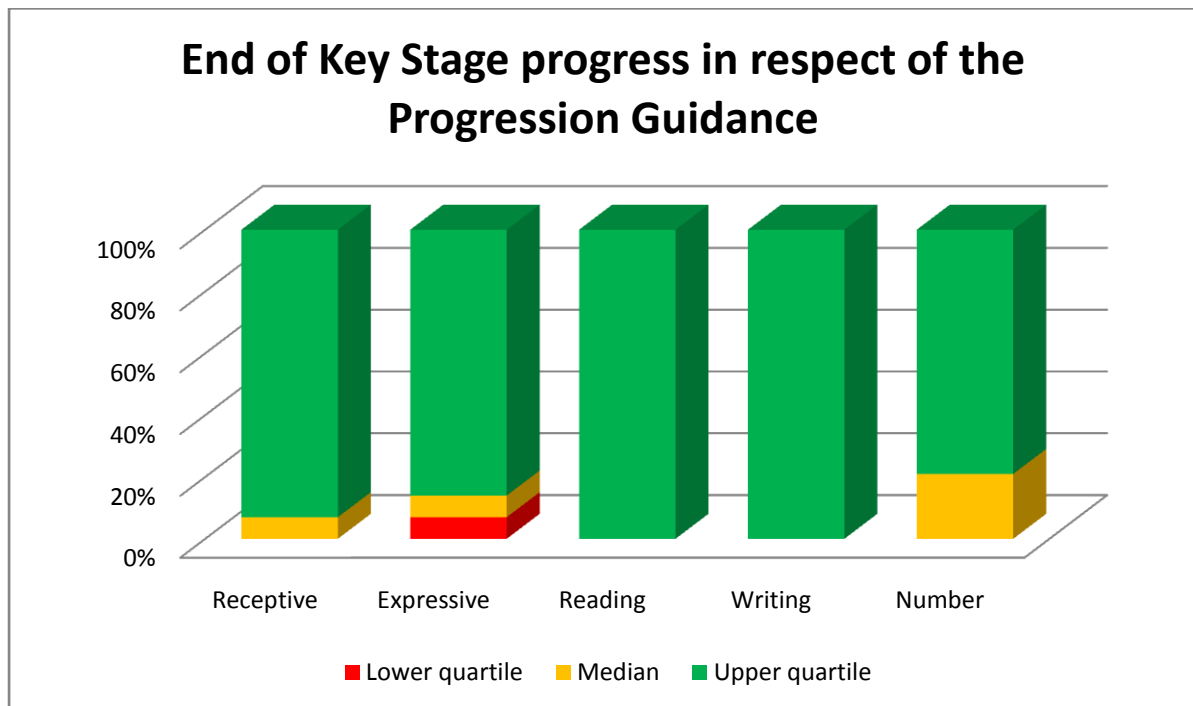


**Springwood Primary School:  
End of Key Stage 2 Analysis 2015-16**

The 2015-16 cohort consisted of 15 pupils.

The end of Key Stage analysis against the National Progression Guidance from Year 2 to Year 6 shows the following:



The retrospective analysis of progress for the Year 6 cohort shows that:

- in Receptive Language, 11 pupils made expected or better progress
- in Expressive Language, 10 pupils made expected or better progress
- in Reading, 9 pupils made expected or better progress
- in Writing, 11 pupils made expected or better progress
- in Number, 12 pupils made expected or better progress
- in Measurement, 13 pupils made expected or better progress
- in Geometry, 9 pupils made expected or better progress
- in Citizenship, 9 pupils made expected or better progress
- in PSHE, 8 pupils made expected or better progress
- in Computing, 12 pupils made expected or better progress

**Gender**

Pupils making expected or better progress:

	Rec	Exp	Reading	Writing	Number	Measurement	Geometry	Citizenship	PSHE	Comp
<b>Boys (10)</b>	8	7	6	8	9	8	6	7	5	9
<b>Girls (5)</b>	3	3	3	3	3	5	3	2	3	3

- 67% (10) of the cohort are boys. Six or more of the boys made expected or better progress across all strands apart from PSHE. Two of the boys who did not make expected progress were PMLD pupils who demonstrated lateral progress within their targets, but not vertical progress as shown in the P Scales.
- 33% (5) of the cohort are girls. Three of the girls made expected or better progress across the majority of strands. Of the two girls who did not make expected progress, one was a PMLD pupil who only had 34% attendance due to her medical needs which had a consequent impact on her progress. The other pupil, who was also PMLD, demonstrated lateral progress within her targets but not vertical progress.

### Ethnicity

- 93% (14) of the cohort are White English. 71% of the White English cohort made expected or better progress across all areas, apart from Reading, Citizenship and PSHE.
- 7% (1) of the cohort are Bangladeshi. This is the PMLD pupil with particularly low attendance and she did not make expected progress in any areas.

### Disadvantaged

Pupils making expected or better progress:

	Rec	Exp	Reading	Writing	Number	Measurement	Geometry	Citizenship	PSHE	Comp
PP (12)	10	9	8	10	10	11	8	8	8	11
Not PP (3)	1	1	1	1	2	2	1	1	0	1

- 80% (12) of the 15 pupils were eligible for pupil premium. Of these 12 pupils, two were PMLD pupils who had demonstrated lateral progress but not the vertical progress recorded by the P Scales. The progress of a third PMLD pupil was impacted by seizure activity.
- Of the 3 pupils who were not eligible for pupil premium, one was the PMLD pupil with very low attendance. One was a PMLD pupil recorded as making lateral progress.

### Looked After Children (LAC)

There were no Looked After Children in this cohort of pupils.

### Primary Learning Needs

#### PMLD

27% (4) of the cohort were pupils with PMLD. One pupil's low attendance impacted on her progress, and two were recorded as making lateral rather than vertical progress. The fourth pupil made expected progress in the majority of strands but his progress was limited by seizure activity.

### SLD

33% (5) of the cohort were pupils with SLD. Four of these pupils made expected or better progress in the majority of strands. The other pupil was recorded as making lateral rather than vertical progress.

### MLD

20% (3) of the cohort were pupils with MLD. These pupils made expected or better progress in the majority of strands. Progress in Citizenship was slightly below expectation due to slower progress with the new Year 1 age related expectations on Bsquared.

### ASD

20% (3) of the cohort were pupils with ASD. These pupils made expected or better progress in the majority of strands, with a small number of strands being slightly below expectation for 2 pupils.

#### **Action:**

- Develop use of PECS to increase spontaneous use of language thus impact on expressive and receptive communication. Ensure this is reflected on WS assessment criteria.
- Provide structured opportunities for Turn Taking and Group Work to develop Social Interaction.
- Current review of Maths curriculum taking place to address perceived lack of progress in Geometry.
- Focused assessment for reading using new assessment package due to distinct gap between book skills and expectations for phonetic knowledge.
- Increased opportunities for social interaction with more appropriate role models provided through the development of outdoor play opportunities.