



# Longwill Whole School End of Year Data Results

**2020-2021**

Subject	Pupils 2020- 2021	2020-2021			2016-17			2017-18			2018-2019		
		Below	At	Above	Below	At	Above	Below	At	Above	Below	At	Above
Reading	47	2%	23.5%	74.5%	9.5%	44%	46.5%	26%	21%	53%	2%	34%	64%
Writing	47	4%	32%	64%	9.5%	46.5%	44%	13%	36%	51%	2%	34%	64%
Maths	47	9%	19%	72%	5%	32%	63%	4%	0%	96%	4%	36%	60%
Science	47	11%	22%	67%	12%	23%	65%	2%	0%	98%	0%	32%	68%

### Pupils making at and above expected progress

Subject	Pupils 2020-2021	2020-2021	2016-17	2017-18	2018-19
Reading	47	98%	91%	96%	98%
Writing	47	96%	91%	98%	98%
Maths	47	91%	95%	94%	96%
Science	47	89%	88%	96%	100%
		47 pupils	43 pupils	50 pupils	50 pupils

### Assessment Update Autumn 2021:

- **KS2 Statutory Assessment Tests:** Due to COVID-19 these did not take place. Pre-Key stage standards data will be shared in September 2021
- **KS1 Statutory Assessment Tests:** Due to COVID-19 these did not take place. Pre-Key stage standards data will be shared in September 2021
- **Phonics Check:** Due to COVID-19 did not take place
- **Multiplication Times Table Check:** This will be compulsory from 2021/22

### 2020-2021 - Pupils making or exceeding expected progress:

Due to the COVID-19 pandemic, statutory assessments (KS1,KS2 and phonics) were postponed at a national level, **therefore, no attainment data to report.**

### End of Key Stage Results 2020-2021

2020-2021: Pupils were Teacher Assessed in all core subject areas.

Moderation:

Throughout the year we have also engaged in moderation with both internal and external processes e.g. Sign Bilingual Consortium, SEN Schools Networking Groups and EYFS Networking Group.

End Of Year Data 2020-2021 Report to Governors  
Whole School ANALYSIS 2020-2021

Y1-6 **2020-2021**

Subject	Pupils 2020- 2021	2020-2021			2016-17			2017-18			2018-2019		
		Below	At	Above	Below	At	Above	Below	At	Above	Below	At	Above
Reading	47	2%	23.5%	74.5%	9.5%	44%	46.5%	26%	21%	53%	2%	34%	64%
Writing	47	4%	32%	64%	9.5%	46.5%	44%	13%	36%	51%	2%	34%	64%
Maths	47	9%	19%	72%	5%	32%	63%	4%	0%	96%	4%	36%	60%
Science	47	11%	22%	67%	12%	23%	65%	2%	0%	98%	0%	32%	68%

*The achievement of pupils at Longwill continues to be outstanding.*

Whole School Progress 2020-2021 n= 47 pupils				At and Above
Whole School	Below Expected	At Expected	Above Expected	Total
Reading	2%	23.5%	74.5%	<b>98%</b>
Writing	4%	32%	64%	<b>96%</b>
Maths	9%	19%	72%	<b>91%</b>
Science	11%	22%	67%	<b>89%</b>

Key Stage 1 Progress 2020-2021 n=12 pupils				
KS1	Below Expected	At Expected	Above Expected	Total
Reading	0%	25%	75%	<b>100%</b>
Writing	8% (1)	17%	75%	<b>92%</b>
Maths	8.3% (1)	8.3%	83.3%	<b>92%</b>
Science	25% (3)	58%	17%	<b>75%</b>

Key Stage 2 Progress 2020-2021 n=35 pupils				
KS2	Below Expected	At Expected	Above Expected	Total
Reading	3% (1)	23%	74%	<b>97%</b>
Writing	3% (1)	37%	60%	<b>97%</b>
Maths	9% (3)	23%	68%	<b>91%</b>
Science	6%(2)	9%	85%	<b>94%</b>

Key Stage 1 and Key Stage 2

- During Covid-19, 89% of all pupils making at expected or above progress in all core subject.
- Reading- **98%** of pupils are making at or above expected rates of progress.
- Writing- **96%** of pupils are making at or above expected rates of progress
- Maths- **91%** of pupils are making at or above expected rates of progress
- Science- **89%** of pupils are making at or above expected rates of progress

## Reading:

- Progress continues to be strong in spite of Covid-19 (98%). Whilst there has been a 2% decrease from 2020 results, the pupils making above expected progress has increased considerably. This is as a result of our focus upon 'stretch for more able' pupils. We are very pleased with this outcome when taking into account the trauma of the pandemic and significant language delays of all of the pupils.
- The impact of lockdown was mitigated by a variety of factors, including the use of the online reading resources at Bug Club, daily whole class online story sessions and the BSL story resources available on the school website.
- Furthermore, use of the Covid Catchup Premium to fund a basic skills intervention programme (reading, writing, maths) for pupils who were identified as having made less progress during covid and proved to be highly impactful.
- There is no significant trends to report in terms of gender (though boys outperform girls, the difference is only one child), disadvantage or ethnicity (any difference is due to individual 'stories')

## **Gender:**

- Girls outperformed boys with 100% of girls making expected and above expected progress compared to 97% of boys this year.
- This data is not statistically significant.

## **PP vs Non PP**

- Non-pupil premium pupils achieved 100% at or above expected progress compared to 97% of Non-PP pupils. This relates to the same pupil as mentioned above. There is no significant difference between PP and NPP.

## **Ethnicity:**

- 100% of 'Other Ethnicity' pupils made at or above expected progress compared with 95% of 'White European' pupils. This relates to the pupil mentioned above. It is very much an individual picture.

## Writing:

- Progress has been strong, and improving year on year (96%). Pupils making above expected progress have increased considerably. This is as a result of our focus upon 'stretch for more able' pupils
- There is no significant trends to report in terms of gender, disadvantage or ethnicity (any difference is due to individual 'stories')
- The impact of lockdown has been mitigated by the whole school writing projects since September 2020. There have been half-termly writing competitions covering a variety of genres and an increase in class handwriting sessions. These have raised the profile of writing across the school.

## **Gender:**

- Girls outperform boys this year with 100% girls achieving expected or better compared to 93% of boys. Both groups have done exceptionally well. This relates to two pupils, one of whom is a persistent absentee.

## **PP vs Non PP**

- 100% of Non-pupil premium pupils achieved expected or above expected progress compared to 94% of pupil premium pupils this year. This relates to two pupils, one of whom is a persistent absentee and the other struggled to engage in learning during lockdown.

## **Ethnicity:**

- There is no significant difference between the performances of these groups. with 96% of 'Other' ethnicities making at or above expected progress compared with 95% of 'White European' pupils.

## Maths

- Progress continues to be strong and sustained year on year (91%) Although there is a 7% decrease from our 2020 data. This relates to four pupils, which includes a persistent absentee.
- Pupils making **above expected progress** have increased considerably. This is as a result of our focus upon 'stretch for more able' pupils
- A 12 week maths, reading and spelling intervention programme took place to narrow gaps between pupils who had significant gaps post Covid-19.
- STEM clubs, Snappy Maths and other initiatives e.g. Maths Reasoning programmes continue to support pupil progress.
- There is no significant trends to report in terms of gender, disadvantage or ethnicity (any difference is due to individual 'stories')

### **Gender:**

- Girls outperformed boys with 100% of girls making expected and above expected progress compared to 86% of boys this year.
- This relates to four boys across KS1 and KS2 (including a persistent absentee). Another pupil remained shielding for a significant portion of the year and subsequently emigrated before the end of term.

### **PP vs Non PP:**

- Pupil premium pupils out performed non-pupil premium pupils with 94% achieving at or above expected progress compared to 85% of Non-PP pupils. This relates to the same pupil previously mentioned .

### **Ethnicity:**

- 93% of 'Other Ethnicity' pupils made at or above expected progress compared with 90% of 'White European' pupils. No significant difference.

## Science:

- Science remains a positive picture with 89% making at or above expected progress. This is a 5% dip from last year.
- Pupils making above expected progress have increased considerably. This is as a result of our focus upon 'stretch for more able' pupils (63%)
- There was a dip in progress during the Spring term when learning for the majority of pupils took place online. The percentage of pupils working at below expected rose to 17%. On returning to school with science sessions consistently taking place weekly, that figure improved to 11%.
- STEM and STEAM clubs have been put in place to inspire scientific thinking.
- Basic skills intervention project, funded by the Recovery Premium, will be extended to science this year to take into account the slight dip in progress last year.

### **Gender:**

- Girls outperformed boys with 100% of girls making expected and above expected progress compared to 83% of boys this year.
- Our basic skills intervention project will focus on boys in science.

### **PP vs Non PP –**

- 100% of Non-pupil premium pupils achieved expected or above expected progress compared to 85% of pupil premium pupils this year. This relates to three pupils in KS1 and two in KS2. This included the persistent absentee pupil and a child who has a challenge with memory retention. These pupils have been identified for the basic skills intervention project which will include a science focus.

**Ethnicity:**

- 100% of 'White European' pupils made at or above expected progress in science, compared to 86% of 'Other Ethnicities'. This relates to the five boys previously mentioned. The issues include attendance, extended holidays for two of those pupils and possible effects of lockdown .

**Other Indicators:**

**Stretch for More-Able Pupils:**

- A very pleasing picture with our more able pupils making above expected progress in Reading 100% (an increase of 19%), Writing 69% (previously 81%), Maths 64% ( previously 85%) and Science 65% (previously 77%).

**Achievement awards**

- Pupils achieve bronze, silver and gold Athletics certificates in assembly.
- Achievement awards given to individual pupils for their commitment to focused learning, physical activity, art and positive behaviour.

**BSL**

- Three Y6 pupils achieved their level one BSL certificates this year, an excellent achievement, given the challenges of Covid (2021)

**Nurture Group**

- During 2020-2021, pupils at Longwill were provided with an additional day of outdoor Forest School learning experience. This took place weekly,
- The pupils identified for monitoring in this context are those who have a social and emotional need.
- 15 pupils were identified across the school.
- 100% of pupils engaging in the weekly Nurture Group sessions; to support engagement, communication, self-confidence or to build positive relationships made significant progress in one or all areas.
- Over 91% (10/11) of the nurture group made above expected progress in 3/4 core areas of the curriculum.

**360 Safer Online Award:**

- Longwill has recently been recredited with the 360 safer online award which states that: The school takes great care of its responsibilities for the safe keeping of personal data with good systems, training and awareness in place.
- In common with many Online Safety Mark schools there has been particularly good practice around the protection of young people online outside the school environment during the Covid pandemic. It is good to hear of the "safe" remote learning, training of pupils and information for parents.

## End Of Year Data 2020-2021 Report to Governors

*The interpretation of this data should be treated with caution as we are*

*dealing with such a small cohort of pupils. 1 child = 2% of individual experiences.*

KS1 n=12 Boys 6, Girls 6 KS2 n= 35 Boys 23 Girls 12

### Reading KS1 & 2

Whole School	Pupils	Below Expected	At Expected	Above Expected
	47	2%	24%	74%
		1	11	35

Boys	Pupils	Below Expected	At Expected	Above Expected
	29	3%	21%	76%
		1	6	22

Girls	Pupils	Below Expected	At Expected	Above Expected
	18	0%	28%	72%
		0	5	13

Pupil Premium	Pupils	Below Expected	At Expected	Above Expected
	34	3%	26%	71%
		1	9	24

Non Pupil Premium	Pupils	Below Expected	At Expected	Above Expected
	13	0%	15%	85%
		0	2	11

Ethnicity: White (European)	Pupils	Below Expected	At Expected	Above Expected
	19	5%	11%	84%
		1	2	16

Ethnicity; Other	Pupils	Below Expected	At Expected	Above Expected
	28	0%	32%	68%
		0	9	19

LAC pupils	Pupils	Below Expected	At Expected	Above Expected
	2	0%	50%	50%
		0	1	1

## Writing KS1 & 2

Whole School	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	47	4%	32%	64%
		2	15	30
Boys	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	29	7%	34%	59%
		2	10	17
Girls	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	18	0%	28%	72%
		0	5	13
Pupil Premium	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	34	6%	35%	59%
		2	12	20
Non Pupil Premium	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	13	0%	23%	77%
		0	3	10
Ethnicity: White (European)	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	19	5%	11%	84%
		1	2	16
Ethnicity; Other	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	28	4%	46%	50%
		1	13	14
LAC pupils	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	2	0%	50%	50%
		0	1	1



## Maths KS1&2

Whole School	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	47	9%	19%	72%
		2	8	24
Boys	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	29	14%	17%	69%
		4	5	20
Girls	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	18	0%	22%	78%
		0	4	14
Pupil Premium	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	34	6%	21%	73%
		2	7	25
Non Pupil Premium	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	13	15%	15%	70%
		2	2	9
Ethnicity: White (European)	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	19	10%	16%	74%
		2	3	14
Ethnicity: Other	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	28	7%	21%	72%
		2	6	20
LAC pupils	<b>Pupils</b>	<b>Below Expected</b>	<b>At Expected</b>	<b>Above Expected</b>
	2	0%	0%	100%
		0	0	2

## Science KS1 & 2

Whole School	Pupils	Below Expected	At Expected	Above Expected
	47	11%	23%	66%
		5	11	31
Boys	Pupils	Below Expected	At Expected	Above Expected
	29	17%	17%	66%
		5	5	19
Girls	Pupils	Below Expected	At Expected	Above Expected
	18	0%	33%	67%
		0	6	12
Pupil Premium	Pupils	Below Expected	At Expected	Above Expected
	34	15%	23%	62%
		5	8	21
Non Pupil Premium	Pupils	Below Expected	At Expected	Above Expected
	13	0%	23%	77%
		0	3	10
Ethnicity: White (European)	Pupils	Below Expected	At Expected	Above Expected
	19	5%	26%	63%
		1	5	12
Ethnicity; Other	Pupils	Below Expected	At Expected	Above Expected
	28	14%	21%	65%
		4	6	19
LAC pupils	Pupils	Below Expected	At Expected	Above Expected
	2	0%	50%	50%
		0	1	1

% Working at Based on 4 pupils 1 pupil =25%	PSED			C & L			PD		L		M		UW			EAD	
	Making relationships	Self Confidence & Self Awareness	Managing Feelings and Behaviour	Listening And Attention	Understanding	Speaking	Moving & Handling	Health & Self Care	Reading	Writing	Numbers	Shape, Space & Measure	People & Communities	The World	Technology	Exploring & using media	Being imaginative
Below expected (0-2 steps by end of summer term)	0%	0%	0%	25%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
At expected (+3 Steps by end of summer term)	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	25%	0%
Above expected (+4 steps or above by end of summer term)	100%	100%	100%	75%	100%	0%	50%	50%	100%	100%	100%	100%	100%	100%	100%	75%	100%
<i>Outstanding progress (+5 or more steps by end of summer term)</i>	100%	100%	75%	75%	100%		25%	50%	75%	100%	100%	100%	100%	100%	100%	75%	75%

### EYFS DATA 2020-2021

#### Progress Data is strong (2020-21):

- 100% of pupils have made above expected progress in **reading**
- 100% of pupils have made above expected progress in **writing**.
- 12 out of 17 areas have 100% of pupils making above expected progress
- 14 out of 17 areas have over 100% of pupils making above expected progress.
- 16 out of 17 areas have 2 or more pupils (50%) making above expected progress.
- PSED, Literacy, Maths and UoW all have 100% of pupils making **above expected** progress.
- Understanding of the World and Maths are areas of strength with 100% of pupils making **outstanding progress**
- 100% of pupils have made expected progress or higher in all areas of the EYFS curriculum with the exception of 'Listening and attention' and 'speaking'. This is consistent with their profiles as deaf children and non-vocal BSL users – it should be noted that all pupils are making at least expected progress in BSL

#### Key areas to develop:

- Reading and Writing: Whilst the vast majority of pupils continue to make above expected progress, it remains a key area of development because they are all still working below age related expectations.

- Speaking and Listening: This remains a challenge for our pupils as a result of their deafness. 3 out of the 4 pupils currently use BSL as their primary language when communicating. All pupils have made at least expected progress with their BSL.
- Physical Development: Only 50% of pupils made above expected progress in this area. This could be a result of the Covid-19 lockdown.