



Chandag Infant School
End of year Attainment summary – Early Years Foundation Stage (EYFS), Year 1 Phonics and Key Stage 1 2017, 18

Early Years Foundation Stage

Attainment

- ✓ **85% children achieved a Good Level of Development (GLD)**. This means they have reached or exceeded the Early Learning Goals for Communication and Language, Physical, PSED plus Literacy and Maths. This is above the National Figure for 2017, 18 of 71.5 %.
- ✓ 10% children exceeded the Early Learning Goal in Reading. 1.7% exceeded in Writing. 6.7% exceeded in Number
- ✓ The percentage of boys achieving GLD **increased** from 59% in 2017, to 76% in 2018

Progress

- ✓ **93%** children made typical or more progress in Reading. 45% made Rapid progress
- ✓ **68%** children made typical or more progress in Writing. 13% made Rapid progress
- ✓ **87%** children made typical or more progress in Number. 39% made Rapid progress

Actions

- Maintain or exceed GLD attained in 2017/18
- Continue to narrow the gender gap in GLD
- Provide further opportunities for contextualised learning through woodwork and trips in the local area.
- Continue to build on the success of early intervention with children and their families.
- Introduce all staff and families to Tapestry and ensure all users are contributing regularly and in a way that impacts children's learning and development.

Year 1 Phonics

- ✓ **80%** children achieved the Y1 Phonics Screening Check in 2017, 18. (1.5 children difference with National attainment of 82%).
- Actions: To maintain consistently strong teaching of Phonics so that percentages remain at or above National figures

Key stage 1 attainment of standard and comparison to National Attainment

	2016				2017				2018			
	School		National		School		National		School		National	
	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD
R	92%	42%	74%	32%	87%	35%	75	25	85	38	75.4	25.6
W	67%	17%	65%	18%	67%	15%	68	15	75	17	69.9	15.9
M	70%	5%	73%	26%	82%	23%	75	20	85	30	76.1	21.8

Actions:

- Continue to close the attainment gap for boys in writing.
- Convert more pupils who attain the ELGs in R, W & M in EYFS, to the Expected standard at the end of Year 2.

Vulnerable Group Gaps

Y2 SEN Gaps (12 children)

Reading – 2.8 APS below

Writing 2.5 APS below

Maths 2.0 APS below

Disadvantaged (Pupil Premium) Gap (1 child)

Reading – 1.3 above

Writing 0.2 below

Maths 1.5 above

The school's tracking system shows that the gap for disadvantaged pupils is very small in Writing; less than one point. In Reading and Maths, disadvantaged pupils perform better than non - Pupil Premium.

Actions: Further close the gap for SEN children. Continue to close the gap for disadvantaged pupils.