# Reports help guide

# **Filespire**

School summary dashboard series Key Stage 1 - April 2019

### Contents

#### Introduction to the KS1 school summary dashboard FFT Aspire

The following help files provide a quick overview of the Key Stage 1 school summary dashboard reports currently available within FFT Aspire (July 2018).



and any (0.0%) 4			100 mg - (106 A
S1 higher and lower performin	g pupil groups 2016		
	Eigher performing		ower performing
Overall as linearcent part program	Middle entainere (10) Friet kongunge niet konglich (2) Konse etkennere (9)		Kylen stainen (55) HSMD9 M (mind Gynend (5)
KS1 reading addressment	Losser ettniheer (P) Ner FOM (n her é year) (P1) Védia (P3)	1	Nd (in last dispanse) (9) Ighan attai nass (11) PSM (5)
KS1 writing achievement	Middle ettainers (10) Linst lenguage not Linglish (7)		igher otte nors (11) L'envele (15)

**Overview** Self-evaluation summary dashboard

Owners	Atta opent N progress	Pupil groups - Subj	ern Disaformpel p	ph Paph Some	plet Cornet	
KS1 Attn At popts	inmont 2016					KS1 Program 2016 Minuted paper
N Deper (Re. Wr. 71 FFT Ran	nod Standerd + Me) & & & & & & & & & & & & & & & & & & &	85 65 85 87 87 87	1 1914 - Tarféer	Pite 1 - Pitelent Averge		% Excepted Standard +           (%e. Wr. Me)           ETT Runk @           (xx)         (xx)           (xx)         (xx)
Silipho Wr. May 3 %	r Standard (Re,	35			•	% Higher Standard (Re, Wr, Ma) -5 %
100 10	in at the return		SET C	2010 - Takinal Anarga	274	

Attainment & progress

Self-evaluation summary dashboard (2 pages)

Javelin	Primary 3	ichool 🗸	Summary dashboan	· ~				2016 KS1 Helesto W () 0
Owniew	Anteinen	A progress	Pupilgroups	Subject Diosha	engedaapte haak	Stamaplet Con	14.7	
cS1 Pup	l groups	portorma	nco 2016				KS1 Program 201	6
			Actual r	esuits	Pupil p	rogress	Pa	oil progress
		Fight TELLS (Bach)	nted Blanderd # c Nig	Scholar Sandard Pac Webbe	N Departed Standard # (Sec.Wr. 164)	N (Refer Dandard (Ref Wic No)	- false as befaue fore '3 topooled b	na abla o shou dea le da cha landard 1 (Nc, Wi, Mc)
summery	A Paper	23	21.55	3.75	-15	A.9		
	Nate	10	10.55	a 75	12.6	-0.%	(RINIDE INSTOR	
	hornin	10	87.5	0.95	-55	55		
	ilighter Albibert		41.5	25	-15	45	30000	
Max Allainment	NLLA:	10	100.56	15	-27.9	5.9	32 Deckey age by Mr.	
	Lower All Associations	٠	22.55	15	12.53	15	Constant Profession Systems	
гара	CSM (in Red. Argumed	۴	88	0.5	15	15	19,004	
President .	NULTOV DE Teac O your Q	22	77 %	276	-12.3	-07		1 E 1
	CSM .	0	20 %	0.5	-17.33	-01	20 0112	
	Net FSV	26	80.85	4.95	-7.8	-5.%	17436-515	
	ren Suppers	1	105	8.6	-73	-03		- E
SPN Group	PRECIPIAN	1.0	10%	11		-036	down har s	
	N-9.8	24	14.95	3%	-25	55		
	Cast Internet	0	20.%	0.5	22	23	30,1-4,194	
141							35 Deade	

Pupil groups Self-evaluation summary dashboard

Jacobie Princery School	dash	board					2016 KS1 (18 (4.)(5)
Concentral Americana Species	w. Poplar	nope <u>23</u> 2	internet internet	diversioned p	en he	k Scener	plan Chinese St
KS1 subject performanc	o 2016						
		ctuel resu	110	P	tep1 progre		Actual results over three
	2016	8213	2216	80.4	80.03	2/16	Select a new form the table to simpley tradition or exhibit
Namine of Pupils ( in Waldood	27	18	31	555	20.75	27.96	
Dearling							St. Payment and Street, and A December 2
	1.1		07 X			+12.%	10.
to Higher standard			16.15			2.76	
Science 2 a	80.04	01 X		-15	+2 N		
To Level 20+	PC %	02 X		-0.5	+5 X		
William 24	42.79	26.0		0.15	6.9		2014 2018 2216
Average Falts Score	17.5	16.2		+2.5	-0.0		<ul> <li>Your Soles</li> <li>Narboul Austrage</li> </ul>
Weiting							N Depend Daniard - Writing
			10.0			+1.70	
S Higher Stendent			430			-4.95	
Th Land 2*	10.5	85.51		-19	-1 %		
To Local 25+	85.4	12.90		-915	+2.5		· ·
Schwei 31	22.5	17.5		-15	-2 X		204 229 225
Annuage Point Deary	12.5	15.0		-23 4	-002		<ul> <li>The Alexandree Market Science</li> </ul>
Mine							Westmand attacked + Marks
S Equival Existent +			82.6			12.66	T)
15 Higher Standard			16.5			-376	
Silnat 2e	22.56	22 N		2.0			

**Subjects** Self-evaluation summary dashboard

Darwich Mews Church of Summary V		2016	KS4	Indicators
			v	a 💽 cva
eniew Attainment & progress Pupil groups Subjects Disadvantaged pu	pils Pupils Scatterplot Context			120
4 Performance for disadvantaged pupils 2016				
Attainment: Attainment 8 (Overall)	Progress: Progress 8 (Overall)			
+ ( <u></u>				
			-	
2014 2015 2016	2014 2015		2016	
<ul> <li>School (FSM)</li> <li>School (Net (SM))</li> <li>National Net (SM)</li> </ul>	<ul> <li>School (FSM6)          <ul> <li>School (FSM6)</li> </ul> </li> </ul>	# National D	kee FSMB()	
ogress gap				
rogress 8 (Overall)				
2				
				<u> </u>

### Disadvantaged pupils

Self-evaluation summary dashboard



**Pupils** Self-evaluation summary dashboard



**Scatterplots** Self-evaluation summary dashboard

Javelin I	himery Schoo	<b>*</b>	Summery 💛 closhbeard							2	016 KS2
Using A	phe to comp	ere 2016	results to pre-	ноца усыга							readmine
Overview	Aminment & pro	gui N	ipil groupe – Subjec	n Darda	raged pupili	Papile Science	Correct	<u>.</u>			☆.≛
Contaxt	Year 6 - 201	572016			Absence	Year 0 - 201	572016				
		Pupib	Proyer Ex				Papile	Alse	anne	Persi	steel dises
			Peters D	atoral .				Stheel	Rebasel	Sabad	National I
Permany	ALC: UNK	26	1205	100%	Service -	All Diplis	36	<i>a</i> .	45	112	20
	Male	20	245	20%	A	main (	20	-19	CH	174	61
	trends	16	4479	47%		Sende	16	616	49	44	
	Hybrid Series	11	27%	27%		Higher - Gamers	11	29	874	196	29
Pellan At Colorana III	Mail of Longe	10	22.00	×*.	And a second	Webb attents	20	-	29	10.000	20
	Instructions.	12	206	206		Lower of Lines.	54	54	56	125	105
nugel.	FRM (in Lat A server)	15	746	576	Pusi	PRA Sector 6 percei	15	~	24	205	116
Provident	Not FSM (In Inst. 8 years)	21	50%	en.	hooter	Not 7598 (n last 8 peers)	21	25	25	5%	2%
	130		195	19%		15%		26	45	148	785
	NUK YOM	25	81%	87%		0641998	29	-15	68	195	49
-	ESR (west)	15	12%	20%		1204 (1994)	12	e9	28	104	189
ALC: NOT THE OWNER	THE FOR (1998)	21	2011	5179	PRO Part	Nutraniuma)	21	26	876	in.	20
	Soli Aspent	8	276	12.9		36N bayant	*	26	-	Ve:	106
******	HERE BUS		2.00	396	second.	HILL		246		(Dec	1204

**Context** Self-evaluation summary dashboard



### target setting self-evaluation student explorer collaborate School summary dashboard: Overview

#### What does the report show?

KS1

The Overview report is the starting point for self-evaluation. The gauges on the left display school attainment and the national averages for key performance measures. The gauges on the right display school progress for the same measures (value added). The lower part of the report highlights which pupil groups make the highest and lowest progress in key areas. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

#### Navigation Year groups Eight reports make up the KS1 summary Outcomes of previous cohorts dashboard. Click on a tab name to change report. can be displayed on the report Javelin Primary School 🗸 🛛 Summary 🚽 2016 KS1 by selecting the required year dashboard VA 💽 CVA group. 🚵 čev Atteinment & progress: Pupil groups: Subjects: Disection taged pupils: Explit: Scatterplot: Context KS1 attainment gauges KS1 Progress 2016 - Value Added KS1 Attainment 2016 - Actual results School attainment is compared against the 31 pupils 30 matched pupils national average. Statistically significant gaps % Expected Standard T (%e, Wr, Standard (%e, Wr, Ma) % Expected Standard 1 (Re, Wr, % Higher Standard (Re, Wr, Ma) Ma) between the school and the national average are indicated by a green circle for being Sig+above 71% +8% 3% -5% the average and a red circle for being Sig-below KS1 Progress - Value Added gauges (for more information see below under 'Statistical Progress compares the school's attainment significance symbols'). Arrows indicate the against the attainment of 'similar pupils' direction of travel for performance. An up arrow In line with the In line with the n line with the In line with the nationally. The VA/CVA toggle switches the national action (25) 4 national indicates a statistically significant rise, and a down progress model between two definitions of arrow indicating a fall in performance. 'similar pupils': Value Added (VA) and Contextual KS1 higher and lower performing pupil groups 2016 Value Added (CVA). Higher performing Lower performing Higher and lower performing pupil groups Midelle attainers (10) Higher ettainers (11) The top 3 and bottom 3 performing pupil Overall achievement In this VA example, 71% of pupils attained the First language not English (7) ESM (5) pupi progress groups in terms of progress for a range of Lower offerners [9] HSM (in last & years) (9) Expected standard in reading, writing and maths DSM (in last 6 years) (9) indicators. A group must have positive progress Lower attained. (2) combined. Above the national average, the KS1 reading achievement Higher attainers (11) Not ESM (in last 6 years) (21) to appear in the top 3 or negative for the attainment was 8 percentage points above the White (23) ESM (5) bottom 3. Statistical significance symbols are performance of similar pupils nationally. Middle attainers (10) Higher attainers (11) KS1 writing achievement also indicated here. Switching the VA/CVA irst language not English (/) Lemale (15) pupil program 1 SM (in last 6 years) (9) Not I SM (in last 6 years) (21) toggle may reorder the list or change which Midelle ottainen (10) Higher attainers (11) groups appear. Cohort size is indicated within KS1 mathematics achievement First long age not English (7) ESM (5) pupil progress First language English (23) brackets. Groups fewer than 5 are not shown. Female (15)

#### Use of FFT data

- · Provides questions not answers
- Used as the starting point for discussions
  Triangulate alongside a range of other data and professional judgement.

#### Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the selfevaluation process. Green (significantly above) and red (significantly below) circles compare the school's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



## **Progress: Value Added and Contextual Value Added**

### **Progress**

Progress compares the attainment of pupils in the school with the attainment of 'similar pupils' nationally. The similar pupils' attainment becomes an estimate of performance. The difference between the school's attainment and the estimate is progress, which can be a positive, negative or a neutral value. Progress is only calculated for 'matched pupils'; those with EYFS prior attainment.



There are three types of progress models used within FFT Aspire: DFE Value Added, FFT Value Added (VA) and FFT Contextual Value Added (CVA). KS1 progress uses FFT Value Added which includes EYFS prior attainment (EYFS total score), gender and month of birth.

In addition to these factors, Context Value Added also includes further pupil context and the context of the school. CVA is provided for all indicators which can be accessed through the on-screen VA/CVA toggle. The DFE Value Added model isn't used for KS1 in Aspire but does appear in other key stages.

When analysing performance it is important to look at all three performance perspectives: attainment, value added and contextual value added. Used in isolation, each perspective can only indicate so much, but may mask other important aspects. Used in combination, further detail could be exposed and illuminated, building a more complete picture of performance and gaps.

#### Prior attainment inputs into EYFS - KS1 progress models

### **Analysing performance**

A common initial question for senior leaders is simply 'How did the cohort perform in comparison with national averages?' The attainment gauge here supports this investigation. We can see that 71% of pupils attained the Expected Standard in reading, writing and mathematics combined, and we quickly identify that this performance is in line with the national average. The gap is 6 percentage points above the national average (65% in the example).

Arguably a more important question for self-evaluation purposes regards the relative progress made by pupils. The VA gauge supports senior leaders in answering the question 'How are the pupils in my school progressing in comparison to pupils with similar starting points nationally?' The VA gauge above suggests that 2 percent more of the cohort achieved the expected standard compared with their equivalents nationally.

The third question for analysis is 'How are the pupils in my school progressing in comparison to pupils with similar profiles in those schools with similar intakes?' The CVA gauge indicates that progress is in-line with similar pupils in similar schools.

The next steps for the evaluation process are to move through the other reports within the summary dashboard and break down the headline indicators by subjects and pupil groups. This will provide a wider picture of performance.

### **EYFS** Total Score

#### Factors used within progress models

Pupil context factors	KS2 DfE Value added	FFT Value added	Contextual Value added
Prior attainment	RWM	1	×
Subject variations		1	1
Gender		1	1
Month of Birth		1	1
EAL			1
FSM			1
SEN			1
Ethnicity			1
Mobility (joined late / time in school)			×
School context factors			
Mean Intake TA Level			1
Spread of Intake Test Level			1
FSM Entitlement (Percentile Rank)			1
Geodemographic Data (Percentile Rank)			1



## School summary dashboard: Attainment & progress

The help file for this report runs over 2 pages: page 1 of 2

#### What does the report show?

A visual representation of school and national average attainment over time though charts and tables. Progress (Value Added or Contextual Value Added) is calculated for the selected indicators. Any two indicators can be displayed on the charts. The table at the bottom of the report provides analysis for a wide range of performance measures. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

#### Navigation

Eight reports make up the KS1 summary dashboard. Click on a tab name to change report.

#### KS1 attainment & progress (value added)

School attainment is compared against the national average. Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between Value Added (VA) and Contextual Value Added (CVA).

In this VA example, 71% of pupils attained the Expected standard. The attainment was 8 percentage points above the performance of similar pupils nationally.

#### Use of FFT data

- · Provides guestions not answers
- · Used as the starting point for discussions
- · Triangulate alongside a range of other data and professional judgement.

#### Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's

performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



Javelin Primary School 🗸

Summary

#### Time series chart

Visual display of school and national average attainment over time for up to two selected indicators. A blue dotted line indicates where the new assessments started. Trend data will appear on the chart once further assessments have been recorded.

#### Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

#### Filters

VA 💽 AVA

☆ **±** 

Use the filters to recalculate the values on the whole report for specific aroups of pupils. The selected group names will appear at the top of the report in a grey bar.

#### FFT Rank

FFT national ranking for selectindicator split into hundredths (1 = highest, 100 = lowest). Ranks are calculated for attainment and progress. Caution: ranks between 20 to 80 tend to be volatile between years.

#### **Displaying other indicators**

Any two indicators can be selected to appear in the charts by clicking on the button.



## School summary dashboard: Attainment & progress

The help file for this report runs over 2 pages: page 2 of 2

#### What does the report show?

The report displays a three year history of attainment and progress for a range of key performance indicators. Statistical significance is indicated for attainment and progress in comparison with the national average. Statistically significant changes from the previous year are also indicated with the direction. The whole report can be re-calculated to focus on specific groups of pupils (e.g. FSM6 boys).



#### Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

#### KS1 Actual Results

Small cohorts

group's performance.

Actual results and progress are displayed for a range of key summary performance indicators. Any two of these indicators can be represented visually within the charts and rankings at the top of the report.

Use caution when interpreting performance of

smaller cohorts; in a pupil group size of 10 pupils,

each pupil's performance represents 10% of the

#### KS1 performance summary

	->	Actual results			Pupil progress	
	2014	2015	2016	2014	2015	2016
Number of Pupils / % Matched	29	18	31	93 %	89 %	97 %
% Expected Standard + (Re, Wr, Ma)	-	-	71 %	-	-	+8 %
% Higher Standard (Re, Wr, Ma)	-	-	3 %	-	-	-5 %
% Expected Standard + Reading		-	87 %	-	-	+12 %
% Higher Standard Reading	-	-	16 %	-	-	-8%
% Expected Standard + Writing	-	-	74 %	-	-	+6 %
% Higher Standard Writing	-	-	3 %	-	-	-9 %
% Expected Standard + Maths	-	-	84 %	-	-	+8 %
% Higher Standard Maths	-	-	16 %	-	-	-3 %
% Level 2+ (Re, Wr, Ma)	90 %	83 %	-	+5 %	+1 %	-
% Level 2B+ (Re, Wr, Ma)	72 %	72 %	-	+1 %	+5 %	-
% Level 3+ (Re, Wr, Ma)	21 %	11 %	-	+2 %	+2 %	-
Average Point Score (Re, Wr, Ma)	16.7	15.5	-	+0.3	-0.2	-

#### KS1 Pupil progress indicators

Progress compares school attainment against the attainment of 'similar pupils' nationally. The VA/CVA togale switches the progress model between Value Added (VA) and Contextual Value Added (CVA). Only matched pupils (those with EYFS prior attainment) are included within progress. The % of matched pupils is displayed for each cohort on the top row.



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.

#### Use of FFT data

- · Provides questions not answers
- · Used as the starting point for discussions
- · Triangulate alongside a range of other data and professional judgement



# KS1 School summary das

### School summary dashboard: Pupil groups

#### What does the report show?

The interactive report allows side-by-side comparison of attainment and progress across any three indicators from the indicators selector. The tables and charts helps illuminate variation between performance of pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.



#### Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



### School summary dashboard: Subjects

#### What does the report show?

This interactive report provides analysis of a wide range of performance indicators for each KS1 subject. The charts on the right side can display any of the listed measures by clicking on the indicator name to turn it blue. The whole report can be recalculated for specific pupil groups. Use caution when interpreting performance of smaller cohorts; in a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.



#### Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

#### Filters

Use the filters to recalculate the values on the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar.

#### Use of FFT data

· Provides guestions not answers

· Triangulate alongside a range of other data

#### Time series chart

Visual display of school and national average attainment over time for each subject. Any listed indicator can be displayed once it is highlighted (turns blue).

#### Statistical significance symbols



Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the self-evaluation process. Green (above) and red (below) circles compare the pupil group's performance with the national average. Up and down arrows indicate significant rises or falls in performance in comparison with the previous year. Smaller cohorts are more unlikely to be statistically significant.



### School summary dashboard: Disadvantaged pupils

Summarv

Danwich Mews Church of

#### Navigation & report options

Click on the year selector to view performance from a previous year. Select a performance indicator to be displayed in the table from the 'Indicators' selector. Click on the Export icon to create a PDF of the on-screen report.

#### What does the report show?

This interactive report focuses on the gap or difference between FSM6 students (those in reciept of Free School Meals within the last six vears) and non-FSM6 students.

#### Attainment line graph

The actual score in the measure over three years. Each line represents a different group of pupils: the FSM6 students at the school (pink); the non-FSM6 students at the school (blue); non-FSM6 students across the national cohort (grey). The lines highlight the trend for each group over the three year period.

#### Table

The table details the attainment and progress score for FSM6 and non-FSM6 pupils at the school. The "Gap" column is the pecentage difference between FSM6 and non-FSM6 students in the attainment or progress measure. The groups on the left hand side correspond to those on the Progress gap bar chart.





### **Indicators**

Select the measure to be calculated in the dashboard.

#### Progress line graph

The Value Added score in the selected measure.

#### Progress gap bar chart

The Value Added score in the measure defined by various pupil characteristics. Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils in amongst various pupil groups. The pupil group is described at the bottom of the chart. The vertical distance between the pink and blue bar represents the attainment gap between the FSM6 and non-FSM6 pupil within the year group.

#### Tooltips

Appears when hovering the mouse cursor over each of the marks and bars on the graphs. Details the data behind the mark.

	Pupils			1	Attainment 8 (Overall)		Progress 8 (Overall)				
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	9	60	4.2	5.9	-1.7	0.37	0.3	0.07		
Conden	Male	8	43	4.6	5.7	-1.1	0.65	0.35	0.3		
sender	Female	6	36	4.7	6.3	-1.6	0.24	0.34	-0.1		
	Higher attainers	1	35	5.3	6.7	-1.4	-0.28	0.21	-0.49		
Prior Attainment	Middle attainers	5	26	5.7	5.8	-0.1	0.65	0.42	0.23		
	Lower attainers	8	10	3.9	4.7	-0.8	0.46	0.61	-0.15		
	SEN Support	2	5	3.4	5.7	-2.3	0.37	0.31	0.06		
SEN Group	EHC Plan	1	-	0	-	-	-1.45	-	-		
	No SEN	11	74	5.2	6	-0.8	0.67	0.35	0.32		



### School summary dashboard: Pupils

Javelin Primary School 🗸 Summary

dashboard

#### What does the report show?

The report displays named pupil attainment and progress for end of Key Stage 1 teacher assessments. The report helps quickly identify variations in an individual pupil's performance in reading, writing, mathematics & science.

#### Navigation

Eight reports make up the KS1 summary dashboard. Click on a tab name to change report.

#### **Pupil details and context**

A blue token can indicate free school meal entitlement in the last 6 years (PP), English as an additional language (EAL) or special educational needs (SEN).

#### Key stage 1 prior attainment

Previous EYFS outcomes listed for each pupil.

HML indicates which third nationally the pupil ranked in terms of their overall average EYFS outcomes (H = highest third, M = middle third & L = lowest third).

#### Use of FFT data

- · Provides questions not answers
- · Used as the starting point for discussions
- · Triangulate alongside a range of other data and professional judgement.

	periorna	nce s	auruma	1Y . 1	can x :	2016											Lait
Pupil information		EYES Prior attainment			Attainm Reading	Attainment level: KS1 Reading			Attainment level: K51 Writing			sent lave	d: KS1	Attainment level: K51 Science			
		HMI	Overall acoust	шт	MAT PSF	Fat	Act	Diff	Fal	Act	Diff	Fal	Act	Diff	Fal	Aut	Diff
Ioliy Alfalfa 4/01/2009	• • •	٩			•	w	N	$\odot$	w	w		w	N	$\odot$		N	
Courtney Awocado 17/04/2007		Ð	(25)	20	<b>10</b>	N	N		N	N		N	÷	$\odot$		N	
Daniel Janana M/M1/2009	888	0		0	00	w	w		w	w		w	w			n	
yan ladseurrant	0 😐 💿		0				w			w			N			N	

#### Year groups

Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

#### Filters

2016 KS1 Filters

Use the filters to recalculate the values on the whole report for a specific group of pupils. The selected group names will appear at the top of the report in a grey bar, and the cohort summary figures will reflect the filtered group's information.

#### Attainment (Act)

Teacher assessments in Reading, Writing, Mathematics and GPS as displayed as one of 'N' = Expected Standard, 'A' = Higher Standard, and 'W' = Working Toward national standard. Cohorts prior to 2016 will have their NC levels shown for attainment.

#### Estimate (Est)

The estimate represents the average Teacher Assessment band that was attained by 'similar pupils'. Estimates may change when switching between VA and CVA as the definition of 'similar pupils' changes.

#### **Progress (Diff)**

+

Indicates a difference between the estimated band and the actual band:



The actual band attained by the pupil was lower than the estimated band.

The actual band attained by the pupil was higher than the estimated band.





### School summary dashboard: Scatterplot

#### What does this report show?

This interactive report shows an additional and easy way to analyse your performance visually. Using the scatterplot feature in FFT Aspire allows you to quickly identify excellence and under performance on the same chart.





#### **Tooltips**

Hover over an icon on the scatterplot to display the pupil's name and their scores in the selected X and Y axes measures. Pupils with the same scores who occupy the same spot on the scatterplot stack into the one tooltip.



### School summary dashboard: Context

Javelin Primary School 💛 🛛 Summary 👘 💊

deshboord

#### What does this report show?

The report is separated into two areas: the context of the year group and attendance rates. The Context area provides a profile breakdown of the year group, and the profile of the national year group for comparative purposes. The Absence area focuses on absence rates of specific pupil groups and provides national comparative figures for the year group.

#### Navigation

Eight reports make up the KS1 summary dashboard. Click on a tab name to change rep

dashboard. Click on a tab name to change report.	Overview	Attenment & pro	Agresa Po	bi Biodoa - popleco	s Discover	unded bribits	Pupro Scuttor	plot Contest				হ্ব 🖄
	Context	Year 2 - 201	57 2016	1		Absence	<ul> <li>Үнаг 2 - 201</li> </ul>	572016				
			Pupils	Proportion				Pupile	Abse	0.02	Perals absor	tent rtecs
Context				School Na	tional				School	Netional	School	National
Breakdown of pupil context and characteristics	Summary	All Pupiks	01	100%	100%	Summy	Al Papils	əı	576	13	10%	7%
	Gender	Make	16	527.8	5195	Geoder	Maha	16	975	45	1055	17.8
in numbers and percentages of the cohort. The		Female	15	10.5	1975		Formale	15	495	18	7%	7%
national cohort profile is provided for comparison.		Higher attainers	11	35%	33%		Higher attainers	11	3%	15	CR	390
	Prior Attainment	Middle attainers	10	32%	55%	Prior Attainment	Middle attainers	10	5%	480	10%	6%
		Lower ottoiners	v	295	28%		Lower attriners	v	75	15	275	10%
Use of FET data	Pupil	TSM [in Let 6 years]	۷	20.5	2275	Pupil	LSN (relation) years)	¥	10.5	25	225	1778
· Provides questions not answers	Prenium	Not FSM (in last 6 years)	22	715	75%	Provine	Not FSM (in last 6 years)	22	4%6	1%	576	5%e
$\cdot$ Used as the starting point for discussions	7214	<b>FSM</b>	5	1675	15%	Test	<b>ESM</b>	5	076	67k	20%	10%
· Triangulate alongside a range of other data	1.900	Not FSM	26	848	85%	1.200	Not PSM	.26	495	48	85.	6K
and professional judgement		SEN Support	1	3%	13%	SEN Suppor	SEN Support	1	16%	e%.	100%	14%
and professional judgement.	SEN Group	HHC Flan	1	25	25	SEN Group	FHC Finn	1	5%	15	05	27%
		No SEN	29	94%	1508		No SEN	29	526	45	73	126
Small cohorts	541	First language not English	0	26%	21%		First language not English	C	7%6	23	25%	10%
Absence rates for small groups of pupils can	1.74	First language English	23	748.	79%	1.51	First language English	.23	495	4%	4%	7%
be heavily influenced by a single pupil. Always		White	24	77%	75%		White	24	5%	48	8%	7%
consider the cohort size when interpreting		Black Altrican	2	65	585		Nack Atrican	2	2%	45	125	205
addregated data		Indian	1	25	355		Indian	1	115	35	100%	<b>ms</b>
	Etholdty	Pakistani	1.1	356	- 198	Ethnicity	Publication		075		05	12%
		Bangdadashi	1	376	2%		Dangladashi	1	006	276	0%	1436
		Other Ashes		0.5	50-		Out-on-Auto-		167	20/	631	ac/

#### Year groups

2016 KS1

Profiles and absence rates of previous cohorts can viewed by selecting the required year group.

#### School absence

The absence rate for each pupil group. For comparative purposes, the attendance rate for each pupil group within the national year group is provided.

#### Persistent absence

Persistent absentees are pupils who miss 10% or more of attendance sessions. For each pupil group, the table shows the percentage of the group that were persistent absentees. For comparative purposes, the persistent absentee percentage for each pupil group within the national year group is provided.

#### **Pupil groups**

Prior attainment group: Each pupil is ranked nationally based on their overall EYFS outcomes. Attainment bands group pupils into thirds, based on their EYFS attainment ranking position. Note, the percentages may not add up to 100% here, as pupils who do not have prior attainment are not included in a group. The groups are:

Higher = the percentage of pupils who were in the top third of EYFS attaining pupils nationally;

Middle = the percentage of pupils who were in the middle third of EYFS attaining pupils nationally;

Lower = the percentage of pupils who were in the bottom third of EYFS attaining pupils nationally.

FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current) FSM (in last 6 years): Pupil Premium pupils, entitled to free school meals at any point in the last 6 years (refered to elsewhere as FSM6)

