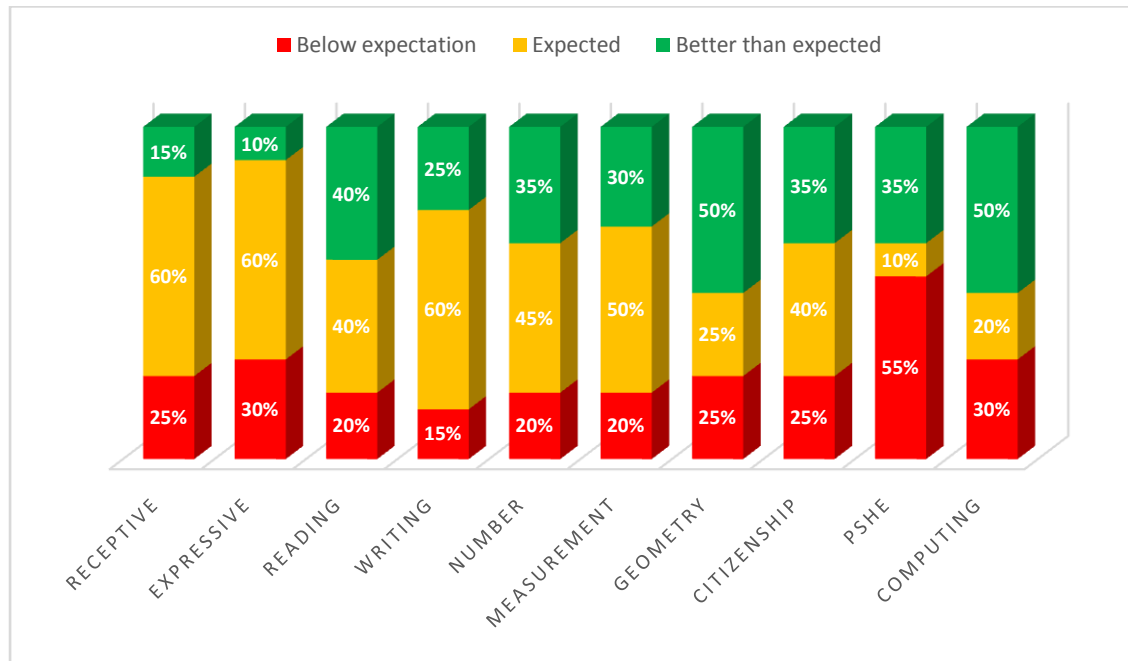


**Springwood Primary School:
End of Key Stage 1 Analysis 2015-16 and Year 2 Pupils' Progress 2015-16**

End of Key Stage 1 Analysis - 2015-16

The 2015-16 cohort consisted of 20 pupils.

The end of Key Stage analysis against the targets set for Year 2 shows the following:



Year 2 Pupils' Progress - 2015-16

The retrospective analysis of progress for the Year 2 cohort shows that:

- in Receptive Language, 15 pupils made expected or better progress
- in Expressive Language, 14 pupils made expected or better progress
- in Reading, 16 pupils made expected or better progress
- in Writing, 17 pupils made expected or better progress
- in Number, 16 pupils made expected or better progress
- in Measurement, 16 pupils made expected or better progress
- in Geometry, 15 pupils made expected or better progress
- in Citizenship, 15 pupils made expected or better progress
- in PSHE, 9 pupils made expected or better progress
- in Computing, 14 pupils made expected or better progress

Gender

Pupils making expected or better progress:

	Rec	Exp	Reading	Writing	Number	Measurement	Geometry	Citizenship	PSHE	Comp
Boys (13)	8	8	9	9	10	10	9	10	6	8
Girls (7)	7	6	7	7	6	6	4	5	3	6

65% (13) of the cohort are boys and 35% (7) of the cohort are girls. Progress was similar in PSHE but in all other areas, apart from *Geometry*, a higher percentage of girls have made expected or better progress than boys. The girls varied within the different strands as to the progress made, apart from PSHE in which it was the girls with ASD who did not make expected progress. Among the boys, it was also the boys with ASD who did not make expected progress in PSHE.

Ethnicity

- 55% (11) of the cohort are White English. 64% or more of the White English cohort made expected or better progress in all areas, apart from PSHE and Computing.
- 15% (3) of the cohort are Black and other race. 67% of this cohort made expected or better progress in all areas.
- 5% (1) of the cohort is White and Asian. This pupil made expected or better progress in all areas.
- 5% (1) of the cohort are Eastern European. This pupil made expected or better progress in all areas apart from PSHE.
- 5% (1) of the cohort are Arab. This pupil made expected or better progress in all areas.

Disadvantaged

Pupils making expected or better progress:

	Rec	Exp	Reading	Writing	Number	Measurement	Geometry	Citizenship	PSHE	Comp
PP (13)	9	10	10	11	10	10	10	10	6	9
Not PP (7)	6	5	6	6	6	6	5	5	3	5

65% (13) of the pupils are eligible for pupil premium and 35% (7) are not. Progress in PSHE was below expectation for the majority of pupils, whether or not they were eligible for Pupil Premium, as this is an area of difficulty for the pupils with ASD who are a majority in this cohort.

Looked After Children (LAC)

There were no Looked After Children in this cohort.

Primary Learning Needs

PMLD

15% (3) of the cohort are pupils with PMLD. Two of these pupils made better than expected progress in all areas, apart from Computing. The other made expected or better than expected progress in English and Computing, but her progress in Maths, Citizenship and PSHE were below expectation.

SLD

30% (6) of the cohort are pupils with SLD. Two of the SLD pupils made expected or better progress in all strands.

ASD

55% (11) of the cohort are pupils who have a diagnosis of autism. All 11 ASD pupils made expected or better progress in reading, writing, number and computing. Six out of the 11 pupils did not make expected progress in PSHE which is a particular area of difficulty for this cohort of pupils as it is about making relationships and working with others.

Action:

- Meaningful communication strategies developed with all pupils to ensure access to learning is increased.
- Pupils to follow Switch Progression Pathway to develop computing skills at an appropriate level.
- Develop social interaction through the provision of structured turn taking/group activities.
- Limited reading progression using previous system of assessment, new system takes into account more precise needs of the pupils.
- Increased opportunities for social interaction with more appropriate role models provided through the development of outdoor play opportunities.