

Summary data return		School Name: Ashby Fields primary School				Term: 6		Date: July 2024				July 2024															
Last year's attendance:		Cohort changes		R leavers:	0	R joiners:	0	KS 1 leavers:	0	KS 1 joiners:	5	KS 2 leavers:	0	KS 2 joiners	21												
						PP	17%							SEN	13%	EAL	29%										
Current attendance :		95.5%		Children at <b>secure/expected</b>						Children at <b>greater depth</b>						National (2023)											
Current national attendance:		94.2%		All children																							
		Read			Writing			Maths			Read			Writing			Maths			R		W		M			
Current issues		A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	E	G	Ex	G	E	G		
R	95.5%	R	50%	80%	85%	33%	50%	83%	55%	72%	85%	0%	0%	12%	0%	0%	10%	0%	0%	10%							
1	96.6%	1	23%	43%	72%	13%	22%	70%	25%	67%	80%	0%	5%	8%	0	0	3%	0	0	0%							
2	97.0%	2	16%	49%	83%	20%	34	65%	21%	82%	87%	2%	14%	11%	0%	0%	9%	2%	22%	28%	6	19	60	8	70	16	
		At risk cohort																									
3	95.2%	3	33%	57%	73%	0%	43%	66%	19%	67%	75%	2%	22%	18%	0%	0%	9%	2%	5%	8%	National combine RWM 59%						
4	95.5%	4	43%	66%	71%	0%	26%	68%	30%	38%	78%	2%	18%	16%	0%	0%	17%	0%	0%	12%							
5	94.7%	5	43%	62%	79%	14%	31%	67%	22%	55%	80%	10%	10%	7%	0	0	0	0%	5%	5%							
6	95.1%	6	55%	70%	80%	4%	42%	70%	50%	72%	82%	19%	21%	41%	0	0%	0%	0	9%	20%	74	29	72%	13	73%	24	
PUPIL PREMIUM																											
R	93.9%	4 PP children	R	75%	75%	75%	50%	50%	50%	50%	50%	75%	0	0%	25	0%	0%	0%	0%	0%	25%						
		3 PP children																									
1	93.3%	11 PP children	1	0%	0%	67%	0%	0%	67%	0%	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%							
		11 PP children																									
2	91.1%	7 PP children	2	0%	18%	82%	0%	18%	62%	0%	54%	82%	0%	18%	0	0%	0%	9%	0%	9%	9%	5		44		56	
		11 PP children																									
3	94.9%																										
4	91.5%																										
5	90.2%																										
6	91.9%																										
PUPIL PREMIUM																											
6	91.9%																										
Year 1 Phonics	No. in cohort	60	Reception on track to GLD (Prime + Lit + maths)						83%	Reception PRIME on track to EXP						83%											
	Total % of Year 1 on RWI Yellow	88% PSC 90%	Barriers to Learning																								
Please add in brackets % on track to pass in June 2023			Children coming in with poor communication and language skills in EYFS. High number of all EAL in current EYFS. Presentation continues to be a barrier to obtaining expected level in writing at this point in the year. New spelling curriculum developed and used to teach spelling patterns and rules regularly in KS1.																								
Year 2 phonics	No in cohort	46	High number of EAL in EYFS, through the cluster FHIS and AF are addressing this within the EYFS curriculum.																								
	Total % of Year 2 on RWI Yellow	89% PSC retakes 100%	Year 4 is an at-risk cohort due the exit data from Year 3. Already seeing noticeable improvements but will remain on an at-risk plan. Maths is a focus in Year 4 and Reading in Year 2 and 3.																								

**Current Budget forecast:**

School budget is still tight due to being funded on 38 children in year 1 last year. This is making curriculum design school improvement tricky, with such a limited budget. We are using PTA raised funds to support with the redevelopment of the school grounds.

**Recruitment:**

No present recruitment issues/gaps.

**Positives:**

Further embedment of RWI and closer coaching and monitoring is having a positive impact.  
QLAs in all year groups across the school to identify gaps early on from baseline and autumn term 2 data. Accelerated Learning Plans now in place for all year groups and are reviewed regularly. These along with the QLAs are being used to inform planning and teaching and learning.  
Core curriculum now in place and reading and maths, having impact.  
Evident consistency and identity to pedagogy across the school.  
Close monitoring of subjects is showing pre teaching and daily arithmetic sessions are having a positive impact on the progress and attainment.  
Curriculum triads having a positive impact upon how leaders monitor and lead their subject area.  
Science curriculum have been developed and will continue to be refined next term.  
Collaboration between FHIS and AF has been superb this term. We have held joint training days and staff meetings; moderated writing and curriculum leaders have been working together to further develop and support both schools.