

Proportion of pupils meeting/exceeding expectations in Reading, Writing and Maths

July 2022 complete review data OCTOBER 2022 FGB

(Spring 2021 for ARE %; Summer 2021 for above, ARE and just below %)		Reading July 2022 (Autumn 2021)	Writing July 2022 (Autumn 2021)	Maths July 2022 (Autumn 2021)	GPS July 2022
Reception	ABOVE				
41 ch	ARE	80% 58%	76% 60%	80% 75%	GLD 71%
PP (9 ch)	ARE	89%	89%	89%	GLD 78%
BOYS (21 ch)	ARE	90%	81%	90%	GLD 81%
SEND (5 ch)	ARE	60%	40%	60%	GLD 40%
Year 1		PHONICS Y1			
39 ch	ARE	64%			
PP (6 ch)	ARE	43%			
BOYS (17 ch)	ARE	71%			
SEND (8 ch)	ARE	38%			
Year 2	ABOVE	17% 14%	9% 6%	14% 14%	
35 ch	ARE	71% 65%	63% 57%	69% 61%	
PP (15 ch)	ARE	80% (20% GD)	60% (7% GD)	80% (13% GD)	
BOYS (14 ch)	ARE	57% (7% GD)	57% (0% GD)	71% (0% GD)	
SEND (8 ch)	ARE	50% (0% GD)	38% (0% GD)	50% (0% GD)	
Year 6	ARE	63% 55%*	65% 53%*	78% 58%*	55%
40 ch (1 ch not at Wellsprings)	ABOVE	10% 8%*	8% 8%*	13% 8%*	10%
PP (15 ch)	ARE	73% (7% GD)	79% (7% GD)	73% (27% GD)	47% (13% GD)
BOYS (21 ch)	ARE	52% (9% GD)	62% (9%)	86% (14% GD)	43% (9% GD)
SEND (10 ch)	ARE	40% (0% GD)	20% (0% GD)	40% (20% GD)	30% (0% GD)

*** includes losing a GD pupil in Year 6, having a pupil being educated 'offsite' and gaining a SEND pupil**

Key observations

What have we done better in? (matching or 'close to' NAT)	Where have we done less well in?
Reception: Good Level of Development %- ALL, BOYS, PP, SEND. Reading %- ALL, BOYS, PP, SEND. Writing %- ALL, BOYS, PP, SEND. Maths %- ALL, BOYS, PP, SEND.	Reception: Good Level of Development %- slightly lower for GIRLS. Reading %- slightly lower for GIRLS. Writing %- lower for GIRLS. Maths %- lower for GIRLS.
Year 1 Phonics check: BOYS and SEND pupils in the phonics check. Year 2 Phonics re-check- all but 2 out of 35 children did not pass the check (94% passed).	Year 1 Phonics check: ALL, GIRLS and PP children scored lower than expected.
Year 2: Reading % of ARE- ALL, GIRLS, PP, SEND. Writing % of ARE- ALL, GIRLS, PP, SEND. Maths % of ARE- ALL, GIRLS, BOYS, PP, SEND. Reading % of GD- PP, GIRLS. Writing % of GD - PP, GIRLS.	Year 2: Reading and Writing % of ARE- BOYS.
Year 6: Reading % of ARE- GIRLS, PP, SEND. Writing % of ARE- ALL, GIRLS, BOYS, PP, SEND. Maths % of ARE- ALL, GIRLS, BOYS, PP, SEND. Maths % of GD- BOYS, PP, SEND. GPS % of GD- PP.	Year 6: Reading % of ARE- ALL, BOYS. GPS % of ARE- ALL, GIRLS, BOYS. Reading % of GD- ALL, GIRLS, BOYS. Writing % of GD- ALL, GIRLS, BOYS, PP.

The key actions to be undertaken:

- Year 2 (2021-21 Year 1)- Phonics scores were lower than in previous years (around 15%+ below NA from 2019). This is understandable perhaps, considering the very high proportion of SEND in this year group. This will be a year group we will have to undertake additional interventions around in 2022-23. Our EYFS leads will be able to support the Year 1/2 language programmes, and Reception, Year 1 and 2 will be setting for phonics across all five classes next year which we know will make a significant difference in the differentiated support over these two year groups. Our EYFS SEND Lead and whole school SEND Lead will be supporting the year groups through our SCERTS programme we are running across the school.
- Current Year 5 have a historic concerns of making progress, although in year measures show this has been reduced over time.

	These do not include SEND intervention programmes. These are activities undertaken by
R	There will also be out of class interventions by teachers/TAs. Phonics setting across EYFS. Additional adults (including apprentice) for high adult to pupil ratio. Additional adult support- apprentice and work-placed students utilised to enhance intervention programmes. As the year group is so small, there is opportunity for considerable input of interventions across the FS setting.
Y1	Targeted support for most vulnerable learners through the class organisation (small 'nurture group' room). There will also be out of class interventions by teachers/TAs and some use of student teachers. Phonics setting across FS/KS1. As stated above, there will be considerable input to Year 1 and 2 in terms of phonics and SEND provision support.*
Y2	Target support for Year 2- this will be done by additional support through TAs/teachers, additional 'teacher' booster sessions with individual/pairs (tutoring) and small group input (tbc). There will also be out of class interventions by teachers/TAs and some use of student teachers. Phonics setting across FS/KS1. Additional adult support- student teacher and work-placed students utilised to enhance intervention programmes. As stated above, there will be considerable input to Year 1 and 2 in terms of phonics and SEND provision support.*
Y3	This will be done through out of class interventions by teachers/TAs and some use of student teachers. Additional adult support- student teacher and work-placed students utilised to enhance intervention programmes.
Y4	10 children from Year 3/4 will have had targeted maths support via remote teaching platforms (Third Space Learning). Year 3 pupils have received RWI for phonics. Re-teaching and consolidation tasks planned daily. Setting in Maths will continue throughout 2022-23. There is also whole group mathematics practice once a week, for all of Year 4 pupils.
Y5	Continue to target the current Year 5 cohort as a year group that has most significant gaps in learning (missed Year 2 boosters due to Lockdown 1; limited attendance through post-lockdown in Summer 2020). However, this cohort has made good progress throughout 2021-22. Target support for Year 5/6- this will be done by additional support through TAs/teachers, additional 'teacher' booster sessions with individual/pairs (tutoring) and small group input (3 days a week). The booster programme in Year 5/6 will also provide smaller booster sets in the Spring term.
Y6	Focussed curriculum support- e.g. coverage of single writing units over the spring/summer term to provide Year 5/6. Additional adult support- student teacher and work-placed students utilised to enhance intervention programmes. 20 children from Year 5/6 will have had targeted maths support via remote teaching platforms (Third Space Learning). There are 36 children with additional tutoring/small group interventions- (19 of which are Year 5).