

Park View Pupil Progress and Performance Summary 2015

EYFS

- 42 pupils in cohort – 20 boys and 22 girls
- 57% eligible for Pupil Premium Funding
- 39% SEN
- 26% Summer Born

Good level of development across Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics.	2014						2015					
	School		LA		Nat		School		LA		Nat	
	55%		60%		60%		60% (↑5%)		60%		66%	
	Boys 48%	Girls 65%	Boys 51%	Girls 70%	Boys 53%	Girls 69%	Boys 35% (↓ 13%)	Girls 82% (↑ 17%)	Boys 51%	Girls 71%	Boys	Girls

- In 2015 in EYFS, girls' attainment was significantly higher than boys' with 35% of boys achieving a Good Level of Development (expected or exceeding in all Prime areas and Literacy and Mathematics) and 82% of girls achieving GLD. Girls' attainment was well above LA girls, although boys' attainment was well below that of their LA peers. The gap between boys' and girls' attainment has widened due to the nature of the cohort and provision will reflect the needs of boys as they move across Key Stage 1.

Area of Learning	Exp/Exc 2014		Exp/Exc 2015	
Communication and Language	65%		67% (↑2%)	
	Boys 61%	Girls 71%	Boys 45%	Girls 86%
Physical Development	88%		71% (↓17%)	
	Boys 87%	Girls 88%	Boys 55%	Girls 86%
Personal, Social and Emotional Development	65%		81% (↑16%)	
	Boys 61%	Girls 71%	Boys 65%	Girls 95%
Literacy -reading	55%		62% (↑7%)	
	Boys 48%	Girls 65%	Boys 40%	Girls 82%
Literacy -writing	55%		60% (↑5%)	
	Boys 48%	Girls 65%	Boys 35%	Girls 82%
Mathematics	58%		62% (↑4%)	
	Boys 52%	Girls 65%	Boys 40%	Girls 82%

- In 2015, the attainment of girls was significantly above boys in all areas.

Area of Learning	Expected/Exceeded 2014					Expected/ Exceeded 2015				
	PP	Non PP	Autumn Born	Spring Born	Summer Born	PP	Non PP	Autumn Born	Spring Born	Summer Born
Communication and Language	53%	74%	79%	67%	38%	67% (↑14%)	68% (↓14%)	76% (↓3%)	64% (↓3%)	55% (↑17%)
Physical Development	82%	91%	100%	85%	75%	71% (↓11%)	72% (↓19%)	82% (↓18%)	71% (↓14%)	55% (↓20%)
Personal, Social and Emotional Development	53%	74%	93%	56%	38%	79% (↑26%)	83% (↑9%)	94% (↑1%)	79% (↑23%)	64% (↑26%)
Literacy -reading	47%	61%	71%	50%	38%	58% (↑11%)	78% (↑17%)	71% (↔)	57% (↑7%)	55% (↑17%)
Literacy -writing	47%	61%	71%	50%	38%	58% (↑11%)	61% (↔)	65% (↓6%)	57% (↑7%)	55% (↑17%)
Mathematics	47%	65%	71%	50%	50%	58% (↑11%)	67% (↑2%)	71% (↔)	57% (↑7%)	55% (↑17%)

- In 2015, in EYFS, the attainment of Pupil Premium pupils increased across the board, with the exception of physical development, demonstrating the successful use of funding with targeted pupils.
- The attainment of Summer born pupils increased across the board with the exception of physical development
- A focus for Year 1 in 2015-16 will be fine-motor control in order to improve pupils' overall physical skills.

Year 1 Phonics

- 39 pupils
- 50% eligible for Pupil Premium funding
- 32% SEN
- 16% Summer Born

	Working at required standard (%)						Working at required standard (%)					
	2014						2015					
All pupils	School		LA		Nat		School		LA		Nat	
	86%		69%		74%		62% (↓24%)		74%		77%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	80%	93%	66%	73%	70%	78%	59%	65%	70%	80%		

- The 2015 phonics screen results show a significant decrease on the 2014 results. There will be a concerted effort to increase the percentage of pupils working at the required level in 2016 in Years 1 and 2. The percentage of girls working at the required standard (70%) was higher than boys (59%)

	Working at required standard (%) 2015					
	PP	Non PP	Autumn Born	Spring Born	Summer Born	SEN
All pupils	53%	70%	69%	58%	57%	14%

- In Year 1 in 2015, pupils eligible for Pupil Premium funding performed less well than their non Pupil Premium peers. Pupil Premium funding will be used to target these pupils in Year 2. In general, Autumn born pupils performed better than their Spring and Summer born peers. 14% of SEN pupils were working at the required level, well below LA SEN (40%).

Key Stage 1 (Year 2)

- 28 pupils in cohort
- 82% eligible for Pupil Premium Funding
- 21% SEN
- 39% Summer Born

	2014			2015		
	School	LA	Nat	School	LA	Nat
Reading % Level 2+	83%	87%	90%	86% (↑3%)	88%	91%
Reading % Level 2B+	70%	75%	81%	79% (↑9%)	77%	
Reading % Level 3+	17%	25%	31%	32% (↑15%)	26%	
APS Reading	15.3	15.8	16.5	16.5 (↑1.2)	16.1	
Writing % Level 2+	83%	82%	86%	86% (↑3%)	84%	88%
Writing % Level 2B+	67%	64%	70%	71% (↑4%)	65%	
Writing % Level 3	10%	12%	16%	21% (↑11%)	12%	
APS Writing	14.5	14.5	15.1	15.5 (↑1.0)	14.7	
Maths % Level 2+	87%	91%	92%	93% (↑6%)	92%	93%
Maths % Level 2B+	67%	77%	80%	93% (↑26%)	78%	
Maths % Level 3	17%	19%	24%	21% (↑4%)	19%	
APS Maths	15.3	15.8	16.2	16.6 (↑1.3)	15.9	

- In 2015, there was an increase in the percentage of pupils working at Level 2+, 2B+ and Level 3 in reading, writing and mathematics. The percentage of pupils working at Level 2+ and Level 3 was above LA in reading, writing and mathematics. These are the best ever Key Stage 1 results at Park View.

	Park View			
	2014		2015	
	Boys	Girls	Boys	Girls
Reading % Level 2+	79%	88%	86% (↑7%)	86% (↓2%)
Reading % Level 2B+	64%	75%	71% (↑7%)	79% (↑4%)
Reading % Level 3+	14%	19%	21% (↑7%)	43% (↑24%)
Writing % Level 2+	79%	88%	86% (↑7%)	86% (↑7%)
Writing % Level 2B+	64%	69%	64% (↔)	79% (↑10%)
Writing % Level 3	7%	13%	14% (↑7%)	29% (↑16%)
Maths % Level 2+	79%	94%	100% (↑21%)	86% (↑7%)
Maths % Level 2B+	64%	69%	100% (↑36%)	86% (↑7%)
Maths % Level 3	21%	13%	21% (↔)	21% (↔)

- In 2015, girls outperformed boys in reading and writing at Level 2+ and Level 3 in reading and writing.
- In mathematics, boys outperformed girls at Level 2+ and 2B+ and at Level 3 the performance of boys was in-line with girls.

	Park View					
	PP	Non PP	Autumn Born	Spring Born	Summer Born	SEN
Reading % Level 2+	81% (↔)	100% (↑14%)	88% (↑16%)	89% (↔)	82% (↓3%)	33%
Reading % Level 3+	24% (↑5%)	57% (↑43%)	50% (↑21%)	33% (↑23%)	18% (↑3%)	17%
Writing % Level 2+	81% (↓7%)	100% (↑21%)	88% (↑3%)	89% (↔)	82% (↑37%)	50%
Writing % Level 3	19% (↑9%)	29% (↑22%)	25% (↑11%)	33% (↑23%)	9% (↑%)	17%
Maths % Level 2+	91% (↓3%)	100% (↑21%)	100% (↑14%)	89% (↑9%)	91% (↔)	67%
Maths % Level 3	14% (↑5%)	43% (↑29%)	25% (↑4%)	22% (↑12%)	18% (↑3%)	17%

- In 2015, the performance of pupils entitled to Pupil Premium funding increased at Level 3+ in reading, writing and mathematics, due to targeted support. The performance of non Pupil Premium pupils improved significantly across the board.

Key Stage 2

	2014			2015		
	School	LA	Nat	School	LA	Nat
Reading % Level 4+	79%	87%	89%	94% (↑15%)	90%	89%
Reading % Level 5	30%	41%	49%	34% (↑4%)	43%	
Reading % Level 6	0%	0%	0%	0% (↔)		
APS Reading	26.8	87%	29	28.5 (↑1.7)	28.8	
Writing % Level 4+	79%	84%	79%	88% (↑9%)	85%	87%
Writing % Level 5+	36%	28%	36%	31% (↓5%)	29%	
Writing % Level 6	0%	0%	2%	3% (↑3%)		
APS Writing	27.7	27.6	27.9	28.3 (↑0.6)	27.6	
Maths % Level 4+	82%	85%	86%	94% (↑12%)	88%	87%
Maths % Level 5+	18%	33%	42%	28% (↑10%)	37%	
Maths % Level 6	3%	3%	9%	0% (↓3%)		
APS Maths	27.2	28.2	29	28.1 (↑0.9)	28.7	
Grammar, punctuation and spelling Level 4+	64%	71%	76%	75% (↑11%)	80%	80%
Grammar, punctuation and spelling Level 5+	33%	%	52%	47% (↑14%)	52%	
Grammar, punctuation and spelling Level 6	0%			0% (↔)		
APS Grammar, punctuation and spelling	26.1	27.7	28.6	28.3 (↑2.2)	28.8	
Combined reading/writing/maths Level 4+	67%	77%	79%	88% (↑21%)	80%	80%
Combined reading/writing/maths Level 5+	15%	19%	42%	16% (↑1%)	19%	
Combined reading/writing/maths Level 6	0%	0%	0%	0% (↔)		

- In Key Stage 2 in 2015, the percentage of pupils working at Level 4+ and 5 increased across the board with the exception of writing at Level 5, where there was a slight decrease.
- The percentage of pupils working at Level 4 + in reading, writing, mathematics and combined reading, writing and mathematics (88%) was above national and LA in 2015.

	2014		2015	
	Boys	Girls	Boys	Girls
Reading % Level 4+	83%	76%	92% (↑11%)	95% (↑19%)
Reading % Level 5	33%	29%	39% (↑6%)	32% (↑3%)
Writing Level 4+	67%	86%	85% (↑18%)	90% (↑4%)
Writing % Level 5	25%	43%	31% (↑6%)	32% (↓11%)
Maths % Level 4+	83%	81%	100% (↑17%)	90% (↑9%)
Maths Level 5+	25%	14%	39% (↑14%)	21% (↑6%)
Maths Level 6	8%	0%	0%	0%
Grammar, punctuation and spelling Level 4+	50%	71%	85% (↑35%)	68% (↓3%)
Grammar, punctuation and spelling Level 5	25%	38%	39% (↑14%)	53% (↑15%)
Combined Reading/Writing / Maths Level 4+	58%	71%	85% (↑27%)	90% (↑19%)
Combined Reading/Writing / Maths Level 5+	17%	14%	16% (↔)	16 (↑2%)

- There was an increase in boys' attainment at Level 4+ and 5 in reading, writing and mathematics in 2015
- Increases were also seen in girls' attainment across the board with the exception of Level 5 in writing and Level 4+ in Grammar, punctuation and spelling

Park View	2015					
	PP	Non PP	Autumn Born	Spring Born	Summer Born	SEN
Reading % Level 4+	83% (↑8%)	89% (↑4%)	88% (↔)	89% (↑3%)	82% (↑22%)	67%
Reading % Level 5	35% (↑10%)	33% (↓6%)	50% (↑17%)	33% (↑12%)	18% (↓2%)	17%
Writing Level 4+	83% (↑8%)	100% (↑15%)	88% (↔)	89% (↑10%)	82% (↑12%)	50%
Writing % Level 5	30% (↔)	33% (↓14%)	25% (↑8%)	33% (↑17%)	9% (↓11%)	17%
Maths % Level 4+	91% (↑6%)	100% (↑23%)	100% (↑22%)	89% (↑7%)	91% (↑21%)	67%
Maths Level 5	26% (↑11%)	33% (↑10%)	25% (↓8%)	22% (↑5%)	18% (↑8%)	17%
Grammar, punctuation and spelling Level 4+	66% (↑1%)	100% (↑38%)	79% (↑19%)	77% (↔)	66% (↑16%)	30%
Grammar, punctuation and spelling Level 5	44% (↑14%)	56% (↑17%)	50% (↑6%)	44% (↑21%)	44% (↑4%)	10%
Combined Reading/Writing / Maths Level 4+	83% (↑18%)	100% (↑31%)	85% (↑15%)	100% (↑15%)	78% (↑28%)	60%
Combined Reading/Writing / Maths Level 5	13% (↑3%)	22% (↔)	14% (↓6%)	22% (↑7%)	0% (↓10%)	0%

- Non Pupil premium pupils performed better than their pupil premium peers across the board, with the exception of Level 5 in reading in 2015.
- The attainment of pupil premium pupils increased across the board at Level 4+ and 5, with the exception of Level 5 writing, where 2014's results were maintained.
- The attainment of Summer born pupils at Level 4+ increased across the board in 2015.

Progress from Key Stage 1- Key Stage 2

	Park View 2014		Park View 2015	
	2+ levels	3 levels	2+ levels	3 levels
Reading	91%	18%	100%	41%
Writing	97%	42%	100%	44%
Maths	94%	15%	97%	33%

- In 2015, there was an increase in the percentage of pupils making two and three levels of progress from Key stage 1 to 2 in reading, writing and mathematics.

Progress from Key Stage 1- Key Stage 2 2015

Mathematics

Key Stage 1 level	Less than 2 levels		2 levels		More than 2 levels	
	2014	2015	2014	2015	2014	2015
W	N/A	0%	N/A	100%	N/A	0%
1	0%	0%	57%	20%	43%	80%
2c	14%	0%	86%	100%	0%	0%
2b	11%	0%	89%	77%	0%	23%
2a	0%	0%	80%	33%	20%	67%
3	0%	0%	80%	100%	20%	0%

Reading

Key Stage 1 level	Less than 2 levels		2 levels		More than 2 levels	
	2014	2015	2014	2015	2014	2015
W	0%	0%	100%	100%	0%	0%
1	40%	0%	40%	17%	20%	83%
2c	17%	0%	67%	100%	17%	0%
2b	0%	0%	88%	83%	13%	17%
2a	0%	0%	67%	33%	33%	57%
3	0%	0%	100%	100%	0%	0%

Writing

Key Stage 1 level	Less than 2 levels		2 levels		More than 2 levels	
	2014	2015	2014	2015	2014	2015
W	0%	0%	50%	0%	50%	100%
1	0%	0%	67%	50%	33%	50%
2c	11%	0%	67%	82%	22%	18%
2b	0%	0%	56%	50%	44%	50%
2a	0%	0%	17%	0%	83%	100%
3	0%	0%	100%	0%	0%	100%

The percentage of 2a pupils in key stage 1 achieving more than two levels of progress across key stage 2 in reading, writing and mathematics increased significantly in 2015.