

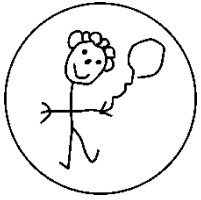


BARWELL INFANT SCHOOL

OUTCOMES ~ SUCCESSES!



EYFS	Year 1	Year 2																																																																																																		
<ul style="list-style-type: none"> ✓ Our 2017 GLD is 61.5% ~ a rise of 12%. Previously, this has risen by only 4% each year National 2017 GLD is 71% (having risen by 2%) ✓ Our GLD has been rising over time (2013 = 35%, 2014 = 39% (ext= 51%*) 2015 = 44% and 2016 = 49%) ✓ Our 2017 GLD has reduced the gap to national to 10%, compared to 20% in 2016 <table border="1" data-bbox="120 758 817 944"> <thead> <tr> <th>Exp+% : 2017</th> <th>2016</th> <th>Gap</th> <th>Exp+% : 2017</th> <th>2016</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>CLL</td> <td>72.3</td> <td>74.6</td> <td>-2.4</td> <td>Lit</td> <td>61.5</td> <td>57.6</td> <td>+3.9</td> </tr> <tr> <td>PD</td> <td>87.7</td> <td>81.4</td> <td>+6.3</td> <td>Maths</td> <td>73.8</td> <td>61.0</td> <td>+13.</td> </tr> <tr> <td>PSE</td> <td>86.2</td> <td>72.9</td> <td>+13.3</td> <td>Specific</td> <td>61.5</td> <td>50.8</td> <td>+10.</td> </tr> <tr> <td>PRIME</td> <td>70.8</td> <td>59.3</td> <td>+11.5</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ 72% achieved the expected level or above in reading. This is an 11% rise on 2016 and includes a larger % exceeding than previously. ✓ 63% achieved the expected level or above in writing. This includes children with very secure '2' skills and a small % of exceeding writers for the first time. ✓ 73% achieved the expected level or above in maths. This is a rise of 12% on 2016 and includes a larger % exceeding than previously. 	Exp+% : 2017	2016	Gap	Exp+% : 2017	2016	Gap	CLL	72.3	74.6	-2.4	Lit	61.5	57.6	+3.9	PD	87.7	81.4	+6.3	Maths	73.8	61.0	+13.	PSE	86.2	72.9	+13.3	Specific	61.5	50.8	+10.	PRIME	70.8	59.3	+11.5					<ul style="list-style-type: none"> ✓ Our 2017 Phonic Screen outcome was 83.3% ✓ Phonic outcomes made a rapid rise from 2012 ~ 2012 = 48%, 2013 = 73%. ✓ These raised outcomes have been sustained and have risen over time now reaching 83.3% (National = 81%) ✓ The school is now at least in line with national ~ actually just above. ✓ There is no gender disparity in phonic outcomes. ✓ 100% of FSM children (6) passed the screen, so achievement is at least matched non FSM peers. ✓ 93% of PP children (11/12) passed the screen, so achievement is at least matched to non PP peers. ✓ Although the 2 SEN pupils did not pass screening, they achieved well (19&27). 	<ul style="list-style-type: none"> ✓ 2017 data shows that here has been a rise in school outcomes compared to 2016 data: <table border="1" data-bbox="1534 526 1814 662"> <thead> <tr> <th>2017</th> <th>Exp+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>+23.8%</td> <td>-1.8%</td> </tr> <tr> <td>Write</td> <td>+18.2</td> <td>+4.1%</td> </tr> <tr> <td>Maths</td> <td>+17.8%</td> <td>+6.1%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Our 2017 Outcomes: Early National 2017: <table border="1" data-bbox="1534 742 2150 877"> <thead> <tr> <th>2017</th> <th>Exp+</th> <th>GD</th> <th>2017</th> <th>Exp+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>65.5%</td> <td>13%</td> <td>Read</td> <td>75.5%</td> <td>25%</td> </tr> <tr> <td>Write</td> <td>52.5%</td> <td>13%</td> <td>Write</td> <td>68.2%</td> <td>15%</td> </tr> <tr> <td>Maths</td> <td>65.5%</td> <td>18%</td> <td>Maths</td> <td>75%</td> <td>20.5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Overall our <i>GAPS</i> compared to early national have reduced compared to our 2016 gaps <p data-bbox="1534 1029 1859 1061"><u>Sch 2017 comp to Nat 2017 gaps</u></p> <table border="1" data-bbox="1534 1077 1792 1197"> <thead> <tr> <th>2017</th> <th>Exp+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>-10%</td> <td>-12%</td> </tr> <tr> <td>Write</td> <td>-15.7%</td> <td>-2%</td> </tr> <tr> <td>Maths</td> <td>-9.5%</td> <td>-3%</td> </tr> </tbody> </table> <p data-bbox="1534 1252 1859 1284"><u>Sch 2016 comp to Nat 2016 gaps</u></p> <table border="1" data-bbox="1534 1300 1769 1420"> <thead> <tr> <th>2016</th> <th>Exp+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>-32%</td> <td>-8%</td> </tr> <tr> <td>Write</td> <td>-32%</td> <td>-4%</td> </tr> <tr> <td>Maths</td> <td>-25%</td> <td>-4%</td> </tr> </tbody> </table>	2017	Exp+	GD	Read	+23.8%	-1.8%	Write	+18.2	+4.1%	Maths	+17.8%	+6.1%	2017	Exp+	GD	2017	Exp+	GD	Read	65.5%	13%	Read	75.5%	25%	Write	52.5%	13%	Write	68.2%	15%	Maths	65.5%	18%	Maths	75%	20.5%	2017	Exp+	GD	Read	-10%	-12%	Write	-15.7%	-2%	Maths	-9.5%	-3%	2016	Exp+	GD	Read	-32%	-8%	Write	-32%	-4%	Maths	-25%	-4%
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BARWELL INFANT SCHOOL

PROGRESS ~ SUCCESSES!



<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> ✓ Entry to exit of EYFS reflects at least expected progress for all children. ✓ There is strong evidence of better than expected progress given start points based on chronological ages AND Development Matter Band 40-60E 72% of the year group entered below the correct stage of development for their chronological age. This was true across the GLD aspects too. <p>The end of year outcomes indicate that:</p> <ul style="list-style-type: none"> ✓ A large majority (61.5%) of the cohort have achieved the expected 'GLD' standard for the end of EYFS ~ this is strong progress from entry. ✓ Overall, in the Prime Areas a large majority (70%) of the cohort achieved the expected standard from low start point the cohort reached ~ CLL 72% , PD 87%, PSE 86% ✓ A large majority (72%) of children reached an exit of at least '2' in Reading. This shows better than expected progress, given their entry point. ✓ 63% of the cohort reached an exit of '2' in Writing. This shows better than expected progress, given entry point. ✓ A large majority (73%) of children reached an exit of at least '2' in Maths. This shows better than expected progress given entry point. 	<p>Progress from Y1 Symphony baseline:</p> <ul style="list-style-type: none"> ✓ In Reading almost all of the cohort made expected progress or better. ✓ In Writing most of the cohort made expected progress or better. ✓ In Maths almost all of the cohort made expected progress or better. <p>Accelerated progress is evident:</p> <ul style="list-style-type: none"> ✓ In Reading a large majority of the cohort made better than expected progress. ✓ In Writing a majority of the cohort made better than expected progress. ✓ In Maths a large majority of the cohort made better than expected progress. ✓ 10 of the 12 Pupil Premium children made at least expected progress in Reading and Writing; and all 12 made at least expected progress in Maths. In fact 11 made accelerated progress in Maths, 3 in Writing & 6 in Reading. ✓ All 4 children on the SEN register made expected progress across Reading, Writing and Maths, with some higher. 	<p>Progress Through Y2</p> <ul style="list-style-type: none"> ✓ In Reading a very large majority (82%) of the cohort made expected progress or better. ✓ In Writing a majority (74%) of the cohort made expected progress or better. ✓ In Maths a very large majority (83%) of the cohort made expected progress or better. <p>Accelerated progress is evident:</p> <ul style="list-style-type: none"> ✓ In Reading 34% of the cohort made better than expected progress. ✓ In Writing 23% of the cohort made better than expected progress. ✓ In Maths 42% of the cohort made better than expected progress. ✓ 90% of Pupil Premium children made expected progress or above in Reading, 50% in Writing and 70% in Maths. <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ✓ Over their 3 years at school, these children have made good progress from their entry points. ✓ A very large majority of the children achieving the 'Good Level of Development' at the end of EYFS reached the end of Y2 expected standard or above. </div>