%
KS2 MATHS				
KS2 EXS	69%	52.2%	56.5%	48.3%
KS2 GDS	12.5%	8.7%	13%	0%
National	79%	71%	73%	73%

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KS2 RESULTS DATA OVERVIEW

Year	Total Number	Mobility In	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	SEN Support	Education Health & Care Plan
6	29	2 (YEAR) 4 (KS)	4	16 55%	13 45%	21 72%	9 31%	22 76%	10 34%	7 24%	3 10%

COMBINED RWM	ALL 34.5 National 61		PP 36.4 National 46		SEND 33 National 26		EAL 38 National 63		GIRLS 38 National 64		BOYS 31 National 57	
SUBJECT	AS	National	AS	National	AS	National	AS	National	AS	National	AS	National
GPS National 72	34	72	27	59	33	39	38	76	25	76	46	69
Reading National 74 Excluding not expected ARE	59 75	74	59	63	67	48	54	71	63	78	59	74
Mathematics National 73% Excluding not expected ARE	48 54	73	41	59	33	44	50	78	50	73	46	74
Writing National 72%	52	72	55	59	44	36	63	72	63	78	52	72

SUMMATIVE TRACKING OVER TIME – YEAR 6										
SATS PAPER	2016 26 IN CLASS		2017		2018 28 CHILDREN		2019 28 CHILDREN		2022 28 CHILDREN	
SUBJECT	Reading	Maths 21 SAT	Reading 29 IN CLASS 22 SAT	Maths 27 IN CLASS 24 SAT	Reading 25 SAT	Maths 25 SAT	Reading 21 SAT	Maths 21 SAT	Reading 22 SAT	Maths 25 SAT
% ARE	38	15	17	7	18	14	45	25	54	43
Excluding not expected ARE 5: rdg 3 Maths	57	19	20	8	20	16	56	28	65	48

ACHIEVEMENT OVER TIME																			
END OF YEAR	EYFS	Y1			Y2 Covid			Y3 Covid			Y4			Y5			Y6		
SUBJECT	GLD	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
% ARE	69	73	73	69	26	39	21	20	12	16	60	52	56	56	40	60	59	52	48

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PROGRESS KS1 – KS2			
SUBJECT	Reading	Writing	Maths
Expected progress	100%	95%	100%
More than expected progress	56%	35%	56%

2024 PREDICTED OUTCOMES/actual	R: 68.9% (20) 59	W: 51.7% (15) 52	M: 51.7% (15) 48	Excluding Disallowed: R: 78%(18) 75 W:64% (16) M: 60% (15) 54
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KS2 SUMMARY	
Strengths	- While headline unvalidated data looks volatile, when the results are put in to perspective, achievement is better than shown. - The school had tracked pupils' achievements throughout the year and children underachieved on the day of the test, compared to their performance throughout the year. - The children's achievement journey through the school shows that, following a strong EYFS experience (the last class to access our nursery for 2 years prior to Reception. With 69% GLD - They maintained their gains in Year One - Their progress was significantly impacted by COVID during Years 3 and Year 4, despite the robust provision in place during lockdown. - Through focused intervention and good teaching, the class made good progress in Year 4, to prepare them for UKS2 and their SATS - The class had the same teacher in Y5 and Y6, to support transition and to enable learning to flow - Literacy outcomes for SEND were above national (67 Reading – national 48) 44 for writing – national 36 and broadly in line for maths. This is the result of carefully planned interventions from skilled staff
Areas for development	- The school now aims to grow the % of all pupils working at GDS. - There will be a particular focus on vulnerable pupils achieving GDS - The school will focus on the development of editing skills to improve sentence structure as this was identified as a barrier to achieving ARE - The school will also continue to focus on improving handwriting and FMS to ensure standards are raised. - There will be external moderation exercises to support teacher assessments - The school will also focus on Maths –particularly on arithmetic skills, to bring Maths attainment in line with National, and improve the combined AS score. The school has been successful in bringing reading closer to National. - This will include using the principles of Success @ Arithmetic in whole class teaching and target S@A intervention. - GDS groups from Roedean will continue,
Impact of actions taken to improve achievement and address gaps.	✓ Children who did not achieve AS in SATS, achieved AS during practice papers and underperformed on the day. ✓ Catch up sessions in SDI to work on sentence structure ✓ Intervention groups with a focus on inference led to accelerated in year progress for PP, SEND and targeted children.

Reading and Phonics

The support for pupils who are struggling to learn to read is not effective enough. As a result, too many pupils are not able to read well enough for their age. Leaders must ensure that staff are expertly trained to deliver the phonics curriculum and that interventions are effective in closing gaps in pupils' knowledge-
Ofsted Report 2022

Key aims for 2023-24

1. To focus on and consolidate the consistency of effective support for pupils who are struggling to read.
2. To develop training so staff are able to successfully teach phonics and support children to read well enough for their age.
3. To develop impactful interventions that effectively close gaps in pupils' knowledge.
4. To develop streamed guided reading and phonics groups to address the needs of all pupils more effectively
5. Focus on whole school culture to foster a love of reading and writing -Power of Reading, Guided Reading focus
6. Parent engagement- inviting parents to phonics workshops to develop a love of reading and phonic practise at home

Summary

High mobility throughout the school has influenced data trends across the year, particularly where year groups have experienced high levels of EAL arrivals. Not all children that arrive into the country are able to access support through EMAS. Support for children developing English language skills has included a dedicated KS2 phonics group, language buddies and social skills groups throughout the year to develop oracy as well as reading skill. TA timetables have been effectively mapped to ensure that TA's are released to consolidate reading skills on a 1:1 basis. TA's who have undertaken reading recovery or inference training have also led targeted guided reading groups in UKS2 across the year, as well as inference groups in the afternoons to support lower attainers. Children selected for targeted intervention have been identified through termly pupil progress meeting as falling below expected progress or presenting with an ongoing, specific need. Teachers are quick to identify children at risk of falling below expected standards due to streamed phonics and guided reading groups and are able to target their teaching to address this.

This year, St Mark's has taken part on the LA funded Coram Beanstalk Reading initiative, which has allowed for two trained reading volunteers to work in 2 KS2 year groups, targeting children that can decode confidently and read fluently, but struggle to comprehend all aspects of a story. 6 children in each year group were able to access a year of 1:1 tuition, which has helped them to understand in more context what has been read.

This year, all staff across the school undertook phonics training through our provider Read Write Ink. As well as this, RWI and the Springhill English Hub have worked alongside the phonics lead to embed, monitor and develop the teaching of phonics across the school. Feedback has been given and swiftly acted upon to ensure that teachers are delivering phonics sessions with consistency and competency across the school to ensure the best outcomes for all learners. Two further teachers have been trained in delivering Power of Reading lessons to further develop and embed consistency with delivering the English curriculum across the school. This has allowed for teachers to personally develop quality first teaching of literacy, working to promote a breadth of text types, related vocabulary and cross- curricular teaching opportunity.

Whole School Reading Data 2023- 24

Whole School Reading Baseline (121)				Whole School Reading Autumn (132)			Whole School Reading Spring			Whole School Reading Summer (107 pupils)		
Group	Below	At	Above	Below	At	Above	Below	At	Above	Below	At	Above
All	58.68%	29.75%	11.57%	39.39%	22.73%	37.88%	47.01%	32.84%	20.15%	56.07%	33.64%	10.28%
Boys	60.29%	26.47%	13.24%	39.73%	27.4%	32.88%	49.32%	28.77%	21.92%	58.06%	32.26%	9.68%
Girls	56.6%	33.96%	9.43%	38.98%	16.95%	44.07%	44.26%	37.7%	18.03%	53.33%	35.56%	11.11%
PP	56.76%	33.78%	9.46%	38.67%	24%	37.33%	45.95%	32.43%	21.62%	54.69%	31.25%	14.06%
FSM	55%	33.75%	11.25%	38.55%	22.89%	38.55%	46.25%	33.75%	20%	55.56%	30.16%	14.29%
EAL	70.97%	19.35%	9.68%	57.58%	21.21%	21.21%	62.86%	20%	17.14%	82.76%	10.34%	6.9%
SEN	82%	14%	4%	59.62%	19.23%	21.15%	67.92%	20.75%	11.32%	76.92%	17.95%	5.13%
Autumn Born	48.98%	34.69%	16.33%	32%	18%	50%	36.73%	32.65%	30.61%	37.14%	51.43%	11.43%
Spring Born	73.33%	20%	6.67%	42.86%	14.29%	42.86%	44.44%	44.44%	11.11%	75%	25%	0%
Summer Born	63.16%	28.07%	8.77%	44.26%	29.51%	26.23%	55.22%	29.85%	14.93%	62.5%	25%	12.5%

Whole School Reading Progress 2023- 24

Whole School Reading Baseline to Autumn				Whole School Reading Autumn to Spring			Whole School Reading Spring to Summer (99 pupils)		
Group	LEP	EXP	AP	LEP	EXP	AP	LEP	EXP	AP
All	19.83%	34.71%	45.45%	25.44%	35.96%	38.6%	33.33%	38.38%	28.28%
Boys	26.47%	35.29%	38.24%	29.69%	35.94%	34.38%	43.1%	31.03%	25.86%
Girls	11.32%	33.96%	54.72%	20%	36%	44%	19.51%	48.78%	31.71%
PP	20.27%	33.78%	45.95%	22.22%	40.28%	37.5%	38.33%	33.33%	28.33%
FSM	20%	35%	45%	23.68%	40.79%	35.53%	37.29%	33.9%	28.81%
EAL	25.81%	38.71%	35.48%	43.33%	16.67%	40%	30.43%	34.78%	34.78%
SEN	42%	24%	34%	43.14%	25.49%	31.37%	34.21%	36.84%	28.95%
Autumn Born	20.41%	34.69%	44.9%	26.09%	34.78%	39.13%	39.39%	33.33%	27.27%
Spring Born	20%	20%	60%	28.57%	21.43%	50%	53.85%	38.46%	7.69%
Summer Born	19.3%	38.6%	42.11%	24.07%	40.74%	35.19%	24.53%	41.51%	33.96%

Maths

Key aims for 2023-24

1. To increase parental engagement in Maths through focused Maths sessions
2. To develop children's mathematical fluency through sustained practice through the introduction of Maths fluency sessions in KS2
3. To develop interaction with Maths in KS2 outside of school through initiative of Times Tables Rock Stars
4. To develop the subject language of all staff and children, including those with SEND through use of Makaton Maths
5. To provide CPD opportunities for teachers in the teaching and implementation of NCTEM Maths Curriculum
6. To ensure children are adequately supported in mathematic literacy, through targeted intervention

Summary

This year, children across all year groups have engaged well with Maths lessons and most children are developing competency at a stage- appropriate level. CPD opportunities, provided by the Maths Subject Lead, has ensured that all teachers are using subject specific language, supported by Makaton signs, to engage and involve all children with foundational concepts, such as add/more/less/divide etc. Further CPD sessions focused on tiered questioning and diagnostic questioning to use as a form of assessment within class. Teachers have been guided to create lesson worksheets that include fluency, reasoning and problem-solving aspects, as well as challenge questions to target faster graspers and effective questioning through next steps to move learners on. Through CPD opportunity provided by the Maths Hub, KS2 teachers have trained in and effectively implemented Maths Fluency sessions 4 times a week, which aim to develop children's contextual knowledge of basic Math skills. This has resulted in increased confidence in Math lessons, with children beginning to relate key areas of Math more effectively during guided practise. Theses mini- lessons have already been embedded in KS1 as part of regular practise, which means that as children move through the school, they receive core Maths lessons and additional fluency lessons on a weekly basis across KS1 and KS2.

Further CPD opportunity has been secured through the Maths Hub, who were impressed with the robust offer at St Mark's and the consistent manner in which the subject is taught across the school. Maths lessons are planned consistently across the school using the same format, with all lessons offering a 'deepen' activity to extend mathematical thinking; this means that all children, regardless of attainment, are exposed to higher order questioning and opportunity to develop age- related skills alongside peers. Math's Hub support for the following academic year will include further TA training, aimed at INA's and class TA's, to develop delivery of 1:1 Maths where appropriate.

Same Day Intervention continues to be an effective means for teachers to address misconceptions that may occur in Maths lessons on the same day. Targeted intervention for small groups has been delivered by trained TA's across key stages, with some phase groups. This year, SEND Math groups across KS2 proved to be particularly effective in supporting learners to develop arithmetic skills.

There has been limited parental engagement with Maths, especially in Year 4, around the multiplication check. For the next academic year, the Maths Subject Lead plans a relaunch of Times Tables Rock Stars, as well as more regular parent engagement sessions across the school to help parents feel at ease and equip them with basic skills when supporting Math at home.

Whole School Maths Attainment 2023-24

Whole School Maths Baseline (121)				Whole School Maths Autumn (132)			Whole School Maths Spring			Whole School Maths Summer (105 pupils)		
Group	Below	At	Above	Below	At	Above	Below	At	Above	Below	At	Above
All	55%	34.17%	10.83%	32.06%	25.95%	41.98%	42.65%	41.91%	15.44%	58.1%	32.38%	9.52%
Boys	55.22%	31.34%	13.43%	32.88%	20.55%	46.58%	43.24%	36.49%	20.27%	55%	33.33%	11.67%
Girls	54.72%	37.74%	7.55%	31.03%	32.76%	36.21%	41.94%	48.39%	9.68%	62.22%	31.11%	6.67%
PP	56.16%	34.25%	9.59%	32%	30.67%	37.33%	42.11%	43.42%	14.47%	60.32%	31.75%	7.94%
FSM	54.43%	35.44%	10.13%	32.53%	28.92%	38.55%	43.9%	41.46%	14.63%	61.29%	30.65%	8.06%
EAL	67.74%	19.35%	12.9%	48.48%	15.15%	36.36%	54.29%	31.43%	14.29%	66.67%	22.22%	11.11%
SEN	79.59%	12.24%	8.16%	57.69%	17.31%	25%	60.38%	28.3%	11.32%	84.62%	10.26%	5.13%
Autumn Born	42.86%	42.86%	14.29%	24%	28%	48%	38.78%	36.73%	24.49%	48.57%	37.14%	14.29%
Spring Born	73.33%	20%	6.67%	35%	15%	50%	44.44%	44.44%	11.11%	66.67%	26.67%	6.67%
Summer Born	60.71%	30.36%	8.93%	37.7%	27.87%	34.43%	44.93%	44.93%	10.14%	61.82%	30.91%	7.27%

Whole School Maths Progress 2023- 24

Whole School Maths Baseline to Autumn				Whole School Maths Autumn to Spring			Whole School Maths Spring to Summer (99 pupils)		
Group	LEP	EXP	AP	LEP	EXP	AP	LEP	EXP	AP
All	9.17%	33.33%	57.5%	14.78%	48.7%	36.52%	26.6%	60.61%	13.13%
Boys	11.94%	31.34%	56.72%	17.19%	46.88%	35.94%	18.97%	68.97%	12.07%
Girls	5.66%	35.85%	58.49%	11.76%	50.98%	37.25%	36.59%	48.78%	14.63%
PP	5.48%	38.36%	56.16%	13.7%	47.95%	38.36%	33.33%	53.33%	13.33%
FSM	6.33%	36.71%	56.96%	14.29%	49.35%	36.36%	33.9%	52.54%	13.56%
EAL	22.58%	35.48%	41.94%	23.33%	40%	36.67%	13.04%	69.57%	17.39%
SEN	20.41%	28.57%	51.02%	24%	36%	40%	35.9%	46.15%	17.95%
Autumn Born	8.16%	30.61%	61.22%	17.39%	43.48%	39.13%	33.33%	60.61%	6.06%
Spring Born	13.33%	13.33%	73.33%	21.43%	42.86%	35.71%	30.77%	61.54%	7.69%
Summer Born	8.93%	41.07%	50%	10.91%	54.55%	34.55%	20.75%	60.38%	18.87%

Writing

Key aims for 2023-24

1. To develop teacher subject knowledge of GPS and how it is implemented within the Writing cycle
2. To provide CPD which aims to underpin the clear assessment of Writing from EYFS- Y6
3. To focus on developing fine motor skills for writing in EYFS and KS1 and raise expectation for handwriting across the school
4. To ensure that the Writing cycle has stage- related opportunity for independent writing for all learners across the school

Summary

This year, the Deputy Head has supported the teaching and assessment of Writing across KS2, with the aim to develop teachers understanding of the writing process and how to use assessment framework to accurately assess independent writing. Through the careful mapping of topic subjects, writing opportunities across the curriculum have been selected to ensure that children are writing for a range of purposes and in a range of genres. SPA reviews of topic writing have evidenced increased opportunities for children to write across the curriculum, showing that children are able to transfer taught skills from English lessons into extended topic writes. Teachers are now more able to select appropriate stage- related objectives, taken from the assessment framework, for each piece of taught writing and teach children these skills so that they can be used by most children independently, with increasing accuracy over the year.

This year, to address the inconsistency of handwriting across the school, EYFS has undertaken daily dough- disco sessions to strengthen hand muscles and have had a dedicated fine motor activity each day during continuous provision. In KS1 and Year 3, children have been supported in developing fine motor skills for writing through Busy Hands interventions, led weekly by TA's.

These children have been identified through teacher observation and conversations arising from pupil progress meetings. We know that many of our children have good writing stamina and great ideas but lack consistency of cursive writing, especially in KS2, to currently meet age- expected outcomes.

The introduction of Nelson Handwriting in the Spring term allowed for a more consistent approach to teaching across the school, with sessions focusing on children's ability to form letters with the correct size and orientation before moving into pre-cursive script in KS1 and cursive script in KS2. Lessons are taught systematically in a sequential order to ensure that all children are receiving appropriate instruction. Children are encouraged to use their handwriting skills in all books and are praised for good presentation in all books. For some of our children, the introduction of typing and use of communication in print has

removed the barrier for writing in books and has allowed them to show their capability in the subject, This important accommodation has worked particularly well in Year 5 this year and will be implemented more thoroughly throughout the school to support some of our SEND learners, where writing is a barrier,

Through whole school and inter-school moderation, teachers are becoming more confident with using assessment framework to assess independent writing. More CPD, through inter-school moderation, needs to be undertaken to ensure that all teachers have a clear understanding of year group expectation and outcomes. Through partnership with Rudyard Kipling School, we expect inter-school moderations to run in the next academic year, as well as opportunity for teachers to visit RKPS to observe the teaching of Writing in different year groups.

We have identified editing to be an area of improvement in the teaching of Writing at St Mark's, with a particular focus on editing for grammatical accuracy. Although teachers have had CPD opportunity to develop their understanding of GPS, this does not always translate into children's writing and is not always picked up in independent editing. Further work on the teaching of editing as a skill will be undertaken in the next academic year to ensure that all children are proficient in proof- reading and peer- editing to enhance their independent writing.

Whole School Writing Attainment 2023- 24

Whole School Writing Baseline (121)				Whole School Writing Autumn (132)			Whole School Writing Spring			Whole School Writing Summer(107 pupils)		
Group	Below	At	Above	Below	At	Above	Below	At	Above	Below	At	Above
All	66.12%	32.23%	1.65%	71.97%	25.76%	2.27%	67.39%	26.81%	5.8%	74.77%	19.63%	5.61%
Boys	72.06%	26.47%	1.47%	78.08%	20.55%	1.37%	75%	22.37%	2.63%	79.03%	17.74%	3.23%
Girls	58.49%	39.62%	1.89%	64.41%	32.2%	3.39%	58.06%	32.26%	9.68%	68.89%	22.22%	8.89%
PP	68.92%	31.08%	0	74.67%	24%	1.33%	66.27%	31.33%	2.41%	76.56%	18.75%	4.69%
FSM	67.5%	32.5%	0	74.7%	24.1%	1.2%	67.07%	30.49%	2.44%	76.19%	19.05%	4.76%
EAL	70.97%	22.58%	6.45%	69.7%	27.27%	3.03%	69.44%	22.22%	8.33%	79.31%	10.34%	10.34%
SEN	88%	12%	0	88.46%	11.54%	0	85.19%	14.81%	0	89.74%	7.69%	2.56%
Autumn Born	55.1%	42.86%	2.04%	60%	36%	4%	56.86%	37.25%	5.88%	68.57%	25.71%	5.71%
Spring Born	93.33%	6.67%	0	85.71%	14.29%	0	88.89%	5.56%	5.56%	81.25%	18.75%	0
Summer Born	68.42%	29.82%	1.75%	77.05%	21.31%	1.64%	69.57%	24.64%	5.8%	76.79%	16.07%	7.14%

Whole School Writing Progress 2023-24

Whole School Writing Baseline to Autumn				Whole School Writing Autumn to Spring			Whole School Writing Spring to Summer (102 pupils)		
Group	LEP	EXP	AP	LEP	EXP	AP	LEP	EXP	AP
All	41.32%	39.67%	19.01%	31.62%	38.46%	29.91%	33.33%	52.94%	13.73%
Boys	47.06%	32.35%	20.59%	42.42%	31.82%	25.76%	35%	51.67%	13.33%
Girls	33.96%	49.06%	16.98%	17.65%	47.06%	35.29%	30.95%	54.76%	14.29%
PP	44.59%	36.49%	18.92%	35.44%	35.44%	29.11%	32.79%	54.1%	13.11%
FSM	43.75%	36.25%	20%	35.9%	34.62%	29.49%	31.67%	55%	13.33%
EAL	35.48%	35.48%	29.03%	25.81%	29.03%	45.16%	24%	68%	8%
SEN	58%	26%	16%	51.92%	26.92%	21.15%	28.21%	56.41%	15.38%
Autumn Born	36.73%	42.86%	20.41%	29.79%	48.94%	21.28%	32.35%	50%	17.65%
Spring Born	66.67%	20%	13.33%	57.14%	21.43%	21.43%	46.15%	23.08%	30.77%
Summer Born	38.6%	42.11%	19.3%	26.79%	33.93%	39.29%	30.91%	61.82%	7.27%

Foundation Stage

Reported Data

ELG				
	2020	2022	2023	2024
School	65%	5.9%	35%	31.8%
National	72%	65.2%	85.2%	68%

Summary

Foundation Stage ELG % was significantly below Local Authority figures at 8% and National figures at 70%

In this particular year group, there were many new joiners in the Summer term that were new to the country and not yet able to access Reception learning. This cohort also had 2 EHCP children, with a further 8 children receiving SEND support. Early identification of additional need was key strength of the Reception and Ocean teams this year. Children were supported in class in their learning; some EAL children were supported with translators and children with identified additional need were able to access SEND support through Ocean provision. Phonics lessons ran every day for 40 minutes, with children split into small groups; some 1:1 teaching and recovery teaching taking place each day depending on specific need. Once a week, all children were able to practise reading 1:1 with a trained volunteer with stage related books.

Phonics books used to teach early reading were sent home each week, alongside QR codes to access online phonics resources aimed at supporting parents in practising phonics sounds at home with their children. In addition to this, phonics and reading parent outreach sessions took place over the Autumn term to support reading at home.

A large investment in the Summer term for the EYFS outdoor area allowed to children to access enhanced provision for the latter part of the Summer term, with additional resources to facilitate gross and small motor movements, with the aim to improve children's overall coordination and movement.

Due to the complex needs of the class and a change in support staff, the early oracy project intended to take place this year was unable to run with consistency, although English carpet time sessions focused on developing vocabulary, engagement and basic comprehension skills with the class.

Over the course of the year, the class teacher engaged with RWI Phonics Training, Springfield English Hub reviews and took part in Power of Reading training to develop quality first teaching of English.

For the next academic year, the Oracy Project will need to run in its entirety in order to have a great impact on children's early speech and social interaction. Further consideration for EAL children within provision mapping will ensure that more children are acquiring early language skills at an accelerated pace.

Overview of attainment from Spring- Summer 2023-24

Subject	Spring Birth to 3	Spring 3 and 4 year olds	Spring Reception	Spring ELG	Summer Birth to 3	Summer 3 and 4 year olds	Summer Reception	Summer ELG
ELG01 - Listening, Attention And Understanding	5.56%	38.89%	55.56%	0	11.11%	27.78%	61.11%	73.9%
ELG02 - Speaking	11.11%	33.33%	55.56%	0	11.11%	27.78%	61.11%	60.8%
ELG03 - Self-Regulation	5.56%	44.44%	50%	0	11.11%	11.11%	77.78%	69.5%
ELG04 - Managing Self	5.56%	33.33%	61.11%	0	11.11%	22.22%	66.67%	69.5%
ELG05 - Building Relationships	5.56%	33.33%	61.11%	0	11.11%	27.78%	61.11%	69.5%
ELG06 - Gross Motor Skills	5.56%	33.33%	61.11%	0	11.11%	11.11%	77.78%	56.5%
ELG07 - Fine Motor Skills	5.56%	44.44%	50%	0	11.11%	27.78%	55.56%	56.5%
ELG08 - Comprehension	16.67%	33.33%	50%	0	11.11%	16.67%	72.22%	56.5%
ELG09 - Word Reading	5.56%	44.44%	50%	0	11.11%	16.67%	72.22%	39.1%
ELG10 - Writing	5.56%	44.44%	50%	0	11.11%	22.22%	66.67%	39.1%
ELG11 - Number	11.11%	50%	38.89%	0	11.11%	11.11%	77.78%	39.1%
ELG12 - Numerical Patterns	11.11%	55.56%	33.33%	0	11.11%	22.22%	66.67%	39.1%
Combined	16.67%	55.56%	27.78%	0	11.11%	50%	38.89%	31.8%

Key aims for 2024- 25

Reading

1. To embed Accelerated Reader into Key Stage 2 practise
2. To continue to develop impactful interventions that aim to close gaps in pupils knowledge and extend understanding into GDS
3. To provide a language rich environment for children to develop phonetic decoding skills and greater opportunity for early reading in Reception
4. To develop early oracy through whole school initiatives and parent engagement
5. To continue to develop CPD opportunities for staff in relation to reading and the teaching and consolidation of key skills for EAL learners

Writing

1. To develop the use of editing stations within classrooms to aid children's independent editing
2. To continue to develop topic curriculum writing map to ensure breadth of coverage in genre
3. To ensure that the teaching of GPS skills are planned for across a term, with clear evidence of skills being revisited and built upon consecutively over a term in order to embed
4. To continue to embed Nelson Handwriting across the school, promoting high standards of writing and presentation in all books
5. To work in partnership with RKPS to create moderation opportunities across the school

Maths

1. To continue to embed Maths fluency sessions across KS2
2. To improve multiplication recall through whole school initiatives such dedicated timetabling and TTRS
3. To work alongside the Maths Hub to provide effective CPD opportunities for support staff
4. To continue to embed the use of specific vocabulary in teaching, evidenced through children's independent use

EYFS

1. To deliver the Early Oracy project to all parents
2. To engage parents with Literacy focused stay and play sessions on a half- termly basis

3. To continue to develop the learning environments, both inside and outside, through the clear zoning of curriculum areas
4. To develop the use of the outdoor area to support the early acquisition of literacy, including oracy, reading and writing
5. To ensure English and Math lessons are planned in line with agreed curriculums to ensure consistency of quality first teaching across school
6. To work alongside RKPS to develop curriculum offer, with particular focus on continuous provision