



Statement of Annual Performance Data July 2015

School Context 2014-15

Due to the unique and diverse catchment the school serves, the school remains subject to high pupil mobility and school improvement objectives have focussed on personalised assessment for learning and tracking systems which focus on the facilitation of progress for all across the new curriculum, whatever pupils' starting points and however long they may be with us.

Although the number of pupils moving in or out of the school was lower in 2014-15 than it was in the 2013-14, in which there were 85 pupil moves (58% of the school population), pupil mobility remained high at 40%.

Between September 3rd 2014 and July 22nd 2015, 66 pupils moved in or out of the school (not including the Y6 Leavers in July or the Reception Class intake in September). This movement of pupils did not happen all at once, nor in one single year group, but affected the whole school continuously throughout the year, as follows:

Year Group	Number on roll September 3rd 2014	In-year Admissions Sept 14 – July 22 nd 2015	In-year Leavers Sept 14 – July 22 nd 2015	Number on roll (July 22 nd 2015)	Total Moves in + out
EYFS	23	6	5	24	11
Y1	29	7	7	29	14
Y2	29	5	8	26	13
Y3	21	4	2	23	6
Y4	21	4	5	20	9
Y5	24	2	7	19	9
Y6	17	2	2	17	4
Whole School	164	30	36	158	66

Over the last two years, the school has experienced a significantly high turnover of pupils throughout the year, with 151 moves in and out. At the end of July 2015, only 58 pupils in Years 1-6 had attended the school since their Reception year.

Interventions and systems designed to provide additional 'narrow the gap' and 'transition' support for new pupils identified as most in need remain a high priority, both in school improvement and financial planning.

School Structure 2014-15

Pupil numbers from the previous year's census had generated a budget sufficient to structure the school with only five full-time classes. However, the Governing Body made the decision to run a six class structure again in order to be able to maintain single year group teaching in the Early Years Foundation Stage, Key Stage 1 classes and Year 6, and in order to minimise the effects of high mobility in the majority of classes. Because pupil numbers in Key Stage 2 would have necessitated two large mixed year group classes (in Years 3, 4 and 5), the school recruited a part-time teacher to teach Year 5 in the mornings for the whole year.

High staff mobility was a significant feature this year. Staff maternity leave necessitated two temporary members of staff in Reception and Year 1, neither of whom were retained by the school beyond the Autumn Term and had to be replaced by agency staff. In addition, one member of staff moved from KS1 to KS2, one part-time member was new to Key Stage 2 and one permanent, full-time member of Key Stage 2 staff moved to 60% teaching.

Related Documents

This annual summary should be read in conjunction with the school's Equalities and Pupil Premium Statements for 2014-15, in which the school sets out and reviews its annual objectives for narrowing the achievement gap for vulnerable groups (both available on the school's website).
 Priorities and action points highlighted by this data are summarised in the school's Raising Achievement Plan, which is also on the school's website.

End of Key Stage 2 – Year 6 - Results

Profile of Cohort

- Only 7 out of the 18 pupils who took the Y6 SATs in this cohort had been in the school since Reception.
- 10 out of the remaining 11 pupils had joined during Key Stage 2, with significant gaps in mathematics, reading and writing, which were addressed through the school's transition close the gap intervention systems
- In the 2014-15 cohort assessed, 2 were identified as having Special Educational Needs, 5 were Pupil Premium and 7 were Service Premium pupils.

Attainment: Y6 SATs Results Summer 2015

NB 2015 cohort = 18 pupils in total; therefore 1 pupil = 5.6%

Percentage of Y6 pupils achieving Level 4+ Compared with Local & National Results				
	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
Reading	100%	87.7% (+)	89% (+)	90.5% (+)
Writing	88.9%	85.3% (+)	87% (+)	85.7% (+)
Mathematics	100%	85.2% (+)	87% (+)	85.7% (+)
In all three combined (R,W & M)	88.9%	77.9% (+)	80% (+)	76.2% (+)
Grammar Punctuation & Spelling	77.8%	76.3% (+)	80% (-)	71.4% (+)

Source: Local Authority End of Key Stage 2 (KEYPAS) and KIT Reports for 2015

Percentage of Y6 pupils achieving Level 5 Compared with Local & National Results				
	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (+ / -)
Reading	55.6%	48.4% (+)	48% (+)	29% (+)
Writing	22.2%	32.5% (-)	36% (-)	28.6% (-)
Mathematics	33.3%	40.6% (-)	42% (-)	57% (-)
In all three combined (R,W & M)	11.1%	23% (-)	24% (-)	14.3% (-)
Grammar Punctuation & Spelling	50%	52.1% +	56% (-)	62% -

Source: Local Authority End of Key Stage 2 (KEYPAS) and KIT Reports for 2015

Achievement: Y6 SATs Results Summer 2015

Percentage of pupils Making Expected Progress from end KS1 to end KS2 (2 levels +) Compared with National Results (based on 12 results)		
	School Results	England (2015 results) (School + / -)
Reading	91.0%	90% (+)
Writing	83.3%	93% (-)
Mathematics	92.9%	90% (+)

Percentage of pupils Making Accelerated Progress from end KS1 to end KS2 (3 levels +) Compared with National Results (based on 12 results)		
	School Results	England (2015 results)
Reading	25.0%	TBC
Writing	16.7%	TBC
Mathematics	35.7%	TBC

Source: Local Authority KIT Report for 2015

Strengths

This year's end of Key Stage 2 SATs Results data indicates that in this school in 2014-15:

- The attainment of pupils at Level 4+ for Reading and Mathematics was above both the Cambridgeshire and National averages.
- The percentage of pupils attaining a Level 4+ in all 3 (Writing, Reading and Mathematics) was above both the Cambridgeshire and National averages.
- The attainment of pupils in attaining a Level 4+ Grammar, Punctuation and Spelling was broadly in line with both the Cambridgeshire and National averages.
- The percentage of pupils making Expected Progress from end KS1 to end KS2 (2 levels +) in Reading and Mathematics was in line with the Cambridgeshire and National averages.
- The percentage of pupils making Accelerated Progress (3 levels +) in Mathematics remains significant at 35.7% (last year 40%).
- Overall, the attainment of pupils in Y6 was higher in 2014-15 than it was in 2013-14.

Areas for Action

This year's end of Key Stage 2 SATs results data indicates that in this school in 2015-16, the following areas require school action:

- **Spelling:** Analysis of test papers indicates that the teaching of Spelling remains a school development priority for 2015-16, as this is where pupils lost the most marks.
- **Progress in Writing:** Pupils attaining 2 or 3 levels of progress in Writing was significantly lower than the Cambridgeshire and National averages. Accelerating progress in writing remains a priority on the school's Raising Achievement Plan for 2015-16.
- **Achievement in Mathematics at the higher levels:** Whilst the number of pupils achieving a Level 4 in Mathematics increased this year, the percentage achieving at the higher end decreased. Challenge for those more able in Mathematics will be a priority in 2015-16.

End of Key Stage 1 – Year 2 Results of Teacher Assessments

Profile of Cohort

- Only 11 out of the 28 pupils in this cohort have been in the school since Reception
- 8 pupils joined this class during the course of Year 1; 6 pupils joined during the course of Year 2 (ie since September this year).
- In the 2014-15 cohort assessed, 4 were identified as having Special Educational Needs, 4 were Pupil Premium and 13 were Service Premium pupils.

NB 2015 cohort = 28 pupils in total; therefore 1 pupil = 3.6%

Percentage of Y2 pupils achieving Level 2+ Compared with Local and National Results
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	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
Reading	92.9%	89.9% (+)	90.5% (+)	94.4% (-)
Writing	92.9%	86.9% (+)	87.5% (+)	88.9% (+)
Mathematics	92.9%	92.4% (+)	92.8% (+)	94.4% (-)
Science	92.9%	92.1% (+)	TBC	94.4% (-)

Source: Local Authority End of Key Stage 1 (KEYPAS) and KIT Reports for 2015

Percentage of Y2 pupils achieving Level 3+ Compared with Local and National Results				
	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
Reading	14.3%	31.3% (-)	31.9% (-)	50% (-)
Writing	7.1%	16.8% (-)	17.5% (-)	16.7% (-)
Mathematics	21.4%	24.3% (-)	26% (-)	33.3% (-)
Science	21.4%	22.9% (-)	TBC	22.2% (-)

Source: Local Authority End of Key Stage 1 (KEYPAS) and KIT Reports for 2015

Strengths

This year's end of Key Stage 1 data indicates that in this school in 2014-15:

- The attainment of pupils at Level 2+, for reading, writing and mathematics was in line with or above both the Cambridgeshire and National averages.
- The attainment of pupils at Level 2+ remained broadly in line with the previous year.
- The attainment of pupils at Level 2+ in writing increased this year as compared with 2013-4.

Areas for Action

This year's end of Key Stage 1 SATs Results data indicates that in this school in 2014-15, the following areas require school action:

- The attainment of pupils at Level 2b+ and Level 3+, is below both Cambridgeshire and National averages. Pupils will be closely monitored through the school's assessment systems to ensure that they keep up with the pace of the New Curriculum.
- The attainment of the 2014-15 cohort at Level 2b+ and 3+ was below that of the 2013-14 cohort.
- **Progress in Writing:** The percentage of pupils attaining Levels 2b+ and 3+ in writing at Wyton on the Hill is significantly lower than in Reading, Mathematics and Science. Accelerating progress in writing across both Key Stages is a priority on the school's Raising Achievement Plan for 2015-16.

Y1 Phonics Check Results July 2015

Profile of Cohort

- 28 pupils in Year 1 undertook the phonics check.
- Of the 28 pupils assessed only 16 started school in their Reception year.
- In the 2014-15 cohort assessed, 4 were identified as having Special Educational Needs, 1 was Pupil Premium and 14 were Service Premium.
- The teaching and learning in the Y1 cohort was affected by significant staff mobility in 2014-15.

Percentage of Pupils Achieving Standard in the Y1 Phonics Check Compared with Local and National Results

No of school Y1 children	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
28	75%	74.8% (+)	76.8% (-)	86.2% (-)

Y2 Phonics Re-Check Results July 2015

Percentage of Pupils Achieving Standard in the Y2 Phonics Re -Check Compared with Local and National Results				
No of school Y1 children	School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
6 (including 2 SEN)	66.7%	TBC	66% (=)	80%

Strengths

- The attainment of this cohort indicates that school systems for teaching phonics in KS1 remain effective, as the percentage of pupils achieving in the Y1 Phonics Test was broadly in line with both local and national averages, despite the mobility of pupils and temporary maternity staff in 2014-15 and the fact that only 42% achieved the GLD (Good Level of Development) Standard in their Reception year..
- The attainment of pupils in Y2 undertaking the phonics re-check is in line with national averages.

Areas for Action

- Overall, the performance of the 2014-15 Y1 cohort was significantly lower than in the previous year. As there are three staffing changes in EYFS and KS1 this year, it will be crucial that the Senior Leadership monitors new staff members on the teaching of phonics to avoid a further dip in results in 2016.
- This cohort will need to be monitored carefully through the school's assessment systems to ensure that they keep up with the pace of the New Curriculum, particularly in Reading and Writing.

End of Early Years Foundation Stage – Results of Teacher Assessments

Profile of Cohort

- The EYFS cohort at the end of 2015 was 25
- 5 pupils joined later in the Spring and Summer terms.
- In the 2014-15 cohort assessed, 2 were identified as having Special Educational Needs, 2 were Pupil Premium and 10 were Service Premium.
- For the second year running, the school received a moderation visit from the Local Authority, which again confirmed that the school was making accurate assessments.
- Teaching and learning in the Reception cohort was affected by significant staff mobility in 2014-15.

NB: 2014-15 cohort = 25 pupils in total; therefore 1 pupil = 4%

Percentage of EYFS pupils achieving GLD* Compared with Local and National Results			
School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
64%	65.8% (-)	66.2% (-)	42.3% (-)

Children are defined as having reached a good level of development (GLD) at the end of the EYFS if they have achieved at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

Average Total Points Score of Pupils in the Reception Class Compared with Local and National Results

School Results 2015	Cambridgeshire 2015 (School + / -)	National 2015 (School + / -)	School results 2014 (School + / -)
32.6	34.3 (-)	34.3 (-)	32.8 (-)

Source: Local Authority End of EYFS and KIT Reports for 2015

Percentage of pupils achieving Expected Standard at the end of EYFS Compared with Local Results			
Are of Learning	School Results 2015	Local Authority Results 2015	School results 2014 (School + / -)
Communication & Language	84%	79%	73.1% (+)
Physical Development	84%	87.1%	76.9% (+)
Personal, Social and Emotional Development	88%	83.7%	61.5% (+)
Literacy	64%	70.5%	61.5% (+)
Mathematics	68%	76.1%	76.9% (-)
Understanding the World	100%	82.3%	69.2% (+)
Expressive Arts & Design	100%	86.3%	88.5% (+)

Source: Local Authority End of EYFS and KIT Reports for 2015

Strengths

This year's end of EYFS data indicates that in this school in 2014-15:

- The attainment of this cohort indicates that achievement in the EYFS was broadly in line with both local and national averages, despite the mobility of pupils and temporary maternity staff in 2014-15. This is because the school worked in partnership with the Local Authority to put measures in place to mitigate the effects of staff changes.
- The percentage of pupils achieving the GLD in 2015 has increased significantly compared with the school's 2014 results.
- On entry, the percentage of pupils identified as having reached the expected level of development in the prime areas of learning and in the specific areas of mathematics and literacy in the 2014-15 cohort was again low, with particular issues around Personal, Social and Emotional Development, Communication and Language, Literacy and Number:

Percentage of pupils achieving Expected Standard on entry 2014 compared with end of year results		
Are of Learning	On Entry (Age-related expectation: Some 40 – 60 and all 30 – 50 months secure)	At end of EYFS
Communication & Language	0%	84%
Physical Development	0%	84%
Personal, Social and Emotional Development	0%	88%
Literacy	0%	64%
Mathematics	0%	68%
Understanding the World	0%	100%
Expressive Arts & Design	0%	100%

Source: School data systems (SIMs twice-termly tracker EYFS October 2014)

By the end of the year, a significant percentage of pupils had caught up to reach age-related expectations.

- The total average points score of the cohort (32.5) is only just below the Local Authority and National averages (both 34.3), which indicates that with Quality First Teaching and carefully targeted support in Year 1, pupils should make good progress to achieve expected milestones at the end of KS1.

Areas for action

- The school has an action plan dedicated to the improvement of its Early Years provision and continues to work in partnership with the Local Authority Early Year Advisory team to secure improvements. This includes the appointment of new staff for September 2015.
- Increased partnership working with local nurseries, playgroups and other providers to ensure that the majority of pupils are able to demonstrate age-related expectations (ie: Some 40 – 60 and all 30 – 50 months secure) remains a priority in 2015-16.

Narrowing the Gap and Equalities Data: Y6 SATs Results Summer 2015:

For the year 2014-15, the school published the following Equalities Objectives:

- **Objective 1:** To narrow the gaps in English (Reading and Writing) in KS1 and KS2 between boys and girls
- **Objective 2:** To narrow the gaps in Mathematics between girls and boys.
- **Objective 3:** To narrow the gaps in achievement in English and Maths for pupils with high mobility.
- **Objective 4:** To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

Level 4+	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	100.0	100.0	0	28.6
Writing	87.5	90.0	2.5	21.4
Mathematics	100.0	100.0	0.0	0.0
In all three (R,W & M)	87.5	90.0	2.5	7.1
Grammar P&S	75.0	80.0	5.0	21.4

Level 4+	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	100.0	100.0	0	-0.9
Writing	60.0	100.0	40.0	8.2
Mathematics	100.0	100.0	0	-10.9
In all three (R,W & M)	60.0	100.0	40.0	-11.8
Grammar P&S	20.0	100.0	80.0	-21.8

Level 4+	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	100.0	100.0	0	-66.7
Writing	0	100.0	-100	-61.1
Mathematics	100.0	100.0	0	-61.1
In all three (R,W & M)	0	100.0	-100	-88.9
Grammar P&S	0	87.5	-87.5	-83.3

Source: Local Authority KIT Report for 2015

Strengths:

- The gap between girls and boys achievement in KS2 was significantly narrowed in 2015 at Level 4.
- The gap between pupils in receipt of Pupil Premium funding and those not in receipt of Pupil Premium funding was significantly narrowed in Reading and Mathematics.

- The gap between pupils with SEN and those SEN was significantly narrowed in Reading and Mathematics.

Areas for action:

- The gap between pupils in receipt of Pupil Premium funding and those not in receipt of Pupil Premium funding increased last year in Writing (and therefore in all 3 core subjects), though two pupils (8%) in receipt of Pupil Premium funding were also in the SEN register.

Narrowing the Gap and Equalities Data: Y2 SATs Results Summer 2015:

Level 2+	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	91.7	93.8	-2.1	-7.7
Writing	91.7	93.8	-2.1	-15.4
Mathematics	91.7	93.8	-2.1	-7.7

Level 2+	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	88.9	100	-11.1	6.3
Writing	88.9	100	-11.1	-43.8
Mathematics	88.9	100	-11.1	6.3

Level 2+	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Reading	50.0	100.0	-50.0	-100.0
Writing	50.0	100	-50.0	-94.1
Mathematics	75.0	95.8	-20.8	-100.0

Source: Local Authority KIT Report for 2015

Strengths:

- The gap between girls and boys achievement in KS2 was narrowed in 2015 at Level 2+.
- The gap between pupils in receipt of Pupil Premium funding and those not in receipt of Pupil Premium funding was narrowed in Reading, Writing and Mathematics at Level 2+.
- The gap between pupils with SEN and those SEN was significantly narrowed in Reading, Writing and Mathematics at Level 2.

Areas for action:

- Gaps were not narrowed as effectively at level 2b+ and 3b+
- Overall, the performance of the 2014-15 Y1 cohort was significantly lower than in the previous year. As there are three staffing changes in EYFS and KS1 this year, it will be crucial that the Senior Leadership monitors new staff members on the teaching of phonics to avoid a further dip in results in 2016.
- This cohort will need to be monitored carefully through the school’s assessment systems to ensure that they keep up with the pace of the New Curriculum, particularly in Reading and Writing.

Narrowing the Gap and Equalities Data: EYFS Results Summer 2015:

	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
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Achieving GLD	52.6	100	-47.4	-23.1%
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	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Achieving GLD	50	73.3	-23.3	42.3%

	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014
Achieving GLD (2 children)	50%	64	-14	-44

Source: Local Authority KIT Report for 2015

Areas for action:

- The gap between girls' and boys' achievement at the end of their Reception year was significant. Although 1 boy is also identified with SEN, provision next year must be improved to enable boys as well as girls to achieve the GLD (last year boys significantly outperformed girls)
- Similarly the gap between FSM-6 Ever and non-FSM was significant, the FSM-6 group were all boys.