Reports help guide

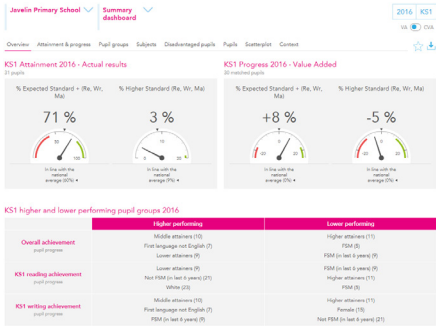School summary dashboard series Key Stage 1 - July 2018

Contents

Introduction to the KS1 school summary dashboard FFT Aspire
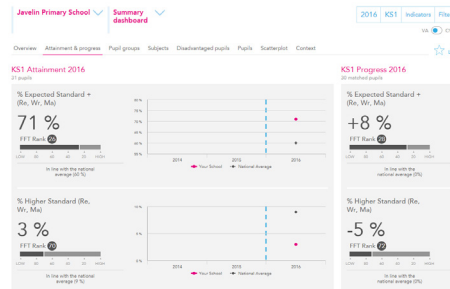The following help files provide a quick overview of the Key Stage 1 school summary dashboard reports currently available within FFT Aspire (July 2018).

KS1

School summary dashboard

Overview
Self-evaluation summary dashboard

Attainment & progress
Self-evaluation summary dashboard
(2 pages)
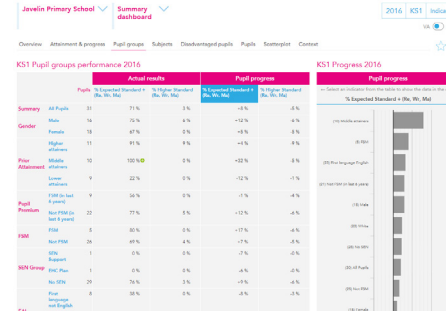
Pupil groups
Self-evaluation summary dashboard
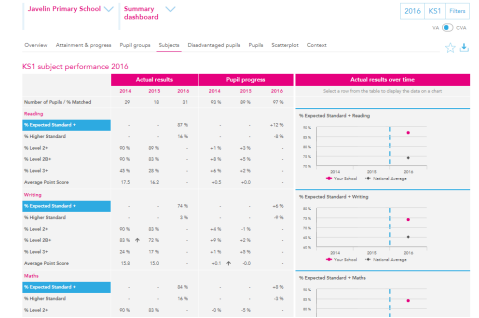
Subjects
Self-evaluation summary dashboard
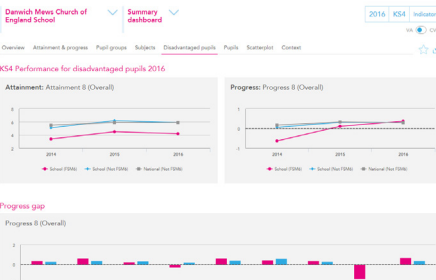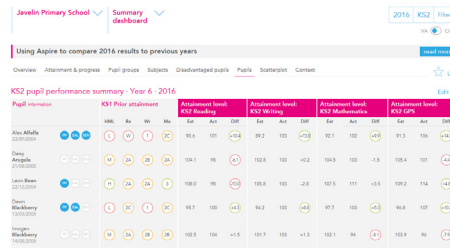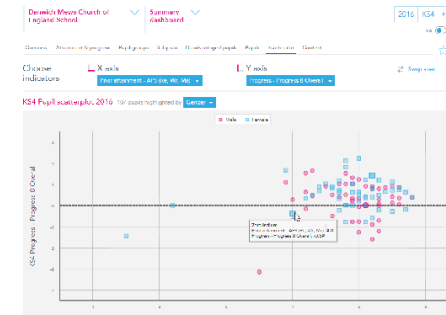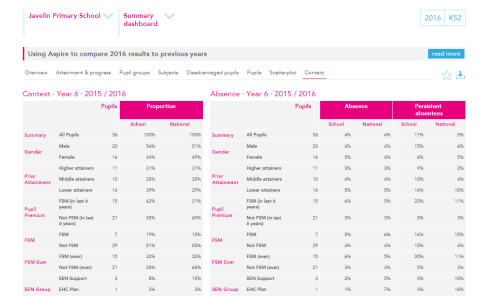

Disadvantaged pupils
Self-evaluation summary dashboard

Pupils
Self-evaluation summary dashboard

Scatterplots
Self-evaluation summary dashboard

Context
Self-evaluation summary dashboard

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School summary dashboard: Overview

What does the report show?

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

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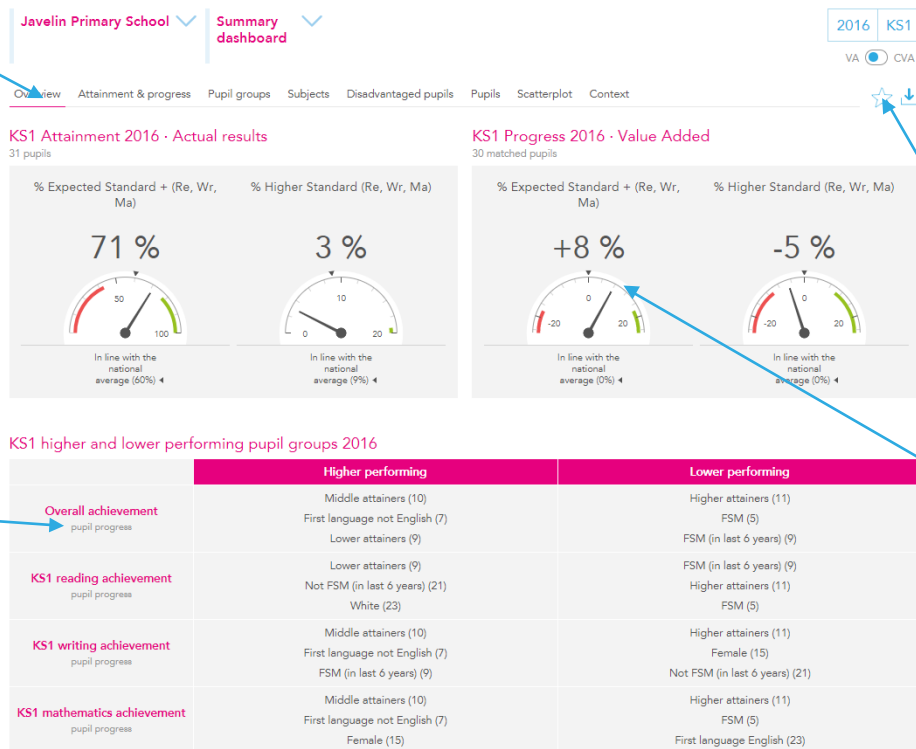
KS1 attainment gauges

School attainment is compared against the national average. Statistically significant gaps between the school and the national average are indicated by a green circle for being Sig+above the average and a red circle for being Sig-below (for more information see below under 'Statistical significance symbols'). Arrows indicate the direction of travel for performance. An up arrow indicates a statistically significant rise, and a down arrow indicating a fall in performance.

Higher and lower performing pupil groups

The top 3 and bottom 3 performing pupil groups in terms of progress for a range of indicators. A group must have positive progress to appear in the top 3 or negative for the bottom 3. Statistical significance symbols are also indicated here. Switching the VA/CVA toggle may reorder the list or change which groups appear. Cohort size is indicated within brackets. Groups fewer than 5 are not shown.

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.
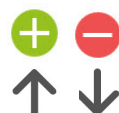
Year groups

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

KS1 Progress - Value Added gauges

Progress compares the school's attainment against the attainment of 'similar pupils' nationally. The VA/CVA toggle switches the progress model between two definitions of 'similar pupils': Value Added (VA) and Contextual Value Added (CVA).

In this VA example, 71% of pupils attained the Expected standard in reading, writing and maths combined. Above the national average, the attainment was 8 percentage points above the performance of similar pupils nationally.

Javelin Primary School ⌄   Summary dashboard ⌄

2016 KS1
VA ◉ CVA

Overview Attainment & progress Pupil groups Subjects Disadvantaged pupils Pupils Scatterplot Context

KS1 Attainment 2016 · Actual results
31 pupils

% Expected Standard + (Re, Wr, Ma)

71 %

In line with the national average (60%) ◄

% Higher Standard (Re, Wr, Ma)

3 %

In line with the national average (9%) ◄

KS1 Progress 2016 · Value Added
30 matched pupils

% Expected Standard + (Re, Wr, Ma)

+8 %

In line with the national average (0%) ◄

% Higher Standard (Re, Wr, Ma)

-5 %

In line with the national average (0%) ◄

KS1 higher and lower performing pupil groups 2016

	Higher performing	Lower performing
Overall achievement pupil progress	Middle attainers (10) First language not English (7) Lower attainers (9)	Higher attainers (11) FSM (5) FSM (in last 6 years) (9)
KS1 reading achievement pupil progress	Lower attainers (9) Not FSM (in last 6 years) (21) White (23)	FSM (in last 6 years) (9) Higher attainers (11) FSM (5)
KS1 writing achievement pupil progress	Middle attainers (10) First language not English (7) FSM (in last 6 years) (9)	Higher attainers (11) Female (15) Not FSM (in last 6 years) (21)
KS1 mathematics achievement pupil progress	Middle attainers (10) First language not English (7) Female (15)	Higher attainers (11) FSM (5) First language English (23)

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 (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.

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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 prior EYFS attainment.

VA ⬤ CVA   VA ⬤ CVA

KS2 Attainment · Actual results
60 pupils

% Expected standard+
(Re, Wr, Ma)

35%

25 50 75 100

Significantly below
the national
average (52%) ◄

Attainment

KS2 Progress · Value Added
54 matched pupils

% Expected standard+
(Re, Wr, Ma)

+9%

-25 0 25

In line with the
national
average (0%) ◄

Value
Added (VA)

KS2 Progress · Contextual Value Added
54 matched pupils

% Expected standard+ (Re, Wr, Ma)

+1%

-25 0 25

In line with the
national
average (0%) ◄

Contextual
Value Added

There are three types of progress models used within FFT Aspire: DFE Value Added, FFT Value Added (VA) and FFT Contextual Value Added (CVA). DfE Value Added is used for two indicators only, these are average scaled score in reading and average scaled score in mathematics. The remaining indicators use FFT Value Added. CVA is provided for all indicators which can be accessed through the on-screen VA/CVA toggle.

FFT Value Added and Contextual Value Added define 'similar pupils' differently. Value Added compares pupils with similar KS1 prior attainment, the same gender and month of birth. In addition to these factors, Context Value Added also includes further pupil context and the context of the school.

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.

KS1 prior attainment inputs and defining 'similar pupils'

DfE Value Added uses average KS1 attainment based on English (reading & writing) and mathematics to define 'similar pupils'. For FFT models, the same KS1 prior attainment inputs are used for measuring both KS2 Value Added (VA) and Contextual Value Added (CVA). For each pupil, their average KS1 attainment from all available subjects is calculated, as are the differences between their attainment in the subjects. Taking account of pupils' subject variations at KS1 provides a closer relationship with outcomes at KS2.

All measures which appear in the performance tables use the same model as per DfE Value Added. For VA measures only included in Aspire similar pupils are defined as having similar prior attainment, the same gender and month of birth; CVA also includes these factors plus additional pupil contextual factors and accounts for the profile of the school. Both models use interaction terms; this means the impact of each factor on the other factors is accounted for.

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 35% of pupils attained the Expected Standard in reading, writing and mathematics combined, and we quickly identify that this performance is below the national average. The gap is 17 percentage points below the national average (52% 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 9 percent of pupils in 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.

Prior attainment inputs into FFT Key Stage 1 - 2 progress models

- Overall KS1 attainment
- speaking & listening
- reading
- writing
- mathematics
- science

Factors used within progress models

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

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KS1

School summary dashboard: Attainment & progress

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.
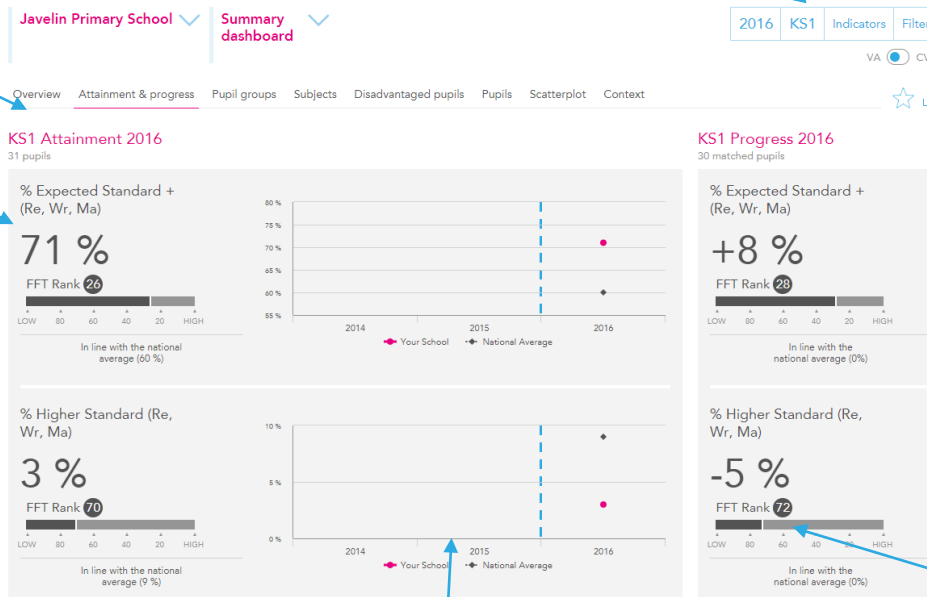
Use of FFT data

· Provides 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 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.

Year groups

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

Javelin Primary School   Summary dashboard

2016   KS1   Indicators   Filters

VA ◉ CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS1 Attainment 2016
31 pupils

% Expected Standard +
(Re, Wr, Ma)

71 %

FFT Rank 26

LOW 80 60 40 20 HIGH

In line with the national average (60 %)

% Higher Standard (Re, Wr, Ma)

3 %

FFT Rank 70

LOW 80 60 40 20 HIGH

In line with the national average (9 %)

80 %
75 %
70 %
65 %
60 %
55 %
2014   2015   2016
● Your School   ◆ National Average

10 %
5 %
0 %
2014   2015   2016
● Your School   ◆ National Average

KS1 Progress 2016
30 matched pupils

% Expected Standard +
(Re, Wr, Ma)

+8 %

FFT Rank 28

LOW 80 60 40 20 HIGH

In line with the national average (0%)

% Higher Standard (Re, Wr, Ma)

-5 %

FFT Rank 72

LOW 80 60 40 20 HIGH

In line with the national average (0%)

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.

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.

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.

fftaspire

School summary dashboard: Attainment & progress

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).

Navigation

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

Javelin Primary School   Summary dashboard

2016   KS1   Indicators   Filters

VA   CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context
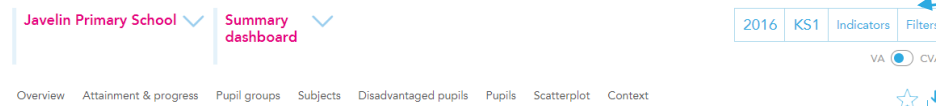
Filters

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

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.

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	-

Small cohorts

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.

KS1 Pupil progress indicators

Progress compares school 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). 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

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

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KS1

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.

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

Actual results
Aggregated attainment results for the selected indicators are displayed for each pupil group.

Pupil progress
VA ⬤ CVA
Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with EYFS prior attainment). Statistical significance and trends indicated.

S-curve chart
Visual display of pupil groups performance for any highlighted (turns blue) attainment or progress indicator column. Cohort size is indicated within the brackets. The values are ranked high to low with statistical significance indicated (green or red). Grey values are not statistically significant, but could be larger than values that are. Cohort size impacts on statistical significance
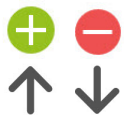
Year groups
Outcomes of previous cohorts can be displayed on the report by selecting the required year group.

Displaying other indicators
Any two indicators can be selected to appear in the table by clicking on the button.

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.

Javelin Primary School ⌄   Summary dashboard ⌄

2016   KS1   Indicators
VA ⬤ CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS1 Pupil groups performance 2016

| | | Pupils | Actual results | | Pupil progress | |
			% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
Summary	All Pupils	31	71 %	3 %	+8 %	-5 %
Gender	Male	16	75 %	6 %	+12 %	-6 %
	Female	15	67 %	0 %	-5 %	-5 %
Prior Attainment	Higher attainers	11	91 %	9 %	+4 %	-9 %
	Middle attainers	10	100 % ⊕	0 %	+32 %	-5 %
	Lower attainers	9	22 %	0 %	-12 %	-1 %
Pupil Premium	FSM (in last 6 years)	9	56 %	0 %	-1 %	-4 %
	Not FSM (in last 6 years)	22	77 %	5 %	+12 %	-6 %
FSM	FSM	5	80 %	0 %	+17 %	-6 %
	Not FSM	26	69 %	4 %	+7 %	-5 %
SEN Group	SEN Support	1	0 %	0 %	-7 %	-0 %
	EHC Plan	1	0 %	0 %	-6 %	-0 %
	No SEN	29	76 %	3 %	+9 %	-6 %
EAL	First language not English	8	38 %	0 %	-8 %	-3 %
	First language English	23	83 % ⊕	4 %	+13 %	-6 %
	White	24	71 %	4 %	+10 %	-5 %
	Black African	2	100 %	0 %	+12 %	-13 %
	Indian	1	100 %	0 %	+28 %	-4 %

KS1 Progress 2016

Pupil progress
← Select an indicator from the table to show the data in the chart
% Expected Standard + (Re, Wr, Ma)

(10) Middle attainers
(5) FSM
(23) First language English
(21) Not FSM (in last 6 years)
(15) Male
White
(28) No SEN
(30) All Pupils
(25) Not FSM
(15) Female
(11) Higher attainers
(9) FSM (in last 6 years)
(7) First language not

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.
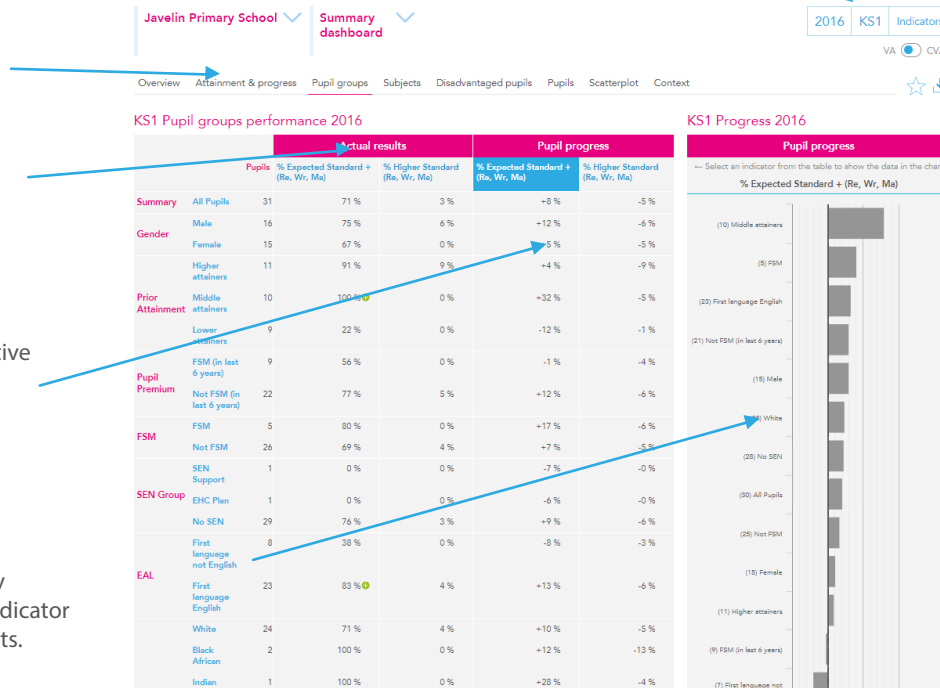
fftaspire

KS1

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.

Navigation
Eight reports make up the KS1 summary dashboard. Click on a tab name to change report.
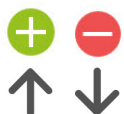
Actual results and Pupil progress
A range of attainment results and progress (VA or CVA) displayed for each subject. Only matched pupils are included in progress (those with EYFS prior attainment). Statistical significance and trends are indicated.
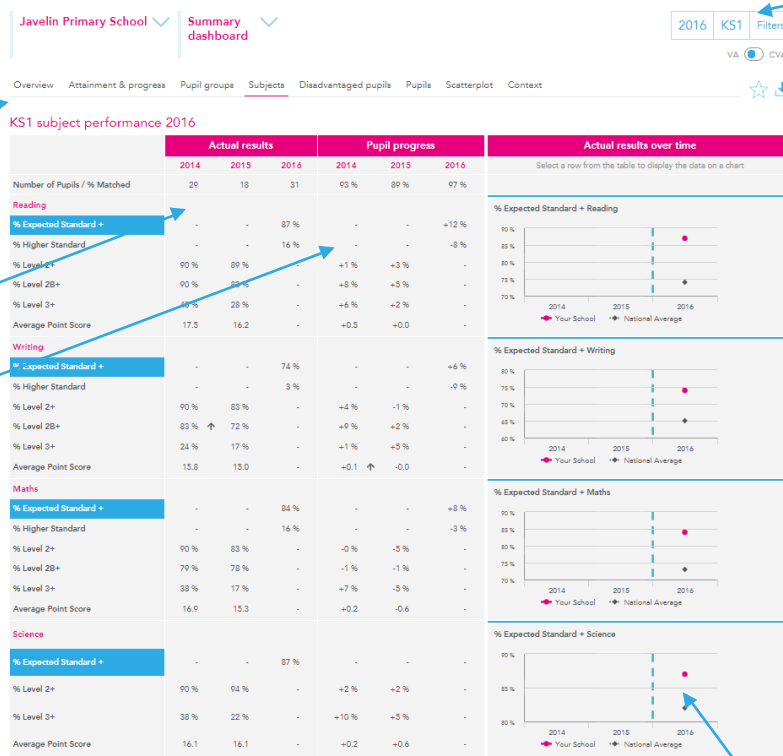
Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Statistical significance symbols
Statistical significance symbols indicate that the particular area may be worthy of further investigation as part of the 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.

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.

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).

Javelin Primary School   **Summary dashboard**   2016 | KS1 | Filters
VA ⦿ CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS1 subject performance 2016

	Actual results			Pupil progress			Actual results over time
	2014	2015	2016	2014	2015	2016	Select a row from the table to display the data on a chart
Number of Pupils / % Matched	29	18	31	93 %	89 %	97 %	
Reading							% Expected Standard + Reading
% Expected Standard +	-	-	87 %	-	-	+12 %	
% Higher Standard	-	-	16 %	-	-	-8 %	
% Level 2+	90 %	89 %	-	+1 %	+3 %	-	
% Level 2B+	90 %	83 %	-	+8 %	+5 %	-	
% Level 3+	46 %	28 %	-	+6 %	+2 %	-	
Average Point Score	17.5	16.2	-	+0.5	+0.0	-	
Writing							% Expected Standard + Writing
% Expected Standard +	-	-	74 %	-	-	+6 %	
% Higher Standard	-	-	3 %	-	-	-9 %	
% Level 2+	90 %	83 %	-	+4 %	-1 %	-	
% Level 2B+	83 % ↑	72 %	-	+9 %	+2 %	-	
% Level 3+	24 %	17 %	-	+1 %	+5 %	-	
Average Point Score	15.8	15.0	-	+0.1 ↑	-0.0	-	
Maths							% Expected Standard + Maths
% Expected Standard +	-	-	84 %	-	-	+8 %	
% Higher Standard	-	-	16 %	-	-	-3 %	
% Level 2+	90 %	83 %	-	-0 %	-5 %	-	
% Level 2B+	79 %	78 %	-	-1 %	-1 %	-	
% Level 3+	38 %	17 %	-	+7 %	-5 %	-	
Average Point Score	16.9	15.3	-	+0.2	-0.6	-	
Science							% Expected Standard + Science
% Expected Standard +	-	-	87 %	-	-	-	
% Level 2+	90 %	94 %	-	+2 %	+2 %	-	
% Level 3+	38 %	22 %	-	+10 %	+5 %	-	
Average Point Score	16.1	16.1	-	+0.2	+0.6	-	

VA ⦿ CVA

School summary dashboard: Disadvantaged pupils

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.

Indicators
Select the measure to be calculated in the dashboard.

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 years) and non-FSM6 students.

| Danwich Mews Church of England School ⌄ | Summary dashboard ⌄ | | 2016 | KS4 | Indicators |

VA ● CVA

Overview   Attainment & progress   Pupil groups   Subjects   **Disadvantaged pupils**   Pupils   Scatterplot   Context   ☆ ⬇

KS4 Performance for disadvantaged pupils 2016

Attainment: Attainment 8 (Overall)

Progress: Progress 8 (Overall)

Progress line graph
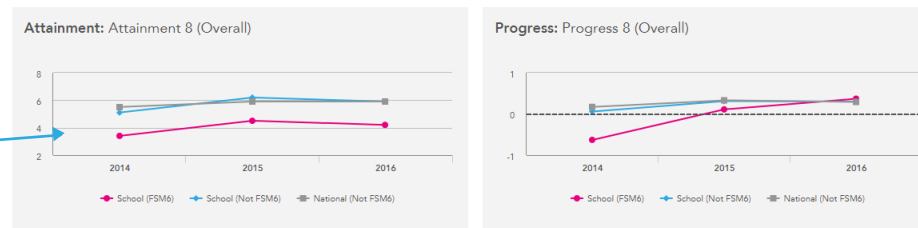The Value Added score in the selected measure.

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.

Progress gap

Progress 8 (Overall)

All Pupils   Male   Female   Higher attainers   Middle attainers   Lower attainers   SEN Support   EHC Plan   No SEN

■ FSM6   ■ Not FSM6

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.

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.

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

| | Pupils | | | Attainment | | | Progress | | |
| | | | | 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
Gender	Male	8	43	4.6	5.7	-1.1	0.65	0.35	0.3
	Female	6	36	4.7	6.3	-1.6	0.24	0.34	-0.1
Prior Attainment	Higher attainers	1	35	5.3	6.7	-1.4	-0.28	0.21	-0.49
	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 Group	SEN Support	2	5	3.4	5.7	-2.3	0.37	0.31	0.06
	EHC Plan	1	-	0	-	-	-1.45	-	-
	No SEN	11	74	5.2	6	-0.8	0.67	0.35	0.32

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School summary dashboard: Pupils

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.

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

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

Javelin Primary School   Summary dashboard

2016 KS1 Filters
VA ● CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

KS1 pupil performance summary · Year 2 · 2016   Edit list

Pupil information		EYFS Prior attainment					Attainment level: KS1 Reading			Attainment level: KS1 Writing			Attainment level: KS1 Maths			Attainment level: KS1 Science		
		HML	Overall score	LIT	MAT	PSE		Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
Holly Alfalfa 14/01/2009	PP EAL SEN	L	1.1	1.0	1.0	1.0		W	N	+	W	W		W	N	+	N	
Courtney Avocado 07/04/2009	PP EAL SEN	H	2.5	2.0	2.0	2.7		N	N		N	N		N	A	+	N	
Daniel Banana 20/01/2009	PP EAL SEN	L	1.1	1.0	1.0	1.0		W	W		W	W		W	W		B	
Ryan Blackcurrant 17/12/2008	PP EAL SEN							W			W			N			N	

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.

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).

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.

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.

Attainment level: KS1 Maths		
Est	Act	Diff
N	W	−
N	A	+
N	N	
A	N	−

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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.

Navigation & report options
Use the tabs to navigate through each area of the summary dashboard. Click on the reporting year selector to view performance from a previous year. Click on the Export icon to create a PDF of the on-screen report.

X and Y axis dropdowns
Click the dropdowns to change the measure for the corresponding axis on the chart. There are a range of Attainment, Progress, Estimated and Prior Attainment measures from which to select.

Highlighted by
This dropdown lists pupil characteristics collected in the Census. Selecting a factor splits the marks on the scatterplot into each group based on that characteristic. By way of example, selecting "Gender" defines the sample on "Male" and "Female", with a different icon for each.
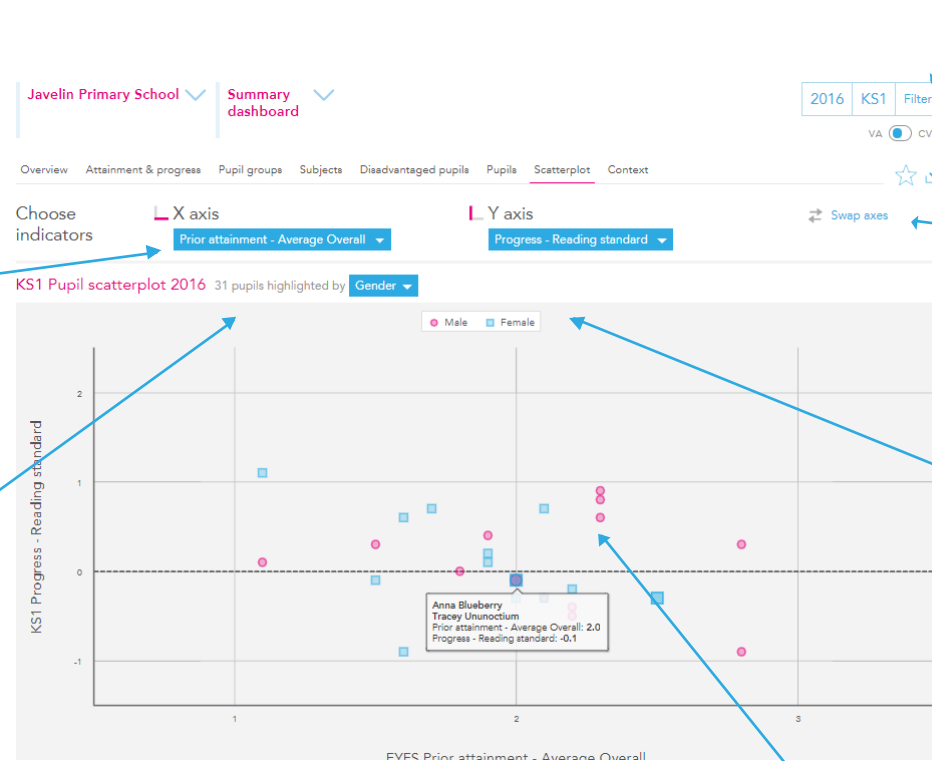
Filters
Use the filters to select a specific pupil group tp include on the scatterplot. Applying no filter includes all pupils (this is the default).

Swap axes
Switches the measures selected in the axes dropdowns.

Highlight legend
Describes which icons define each group selected using the "highlighted by" dropdown. Click on the name of a sub-group to hide it from the scatterplot.

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.

Javelin Primary School   Summary dashboard   2016   KS1   Filters
VA   CVA

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

Choose indicators   X axis   Y axis   Swap axes
Prior attainment - Average Overall   Progress - Reading standard

KS1 Pupil scatterplot 2016   31 pupils highlighted by Gender

Male   Female

Anna Blueberry
Tracey Ununoctium
Prior attainment - Average Overall: 2.0
Progress - Reading standard: -0.1

KS1 Progress - Reading standard
EYFS Prior attainment - Average Overall

Anna Blueberry
Tracey Ununoctium
Prior attainment - Average Overall: 2.0
Progress - Reading standard: -0.1

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School summary dashboard: Context

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 report.

Context

Breakdown of pupil context and characteristics in numbers and percentages of the cohort. The national cohort profile is provided for comparison.

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.

Small cohorts

Absence rates for small groups of pupils can be heavily influenced by a single pupil. Always consider the cohort size when interpreting aggregated data.

Year groups

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

Javelin Primary School ∨   Summary dashboard ∨   2016 KS1

Overview   Attainment & progress   Pupil groups   Subjects   Disadvantaged pupils   Pupils   Scatterplot   Context

Context · Year 2 · 2015 / 2016

		Pupils	Proportion	
			School	National
Summary	All Pupils	31	100%	100%
Gender	Male	16	52%	51%
	Female	15	48%	49%
Prior Attainment	Higher attainers	11	35%	33%
	Middle attainers	10	32%	36%
	Lower attainers	9	29%	28%
Pupil Premium	FSM (in last 6 years)	9	29%	25%
	Not FSM (in last 6 years)	22	71%	75%
FSM	FSM	5	16%	15%
	Not FSM	26	84%	85%
SEN Group	SEN Support	1	3%	13%
	EHC Plan	1	3%	2%
	No SEN	29	94%	85%
EAL	First language not English	8	26%	21%
	First language English	23	74%	79%
Ethnicity	White	24	77%	75%
	Black African	2	6%	5%
	Indian	1	3%	3%
	Pakistani	1	3%	4%
	Bangladeshi	1	3%	2%
	Other Asian	1	3%	3%

Absence · Year 2 · 2015 / 2016

		Pupils	Absence		Persistent absentees	
			School	National	School	National
Summary	All Pupils	31	5%	4%	10%	7%
Gender	Male	16	5%	4%	13%	8%
	Female	15	4%	4%	7%	7%
Prior Attainment	Higher attainers	11	3%	3%	0%	3%
	Middle attainers	10	5%	4%	10%	6%
	Lower attainers	9	7%	6%	22%	14%
Pupil Premium	FSM (in last 6 years)	9	8%	6%	22%	16%
	Not FSM (in last 6 years)	22	4%	4%	5%	5%
FSM	FSM	5	8%	6%	20%	18%
	Not FSM	26	4%	4%	8%	6%
SEN Group	SEN Support	1	16%	6%	100%	14%
	EHC Plan	1	5%	8%	0%	27%
	No SEN	29	5%	4%	7%	6%
EAL	First language not English	8	7%	5%	25%	10%
	First language English	23	4%	4%	4%	7%
Ethnicity	White	24	5%	4%	8%	7%
	Black African	2	2%	4%	0%	5%
	Indian	1	11%	4%	100%	6%
	Pakistani	1	8%	6%	0%	12%
	Bangladeshi	1	8%	6%	0%	14%
	Other Asian	1	4%	5%	0%	8%

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)

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