Analysis of Summative data for PP pupils and FSM Pupils

Early Years	School – all	School - FSM	Kent FSM	National - all	Analysis
Good Level of Development	61%	66.7%	51.9%	67.3	FSM above Kent FSM in line with National
Literacy Goals	66.1%	66.7%	54.8%	69.8%	FSM above Kent FSM in line with National
Maths Goals	72.9%	66.7%	65.1%	77.2%	FSM in line with Kent FSM not in line with National
Year 1 Phonics					
Year 1	70.5%	66.7%	59.4%	78.9%	FSM above Kent FSM not in line with National
Year 2 retakes	66.7%	33.3%	50.3%	58.7%	FSM below Kent FSM not in line with National
Key Stage 1 data					
Reading expected +	70%	30%	50.7%	68.3%	FSM below Kent FSM not in line with National
Reading – greater depth	20%	20%	7.7%	18.8%	FSM above Kent FSM above National
Writing Expected+	61.7%	30%	41.1%	60.1%	FSM below Kent FSM not in line with National
Writing greater depth	10%	0%	2.3%	8.2%	FSM just below Kent FSM not in line with National
Maths Expected +	76.7%	30%	54.1%	70.4%	FSM below Kent FSM not in line with National
Maths greater depth	15%	10%	5.7%	16.3%	FSM above Kent FSM not in line with National
Key Stage 2 data					
RWM expected +	61.7%	25%	39.1%	59%	FSM below Kent FSM not in line National
RWM greater depth	13.3%	0%	2.7%	8%	FSM below Kent

					FSM not in line with National
Reading expected +	81.7%	62.5%	56.9%	73%	FSM above Kent FSM not in line with National
Reading greater depth	36.7%	25%	16.3%	29%	FSM above Kent FSM not in line with National
Writing expected +	81.7%	62.5%	56.4%	71%	FSM above Kent FSM not in line with National
Writing greater depth	26.7%	0%	5.3%	13.3%	FSM below Kent FSM not in line National
SPAG expected +	73.3%	62.5%	50.5%	72%	FSM above Kent FSM not in line with National
SPAG greater depth	23.3%	0%	12%	30.1%	FSM below Kent FSM not in line National
Maths expected +	65%	25%	51.8%	73%	FSM below Kent FSM not in line National
Maths Greater depth	25%	0%	9.8%	23.8%	FSM below Kent FSM not in line National

Summary Evaluation

1. The pupils with SEND significantly impact on the performance data.
2. Early Years – the FSM pupils perform well against the National data in all areas except Maths
3. Year 1 Phonics, the school achieves higher than FSM pupils in Kent.
4. Year 2 FSM pupils reading at greater depth, the school achieves better than national data and Kent FSM pupils.
5. Year 2 – maths greater depth, the school achieves more than Kent FSM pupils.
6. Year 6 FSM pupils achieve more than Kent FSM in
   a. Reading expected +
   b. Reading greater depth
   c. Writing expected +
   d. SPAG Expected +

Key areas to work on within the school improvement plan are;

1. Maths especially in the Early Years, Year 2 greater depth, Year 6 expected level and greater depth
2. English areas of development are:

     a. In Year 2, the areas for development are reading and writing expected + and greater depth for writing as well as the retakes

     b. In Year 6, the focus on greater depth for writing and SPAG for PP pupils.

3. Ensure the school matches the needs of all PP pupils especially PP pupils with SEND
4. Continue to Improve personal development of all PP pupils
5. Continue to improve attendance
6. Continue to improve parental engagement

These development areas are in line with the school improvement plan.

     a. The school has identified the needs of the pupils which are the same areas of development for the PP pupils

     b. For individual PP pupils progress needs to relate to their SEND needs

The school is going to work with other schools as part of the Gravesham Learning Partnership to ensure progress for all pupils especially the PP pupils.

NB : At present, the school has used FSM data. Later in the year, the school will be updating the analysis to include all PP pupils. The school is using the limited FSM data available in order to close the gaps in learning in a timely manner.