



South Bank Primary School

Achievement 2015

We are extremely proud of the achievements our children have made in 2015. Every child has tried their hardest at whatever level they have achieved, and should be very proud of their progress.

Part of what makes South Bank special is our Learning Support Base which is resourced by the Local Authority. We are very proud that our Key stage 1 assessment class and our Key Stage 2 support class serve our cluster schools. The children who are part of these classes are referred to us from local schools through the Special Education Needs Panel. They are children whose *'cognitive ability is such that their attainment is unlikely ever to rise above low'* (Ofsted Inspection handbook Sept 2014, pg. 68). These children are often not in the South Bank catchment area, but become part of our school when they join us. Ofsted recognise that these children make progress at a different rate to national expectations; as a result the data below is given twice. Firstly without the Support Classes included, and then again including the Support Classes.

Early Years

Attainment

The table below shows the percentage of children gaining the 'good level of development' (GLD), in comparison with national averages.

	SBPS 2015	R&C	National
ELG in Reading	46.4%	59%	68%
ELG in Writing	46.4%	62%	67%
ELG in Maths (Number)	50%	66%	74%
ELG in Maths (Shape, Space and Measures)	50%	72%	79%
GLD	46%	54%	60%

At South Bank Primary School, the relatively low number of children who achieve GLD reflects the very low starting points that the children enter the school with. The number of children who reach the expected standard had increased each year; however we get a clearer picture when we look at the progress the children make across Foundation Stage.

Progress

The table below shows the levels the children in Reception entered the school with. The vast majority of children enter the school below, or significantly below expected levels.

Entry to nursery	Above (40-60 months)	Typical (30-50 months)	Below (22-36 months)	Significantly below (16-26 months)
Reading	0%	0%	63%	37%
Writing	0%	0%	46%	54%
Maths (Number)	0%	8%	46%	46%
Maths (Shape, Space and Measures)	0%	0%	29%	71%

The next table shows the levels children leave Reception with.

Exit from Reception	Above (ELG+)	Typical (ELG)	Below (40-60 months)	Significantly below (30-50 months)
Reading	9%	54%	29%	8%
Writing	4%	58%	38%	0%
Maths (Number)	0%	63%	37%	0%
Maths (Shape, Space and Measures)	0%	58%	39%	3%

In the two years of Foundation Stage, this cohort has moved from levels 'below' or 'significantly below' to a 'typical' level. This shows that, although children achieve below national expectations, their accelerated progress brings them more in line with national averages.

This pattern of progress is typical across the whole Early Years curriculum as well as these key areas.

Key Stage 1

Phonics

Year 1 children sit a national phonics screening test. We are very proud of our phonics results. Children in the mainstream school achieve well above National and Local Authority averages. The table shows the percentage of children achieving the expected level.

	SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Children	85%	72%	77%	77%
Girls	80%	72%	83%	81%
Boys	87%	72%	72%	73%

Attainment – End of KS1 Assessments

The table below shows the end of key stage one attainment, compared with national averages and the average for all the Redcar and Cleveland schools. (Figures are shown with and without the Support Base children included)

		SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Reading	Level 2+	93%	87%	90%	90%
	Level 2B+	93%	77%	83%	82%
	Level 3	17%	11%	27%	32%
Writing	Level 2+	86%	71%	87%	88%
	Level 2B+	62%	47%	73%	72%
	Level 3	7%	9%	14%	18%
Maths	Level 2+	97%	77%	93%	93%
	Level 2B+	93%	77%	82%	82%
	Level 3	14%	14%	21%	26%

The percentage of children who achieved a level 2 or higher is in line with national and local authority averages. Fewer children than expected achieved a level 2b or above in writing however as our children arrive with below average starting points, it is important that the amount of progress the children make is considered, as well as attainment.

Progress from Foundation Stage to KS1

	Children who made expected progress		Children who made more than expected progress	
	SBPS (Mainstream)	SBPS (With Support Base)	SBPS (Mainstream)	SBPS (With Support Base)
Reading	100%	100%	72%	62%
Writing	97%	94%	21%	18%
Maths	100%	100%	86%	74%

Children are expected to make a set amount of progress during their time in Key Stage 1. We can use this expected amount to measure if the children make 'below', 'expected' or 'more than expected' progress during their transition throughout Key Stage 1. In this cohort, every child made expected progress in reading and maths. In writing, only 1 child did not make expected progress.

The number of children who make more than expected progress throughout KS1 is significant. It is important that our children make more than expected progress, as their low starting points mean the children have to make significantly more progress than the average British child, to achieve the same average levels.

	SBPS (Mainstream)			SBPS (With Support Base)		
	All Children	Boys	Girls	All Children	Boys	Girls
% on track end of FS2	31%	21%	40%	26%	17%	38%
% on track end of Year 2	62%	43%	80%	53%	33%	75%
Value added	31%	22%	40%	27%	16%	37%

This table shows the percentage of the cohort who attained 'typical' levels at the end of Foundation Stage, compared with the percentage of children who attained 'typical' levels at the end of Key Stage 1.

By the end of Key Stage 1, significantly more children were considered to be on track with national averages.

Key stage 2

Attainment – End of KS2 Assessments

The table below shows the end of Key Stage 2 attainment, compared with national averages and the average of all the Redcar and Cleveland schools.

		SBPS (Mainstream)	SBPS (With Support Base)	R&C	National
Reading	Level 4+	97%	91%	92%	89%
	Level 4B+	73%	70%	85%	80%
	Level 5	37%	33.3	52%	48%
Writing	Level 4	100%	91%	91%	87%
	Level 5	33%	30%	39%	36%
Maths	Level 4+	87%	79%	93%	87%
	Level 4B+	73%	67%	85%	87%
	Level 5	17%	15%	47%	42%
Spelling, Grammar & Punctuation	Level 4+	73%	70%	84%	80%
	Level 4B+	53%	56%	78%	73%
	Level 5	43%	39%	59%	56%

The number of children who achieve a 'level 4' in reading and writing is above the averages for the local authority and national averages. This represents excellent progress for a cohort who entered school below standards, and leave in line with national expectations. Fewer children achieved a level 4b or above that the national picture. As our children arrive with below average starting points, it is important that the amount of progress the children make is considered as well as attainment.

Progress from KS1 to KS2

During key stage two, children are expected to make 2 levels progress (e.g. children who achieve a level 2 in KS1, should achieve a level 4 in KS2). The first table below shows the percentage of children who achieved these two levels progress in comparison to national averages.

Number of children making at least **two levels progress** from KS1 – KS2

	SBPS 2015	National Average	Gap	Points progress (12 expected)
Reading	97%	91%	+6%	16.1
Writing	100%	91%	+9%	16.5
Maths	86%	89%	-3%	12.1

Number of children making **more than expected progress** from KS1 – KS2

	SBPS 2015	National Average	Gap	Points progress (12 expected)
Reading	66%	35%	+31%	16.1
Writing	66%	33%	+33%	16.5
Maths	10%	35%	-25%	12.1

In English, children make progress in line with national averages. Two thirds of the cohort made exceptional progress in English, more than 30% above the national average!

In Maths, large quantities of children made the expected 'two levels' progress. The 3% difference between national averages and South Bank primary School, is a difference of just one child. Although fewer children made more than expected progress in maths, this is a key school focus.

It should be noted that, the average points progress the children made in Reading and Writing across the key stage is significantly greater than the 12 points which is considered to be expected. The accelerated progress our children make, reflects the number of children who achieve the national expected level, despite entering the school significantly below national expectations.

Children eligible for the Pupil Premium Grant (PPG) Funding

Every school in the country is given additional money for the children who are statistically more likely to underachieve. These children include those from disadvantaged backgrounds, children who the local authority looks after, or children whose parents are in the armed forces. We use the money to provide support for these children and monitor them carefully against other groups of children in school, as well as other children nationally who also qualify for the PPG.

Our aim is that the children with a disadvantaged background achieve at least as well as other children.

Below is a comparison of how the PPG children at South Bank achieve in KS1 and KS2

Key Stage 1

Subject		SBPS 2015	National
Reading Average Points	PPG	16.3	15.0
	Non PPG	16.5	17.0
	Gap	0.2	2.0
Writing Average Points	PPG	13.7	13.7
	Non PPG	15.7	15.6
	Gap	2.0	1.9
Maths Average Points	PPG	16.2	15.0
	Non PPG	16.5	16.7
	Gap	0.3	1.7
RWM Average Points	PPG	15.4	14.6
	Non PPG	16.2	16.4
	Gap	0.8	1.8

Key Stage 2

Subject		SBPS 2015	National
Reading Average Points	PPG	28.8	27.5
	Non PPG	30.0	29.7
	Gap	1.2	2.2
Writing Average Points	PPG	28.8	26.2
	Non PPG	30.0	28.6
	Gap	1.2	2.4
Maths Average Points	PPG	26.8	27.2
	Non PPG	28.5	29.8
	Gap	1.7	2.6
RWM Average Points	PPG	27.8	27.0
	Non PPG	29.3	29.4
	Gap	1.5	2.4

Although there remains a gap between our disadvantaged and non-disadvantaged children, the gap between our children is much smaller than the 'national gap'. Disadvantaged pupils at South bank primary school out-perform disadvantaged pupils nationally.

Learning Support Units

It is unusual for children in Learning Support units to meet national expectations for children of the same age. Children in our units often have a specific learning difficulty and as such, do not learn at the same rate as other 'typical' children. Despite this, we have high expectations for all our children at South Bank Primary School, and although we track the progress these children make in a different way, our aspirations remain high.

This year there were 3 year six children in Support Base. As percentages for such a small number would be misleading, their anonymised data for the end of Key Stage 2 is below.

	Reading			Writing			Maths		
	KS1 level	KS2 level	Points Progress	KS1 level	KS2 level	Points Progress	KS1 level	KS2 level	Points Progress
Child 1	Below 1	2b	12	Below 1	3	18	Below 1	2	12
Child 2	Below 1	2b	12	Below 1	3	18	Below 1	2	12
Child 3	Below 1	4a	26	Below 1	3	18	Below 1	2	12

Although the children in the learning support units did not achieve average levels, they have made at least the same amount of progress as mainstream children. In some cases, the children have made much more progress than mainstream children.