

Assessment Points and Pupil Premium 2020 – Covid-19 Year

At Thomas Jones, all pupils, including those who qualify for the Pupil Premium (PP), make outstanding progress as they move through the school. This document highlights end of year data, as assessed by class teachers, in addition to providing an overview of the progress of pupils in receipt of Pupil Premium funding.

EYFS

Last moderated in 2014, 2018

| 2019 Outcomes | | 2020 Predictions | | 2020 Teacher Assessments (July) | |
|---|--|--|--------------------------------|--|--------------------------------|
| Good Level of Development (across 12 key areas): | 53% (63% in 2018; 53% in 2017; 60% in 2016; 47% in 2015) | Good Level of Development (across 12 key areas): | 53% (16 out of 30 children) | Good Level of Development (across 12 key areas): | 50% (15 out of 30 children) |
| <p><u>Footnote: Covid-19 year</u></p> <p>It was announced on Wednesday 18th March 2020 that assessment using the EYFS profile would not take place during the academic year 2019/20 due to the coronavirus (Covid-19) pandemic. Thomas Jones school was closed from 20 March 2020. The SLT made a strategic decision not to ask teachers to carry out formalised assessment during school closure.</p> <p>In June 2020, some of the Reception cohort returned to school. Based on in-school assessments (where appropriate) and teacher knowledge of pupils' engagement in home learning, as evidenced through phone calls with families and emails, we believe that this data reflects where the pupils would have been when the EYFS profile was due to be submitted.</p> | | | | | |

Pupil Premium

Attainment on entry for pupils who qualify for the PP is often significantly below average, especially in Communication and Language (listening & attention, understanding and speaking), Literacy (reading and writing) and Numbers. This difference is addressed through whole class teaching strategies and targeted intervention throughout the Reception year.

However, pupils who qualify for the PP have not always caught up with their peers by the end of the year.

9 out of 30 pupils within the cohort (30%) were eligible for pupil premium funding. Of these pupils 33% achieved a 'Good Level of Development' as outlined in the statutory EYFS Framework, compared to 57% of pupils not eligible for this funding. The difference in achievement by pupils who qualify for the PP and those pupils who do not appears stark.

However, a closer analysis of the data demonstrates that this figure is affected by both SEND and term of birth data, with half of the pupils not achieving a 'Good Level of Development' being in receipt of internal intervention, including one child with significant needs and full time support from an LSA. It is the school's view that disadvantage remains a significant factor in EYFS achievement.

Phonics Check
Last moderated in 2016

| 2019 Outcomes | | 2020 Predictions | | 2020 Teacher Assessments (July) | |
|--------------------------------------|---|-----------------------|-----|--------------------------------------|--------------------------------|
| At or above expected: | 87% (73% in 2018; 83% in 2017; 83% in 2016; 80% in 2015) | At or above expected: | 67% | At or above expected: | 67% (20 out of 30 children) |
| Working towards or unlikely to pass: | 12% | Working towards: | 33% | Working towards or unlikely to pass: | 30% |
| Dis-applied: | 0% | Dis-applied: | 3% | Dis-applied | 3% |

Footnote: Covid-19 year

It was announced on Wednesday 18th March 2020 that national curriculum assessments would not take place during the academic year 2019/20 due to the coronavirus (Covid-19) pandemic. Thomas Jones school was closed from 20 March 2020. Home learning for Year 1 has included phonics teaching.

In June 2020, some of the Year 1 cohort returned to school, and phonics and reading were key aspects of teaching during this time period. Based on in-school assessments where appropriate, and teacher knowledge of pupils' engagement in home learning, as evidenced through phone calls with families and emails, we believe that this data reflects where the pupils would have been when the Phonics Check was scheduled to take place.

Pupil Premium

On transition to KS1, high quality interventions are put in place, targeting children who did not achieve a 'Good Level of Development' at the end of the EYFS. However, disparities often remain, with pupils still performing significantly below average for their age group.

Of the 2019/2020 cohort, 30% of the class qualified for pupil premium. Of this, 55% of this group passed the KS1 phonics check, in comparison with 67% of their peers not eligible for this funding.

Further analysis of the data identifies that, of those pupils not achieving, 4 out of 9 were on the class SEND register, with 33% of this group with an EHCP and significant needs impacting upon their learning.

Year 2 SATS

Last moderated in 2014, part of SQA Technical Pre-Trial in 2016; moderated in 2017

| 2019 Results | | 2020 Predictions | | 2020 Teacher Assessments (July) | |
|---------------------------------------|--------------------------------|--|----------------------|--|-----|
| Reading | | Reading | | Reading | |
| BLW: PKF: WTS: EXS+: GDS: | 3% 10% 13% 74% 27% | P scales: | 0% | P scales: | 0% |
| | | Foundations for the expected standard (PKF): | 0% | Foundations for the expected standard (PKF): | 0% |
| | | Working towards the expected standard (WTS): | 10% | Working towards the expected standard (WTS): | 10% |
| | | Working at the expected standard (EXS) or above: | 90% | Working at the expected standard (EXS) or above: | 90% |
| | | Working at greater depth (GDS): | 26% | Working at greater depth (GDS): | 26% |
| Writing | | Writing | | Writing | |
| BLW: PKF: WTS: EXS+: GDS: | 3% 3% 23% 70% 13% | P scales: | 0% | P scales: | 0% |
| | | Foundations for the expected standard (PKF): | 0% | Foundations for the expected standard (PKF): | 0% |
| | | Working towards the expected standard (WTS): | 13% | Working towards the expected standard (WTS): | 13% |
| | | Working at the expected standard (EXS) or above: | 87% | Working at the expected standard (EXS) or above: | 87% |
| | | Working at greater depth (GDS): | 9% (possibly 16%) | Working at greater depth (GDS): | 10% |
| Mathematics | | Mathematics | | Mathematics | |
| BLW: PKF: WTS: EXS+: GDS: | 7% 3% 13% 76% 33% | P scales: | 0% | P scales: | 0% |
| | | Foundations for the expected standard (PKF): | 0% | Foundations for the expected standard (PKF): | 0% |
| | | Working towards the expected standard (WTS): | 9% | Working towards the expected standard (WTS): | 10% |
| | | Working at the expected standard (EXS) or above: | 90% | Working at the expected standard (EXS) or above: | 90% |
| | | Working at greater depth (GDS): | 26% | Working at greater depth (GDS): | 26% |

Footnote: Covid-19 year

It was announced on Wednesday 18th March 2020 that the KS1 national curriculum assessments would not take place during the academic year 2019/20 due to the coronavirus (Covid-19) pandemic. Thomas Jones school was closed from 20 March 2020. The SLT made a strategic decision not to ask teachers to carry out formalised assessment during school closure.

Based on teacher knowledge of pupils' engagement with home learning, evidenced through regular phone calls and emails to families, the above data for July reflects where we believe pupils to have been at the end of KS1, when statutory assessments were due to take place.

Pupil Premium

By the time they reach the end of KS1, a number of PP pupils have caught up with their peers and the percentage achieving the expected standard in (EXS) has been broadly in line with or marginally higher than national results.

23% of the 2019/20 Year 2 cohort qualify for the PP. Of these:

- 86% achieved the expected standard in reading (compared with 90% non-PP)
- 86% achieved the expected standard in writing (compared with 86% non-PP)
- 88% achieved the expected standard in mathematics (compared with 90% non-PP)

In this year's cohort, pupils in receipt of pupil premium achieved on a par with their peers not eligible for this funding. Further analysis of this data demonstrates that, of the pupils not achieving at the end of KS1, these 4 pupils were in receipt of additional support through in-class interventions.

Year 6 SATS

Last moderated in 2015, 2019

Likely to receive a moderation visit during SATS week in 2021

| 2019 Results | | 2020 Predictions | | 2020 Teacher Assessments (July) | |
|---------------------|-----|-----------------------------------|-----|-----------------------------------|-----|
| Reading: | | Reading: | | Reading: | |
| WTS: | 3% | Working at the expected standard: | 97% | Working at the expected standard: | 97% |
| EXS+: | 97% | Also working at greater depth: | 57% | Also working at greater depth: | 57% |
| GDS: | 72% | | | | |
| Writing: | | Writing: | | Writing: | |
| WTS: | 3% | Working at the expected standard: | 97% | Working at the expected standard: | 97% |
| EXS+: | 97% | Also working at greater depth: | 40% | Also working at greater depth: | 40% |
| GDS: | 34% | | | | |
| GPS: | | GPS: | | GPS: | |
| WTS: | 3% | Working at the expected standard: | 97% | Working at the expected standard: | 97% |
| EXS+: | 97% | Also working at greater depth: | 50% | Also working at greater depth: | 50% |
| GDS: | 79% | | | | |
| Mathematics: | | Mathematics: | | Mathematics: | |
| WTS: | 3% | Working at the expected standard: | 97% | Working at the expected standard: | 97% |
| EXS+: | 97% | Also working at greater depth: | 53% | Also working at greater depth: | 53% |
| GDS: | 69% | | | | |

Footnote: Covid-19 year

It was announced on Wednesday 18th March 2020 that the KS2 national curriculum assessments would not take place during the academic year 2019/20 due to the coronavirus (Covid-19) pandemic. Thomas Jones school was closed from 20 March 2020.

In June 2020, some of the Year 6 cohort returned to school. Based on in-school assessment where appropriate, and knowledge of pupils' engagement in home learning as evidenced through regular phone calls and emails with families, the above data reflects where we believe pupils to have been at the end of KS2, when statutory assessments were due to take place.

Pupil Premium

By the end of KS2, pupils at Thomas Jones in receipt of the PP achieve national test results considerably higher than the national and local authority averages for all pupils (65% and 77% respectively for reading, writing and mathematics combined) and in line with their peers who do not qualify for the PP.

43% of pupils in the 2019/2020 cohort were eligible for Pupil Premium funding. Of this group:

- 92% achieved at the EXS standard in reading
- **38% achieved at the GDS in reading**
- 92% achieved at the EXS standard in writing
- **38% achieved at the EXS standard in writing**

- 92% achieved at the EXS standard in mathematics
- **54% achieved at the GDS in mathematics**

| Y6 Cohort | L4+ Reading | | L4+ Writing | | L4+ GPS | | L4+ Mathematics | |
|----------------|--------------------|------------|--------------------|------------|----------------|------|------------------------|------------|
| | PP | All | PP | All | PP | All | PP | All |
| 2011/12 | 100% | 100% | 100% | 100% | - | - | 100% | 100% |
| 2012/13 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 2013/14 | 95% | 97% | 95% | 97% | 95% | 97% | 95% | 97% |
| 2014/15 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | EXS or GDS Reading | | EXS or GDS Writing | | EXS or GDS GPS | | EXS or GDS Mathematics | |
| | PP | All | PP | All | PP | All | PP | All |
| 2015/16 | 100% | 100% | 95% | 97% | 95% | 97% | 100% | 100% |
| 2016/17 | 96% | 97% | 96% | 97% | 96% | 97% | 100% | 100% |
| 2017/18 | 100% | 100% | 97% | 100% | 100% | 100% | 100% | 100% |
| 2018/19 | 94% | 97% | 94% | 97% | 94% | 97% | 94% | 97% |
| 2019/20 | 92% | 97% | 92% | 97% | N/A* | | 92% | 97% |

Not only has the gap closed, but also many pupils in receipt of the PP have achieved above and beyond the level expected of them. They leave the school ready for secondary school. For the one pupil in receipt of pupil premium funding who did not achieve at the expected standard, SEND played a significant part in this, with the pupil in question in receipt of an EHCP and individual support from an LSA.

At Thomas Jones, the expectation is that **all** pupils in the school (excepting those with profound special educational needs who are unable to access the curriculum) will reach at least the expected standard at the end of KS2, and many are expected to exceed this standard.