

# Reception 2016/17 Position Statement : 2016/17

Boys	Girls	Pupil Premium	Non PP	SEN	Non SEN	EAL	Non EAL	Summer birth	Autumn	Nursery experience	No Nursery
16	14	10	20	4	27	16	14	9	10	29	1
53%	47%	32%	68%	13%	87%	53%	47%	27%	30%	97%	3%

## Actions Autumn/Spring/Summer terms 2016/17

Quality First Teaching	
Pedagogy	Structured approach from very first day of school. Daily English and Maths whole class sessions, planning format improved to include more adult/learning objective led activities to ensure accelerated progress. Children have exercise books from start of term, children responding very well. Self-chosen activities monitored and planning amended, Maths activities outside every day. Individual readers heard every day, guided reading every day. Start of every day 45 mins. reading based activities which parents can join in. Routines very clear from start, behaviour management very positive and clear structure for children
Staff CPD	Talk for Writing linking oral rehearsal, reading, phonics and ultimately writing. Engages boys in writing. Bespoke training for R staff by LA EYFS consultant Lesley Cook Support from LA EYFS consultant regarding working environment, ensuring it is maximised for English opportunities and attractiveness of child initiated activities to support Reading and Writing. Training by Speech and Language therapist - on developing language acquisition including vocabulary Peer coaching by outstanding EYFS lead in neighbouring school, every fortnight during PPA time.
Monitoring & evaluation	18.10.16 KS1 ADH and AAH planning scrutiny 9.11.16 LA EYFS consultant and Head Teacher moderating Baseline assessments for those who were "trickier" used all evidence available. Agreed baselines but noted progress too. 16.11.16 – SENCo -IEP scrutiny 9.1.17 Pupil progress meetings Evidence included analysis of data , learning journals, work books. 17.1.17 Chair , vice chair govs/headteacher learning walk - displays /children's work 26.1.17 – Pupil premium Review 2.2.17 – Act. DH – Pupil conferencing 15.2.17 SENCO/ Link Gov – IEP scrutiny 28.2.17 – HT - mid year appraisal meeting
Observations	09.11.16 – LA EYFS consultant – Good variety of reading challenge observed 15.11.16 – Head teacher Outstanding phonics session observed 23.11.16 – SENCo – good support for SEN pupils 26.1.17 – external Pupil premium reviewer – reading self chosen activities seen, good lesson – use vocab opportunities 8.2.17 headteacher – mid year appraisal observation English – outstanding lesson, great progress – questioning, vocab.
Additional TA in Reception class	Pupils are taught in smaller groups, objective led input to each child Pupils practice reading every day 1:1 , small groups) Staffing allows booster groups to take place (Reading, Writing, Maths, Phonics, Speech ) leaving appropriate ratios in the class. Observations from three members of staff (combined with parents observations) ensure accurate assessments and thorough knowledge of every child.
SEN interventions	Initial Speech & language screening identified children who need further assessment for support and those who have delayed skills – these pupils immediately started on targeted support. R staff carried out work on 3 key word level comprehension, then questions. Sp and lang therapist specialist support.
Attendance	Governors focus group has interrogated data, involved parents more in target of National Average attendance through communications and celebrations. Attendance Autumn term 94% Attendance Spring term %

Reception : Baseline (start of Autumn Term) 2016 Development Matters					
Prediction Sept '16 – GLD 50%					
	Reading	Writing	Maths	GLD	Impact/future priorities
	40-60	40-60	40-60		
All	10%	13%	23%		Although all children are chronologically within 40 – 60 months old very small percentage working at this level academically on entry to school.
B	13%	19%	25%	%	Boys ahead on entry
G	7%	7%	21%	%	
PP	0%	10%	10%	%	Gap on entry
Non PP	15%	15%	30%	%	
SEN	0%	0%	0%	%	Significant gaps on entry
Non SEN	11%	15%	26%	%	
EAL	19%	25%	38%	%	Significant gap EAL much better
Non EAL	0%	0%	7%	%	
Summer	0%	0%	11%	%	Significant difference, one summer birthday most able maths?
Autumn	30%	40%	60%	%	

Reception : End Autumn term 2016 Development Matters					
Prediction Dec '16 – GLD 53%					
	Reading	Writing	Maths	GLD	Impact/future priorities
	40-60	40-60	40-60		
All	57%	50%	57%		<ul style="list-style-type: none"> <li>Progress made over Aut term in ALL subjects with Reading making the most.</li> <li>1 child GD already in R</li> <li>1 child GD already in W</li> </ul>
B	56%	50%	50%	%	<ul style="list-style-type: none"> <li>Big difference between M &amp; F in Maths</li> <li>Girls out performing boys in R and W</li> </ul>
G	57%	57%	64%	%	
PP	40%	40%	40%	%	<ul style="list-style-type: none"> <li>Non PP out-performing PP chn in all areas at this stage of the year</li> </ul>
Non PP	65%	60%	65%	%	
SEN	0	0	25%	%	<ul style="list-style-type: none"> <li>Non- SEN greatly out-performing SEN chn in all areas</li> </ul>
Non SEN	65%	62%	62%	%	
EAL	63%	63%	63%	%	<ul style="list-style-type: none"> <li>EAL chn out performing NON-EAL chn.</li> </ul>
Non EAL	50%	43%	50%	%	
Summer	56%	44%	44%	%	However... <ul style="list-style-type: none"> <li>All SEN chn are NON-EAL</li> <li>7 out of 10 PP chn are NON-EAL.</li> </ul> Summer still behind
Autumn	90%	90%	90%	%	

Reception : End Spring term 2017 Development Matters					
Prediction Feb 17 - GLD 67%					
	Reading	Writing	Maths	GLD	Impact/future priorities
	40-60	40-60	40-60		
All	70%	70%	90%		Good progress. All children who were within 40-60 mths at Baseline are now at ELG or EXC
B	63%	56%	81%	%	Equivalent %age of pupils at working at GD
G	79%	86%	100%	%	
PP	60%	60%	80%	%	Only 1 PP child working at GD (1/3 SEN)
Non PP	75%	75%	95%	%	
SEN	0%	25%	25%	%	
Non SEN	81%	77%	100%	%	
EAL	75%	69%	100%	%	
Non EAL	64%	71%	79%	%	
Summer	90%	90%	90%	%	Good progress for Summer in Maths, but no ELG achieved yet by Summer group. Autumn 50% at ELG
Autumn	78%	78%	100%	%	

Reception : End Summer term 2017 Development Matters					
	Reading	Writing	Maths	GLD	Impact/future priorities
	40-60	40-60	40-60		
All	%	%	%		
B	%	%	%	%	
G	%	%	%	%	
PP	%	%	%	%	
Non PP	%	%	%	%	
SEN	%	%	%	%	
Non SEN	%	%	%	%	
EAL	%	%	%	%	
Non EAL	%	%	%	%	
Summer	%	%	%	%	
Autumn	%	%	%	%	

## Reception : End of Summer Term 2017 Progress

	Percentage of pupils making <u>Expected Progress from Baseline or their starting point</u>			Percentage of pupils making <u>More Than Expected Progress</u> from Baseline <b>or their starting point</b>			
	Reading	Writing	Maths	Reading	Writing	Maths	Impact/future priorities
<b>All</b>	%	%	%	%	%	%	
<b>B</b>	%	%	%	%	%	%	
<b>G</b>	%	%	%	%	%	%	
<b>PP</b>	%	%	%	%	%	%	
<b>nonPP</b>	%	%	%	%	%	%	
<b>SEN</b>	%	%	%	%	%	%	
<b>Non SEN</b>	%	%	%	%	%	%	
<b>EAL</b>	%	%	%	%	%	%	
<b>Non EAL</b>	%	%	%	%	%	%	
<b>Summer</b>	%	%	%	%	%	%	
<b>Autumn</b>	%	%	%	%	%	%	
<b>Nursery</b>	%	%	%	%	%	%	
<b>Non N</b>	%	%	%	%	%	%	