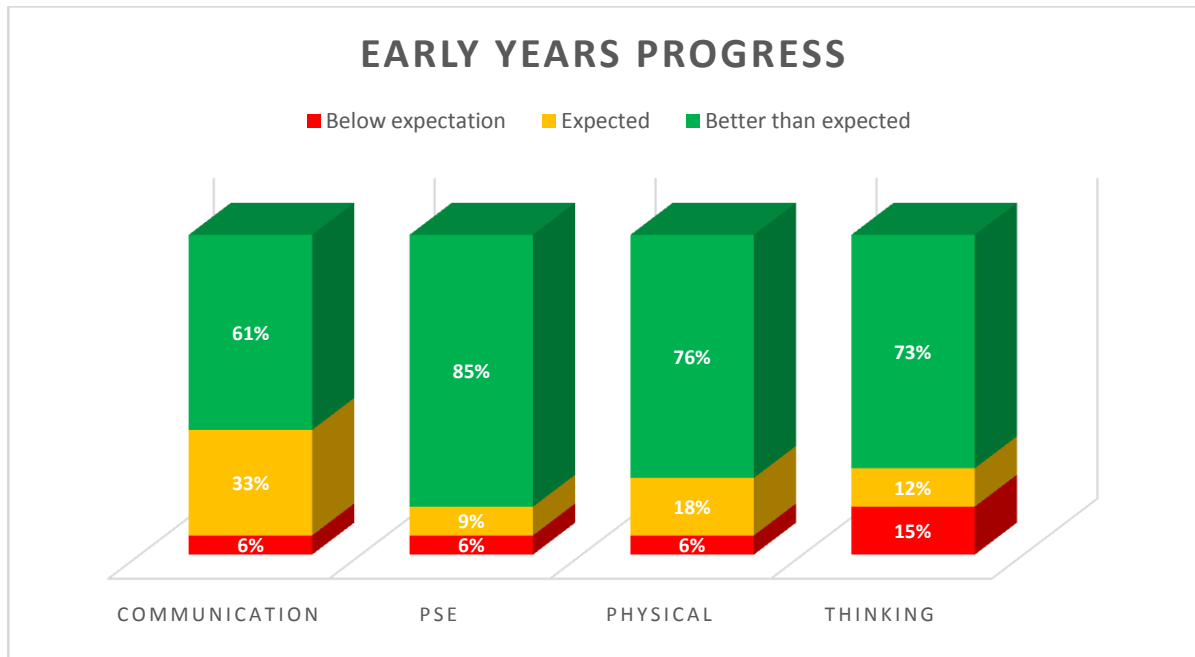


Springwood Primary School:

Early Years Analysis - 2015-16

The 2015-16 cohort consisted of 33 pupils.

The Early Years analysis against the targets set for the academic year 2015-16 shows the following:



Gender

Pupils making expected or better progress:

	Communication	PSE	Physical Development	Thinking
Boys (25)	24	24	23	21
Girls (8)	7	8	8	7

Disadvantaged

Pupils making expected or better progress:

	Communication	PSE	Physical Development	Thinking
Boys (24)	23	23	22	19
Girls (9)	8	9	9	8

The Early Years Developmental Journal was introduced in Early Years in September 2015. There are 14 steps in each of the 4 areas:

- Communication
- PSE
- Physical Development
- Thinking

For each of the steps, pupils are assessed as:

- Emerging
- Developing
- Achieved

Initial targets for progress over the year were set as 2 sub-steps, eg Emerging to Achieved, or one sub-step for PMLD pupils. Pupils who achieved their target were judged as making 'expected progress', and those who exceeded their target were judged as making 'better than expected progress'.

The majority of pupils made expected or better progress in Communication, PSE and Physical Development. There were two more pupils who did not make expected progress in Thinking who are pupils with ASD who are not displaying their ability due to a reluctance to engage with activities.

Action:

- Pupils who did not make expected progress identified to current class teacher in order for work to be tailored to specific child interests. Deepen understanding of symbols to increase communication and decrease barriers to learning.
- Pupils to work alongside good role models to increase opportunities for appropriate social interaction.
- Develop meaningful communication strategies to increase access to learning.
- Develop use of Intensive Interaction to develop engagement at an appropriate level.