Academic Performance Data

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2020-2021

***Teaching & Learning outcomes for Year 6 2020-2021***

***Despite the lost learning due to Covid, Al-Khair pupils in year 6 out performed many other schools nationally. Although, we have not formally starting using external SAT’s testing like many schools nationally. The tests we used to assess attainment and progress are very closely aligned with outcomes from DfE SAT’s outcomes.***

***The measures used to ascertain if pupils are at the ‘expected level’ for end of KS2 learning in Reading/English and Maths.***

***The national average varies around the 67-70% mark in normal years outside of the Covid period.***

|  |  |
| --- | --- |
| ***Pupils who left Al-Khair Year 6 in 2021 scored:*** | |
| ***Reading/SpaG:*** | ***100% Expected or Greater Depth*** |
| ***Maths:*** | ***80% Expected or Greater Depth*** |

***The data below also highlights how alll pupils attending Al-khair Primary school performed during the Covid year.***

**Assessment Data**.

Provisional assessment data (Nov 2020) showed a significant gap in pupils learning, this has been largely due to the lost learning due the Summer term Covid-19 lockdown. To help formulate an accurate baseline we utilised the PUMA/PIRA assessments which are an assessment tool from the ‘Rising Stars’ resource bank. The tests are nationally validated to provide an accurate assessment of where the pupils are within their learning journeys in relation to English and Maths, compared to where they should be relative to A.R.E (age related expectation).

**June 2021 assessment data results/attainment and progress.**

***Analysis of Baseline and Summer 2020/21 Data***

***Baseline data shows a considerable level of underachievement in most year groups. The gap from expected in terms of ARE (age related expected) has significantly widened- this is largely due to the lost learning as a result of Covid-19. From the November baseline data using Pira/Puma assessments we identified pupils who required intervention support to try to close/reduce the gap. We planned to assess the pupils another 3 times during the academic year: February, April and July to ascertain how effective the intervention and accelerated teaching has been in terms of impact (on attainment and progress). Unfortunately due to subsequent lockdowns we were unable to do this as planned.***

***Below is a summary in % of attainment from the baseline data and the target projections for July 2021, along with the actual attainment in June 2020, due to the lockdown we were unable to assess in February and April as planned, nonetheless the results have been very positive given the lockdown circumstances.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***% Expected (November 2020)*** | | | ***% Expected (Target July 2021)*** | |
| ***Year Group*** | ***Maths*** | ***English*** | ***Maths*** | ***English*** |
| ***6*** | ***20%*** | ***40%*** | ***80%*** | ***100%*** |
| ***5*** | ***33%*** | ***33%*** | ***67%*** | ***83%*** |
| ***4*** | ***67%*** | ***67%*** | ***100%*** | ***92%*** |
| ***3*** | ***33%*** | ***66%*** | ***66%*** | ***100%*** |
| ***2*** | ***67%*** | ***55%*** | ***89%*** | ***89%*** |
| ***1*** | ***50%*** | ***50%*** | ***100%*** | ***100%*** |

|  |  |  |
| --- | --- | --- |
|  | ***% Expected (June 2020)*** | |
| ***Year Group*** | ***Maths*** | ***English*** |
| ***6*** | ***80%*** | ***100%*** |
| ***5*** | ***67%*** | ***67%*** |
| ***4*** | ***92%*** | ***83%*** |
| ***3*** | ***75%*** | ***50%*** |
| ***2*** | ***89%*** | ***78%*** |
| ***1*** | ***100%*** | ***100%*** |