

Green Gates Academy

Results 2018-2019 Year 6

15 pupils in total (10 PP Pupils/ 3 LAC pupils)

Subject	Cohort	Number of Pupils Meeting National Expectations Key Stage Two			Academy Target Grades			DFE Targets		
		DFE Prediction Whole Cohort	Actual SAT Results Whole Cohort	CAT 4 Prediction Whole Cohort	% Below	% Expected	% Above	% Below	% Expect ed	% Above
Reading	13 (2 withdrawn SEN)	8% 1 pupil	31% 4 pupils	8% 1 pupil	0%	62% 8 pupils	38% 5 pupils	43%	26%	5%
Writing (GPS)	15	7% 1 pupil	7% 1 pupil	7% 1 pupil	20% 3 pupils	47% 7 pupils	33% 5 pupils	64%	6%	21%
Maths	14 (1 Absent)	7% 1 pupil	7% 1 pupil	7% 1 pupil	20% 3 pupils	40% 6 pupils	40% 6 pupils	85%	0%	15%

Highlights from SAT Results

- The most successful student in terms of raw attainment achieved national expectations across all two subjects with scores of: Reading 101, Maths 101, Writing 94 (WW) (Reading and maths were above DFE targets)
- The most successful student in terms of value added from DFE progress measure with value added scores of Reading +10 (KLO)
- Average progress measure for all (including SEN pupils) puts Green Gates Academy within the threshold for the National Floor Target, with the following outcomes: English Reading +0.33 showing Green Gates above national average for reading Green Gates/ Writing (GPS) - 2.57 / Maths – 3.07
- Excluding SEN is average progress score is English Reading -0.25 Writing (GPS) - 2.25 / Maths – 2.6 within the threshold for the National Floor Target
- Average progress measure for LAC (2 pupils) English Reading +5.5 (above national average) Writing (GPS) +3.5 (above national average) / Maths – 1
- Actual SAT results (excluding SEN pupils): Achieving national expectations: 33% Reading, 11% Writing, 11% Maths
- Average test scores – Excluding SEN Reading 97, Writing 94, Maths 94

Information regarding Case Study One

- This year 6 pupil joined Green Gates July 2014 end of key stage One. He was not attending school his previous school. He started Green Gates on a full-time basis. This child was working below national expectations based on outcomes at the end of key stage one. On entry he was working towards key skills two.
- He is a child with ASD with high levels of anxiety which often affected his attendance so an EHA was put in place in order to monitor and improve his attendance, this did show some increase in his attendance. This child has significant mental health issues and has been supported with the Camhs crisis team due to his high levels of anxieties. Initially Mam stated that she was not going to force her son with attending his SATs. However, despite all the issues Green Gates were able to support the family and the child to attend the SATS by putting support in during the exams with a member of staff to prompt and to support with his level of anxieties during the exam. This child was one of our most successful pupils. He achieved national expectations across all three subjects with scores of:
Reading 101, Maths 101, Writing 94 (Reading and maths were above DFE targets)

Information regarding Case Study Two

- This year 6 pupil joined Green Gates September 2018 straight into year 6. He was not attending school his previous school. He started Green Gates on a full-time basis. He was working below national expectations based on outcomes at the end of key stage one. On entry he was working towards key skills two and clear that he had some significant learning difficulties and extremely low self-esteem and self-belief.
- He is a child with a limited support at home, has worked with preventions due to his high levels of disruptive behaviour within the community. This child has significant mental health issues and has been supported with the Camhs crisis team due to his risk-taking behaviours and the need to self-harm. Despite high levels of support around attendance (65%) which was affected by his disruptive behaviour due to violence and aggression on the bus he was banned from transport. Mam was unable to bring him into school as she did not have a car and a toddler to look after. School supported with transport by supporting mam with transport and placing the family on an EHA to support accessing further support to help mam manage his behaviours in the community to access further activities in the community. He received bespoke interventions to support with his reading and writing. Despite all the interventions although he did attend school and sit all of the SATs exams, he was also supplied with a member of staff to support with scribing and reading which made a great difference for his confidence and increased participation. His final SAT scores were significantly below his DFE targets (-13 maths, -10 for reading, -7 for writing) However based on his cognitive scores using the GL CAT4 on entry into Green Gates he achieved above his targets based on his CAT 4 baselines at the beginning of year 6.