



Two Rivers Primary School End of Key Stage Results 2022-2023

Two Rivers Primary School Aspirations:

At School we measure progress of all children on a regular basis, we then take a termly snapshot to help us plan our learning intentions in a targeted way. This report talks about the progress using three terms:

W = Working towards their target – not yet achieving where we would plan – these children will be considered for intervention programmes.

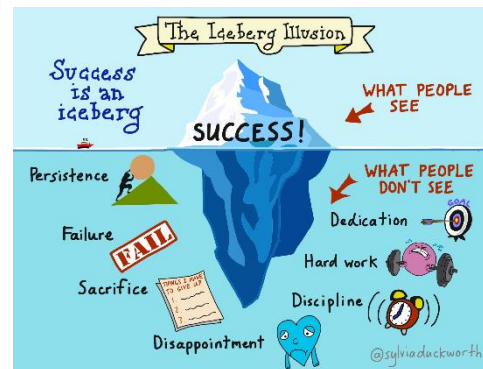
M = Meeting their target – these children are on track to achieving their planned target – these children will be monitored and delivered new learning.

E = Exceeding their target – these children are progressing more rapidly than we would have predicted, they will have their targets reviewed and stretched to ensure this rapid progress remains.

Target Setting - Two Rivers Key Stage Expectations.

Median Quartile Aspirations for Informal Learners		
3ii	+1	4
3i	+1	3ii
2ii	+1	3i
2i	+1	2ii
1ii	+1	2i
1i	+1	1ii

Upper Quartile Aspirations for semi/formal Key Stage 1 Learners		
16	+2	18
15	+2	17
14	+2	16
13	+2	15
12	+2	14
11	+2	13
10	+2	12
9	+2	11
8	+2	10
7	+2	9
6	+2	8
5	+2	7
4	+2	6



Upper Quartile Aspirations for Semi/formal Key Stage 2 Learners		
16	+2	18
15	+3	18
14	+4	18
13	+4	17
12	+4	16
11	+4	15
10	+4	14
9	+4	13
8	+4	12
7	+4	11
6	+4	10
5	+3	8
4	+3	7

The children at Two Rivers Primary School are all expected to make excellent progress, and this is something we plan for. This is an outline of the progress we expect the children to make.

Phonics Screening Year 2 2023

At Two Rivers Primary School we have made the transition to using the Bug Club phonics programme and all staff have received training in this area, formal learners have a phonetically decodable reading book that is from the Bug Club range. Where children are learning through the engagement model (pre formal learners) they use and experience the teaching of functional reading and phonics through the use of Jolly phonics – which best meets their learning needs. The 2022 phonics screening check **threshold mark is 32** – we have had one learner who have achieved this score. We hold in house data that demonstrates the progress that the learners are making in reading.

Year 2 Re Sits

Boy /Girl	Phonic Screen Complete	Result
Boy	✓	40
Boy	✓	11
Boy	✓	4
Boy	✓	8
Boy	✓	336
Boy	✓	0
Boy	✓	0
Boy	✓	36
Boy	✓	10
Boy	✓	29

Boy /Girl	Phonic Screen Complete	Result
Boy	✓	0
Boy	✓	31
Girl	✓	0
Girl	✓	0

Phonics Screening Year 1 2023

Boy /Girl	Phonic Screen Complete	Result
Boy	✓	23
Boy	✓	0
Boy	✓	0
Boy	✓	0
Boy	✓	0
Girl	✓	20

Over year 1 /2 2 there are 8 children who are on Engagement Model therefore these children did not sit the phonics screen as they are working in Phase 1

Key Stage 1 - Year 2 Data and SATS Results

Key of anacronyms

EM - Engagement Model

PK1 – Pre Keystage Standard 1

PK 2 – Pre Keystage Standard 2

PK 3 - Pre Keystage Standard 3

PK 4 - Pre Keystage Standard 4

HNM – Have Not Met the standard

WTS -Working within the standard

EXS-Exceeding the standard

Results

Boy/Girl	Standard				SATS Results
	Writing	Reading	Maths(number)	Science	
Boy	EXS	PK4	PK3	HNM	Maths 1 –13 :SC 89 Maths 2 – 10:SC 87 English 1 -16: SC 94 English 2- 8: SC 88
Boy	PK2	PK2	PK3	HNM	Maths 1 – 7:SC 85 Maths 2 – 4:SC 85 English 1 -2: SC 0 English 2- 0: SC 0
Boy	PK3	PK3	WTS	HNM	Maths 1 – 18:SC 92 Maths 2 – 19:SC 93 English 12 -: SC 91 English 2- 0: SC 0
Boy	PK3	PK2	PK2	HNM	Did not sit
Boy	PK2	PK2	PK3	HNM	Did not sit
Boy	PK2	PK1	PK1	HNM	Did not sit
Boy	PK3	PK2	PK2	HNM	Did not sit
Boy	PK1	EM	EM	HNM	Did not sit
Boy	PK4	PK3	PK3	HNM	Did not sit
Boy	PK4	PK3	PK3	HNM	Did not sit

Boy	Did not sit	Did not sit
Boy	✓	10
Boy	✓	2
Boy	✓	9
Boy	✓	12
Girl	✓	3
Girl	✓	0

Year 6 Data and SATS

For our Year 6 results this academic year we were able to enter and complete the tests with 3 learners into the tests, as it was agreed that their learning, resilience, and abilities meant that they would be able to access and successfully complete the process – there results are recorded below. For all learners we have also assessed their learning outcomes using the end of key stage standards and reported these outcomes.

Key of anacronyms

EM - Engagement Model
 PK 1 – Pre Keystage Standard 1
 PK 2 – Pre Keystage Standard 2
 PK 3 - Pre Keystage Standard 3
 PK 4 - Pre Keystage Standard 4
 PK 5 - Pre Keystage Standard 5
 PK 6 - Pre Keystage Standard 6
 HNM – Have Not Met the standard

Results

Number of pupils taken sats

1 Girl attainment the Achieved the Standard (AS) required in Reading

1 Boy attainment the Achieved the Standard (AS) required in Maths.

Boy/Girl	Standard Achieved				SATS Result	SATS Taken
	Writing	Reading	Maths(number)	Science		
Girl M	PK5	PK5	PK4	HNM	SPAG SC: 88 Reading SC: 101	Maths and English

					Maths SC: 0	
Boy JE	PK4	PK3	PK5	HNM	SPAG SC: 90 Reading SC: 88 Maths SC: 0	Maths and English
Boy JR	PK5	PK6	PK6	HNM	SPAG SC: 93 Reading SC: 86 Maths SC: 102	Maths and English
Boy	PK5	PK6	PK6	HNM	SPAG SC: 94 Reading SC: 105 Maths SC: 94	Maths and English
Boy	PK1	PK1	PK4	HNM		Not Entered
Boy	PK3	PK3	PK5	HNM		Not Entered
Boy	PK3	PK3	PK3	HNM		Not Entered
Boy	PK3	PK4	PK4	HNM		Not Entered
Boy	PK2	PK2	PK3	HNM		Not Entered
Girl	PK2	PK2	PK3	HNM		Not Entered
Girl	PK4	PK4	PK4	HNM		Not Entered
Girl	PK2	PK2	PK3	HNM		Not Entered
Girl	PK1	PK1	PK2	HNM		Not Entered
Boy	PK2	PK4	PK5	HNM		Not Entered
Boy	PK4	PK4	PK4	HNM		Not Entered
Boy	PK1	PK1	PK4	HNM		Not Entered
Boy	PK5	PK5	PK5	HNM		Not Entered
Boy	PK6	PK5	PK6	HNM		Not Entered
Boy	PK6	PK6	PK6	HNM		Not Entered
Boy	PK6	PK5	PK5	HNM		Not Entered
Girl	PK4	PK4	PK6	HNM		Not Entered
Girl	PK5	PK4	PK6	HNM		Not Entered
Girl	PK5	PK5	PK6	HNM	Not Entered	

In Year 6 2 pupils were on the Engagement Model

Assessment at Two Rivers Primary

Throughout the year the learners are assessed by teachers on a regular basis, this information is used to update the learner's personal records at 4 key points in the year:

- 1: Within the first six weeks – baseline
- 2: In December for the autumn term data snapshot
- 3: In April for the spring term data snapshot
- 4: In July for the summer term data snapshot

This information is used by subject leaders, teachers and senior leaders to offer further interventions to ensure progress is made by all learners in every area. This information is also used to inform staff training, curriculum approaches and where necessary increase the learning targets.

This information is reported termly to the governors.