

EXIT DATA FOR 2024: HEADLINE REPORTABLE OUTCOMES

Y6 2024 Cohort-specific

YEAR 6	READING	WRITING *	SPAG	MATHS	COMBINED
Entry to Y6 – EXP+ on-track	All – 50% PP – 54% SEND – 25%	All – 28% PP – 25% SEND – 25%	All – 31% PP – 30% SEND -34%	All – 42% PP – 39% SEND – 38%	All – 22% PP – 14% SEND – 25%
Targets set for end of Y6 EXP+	All – 59% PP – 64% SEND – 42%	All – 57% PP – 64% SEND - 50%	All – 56% PP – 61% SEND -42%	All – 69% PP – 75% SEND -50%	All – 52% PP – 61% SEND – 42%
61 CHILDREN	EXP+ 41/61 67% GDS 17/61 = 28%	EXP+ 38/61 62% GDS 3/61= 5%	EXP+ 38/61 62% GDS 20/61 = 33%	EXP+ 41/61 67% GDS 17/61 = 28%	EXP+ 35/61 57% GDS 8/61 = 13%
57 CHILDREN (4 can be disapplied)	EXP+ 41/57 72% GDS = 30%	EXP+ 38/57 67% GDS=3/57 = 5%	EXP+ 38/57 67% GDS = 35%	EXP+ 41/57 72% GDS = 30%	EXP+ 35/57 61% GDS = 14%
50 CHILDREN (4 disapplied + 7 more PKS)	EXP+ 41/50 82% GDS = 34%	EXP+ 38/50 76% GDS 3/50= 6%	EXP+ 38/50 76% GDS = 40%	EXP+ 41/50 82% GDS = 34%	EXP+ 35/50 70% GDS = 16%
43 CHILDREN (‘Homegrown’ since KS2 – mobility)	EXP+ 32/43 74% GDS = 40%	EXP+ 30/43 70% GDS = 3/43 =7%	EXP+ 30/43 70% GDS = 47%	EXP+ 32/43 74% GDS = 40%	EXP+ 25/43 58% GDS = 20%
National 2024 Provisional figures July	74%	72%	72%	73%	61%

*Teacher Assessment, however external writing moderation undertaken this year

Y6 Over time by Subject:

Combined	2021		2022		2023		2024	
	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth
RWM Combined %	No data	No data	49%	4%	58%	10%	61%	14%
National %	No data	No data	59%	7%	60%	8%	61%	
Difference%	No data	No data	-10%	-3%	-2%	-2%	0	

Reading	2021		2022		2023		2024	
	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth
EXP+	No data	No data	61%	16%	61%	19%	72%	30%
National %	No data	No data	75%	28%	73%	29%	74%	
Difference%	No data	No data	-14%	-12%	-12%	-10%	-2%	

Writing	2021		2022		2023		2024	
	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth
EXP+	No data	No data	66%	10%	72%	15%	67%	5%
National %	No data	No data	69%	13%	71%	13%	72%	
Difference%	No data	No data	-3%	-3%	+1%	+2%	-5%	

Maths	2021		2022		2023		2024	
	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth	Secure	Greater Depth
EXP+	No data	No data	61%	26%	71%	9%	72%	30%
National %	No data	No data	71%	23%	73%	24%	73%	
Difference%	No data	No data	-10%	+3%	-2%	-15%	-1%	

F2 – GLD OUTCOMES:

GLD – F2	2021	2022	2023	2024
GLD	No data	54%	51%	46% (adj 48%)
National %	No data	65%	67%	
Difference%	No data	-11%	-16%	

F2 2024 GLD TRACKER FROM AUTUMN:

<u>Total in cohort</u>	<u>Total on-track for GLD</u>	<u>Pupil Premium on track for GLD</u>	<u>'Homegrown' from F1 on-track for GLD</u>
AUTUMN	33%	40%	58%
SPRING	39%	33%	54%
SUMMER	46%	39%	46%

Of the 'homegrown' 1 child is now being educated at home but still on our data, one has attended only 81% of the time, with only 42% of that being on time due to temporary housing. 2 other children are working at RWTS – very close to the goal, both with attendance under 95%. A further 6 children have had attendance meetings with the attendance team.

In F2 there have been 7 children leave and 9 join, 2 of those joining in the summer term, both boys. Of the 9 children to join F2, 8 have been boys who have not attended schooling for a significant length of time before joining F2.

F2 compared to Nottingham City – data unratified but shared at a data briefing on 16/7/2024

F2 data adjusted – not including SEND and children who are not at Walter Halls any more but are on Arbor data.

The data for the city which has not yet been Nationally approved is showing that GLD by gender is showing trends of 71.8% of girls achieving GLD and 55% of boys. F2 girls data for GLD is 68% and boys 31%, following the trend in the city for the greater gap between boys and girls.

	<u>Girls</u>	<u>Girls City</u>	<u>Boys</u>	<u>Boys City</u>
Maths	68%	78%	31%	69%
Reading	68%	75%	35%	63%
Writing	68%	74%	38%	59%

	<u>Walter Halls</u>	<u>City</u>	<u>Difference</u>
Maths	52%	74%	-22%
Reading	54%	69%	-15%
Writing	52%	66%	-14%

Average F2 Progress (inc SEND but not inc 2 children who have left)

	<u>Maths</u>	<u>Reading</u>	<u>Writing</u>
	4.9	5.1	5.5
SEND	1	1.5	1.3
EAL	4.5	5.8	8

- 59% of all children making accelerated progress in all 3 areas.
- 72% of all children made accelerated progress in maths,
- 78% of all children made accelerated progress in reading and 79% in writing.

We are following the trend of EAL children making good progress in Nottingham City.

PHONICS

YEAR 1:

<u>Total in cohort</u>	<u>Total on-track to pass</u>	<u>Pupil Premium phonics</u>	<u>'Homegrown' from F1 on-track to pass</u>	<u>'Homegrown' from F2 on-track to pass</u>
AUTUMN (25+)	20%	14%	5/25 = 20%	6/26 = 23% 11/51 = 21%
SPRING (30+)	32%	28%	14/26 = 54%	17/26 = 65% 31/51 = 61%
Summer Screening 32+	41/60 68%	9/14 64%	15/25 = 60%	19/26 = 73% 34/51 = 67%
National 2024				
2022/23 cohort	66%	48%	77%	71%
2021/22 cohort	62%	42%	73%	71%

Those who did not pass -19/60:

Name	Score	Context
	14	SEND monitoring
	0	SEND. Hearing impairment – moving to SEND provision school
	30	Great progress – nearly there! Autumn scores of 2
	18	SEND monitoring. Great progress – Autumn scores of 1
	9	SEND monitoring. 72% attendance. Punctuality – often missed morning phonics sessions Great progress – Autumn scores of 2
	12	SEND monitoring. S/G case. Recently got glasses Good progress – Autumn scores of 1
	28	SEND monitoring. Great progress – Autumn scores of 3
	29	SEND monitoring. Great progress – nearly there! Autumn scores of 7
	22	SEND monitoring. Great progress – Autumn scores of 3
	0	New starter, no phonics knowledge
	10	80% attendance. Scoring 0 in Autumn
	14	Summer born
	6	SEND monitoring. SALT referral in progress. 88% attendance
	22	Great progress – Autumn scores of 2
	17	SEND monitoring. Good progress – Autumn scores of 8
	14	SEND monitoring. Great progress – Autumn scoring 0
	0	SEND monitoring.
	0	SEND – non-verbal ASD
	24	Great progress – Autumn scores of 2

- 19 children enter Y2 having not passed Y1 phonics.
- 4 have significant SEND barriers meaning they could not access the screening at all but a total of 13/19 are on our SEND register or are being monitored for SEND
- Of the 6 who are not SEND: 1 was a new starter, 1 has poor attendance (80%)
- **5 were close to the pass mark and will easily catch-up & pass in Y2. Had these 5 passed, our final outcome for Y1 would have been 76%**

YEAR 1 PROGRESS PICTURE

Examples of excellent progress from Autumn to Summer

<u>Name</u>	<u>Autumn score</u>	<u>Spring score</u>	<u>Summer score</u>
	10	31	40
	9	22	36
	10	26	39
	8	20	33
	11	23	39
	New	2	35
	11	26	39
	11	21	39
	9	13	34
Didn't pass but great progress:			
	2	11	30
	1	5	18
	3	12	28
	7	19	29
	3	8	22
	0	1	10
	2	11	22
	2	12	24

YEAR 2

Total taking phonics re-sit = 21 (inc. 4 new starters)	<u>Total on-track to pass</u>	<u>Pupil Premium phonics</u>	<u>'Homegrown' from F1 on-track to pass</u>	<u>Homegrown' from F2 on-track to pass</u>
AUTUMN	44.4% (8/18 chd)	22% (4/18 chd)	100% (1/1)	22% (4/18)
SPRING	50% (10/20 chd)	25% (5/20 chd)	100% (1/1)	30% (6/20)
Summer Screening 32+ mark	14/21 66%	28.5% (6/21)	100% (1/1)	82% (14/17)
Names & context of children entering Y3 who have not passed	<ul style="list-style-type: none"> • 21 children did the phonics re-sit • 17 were from our Y1 with 4 new starters – all of the new starters passed • 14 children scored 33+ meaning 7 are entering Y3 having not passed their phonics screening 			

Those who did not pass – 6/21:

<u>Name</u>	<u>Score</u>	<u>Context</u>
	0	SAFEGUARDING, attendance and historical attendance, SALT
	13	SALT, historical attendance, Safeguarding
	25	Has made progress from last year but has been put onto standards and is already working as if PKS in preparation for Year 3
	8	SEND. Hearing impairment, Yr 1 score 0 new to school May 2023
	5	SEND, ASD, learning difficulty Yr 1 score 0
	0	Absent for test. Attendance 82.44%, EAL, New to school Jan 2023, no prior phonics knowledge
	29	SEND monitoring, possible ASD/learning difficulty, previous score 4, made massive improvement this year

MULTIPLICATION CHECK – YEAR 4 - TRACKER

2021/22 – 53 children		2022/23 – 51 children		2023/24	
		25/25 score	9=18%	25/25 score	11 = 19%
National %	25/25 = 27%	National %	25/25 = 31%	National %	
National mean	19.8	National mean	20.4 WH18.3	National mean	? WH 17.8
20+	9 = 17%	20+	28 = 55%	20+	31 = 53
15-19	14 = 26%	15-19	8 = 16%	15-19	12 = 21%
10-14	12 = 23%	10-14	11 = 22%	10-14	5 = 9%
Below 10	18 = 34%	Below 10	4 = 7%	Below 10	10 = 17%
Absent/left	1	Absent/left	1	Absent/left	3

25/25 - 11 children reduced by 1% however 8 more children taking the test so +2 children 25/25

20/25 - 31 children reduced 2% however 8 more children taking the test so +23children 20/25

7 children 18 or 19 marks, close to the 20+.

Year 4 TTRS data

Scored 24 on the day: but TTRS score significantly faster than 6 seconds for correct answer: ■ 24 – 3.45s, ■ 24 – 0.61s, ■ 24 -1.7s, ■ 24 -1.9s.

Scored 22/ or 23 on the day: but TTRS score significantly faster than 6 seconds for correct answer: ■ 23 – 0.86s, ■ 22 – 0.92s, ■ 22 – 1.65s.

This would be 7 more children on 25/25 = 18 children 31%

ATTENDANCE TRACKING SUMMARY

Overall attendance	2021		2022		2023		2024	
Walter Halls			91.6%		93.5%		93.5%	
National %			92.8%		92.5%		92.9% (up to 12.07)	
Difference%			-1.2		+1.0		+0.6%	

Persistent Absence	2021		2022		2023		2024	
Walter Halls			29.5%		22.4%		17.6%	
National %			22.5%		21.2%		20.3% (up to 12.07)	
Difference%			-7%		-1.2%		+2.7%	

Vulnerable groups	2021		2022		2023		2024	
	WH	National	WH	National	WH	National	WH	National
Pupil Premium			89.8%	?	91.2%	91.3%	91.3%	91.8%
SEND			90.7%	?	93.1%	91.9%	91.8%	92.4%

ATTENDANCE IMPACT 2023/24

Overall attendance	<ul style="list-style-type: none"> This has stabilised and is in-line with national. Our target remains to be 96% and our specific action plan for attendance is far more robust since the pandemic
Persistent absence	<ul style="list-style-type: none"> Persistent absence is falling over time and is now significantly below national figures
Year Groups – Persistent absentees	<ul style="list-style-type: none"> Reception cohort from 2022/23 moved to Y1 2023/24 – gap closed compared to national Y5 cohort from 2022/23 moved to Y6 2023/24 – gap closed and was significantly better than national Apart from current F2 & current Y4 (see below) gaps between national PA and our PA are fairly stable <p>F2 2022/23 = 33% vs 25% Nat Y1 2023/24 = 17% vs 17% Nat</p> <p>Y5 22/23 = 19% vs 17th Nat Y6 22/23 = 10% vs 15% Nat</p>
SEND	<ul style="list-style-type: none"> 2023/24 has seen an up rise in SEND children in school meaning that a high portion of our children are now SEND. % change to SEND attendance therefore shows a stable situation for SEND attendance Attendance for our EHC consistently exceeds national <p>2022/23 SEND vs National: 93.1% vs 91.9% 2023/24 SEND vs National: 91.8% vs 92.4%</p> <p>2022/23 EHC vs Nat.EHC: 93.8% vs 89.1% (+4.7) 2023/24 EHC vs Nat. EHC: 95.6% vs 89.2% (+6.4)</p>

ATTENDANCE FOCUS AREAS 2024/25

- F2 moving into Y1 – high SEND with low attendance 75% attendance for SEND vs 90.7% in F2 nationally
- Current Y4 moving into Y5 for PA – 22% PA vs 15% in Y4 nationally
- Early Intervention for ‘at risk’ of falling into PA bracket: 90-95% attendance. At the end of 2023/24 this was 138 children which represents 33.7% (exc. F1)