

Dee Point Primary School

School Performance 2022-2023

DATA ON A PAGE – All pupils

Outcomes at the end of Key Stage 2		School 2019	School 2022	School 2023
Attainment	Expected standard+ in RWMa	51%	44%	34% (35)
	Reading scaled score	101	101	101
	Mathematics scaled score	103	103	102
Progress*	Reading progress score	-0.8	-3.0	-3.1
	Writing progress score	+0.9	-1.1	-1.8
	Mathematics progress score	+1.0	-1.8	-1.8

Pupil attainment outcomes against national comparators in brackets

Key Stage 2

	Reading SATs		Writing TA		Mathematics SATs		Grammar, punctuation & spelling SATs	
	Exp+ standard	High standard	Exp+ standard	High standard	Exp+ standard	High standard	Exp+ standard	High standard
2019	56	13	68	8	76	17	70	29
2022	58	9	61	0	61	10	71	19
2023	46 (49)	15 (16)	57 (59)	6 (6)	60 (64)	9 (10)	53 (57)	13 (14)

Key stage 1

	Reading		Writing		Mathematics	
	Exp+ standard	High standard	Exp+ standard	High standard	Exp+ standard	High standard
2019	62	15	60	2	63	13
2022	40	14	25	0	53	7
2023	49 (53)	3 (4)	41 (46)	3 (4)	47 (50)	5 (5)

Phonics

	Year 1	Year 2
2019	87%	95%
2022	70%	82%
2023	59%	87%

Early Years

	Good level of development
2019	60%
2022	45%
2023	38% (42%)

MTC

	2022	2023	2024
Full marks (25/25)	22%	12%	
Mean average	19.1	17.0	

Strengths and weaknesses in 2023 dataset

	Strengths	Weaknesses
Progress	<p><u>EYFS:</u></p> <p>Progress in all 7 areas of learning from baseline. Progress for all groups of pupils in Communication & Language Increase of 26% of pupils achieving expected in Physical Development (readiness for writing) Increase of 22% of pupils achieving expected in communication & language. Impact of specialist SALT TA – 94% of pupils working with TA made at least expected progress in R and 89% in writing. Of those 61% made better than expected progress in R and 33% in writing.</p>	<p><u>EYFS:</u></p> <p>No progress of SEN support in maths No progress of EHCP pupils in Literacy No progress of PP pupils in PSED</p>
	<p><u>Phonics screening:</u> 99% of pupils made progress in phonics screening check scores from starting points. The 1 child who did not make progress consistently scored 38.</p> <p><u>EOKS1:</u> In reading, 98% of pupils made at least expected progress and 42% made better than expected progress. In writing, 97% of pupils made at least expected progress and 37% made better than expected progress. In maths, 95% of pupils made at least expected progress and 39% made better than expected progress.</p> <p>A greater % of boys make better than expected progress across R, W, M when compared to girls. Scaled scores in R, M Y2 SATs are slightly higher than % working at the expected standard in teacher assessment judgements.</p>	<p><u>Phonics screening:</u> Declining trend over 3 years Impact of RWI not yet evidenced in phonics screening outcomes</p> <p><u>EOKS1:</u> The small number of pupils making less than expected progress in R, W, M have SEND.</p>
	<p><u>EOKS2:</u> Increase in the % EAL and low prior attainers working at the expected standard in R, W, M compared to the EOKS1. Increase in the % G, PP working at the expected standard in W, M compared to the EOKS1. 98% of pupils made progress from the start of Y6 in maths.</p>	<p><u>EOKS2:</u> Decline in the % of all groups of pupils (except EAL, SEN support and low prior attainers) in R compared to the EOKS1. 68% of pupils made progress from the start of Y6 in reading. Significant decline in % of middle prior attainers achieving the expected standard in R, M with the greatest decline in R during KS2.</p>
Attainment	<p><u>EYFS:</u> Increase in % of pupils working at expected in all 7 areas of learning. 50% of pupils who attended Dee Point nursery achieved GLD compared to 16% who did not attend DP nursery.</p>	<p><u>EYFS:</u> Declining 3 year trend GLD 62% of pupils who did not attend Dee Point nursery did not achieve GLD compared to 38% of those who did attend. Jupiter class achieved less well than Mars despite having similar numbers of pupils with SEND.</p>

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	<p>Attainment in all areas of learning is significantly higher for those pupils who attended Dee Point nursery compared to those who did not.</p>	
	<p><u>Phonics screening:</u> Disaggregated score 66% (8 children with EHCP) 13% of pupils who did not pass by the end of Y2 were all SEN. 10 non SEN Y1 pupils who did not pass all made progress and achieved 20+</p> <p><u>EOKS1:</u> In reading and writing, girls achieved better than boys In reading and writing, EAL pupils achieved better than non-EAL and all pupils In maths, girls and boys achieved equally In maths, EAL pupils achieved better than non-EAL and all pupils SEND pupils achieved better in maths than in reading and writing. Average scaled score for EOKS1 SATs: Reading – 100 (EXS), Maths – 101 (EXS) Scaled scores in reading and maths show % of attainment in the class to be higher than TA. All groups of pupils who achieved GLD in EYFS have achieved at least an average scaled score of 100 (EXS) in reading and maths.</p>	<p><u>Phonics screening:</u> Average score of all pupils was 31, which is below the threshold of 32.</p> <p><u>EOKS1:</u> In reading and writing, boys achieved less well than girls In reading and writing, PP achieved less well than all pupils In maths, PP achieved less well than all pupils Average scaled score for EOKS1 SATs: GPS – 99 (WTS). Scaled scores for GPS in line with TA.</p>
	<p><u>MTC:</u> Boys achieved better than girls Non SEND and non PP achieved better than other all other groups.</p> <p><u>EOKS2:</u> Increase in % achieving GDS in reading compared to previous two years. In reading, there is an increase in non-SEN low prior attainers achieving the expected standard. In reading, there is an increase in middle and low prior attainers who are EAL achieving the expected standard. In writing, there is an increase in high and low prior attaining girls and PP low prior attainers at the expected standard. Pupils who have been at Dee Point since Reception have an average scaled score of at least 100 in R, GPS, M. Comparison of SATs scaled scores against teacher assessment judgements in M, GPS/writing show similar outcomes.</p>	<p><u>MTC:</u> Significant discrepancy between the two classes in attainment of all groups of pupils. Europa achieve less well than Ariel.</p> <p><u>EOKS2:</u> % of pupils achieving the expected standard in R, W, M and combined are significantly below national. Declining trend in writing and maths over 3 years. In reading and maths, attainment of middle prior attainers for all groups (except EAL) has decreased. In maths, middle attaining boys and SEND support are of greatest concern. Pupils who joined Dee Point in KS2 have an average scaled score of 99 which is lower than pupils who started in Reception or KS1. Comparison of SATs scaled scores against teacher assessment judgements in R show 19% less pupils achieved expected in the test compared to TA.</p>

Potential challenges in 2023 school performance

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EYFS: Ensuring pupils who did not attend Dee Point nursery can perform as well and make better than expected progress.

KS1: Increasing percentage of pupils working at the expected standard when a high percentage of pupils are already making better than expected progress based on starting points.

Ensuring RWI continues to be taught with fidelity including new staff. Teaching of phonics to pupils in Y5 and Y6 who still cannot read with fluency.

Marrying up of RWI with Steps to Read to ensure coverage of curriculum.

MTC: Discrepancy in attainment between the two classes – is there a consistent approach to teaching and assessment, use of access arrangements and test preparation?

How are we embedding knowledge and recall of timestables lower down the school to ensure readiness for the MTC?

KS2: Across KS2, ensuring that AfL is effective and directly impacts upon the rates of progress.

Across KS2, accurate assessment judgements across R, W, M – rigorous and effective moderation needed.

Challenge for most able pupils across the school (drawn out of progress meetings) – ensure that pace, challenge and depth meet their needs.

Reading – progress in KS2 ('sticky learning', retention and application of knowledge, lack of fluency). Differences between TA and test – test technique, test conditions etc.

Writing in Y5, Y6 in 2023-24 as this is a declining picture – is assessment accurate? Is teaching high quality? Coaching model for current Y4 staff?

Q5 Bottom 20%	Q4 Bottom 40%	Q3 Bottom 60%	Q2 Top 40%	Q1 Top 20%
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This key is used for KS1 & KS2 attainment for R, W, M at the expected standard only

*judgements based on data information in the DfE ASP interactive tool and IDSR.

Acronyms:

TA – teacher assessments

SS – scaled score

PAG - prior attainment group

SATs – standard Attainment Tests

PP – pupil premium

SEND – special educational needs

GPS – grammar, punctuation & spelling

MTC – multiplication tables check (in Y4)