



St Stephens Community Academy		Achievement Key	
<b>Year 1 - Phonic Screening Results 2013</b> The Area Resource Base (ARB) is a class for pupils classified as having severe and profound learning difficulties. Pupils in this class at Year 2 are included in our official data. The more accurate achievement data for the whole Academy is therefore that with ARB pupils removed.		In line with/above national benchmarks = <b>Green</b> Just below national benchmarks = <b>Orange</b> Below national benchmarks = <b>Red</b>	
Results – Year 1 Phonics Screening Pass	Academy %	Academy %	National Average %
32+ marks = National age related phonics standard Below 32 marks = Below national age related phonics standard	(No ARB pupils in this cohort) 1 pupil=3.6%	(No ARB pupils in this cohort)	
% Total Cohort	79%		69%
% Total Boys	62%		65%
% Total Girls	90%		73%
% Total Free School Meals (FSM)	43%		57%
% Total Non-Free School Meals (NFSM)	90%		73%
% Total English Additional Language (EAL)	100%		69%
% Total Special Educational Need (without Statement)	75%		34%
% Total Special Educational Need (School Action +)	67%		33%
% Total Non-Special Educational Need (NSEN)	83%		76%
% Total Autumn Birth	86%		76%
% Total Spring Birth	57%		69%
% Total Summer Birth	86%		62%
<b>Commentary on Results:</b>			
<ul style="list-style-type: none"> <li>This cohort had no ARB pupils in – therefore data has not required pupils to be removed</li> <li>A successful set of outcomes which will allow reading progress in Year 2 to be accelerated as basic phonic building blocks securely in place by end Year 1.</li> <li>Impact of accelerated phonic teaching and learning in Foundation Stage apparent on outcomes by end of Year 1.</li> <li>Data shows phonic knowledge and application of phonics skills is good for the majority of pupil groups.</li> <li>“Read Write Inc” provision is securing good phonic learning much earlier in Key Stage 1.</li> <li>Quality of RWI teaching by TA and teachers is improving in consistency and impact.</li> <li>Boys and FSM pupils remain target groups for phonics improvements in the 2013-14 academic year.</li> <li>Year 1 teacher to be aware of weaker outcomes for spring birth pupils and monitor in year progress of this group.</li> </ul>			
<b>Next Steps for the Academy:</b>			
<ul style="list-style-type: none"> <li>Implement the teaching and learning priorities detailed in the 2014 School Improvement Plan as noted below (full plan is available to view elsewhere on the Academy Website)</li> </ul>			
1a. Raise FSM pupil achievement 1b. Raise reading and EGPS achievement for all 1c. Raise boys achievement at KS1/2 1e. Raise Year 1 achievement 1g. Maintain high challenge for most able 1i. Ensure progress <b>above</b> age related minimum	2a. Increase outstanding lessons to 75%+ 2b. Ensure interventions are well matched to need for identified groups 2c. Improve reading provision to ensure pace of learning and pupil achievement gain is rapid 2d. Independent learning skills improved at KS1/2		