

Standards at New Horizons Seaside Primary 2021

This year is obviously a year like no other and as such the standards being reported in this document are based on a combination of Teacher Assessment and Test Outcomes.

Year 6 had completed one highly disrupted term of their programme of study before the national lockdown in January 2021. It was not possible (following advice from PHE) to run our normal booster groups or many of our interventions due to infection control measures.

In all other year groups in the school, it is very difficult to accurately and confidently determine the exact standard the children are likely to be working at due to the fact that they all had at least a term's worth of study to complete when schools were closed nationally.

Early Years

Our EYFS judgements were moderated by the Local Authority in 2017. The moderator noted the following: "All three practitioners evidenced consistently accurate judgements for all five profiles discussed and moderated. Evidence from practitioner knowledge and observations/journals was plentiful and matched exemplification descriptions. A broad range of evidence was collected from inside and out by all stakeholders and was collated and moderated. Effective systems are in place to ensure flow of information between home and school." Our_20-21 EYFS outcomes are shown below:

EYFS Data	Communication and Language			Physical		Personal, Social, Emotional Development			Literacy		Maths		Understanding the World			Expressive Arts and Design		Overall Level of Development (GLD)
	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-care	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Number	Shape, Space and Measure	People and Communities	The World	Technology	Exploring Media and Materials	Being Imaginative	
14-15	86%	83%	83%	93%	87%	86%	85%	86%	75%	72%	76%	72%	83%	82%	89%	93%	91%	66%
15-16	87%	86%	87%	84%	91%	88%	89%	88%	82%	78%	86%	89%	92%	93%	96%	94%	91%	77%
16-17	83%	86%	80%	86%	93%	88%	90%	88%	84%	76%	86%	87%	84%	90%	93%	91%	93%	76%
17-18	94%	91%	89%	94%	95%	98%	98%	94%	85%	84%	92%	91%	92%	91%	98%	97%	93%	81%
18-19	86%	87%	85%	93%	92%	91%	86%	89%	77%	76%	85%	87%	89%	87%	96%	92%	91%	76%
19-20*	87%	89%	91%	93%	94%	93%	92%	97%	85%	79%	92%	89%	92%	92%	99%	93%	95%	77%
20-21*	89%	92%	92%	93%	95%	89%	86%	95%	75%	67%	78%	85%	91%	91%	95%	92%	92%	67%

Year 1 Phonics

We did not receive a Phonics Administration check this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. Our phonics outcome for Summer 2020 and 2021 is shown below in blue, the actual screening took place in Year 2 in December 2020 and 2021 is shown in red:

2016			2017			2018			2019			2020*			2021*		
All	National	Disadvantaged	All	National	Disadvantaged	All	National	Disadvantaged	All	National	Disadvantaged	All	National	Disadvantaged	All	National	Disadvantaged
88	81	83	96	81	100	92	83	92	90	TBC	67	89	C-19	90	90	C-19	83
												95			94		

Key Stage One

We did not receive a Key Stage One moderation visit this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. The Key Stage was last moderated in 2016 by the Local Authority. The new framework for Key Stage 1 assessments was introduced in 2016 for the first time.

Key Stage 1	2017				2018				2019				2020*				2021*			
	All		Disadvantaged		All		Disadvantaged		All		Disadvantaged		All		Disadvantaged		All		Disadvantaged	
	National		National	National		National		National	National*		National		National		National		National		National	
Reading																				
Expected	83	76	81	79	77	75	64	75	73	75	TBC	TBC	71	Covid-19	60	Covid-19	76	Covid-19	50	Covid-19
Greater Depth	39	25	38	28	35	26	36	26	19	25	TBC	TBC	15	Covid-19	0	Covid-19	20	Covid-19	0	Covid-19
Writing																				
Expected	74	68	67	72	72	70	64	70	72	69	TBC	TBC	70	Covid-19	50	Covid-19	73	Covid-19	25	Covid-19
Greater Depth	19	16	14	18	15	16	14	16	10	15	TBC	TBC	5	Covid-19	0	Covid-19	6	Covid-19	0	Covid-19
Maths																				
Expected	80	75	67	79	86	76	79	76	80	76	TBC	TBC	82	Covid-19	60	Covid-19	75	Covid-19	50	Covid-19
Greater Depth	29	21	29	23	27	22	21	22	19	22	TBC	TBC	22	Covid-19	10	Covid-19	15	Covid-19	0	Covid-19
RWM																				
Expected	70	64	61	64	72	65	64	65	72	65	TBC	TBC	69	Covid-19	50	Covid-19	66	Covid-19	25	Covid-19
Greater Depth	14	11	6	11	14	12	14	12	10	11	TBC	TBC	5	Covid-19	0	Covid-19	6	Covid-19	0	Covid-19

It is clear from the Teacher Assessments that this year group have fallen behind the progression trajectory that we have established over the last decade. At the time of the academic year when we traditionally see the greatest acceleration in progress, Covid-19 struck (January 21). Lockdown and not being permitted to attend school has severely impacted on the progress this specific year group have made from EYFS. Evidence from Home Learning has enabled teachers to gain an accurate view of what gaps exist as they move up into Key Stage 2. However, participation in Home Learning during closure in this year group was particularly low in comparison to other year groups. Despite repeated, sustained efforts from staff, many parents totally disengaged from school due to their own 'anxieties'.

The fact that they are broadly in line with historic national averages we consider a real achievement considering the huge disruption they have faced this year.

Key Stage Two

We did not receive a Key Stage Two moderation visit this year from the Local Authority due to Covid-19. All checks would have been undertaken in the prescribed window and materials stored and treated confidentially. This was last monitored on the Monday of SATs Week 2019 by two representatives on behalf of the STA. The Key Stage was last moderated in 2017 by the Local Authority.

This cohort of children was not one of the identified year groups that were allowed back into school following this first Covid Lockdown. This has placed them at a significant disadvantage compared to previous cohorts.

The outcomes below are based on what the children achieved in tests sat under the usual NCT Test conditions for Reading, Maths and GPS. The Writing outcome is through thorough and robust moderation.

The 2021 cohort had been facilitated with additional teachers and smaller group sizes for English and Maths throughout their entire Key Stage 2 cycle, this was to build on the 70% Key Stage One outcomes in 2017.

The fact that Reading outcomes have stayed relatively high is really positive considering that work and developments that have been implemented in this area. The GDS outcomes have fallen – this is due to not having been able to undertake enrichment reading groups during the 2020-21 academic year due to Covid.

Writing outcomes remain high, although not as high as in previous years. Teachers did not feel that they had a broad enough range of evidence to robustly demonstrate that certain borderline children had made the expected and greater depth standards. Having missed a vast proportion of the Spring 2021 term it is not surprising that outcomes were lower.

Maths outcomes have been impacted on most significantly out of all the externally assessed subjects. This really goes to prove the effectiveness of the high quality teaching our children normally receive term after term. The children did not get to undertake Maths Booster groups or similar small group interventions – this is true at both the expected and greater depth standards. Six children scored with 2 standardised points off the expected standard. If they had achieved the expected standard this would have raised outcomes to 79%. Eleven children scored with 2 standardised points off the greater depth. If they had achieved the greater depth this would have raised outcomes to 25%.

GPS outcomes are also lower than previous years for the same reasons as mentioned above.

Attainment compared to National:

Key Stage 2	2018				2019				2020*				2021*			
	All		Disadvantaged		All		Disadvantaged		All		Disadvantaged* (42% SEND)		All		Disadvantaged* (42% SEND)	
		National		National		National		National		National		National		National		National
Reading																
Expected	81	75	88	75	77	73	77	73	86	Covi d-19	68	Covi d-19	80	Covi d-19	59	Covi d-19
Greater Depth	30	28	38	28	27	27	14	27	44	Covi d-19	16	Covi d-19	21	Covi d-19	6	Covi d-19
Writing																
Expected	91	78	88	78	85	78	77	78	88	Covi d-19	63	Covi d-19	81	Covi d-19	59	Covi d-19
Greater Depth	21	20	25	20	12	20	9	20	22	Covi d-19	5	Covi d-19	13	Covi d-19	0	Covi d-19
Maths																
Expected	85	76	88	76	81	79	82	79	86	Covi d-19	63	Covi d-19	71	Covi d-19	59	Covi d-19
Greater Depth	15	24	25	24	31	24	18	24	38	Covi d-19	16	Covi d-19	11	Covi d-19	6	Covi d-19
GPS																
Expected	85	78	81	78	85	78	82	78	88	Covi d-19	63	Covi d-19	76	Covi d-19	59	Covi d-19
Greater Depth	32	34	44	34	47	34	41	34	47	Covi d-19	16	Covi d-19	25	Covi d-19	24	Covi d-19
RWM																
Expected	77	64	88	64	71	65	73	65	83	Covi d-19	63	Covi d-19	63	Covi d-19	59	Covi d-19
Greater Depth	9	10	19	10	7	10	5	10	22	Covi d-19	5	Covi d-19	5	Covi d-19	0	Covi d-19

Summary:

Attainment at the end of the Primary Phase (Years R – Year 6) has remained as consistently strong despite two of the most disrupted years of education ever.

Disadvantaged children leave the school having had gaps closed if not eradicated completely. They leave well prepared for the next step in their education. The last two years have been particularly difficult and it is clear that those entitled to Pupil Premium have suffered greatly by missing out on the multiple terms worth of schooling. The gaps between non disadvantaged and disadvantaged have been even harder to overcome in 2020 due to 42% of the disadvantaged children having longstanding and complex SEND. The same can be said for 2021 outcomes- we need the children in Seaside to make the difference. When they are here, we are the parents, role models and routine. No matter how hard we tried during the pandemic, nothing makes up for that face-to-face contact each day.

The PP Grant is spent to have a positive effect on the whole child, not just their academic achievement. As a school, we prove this year on year, by using strategies that are effective and well tested. Whilst some of these interventions are at odds with evidence from the EEF, it is important to recognise that their research is based on thousands of case studies. That evidence will be distributed based on probability in a “bell curve” normal distribution. We have a proven track record in demonstrating that with the right input and expertise, our interventions ensure that our outcomes fall in the top 10% of that curve.

Provision is reviewed on a termly basis and interventions and strategies are adjusted in light of the findings. Provision is targeted, personalised and probably most importantly, fluid to meet the needs of the child.