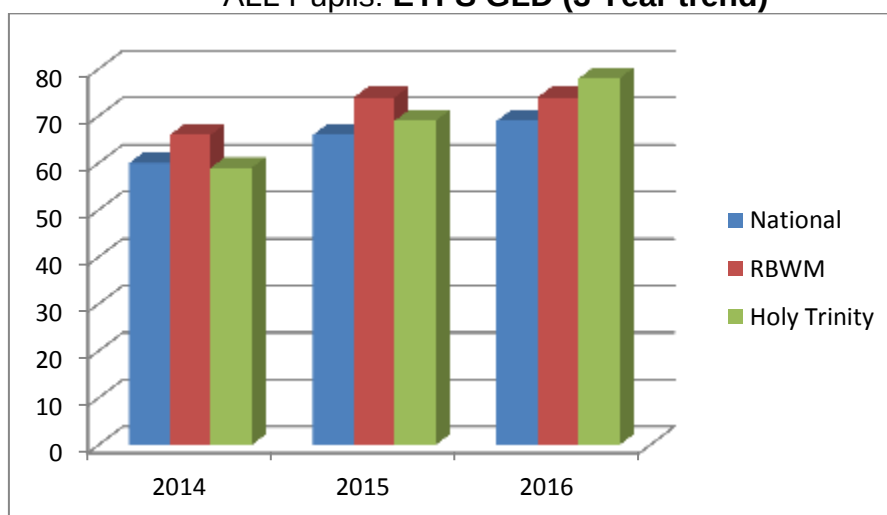


EYFS 2016

GLD	Holy Trinity 2014	RBWM 2014	National 2014	Holy Trinity 2015	RBWM 2015	National 2015	Holy Trinity 2016	RBWM 2016	National 2016
% of children's GLD All Children	59%	66%	60.4%	69%	73.9%	66.3%	78%	74.2%	69.3%
% of children's GLD Girls	90%	73.9%	68.7%	86%	80.4%	74.3%	83%	81.7%	76.8%
% of children's GLD Boys	41%	59.2%	52.4%	53%	67.7%	58.6%	73%	67.1%	62.1%
Gender Gap Between % of girls and boys achieving GLD	49%	14.1%	16.3%	33%	12.7%	15.6%	10%	14.6%	14.7%
% of children's GLD Disadvantaged	50% 2 pupils		45%	-	-	-	50% 2 pupils		55%

ALL Pupils: EYFS GLD (3 Year trend)



Successful Trends

- Pupils streamed for phonics programme and administered daily (all TAs and teachers in EYFS/KS1)
- Reading books & resources purchased to support phonics and reading development
- Opportunities for number and writing in forest school activities and playground as well as discreet learning groups
- Good number of adults supporting in EYFS
- Work on gender gap by raising boys attainment through curriculum topics and focused outdoor learning
- Links with cluster schools to share ideas and moderate performance

Even better if...

- Writing opportunities to be implemented and profile of writing high in all areas
- Environment to show discreet and obvious learning in RWM
- Those who attract PPF and SEND to be targeted from start of school year in core subjects
- Social skill development
- Staff training in synthetic phonics, 'talk for number' and 'talk for writing'
- Visit other settings
- Train preschool staff in R, W, M

EYFS Meeting the expected standards

	All 2014		Girls 2014		Boys 2014		All 2015		Girls 2015		Boys 2015		All 2016		Girls 2016		Boys 2016		Dis 2016 (2 pupils)
Listening and Attention	84	89	89	100	79	83	86	86	91	100	81	73	86	96	91	100	82	91	100
Understanding	84	89	88	90	79	89	85	90	90	100	81	80	86	93	90	96	82	91	100
Speaking	82	89	87	100	77	83	84	90	89	100	80	80	85	91	90	96	81	86	100
Moving and Handling	89	96	93	100	84	94	90	90	94	93	85	87	90	98	94	100	85	95	100
Health and Self-Care	90	96	94	100	87	94	91	90	94	100	88	80	92	96	95	100	89	91	100
Self-confidence and self-awareness	87	79	91	90	84	72	89	97	92	100	85	93	89	96	93	100	86	91	100
Managing feelings and behaviour	86	79	91	100	80	67	87	100	93	100	82	100	88	96	93	100	83	91	100
Making relationships	87	79	92	100	83	67	89	100	93	100	85	100	90	96	94	100	86	91	100
Reading	74	71	80	90	68	61	76	72	82	86	71	60	77	89	83	92	72	86	100
Writing	67	61	75	90	59	44	71	72	78	86	64	60	73	80	80	83	77	66	50
Numbers	74	89	78	100	71	83	77	83	81	86	74	80	79	91	83	96	75	86	50
Shape, Space and Measures	79	86	82	90	75	83	81	79	85	86	77	73	82	93	86	96	78	91	100
People and Communities	84	89	88	100	79	83	85	86	89	93	81	80	86	96	90	100	82	91	100
The World	83	96	87	100	80	94	85	86	89	93	82	80	86	96	89	100	82	91	100
Technology	90	96	91	100	89	94	92	100	93	100	91	100	92	100	94	100	91	100	100
Exploring media and materials	86	86	93	100	80	78	88	93	94	100	82	87	89	98	94	100	83	95	100
Being imaginative	85	82	91	100	79	72	87	86	93	93	82	80	88	96	93	100	83	91	100

Exceeding the expected standard

	All 2014		Girls 2014		Boys 2014		All 2015		Girls 2015		Boys 2015		All 2016		Girls 2016		Boys 2016	
Listening and Attention	21	39	27	60	16	28	23	28		36		20		37				
Understanding	22	32	26	30	18	33	23	28		29		20		33				
Speaking	18	18	21	20	15	17	19	24		36		13		33				
Moving and Handling	18	21	23	30	13	17	19	17		43		13		24				
Health and Self-Care	19	21	23	20	15	22	20	17		36		13		30				
Self-confidence and self-awareness	18	21	21	20	14	22	19	28		29		13		35				
Managing feelings and behaviour	16	32	20	40	11	28	17	24		36		0		20				
Making relationships	15	0	19	0	12	0	17	21		36		0		20				
Reading	20	43	23	60	17	33	20	31		36		27		35				
Writing	12	18	16	30	9	11	13	21		29		13		20				
Numbers	14	11	14	10	15	11	16	28		29		27		26				
Shape, Space and Measures	13	18	13	20	13	17	14	28		29		27		28				
People and Communities	12	7	14	0	10	11	13	17		14		20		26				
The World	13	7	13	0	13	11	15	21		14		27		35				
Technology	11	14	10	20	13	11	13	14		14		13		26				
Exploring media and materials	14	29	20	60	8	11	16	14		29		0		24				
Being imaginative	13	11	18	20	8	6	14	14		29		0		30				

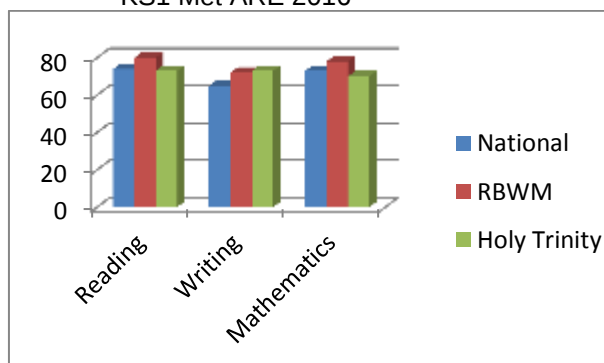
Phonics Screening (Year 1 and Year 2)

	2013		2014		2015		2016	
	National	Holy Trinity	National	Holy Trinity	National	Holy Trinity	National	Holy Trinity
phonics screening in Year 1 test	69%	43%	74% 75% (LA)	87%	77%	76%	81% 81% (LA)	93%
Boys Year 1	65	40	70%	89%	73%	71%	77%	100%
Girls Year 1	73	45	78%	85%	81%	88%	84%	88%
Disadvantaged Year 1	57	-	63%	-	66%	67%	70%	-
phonics screening by end of Year 2	69%	100%	66%	88%	90%	97%	91%	90%
Boys Year 2	66%	100%	64%	83%	88%	94	89%	95%
Girls Year 2	72%	100%	70%	90%	92%	100	93%	75%
Disadvantaged Year 2	62%	100%	60%	50%	84%	-	86%	75% 4 pupils
Phonics trend and explanation	- Pupils to work together across KS1/EYFS and are grouped according to phases. - Most experienced staff/teachers with middle and low attainers. - Use of more resources making it visual, practical and engaging (ipads, boards, ICT, games). - Dedicated time each day for discreet learning - Parent meeting and resource packs home in autumn term.							

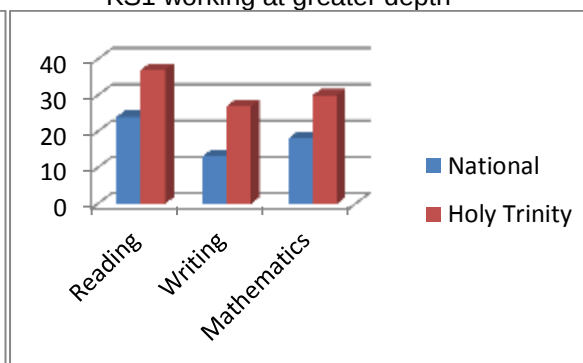
KS1Attainment

2016 New curriculum & assessment					
	Percentage Met or above Standard 100-109 SS			Percentage Exceeded Standard (Over SS 110-120)	
	National	RBWM	Holy Trinity	National	Holy Trinity
Reading	74%	80%	73 test 80 ta	24%	37%
Writing	65%	72%	73 ta	13%	27%
Mathematics	73%	78%	70 test 73 ta	18%	30%

KS1 Met ARE 2016



KS1 working at greater depth



- KS1 were moderated by the local authority and teacher assessments were agreed.
- There is a particularly weak group of boys in this cohort who are in receipt of precision monitoring, ELSA, step maths support and 1:1 reading.
- Pupils in KS1 are set for phonics and have had a positive impact on boys in particular.
- One child joined the school in April sat the tests then left. He was a very low achiever. One other joined in Y2 and came in very low.

KS1 TEST SCALED SCORE AVERAGE

	NATIONAL AVERAGE: scaled score	HOLY TRINITY AVERAGE: scaled score
Reading	100	90.8 (30 pupils) 100.8 (27 pupils)
Mathematics		100 (30 pupils)

- Reading: 3 pupils could not access the test and therefore their scaled score was 0. The lowest scaled score was 85. This significantly brought down the class average scaled score.

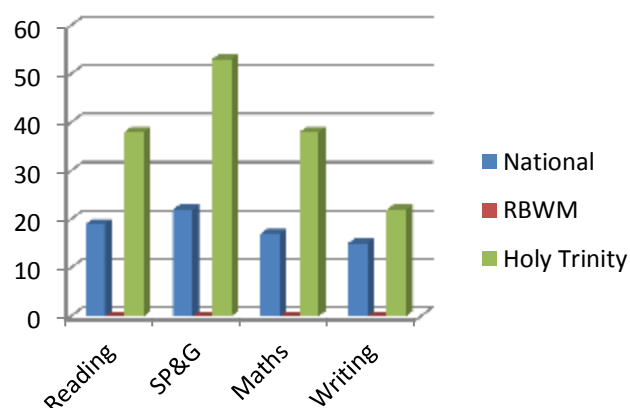
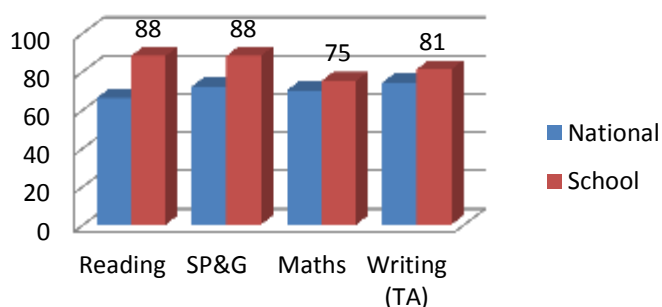
KS2 ATTAINMENT

2016 New curriculum & assessment				
	Percentage Met Standard (EXS)		Percentage Exceeded Standard (GDS)	
	National	Holy Trinity	National	Holy Trinity
Reading	66%	90% (31) 88% (32)	19%	38%
SP&G	72%	90% (31) 88% (32)	22%	53%
Writing (TA)	74%	81% (32)	15%	22%
Mathematics	70%	77% (31) 75% (32)	17%	38%

Figures in bold are the figures for FFTAspire/RaiseOnline final

Spelling marks KS2 SATs (based on 2 pupils)	5+	10+	15+	20+
National	95	85	64	11
All school	100	90	74	19
National Disadvantaged			68	
Holy Trinity Disadvantaged			100	

% of pupils reaching expected standard 2016



Based on 32 pupils.

- KS2 writing was moderated by the LA and judgements were deemed accurate (see report).
- 31 out of 32 pupils took the tests (1 able child absent due to illness) therefore 2 sets of figures for the number of pupils

- 30 pupils were non mobile, cohort was 17 girls and 15 boys
- One child Scaled score in maths was 99 and one child Scaled score in reading was 99. They were both 1 raw score from expected standard and this affected our maths pupil premium %, from potentially 100% to 50%.
One child experienced a great deal of anxiety and time out to regulate his new diabetic condition. This had an impact between his KS1 and KS2 progress and attainment

KS2 TEST SCALED SCORE AVERAGE

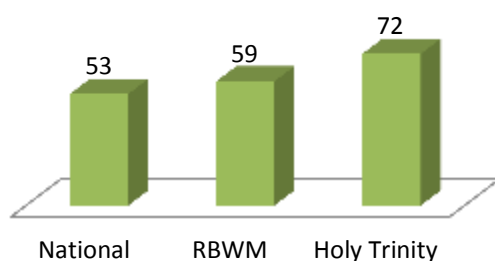
TEST SUBJECT	NATIONAL AVERAGE: scaled score	RBWM AVERAGE: Scaled score	HOLY TRINITY AVERAGE: scaled score
Reading	102.6	104	108.4
SP&G	104	-	109.3
Mathematics	103	104	106.4

- Based on 32 children although 31 sat the tests. If based on just the 31 then the score would be higher for average scaled score. The child was very capable and would expect to meet all standards. His writing was moderated by LA as met.

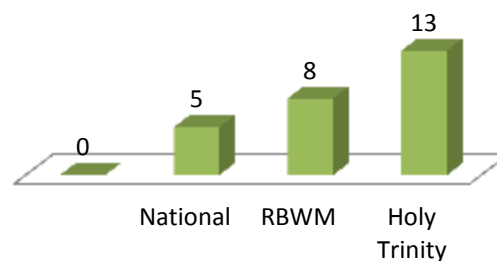
KS2 GLD

	National	RBWM	Holy Trinity
expected standard in reading, writing and mathematics	53%	59%	72% Boys 60% Girls 82%
Above expected standard in reading, writing and mathematics	5%	8%	13% Boys 7% Girls 18%
Successful Trends (what worked well) • Non negotiables taught and revised weekly to embed learning and skill development • Talk for writing approach and use of modern media to engage pupils • Links with cluster schools to share ideas and moderate performance • Teacher's subject knowledge and end goals focused, accurate and clear • Booster classes split into ability and purchase of quality resources to support and rehearse at home and in school • SATS test breakfast club and social time before tests			
Even better if... • Writing standards high in all subject areas so there is evidence across a range of genres • Environment to show discreet and obvious learning in RWM & SP&G • Those who attract PPF and SEND to be targeted from start of school • Effective feedback 1:1 • Implement talk for maths			

2016 RWM combined ARE KS2



2016 RWM combined Exceed ARE KS2



PUPIL PREMIUM YEAR 6

	SP&G	Maths	Reading	Writing
Test	100%	50% (1 mark away from met & 100%)	50%	-
Teacher Assessment	-	50%	100%	50%

This is based on 2 pupils both girls.

WHOLE SCHOOL SUMMARY 2016

EYFS

- Significant improvement in closing the gender gap
- GLD above National figure
- 3 year progress trend in GLD

Phonics

- Year 1 phonics above the National figure
- 4 year improvement trend
- Boys out performed girls

KS1

- Attainment of greater depth above National figures
- EYFS 2014 28 pupils of which 10 left, 7/10 achieved 34 points or above progress. We had 9 pupils join after EYFS and completed KS1 SATS (2 PP underachieving, 3 low attainers, 4 average).

KS2

- GLD above National and LA figures
- Progress of middle attainers in reading was significantly above National figures
- Progress and attainment in maths has improved
- All subjects above National figures for meeting ARE and working at greater depth

Areas for improvement (SDIP)

- Continue to improve maths so it is in line with other subjects
- PPF children must make at least good progress from their start points
- SEN support must make at least good progress from their start points
- Boys writing in EYFS needs to be encouraged and supported through fine motor skill development, reading and phonics
- Attendance to improve for disadvantaged pupils (persistent is too high)
- KS1 results in all core subjects to be maintained or improved upon from EYFS data
- EYFS-current year 3 2016 are of significant concern because 1/3 left who were mid/high achievers and the school attracted 1 LAC child and 9 low achievers. This drastically changes the dynamics of the class since EYFS and KS1 SATs.

Key Questions	Response
Is the school above National for GLD in EYFS?	Yes
Is the school above National for GLD in KS1?	NOT AVAILABLE but would predict in line with National
Is the school above National for GLD in KS2?	Yes
Is phonics in year 1 better than national pass rate?	Yes: School 93% 2015-2016 (NS 81%)
Is the average standard score above 100 in reading and maths for KS1?	Same: Reading: 100. Maths: 100 (3 pupils could not access the test and are not included in the figures)
IS the average standard score above 100 in reading, maths and SP&G for KS2?	Yes: Reading: 108 Maths: 106 SP&G: 109

All data is collated from the following:

RAISEOnline inspection Dashboard, RAISEOnline reports, FFTAspire and Teacher assessments

For Primary Schools, a coasting school will be one that:

At primary level, the definition will apply to those schools who have seen fewer than 85% of children achieving an acceptable secondary-ready standard in reading, writing and maths over the course of 3 years, and who have seen insufficient pupil progress. The floor standard for 2016 is 65%.

Holy Trinity is working above the floor standard and is not a coasting school.

Holy Trinity CE Primary School, Sunningdale



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Data Pack

2016 Results

- EYFS
- Year 1 Phonics
 - KS1
 - KS2