

PUPIL OUTCOMES 2019

EARLY YEARS

ARE means the % of pupils who were at age related expectations. You can see lots of progress from the % who are ARE on entry to the end of the year. This shows good value added for school.

Attainment '2'+	ARE+ on Entry	Actual	Diff ARE+	Overall GLD
GLD+ % '2' or '2+' in all areas				60.7% (71.5% National)
Listening and Attention	32%	74%	+42%	
Understanding	32%	74%	+42%	
Speaking	32%	74%	+42%	
Physical	28%	71%	+43%	
Health and Self Care	26%	71%	+43%	
Self-Conf / Self Awareness	16%	74%	+58%	
Managing Feelings	16%	74%	+58%	
Making Relationships	16%	74%	+58%	
Reading	24%	62%	+38%	
Writing	24%	62%	+38%	
Numbers	42%	62%	+20%	
Shape Space Measure	42%	62%	+20%	

GLD means those pupils who reached a Good Level of Development. To do this pupils have to be a '2' or a 'Good Level' in every area listed. This is reflective of our cohort's needs with a range of children with SEND, EAL and Speech and language barriers.

YEAR ONE PHONICS SCREENING

<u>Y1 PHONICS</u>	<u>TOTAL COHORT</u>	<u>FEMALE</u>	<u>MALE</u>
<u>PASS</u>	73% (82% NATIONAL)	83% (86% NATIONAL)	63% (79% NATIONAL)

9% below national. 4 children achieved in 25-29 mark band meaning an additional 7% were close to pass mark in this particular cohort of children.

END OF KEY STAGE ONE

<u>END OF YEAR 2 SATS</u>	<u>EXPECTED ATTAINMENT</u>	<u>GREATER DEPTH ATTAINMENT</u>
READING (National)	74% (75%)	33% (26%)
WRITING (National)	63% (70%)	7% (16%)
MATHS (National)	68% (76%)	21% (22%)

Reading attainment was 1% off National but exceeded at Greater Depth. Writing and maths both dipped below national with this cohort but greater depth maths was more or less in-line. Approaches to learning in Key Stage one are an improvement priority for 2019-20 academic year

END OF KEY STAGE 2

End Y6	Attainment – Exp Standard +					Progress		
	Reading	Writing	SPaG	Maths	Combined	Reading	Writing	Maths
Cohort	66 (75)	75 (78)	73 (78)	85 (76)	64 (64)	+0.45	+1.44	+3.14
Girls	65 (79)	70 (84)	74 (82)	78 (76)	65 (68)	+0.59 (0.4)	+0.93 (0.8)	+2.55 (-0.7)
Boys	67 (72)	78 (72)	72 (73)	89 (75)	64 (61)	+0.36 (-0.4)	+1.79 (-0.8)	+3.57 (+0.7)
PP	58 (64)	69 (67)	65 (67)	74 (64)	54 (51)	-0.85 (-0.6)	+0.65 (-0.4)	+2.95 (-0.6)

(PP means 'disadvantaged' pupil premium children who receive additional PP funding)

- *Reading remains below national for attainment by the end of KS2 and has slower progress for PP children compared to other subjects and national comparisons.*
- *PP sits above national in both attainment and progress, apart from in reading*
- *No significant gaps between girls and boys in reading but a noticeable gap in maths in favour of boys (78 vs 89)*
- *SPaG especially girls SPaG showed gaps against national for this cohort*

Headline Trends by End of KS2

	2016	2017	2018	2019	
Progress Scores	R 1.4	R 0.2	R 2.7	R 0.45	
	W -0.1	W 0.5	W 3.4	W 1.44	
	M 0.4	M -1.6	M 3.0	M 3.14	
Combined Attainment	36%	45%	62%	64%	
	2% HS	2% HS	9% HS	10% HS	
Av Scaled Scores - Reading		101	104	103	Av 103 (LA 103 National 105)
Av Scaled Scores - Maths		100	103	106	Av 103 (LA 104 National 105)

(HS means 'higher standard' – those children who exceed national average)

- *Upwards trends over the past 4 years, by the end of KS2*
- *Reading progress has not yet stabilised as noticeably as Maths and Writing*
- *Combined attainment by end of key stage two now meets national for both expected and higher standard*