



**Esterside Academy**

# Data Analysis



Last Updated: Summer 2016

# Analysis of Last Year's Results 2015-16

## Reception

### On Entry Profile

- This cohort of children started Target Tracker when they were in Nursery last year so the tracking of their progress continued as they moved into Reception.
- 31 Girls / 18 Boys.
- 63% Pupil Premium.
- This data includes the pupils in the High Needs Base (HNB) – 5 pupils working well below expectations.



### EYFS Age Related Expectation Summary Report Rec - All Pupils (49 pupils)

12 July 2016

Nursery Summer 2

Aspect	Missing Assessment	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	7 (14.3%)	33 (67.3%)	9 (18.4%)	9 (18.4%)	0 (0%)
Understanding	7 (14.3%)	30 (61.2%)	12 (24.5%)	12 (24.5%)	0 (0%)
Speaking	7 (14.3%)	31 (63.3%)	11 (22.4%)	11 (22.4%)	0 (0%)
Moving and handling	7 (14.3%)	27 (55.1%)	15 (30.6%)	15 (30.6%)	0 (0%)
Health and self-care	7 (14.3%)	26 (53.1%)	16 (32.7%)	16 (32.7%)	0 (0%)
Self-confidence and self-awareness	7 (14.3%)	33 (67.3%)	9 (18.4%)	9 (18.4%)	0 (0%)
Managing feelings and behaviour	7 (14.3%)	34 (69.4%)	8 (16.3%)	8 (16.3%)	0 (0%)
Making relationships	7 (14.3%)	33 (67.3%)	9 (18.4%)	9 (18.4%)	0 (0%)
Reading	7 (14.3%)	13 (26.5%)	29 (59.2%)	29 (59.2%)	0 (0%)
Writing	7 (14.3%)	13 (26.5%)	29 (59.2%)	29 (59.2%)	0 (0%)
Numbers	7 (14.3%)	20 (40.8%)	22 (44.9%)	22 (44.9%)	0 (0%)
Shape, space and measures	7 (14.3%)	21 (42.9%)	21 (42.9%)	21 (42.9%)	0 (0%)
People and communities	7 (14.3%)	34 (69.4%)	8 (16.3%)	8 (16.3%)	0 (0%)
The world	7 (14.3%)	34 (69.4%)	8 (16.3%)	8 (16.3%)	0 (0%)
Technology	7 (14.3%)	33 (67.3%)	9 (18.4%)	9 (18.4%)	0 (0%)
Exploring and using media and materials	7 (14.3%)	32 (65.3%)	10 (20.4%)	10 (20.4%)	0 (0%)
Being imaginative	7 (14.3%)	32 (65.3%)	10 (20.4%)	10 (20.4%)	0 (0%)
<b>Combined</b>		<b>Working Below Expectation in one or more</b>	<b>Working At or Above Expectation in all</b>		<b>Working Above Expectation in all</b>
Combined - All Aspects		41 (83.7%)	1 (2.0%)		0 (0%)
Combined - GLD Aspects		39 (79.6%)	3 (6.1%)		0 (0%)

#### Key:

Number of Pupils (Percentage)

GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art &amp; Design

Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

- It is not possible to compare the entry data to the previous year's cohort as they didn't move onto Target Tracker until Autumn 2.
- Girls attained higher in all of the prime areas at 'working at or above expectation'. Boys attained slightly higher than girls in the % working at 'above expectation' in some areas of the prime e.g. 'Listening and Attention' and 'Making Relationships'.

- Girls attain higher in the % at expected or above in 'Reading', 'Writing' and 'Number'. The gap is at its narrowest for writing.
- The majority of pupils were working within 22 – 36 month band or 30 – 50 month band on entry to Reception.

## End of Reception

### Age Related Expectations



#### EYFS Age Related Expectation Summary Report Rec - All Pupils (49 pupils)

18 July 2016  
Reception Summer 2

Aspect	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	8 (16.3%)	10 (20.4%)	41 (83.7%)	31 (63.3%)
Understanding	9 (18.4%)	7 (14.3%)	40 (81.6%)	33 (67.3%)
Speaking	8 (16.3%)	10 (20.4%)	41 (83.7%)	31 (63.3%)
Moving and handling	6 (12.2%)	12 (24.5%)	43 (87.8%)	31 (63.3%)
Health and self-care	7 (14.3%)	26 (53.1%)	42 (85.7%)	16 (32.7%)
Self-confidence and self-awareness	6 (12.2%)	15 (30.6%)	43 (87.8%)	28 (57.1%)
Managing feelings and behaviour	7 (14.3%)	12 (24.5%)	42 (85.7%)	30 (61.2%)
Making relationships	6 (12.2%)	13 (26.5%)	43 (87.8%)	30 (61.2%)
Reading	9 (18.4%)	20 (40.8%)	40 (81.6%)	20 (40.8%)
Writing	7 (14.3%)	22 (44.9%)	42 (85.7%)	20 (40.8%)
Numbers	8 (16.3%)	22 (44.9%)	41 (83.7%)	19 (38.8%)
Shape, space and measures	10 (20.4%)	21 (42.9%)	39 (79.6%)	18 (36.7%)
People and communities	8 (16.3%)	23 (46.9%)	41 (83.7%)	18 (36.7%)
The world	9 (18.4%)	22 (44.9%)	40 (81.6%)	18 (36.7%)
Technology	5 (10.2%)	17 (34.7%)	44 (89.8%)	27 (55.1%)
Exploring and using media and materials	8 (16.3%)	23 (46.9%)	41 (83.7%)	18 (36.7%)
Being imaginative	8 (16.3%)	21 (42.9%)	41 (83.7%)	20 (40.8%)
<b>Combined</b>	<b>Working Below Expectation in one or more</b>	<b>Working At or Above Expectation in all</b>		<b>Working Above Expectation in all</b>
Combined - All Aspects	14 (28.6%)	35 (71.4%)		7 (14.3%)
Combined - GLD Aspects	13 (26.5%)	36 (73.5%)		7 (14.3%)

**Key:**  
Number of Pupils (Percentage)  
GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art & Design  
Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

- Excluding the HNB (5 pupils).



#### EYFS Age Related Expectation Summary Report Rec - Selected Pupils (44 pupils)

18 July 2016  
Reception Summer 2

Aspect	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	3 (6.8%)	10 (22.7%)	41 (93.2%)	31 (70.5%)
Understanding	4 (9.1%)	7 (15.9%)	40 (90.9%)	33 (75.0%)
Speaking	3 (6.8%)	10 (22.7%)	41 (93.2%)	31 (70.5%)
Moving and handling	1 (2.3%)	12 (27.3%)	43 (97.7%)	31 (70.5%)
Health and self-care	2 (4.5%)	26 (59.1%)	42 (95.5%)	16 (36.4%)
Self-confidence and self-awareness	1 (2.3%)	15 (34.1%)	43 (97.7%)	28 (63.6%)
Managing feelings and behaviour	2 (4.5%)	12 (27.3%)	42 (95.5%)	30 (68.2%)
Making relationships	1 (2.3%)	13 (29.5%)	43 (97.7%)	30 (68.2%)
Reading	4 (9.1%)	20 (45.5%)	40 (90.9%)	20 (45.5%)
Writing	2 (4.5%)	22 (50.0%)	42 (95.5%)	20 (45.5%)
Numbers	3 (6.8%)	22 (50.0%)	41 (93.2%)	19 (43.2%)
Shape, space and measures	5 (11.4%)	21 (47.7%)	39 (88.6%)	18 (40.9%)
People and communities	3 (6.8%)	23 (52.3%)	41 (93.2%)	18 (40.9%)
The world	4 (9.1%)	22 (50.0%)	40 (90.9%)	18 (40.9%)
Technology	0 (0%)	17 (38.6%)	44 (100%)	27 (61.4%)
Exploring and using media and materials	3 (6.8%)	23 (52.3%)	41 (93.2%)	18 (40.9%)
Being imaginative	3 (6.8%)	21 (47.7%)	41 (93.2%)	20 (45.5%)
<b>Combined</b>	<b>Working Below Expectation in one or more</b>	<b>Working At or Above Expectation in all</b>		<b>Working Above Expectation in all</b>
Combined - All Aspects	9 (20.5%)	35 (79.5%)		7 (15.9%)
Combined - GLD Aspects	8 (18.2%)	36 (81.8%)		7 (15.9%)

**Key:**  
Number of Pupils (Percentage)  
GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art & Design  
Pupils Working At or Above Expectation in Combined GLD Aspects could be considered as On Track to achieve GLD at end of Reception

## End of Reception Statutory Assessment

End of Reception ELG Report  
Rec - All Pupils (49 pupils)

18 July 2016

Reception Summer 2

Aspect	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
<b>Averages:</b>	<b>11.8 (24.1%)</b>	<b>30.4 (62.1%)</b>	<b>6.8 (13.8%)</b>	<b>37.2 (75.9%)</b>
Listening and attention	12 (24.5%)	28 (57.1%)	9 (18.4%)	37 (75.5%)
Understanding	9 (18.4%)	29 (59.2%)	11 (22.4%)	40 (81.6%)
Speaking	15 (30.6%)	23 (46.9%)	11 (22.4%)	34 (69.4%)
Moving and handling	9 (18.4%)	40 (81.6%)	0 (0.0%)	40 (81.6%)
Health and self-care	8 (16.3%)	41 (83.7%)	0 (0.0%)	41 (83.7%)
Self-confidence and self-awareness	11 (22.4%)	27 (55.1%)	11 (22.4%)	38 (77.6%)
Managing feelings and behaviour	8 (16.3%)	30 (61.2%)	11 (22.4%)	41 (83.7%)
Making relationships	8 (16.3%)	30 (61.2%)	11 (22.4%)	41 (83.7%)
Reading	14 (28.6%)	25 (51.0%)	10 (20.4%)	35 (71.4%)
Writing	17 (34.7%)	20 (40.8%)	12 (24.5%)	32 (65.3%)
Numbers	13 (26.5%)	27 (55.1%)	9 (18.4%)	36 (73.5%)
Shape, space and measures	12 (24.5%)	31 (63.3%)	6 (12.2%)	37 (75.5%)
People and communities	13 (26.5%)	36 (73.5%)	0 (0.0%)	36 (73.5%)
The world	15 (30.6%)	30 (61.2%)	4 (8.2%)	34 (69.4%)
Technology	7 (14.3%)	39 (79.6%)	3 (6.1%)	42 (85.7%)
Exploring and using media and materials	11 (22.4%)	31 (63.3%)	7 (14.3%)	38 (77.6%)
Being imaginative	19 (38.8%)	30 (61.2%)	0 (0.0%)	30 (61.2%)

Key:

Aspect
Prime
Specific

- Excluding the HNB (5 pupils).

End of Reception ELG Report  
Rec - Selected Pupils (44 pupils)

18 July 2016

Reception Summer 2

Aspect	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
<b>Averages:</b>	<b>6.8 (15.5%)</b>	<b>30.4 (69.1%)</b>	<b>6.8 (15.4%)</b>	<b>37.2 (84.5%)</b>
Listening and attention	7 (15.9%)	28 (63.6%)	9 (20.5%)	37 (84.1%)
Understanding	4 (9.1%)	29 (65.9%)	11 (25.0%)	40 (90.9%)
Speaking	10 (22.7%)	23 (52.3%)	11 (25.0%)	34 (77.3%)
Moving and handling	4 (9.1%)	40 (90.9%)	0 (0.0%)	40 (90.9%)
Health and self-care	3 (6.8%)	41 (93.2%)	0 (0.0%)	41 (93.2%)
Self-confidence and self-awareness	6 (13.6%)	27 (61.4%)	11 (25.0%)	38 (86.4%)
Managing feelings and behaviour	3 (6.8%)	30 (68.2%)	11 (25.0%)	41 (93.2%)
Making relationships	3 (6.8%)	30 (68.2%)	11 (25.0%)	41 (93.2%)
Reading	9 (20.5%)	25 (56.8%)	10 (22.7%)	35 (79.5%)
Writing	12 (27.3%)	20 (45.5%)	12 (27.3%)	32 (72.7%)
Numbers	8 (18.2%)	27 (61.4%)	9 (20.5%)	36 (81.8%)
Shape, space and measures	7 (15.9%)	31 (70.5%)	6 (13.6%)	37 (84.1%)
People and communities	8 (18.2%)	36 (81.8%)	0 (0.0%)	36 (81.8%)
The world	10 (22.7%)	30 (68.2%)	4 (9.1%)	34 (77.3%)
Technology	2 (4.5%)	39 (88.6%)	3 (6.8%)	42 (95.5%)
Exploring and using media and materials	6 (13.6%)	31 (70.5%)	7 (15.9%)	38 (86.4%)
Being imaginative	14 (31.8%)	30 (68.2%)	0 (0.0%)	30 (68.2%)

Key:

Aspect
Prime
Specific

- Areas coming out the strongest for this cohort are: Health & Self Care, Managing Feelings and Behaviour, Making Relationships and Technology.
- Yoga Bugs has impacted positively on attention and listening. On entry to reception 18.4% were working at expected and by the end of the year 83.7% (with HNB). It has also have a positive impact on Moving & Handling as well as Self Confidence & Self Awareness. (See Yoga Bugs Report)
- Areas coming out the least strongest for this cohort are: Being Imaginative, Writing and The World.
- This year the % in Reading has improved whilst Writing is similar to last year. Number has significantly improved from last year. Reading and Writing continue to be an area of development across the school next academic year.

- Girls have not outperformed boys in all areas this year, unlike last year. Boys have performed better in Reading, People and Communities, The World and Being Imaginative.
- Non Pupil Premium performed better than pupil premium in all areas within the ELGs apart from 'Being Imaginative'. The gap was narrowest in: Health and Self-Care, Managing Feelings and Behaviour, Making Relationships and Technology.



End of Reception Key Statistics Report  
Rec - All Pupils (49 pupils)

18 July 2016

	Pupils		Minimum Steps progress in Reception (all AoLs)			Early Years Foundation Stage Early Learning Goals										% at 34+ inc 6+ in Com & PSE	% at Good Level of Development		
						Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)				All Combined AoLs (Max 51)	
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score			% at 34+	Avg Score
All Pupils	49	100.0	93.9	91.8	85.7	69.4	5.9	81.6	3.7	77.6	6.1	67.3	15.7	51.0	16.6	51.0	32.2	51.0	61.2
Males	18	36.7	88.9	83.3	77.8	66.7	5.8	72.2	3.5	72.2	6.0	61.1	15.3	50.0	16.8	50.0	32.2	50.0	55.6
Females	31	63.3	96.8	96.8	90.3	71.0	5.9	87.1	3.7	80.6	6.2	71.0	15.9	51.6	16.4	51.6	32.3	51.6	64.5
In Care	1	2.0	100.0	100.0	100.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.0	0.0	17.0	0.0	0.0
FSM	23	46.9	95.7	95.7	87.0	56.5	5.3	78.3	3.6	69.6	5.6	52.2	14.5	39.1	15.2	39.1	29.7	39.1	39.1
Not FSM	26	53.1	92.3	88.5	84.6	80.8	6.4	84.6	3.7	84.6	6.6	80.8	16.7	61.5	17.8	61.5	34.5	61.5	80.8
Pupil Premium	31	63.3	93.5	93.5	83.9	58.1	5.5	77.4	3.6	71.0	5.7	54.8	14.8	41.9	15.4	41.9	30.2	41.9	45.2
Not Pupil Premium	18	36.7	94.4	88.9	88.9	88.9	6.7	88.9	3.8	88.9	6.8	88.9	17.2	66.7	18.6	66.7	35.8	66.7	88.9
SEN Support	2	4.1	100.0	100.0	0.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.5	0.0	17.5	0.0	0.0
Education, health and care plan	5	10.2	40.0	20.0	20.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.0	0.0	17.0	0.0	0.0
Not SEN	42	85.7	100.0	100.0	97.6	81.0	6.4	95.2	3.9	90.5	6.6	78.6	17.0	59.5	17.8	59.5	34.8	59.5	71.4
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.  
The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:  
Emerging = 1 Expected = 2 Exceeding = 3  
Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

- Excluding the HNB (5 pupils).



End of Reception Key Statistics Report  
Rec - Selected Pupils (44 pupils)

18 July 2016

	Pupils		Minimum Steps progress in Reception (all AoLs)			Early Years Foundation Stage Early Learning Goals										% at 34+ inc 6+ in Com & PSE	% at Good Level of Development		
						Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)				All Combined AoLs (Max 51)	
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score			% at 34+	Avg Score
All Pupils	44	100.0	100.0	100.0	93.2	77.3	6.2	90.9	3.8	86.4	6.5	75.0	16.5	56.8	17.4	56.8	34.0	56.8	68.2
Males	15	34.1	100.0	100.0	93.3	80.0	6.4	86.7	3.8	86.7	6.6	73.3	16.8	60.0	18.4	60.0	35.2	60.0	66.7
Females	29	65.9	100.0	100.0	93.1	75.9	6.1	93.1	3.9	86.2	6.4	75.9	16.4	55.2	16.9	55.2	33.3	55.2	69.0
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	21	47.7	100.0	100.0	90.5	61.9	5.5	85.7	3.8	76.2	5.9	57.1	15.1	42.9	15.8	42.9	31.0	42.9	42.9
Not FSM	23	52.3	100.0	100.0	95.7	91.3	6.9	95.7	3.9	95.7	7.0	91.3	17.8	69.6	18.9	69.6	36.7	69.6	91.3
Pupil Premium	28	63.6	100.0	100.0	89.3	64.3	5.7	85.7	3.8	78.6	6.0	60.7	15.5	46.4	16.1	46.4	31.6	46.4	50.0
Not Pupil Premium	16	36.4	100.0	100.0	100.0	100.0	7.1	100.0	4.0	100.0	7.3	100.0	18.4	75.0	19.8	75.0	38.1	75.0	100.0
SEN Support	2	4.5	100.0	100.0	0.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.5	0.0	17.5	0.0	0.0
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	42	95.5	100.0	100.0	97.6	81.0	6.4	95.2	3.9	90.5	6.6	78.6	17.0	59.5	17.8	59.5	34.8	59.5	71.4
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.  
The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:  
Emerging = 1 Expected = 2 Exceeding = 3  
Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Commentary

- GLD 61% and 68% (Excluding the HNB). Not including the HNB pupils, this is an increase from last year and secures a four year upward trend. It is also above last year's National overall GLD (66.3%) as well as above the National for boys (58.6%). The predicted NA for this year is around 69%.

- The gap between gender has decreased by 22.4% this year leaving a gap of only 2.3%.
- The gap between pupil premium and non-pupil premium has increased.
- From a low reception baseline at the start of the year, pupils in reception have made good progress and the majority are working at expectations.
- Next year the focus will continue to be on ensuring the gender gap is narrowed, as well as addressing the gap between pupil premium and non-pupil premium.

## Key Stage 1

### Year 1 Phonic Screening



#### Y1 Phonics Screening Check Y1 - Selected Pupils (38 pupils)

18 July 2016

Year 1 (38 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	38 (100%)	29.2	17 (44.7%)	21 (55.3%)
Males	22 (57.9%)	25.8	13 (59.1%)	9 (40.9%)
Females	16 (42.1%)	33.8	4 (25.0%)	12 (75.0%)
In Care	0 (0%)	-	-	-
FSM	15 (39.5%)	27.7	5 (33.3%)	10 (66.7%)
Not FSM	23 (60.5%)	30.1	12 (52.2%)	11 (47.8%)
Pupil Premium	21 (55.3%)	27.1	10 (47.6%)	11 (52.4%)
Not Pupil Premium	17 (44.7%)	31.7	7 (41.2%)	10 (58.8%)
SEN Support	3 (7.9%)	22.0	2 (66.7%)	1 (33.3%)
Education, health and care plan	0 (0%)	-	-	-
Not SEN	35 (92.1%)	29.8	15 (42.9%)	20 (57.1%)
Academically More Able	0 (0%)	-	-	-

- Pass Mark: 32 - 4 HNB pupils are not included as were disapplied. One mainstream child was absent and therefore we have not included in this analysis. They were predicted to pass.
- These were not the results we had predicted and action was put into place immediately. This included re-deploying skilled staff to groups of these children for daily phonic teaching as well as booking early reading training for all Early Years and KS1 staff in September.
- A new teacher into KS1 has possibly impacted on this data this year.
- Year 2: 1 HNB child was Disapplied. All Year 2 pupils who re-sat the rest pass except one child who has joined us in Year 2 working on P Levels.

### End KS1 Outcomes – The Cohort

- 32 children in the cohort with 1 HNB child with an EHCP (on P Levels).
- 63% girls / 38% boys.
- 50% are Pupil Premium.
- 1 pupil joined in Year 2 with SEN needs requiring a 1 to 1 and working on P Levels. They are included in the date where the HNB pupil is taken out.

### End of Reception Profile

- This Year 2 cohort got 55% GLD at the end of Reception.
- Reading got 55% at expected with 21% exceeding / Writing got 52% with 15% exceeding and Number got 55% with 15% exceeding. There was lower achievement in 'Listening and Attention' with 30% emerging and 33% still emerging in writing.
- Most children entered Reception working below 22 – 36 mths and most left at 40 – 60 mths.

### Attainment and Progress in Key Stage 1

- Excluding the HNB (1 pupil) – working below National Curriculum Levels.
- This cohort are the first to sit the new SATs test and be assessed against the Interim Framework for the End of KS1.



Y2 (31 pupils)		Teacher Assessment							Test Scaled Scores			
Reading	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
All Pupils	31 (100%)		1 (3.2%)		4 (12.9%)	18 (58.1%)	8 (25.8%)	26 (83.9%)	1 (3.2%)	8 (25.8%)	22 (71.0%)	99.2
Males	11 (35.5%)				2 (18.2%)	7 (63.6%)	2 (18.2%)	9 (81.8%)		4 (36.4%)	7 (63.6%)	100.7
Females	20 (64.5%)		1 (5.0%)		2 (10.0%)	11 (55.0%)	6 (30.0%)	17 (85.0%)	1 (5.0%)	4 (20.0%)	15 (75.0%)	98.4
In Care	0 (0%)											-
FSM	9 (29.0%)				3 (33.3%)	5 (55.6%)	1 (11.1%)	6 (66.7%)		5 (55.6%)	4 (44.4%)	97.7
Not FSM	22 (71.0%)		1 (4.5%)		1 (4.5%)	13 (59.1%)	7 (31.8%)	20 (90.9%)	1 (4.5%)	3 (13.6%)	18 (81.8%)	99.9
Pupil Premium	17 (54.8%)				3 (17.6%)	11 (64.7%)	3 (17.6%)	14 (82.4%)		6 (35.3%)	11 (64.7%)	100.4
Not Pupil Premium	14 (45.2%)		1 (7.1%)		1 (7.1%)	7 (50.0%)	5 (35.7%)	12 (85.7%)	1 (7.1%)	2 (14.3%)	11 (78.6%)	97.8
SEN Support	2 (6.5%)		1 (50.0%)			1 (50.0%)		1 (50.0%)	1 (50.0%)		1 (50.0%)	102.0
Education, health and care plan	0 (0%)											-
Not SEN	29 (93.5%)				4 (13.8%)	17 (58.6%)	8 (27.6%)	25 (86.2%)		8 (27.6%)	21 (72.4%)	99.1
Academically More Able	0 (0%)											-

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent) and Has Not Met for Science.

\* In Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y2 (31 pupils)		Teacher Assessment							Test Scaled Scores			
Writing	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
All Pupils	31 (100%)		1 (3.2%)	1 (3.2%)	6 (19.4%)	19 (61.3%)	4 (12.9%)	23 (74.2%)	1 (3.2%)	9 (29.0%)	21 (67.7%)	101.6
Males	11 (35.5%)				5 (45.5%)	6 (54.5%)		6 (54.5%)		4 (36.4%)	7 (63.6%)	99.4
Females	20 (64.5%)		1 (5.0%)	1 (5.0%)	1 (5.0%)	13 (65.0%)	4 (20.0%)	17 (85.0%)	1 (5.0%)	5 (25.0%)	14 (70.0%)	102.9
In Care	0 (0%)											-
FSM	9 (29.0%)				5 (55.6%)	4 (44.4%)		4 (44.4%)		6 (66.7%)	3 (33.3%)	95.6
Not FSM	22 (71.0%)		1 (4.5%)	1 (4.5%)	1 (4.5%)	15 (68.2%)	4 (18.2%)	19 (86.4%)	1 (4.5%)	3 (13.6%)	18 (81.8%)	104.2
Pupil Premium	17 (54.8%)				6 (35.3%)	11 (64.7%)		11 (64.7%)		7 (41.2%)	10 (58.8%)	99.3
Not Pupil Premium	14 (45.2%)		1 (7.1%)	1 (7.1%)		8 (57.1%)	4 (28.6%)	12 (85.7%)	1 (7.1%)	2 (14.3%)	11 (78.6%)	104.6
SEN Support	2 (6.5%)		1 (50.0%)			1 (50.0%)		1 (50.0%)	1 (50.0%)		1 (50.0%)	101.0
Education, health and care plan	0 (0%)											-
Not SEN	29 (93.5%)			1 (3.4%)	6 (20.7%)	18 (62.1%)	4 (13.8%)	22 (75.9%)		9 (31.0%)	20 (69.0%)	101.6
Academically More Able	0 (0%)											-

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent) and Has Not Met for Science.

\* In Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y2 (31 pupils)		Teacher Assessment							Test Scaled Scores			
Mathematics	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	Average
All Pupils	31 (100%)		1 (3.2%)	2 (6.5%)	5 (16.1%)	17 (54.8%)	6 (19.4%)	23 (74.2%)	2 (6.5%)	8 (25.8%)	21 (67.7%)	98.8
Males	11 (35.5%)			1 (9.1%)	2 (18.2%)	7 (63.6%)	1 (9.1%)	8 (72.7%)		4 (36.4%)	7 (63.6%)	92.0
Females	20 (64.5%)		1 (5.0%)	1 (5.0%)	3 (15.0%)	10 (50.0%)	5 (25.0%)	15 (75.0%)	2 (10.0%)	4 (20.0%)	14 (70.0%)	102.9
In Care	0 (0%)											-
FSM	9 (29.0%)			1 (11.1%)	3 (33.3%)	5 (55.6%)		5 (55.6%)		4 (44.4%)	5 (55.6%)	87.9
Not FSM	22 (71.0%)		1 (4.5%)	1 (4.5%)	2 (9.1%)	12 (54.5%)	6 (27.3%)	18 (81.8%)	2 (9.1%)	4 (18.2%)	16 (72.7%)	103.7
Pupil Premium	17 (54.8%)			1 (5.9%)	4 (23.5%)	12 (70.6%)		12 (70.6%)	1 (5.9%)	6 (35.3%)	10 (58.8%)	94.0
Not Pupil Premium	14 (45.2%)		1 (7.1%)	1 (7.1%)	1 (7.1%)	5 (35.7%)	6 (42.9%)	11 (78.6%)	1 (7.1%)	2 (14.3%)	11 (78.6%)	104.7
SEN Support	2 (6.5%)		1 (50.0%)			1 (50.0%)		1 (50.0%)	1 (50.0%)		1 (50.0%)	100.0
Education, health and care plan	0 (0%)											-
Not SEN	29 (93.5%)			2 (6.9%)	5 (17.2%)	16 (55.2%)	6 (20.7%)	22 (75.9%)	1 (3.4%)	8 (27.6%)	20 (69.0%)	98.8
Academically More Able	0 (0%)											-

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent) and Has Not Met for Science.

\* In Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

- The % at the National Standard in Reading is 83.9% / 81.3% incl HNB. This is higher than the National Average (74.1%) and the average within Middlesbrough schools (67%). Those that are working at Greater Depth is also higher than both the National and Local average – 25%.
- The % at the National Standard in Writing is 74% / 71.9% incl HNB. This is higher than the National Average (65.5%) and the average within Middlesbrough schools (57.4%). Those working at greater depth is slightly lower than the National Average but higher than the local – 12.5%.
- The % at the National Standard in Maths is 74% / 71.9% incl HNB. Without the HNB child included this is again above the National (72.7%) and local (64.4%) averages. Those working at greater depth is higher than both the National and local averages – 18.8%.
- The combined is 68% / 65.6% incl HNB. This is above both the National (60.3%) and Local (51.8%) averages. The combined working at greater depth is also higher than both National and Local – 12.5%.



## Commentary

- This cohort made good **progress in Year 1**. Measured from Autumn Half Term to the end of the Summer Term. The cohort moved from the old National Curriculum to the new assessment on Target Tracker over this period. Progress was 3/4 steps over the 4 half terms. This was sufficient progress.
- At the end of Year 1 the % at ARE on the new curriculum was very encouraging:

<b>Reading</b>	<b>90%</b>
<b>Writing</b>	<b>86.7%</b>
<b>Maths</b>	<b>90%</b>

- **Progress in Year 2** – the cohort's 'steps/points' (Excluding the HNB) was sufficient:

<b>Reading</b>	<b>5.5</b>
<b>Writing</b>	<b>5.5</b>
<b>Maths</b>	<b>5.4</b>

## Key Stage 2

## Attainment and Progress in Key Stage 2

## End KS2 Outcomes – The Cohort

- 30 children in the cohort with 1 child with SEN joining Year 6 in September 2015.
- 40% girls / 60% boys - significant.
- 67% are Pupil Premium - significant.
- 33% SEN / 23% inward mobility.

End of Key Stage 2 Outcomes  
Y6 - All Pupils (30 pupils)

18 July 2016

Y6 (30 pupils)		Teacher Assessment									Test Scaled Scores			
Reading	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
All Pupils	30 (100%)			1 (3.3%)			8 (26.7%)		21 (70.0%)			10 (33.3%)	20 (66.7%)	99.0
Males	18 (60.0%)			1 (5.6%)			5 (27.8%)		12 (66.7%)			6 (33.3%)	12 (66.7%)	96.1
Females	12 (40.0%)						3 (25.0%)		9 (75.0%)			4 (33.3%)	8 (66.7%)	103.4
In Care	0 (0%)													-
FSM	8 (26.7%)						4 (50.0%)		4 (50.0%)			5 (62.5%)	3 (37.5%)	98.3
Not FSM	22 (73.3%)			1 (4.5%)			4 (18.2%)		17 (77.3%)			5 (22.7%)	17 (77.3%)	99.3
Pupil Premium	20 (66.7%)			1 (5.0%)			7 (35.0%)		12 (60.0%)			9 (45.0%)	11 (55.0%)	96.1
Not Pupil Premium	10 (33.3%)						1 (10.0%)		9 (90.0%)			1 (10.0%)	9 (90.0%)	105.0
SEN Support	9 (30.0%)			1 (11.1%)			6 (66.7%)		2 (22.2%)			7 (77.8%)	2 (22.2%)	86.2
Education, health and care plan	1 (3.3%)						1 (100%)					1 (100%)		95.0
Not SEN	20 (66.7%)						1 (5.0%)		19 (95.0%)			2 (10.0%)	18 (90.0%)	105.0
Academically More Able	0 (0%)													-

**Writing** - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent).

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (30 pupils)		Teacher Assessment									Test Scaled Scores			
Writing	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
All Pupils	30 (100%)			1 (3.3%)			8 (26.7%)	18 (60.0%)	3 (10.0%)			8 (26.7%)	22 (73.3%)	102.4
Males	18 (60.0%)			1 (5.6%)			4 (22.2%)	13 (72.2%)				5 (27.8%)	13 (72.2%)	101.1
Females	12 (40.0%)						4 (33.3%)	5 (41.7%)	3 (25.0%)			3 (25.0%)	9 (75.0%)	104.3
In Care	0 (0%)													-
FSM	8 (26.7%)						4 (50.0%)	2 (25.0%)	2 (25.0%)			4 (50.0%)	4 (50.0%)	99.9
Not FSM	22 (73.3%)			1 (4.5%)			4 (18.2%)	16 (72.7%)	1 (4.5%)			4 (18.2%)	18 (81.8%)	103.3
Pupil Premium	20 (66.7%)			1 (5.0%)			7 (35.0%)	9 (45.0%)	3 (15.0%)			8 (40.0%)	12 (60.0%)	101.2
Not Pupil Premium	10 (33.3%)						1 (10.0%)	9 (90.0%)					10 (100%)	104.8
SEN Support	9 (30.0%)			1 (11.1%)			6 (66.7%)	2 (22.2%)				6 (66.7%)	3 (33.3%)	95.2
Education, health and care plan	1 (3.3%)						1 (100%)					1 (100%)		97.0
Not SEN	20 (66.7%)						1 (5.0%)	16 (80.0%)	3 (15.0%)			1 (5.0%)	19 (95.0%)	105.9
Academically More Able	0 (0%)													-

**Writing** - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent).

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (30 pupils)		Teacher Assessment									Test Scaled Scores			
Mathematics	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	Average
All Pupils	30 (100%)						6 (20.0%)		24 (80.0%)			5 (16.7%)	25 (83.3%)	103.8
Males	18 (60.0%)						3 (16.7%)		15 (83.3%)			3 (16.7%)	15 (83.3%)	103.4
Females	12 (40.0%)						3 (25.0%)		9 (75.0%)			2 (16.7%)	10 (83.3%)	104.4
In Care	0 (0%)													-
FSM	8 (26.7%)						3 (37.5%)		5 (62.5%)			2 (25.0%)	6 (75.0%)	100.5
Not FSM	22 (73.3%)						3 (13.6%)		19 (86.4%)			3 (13.6%)	19 (86.4%)	105.0
Pupil Premium	20 (66.7%)						6 (30.0%)		14 (70.0%)			5 (25.0%)	15 (75.0%)	102.4
Not Pupil Premium	10 (33.3%)								10 (100%)				10 (100%)	106.8
SEN Support	9 (30.0%)						5 (55.6%)		4 (44.4%)			4 (44.4%)	5 (55.6%)	98.1
Education, health and care plan	1 (3.3%)						1 (100%)					1 (100%)		98.0
Not SEN	20 (66.7%)								20 (100%)				20 (100%)	106.7
Academically More Able	0 (0%)													-

**Writing** - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent).

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y6 (30 pupils)	Pupils (%)	Expected Standard	Higher Standard
All Pupils	30 (100%)	18 (60.0%)	Pending
Males	18 (60.0%)	11 (61.1%)	Pending
Females	12 (40.0%)	7 (58.3%)	Pending
In Care	0 (0%)	0 (0%)	Pending
FSM	8 (26.7%)	3 (37.5%)	Pending
Not FSM	22 (73.3%)	15 (68.2%)	Pending
Pupil Premium	20 (66.7%)	10 (50.0%)	Pending
Not Pupil Premium	10 (33.3%)	8 (80.0%)	Pending
SEN Support	9 (30.0%)	1 (11.1%)	Pending
Education, health and care plan	1 (3.3%)	0 (0%)	Pending
Not SEN	20 (66.7%)	17 (85.0%)	Pending
Academically More Able	0 (0%)	0 (0%)	Pending

**Expected Standard** - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

**Higher Standard** - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

- The % that met the standard in Reading is 67%. This is above the National (65.7%) and Local (61.3%) average.
- The % that met the standard and above in Writing is 70%. This is slightly below the National (74%) and higher than the Local (68%).
- The % that met the standard in Maths is 83%. This is significantly above the National (70%) and Local (70%) averages.
- The % that met the standard in GPS is 73%. This is higher than the National (72%) and Local (70%) averages.
- The % that secured combined was 60%. This was higher than the National (53%) and the Local (49%) averages.

## Commentary

- Progress in Year 6 – the cohort’s APS was:
- Historical Average APS per term Year 1 to end of Year 4.

	Reading	Writing	Maths
<b>All</b>	<b>1.10</b>	<b>1.08</b>	<b>1.07</b>
Girls	1.13	1.13	1.10
Boys	1.08	1.05	1.05
Pupil Premium	1.07	1.04	1.02
Non Pupil Premium	1.18	1.16	1.16
SEN	0.90	0.84	0.85
Non SEN	1.18	1.18	1.16
G&T	1.20	1.14	1.19
Non G&T	1.07	1.05	1.04



### Steps Progress Between Terms Y6 - All Pupils (30 pupils)

18 July 2016

Yr5 Sum2 to Yr6 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress
All Pupils	30	100.0	60.3	67.8	7.6	60.7	67.7	7.0	59.7	67.5	7.8	60.3	68.2	7.9
Males	18	60.0	59.5	67.2	7.7	60.1	67.0	6.9	58.7	66.9	8.2	59.6	67.7	8.1
Females	12	40.0	61.4	68.8	7.3	61.8	68.8	7.1	61.3	68.4	7.2	61.3	69.0	7.7
In Care	0	0												
FSM	8	26.7	58.9	66.8	7.8	59.1	66.6	7.5	59.3	66.9	7.6	58.4	66.8	8.4
Not FSM	22	73.3	60.7	68.2	7.5	61.3	68.1	6.8	59.9	67.7	7.8	61.0	68.7	7.7
Pupil Premium	20	66.7	59.4	67.1	7.7	59.8	66.9	7.2	59.2	66.9	7.8	59.3	67.4	8.1
Not Pupil Premium	10	33.3	62.0	69.3	7.4	62.7	69.4	6.7	60.9	68.7	7.8	62.3	69.9	7.6
SEN Support	9	30.0	55.5	63.6	8.1	55.4	63.2	7.8	55.8	63.6	7.8	55.2	64.1	8.9
Education, health and care plan	1	3.3	55.0	63.0	8.0	56.0	64.0	8.0	56.0	64.0	8.0	53.0	61.0	8.0
Not SEN	20	66.7	62.7	69.9	7.3	63.4	70.0	6.6	61.7	69.5	7.8	63.0	70.4	7.5
Academically More Able	0	0												

Key:

Less than 6 points progress

6 points progress

Greater than 6 points progress

- Pupil Premium pupils have made more progress than non-pupil premium in Reading and Maths and the same in Writing. Although this shows excellent progress for the pupil premium children, the gap between them and non-pupil premium is evident in all areas this year for the first time.
- This cohort are the first to sit the new SATs tests. They have had less than two years to get to grips with the new, more challenging curriculum. Although they have done well in comparison to the National Average, it would appear that this time, despite the excellent progress has not been enough to enable the pupil premium pupils to reach the standard in some cases.
- The gap between gender is only slightly evident in writing and not significant.

- End of KS1 results:

<b>End KS1:</b>	<b>2C+</b>	<b>2B+</b>	<b>2A+</b>
Reading:	60%	51%	36%
Writing:	72%	45%	24%
Maths:	63%	57%	24%

- Nearly 50% of pupils (without HNB) were on the SEN register in Year 2.

## Expected Progress in Key Stage 2

- Not known yet.

# Current School Profile

This profile was last updated following a round of assessments in Summer 2 2016



## Basic Characteristics

18 July 2016

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (256 pupils)

Year Group	No. of Pupils	% Boys / Girls	% Pupil Premium	% Free School Meals	% Not White British *	% 1st language not English *	% Special Educational Needs	% SEN Support	% Statement	% Education, Health and Care Plan	No. of Looked after Children
Rec	49	36.7 / 63.3	63.3	46.9	16.3	6.1	14.3	4.1	0.0	10.2	1
Y1	43	55.8 / 44.2	51.2	37.2	7.0	2.3	16.3	14.0	2.3	0.0	0
Y2	32	37.5 / 62.5	56.3	28.1	3.1	0.0	9.4	9.4	0.0	0.0	0
Y3	32	50.0 / 50.0	62.5	46.9	6.3	0.0	12.5	12.5	0.0	0.0	0
Y4	28	46.4 / 53.6	75.0	42.9	10.7	0.0	32.1	28.6	3.6	0.0	0
Y5	42	52.4 / 47.6	69.0	38.1	2.4	2.4	28.6	28.6	0.0	0.0	0
Y6	30	60.0 / 40.0	66.7	26.7	6.7	0.0	33.3	30.0	0.0	3.3	0
All	256	48.0 / 52.0	62.9	38.7	7.8	2.0	20.3	17.2	0.8	2.3	1

\* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	111	125	92.2
White and Black Caribbean	3	3	2.3
White Eastern European	2	1	1.2
White Other	1	0	0.4
White and Any Other Asian Background	0	2	0.8
Other Ethnic Group	1	0	0.4
White and Pakistani	1	0	0.4
Other Black African	2	0	0.8
White and Any Other Ethnic Group	2	1	1.2
Indian	0	1	0.4
All	123	133	100.0

## Reception

### Progress

- Excluding HNB (5 pupils).



## Progress Breakdown Report

18 July 2016

Rec - All Pupils (49 pupils)

Rec Aut1 to Rec Sum2

	Communication and language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
Progressed by 6 steps or more	46 (94%)	47 (96%)	46 (94%)	44 (90%)	47 (96%)	46 (94%)	47 (96%)
Progressed by 5 steps	1 (2%)	1 (2%)	3 (6%)	3 (6%)	0 (0%)	2 (4%)	0 (0%)
Progressed by 4 steps	2 (4%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	1 (2%)
Progressed by 3 steps	0 (0%)	1 (2%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	1 (2%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)
Progressed by 1 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

## Commentary

- Progress from Autumn 1 to Summer 2.
- See EYFS outcomes at the start of the report.

## Key Stage 1

### Attainment and Progress

See also KS1 Outcomes at the start of the report.

### End of Reception – Year 1

- 62% GLD.
- Reading 72% Expected / Exceeded.
- Writing 72% Expected / Exceeded.

### End of Reception – Year 2

- See KS1 Outcomes at the start of the report.

### Year 1

- Excluding the HNB (4 pupils) – (Se individual progress records).



### Age Related Expectation Summary Report Y1 - Selected Pupils (38 pupils)

18 July 2016  
Year 1 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	21 (55.3%)	15 (39.5%)	17 (44.7%)	2 (5.3%)
Writing	14 (36.8%)	23 (60.5%)	24 (63.2%)	1 (2.6%)
Mathematics	19 (50.0%)	19 (50.0%)	19 (50.0%)	0 (0%)
Combined	Working Below Expectation in one or more 25 (65.8%)	Working At or Above Expectation in all 13 (34.2%)	Working At or Above Expectation in all 13 (34.2%)	Working Above Expectation in all 0 (0%)

Key: Number of Pupils (Percentage)



### Steps Progress Between Terms Y1 - Selected Pupils (38 pupils)

18 July 2016  
Rec Sum2 to Yr1 Sum2

Average of Displayed Subjects	Reading			Writing			Mathematics				
	No.	%	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress	Rec Sum2	Yr1 Sum2	Progress
All Pupils	38	100.0	34.5	39.5	5.0	34.5	39.5	5.0	34.6	39.5	4.9
Males	21	55.3	34.3	39.3	4.9	34.3	39.2	5.0	34.3	39.1	4.8
Females	17	44.7	34.7	39.8	5.1	34.8	39.8	5.0	34.9	40.0	5.1
In Care	0	0									
FSM	14	36.8	34.5	39.2	4.7	34.5	39.2	4.7	34.5	39.3	4.8
Not FSM	24	63.2	34.6	39.7	5.1	34.5	39.6	5.1	34.7	39.7	5.0
Pupil Premium	20	52.6	34.3	39.2	4.8	34.3	39.1	4.9	34.4	39.3	4.9
Not Pupil Premium	18	47.4	34.7	39.9	5.1	34.8	39.9	5.1	34.8	39.8	5.0
SEN Support	2	5.3	34.3	39.5	5.2	34.5	39.5	5.0	34.0	39.5	5.5
Education, health and care plan	0	0									
Not SEN	36	94.7	34.5	39.5	5.0	34.5	39.5	5.0	34.6	39.5	4.9
Academically More Able	0	0									

Key: Less than 5 points progress | 5 points progress | Greater than 5 points progress

- Progress has been sufficient in Year 1 (5 steps).
- Girls and boys have made the same or similar progress with no significant gap.
- Pupil Premium have made slightly less / or same progress as non-pupil premium – no significant gap.
- The % of pupils at ARE is low in Year 1. An extra Level 3 TA has been employed to support the teaching and learning for Year 2 next year.

Year 2

- Excluding the HNB (1 pupil) and child that joined Y2 late (see individual progress records).



Age Related Expectation Summary Report  
Y2 - Selected Pupils (30 pupils)

18 July 2016  
Year 2 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	6 (20.0%)	17 (56.7%)	24 (80.0%)	7 (23.3%)
Writing	8 (26.7%)	18 (60.0%)	22 (73.3%)	4 (13.3%)
Mathematics	9 (30.0%)	16 (53.3%)	21 (70.0%)	5 (16.7%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	11 (36.7%)	19 (63.3%)		4 (13.3%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms  
Y2 - Selected Pupils (30 pupils)

18 July 2016  
Yr1 Sum2 to Yr2 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress	Yr1 Sum2	Yr2 Sum2	Progress
All Pupils	30	100.0	40.6	46.0	5.4	40.7	46.1	5.5	40.5	46.0	5.5	40.6	46.0	5.4
Males	11	36.7	40.3	45.5	5.2	40.4	45.5	5.1	40.1	45.3	5.2	40.5	45.6	5.2
Females	19	63.3	40.8	46.4	5.6	40.8	46.5	5.7	40.8	46.4	5.6	40.7	46.2	5.5
In Care	0	0												
FSM	9	30.0	40.3	44.9	4.6	40.2	44.7	4.4	40.1	44.9	4.8	40.4	45.0	4.6
Not FSM	21	70.0	40.7	46.5	5.8	40.9	46.8	5.9	40.7	46.5	5.8	40.7	46.4	5.7
Pupil Premium	17	56.7	40.4	45.7	5.3	40.4	45.8	5.4	40.2	45.6	5.4	40.5	45.6	5.1
Not Pupil Premium	13	43.3	40.9	46.5	5.6	41.0	46.6	5.6	40.9	46.5	5.5	40.8	46.5	5.7
SEN Support	1	3.3	39.7	46.0	6.3	40.0	47.0	7.0	40.0	46.0	6.0	39.0	45.0	6.0
Education, health and care plan	0	0												
Not SEN	29	96.7	40.6	46.0	5.4	40.7	46.1	5.4	40.6	46.0	5.4	40.7	46.0	5.3
Academically More Able	0	0												

Key: Less than 6 points progress 6 points progress Greater than 6 points progress

- Progress in Year 2 has been sufficient which has led to some excellent outcomes in line with or above National Average.
- Progress is consistent across the three areas of learning.
- Girls have made slightly better progress than boys.
- Pupil Premium have made slightly less /or the same progress as Non-Pupil Premium.



## Key Stage 2

### Attainment and Progress

#### Years 3, 4, 5 and 6



#### Progress Breakdown Y3, Y4, Y5, Y6 - All Pupils (132 pupils)

18 July 2016

Aut1 2015-16 to Sum2 2015-16

	Pupils (%) making 6+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	132 (100%)	105 (79.5%)	106 (80.3%)	114 (86.4%)
Males	69 (52.3%)	53 (76.8%)	55 (79.7%)	58 (84.1%)
Females	63 (47.7%)	52 (82.5%)	51 (81.0%)	56 (88.9%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSM	51 (38.6%)	38 (74.5%)	36 (70.6%)	39 (76.5%)
Not FSM	81 (61.4%)	67 (82.7%)	70 (86.4%)	75 (92.6%)
Pupil Premium	90 (68.2%)	68 (75.6%)	70 (77.8%)	76 (84.4%)
Not Pupil Premium	42 (31.8%)	37 (88.1%)	36 (85.7%)	38 (90.5%)
SEN Support	33 (25.0%)	18 (54.5%)	22 (66.7%)	21 (63.6%)
Education, health and care plan	1 (0.8%)	1 (100%)	1 (100%)	1 (100%)
Not SEN	97 (73.5%)	86 (88.7%)	83 (85.6%)	92 (94.8%)
Academically More Able	0 (0%)	0 (0%)	0 (0%)	0 (0%)

## Year 3



#### Age Related Expectation Summary Report Y3 - All Pupils (32 pupils)

18 July 2016

Year 3 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	7 (21.9%)	17 (53.1%)	25 (78.1%)	8 (25.0%)
Writing	12 (37.5%)	17 (53.1%)	20 (62.5%)	3 (9.4%)
Mathematics	9 (28.1%)	17 (53.1%)	23 (71.9%)	6 (18.8%)
Combined	Working Below Expectation in one or more 14 (43.8%)	Working At or Above Expectation in all 18 (56.3%)	Working Above Expectation in all 3 (9.4%)	

Key: Number of Pupils (Percentage)



#### Steps Progress Between Terms Y3 - All Pupils (32 pupils)

18 July 2016

Yr2 Sum2 to Yr3 Sum2

Average of Displayed Subjects	Reading			Writing			Mathematics					
	No.	%	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress
All Pupils	32	100.0	6.2	45.2	51.3	6.2	44.9	50.7	5.8	44.8	51.3	6.4
Males	16	50.0	5.8	44.1	49.9	5.8	43.6	49.1	5.5	44.0	49.9	5.9
Females	16	50.0	6.5	46.2	52.8	6.5	46.2	52.4	6.2	45.6	52.6	6.9
In Care	0	0										
FSM	15	46.9	5.9	44.4	50.3	5.9	43.9	49.6	5.7	44.3	50.3	6.0
Not FSM	17	53.1	6.4	45.8	52.2	6.4	45.8	51.7	5.9	45.2	52.1	6.8
Pupil Premium	20	62.5	5.9	44.8	50.7	5.9	44.4	49.9	5.6	44.7	50.8	6.1
Not Pupil Premium	12	37.5	6.6	45.8	52.4	6.6	45.8	52.1	6.3	45.0	52.1	7.1
SEN Support	4	12.5	4.9	40.8	45.8	4.9	40.3	45.0	4.8	41.0	45.5	4.5
Education, health and care plan	0	0										
Not SEN	28	87.5	6.3	45.8	52.1	6.3	45.5	51.5	6.0	45.4	52.1	6.7
Academically More Able	0	0										

Key: Less than 6 points progress | 6 points progress | Greater than 6 points progress

- Sufficient progress has been 6 points.
- Progress has been good in all areas for all groups.
- The % at ARE for this cohort has increased this year.

Year 4



Age Related Expectation Summary Report  
Y4 - All Pupils (28 pupils)

18 July 2016  
Year 4 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	10 (35.7%)	12 (42.9%)	18 (64.3%)	6 (21.4%)
Writing	13 (46.4%)	13 (46.4%)	15 (53.6%)	2 (7.1%)
Mathematics	12 (42.9%)	11 (39.3%)	16 (57.1%)	5 (17.9%)
Combined	Working Below Expectation in one or more 16 (57.1%)	Working At or Above Expectation in all 12 (42.9%)	Working At or Above Expectation in all 12 (42.9%)	Working Above Expectation in all 2 (7.1%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms  
Y4 - All Pupils (28 pupils)

18 July 2016  
Yr3 Sum2 to Yr4 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress	Yr3 Sum2	Yr4 Sum2	Progress
All Pupils	28	100.0	49.8	56.2	6.4	50.2	56.6	6.4	49.4	56.0	6.6	49.7	56.0	6.3
Males	13	46.4	49.9	56.4	6.6	50.0	56.5	6.5	49.4	56.0	6.6	50.3	56.8	6.6
Females	15	53.6	49.7	56.0	6.3	50.4	56.7	6.3	49.5	56.1	6.6	49.2	55.3	6.1
In Care	0	0												
FSM	12	42.9	48.9	55.3	6.3	49.0	55.3	6.3	48.5	55.2	6.7	49.4	55.4	6.0
Not FSM	16	57.1	50.4	56.9	6.5	51.1	57.5	6.4	50.1	56.6	6.5	49.9	56.4	6.6
Pupil Premium	21	75.0	49.3	55.7	6.4	49.8	56.1	6.3	49.0	55.6	6.7	49.2	55.5	6.3
Not Pupil Premium	7	25.0	51.1	57.7	6.5	51.6	58.1	6.6	50.9	57.3	6.4	51.0	57.6	6.6
SEN Support	8	28.6	46.5	51.6	5.1	47.0	52.1	5.1	46.6	51.7	5.1	45.9	51.0	5.1
Education, health and care plan	0	0												
Not SEN	19	67.9	51.5	58.5	7.0	51.9	58.8	6.9	51.0	58.2	7.2	51.6	58.5	6.9
Academically More Able	0	0												

Key: Less than 6 points progress (pink), 6 points progress (yellow), Greater than 6 points progress (green)

- Sufficient progress has been 6 points.
- Progress has been good in all areas for all groups except SEN which is slightly lower.
- The % at ARE for this cohort has increased this year but needs to be a focus for next year.

Year 5



Age Related Expectation Summary Report  
Y5 - All Pupils (42 pupils)

18 July 2016  
Year 5 Summer 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	18 (42.9%)	15 (35.7%)	24 (57.1%)	9 (21.4%)
Writing	20 (47.6%)	18 (42.9%)	22 (52.4%)	4 (9.5%)
Mathematics	15 (35.7%)	19 (45.2%)	27 (64.3%)	8 (19.0%)
Combined	Working Below Expectation in one or more 22 (52.4%)	Working At or Above Expectation in all 20 (47.6%)	Working At or Above Expectation in all 20 (47.6%)	Working Above Expectation in all 4 (9.5%)

Key: Number of Pupils (Percentage)



Steps Progress Between Terms  
Y5 - All Pupils (42 pupils)

18 July 2016  
Yr4 Sum2 to Yr5 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No.	%	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress	Yr4 Sum2	Yr5 Sum2	Progress
All Pupils	42	100.0	55.8	62.5	6.7	56.2	62.6	6.4	55.4	62.1	6.6	55.9	62.9	7.0
Males	22	52.4	55.4	62.2	6.8	55.8	62.3	6.5	54.6	61.4	6.8	55.9	62.9	7.0
Females	20	47.6	56.3	62.9	6.6	56.6	62.9	6.3	56.4	62.8	6.4	55.8	62.9	7.1
In Care	0	0												
FSM	16	38.1	56.2	62.6	6.5	56.8	63.0	6.2	55.4	61.8	6.4	56.4	63.1	6.8
Not FSM	26	61.9	55.6	62.4	6.8	55.9	62.4	6.5	55.5	62.2	6.7	55.6	62.7	7.2
Pupil Premium	29	69.0	56.3	62.9	6.7	56.7	63.0	6.3	55.7	62.4	6.7	56.4	63.4	7.0
Not Pupil Premium	13	31.0	54.8	61.5	6.7	55.0	61.6	6.6	54.8	61.3	6.5	54.6	61.7	7.1
SEN Support	12	28.6	51.7	58.3	6.6	51.9	58.2	6.3	50.6	57.4	6.7	52.5	59.3	6.8
Education, health and care plan	0	0												
Not SEN	30	71.4	57.4	64.1	6.7	57.8	64.3	6.4	57.2	63.8	6.6	57.1	64.2	7.1
Academically More Able	0	0												

Key: Less than 6 points progress 6 points progress Greater than 6 points progress

- Sufficient progress has been 6 points.
- Progress has been good in all areas for all groups.
- The % at ARE for this cohort has increased this year but needs to be a focus for next year.