

Primary Information 2023 (Academic Year 2022 - 2023)

Using the research collated by the Education Endowment Fund, NFER and DfE, we can summarise the national picture relating to the progress and attainment of our pupils. This is with a specific focus upon the longevity of the impact of CV-19 for our pupils. Although there is seemingly very little SEN specific data, we can draw similarities between our vulnerable cohort because of the nature of their learning disability and the high number of PPG pupils we have in school (53%). FSM is one of our main indicators and the current economic climate has influenced an increase of 10% of eligible FSM pupils over the last 4 years. Unemployment remains higher than the national and county averages at 4.3%. The district 3/12 most deprived in the county using IMD scoring. These indicators demonstrate the potential barriers for our pupils to thrive during their time at the Beacon and when they leave the school. Reading, Maths, Grammar Punctuation and Spelling were indicated where pupils are mostly behind. These are the core areas of learning which will have a great impact across most other subject areas.

The progress and attainment gaps are widening across the disadvantaged groups with several sources indicating an approximation of pupils in this cohort being in the region of 7 months behind their expected levels (DfE, RS assessment and NFER interim report). Nationally, Reading and Maths remain the areas where the pupils are mostly behind. These are the core areas of learning which will have a great impact across most other subject areas. Some indicators are showing the attainment gap between disadvantaged groups, which has nationally been around 10% during the last decade, now sits within a range of 10%-24% (Primary and Secondary). We have no discernible difference between our vulnerable cohorts within the school.

EYFS Baselining Information

All pupils are emerging in their prime and specific goals (All pupils have a point score of 17), none are working at expected levels.

EYFS Progress

Using the evidence for learning tool, we are able to produce and evidence a strong position of progress in our classes following the EYFS curriculum. All EYFS pupils are making expected or better progress, 96% making accelerated progress.

KS1 Phonics Screening

38/52 pupil Working toward the standard, 3/52 Working at or above the standard, 9/52 Not able to access the test (D)Teacher Assessed and 2/52 absent.

KS1 Teacher Assessment

28 Pupils in this cohort. The very large majority of pupils are in the range of the engagement model through to pre key stage standard 3. The table below reflects the broad ability range of the pupils in KS1. There is a focus on the core curriculum areas that reflect the ability ranges rather than chronological expectations, hence the “has not met the expected standard” for all pupils in Science.

Level	Reading %	Writing %	Maths %	Science %
EM	29	29	32	0
PK1	14	32	14	0
PK2	25	11	11	0
PK3	18	18	32	0
PK4	4	4	7	0
HNM	0	0	0	100
WTS	7	4	4	0
EXS	4	0	0	0

End of KS2

All our end of Key Stage Two pupils (22 Year 6 pupils) in 2023 were working below the level (B) of the test and therefore would not have been entered for SATs.

Progress of Year 6 Pupils – 2023

	Below expected %	Expected %	Better than expected (Good) %	“Well above” expected progress (Outstanding) %	Total expected or better %
Maths	10	24	33	33	90
Reading	10	29	14	48	90
English	5	33	19	43	95

English and Reading has maintained consistent progress and Maths now performs inline with this. There has been an increase in the amount of pupils achieving expected or better progress in Maths, an increase of 19% from 2022. The majority of pupils have made accelerated progress, the strengths of the reconnection and reengagement with learning continues to thrive in this year group.

In Year Progress of Year 6 Pupils – 2023

Unless otherwise stated the percentages below are correct for all subjects					
5% = 1 Pupil					
English - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	5	33	19	43	95
No of pupils	1	7	4	9	20
13 pupils, 62% are making accelerated progress (Good plus Outstanding)					
Reading - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	10	29	14	48	90
No of pupils	2	6	3	10	19
13 pupils, 62% are making accelerated progress (Good plus Outstanding)					
Maths - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	10	24	33	33	90
No of pupils	2	5	7	7	19
14 pupils, 66% are making accelerated progress (Good plus Outstanding)					
Science - Year 6					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	10	14	33	43	90
No of pupils	2	3	7	9	19
16 pupils, 76% are making accelerated progress (Good plus Outstanding)					

Reading

Within primary, pupils making good or better (accelerated) progress continues to be a strength. The very large majority have made expected or better progress – 97% 83 pupils.

There are only 2 pupils not making expected or better progress in Reading in year 6. We have narrowed the gaps in reading for this cohort and are proud that we have halved the number of pupils falling below expected levels from 2020. The in-year steps and introduction of new approaches and strategies (including accelerated reader and the introduction of a dedication reading coordinator) has enabled many of the pupils to diminish the difference of them making/achieving expected progress. In

year 6, the growing strength in reading is also reflected by the pupils accelerating their progress from their starting points, 10 pupils made accelerated (excellent & outstanding) progress, compared to 3 pupils compared to 2020-2021.

A range of interventions will continue and ongoing assessments (reading and reading fluency) using accelerated reader will be deployed, to continue to narrow any gaps and ensuring the acceleration of progress in reading continues to thrive during year 7.

Summary

With continued baselining measures for EYFS and inclusion of KS1 information, we are provided with a comparable set of indicators to demonstrate the strong the levels of progress achieved throughout the primary phases. This is evidenced above in the end of Key Stage 2 progress information.