



Esterside Academy

Data Analysis



Last Updated: Summer 2017

Analysis of Last Year's Results 2016-17

Reception

On Entry Profile

- This cohort of children have been on Target Tracker since they started in Nursery so the tracking of their progress continued as they moved into Reception.
- 43 pupils.
- 20 Girls / 23 Boys.
- 33% Pupil Premium / 44% FSM.
- This data includes the pupils in the High Needs Base (HNB) – 2 pupils working well below expectations. For the purpose of this report therefore, these two children will not be included in the analysis. Their progress can be seen within PIVATS / P Levels.



EYFS Age Related Expectation Summary Report Rec '11' '12' - All Pupils (41 pupils)

26 July 2017

Nursery Summer 2

Aspect	Missing Assessment	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	3 (7.3%)	26 (63.4%)	12 (29.3%)	12 (29.3%)	0 (0%)
Understanding	3 (7.3%)	26 (63.4%)	12 (29.3%)	12 (29.3%)	0 (0%)
Speaking	3 (7.3%)	26 (63.4%)	12 (29.3%)	12 (29.3%)	0 (0%)
Moving and handling	3 (7.3%)	16 (39.0%)	22 (53.7%)	22 (53.7%)	0 (0%)
Health and self-care	3 (7.3%)	17 (41.5%)	21 (51.2%)	21 (51.2%)	0 (0%)
Self-confidence and self-awareness	3 (7.3%)	27 (65.9%)	11 (26.8%)	11 (26.8%)	0 (0%)
Managing feelings and behaviour	3 (7.3%)	25 (61.0%)	13 (31.7%)	13 (31.7%)	0 (0%)
Making relationships	3 (7.3%)	27 (65.9%)	11 (26.8%)	11 (26.8%)	0 (0%)
Reading	3 (7.3%)	31 (75.6%)	7 (17.1%)	7 (17.1%)	0 (0%)
Writing	3 (7.3%)	32 (78.0%)	6 (14.6%)	6 (14.6%)	0 (0%)
Numbers	3 (7.3%)	23 (56.1%)	15 (36.6%)	15 (36.6%)	0 (0%)
Shape, space and measures	3 (7.3%)	24 (58.5%)	14 (34.1%)	14 (34.1%)	0 (0%)
People and communities	3 (7.3%)	35 (85.4%)	3 (7.3%)	3 (7.3%)	0 (0%)
The world	3 (7.3%)	35 (85.4%)	3 (7.3%)	3 (7.3%)	0 (0%)
Technology	3 (7.3%)	36 (87.8%)	2 (4.9%)	2 (4.9%)	0 (0%)
Exploring and using media and materials	3 (7.3%)	36 (87.8%)	2 (4.9%)	2 (4.9%)	0 (0%)
Being imaginative	3 (7.3%)	36 (87.8%)	2 (4.9%)	2 (4.9%)	0 (0%)
Combined		Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
Combined - All Aspects		38 (92.7%)	0 (0%)		0 (0%)
Combined - GLD Aspects		33 (80.5%)	5 (12.2%)		0 (0%)

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

- When we compare this to last year's entry to reception data there are significant differences, especially for key areas such as reading and writing where this year's entry data is considerably lower than last years, that were at 40 – 55% at expected.

- 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 or above expectation' in 'reading'.
- Girls attain higher in the % at expected or above in '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 '11' '12' - Selected Pupils (40 pupils)

26 July 2017

Reception Summer 2

Aspect	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Listening and attention	2 (5.0%)	33 (82.5%)	38 (95.0%)	5 (12.5%)
Understanding	1 (2.5%)	33 (82.5%)	39 (97.5%)	6 (15.0%)
Speaking	3 (7.5%)	33 (82.5%)	37 (92.5%)	4 (10.0%)
Moving and handling	1 (2.5%)	39 (97.5%)	39 (97.5%)	0 (0%)
Health and self-care	1 (2.5%)	39 (97.5%)	39 (97.5%)	0 (0%)
Self-confidence and self-awareness	2 (5.0%)	34 (85.0%)	38 (95.0%)	4 (10.0%)
Managing feelings and behaviour	2 (5.0%)	34 (85.0%)	38 (95.0%)	4 (10.0%)
Making relationships	2 (5.0%)	34 (85.0%)	38 (95.0%)	4 (10.0%)
Reading	4 (10.0%)	32 (80.0%)	36 (90.0%)	4 (10.0%)
Writing	3 (7.5%)	36 (90.0%)	37 (92.5%)	1 (2.5%)
Numbers	3 (7.5%)	32 (80.0%)	37 (92.5%)	5 (12.5%)
Shape, space and measures	3 (7.5%)	35 (87.5%)	37 (92.5%)	2 (5.0%)
People and communities	4 (10.0%)	34 (85.0%)	36 (90.0%)	2 (5.0%)
The world	3 (7.5%)	34 (85.0%)	37 (92.5%)	3 (7.5%)
Technology	1 (2.5%)	37 (92.5%)	39 (97.5%)	2 (5.0%)
Exploring and using media and materials	2 (5.0%)	36 (90.0%)	38 (95.0%)	2 (5.0%)
Being imaginative	4 (10.0%)	34 (85.0%)	36 (90.0%)	2 (5.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
Combined - All Aspects	8 (20.0%)	32 (80.0%)		0 (0%)
Combined - GLD Aspects	6 (15.0%)	34 (85.0%)		0 (0%)

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 (2 pupils).
- At the end of the reception year the majority of children are working at 'Expected' or 'Above Expectation'.
- When comparing the 'Prime Areas' to last year they are very similar, with a slightly higher % working at Expected / Exceeding in 'Listening and Attention', 'Understanding', 'Health and Self Care' and 'Making Relationships.'

End of Reception Statutory Assessment

End of Reception ELG Report
Rec '11' '12' - All Pupils (41 pupils)

26 July 2017

Reception Summer 2

Aspect	Missing Assessment No. (%)	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	1.0 (2.4%)	5.1 (12.5%)	27.2 (66.4%)	7.6 (18.7%)	34.9 (85.1%)
Listening and attention	1 (2.4%)	8 (19.5%)	20 (48.8%)	12 (29.3%)	32 (78.0%)
Understanding	1 (2.4%)	5 (12.2%)	22 (53.7%)	13 (31.7%)	35 (85.4%)
Speaking	1 (2.4%)	6 (14.6%)	22 (53.7%)	12 (29.3%)	34 (82.9%)
Moving and handling	1 (2.4%)	1 (2.4%)	35 (85.4%)	4 (9.8%)	39 (95.1%)
Health and self-care	1 (2.4%)	3 (7.3%)	34 (82.9%)	3 (7.3%)	37 (90.2%)
Self-confidence and self-awareness	1 (2.4%)	3 (7.3%)	22 (53.7%)	15 (36.6%)	37 (90.2%)
Managing feelings and behaviour	1 (2.4%)	7 (17.1%)	23 (56.1%)	10 (24.4%)	33 (80.5%)
Making relationships	1 (2.4%)	1 (2.4%)	25 (61.0%)	14 (34.1%)	39 (95.1%)
Reading	1 (2.4%)	7 (17.1%)	24 (58.5%)	9 (22.0%)	33 (80.5%)
Writing	1 (2.4%)	6 (14.6%)	29 (70.7%)	5 (12.2%)	34 (82.9%)
Numbers	1 (2.4%)	7 (17.1%)	26 (63.4%)	7 (17.1%)	33 (80.5%)
Shape, space and measures	1 (2.4%)	6 (14.6%)	27 (65.9%)	7 (17.1%)	34 (82.9%)
People and communities	1 (2.4%)	7 (17.1%)	33 (80.5%)	0 (0.0%)	33 (80.5%)
The world	1 (2.4%)	6 (14.6%)	27 (65.9%)	7 (17.1%)	34 (82.9%)
Technology	1 (2.4%)	2 (4.9%)	33 (80.5%)	5 (12.2%)	38 (92.7%)
Exploring and using media and materials	1 (2.4%)	5 (12.2%)	31 (75.6%)	4 (9.8%)	35 (85.4%)
Being imaginative	1 (2.4%)	7 (17.1%)	30 (73.2%)	3 (7.3%)	33 (80.5%)

Key:

Aspect
Prime
Specific

- Excluding the HNB (2 pupils).

Commentary

- Areas coming out the strongest for this cohort are: Moving and Handling, Making Relationships and Technology. These are all above 92% working at 'Expected' or 'Exceeding'. Technology has been an area the Early Years have been focusing on this year as part of the School Improvement Plan.
- Yoga Bugs has continued to impact positively on attention and listening. On entry to reception 29% were working at expected and by the end of the year 78% (without 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: Listening and Attention which still continues to be an area of focus for Early Years; Being Imaginative – although this has increased this year from 68.2% to 80.5%; Reading – this also has increased slightly from 79.5% to 80.5%; and Numbers, which dipped slightly from 81.8% to 80.5%. These areas also continue to be a focus.
- This year the % in Writing has increased from 72.7% to 82.9%. This may be down to the introduction of the 'daily writing challenge' on each child's planning board this year.
- Boys have continued to improve when compared to girls and diminishing the differences (closing the gap). This has been over a two year period, with boys out performing girls in most areas this year at the % at 'Expected' and 'Exceeding'. There were only two areas in which girls performed better – 'Exploring and Using Media and Materials' and 'Managing Feelings and Behaviour'. The gap is widest for 'Self-confidence and Self-awareness', 'Making Relationships', 'Numbers' and 'Technology'.
- Non Pupil Premium performed better than pupil premium in all areas within the ELGs. The gap was narrowest in: 'Moving and Handling', 'Making Relationships' and 'Technology'. **The gap was widest in 'Reading'. This was significant with a 39.1% gap difference.** This has significant influence on what reception provides for pupil premium pupils next year in terms of supporting them to read.

	Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	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	41	100.0	97.6	97.6	97.6	75.6	6.3	90.2	4.0	78.0	6.5	75.6	16.8	70.7	17.4	70.7	34.2	70.7	73.2
Males	22	53.7	100.0	100.0	100.0	81.8	6.4	95.5	4.0	86.4	6.5	81.8	16.9	77.3	18.3	77.3	35.1	77.3	81.8
Females	19	46.3	94.7	94.7	94.7	68.4	6.2	84.2	3.9	68.4	6.6	68.4	16.7	63.2	16.4	63.2	33.2	63.2	63.2
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	18	43.9	100.0	100.0	100.0	61.1	5.7	88.9	3.8	66.7	6.1	61.1	15.6	55.6	16.1	55.6	31.7	55.6	55.6
Not FSM	23	56.1	95.7	95.7	95.7	87.0	6.8	91.3	4.1	87.0	6.9	87.0	17.8	82.6	18.4	82.6	36.2	82.6	87.0
Pupil Premium	13	31.7	100.0	100.0	100.0	46.2	5.3	84.6	3.8	53.8	5.9	46.2	15.0	38.5	15.2	38.5	30.2	38.5	38.5
Not Pupil Premium	28	68.3	96.4	96.4	96.4	89.3	6.8	92.9	4.1	89.3	6.8	89.3	17.6	85.7	18.4	85.7	36.1	85.7	89.3
SEN Support	2	4.9	100.0	100.0	100.0	0.0	4.0	50.0	3.0	0.0	4.0	0.0	11.0	0.0	13.5	0.0	24.5	0.0	0.0
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	39	95.1	97.4	97.4	97.4	79.5	6.4	92.3	4.0	82.1	6.7	79.5	17.1	74.4	17.6	74.4	34.7	74.4	76.9
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 (2 pupils).

Commentary

- GLD 70% and 73% (Excluding the HNB). This continues to be an increase from last year and secures a five year upward trend. It is above last year's National overall GLD (69.3%) as well as boys at 81.8% being significantly above last year's National for boys (62.1%). The predicted NA for this year is around 69%. Girls are currently performing below the National for girls last year (76.8%).
- The GLD for 2017 currently looks to be around 70/71%.
- The differences between 'gender' had diminished by 22.4% in 2016 leaving a gap of only 2.3%. This year however the gap has increased – although in the opposite direction with boys attaining much higher than girls.
- Although there has been a focus on pupil premium pupils this year and more rigorous tracking and monitoring procedures in place, the gap between pupil premium and non-pupil premium has increased by 7.1% when compared to last year. The % difference at GLD between pupil premium and non-pupil premium is 50.8%. **This has a significant impact and influence on provision and tracking next year.**
- From a low reception baseline at the start of the year, pupils in reception have made excellent progress and the majority are clearly working at expectations.

Key Stage 1

Year 1 Phonic Screening


 Y1 Phonics Screening Check
 Y1 '08' '09' - Selected Pupils (42 pupils)

26 July 2017

Year 1 (42 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	42 (100%)	34.9	6 (14.3%)	36 (85.7%)
Males	16 (38.1%)	37.8	0 (0.0%)	16 (100.0%)
Females	26 (61.9%)	33.2	6 (23.1%)	20 (76.9%)
In Care	0 (0%)	-	-	-
FSM	18 (42.9%)	33.7	4 (22.2%)	14 (77.8%)
Not FSM	24 (57.1%)	35.8	2 (8.3%)	22 (91.7%)
Pupil Premium	25 (59.5%)	33.2	6 (24.0%)	19 (76.0%)
Not Pupil Premium	17 (40.5%)	37.4	0 (0.0%)	17 (100.0%)
SEN Support	2 (4.8%)	27.5	1 (50.0%)	1 (50.0%)
Education, health and care plan	0 (0%)	-	-	-
Not SEN	40 (95.2%)	35.3	5 (12.5%)	35 (87.5%)
Academically More Able	0 (0%)	-	-	-

- Pass Mark: 32 - 2 HNB pupils are not included as were disapplied. One mainstream child was also not included as they are currently dual registered and their other school will report this data.
- 86% passed (not including HNB). This was an incredible improvement from last year (50%) and brought our phonic data back in line with our historical data after last year's dip. Very robust systems were put into place to ensure that outcomes this year improved – there is evidence here to suggest that action put in place impacted considerably.
- This year boys outperformed girls in the test with all boys passing. All non-pupil premium pupils also passed. The % of pupil premium pupils that passed increased by 23.6% this year to 76%.
- Year 2: 4 HNB children were Disapplied and are not included in this data. These children have all gone on to specialist SEN provision for KS2.


 Year 2 Phonics Screening Check
 Y2 '07' '08' - All Pupils (39 pupils)

26 July 2017

Year 2	No. of Pupils	Missing Score	Average Score	Working Towards	Working At*
All Pupils	39 (100%)	-	36.1	3 (7.7%)	36 (92.3%)
Males	21 (53.8%)	-	36.0	2 (9.5%)	19 (90.5%)
Females	18 (46.2%)	-	36.1	1 (5.6%)	17 (94.4%)
In Care	0 (0%)	-	-	-	-
FSM	13 (33.3%)	-	34.9	1 (7.7%)	12 (92.3%)
Not FSM	26 (66.7%)	-	36.7	2 (7.7%)	24 (92.3%)
Pupil Premium	19 (48.7%)	-	35.7	1 (5.3%)	18 (94.7%)
Not Pupil Premium	20 (51.3%)	-	36.4	2 (10.0%)	18 (90.0%)
SEN Support	6 (15.4%)	-	29.0	2 (33.3%)	4 (66.7%)
Education, health and care plan	0 (0%)	-	-	-	-
Not SEN	33 (84.6%)	-	37.4	1 (3.0%)	32 (97.0%)
Academically More Able	0 (0%)	-	-	-	-

Key:

Shading:

Below
NationalAt or above National
No value for Year 2

* The % Working At includes those pupils who were Working At in Yr1 and only those with a result

- Three children didn't pass the phonic screening. Two of which joined Year 2 at the start of the Summer Term. Their individual data showed that they had all made progress since the screening in Year 1. **Support / intervention will be put in place for these three children as they move into Year 3.**

End KS1 Outcomes – The Cohort

- 39 children in the cohort with 4 HNB children with EHCP's (on P Levels). These children were not included in this data and have all gone on to specialist SEN provision for Year 3.
- 46% girls / 54% boys.
- 49% are Pupil Premium.
- 2 pupil's joined in Year 2 at the start of the Summer Term. Both with SEN needs. 1 child had been in a Spanish speaking school for a year. They are included in the data.

End of Reception Profile

- This Year 2 cohort got 67% GLD (without HNB) at the end of Reception with 72% at Expected/Exceeded for Reading and Writing and 66% for Numbers.
- 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 (4 pupils) – working below National Curriculum Levels.
- This cohort are the second group to sit the new SATs tests and be assessed against the Interim Framework for the End of KS1.



End of Key Stage 1 Outcomes
Y2 '07 '08' - All Pupils (39 pupils)

26 July 2017

Y2 (39 pupils)		Teacher Assessment							Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	39 (100%)			3 (7.7%)	7 (17.9%)	23 (59.0%)	6 (15.4%)	29 (74.4%)	5 (12.8%)*	13 (33.3%)	21 (53.8%)	8 (20.5%)	100.7
Males	21 (53.8%)			2 (9.5%)	6 (28.6%)	9 (42.9%)	4 (19.0%)	13 (61.9%)	4 (19.0%)*	8 (38.1%)	9 (42.9%)	4 (19.0%)	99.2
Females	18 (46.2%)			1 (5.6%)	1 (5.6%)	14 (77.8%)	2 (11.1%)	16 (88.9%)	1 (5.6%)*	5 (27.8%)	12 (66.7%)	4 (22.2%)	102.1
In Care	0 (0%)												-
FSM	13 (33.3%)			1 (7.7%)	2 (15.4%)	8 (61.5%)	2 (15.4%)	10 (76.9%)	1 (7.7%)*	3 (23.1%)	9 (69.2%)	2 (15.4%)	101.9
Not FSM	26 (66.7%)			2 (7.7%)	5 (19.2%)	15 (57.7%)	4 (15.4%)	19 (73.1%)	4 (15.4%)*	10 (38.5%)	12 (46.2%)	6 (23.1%)	100.0
Pupil Premium	19 (48.7%)			1 (5.3%)	4 (21.1%)	12 (63.2%)	2 (10.5%)	14 (73.7%)	1 (5.3%)*	8 (42.1%)	10 (52.6%)	2 (10.5%)	99.3
Not Pupil Premium	20 (51.3%)			2 (10.0%)	3 (15.0%)	11 (55.0%)	4 (20.0%)	15 (75.0%)	4 (20.0%)*	5 (25.0%)	11 (55.0%)	6 (30.0%)	102.3
SEN Support	6 (15.4%)			2 (33.3%)	4 (66.7%)				3 (50.0%)*	3 (50.0%)			89.7
Education, health and care plan	0 (0%)												-
Not SEN	33 (84.6%)			1 (3.0%)	3 (9.1%)	23 (69.7%)	6 (18.2%)	29 (87.9%)	2 (6.1%)*	10 (30.3%)	21 (63.6%)	8 (24.2%)	101.7
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 (39 pupils)		Teacher Assessment							Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	39 (100%)			3 (7.7%)	8 (20.5%)	23 (59.0%)	5 (12.8%)	28 (71.8%)	2 (5.1%)*	18 (46.2%)	19 (48.7%)	10 (25.6%)	100.6
Males	21 (53.8%)			2 (9.5%)	6 (28.6%)	11 (52.4%)	3 (14.3%)	13 (61.9%)	2 (9.5%)*	12 (57.1%)	7 (33.3%)	5 (23.8%)	98.3
Females	18 (46.2%)			1 (5.6%)	2 (11.1%)	12 (66.7%)	3 (16.7%)	15 (83.3%)		6 (33.3%)	12 (66.7%)	5 (27.8%)	103.0
In Care	0 (0%)												-
FSM	13 (33.3%)			1 (7.7%)	2 (15.4%)	8 (61.5%)	2 (15.4%)	10 (76.9%)		4 (30.8%)	9 (69.2%)	5 (38.5%)	103.8
Not FSM	26 (66.7%)			2 (7.7%)	6 (23.1%)	15 (57.7%)	3 (11.5%)	18 (69.2%)	2 (7.7%)*	14 (53.8%)	10 (38.5%)	5 (19.2%)	98.8
Pupil Premium	19 (48.7%)			1 (5.3%)	5 (26.3%)	11 (57.9%)	2 (10.5%)	13 (68.4%)		10 (52.6%)	9 (47.4%)	6 (31.6%)	99.9
Not Pupil Premium	20 (51.3%)			2 (10.0%)	3 (15.0%)	12 (60.0%)	3 (15.0%)	15 (75.0%)	2 (10.0%)*	8 (40.0%)	10 (50.0%)	4 (20.0%)	101.2
SEN Support	6 (15.4%)			2 (33.3%)	4 (66.7%)				1 (16.7%)*	5 (83.3%)			87.0
Education, health and care plan	0 (0%)												-
Not SEN	33 (84.6%)			1 (3.0%)	4 (12.1%)	23 (69.7%)	5 (15.2%)	28 (84.8%)	1 (3.0%)*	13 (39.4%)	19 (57.6%)	10 (30.3%)	102.7
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 (39 pupils)		Teacher Assessment							Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	39 (100%)			3 (7.7%)	6 (15.4%)	21 (53.8%)	9 (23.1%)	30 (76.9%)	1 (2.6%)*	16 (41.0%)	22 (56.4%)	3 (7.7%)	100.9
Males	21 (53.8%)			2 (9.5%)	5 (23.8%)	11 (52.4%)	3 (14.3%)	14 (66.7%)	1 (4.8%)*	9 (42.9%)	11 (52.4%)	1 (4.8%)	100.1
Females	18 (46.2%)			1 (5.6%)	1 (5.6%)	10 (55.6%)	6 (33.3%)	16 (88.9%)		7 (38.9%)	11 (61.1%)	2 (11.1%)	101.8
In Care	0 (0%)												-
FSM	13 (33.3%)				2 (15.4%)	8 (61.5%)	3 (23.1%)	11 (84.6%)		4 (30.8%)	9 (69.2%)	2 (15.4%)	103.3
Not FSM	26 (66.7%)			3 (11.5%)	4 (15.4%)	13 (50.0%)	6 (23.1%)	19 (73.1%)	1 (3.8%)*	12 (46.2%)	13 (50.0%)	1 (3.8%)	99.6
Pupil Premium	19 (48.7%)				4 (21.1%)	12 (63.2%)	3 (15.8%)	15 (78.9%)		8 (42.1%)	11 (57.9%)	2 (10.5%)	101.1
Not Pupil Premium	20 (51.3%)			3 (15.0%)	2 (10.0%)	9 (45.0%)	6 (30.0%)	15 (75.0%)	1 (5.0%)*	8 (40.0%)	11 (55.0%)	1 (5.0%)	100.7
SEN Support	6 (15.4%)			2 (33.3%)	3 (50.0%)	1 (16.7%)		1 (16.7%)		5 (83.3%)	1 (16.7%)		92.0
Education, health and care plan	0 (0%)												-
Not SEN	33 (84.6%)			1 (3.0%)	3 (9.1%)	20 (60.6%)	9 (27.3%)	29 (87.9%)	1 (3.0%)*	11 (33.3%)	21 (63.6%)	3 (9.1%)	102.6
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 (39 pupils)		Teacher Assessment							Test Scaled Scores				
Science	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	39 (100%)	2 (5.1%)				37 (94.9%)		37 (94.9%)					-
Males	21 (53.8%)	1 (4.8%)				20 (95.2%)		20 (95.2%)					-
Females	18 (46.2%)	1 (5.6%)				17 (94.4%)		17 (94.4%)					-
In Care	0 (0%)												-
FSM	13 (33.3%)					13 (100%)		13 (100%)					-
Not FSM	26 (66.7%)	2 (7.7%)				24 (92.3%)		24 (92.3%)					-
Pupil Premium	19 (48.7%)					19 (100%)		19 (100%)					-
Not Pupil Premium	20 (51.3%)	2 (10.0%)				18 (90.0%)		18 (90.0%)					-
SEN Support	6 (15.4%)	1 (16.7%)				5 (83.3%)		5 (83.3%)					-
Education, health and care plan	0 (0%)												-
Not SEN	33 (84.6%)	1 (3.0%)				32 (97.0%)		32 (97.0%)					-
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 (39 pupils)		Teacher Assessment							Test Scaled Scores				
Rdg, Wri & Mth	Pupils (%)	Other	Below	Foundations	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	39 (100%)	11 (28.2%)				25 (64.1%)	3 (7.7%)	28 (71.8%)					-
Males	21 (53.8%)	8 (38.1%)				12 (57.1%)	1 (4.8%)	13 (61.9%)					-
Females	18 (46.2%)	3 (16.7%)				13 (72.2%)	2 (11.1%)	15 (83.3%)					-
In Care	0 (0%)												-
FSM	13 (33.3%)	3 (23.1%)				8 (61.5%)	2 (15.4%)	10 (76.9%)					-
Not FSM	26 (66.7%)	8 (30.8%)				17 (65.4%)	1 (3.8%)	18 (69.2%)					-
Pupil Premium	19 (48.7%)	6 (31.6%)				11 (57.9%)	2 (10.5%)	13 (68.4%)					-
Not Pupil Premium	20 (51.3%)	5 (25.0%)				14 (70.0%)	1 (5.0%)	15 (75.0%)					-
SEN Support	6 (15.4%)	6 (100%)											-
Education, health and care plan	0 (0%)												-
Not SEN	33 (84.6%)	5 (15.2%)				25 (75.8%)	3 (9.1%)	28 (84.8%)					-
Academically More Able	0 (0%)												-

Other - Includes pupils who have not achieved At or Greater in all 3 subjects.
* in Other indicates missing data.

Reading

- The % at the National Standard in Reading is 74.4%. This is a drop from 83.9% last year, however when their outcomes for phonics in Year 1 are taken into consideration, these pupils have made significant progress this year and secured good outcomes. This is in line with the current suggested National Average (75.5%) and the average within Middlesbrough schools (67.7%). Those that are working at Greater Depth is 15%. This is lower than National and Local this year.
- Girls out performed boys in reading. This difference has slightly increased by 2.3% since the end of reception.
- There was only a gap of 1.3% between Pupil Premium and Non-Pupil Premium at 'Expected' or 'Greater'. This difference has significantly diminished since the end of Reception where there was a difference of 24.9% that achieved Good Level of Development (GLD).

Writing

- The % at the National Standard in Writing is 71.8%. This is slightly lower than last year (74%). This is higher than the suggested current National Average (68.2%) and the average within Middlesbrough schools (61.6%). Those working at greater depth is slightly lower than the National Average and in line with local – 12.8%.
- Girls out performed boys in writing. The difference has slightly increased by 3.3% since the end of reception.
- There was only a gap of 6.6% between Pupil Premium and Non-Pupil Premium at 'Expected' or 'Greater'. This difference has significantly diminished since the end of Reception where there was a difference of 24.9% that achieved Good Level of Development (GLD).

Maths

- The % at the National Standard in Maths is 76.9%. This has slightly improved since last year (74%). This outcome is above the current suggested National (75%) and local (69.5%) averages. Those working at greater depth is higher than both the current suggested National and local averages – 23.1%.
- Girls have out-performed boys. The difference has increased by 2% since the end of reception.
- Pupil Premium pupils attained better than non-pupil premium in Maths. The difference has diminished and left a minimal gap of 3.9%. As with the other areas, this difference has significantly diminished since the end of Reception where there was a difference of 24.9% that achieved Good Level of Development (GLD). This difference was also in the favour of non-pupil premium pupils.

Combined – Reading, Writing and Maths

- The combined is 71.8%. This is a 3.8% increase from last year. This is above both the current suggested National (63.7%) and Local (56.2%) averages. The combined working at greater depth is in line with local and slightly below the current suggested National – 7.7%.

Commentary

- This cohort didn't make enough **progress in Year 1** although it was good in key areas. Measured from Autumn Half Term to the end of the Summer Term.
- At the end of Year 1 the % at ARE on the new curriculum was below what was hoped:

Reading	41%
Writing	59%
Maths	49%

- **Progress in Year 2** – the cohort’s ‘steps/points’ (Excluding the HNB) was good and for some children outstanding. The average progress across the year was:

Reading	6.0
Writing	5.8
Maths	6.2

- The expected progress on Target Tracker is 6 steps. (5.8 is within our ‘good’ progress range).
- This was a slight increase in all areas from last year’s progress in Year 2.
- Individual pupils made as many as 7 or 8 steps progress across the year.
- This was needed in order to accelerate progress following the Year 1 outcomes the previous year.

Key Stage 2

Attainment and Progress in Key Stage 2

End KS2 Outcomes – The Cohort

- 40 children in the cohort.
- 45% girls / 55% boys.
- 67.5% are Pupil Premium - significant.
- 32.5% SEN – significant.
- 33% inward mobility (13 pupils).

Additional Needs

Special Consideration – 2 children accepted / 1 child not accepted.

Additional Time (if needed) – 21 children (assessed by LLS).



End of Key Stage 2 Outcomes
Y6 - All Pupils (40 pupils)

26 July 2017

Y6 (40 pupils)		Teacher Assessment									Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	40 (100%)						5 (12.5%)		34 (85.0%)		40 (100%)*				-
Males	22 (55.0%)					1 (4.5%)	2 (9.1%)		19 (86.4%)		22 (100%)*				-
Females	18 (45.0%)						3 (16.7%)		15 (83.3%)		18 (100%)*				-
In Care	0 (0%)														-
FSM	12 (30.0%)					1 (8.3%)	2 (16.7%)		9 (75.0%)		12 (100%)*				-
Not FSM	28 (70.0%)						3 (10.7%)		25 (89.3%)		28 (100%)*				-
Pupil Premium	27 (67.5%)					1 (3.7%)	3 (11.1%)		23 (85.2%)		27 (100%)*				-
Not Pupil Premium	13 (32.5%)						2 (15.4%)		11 (84.6%)		13 (100%)*				-
SEN Support	13 (32.5%)					1 (7.7%)	5 (38.5%)		7 (53.8%)		13 (100%)*				-
Education, health and care plan	0 (0%)														-
Not SEN	27 (67.5%)								27 (100%)		27 (100%)*				-
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 (40 pupils)		Teacher Assessment									Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	40 (100%)					2 (5.0%)	6 (15.0%)	28 (70.0%)	4 (10.0%)	40 (100%)*					-
Males	22 (55.0%)					1 (4.5%)	5 (22.7%)	15 (68.2%)	1 (4.5%)	22 (100%)*					-
Females	18 (45.0%)					1 (5.6%)	1 (5.6%)	13 (72.2%)	3 (16.7%)	18 (100%)*					-
In Care	0 (0%)														-
FSM	12 (30.0%)					1 (8.3%)	3 (25.0%)	6 (50.0%)	2 (16.7%)	12 (100%)*					-
Not FSM	28 (70.0%)					1 (3.6%)	3 (10.7%)	22 (78.6%)	2 (7.1%)	28 (100%)*					-
Pupil Premium	27 (67.5%)					1 (3.7%)	4 (14.8%)	19 (70.4%)	3 (11.1%)	27 (100%)*					-
Not Pupil Premium	13 (32.5%)					1 (7.7%)	2 (15.4%)	9 (69.2%)	1 (7.7%)	13 (100%)*					-
SEN Support	13 (32.5%)					2 (15.4%)	5 (38.5%)	6 (46.2%)		13 (100%)*					-
Education, health and care plan	0 (0%)														-
Not SEN	27 (67.5%)						1 (3.7%)	22 (81.5%)	4 (14.8%)	27 (100%)*					-
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 (40 pupils)		Teacher Assessment									Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	40 (100%)						6 (15.0%)		34 (85.0%)		40 (100%)*				-
Males	22 (55.0%)						3 (13.6%)		19 (86.4%)		22 (100%)*				-
Females	18 (45.0%)						3 (16.7%)		15 (83.3%)		18 (100%)*				-
In Care	0 (0%)														-
FSM	12 (30.0%)						3 (25.0%)		9 (75.0%)		12 (100%)*				-
Not FSM	28 (70.0%)						3 (10.7%)		25 (89.3%)		28 (100%)*				-
Pupil Premium	27 (67.5%)						4 (14.8%)		23 (85.2%)		27 (100%)*				-
Not Pupil Premium	13 (32.5%)						2 (15.4%)		11 (84.6%)		13 (100%)*				-
SEN Support	13 (32.5%)						6 (46.2%)		7 (53.8%)		13 (100%)*				-
Education, health and care plan	0 (0%)														-
Not SEN	27 (67.5%)								27 (100%)		27 (100%)*				-
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 (40 pupils)		Teacher Assessment									Test Scaled Scores				
Science	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	40 (100%)						2 (5.0%)		38 (95.0%)						-
Males	22 (55.0%)								22 (100%)						-
Females	18 (45.0%)						2 (11.1%)		16 (88.9%)						-
In Care	0 (0%)														-
FSM	12 (30.0%)						1 (8.3%)		11 (91.7%)						-
Not FSM	28 (70.0%)						1 (3.6%)		27 (96.4%)						-
Pupil Premium	27 (67.5%)						1 (3.7%)		26 (96.3%)						-
Not Pupil Premium	13 (32.5%)						1 (7.7%)		12 (92.3%)						-
SEN Support	13 (32.5%)						2 (15.4%)		11 (84.6%)						-
Education, health and care plan	0 (0%)														-
Not SEN	27 (67.5%)								27 (100%)						-
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 (40 pupils)	Pupils (%)	Expected Standard	Higher Standard
All Pupils	40 (100%)	0 (0%)	Pending
Males	22 (55.0%)	0 (0%)	Pending
Females	18 (45.0%)	0 (0%)	Pending
In Care	0 (0%)	0 (0%)	Pending
FSM	12 (30.0%)	0 (0%)	Pending
Not FSM	28 (70.0%)	0 (0%)	Pending
Pupil Premium	27 (67.5%)	0 (0%)	Pending
Not Pupil Premium	13 (32.5%)	0 (0%)	Pending
SEN Support	13 (32.5%)	0 (0%)	Pending
Education, health and care plan	0 (0%)	0 (0%)	Pending
Not SEN	27 (67.5%)	0 (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.

National averages are known for KS2 outcomes.

Reading

- The % that met the standard in Reading is 85%. This is an increase of 18% when compared to last year. This is above the National (71.5%) and Local (69.3%) averages.
- Boys out-performed girls slightly with a minimal difference of 3.1%.
- Pupil Premium pupils attained higher than non-pupil premium with again a minimal difference of 0.6%.
- 20% attained the higher level. This is higher than the local average and just below National (24.5%). It is a 13.3% increase for us since last year.

Writing

- The % that met the standard and above in Writing is 80%. This is an increase of 10% when compared to last year. This is above the National (76.4%) and higher than the Local (74.6%).
- Girls out-performed boys in writing with a difference of 16.2%. This difference has however diminished since the end of KS1.
- Pupil Premium pupils attained higher than non-pupil premium again with a minimal difference of 4.6%.
- 10% attained greater depth. This remains the same as last year and 7% below local and national averages.

Maths

- The % that met the standard in Maths is 85%. This is significantly above the National (74.8%) and Local (75%) averages. There is a slight 2% increase from last year for the school.
- Boys out-performed girls slightly with a minimal difference of 3.1%.
- Pupil Premium pupils achieved slightly higher than Non with a minimal gap of 0.6%.
- Pupils attaining the higher level was 17.5%. This is an 0.8% increase from last year. This is however slightly below the National and Local which is 22%.

GPS

- The % that met the standard in GPS is 82.5%. This is a 9.2% increase when compared to last year. This is higher than the National (76.9%) and Local (76.5%) averages.

Combined

- The % that secured combined was 70%. This is a 10% increase when compared to last year. This was higher than the National (61%) and the Local (60%) averages.
- 5% of these pupils achieved combined at the higher / greater level. This is a 1.7% rise from last year. This still remains slightly below the National (8.6%) and Local (6.9%).

Commentary

- This cohort are the second to sit the new SATs tests. They have had just over two years to get to grips with the new, more challenging curriculum and assessment methods.
- Pupils in Year 6 have made outstanding progress on the new National Curriculum and within our new assessment system 'Target Tracker'.

Progress made whilst in Year 5 (2015 – 2016):



Steps Progress Between Terms
Y6 - All Pupils (40 pupils)

14 August 2017

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	40	100.0	55.9	62.6	6.6	56.3	62.7	6.4	55.6	62.1	6.6	55.9	62.9	7.0
Males	22	55.0	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	18	45.0	56.5	63.1	6.5	56.9	63.2	6.3	56.8	63.1	6.3	56.0	62.9	6.9
In Care	0	0												
FSM	12	30.0	55.4	61.9	6.6	56.0	62.3	6.3	54.5	60.9	6.4	55.6	62.6	7.0
Not FSM	28	70.0	56.1	62.8	6.7	56.4	62.8	6.4	55.9	62.6	6.6	56.0	63.0	7.0
Pupil Premium	27	67.5	56.4	63.1	6.6	56.9	63.2	6.3	55.9	62.5	6.6	56.5	63.5	6.9
Not Pupil Premium	13	32.5	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	13	32.5	51.7	58.3	6.6	52.0	58.3	6.3	50.8	57.5	6.8	52.3	59.0	6.8
Education, health and care plan	0	0												
Not SEN	27	67.5	57.9	64.6	6.7	58.3	64.7	6.5	57.8	64.3	6.5	57.6	64.7	7.1
Academically More Able	0	0												

Children continued to make outstanding progress in Year 6 (2016 – 2017):



Steps Progress Between Terms
Y6 - All Pupils (40 pupils)

14 August 2017

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	40	100.0	62.4	69.4	6.9	62.5	69.4	6.9	62.0	69.0	7.0	62.8	69.8	7.0
Males	22	55.0	62.1	69.2	7.2	62.1	69.3	7.1	61.4	68.5	7.2	62.8	69.9	7.1
Females	18	45.0	62.9	69.5	6.7	63.0	69.5	6.5	62.8	69.6	6.7	62.8	69.6	6.8
In Care	0	0												
FSM	12	30.0	61.6	68.8	7.2	61.8	68.9	7.1	60.8	68.2	7.4	62.3	69.4	7.2
Not FSM	28	70.0	62.8	69.6	6.8	62.8	69.6	6.8	62.6	69.4	6.8	63.0	69.9	6.9
Pupil Premium	27	67.5	62.9	69.7	6.8	63.1	69.7	6.7	62.4	69.3	6.9	63.3	70.1	6.8
Not Pupil Premium	13	32.5	61.4	68.7	7.3	61.4	68.6	7.2	61.2	68.5	7.2	61.6	68.9	7.3
SEN Support	13	32.5	58.4	66.4	8.1	58.4	66.5	8.1	57.6	65.9	8.3	59.1	66.9	7.8
Education, health and care plan	0	0												
Not SEN	27	67.5	64.4	70.8	6.4	64.5	70.8	6.3	64.1	70.5	6.3	64.6	71.1	6.6
Academically More Able	0	0												

- On target tracker Non - Pupil Premium pupils have made slightly more progress than Pupil Premium pupils. There is however a minimal gap and Year 6 results this year show that Pupil Premium pupils attained slightly higher than Non Pupil Premium pupils at 'Expected' in all areas.
- End of KS1 results for this cohort (Excluding the High Needs Base Children):

End KS1: 2C+	2B+	2A+
Reading: 89%	67%	21%
Writing: 89%	70%	21%
Maths: 92%	70%	24%

These results were a huge increase at 2C+ and 2B+ from the previous year.

There were no level 3's this year in any area for children that were with us at the end of KS1.

One child that joined in KS2 attained L3 in Maths and Reading and another child joined us who had attained L3 in reading. These pupils attained the high level in these areas.

Expected Progress in Key Stage 2 (Currently waiting for this information)

Progress Measures from End KS1 to End KS2		
Reading	2	
Writing		
Maths		

A **score of 0** means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally.

A **positive score** means pupils in this school on average do better at KS2 as those with similar prior attainment nationally.

A **negative score** means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.

Current School Profile

This profile was last updated following a round of assessments in Summer 2 2017



Basic Characteristics

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (272 pupils)

14 August 2017

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	43	23 (53.5%) / 20 (46.5%)	14 (32.6%)	19 (44.2%)	5 (11.6%)	2 (4.7%)	4 (9.3%)	4 (9.3%)	0 (0%)	0 (0%)	0 (0%)
Y1	49	21 (42.9%) / 28 (57.1%)	28 (57.1%)	23 (46.9%)	7 (14.3%)	3 (6.1%)	9 (18.4%)	8 (16.3%)	0 (0%)	1 (2.0%)	1 (2.0%)
Y2	43	23 (53.5%) / 20 (46.5%)	20 (46.5%)	15 (34.9%)	4 (9.3%)	1 (2.3%)	10 (23.3%)	6 (14.0%)	1 (2.3%)	3 (7.0%)	0 (0%)
Y3	33	13 (39.4%) / 20 (60.6%)	20 (60.6%)	12 (36.4%)	1 (3.0%)	0 (0%)	5 (15.2%)	5 (15.2%)	0 (0%)	0 (0%)	1 (3.0%)
Y4	35	18 (51.4%) / 17 (48.6%)	20 (57.1%)	12 (34.3%)	4 (11.4%)	0 (0%)	5 (14.3%)	5 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Y5	29	14 (48.3%) / 15 (51.7%)	19 (65.5%)	8 (27.6%)	3 (10.3%)	0 (0%)	10 (34.5%)	9 (31.0%)	0 (0%)	1 (3.4%)	1 (3.4%)
Y6	40	22 (55.0%) / 18 (45.0%)	27 (67.5%)	12 (30.0%)	1 (2.5%)	1 (2.5%)	13 (32.5%)	13 (32.5%)	0 (0%)	0 (0%)	0 (0%)
All	272	134 (49.3%) / 138 (50.7%)	148 (54.4%)	101 (37.1%)	25 (9.2%)	7 (2.6%)	56 (20.6%)	50 (18.4%)	1 (0.4%)	5 (1.8%)	3 (1.1%)

* Includes pupils with Information Not Obtained

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	120	127	90.8
White and Black Caribbean	2	4	2.2
White Eastern European	2	2	1.5
White Other	1	0	0.4
White and Indian	0	1	0.4
White and Any Other Asian Background	0	3	1.1
Other Ethnic Group	1	0	0.4
Kurdish	1	0	0.4
White and Black African	1	0	0.4
Black - Nigerian	2	0	0.7
White and Any Other Ethnic Group	3	1	1.5
Other Black African	1	0	0.4
All	134	138	100.0

Progress in other Year Groups across school (2016 – 2017):

Progress in Year 1:



Steps Progress Between Terms

Y1 '08' '09' - All Pupils (43 pupils)

14 August 2017

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	Rec Sum2	Yr1 Sum2	Progress
All Pupils	43	100.0	34.9	40.2	5.3	34.8	40.4	5.6	34.9	40.0	5.1	35.0	40.3	5.2
Males	17	39.5	35.0	40.8	5.8	34.9	40.9	6.1	34.9	40.6	5.7	35.1	40.9	5.8
Females	26	60.5	34.9	39.9	5.0	34.8	40.1	5.3	34.9	39.7	4.8	35.0	39.9	4.9
In Care	0	0												
FSM	19	44.2	34.7	39.9	5.3	34.4	40.0	5.6	34.7	39.7	5.0	34.9	40.1	5.2
Not FSM	24	55.8	35.1	40.4	5.3	35.1	40.7	5.6	35.1	40.3	5.2	35.2	40.4	5.3
Pupil Premium	25	58.1	34.7	39.8	5.2	34.5	40.0	5.5	34.7	39.5	4.8	34.8	40.0	5.2
Not Pupil Premium	18	41.9	35.3	40.8	5.5	35.2	41.0	5.8	35.2	40.7	5.5	35.4	40.7	5.3
SEN Support	3	7.0	33.0	37.7	4.7	33.0	38.0	5.0	33.0	37.0	4.0	33.0	38.0	5.0
Education, health and care plan	0	0												
Not SEN	40	93.0	35.0	40.3	5.3	34.9	40.5	5.6	35.0	40.1	5.1	35.1	40.4	5.3
Academically More Able	0	0												

Progress in Year 3:



Steps Progress Between Terms
Y3 - All Pupils (33 pupils)

14 August 2017
Yr2 Sum2 to Yr3 Sum2

Average of Displayed Subjects						Reading			Writing			Mathematics		
	No	%	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress	Yr2 Sum2	Yr3 Sum2	Progress
All Pupils	33	100.0	45.5	51.4	5.9	45.8	51.9	6.1	45.3	50.8	5.5	45.5	51.5	6.0
Males	13	39.4	44.8	50.9	6.0	45.2	51.8	6.5	44.2	49.8	5.5	45.1	51.1	6.0
Females	20	60.6	45.9	51.7	5.8	46.2	52.0	5.9	46.0	51.5	5.6	45.7	51.7	6.0
In Care	1	3.0	46.3	52.7	6.3	47.0	53.0	6.0	46.0	52.0	6.0	46.0	53.0	7.0
FSM	12	36.4	45.2	51.1	5.9	45.3	51.3	6.1	44.8	50.3	5.5	45.6	51.6	6.0
Not FSM	21	63.6	45.7	51.6	5.9	46.1	52.2	6.1	45.5	51.1	5.6	45.4	51.4	6.0
Pupil Premium	20	60.6	45.6	51.6	6.0	45.8	52.0	6.2	45.4	50.9	5.6	45.7	51.8	6.2
Not Pupil Premium	13	39.4	45.4	51.2	5.8	45.8	51.8	6.1	45.2	50.7	5.5	45.2	50.9	5.8
SEN Support	5	15.2	41.7	47.0	5.3	42.8	48.6	5.8	40.6	45.6	5.0	41.8	46.8	5.0
Education, health and care plan	0	0												
Not SEN	28	84.8	46.2	52.2	6.0	46.3	52.5	6.2	46.1	51.8	5.6	46.1	52.3	6.2
Academically More Able	0	0												

Progress in Year 4:



Steps Progress Between Terms
Y4 - All Pupils (35 pupils)

14 August 2017
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	35	100.0	51.1	57.0	5.9	51.7	57.5	5.8	50.5	56.4	5.9	51.1	57.2	6.2
Males	18	51.4	49.8	55.6	5.8	50.4	56.2	5.8	49.2	54.9	5.7	49.9	55.8	5.8
Females	17	48.6	52.4	58.5	6.1	53.1	58.9	5.8	51.9	58.0	6.1	52.3	58.8	6.5
In Care	0	0												
FSM	12	34.3	50.3	56.0	5.7	50.8	56.5	5.7	49.7	55.3	5.7	50.3	56.1	5.8
Not FSM	23	65.7	51.6	57.6	6.1	52.2	58.0	5.9	51.0	57.0	6.0	51.5	57.9	6.4
Pupil Premium	20	57.1	50.3	56.0	5.7	50.9	56.6	5.7	49.6	55.3	5.7	50.5	56.2	5.8
Not Pupil Premium	15	42.9	52.3	58.6	6.3	52.9	58.9	6.0	52.0	58.2	6.2	52.0	58.8	6.8
SEN Support	5	14.3	45.8	51.5	5.7	46.6	52.6	6.0	45.2	50.8	5.6	45.6	51.2	5.6
Education, health and care plan	0	0												
Not SEN	30	85.7	52.0	58.0	6.0	52.6	58.4	5.7	51.5	57.4	5.9	52.0	58.3	6.3
Academically More Able	0	0												

Progress in Year 5:



Steps Progress Between Terms
Y5 - All Pupils (29 pupils)

14 August 2017
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	29	100.0	55.4	61.5	6.1	56.0	62.2	6.2	55.3	61.2	5.9	55.0	61.3	6.3
Males	14	48.3	55.9	61.9	6.0	56.3	62.4	6.1	55.4	61.2	5.8	56.2	62.3	6.2
Females	15	51.7	55.0	61.2	6.2	55.7	62.0	6.3	55.1	61.2	6.1	54.1	60.4	6.3
In Care	1	3.4	51.0	54.7	3.7	55.0	60.0	5.0	49.0	52.0	3.0	49.0	52.0	3.0
FSM	8	27.6	54.3	60.5	6.2	54.3	60.4	6.1	54.3	60.0	5.8	54.5	61.1	6.6
Not FSM	21	72.4	55.9	62.0	6.1	56.7	62.9	6.2	55.7	61.7	6.0	55.3	61.4	6.1
Pupil Premium	19	65.5	55.2	61.3	6.1	55.7	61.9	6.2	55.0	60.8	5.8	54.8	61.1	6.3
Not Pupil Premium	10	34.5	55.9	62.1	6.2	56.6	62.8	6.2	55.8	61.9	6.1	55.4	61.7	6.2
SEN Support	9	31.0	50.7	56.7	6.0	51.8	57.9	6.1	50.7	56.7	6.0	49.7	55.4	5.8
Education, health and care plan	1	3.4	45.0	51.3	6.3	46.0	54.0	8.0	45.0	50.0	5.0	44.0	50.0	6.0
Not SEN	19	65.5	58.4	64.6	6.2	58.7	64.8	6.1	58.1	64.1	5.9	58.3	64.8	6.5
Academically More Able	0	0												