



Statement of Annual Performance Data July 2016

School Context 2015-16

Due to the unique and diverse catchment the school serves, the school continues to be affected by high pupil mobility. This movement of pupils does not happen all at once, nor in one single year group, but affects the whole school continuously throughout the year, every year. The school's resources are therefore focussed on developing systems to ensure that the school can provide for the needs of all pupils, including the large number who have joined the school at varying points in their education, from vastly different (and often multiple) educational settings and working at very different standards. 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.

In the two years prior to these results (2013-14 and 2014-15), the school experienced a significantly high turnover of pupils throughout the year, with 151 moves in and out: there were, respectively, 85 pupil moves (58% of the school population) and 66 pupil moves (40% of the school population) in these two years, not including the Y6 Leavers in July or the Reception Class intake in September. At the end of July 2015, only 58 pupils in Years 1-6 had attended the school since their Reception year.

The number of pupils moving in and out of school slowed down in the autumn term of this academic year, providing the school with a term of relative stability, in which to focus on delivering the increased depth and pace of the new National Curriculum and the rigour its new assessment frameworks 'without levels'. School improvement objectives for 2015-16 once again focussed on mitigating the effects of providing for a constantly changing pupil population by implementing personalised assessment for learning and tracking systems to facilitate progress for all, whatever pupils' starting points and however long they may be with us.

However, pupil mobility accelerated again in the spring and summer terms, with 30 pupils moving in or out of the school between December 2015 and July 16th 2016 (not including the Y6 Leavers in July 2016 or the Reception Class intake in September 2015). The majority of these pupil moves this year were in the Year 2 cohort (7 in total), which had already received 10 new pupils since its Reception year. Planning for provision in this year group was driven by the diverse needs of the cohort and their starting points. Similarly, planning for provision in Year 6 was also driven by the needs of a large number of pupils who joined in Upper Key Stage 2. Analysis of this year's data provides the school with information on the interventions and systems which were effective and those which were not, so that decisions can be made for the coming academic year.

School Structure 2015-16

Pupil numbers from the previous year's census had again generated a budget sufficient to structure the school with only five full-time classes. However, because pupil numbers in Key Stage 2 would have necessitated three large mixed year group classes (across Year 3-6), the Governing Body made the decision to run a seven class structure in order to be able to maintain single year group teaching and minimise the effects of high mobility in all year groups. In order to facilitate this, the school increased the hours of the part-time teacher recruited in the previous year to teach Year 5 for the whole year. High staff mobility had been a significant feature in the two years prior to 2015-16 and the school worked hard to secure greater stability in 2015-16, recruiting a new teacher and Teaching Assistant in the EYFS to improve provision and ensuring that teaching and support staff in other classes retained their positions in their 2014-15 year groups in order to consolidate and improve on practice. Whilst staffing remained relatively stable in 2015-16, staff maternity necessitated a job share in Year 2, which was not ideal, since this cohort had been subject to issues of staff mobility since their Reception year. In order to mitigate the effects of this, a full-time Level 3 Close the Gap Learning Mentor and a full-time Level 1 apprentice were assigned to the class for the whole year.

Related Documents

This annual summary should be read in conjunction with the school's Equalities and Pupil Premium Statements for 2015-16, 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

- In the 2015-16 cohort assessed, there were 20 pupils.
6 pupils (30%) were identified as having Special Educational Needs (2 with EHCPs),
5 pupils (25%) were Pupil Premium and
11 pupils (55%) were Service Premium.
- Only 8 out of the 20 pupils who took the Y6 SATs in this cohort had been in the school since Reception. This group included 2 Pupil Premium, 1 EAL and 1 EHCP (32.5 hrs). Of these 8 pupils:
 - 75% achieved the expected standard in the Reading, Writing and Maths SATs
 - 37.5% were working at 'Greater Depth' in the Reading, Writing and Maths SATs
 - 12.5% achieved the expected standard in their Reading and Writing, but underperformed in the Maths SAT
 - 12.5% made exceptional personal progress, particularly in Writing
- 11 of the remaining 12 pupils had joined during Key Stage 2, with 3 joining at the end of Year 4 and 4 at the beginning of Year 5.
- Of those 7 pupils joining at the end of Year 4 / beginning of Year 5, 3 were on the school's SEN register (one with an EHCP) and 2 arrived having been assessed by their previous school as making no progress since the end of Year 2.
Gaps in mathematics, reading and writing identified by pupils' previous schools or by Wyton school staff were addressed through the school's transition and close the gap intervention systems, which are under constant revision.

Attainment: Y6 SATs Results Summer 2016

NB 2016 cohort = 20 pupils in total; therefore 1 pupil = 5%

Percentage of Y6 pupils achieving the expected standard in the SATs Compared with Local & National Results				
	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 Level 4+ (not comparable)
Reading	70%	65.3% (+)	66% (+)	100%
Writing	70%	71.2% (-)	74% (-)	88.9%
Mathematics	55%	66.3% (-)	70% (-)	100%
In all three combined (R,W & M)	55%	51.7% (+)	53% (+)	88.9%
Grammar Punctuation & Spelling	70%	69.4% (+)	72% (-)	77.8%

Source: Local Authority End of Key Stage 2 (KEYPAS) and KIT Reports for 2016

Percentage of Y6 pupils working at 'Greater Depth' than the expected standard in the SATs Compared with Local & National Results				
	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 Level 5+ (not comparable)
Reading	33.3%	21.8% (+)	19% (+)	55.6%
Writing	19%	13.7% (+)	15% (+)	22.2%
Mathematics	23.8%	16.6% (+)	17% (+)	33.3%
In all three combined (R,W & M)	14.3%	5.8% (+)	5% (+)	11.1%
Grammar Punctuation & Spelling	28.6%	22.9% (+)	23% (+)	50%

Source: Local Authority End of Key Stage 2 (KEYPAS) and KIT Reports for 2016

KS2 Average Point Scores			
Average scaled scores, per subject compared with Local Authority and National Results			
	School Results 2016	Cambridgeshire 2016	National 2016
Reading	105	102	102
Mathematics	101	102	103
GPS	103*	103	103

Source: Local Authority End of Key Stage 2 (KEYPAS) Report for 2016

Progress: Y6 SATs Results Summer 2016

Percentage of pupils Making Expected Progress from end KS1 to end KS2 Compared with National Results (based on 18 results)		
	School Results	National 2016 (School + / -)
Reading	91.0%	90% (+)
Writing	83.3%	93% (-)
Mathematics	92.9%	90% (+)

Source: Local Authority KIT Report for 2016

Strengths

This year's end of Key Stage 2 SATs Results data indicates that in this school in 2015-16:

- The school's provision for the more able, which had been a target for development in 2015-16 (particularly in Mathematics) was more effective than in previous years, with the percentage of Y6 pupils working at 'Greater Depth' than the expected standard in the SATs higher than both Local Authority and National percentages in all 4 subjects tested.
- The percentage of Y6 pupils achieving the expected standard in Writing, Reading and Mathematics SATs is inline with Local Authority and National Results, with Reading slightly above.
- The percentage of pupils making Expected Progress from end KS1 to end KS2 in Reading and Mathematics was in line with the National average.
- The school's assessment systems are robust: with the exception of one pupil who underperformed in the Mathematics SAT, the Year 6 Teacher Assessments match pupils' test results closely. This was also confirmed by the Year 6 Writing Moderation exercise, carried out in June by the Local Authority. However, staff members will need to spend some time correlating the DfE's coding, which was introduced late in the summer term with the school's own judgement codes to ensure that the results of those pupils who do not meet standard do not appear worse than they are.

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:

- **Interventions for pupils with SEND or joining the school late in KS2 (particularly in Mathematics):** The 30% of pupils identified on the school's SEND register were those pupils who did not achieve the expected standard in the Reading, Writing, Mathematics and the Grammar, Punctuation and Spelling SATs.
In addition, 2 pupils further pupils (10%), who arrived late in Key Stage 2, but were not included on the SEND register did not achieve the expected standard. Although all had made good personal progress in Year 6, the school must again review the interventions used in Years 5 and 6 for pupils with SEND or joining the school late in KS2 to ensure that progress is accelerated more effectively so that a higher percentage of pupils achieve the expected standard.
- **Spelling:** Analysis of test papers indicates that the teaching of Spelling remains a school development priority for 2016-17, as this is where pupils lost the most marks again.
- **Progress in Writing:** Pupils making expected 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 2016-17.

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

Profile of Cohort

- In the 2015-16 cohort assessed, there were 31 pupils.
 - 6 pupils (19.4%) were identified as having Special Educational Needs (1 with an EHCP, 32.5hrs),
 - 1 pupil (3.2%) was Pupil Premium and
 - 18 pupils (58%) were Service Premium
 - 1 pupil (3.2%) EAL, new to English
- This year group has been subject to the highest volume of pupil mobility. Only 15 out of the 31 pupils in this cohort have been in the school since the beginning Reception. As a Reception cohort, these pupils had the lowest GLD the school has experienced for many years at 42%. This group included no Pupil Premium, no EAL and 2 SEN pupils (6.5%).
Of these 15 pupils:
66.7% achieved the expected standard in the Reading and Maths SATs
53% achieved the expected standard in the Reading, Writing and Maths assessments
6.7% were working at 'Greater Depth' in the Reading, Writing and Maths SATs
- Of the remaining 16 pupils:
 - 2 joined in the summer term of their Reception year, having had difficult experiences in their previous settings;
 - 5 joined at the beginning of Year 1;
 - 3 joined mid way through Year 1;
 - 2 joined mid way through Year 2;
 - 4 joined in the summer term of their Year 2.

NB 2016 cohort = 31 pupils in total; therefore 1 pupil = 3.2%

Percentage of Y2 pupils achieving the expected standard in the SATs Compared with Local & National Results				
	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (not comparable)
Reading	74.2%	73.2% (+)	74.2% (=)	92.9%
Writing	54.8%	63.4% (-)	65.5% (-)	92.9%
Mathematics	71%	71.2% (=)	72.7% (-)	92.9%
In all three combined (R,W & M)	54.8%	57.8% (-)	60.3% (-)	92.9%

Source: Local Authority End of Key Stage 1 (KEYPAS) and KIT Reports for 2016

Percentage of Y2 pupils working at 'Greater Depth' than the expected standard in the SATs Compared with Local & National Results				
	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (not comparable)
Reading	9.7%	22.8% (-)	23.7% (-)	14.3%
Writing	6.5%	13% (-)	13.3% (-)	7.1%
Mathematics	9.7%	17.7% (-)	17.8% (-)	21.4%
In all three combined (R,W & M)	6.5%	8.3% (-)	8.9% (-)	21.4%

Source: Local Authority End of Key Stage 1 (KEYPAS) and KIT Reports for 2016

Strengths

This year's end of Key Stage 1 data indicates that in this school in 2015-16:

- The percentage of pupils at achieving the expected standard in the KS1 Reading and Maths SAT was in line with both Local Authority and National Results.
- As in Year 6, the school's assessment systems are robust: the Year 2 Teacher Assessments match pupils' test results closely.

Areas for Action

This year's end of Key Stage 1 SATs Results data indicates that in this school in 2015-16, the following areas require school action:

- **A review of school-based close the gap interventions for pupils who did not achieve this year's expected standards:** The attainment of pupils at the expected standard, is below both Cambridgeshire and National averages, even for pupils who have attended the school since their Reception year. Pupils will be closely monitored through the school's assessment systems to ensure that they keep up with the pace of the New Curriculum.
- **A review of school-based close the gap interventions for pupils in Year 2 next year, to ensure that more pupils reach the expected standards next year:**
- **Achievement in Writing:** Pupils achieving the expected standard in Writing was significantly lower than the Cambridgeshire and National averages. As a result, the percentage of pupils achieving the expected standard in all three subjects (Reading, Writing and Mathematics) was also significantly lower than the Local Authority and National Averages. Accelerating progress in writing remains a priority on the school's Raising Achievement Plan for 2016-17.

Y1 Phonics Check Results July 2016

Profile of Cohort

- 22 pupils in Year 1 undertook the phonics check.
- 90.9% of pupils had been attending this school since September 2014
- In the 2015-16 cohort assessed, 1 was identified as having Special Educational Needs, 3 were Pupil Premium and 12 were Service Premium.
- 1 pupil (4.5%) joined the school a month before the phonics check.

NB 2016 cohort = 22 pupils in total; therefore 1 pupil = 4.5%

Percentage of Pupils Achieving Standard in the Y1 Phonics Check Compared with Local and National Results				
No of school Y1 children	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (School + / -)
22	90.9%	78.2% (+)	80.5% (+)	75% (+)

Strengths

- The attainment of this cohort indicates that school systems for teaching phonics in EYFS and Year 1 remain effective, as the percentage of pupils achieving in the Y1 Phonics Test was above both Local Authority and National averages.
- Overall, the performance of the 2015-16 Y1 cohort was significantly higher than in the previous year.

Areas for Action

- To ensure that these systems continue to be implemented and built on effectively.
- To ensure that the 9% of pupils who did not achieve the expected standard receive effective interventions to ensure that they reach the expected standard in their phonics recheck at the end of Year 2.

Y2 Phonics Re-Check Results July 2016

Profile of Cohort

- 12 pupils in Year 2 were eligible to undertake the phonics check. Each pupil therefore represents 8.3%.
- Of the 50% (6 pupils), who did not achieve the expected number of marks:
 - 1 pupil was absent and therefore was judged as 'Working Towards' the expected standard, though he was expected to do well in the test, having received intensive intervention in Year 2.
 - 2 pupils were new to the school in Year 2, one in the spring and one in the summer term (1 having only just begun to learn English).
 - 2 pupils are on the school's SEN register.
 - 1 pupil missed by 1 mark on the test day, despite having achieved the expected standard in previous assessments.

Percentage of Pupils Achieving Standard in the Y2 Phonics Re -Check Compared with Local and National Results				
No of school Y1 children	School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (School + / -)
12 (including 2 SEN)	50%	67% (-)	66% (-)	66.7% (-)

Areas for Action

- Overall, the performance of the 2015-16 Y2 cohort was significantly lower than in the previous year and below both Local Authority and National percentages.
- 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.
- The attainment of this cohort indicates that school intervention for pupils who did not achieve the expected standard in phonics at the end of Year 1 was effective for some, but not all pupils. An immediate review is necessary to ensure that interventions are more successful for pupils with SEN and those joining the school later in Key Stage 1.

End of Early Years Foundation Stage – Results of Teacher Assessments July 2016

Profile of Cohort

- The EYFS cohort at the end of 2016 was 32 pupils
- In the 2015-16 cohort assessed, 2 were identified as having Special Educational Needs, 6 were Pupil Premium and 10 were Service Premium.
- For the second year running, the school received support for an Early Years Adviser, who was able to ensure that assessments were moderated throughout the year.

NB: 2015-16 cohort = 32 pupils in total; therefore 1 pupil = 3%

Percentage of EYFS pupils achieving GLD* Compared with Local and National Results			
School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (School + / -)
78.1%	69.6% (+)	69.7% (+)	64% (+)
<i>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.</i>			

Average Total Points Score of Pupils in the Reception Class Compared with Local and National Results			
School Results 2016	Cambridgeshire 2016 (School + / -)	National 2016 (School + / -)	School results 2015 (School + / -)
37.2	34.5 (+)	34.5 (+)	32.6 (-)

Source: Local Authority End of EYFS and KIT Reports for 2016

Percentage of pupils achieving Expected Standard at the end of EYFS Compared with Local Results for 2015		
Are of Learning	School Results 2016	School results 2015 (School + / -)
Communication & Language	84.4%	84% (+)
Physical Development	93.8%	84% (+)
Personal, Social and Emotional Development	90.6%	88% (+)
Literacy	78.1%	64% (+)
Mathematics	81.3%	68% (+)
Understanding the World	78.1%	100% (-)
Expressive Arts & Design	75.0%	100% (-)

Source: Local Authority End of EYFS and KIT Reports for 2016

Strengths

This year's end of EYFS data indicates that in this school in 2015-16:

- The attainment of this cohort indicates that achievement in the EYFS measured by both GLD and average point scores was broadly above both local and national averages. This is because the school has appointed new staff in the EYFS and has worked in partnership with the Local Authority to put measures in place to improve the provision in the EYFS.
- The percentage of pupils achieving the GLD in 2016 has increased significantly compared with the school's 2015 results.

Areas for action

- Priority One: Expressive Arts and Design – especially for boys
- Priority Two: Summer Born children require accelerated progress to achieve expected levels
- Priority Three: Children who haven't attended pre-school provision prior to starting school require accelerated progress to achieve expected levels
- Priority Four: 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 2016-17, as this was not achieved in 2015-16, due to large scale changes at the local pre-school.

Narrowing the Gap and Equalities Data: Y6 SATs Results Summer 2016:

For the year 2015-16, 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.

Y6 14 boys 6 girls	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	64.3%	83.3%	-19	0	28.6
Writing	64.3%	83.3%	-19	2.5	21.4
Mathematics	50%	66.7%	-16.7	0.0	0.0
In all three (R,W & M)	50%	66.7%	-16.7	2.5	7.1
Grammar P&S	64.3%	83.3%	-19	5.0	21.4

Y6 FSM – 5 pupils	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	60%	73.3%	-13.3	0	-0.9
Writing	60%	73.3%	-13.3	40.0	8.2
Mathematics	40%	60%	-20	0	-10.9
In all three (R,W & M)	40%	60%	-20	40.0	-11.8
Grammar P&S	60%	73.3%	-13.3	80.0	-21.8

Y6 SEN	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	16.7%	92.9%	-76.2	0	-66.7
Writing	16.7%	92.9%	-76.2	-100	-61.1
Mathematics	0%	78.6%	-78.6	0	-61.1
In all three (R,W & M)	0%	78.6%	-78.6	-100	-88.9
Grammar P&S	0%	92.9%	-92.9	-87.5	-83.3

Source: Local Authority KIT Report for 2016

Areas for action:

- The gap between boys' and girls' achievement in KS2 widened in Reading, Writing and Grammar, Punctuation and Spelling this year, though girls out-performed boys in Mathematics.
- The gap between pupils in receipt of Pupil Premium funding and those not in receipt of Pupil Premium funding increased in all 3 core subjects, though two pupils (10%) in receipt of Pupil Premium funding were also in the SEN register.

The gap between pupils with SEN and those SEN was widened significantly. As previously reported, the school must again review the interventions used in Years 5 and 6 for pupils with SEND or joining the school late in KS2 to ensure that progress is accelerated more effectively so that a higher percentage of pupils achieve the expected standard.

Narrowing the Gap and Equalities Data: Y2 SATs Results Summer 2016:

Y2 16 boys 15 girls	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	73.3%	75%	-2	-2.1	-7.7
Writing	60%	50%	10	-2.1	-15.4
Mathematics	73.3%	68.8%	5	-2.1	-7.7
In all 3	60%	50%	10		

Y2 FSM – 1 pupil	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	0 %	76.7%	-77	-11.1	6.3
Writing	0%	56.7%	-57	-11.1	-43.8
Mathematics	0%	73.3%	-73	-11.1	6.3
In all 3	0%	56.7%	-57		

Y2 SEN – 6 pupils	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Reading	33.3%	68%	-35	-50.0	-100.0
Writing	16.7%	64%	-47	-50.0	-94.1
Mathematics	33.3	80	-47	-20.8	-100.0
In all 3	16.7	64	-47		

Source: Local Authority KIT Report for 2016

Areas for action:

- Gender and SEN gaps were narrowed, but not narrowed effectively, since overall the performance of the cohort was significantly lower than in the previous year. As previously reported, this cohort will need to be monitored carefully through the school's assessment systems to ensure that all groups keep up with the pace of the New Curriculum in Key Stage 2.
- The gap between FSM and non-FSM increased significantly because there was only 1 pupil in the FSM group, who also joined the school late. This pupil will need to be monitored carefully through the school's assessment systems to ensure accelerated progress in Year 3.

Narrowing the Gap and Equalities Data: EYFS Results Summer 2016:

EYFS 16 boys 15 girls	Boys % Achieving Standard	Girls % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Achieving GLD	75%	80%	-5	-47.4	-23.1%

EYFS FSM – 6 pupils	FSM -6 Ever% Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Achieving GLD	66.7%	80.8%	-14	-23.3	42.3%

EYFS SEN – 2 pupils	Any SEN % Achieving Standard	Non- SEN % Achieving Standard	Gap (ppt) 2016	Gap (ppt) 2015	Gap (ppt) 2014
Achieving GLD	100	76.7	23	-14	-44

Source: Local Authority KIT Report for 2016

Strengths:

- The gap between girls and boys' achievement in EYFS was narrowed in 2015-16 due to improvements in provision for boys, particularly in Writing, Phonics and .
- The gap between pupils in receipt of Pupil Premium funding and those not in receipt of Pupil Premium funding was narrowed the EYFS, due to carefully selected interventions and quality first teaching.
- The gap between pupils with SEN and those SEN was reversed, due to careful planning and provision.

Areas for action:

- Ensure provision remains good so that the gap is narrowed further.