



## Statement of Annual Performance Data July 2017

### School Context 2016-17

As in previous years, due to the unique and diverse catchment it serves, the school continues to be subject to 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, though most notably in year groups R, 2, 4 and 5.

In the three years prior to this year's results (2013-16), the school experienced a significantly high turnover of pupils, with 181 moves in and out (not including any of the expected Year 6 July Leavers or the Reception September Class intakes). This year there were 54 arrivals since term opened in September 2016 and 36 leavers; a total of 90 moves – 54% of our school population since July 2016 (based on a population of 168 pupils).

One of our highest ongoing priorities, therefore, is to ensure that the school can provide a curriculum which matches the personal needs of every one of the large number of pupils who join us and leave us at varying points in their educational careers, from vastly different (and often multiple) educational settings, working at very different standards and impacted on in varying degrees by the disruption to their learning, which is the inevitable effect of mid-phase transfer.

Alongside this, both in terms of school improvement and financial planning, we must constantly balance the needs of those pupils affected by pupil mobility with the needs of those identified as vulnerable or in need who have remained with us since Reception, as well as those learners who do fall into any of these groups.

Our core purpose is to ensure that all of our pupils, however long or however briefly they are with us, make as much progress as they can. We strive for this outcome through constant review and revision of our Quality First Teaching, as well as the interventions and systems we design to provide new pupils and groups with support to 'diminish the difference' and achieve successful transition.

Analysis of this year's data provides the school with essential information on the interventions and systems which were effective and those which were not, so that decisions can be made for the future.

## End of Early Years Foundation Stage: Results of Teacher Assessments July 2017

### Profile of Cohort

- The EYFS cohort at the end of 2017 was 28 pupils (NB: 1 pupil left in Spring A but remains on our National Data).
- Results were moderated at a Local Authority Moderation meeting.
- In the 2016-17 cohort assessed:
  - 11 were summer born (most of these were girls);
  - 1 was in receipt of Pupil Premium;
  - 9 were in receipt of the Service Premium;
  - 1 was in receipt of Pupil Premium Plus;
  - 4 were EAL (English as an Additional Language) – 2 of these joined later in the year. 1 EAL pupil with no pre-school experience joined late in September and was supported full-time to adapt to school life, but left in Spring A.
- There were 9 in-year transfers in the EYFS cohort: 5 leavers and 4 joiners.
- This year's 'attainment on entry' data was particularly low and caused the Ofsted inspection team to make the following comment in their 2016 report: "Most children enter the early years with skills and abilities that are below those typical for their age, but skills and knowledge vary year on year." (See below for 'on entry' data).

<b>EYFS Attainment on Entry September 2016</b>	
<b>Profile of Cohort (and numbers)</b>	<b>% at expected or beyond baseline on entry (Expected = 30-50s/40-60e or above)</b>
<b>Whole class (29 on entry)</b>	<b>10.3 %</b>
<b>FSM (1)</b>	<b>0%</b>
<b>Services (11) (9 Spring B onwards)</b>	<b>9%</b>
<b>Boys (17) (14 Spring B onwards)</b>	<b>12%</b>
<b>Girls (12) (14 Spring B onwards)</b>	<b>8%</b>
<b>Summer born (13) (11 Spring B onwards)</b>	<b>8%</b>
<b>No pre-school (1) (0 Spring B onwards)</b>	<b>0%</b>
<b>EAL (3) (4 Spring B onwards)</b>	<b>0%</b>

Source: School-based submitted to Local Authority

<b>Percentage of EYFS pupils achieving GLD* Compared with Local and National Results (&amp; previous school results)</b>				
<b>School Results 2017</b>	<b>Cambridgeshire 2017</b>	<b>National 2017</b>	<b>School results 2016</b>	<b>School results 2015</b>
<b>76%</b>	<b>70.6%</b>	<b>70.7%</b>	<b>78.1%</b>	<b>64%</b>
*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.				

Source: Local Authority End of EYFS and KIT Reports for 2017; school-based data and ASP for 2017

NB: 2016-17 cohort = 28 pupils in total; therefore 1 pupil = 3.6%

Percentage of pupils achieving Expected Standard at the end of EYFS Compared with Previous 2 Year's Results			
Are of Learning	School Results 2017	School Results 2016	School results 2015
Communication & Language	<b>79%</b>	84.4%	84%
Physical Development	<b>96%</b>	93.8%	84%
Personal, Social and Emotional Development	<b>96%</b>	90.6%	88%
Literacy	<b>75%</b>	78.1%	64%
Mathematics	<b>78%</b>	81.3%	68%
Understanding the World	<b>78%</b>	78.1%	100%
Expressive Arts & Design	<b>93%</b>	75.0%	100%

Source: Local Authority End of EYFS and KIT Reports for 2017; school-based data and ASP for 2017

Percentage of Pupils achieving Early Learning Goals by Subject							
Group	PSED	C&L	PD	L	M	UTW	EA&D
<b>Whole class (28)</b>	93%	79%	96%	75%	78%	78%	93%
<b>Pupil Premium<sup>(1)</sup></b>	100%	0%	100%	0%	0%	0%	100%
<b>Services (9)</b>	100%	88%	100%	88%	88%	88%	100%
<b>Boys (14)</b>	92%	92%	92%	86%	92%	92%	92%
<b>Girls (14)</b>	92%	64%	100%	64%	64%	64%	92%
<b>Summer born (11)</b>	90%	63%	90%	63%	63%	73%	100%
<b>EAL (4)</b>	75%	25%	100%	25%	25%	25%	75%

Source: school-based data submission for 2017

## Strengths

The July 2017 EYFS data evidences the following:

- The attainment of this cohort indicates that achievement in the EYFS measured by GLD is above both local and national results. This is because the school appointed a new team in the EYFS in September 2015 and has made high quality provision in the EYFS a priority.
- From a very low starting point, the percentage of pupils achieving the GLD in 2017 remains significantly higher than the school's 2015 results and is broadly in line with last year's attainment.
- An increase in the percentage of pupils (especially boys) achieving the expected standard at the end of 2017 in Expressive Arts and Design was a school improvement priority and this was achieved.

- Overall, provision was good and ensured good progress for the vast majority of pupils.

### Areas for action

- Develop training and strategies to increase the percentage of Summer Born pupils achieving GLD in 2018.
- Where significant attainments gaps occur, for example in the difference in attainment of boys and girls, there was often a second barrier to learning involved: for example, many of the girls who did not achieve GLD were also late Summer born. Provision for pupils with multiple barriers to learning will be a priority.
- Develop training and strategies to increase the percentage of EAL pupils achieving GLD in 2018, particularly those arriving late in the year.
- Ensure that pupils who did not achieve GLD at the end of their EYFS year receive effective interventions to ensure that they reach the expected standard at the end of KS1.
- Develop strategies to secure accelerated progress in the Autumn Term for those pupils with low starting points.
- Plan for the opening of the school's nursery provision to ensure an increase in on entry attainment in 2020.

## Year 1 Phonics Check Results 2017

### Profile of Cohort

- 26 pupils in Year 1 undertook the phonics check.
- In the 2016-17 Year 1 cohort assessed:
  - 2 were identified with Special Educational Needs (1 with an EHCP)
  - 5 were in receipt of Pupil Premium
  - 9 were in receipt of Service Premium.
- There were 6 in-year transfers in the Y1 cohort: 4 leavers and 2 joiners (92% of pupils had been attending this school since their Reception year).

Percentage of Y1 pupils achieving Phonics Check Compared with Local and National Results (& previous school results)				
School Results 2017	Cambridgeshire 2017	National 2017	School results 2016	School results 2015
80.8%	80.5%	81.2%	90.9%	75%

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017

NB: 2016-17 cohort = 26 pupils in total; therefore 1 pupil = 3.8%

Pupils achieving 'Standard' in the Year 1 Phonics Check by Group			
Pupil Premium (5)	80%	Non-Pupil Premium (21)	81%
Boys (8)	87.5%	Girls (18)	77.8%
Service Premium (9)	78%	Non-Service Premium (17)	88%
SEND (2)	100%	Non-SEND (24)	79.2%

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017

## **Strengths**

- The attainment of this Year 1 cohort indicates that the effectiveness of school systems for teaching phonics in EYFS and Year 1 remains in broadly in line with both Local Authority and National averages.
- Through tailored phonics and reading interventions, pupils in receipt of Pupils Premium were supported to achieve broadly in line with non-Pupil Premium pupils.
- Pupils with SEND performed well against non-SEND pupils, due to personalised support.
- Overall, approaches for engaging boys in this cohort were effective: the boys out-performed the girls.
- All pupils joining mid-phase were supported to make accelerated progress to catch up quickly.

## **Areas for Action**

- Implement a new system for teaching phonics (trialled in the EYFS this year) across the early years: although school systems for teaching phonics have continued to ensure that pupils at Wyton on the Hill are performing as well as those at other schools both locally and nationally, they did not accelerate progress for those pupils who did not meet GLD in their Reception Year (particularly those pupils who did not meet the Early Learning Goals in PSED and Literacy).
- Ensure that pupils who did not achieve the expected standard in their Year 1 phonics check receive effective interventions so that they reach the expected standard in their phonics recheck at the end of Year 2.

## **Year 2 Phonics Re-Check Results 2017**

### **Profile of Year 2 Re-Check Cohort**

- 2 pupils in Year 2 undertook the phonics re-check.
- Both made significant progress though one pupil with significant SEND did not achieve standard and will be supported in Key Stage 2.

## **End of Key Stage One: Results of Year 2 Teacher Assessments July 2017**

### **Profile of Cohort**

- The Year 2 cohort at the end of 2017 was 26 pupils.
- Results were moderated at a Local Authority Moderation meeting and the Year 2 teacher was an accredited KS1 Moderator for the Local Authority.
- In the 2016-17 cohort assessed:
  - 21 out of 26 pupils were boys;
  - 6 were in receipt of Pupil Premium;
  - 13 were in receipt of the Service Premium;
  - 1 was in receipt of Pupil Premium Plus;
  - 2 pupils were supported as SEND;
  - 1 was EAL (English as an Additional Language);
- There were 11 in-year transfers in the Year 2 cohort: 4 leavers and 6 joiners:

- 2 of these 6 new pupils received support and made significant personal progress, but did not achieve 'standard' (7.4% of this cohort).
- With support and challenge, 4 of these new pupils reached 'standard', 2 of them reaching 'Greater' Depth in Reading.

<b>Percentage of Year 2 pupils achieving End of Key Stage Standard One Compared with Local and National Results (&amp; previous school results)</b>					
<b>Subject</b>	<b>School Results 2017</b>	<b>Cambridge-shire 2017</b>	<b>National 2017</b>	<b>School results 2016</b>	<b>School results 2015 (old standard)</b>
<b>Reading</b>	<b>73.1%</b>	<b>73.4%</b>	<b>75.5%</b>	<b>74.2%</b>	<b>92.9%</b>
<b>Writing</b>	<b>61.5%</b>	<b>64.4%</b>	<b>68.2%</b>	<b>54.8%</b>	<b>92.9%</b>
<b>Maths</b>	<b>80.8%</b>	<b>73.5%</b>	<b>75.1%</b>	<b>71%</b>	<b>92.9%</b>
<b>In all 3 (R, W and M)</b>	<b>57.7%</b>	<b>59.8%</b>	<b>63.7%</b>	<b>54.8%</b>	<b>92.9%</b>

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017  
 NB: 2016-17 cohort = 26 pupils in total; therefore 1 pupil = 3.8%

<b>Percentage of Year 2 pupils achieving 'Greater Depth' at End of Key Stage One Standard Compared with National Results (&amp; previous school results)</b>				
<b>Subject</b>	<b>School Results 2017</b>	<b>National 2017</b>	<b>School results 2016</b>	<b>School results 2015 (old standard)</b>
<b>Reading</b>	<b>19.2%</b>	<b>25.2%</b>	<b>9.7%</b>	<b>14.3%</b>
<b>Writing</b>	<b>0%</b>	<b>15.6%</b>	<b>6.5%</b>	<b>7.1%</b>
<b>Maths</b>	<b>0%</b>	<b>20.5%</b>	<b>9.7%</b>	<b>21.4%</b>
<b>In all 3 (R, W and M)</b>	<b>0%</b>	<b>10.9%</b>	<b>6.5%</b>	<b>7.1%</b>

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017  
 NB: 2016-17 cohort = 26 pupils in total; therefore 1 pupil = 3.8%

<b>Year 2 Pupils achieving End of Key Stage One 'Standard' in Reading by Group</b>			
<b>Pupil Premium (6)</b>	<b>50%</b>	<b>Non-Pupil Premium (20)</b>	<b>80%</b>
<b>Boys (21)</b>	<b>66.7%</b>	<b>Girls (5)</b>	<b>100%</b>
<b>Service Premium (13)</b>	<b>84.6%</b>	<b>Non-Service Premium (13)</b>	<b>71.4%</b>
<b>SEND (2)</b>	<b>0%</b>	<b>Non-SEND (24)</b>	<b>79.2%</b>
<b>EAL (1)</b>	<b>100%</b>	<b>Non-EAL (25)</b>	<b>77%</b>
<b>Pupil Premium Plus (1)</b>	<b>100%</b>		
<b>Year 2 Pupils achieving End of Key Stage One 'Standard' in Writing by Group</b>			
<b>Pupil Premium (6)</b>	<b>33.3%</b>	<b>Non-Pupil Premium (20)</b>	<b>70%</b>
<b>Boys (21)</b>	<b>52.4%</b>	<b>Girls (5)</b>	<b>100%</b>
<b>Service Premium (13)</b>	<b>61.5%</b>	<b>Non-Service Premium (13)</b>	<b>64.3%</b>
<b>SEND (2)</b>	<b>0%</b>	<b>Non-SEND (24)</b>	<b>66.7%</b>
<b>EAL (1)</b>	<b>100%</b>	<b>Non-EAL</b>	<b>61.5%</b>
<b>Pupil Premium Plus (1)</b>	<b>100%</b>		

Year 2 Pupils achieving End of Key Stage One 'Standard' in Maths by Group			
Pupil Premium (6)	83.3%	Non-Pupil Premium (20)	80%
Boys (21)	76.2%	Girls (5)	100%
Service Premium (13)	92.3%	Non-Service Premium (13)	71.4%
SEND (2)	0%	Non-SEND (24)	87.5%
EAL (1)	100%	Non-EAL	80%%
Pupil Premium Plus (1)	100%		

Source: Local Authority KIT Report for 2017; school-based data for 2017

### Strengths

This year's end of Key Stage 1 / Year 2 data indicates that in this school in 2016-17:

- The percentage of pupils achieving the expected End of Key Stage One standard in the KS1 Maths SAT was above both Local Authority and National Results.
- Personalised provision for EAL and Pupil Premium Plus pupils was effective.
- The school's 'Mastery' approach to the teaching of Maths was effective, as results in this subject were significantly higher than last year's.
- Results in writing were also significantly higher than last year's, due to a whole school focus on writing across the curriculum.
- KS1 provision for this cohort has 'added value' in reading and Mathematics; the 'End of EYFS' data for this cohort was low: GLD: 64% Literacy: 64% Maths: 68%.
- Pupils with SEND made significant personal progress, which is evident in their books and in their confidence, though they did not achieve 'standard'.

### Areas for Action

This year's end of Key Stage 1 data indicates that in this school in 2016-17, the following areas require school action:

- Implement a revised approach to the teaching of reading and writing, which particularly targets boys and middle-achievers to achieve a higher percentage 'At standard' and 'Greater Depth'.
- Continue to implement and embed the new 'mastery' approach to maths, providing opportunities and interventions for more middle achievers to accelerate their progress and achieve at 'Greater Depth' in Maths.
- Ensure that those pupils who did not achieve 'standard' at the end of Year 2 receive effective interventions so that they reach the expected standard at the end of Key Stage 2.

## End of Key Stage Two: Results of Year 6 SATs July 2017

### Profile of Cohort

- In the 2016-17 cohort assessed, there were 18 pupils.
  - 4 were in receipt of Pupil Premium;
  - 5 were in receipt of the Service Premium;
  - 4 pupils were supported as SEND;
  - 1 was EAL (English as an Additional Language);

- There were 6 in-year transfers in the Year 6 cohort: 5 leavers and 1 joiner (who returned to their home country just before the SATs).
- 4 Service Premium pupils (22.2% of the final cohort) joined the school late, in Year 5. Of these 4, 3 arrived with significant barriers to their learning. (3 other pupils also arrived in year 5, but left mid-way through Year 6).
- Only 12 (66.6% of the final cohort) had been in school since Reception, 2 with SEND.
- Planning for provision in this year group was driven by the diverse needs of the cohort and their varied starting points. 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.

<b>Percentage of Year 6 pupils achieving End of Key Stage Standard Two Compared with Local and National Results (&amp; previous school results)</b>					
<b>Subject</b>	<b>School Results 2017</b>	<b>Cambridge-shire 2017</b>	<b>National 2017</b>	<b>School results 2016</b>	<b>School results 2015 (old standard)</b>
<b>Reading</b>	<b>77.8%</b>	<b>73%</b>	<b>71.5%</b>	<b>70%</b>	<b>100%</b>
<b>Writing</b>	<b>77.8%</b>	<b>73%</b>	<b>76.3%</b>	<b>70%</b>	<b>88.9%</b>
<b>Maths</b>	<b>66.7%</b>	<b>72%</b>	<b>74.8%</b>	<b>55%</b>	<b>100%</b>
<b>In all 3 (R, W and M)</b>	<b>61.1%</b>	<b>59%</b>	<b>61.1%</b>	<b>55%</b>	<b>88.9%</b>
<b>GPS Grammar, Punctuation &amp; Spelling</b>	<b>77.8%</b>	<b>75%</b>	<b>76.7%</b>	<b>70%</b>	<b>77.8%</b>

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017

NB: 2016-17 cohort = 18 pupils in total; therefore 1 pupil = 5.5%

<b>Percentage of Year 6 pupils achieving 'Greater Depth' at End of Key Stage Two Standard Compared with National Results (&amp; previous school results)</b>				
<b>Subject</b>	<b>School Results 2017</b>	<b>National 2017</b>	<b>School results 2016</b>	<b>School results 2015 (old standard)</b>
<b>Reading</b>	<b>22.2%</b>	<b>24.5%</b>	<b>33.3%</b>	<b>55.6%</b>
<b>Writing</b>	<b>16.7%</b>	<b>17.7%</b>	<b>19%</b>	<b>22.2%</b>
<b>Maths</b>	<b>11.1%</b>	<b>22.6%</b>	<b>23.8%</b>	<b>33.3%</b>
<b>In all 3 (R, W and M)</b>	<b>11.1%</b>	<b>8.3%</b>	<b>14.3%</b>	<b>11.1%</b>
<b>GPS Grammar, Punctuation &amp; Spelling</b>	<b>5.6%</b>	<b>30.9%</b>	<b>28.6%</b>	<b>50%</b>

Source: Local Authority KIT Report for 2017; school-based data and ASP for 2017

NB: 2016-17 cohort = 18 pupils in total; therefore 1 pupil = 5.5%



<b>Year 6 Pupils achieving End of Key Stage Two 'Standard' in Reading by Group</b>			
Pupil Premium (4)	50%	Non-Pupil Premium (12)	85.7%
Boys (9)	66.7%	Girls (9)	88.9%
Service Premium (5)	80%	Non-Service Premium (13)	76.9%
SEND (4)	0%	Non-SEND (14)	93.3%
EAL (1)	0%		
<b>Year 6 Pupils achieving End of Key Stage Two 'Standard' in Writing by Group</b>			
Pupil Premium (4)	50%	Non-Pupil Premium (12)	85.7%
Boys (9)	66.7%	Girls (9)	88.9%
Service Premium (5)	80%	Non-Service Premium (13)	76.9%
SEND (4)	0%	Non-SEND (14)	93.3%
EAL (1)	100%		
<b>Year 6 Pupils achieving End of Key Stage Two 'Standard' in Maths by Group</b>			
Pupil Premium (4)	25%	Non-Pupil Premium (12)	78.6%
Boys (9)	55.6%	Girls (9)	77.8%
Service Premium (5)	60%	Non-Service Premium (13)	76.9%
SEND (4)	0%	Non-SEND (14)	80%
EAL (1)	0%		
<b>Year 6 Pupils achieving End of Key Stage Two 'Standard' in GPS by Group</b>			
Pupil Premium (4)	50%	Non-Pupil Premium (12)	85.7%
Boys (9)	66.7%	Girls (9)	88.9%
Service Premium (5)	80%	Non-Service Premium (13)	76.9%
SEND (4)	0%	Non-SEND (14)	93.3%
EAL (1)	0%		

### **Strengths**

This year's end of Key Stage 2 / Year 6 data indicates that in this school in 2016-17:

- The percentage of Year 6 pupils achieving the expected standard in Writing, Reading and Grammar, Spelling and Punctuation is just above Local Authority and National Results.
- The percentage of pupils making Expected Progress from end KS1 to end KS2 in Reading, Writing 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 and missed 'standard' by 1 mark, the Year 6 Teacher Assessments match pupils' test results closely.

### **Areas for Action**

This year's end of Key Stage 2 data indicates that in this school in 2016-17, the following areas require school action:

- Implement a revised approach to the teaching of reading, writing, and mathematics which particularly targets boys and middle-achievers to achieve a higher percentage 'At standard' and 'Greater Depth'.
- Review implementation of the new 'mastery' approach to teaching Maths, which was successful in Key Stage One, but not in Key Stage Two.
- Review and refine systems for accelerating the progress of pupils who are both SEND and Pupil Premium, particularly those who are boys.
- Continue to develop pastoral systems for supporting pupils to achieve their best in test situations. One pupil (5.5% of the final cohort) assessed as 'at standard' by the school missed the standard in the test by 1 mark.
- Refine tracking and interventions for vulnerable pupils: although progress scores for this cohort were above national floor level and pupils clearly made significant progress in their books, personal programmes for 2017-18 will need to be monitored closely to ensure that all pupils are on track to make expected progress between Key Stages 1 and 2.

### **Related Documents**

This annual summary should be read in conjunction with the school's Equalities and Pupil / Service Premium Statements for 2016-17, 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.