



Assessment and Standards File

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School Profile and Demographics

Analysis and Commentary

- The demographic of the school show that we are a larger than average school, supporting a deprived and challenging area.
- **80%** of children live in the **10%** of most deprived households.
- **51%** of children live in the **3%** of most deprived households.
- This is the fourth year in a row that the deprivation figures have been at this level reflecting the new level of deprivation for the cohort of children entering our Nursery/Reception and in year transfers.
- **39%** of children are eligible for Free School Meals, compared to 14% Nationally. (Jan 2017 census)
- **59%** of pupils are eligible for Pupil Premium grant, compared to 25% Nationally.
- In the last five years, the school's NOR has increased significantly after the school increased its PAN from 50 to 60 and the increase in mobility in the local area, It currently stands at **430** up from **349** in 2012.
- The proportion of children from minority groups has risen from **7.1%** in 2011 to **22%** in 2016.
- The number of children who are EAL has also increased from **0.4%** to **13%** over the same period. While our BME and EAL figures are both below Leeds and National they nevertheless represent a significant change for the school in a relatively short time frame.
- **33%** of pupils qualify for SEN support compared with **13.0%** nationally.
- School attendance at the end of 2016-17 was 94.3%
- Persistent absences fell from 5.4% in 2012 to 2.7% in 2014 but have since risen following the change in threshold considered a PA (90%) The school's figure is now 14.8% (Oct 2017)
- There has only been one fixed term or permanent exclusions since the academic year 2011-12



2017 Data Analysis and Commentary of EYFSP

GLD 49% compared to 53% in 2016 (LA 2017: 65%)

On entry to Reception data Reading = 7%, Writing = 7%, Number = 8% at ARE.

GLD: 49.1% (27 Children out of 55)

Girls: 62% (18 children) (LA 72%),

Boys: 35% (9 children) (LA 58%)

EAL: 75% (6 children)

PP: 45% (20 children) (LA: 48%)

Non PP: 51% (35 children)

In comparison to last year's data that means:

Overall decrease of 3.4%

Girls decrease of 7.2%,

Boys decrease of 4.4%

EAL increase of 8.4%,

PP increase of 6.5%

Cohort differences:

2016: SEND 47% with 6 FFI funded; 2 of which have EHCPlans.

2017: SEND 46% with 3 EHCP, 3 Autistic children, 8 with FFI top up funding.

EAL 14%

Just missed working at ELG: 9% (5 children)

Girls: 80% (4 children),

Boys: 20% (1 child)

EAL: 0% (0 children),

PP: 20% (1 child)

In comparison to last year's data that means:

Overall decrease of 7.9% (5 children) compared to 2015-16 Data.

Bottom 20%: 25% (14 children) (28 points or less)

Girls: 36% (5 children) includes 3 SEN girls,

Boys: 64% (9 children) who are all SEN,

EAL: 0%,

PP: 50% (7 children),

SEND: 93% (13 children)

17 points: Archie A is SEND and scored 18 points. He now attends a specialist Inclusive Learning Centre.

In comparison to last years data that means:

Overall decrease of 3.8% (3 children)

Only 1 child scored 18 points compared to 5 children in 2015-16.



EYFS Vulnerable Groups

Boy V Girls:

Girls outperformed the boys this year in achieving the GLD measure.

Girls outperformed the boys in all strands.

60% - 15 out of 25 SEND children are boys.

1 child scored 18 points and was an SEND boy.

Areas of Learning	All	Boys	Girls
PSED	6.3	5.8	6.8
PD	4.3	4.0	4.4
CLL	6.4	5.8	6.9
Literacy	3.2	2.9	3.5
Mathematics	3.5	3.3	3.7
UTW	5.5	5.4	5.7
EAD	4.1	3.6	4.6
Specific Areas of Learning	16.4	15.1	17.5
All Areas of Learning	33.4	30.8	35.7

APS		All	Boys	Girls
PSD	SCSA	2.02	1.85	2.17
	MFB	2.05	1.88	2.21
	MR	2.27	2.08	2.45
PD	MH	2.04	1.92	2.14
	HSC	2.22	2.12	2.31
CLD	Listening	2.25	2.08	2.41
	Understanding	2.16	1.96	2.34
	Speaking	2.00	1.81	2.17
Literacy	Reading	1.69	1.54	1.83
	Writing	1.53	1.35	1.69
Maths	Number	1.73	1.65	1.79
	SSM	1.78	1.62	1.93
UW	PC	1.73	1.62	1.83
	The World	1.82	1.77	1.86
	Technology	1.98	2.00	1.97
EAD	EMM	2.02	1.77	2.24
	BI	2.09	1.81	2.34
All areas of learning		33.4	30.8	35.7



EYFS Vulnerable Groups

EAL:

75% of children with EAL achieved GLD

None of the near miss children were EAL

The other 2 children who didn't achieve GLD are on the SEN register for moderate learning difficulties.

Pupil Premium:

9 children (45% of PP children) achieved GLD, 20 children (36% of the cohort) were PP. This was broadly in-line with Local Authority PP Data (48%).

44% (4 children) of the 9 Pupil Premium and EAL children achieved GLD.

17% (2 children) are of the 12 Pupil Premium and SEN children achieved GLD.

11% (1 child) of our 9 PP SEND Boys achieved GLD.

25% (5 children) are the near miss children



2017 Data Analysis EYFSP

EYFS Progress Measures: On Entry to Nursery (2015/2016)

The following tables show the accelerated progress that has been made over the 2 years in EYFS from their start point in Nursery (2015) to their Reception Exit Data (2017).

	Well Below	Below	ARE+
Self-confidence and Self Awareness	49%	32%	19%
Making Relationships	51%	40%	9%
Managing Feeling & Behaviour	47%	42%	11%
CL Understanding	39%	47%	14%
CL Listening	33%	46%	21%
CL Speaking	42%	46%	12%

Specific Area (57 chn)	Well Below	Below	ARE	Above ARE
Reading	67%	23%	10%*	0%
Writing	81%	19%	0%	0%
Number	54%	32%	14%*	0%

On Entry to Reception: 3-year trend

*1 child in Nursery (MQ) Left in Nursery which explains this data.

Year	Area	Well below	Below	ARE	Above
2017/2018	Reading	37%	63%	0%	0%
	Writing	32%	68%	0%	0%
	Number	46%	54%	0%	0%
2016/17	Reading	34%	59%	7%*	0%
	Writing	34%	59%	7%	0%
	Number	33%	59%	8%*	0%
2015/16	Reading	37%	62%	2%	0%
	Writing	45%	44%	2%	0%
	Number	21%	34%	44%	0%



2017 Data Analysis of EYFSP

On Exit Reception 2017

	Well Below (<30- 50months)	Below (40-60months)	ARE+ (ELG)
Self-confidence and Self Awareness	8%	8%	84%
Making Relationships	7%	5%	88%
Managing Feeling & Behaviour	10%	6%	84%
CL Understanding	5%	10%	85%
CL Listening	5%	8%	87%
CL Speaking	5%	13%	82%

Subject	GLD	Well Below	Below	ARE	Above ARE
Reading	49.1%	9%	29%	56%	6%
Writing		9%	40%	49%	2%
Number		7%	27%	60%	6%

Development Matters Jumps Progress (In-year data)

On-entry to Exit Reception

'Expected Progress' is defined as 4 jumps but due to the low start points of the children at our school, we aim for at least 6 jumps within the school year.

	All Children	All Boys	All Girls	Non SEND Boys	SEND Boys	PP Boys	Non PP Boys
Reading	6.5	5.9	6.5	6.4	5.5	6.3	5.5
Writing	5.9	5.8	6.0	6.2	5.5	6.1	5.4
Number	6.3	6.3	6.2	6.3	6.3	6.6	5.7



2017 Data Analysis and Commentary of EYFSP

Strengths:

- In-year progress in Reception **is significant and rapid in ARE+** for Reading (55%), Writing (44%) and (58%).
- Progress from their EYFS start point (9%) to Reception Exit (88%) shows an **increase of 79%** of children achieving ARE+ in 'Making Relationships.'
- PP Boys made **more than expected progress in R/W/M** in comparison to Non PP Boys.
- SEND Boys made the same level of more than expected progress (6.3) in Development Matters Jumps as Non-SEND Boys in Number.

Weaker areas:

- Lowest areas are Writing (51% ARE+) and Reading (62% ARE+) However, as only 7% came in at ARE in Reading and Writing, we are pleased with the progress made from the low start points.
- Speaking (82%), Number (66% ARE+) and Shape, Space and Measures (67% ARE+) Our focus next year needs to continue to be Boys progress in Reading and raise progress and attainment for all in Writing.

Commentary

Even though the GLD has decreased overtime this doesn't reflect the hard work and effort by the EYFS staff. This downward percentage is a result of children admitted to school with low levels of "on entry" attainment. Even with this particular challenging cohort with 47% SEND the APS has increased with 33.4, and this is an upwards trend within the school.

As the data demonstrates, the progress children make from on-entry to Nursery to the end of Reception is significant and rapid. However, the percentages of children achieving GLD has decreased but the cohort data shows good progress, particularly with their starting points being low. The vulnerable groups progress data is also good as well. The key for us is to ensure good transition in to KS1 and that despite the significant SEND needs of the cohort, continue to make good progress.

EYFS Key Lines of Enquiry:

- Ensuring the gap reduces between girls and boys in EYFS Writing, Reading and Number.
- Ensure numeracy skills are taught to deepen children's knowledge of Number.
- That where possible, SEND children narrow the gap to Non-SEND.
- To ensure that children reach ARE in PSED, preparing themselves for learning.
- To ensure that children reach ARE in the prime areas to prepare themselves for learning with the National Curriculum.
- To reduce the number of children achieving 28 points or less by the end of the Foundation Stage.
- To increase the APS across all areas of learning to support children in the National Curriculum.



2017 Data Analysis and Commentary of Phonics

Year 1 Phonics

This cohort's Good Level of Development was 52.5%

The school was very pleased by the Year 1 attainment and progress that reflected the hard work and effort of the children and staff in Year 1.

Phonics

- 83% of children reached the 'Expected standard' in Phonics.
 - Nationally, 81% of children reached ES.
 - In Leeds, 77% of children reached ES.
- This represented a **20% increase** from this cohort's 53% GLD for Reading.

Year 2 Phonics retest 2017

This cohort's Good Level of Development was 63% in Reading.

The school was very pleased by the Year 2 attainment and progress in the retest that reflected the hard work and effort of the children and staff in Year 2 and the interventions put in place.

Phonics

- 75% of children who took the retest, achieved the 'Expected standard' in Phonics.
 - Nationally and Locally, 62% of children reached ES in Phonics.

Year 1 and 2 Phonics test 2017

The school is very pleased by the combined result for both Year 1 and Year 2 attainment.

Phonics

- 82% of children reached the 'Expected standard' in Phonics in Years 1 and 2 combined.
 - In Leeds, 75% of children reached ES in Phonics in Years 1 and Year 2 combined.

These results reflect the sustained hard work and effort of the children and the highly-skilled staff team, who consistently delivered phonics across EYFS and KS1.

Not only did the school achieve above the National and Local Average for all pupils but vulnerable groups also performed at least in line as those groups nationally and sometimes better. The key for us now is to learn from what went well last year and ensure a consistent approach throughout EYFS, KS1 and into KS2.



Data and Analysis of KS1 SATs 2017

Analysis and Commentary

This cohort's Good Level of Development was 61.7%

(National 66.3%)

This cohort's Phonic score was 94.8%

(National 80.6%)

The school was very pleased by the KS1 attainment and progress in 2017 that reflected the hard work and effort of the children and staff in KS1.

KS1 Writing

- 83% of children reached the 'Expected+ standard' in Writing.
 - Nationally, 68% of children reached ES.
 - In Leeds, 59% of children reached ES.
- 17% of children reached the 'Higher standard' in Writing.
 - Nationally, 16% of children reached HS.
 - In Leeds, 11% of children reached HS.
- At EYFS, this cohort achieved 62% 'Expected+ in Writing with 8% exceeding. Our latest KS1 data represents a **21% increase** from this cohort's EYFS assessment at Expected+ and a **9% increase** at the higher standard.

KS1 Reading

- 83% of children reached the 'Expected+ standard' in Reading.
 - Nationally, 76% of children reached ES.
 - In Leeds, 68% of children reached ES.
- 21% of children reached the 'Higher standard' in Reading.
 - Nationally, 25% of children reached HS.
 - In Leeds, 19% of children reached HS.
- At EYFS, this cohort achieved 63% 'Expected+ in Reading with 15% exceeding. Our KS1 data therefore represents a **20% increase** from this cohort's EYFS assessment at Expected+ and a **6% increase** at the higher standard.

KS1 Maths

- 78% of children reached the 'Expected+ standard' in Maths.
 - Nationally, 75% of children reached ES.
 - In Leeds, 68% of children reached ES.
- 17% of children reached the 'Higher standard' in Maths.
 - Nationally, 21% of children reached HS.
 - In Leeds, 16% of children reached HS.
- At EYFS, this cohort achieved 77% 'Expected+ in Number with 7% exceeding. Our KS1 data therefore represents a **1% increase** from this cohort's EYFS assessment at Expected+ and a **10% increase** at the higher standard.



KS1 Reading, Writing and Maths combined

- 74% of children reached the 'Expected+ standard' in all three subjects.
 - Nationally, 64% of children reached ES in all three subjects.
 - In Leeds, 54% of children reached ES in all three subjects.
- 9% of children reached the 'Higher standard' in all three subjects.
 - Nationally, 11% of children reached the HS in all three subjects.
 - In Leeds, 7% of children reached the HS in all three subjects.

- Our 2017 KS1 R/W/M Combined scores show **an increase of 14%** from 2016 R/W/M data at Expected+ Standard.

Commentary

These results reflect the sustained hard work and effort of the children and staff and were above the targets we had set for ourselves.

Not only did the school achieve in line with National Average for all pupils but as the next pages will show vulnerable groups also performed at least in line as those groups nationally, in the majority of case, better. The key for us now is to learn from what went well and ensure a consistent approach throughout KS2

As such, Middle Leaders are working with Leeds City Council and Senior Leaders to create action plans that will identify strength in these subjects from the SEF, in school Data and Question Level Analysis.



KS1 Vulnerable Group Analysis

KS1 Pupil Premium Analysis

The table below compares the performance in 2017 KS1 SATs between Pupil Premium eligible children (62% of the cohort), Non Pupil Premium (38%) both in-school as well as compared to National Data.

NB. When using National Data, the comparisons are taken from School PP and National 'Other/Non-PP' Children.

KS1 PP Headlines:

- The School PP difference compared to National 'Other' has **reduced from 2016 to 2017 in Reading and Maths and has diminished in Writing.**
- There is a **positive trend showing a decrease with the 'in-school' difference for RWM** combined at the Expected+ standard from 2016 to 2017.
- The **School PP % of children meeting 'Expected+' standard in Reading and Writing is above National** Pupil Premium Data.

Key Stage 1	RWM		Reading		Writing (TA)		Maths	
	% Exp+ 2017	% Exp+ 2016	% Exp+ 2017	% Exp+ 2016	% Exp+ 2017	% Exp+ 2016	% Exp+ 2017	% Exp+ 2016
Pupil Premium 2017: 62% (36/58) 2016: 45% (28/58)	61%	32%	75%	65%	72%	48%	67%	52%
Other 2017: 38% 2016: 55%	95%	87%	95%	89%	100%	89%	95%	85%
School Difference	-34%	-55%	-20%	-24%	-38%	-41%	-28%	-33%
National PP 2016	47%*	47%*	62%	78%	70%	53%	60%	77%
National Other 2016	65%* (Fft)	65%* (Fft)	78%	78%	70%	70%	77%	77%
Difference: School PP Vs. Nat 'Other'	-4%	-33%	-3%	-13%	+2%	-22%	-10%	-25%



KS1 Vulnerable Group Analysis

KS1 SEND Analysis

The table below compares the performance in 2017 KS1 SATs between SEND children (40% of the cohort) and Non SEND (60%).

KS1 Reading	School SEND	LA SEND	Sch Non SEND	LA Non SEND	School Diff SEND to Non	LA Diff Sch SEND to LA SEN
Expected Standard	59%	26%	93%	76%	-34%	+33%

KS1 Writing	School SEND	LA SEND	Sch Non SEND	LA Non SEND	School Diff SEND to Non	SEND Diff Sch Vs. LA
Expected Standard	65%	18%	90%	66%	-25%	+47%

KS1 Maths	School SEND	LA SEND	Sch Non SEND	LA Non SEND	School Diff SEND to Non	SEND Diff Sch Vs. LA
Expected Standard	59%	28%	85%	75%	-26%	+31%

KS1 RWM	School SEND	LA SEND	Sch Non SEND	LA Non SEND	School Diff SEND to Non	SEND Diff Sch Vs. LA
Expected Standard	47%	15%	85%	61%	-38%	+32%



KS1 Vulnerable Group Analysis

KS1 Gender Analysis

The table below compares the performance in 2016 KS2 SATs between Boys (64% of the cohort) and Girls (36%).

KS1 Reading	Sch Boys	LA Boys	Sch Girls	LA Girls	School Boys Vs. Girls	Sch Boys Vs. LA Boys	Sch Girls Vs. LA Girls
Expected Standard	86%	64%	79%	73%	+7%	+22%	+6%

KS1 Writing	Sch Boys	LA Boys	Sch Girls	LA Girls	School Boys Vs. Girls	Sch Boys Vs. LA Boys	Sch Girls Vs. LA Girls
Expected Standard	86%	52%	79%	66%	+7%	+34%	+13%

KS1 Maths	Sch Boys	LA Boys	Sch Girls	LA Girls	School Boys Vs. Girls	Sch Boys Vs. LA Boys	Sch Girls Vs. LA Girls
Expected Standard	83%	67%	72%	69%	+11%	+16%	+3%

KS1 RWM	Sch Boys	LA Boys	Sch Girls	LA Girls	School Boys Vs. Girls	Sch Boys Vs. LA Boys	Sch Girls Vs. LA Girls
Expected Standard	76%	49%	72%	59%	+4%	+27%	+13%



KS1 Vulnerable Group Commentary

We are very proud of our KS1 vulnerable group data and aim to continue to build on this best practice.

- It is important that we continue to build on the positive trend for diminishing the difference between our KS1 PP and Non-PP children, especially in Maths. Our PP Champions will be working with focused children on ensuring this difference diminishes through supporting their individual barriers to learning.
- Although there is an in-school gap between our SEND attainment and Non-SEND children (a result which can be justified by the nature of the children's reasons for being on our SEND register and also a local and National picture), they outperformed LA SEND children in every area. We will continue to build on this best practice of personalised provision which enables all vulnerable groups to make progress from start points.
- Another positive KS1 result is boys outperformed LA boys and our girls outperformed LA girls in every subject, including combined RWM. There was a positive in-school gap with boys outperforming girls in every area. The performance of girls will be monitored to ensure this pattern is not a trend in KS1 whilst the performance in Year 3 will be monitored to ensure boys continue to perform well and the gap between gender closes.



Data and Analysis of KS2 SATs 2017

KS2 Analysis and Commentary

Due to the change in testing arrangements and curriculum, a direct comparison with KS2 SAT results from 2015 is not possible.

- The school recognises that there are aspects of the KS2 attainment and progress scores that fell below the standards we have set ourselves.

KS2 Reading

- 45% of children reached the Expected Standard in Reading
 - Nationally 71% of children reached ES
- 7% of children reached the Higher Standard in Reading
 - Nationally 25% of children reached HS
- The school's average Scaled score was 99
 - Nationally the Scaled average score was 104
- The school achieved a progress measure of -3.37 (-5.0 to -1.74)

KS2 Writing

- 62% of children reached the Expected Standard in Writing
 - Nationally 76% of children reached ES
- 2% of children reached the Higher Standard in Writing
 - Nationally 18% of children reached HS
- The school achieved a progress measure of -2.25 (-3.84 to -0.67)

KS2 Maths

- 60% of children reached the Expected Standard in Maths
 - Nationally 75% of children reached ES
- 7% of children reached the Higher Standard in Maths
 - Nationally 23% of children reached HS
- The school's average Scaled score was 102
 - Nationally the Scaled average score was 104
- The school achieved a progress measure of -1.15 (-2.62 to +0.32)

GPS

- 57% of children reached the Expected Standard in GPS.
 - Nationally 72%* of children reached ES
- 12% of children reached the Higher Standard in GPS.
 - Nationally 22%* of children reached HS
- The school's average Scaled score was 103
 - Nationally the Scaled average score was 104*

*2016 National Data

KS2 Reading, Writing and Maths combined

- 38% of children reached the Expected standard in all three subjects
 - Nationally 61% of children reached ES in all three subjects
- None of the children reached the Higher standard in all three subjects
 - Nationally 9% of children reached the HS in all three subjects



KS2 FFT Aspire Targets

At present, the school compares itself to the FFT50 estimate based on school context, including past performance and cohort historical data.

The table below compares our school's attainment against the national FFT 50 estimate and the FFT 50 estimates for the 2017 cohort.

Subject	Average FFT 50 Expected Standard	School FFT 50 Expected Standard	Actual Result Expected Standard	Actual Vs. FFT School Target	Average FFT 50 Higher Standard	School FFT 50 Higher Standard	Actual Result Higher Standard	Actual Vs. FFT School Target
Reading	65	65	45	-10 chn	19	4	7	+2 chn
Writing	70	67	62	-2 chn	12	6	2	-2 chn
Maths	69	70	60	-5 chn	17	9	7	-1 chd
GPS	70	67	57	-5 chn	24	15	12	+1 chd

Where each child is equal to 1.9%

Commentary

Despite the sustained effort of the children and staff, the KS2 test results fell below the targets we had set ourselves for attainment at 'Expected Standard,' although we exceeded our Higher Standard targets in Reading and GPS.

As the next page will show several children missed the ES in GPS and Maths by one mark, which would have made a significant difference. The key for us now is to not have children working so close to the ES borderline in future. This is a similar picture for children missing the HS in GPS and Reading.

From this, the Leadership Team are working with Leeds City Council, External Consultants and the COGs Learning Partnership to create action plans that will address identified gaps in these two subjects from the SEF, in school Data and Question Level Analysis.

The school is ensuring rigorous target setting across all subjects as well as monitoring of Teaching and Learning through book scrutinies, learning walks and formal Maths Observations which have all taken place this first half term. Another key focus this half term is ensuring the new staff team are implementing effective reading teaching and Learning in KS2 through the school Reading Clarity document; building upon the good practice seen in KS1 Phonics and reading. Ultimately, we aim for all adults in the school to be aware of our high expectations around reading, and early signs this first half term show that the consistency is beginning to be seen through Assistant Head teacher/Reading co-ordinator monitoring.

Times Table Rockstars and Active Maths have been introduced since Sept 16' in an effort to address the areas of maths where children performed significantly below the National Average. Our first phase of introducing a new whole school scheme of work, 'Maths No Problem!' is being embraced by all staff and pupils, developing Maths stamina and a Growth Mindset to aspirational reasoning in Maths.



KS2 'Just Missed' Analysis

The following tables represent what the school performance would have been if all of the pupils who scored a Scale score of 99 had achieved the ES of 100 and the pupils who scored a Scale score of 109 had achieved the HS of 110.

KS2 Reading

- 48% of children would have reached the Expected Standard in Reading
 - Nationally 71% of children reached ES
- 10% of children reached the Higher Standard in Reading
 - Nationally 25% of children reached HS

KS2 Writing

- 62% of children would have reached the Expected Standard in Writing
 - Nationally 76% of children reached ES
- 2% of children would have reached the Higher Standard in Writing
 - Nationally 18% of children reached HS

KS2 GPS

- 66% of children would have reached the Expected Standard in GPS.
 - Nationally 72%* of children reached ES
- 17% of children would have reached the Higher Standard in GPS.
 - Nationally 22%* of children reached HS *2016 National Data

KS2 Maths

- 69% of children would have reached the Expected Standard in Maths.
 - Nationally 75% of children reached ES
- 7% of children would have reached the Higher Standard in Maths.
 - Nationally 23% of children reached HS

KS2 Reading, Writing and Maths combined

- 40% of children would have reached the Expected standard in all three subjects
 - Nationally 61% of children reached ES in all three subjects
- None of the children would have reached the Higher standard in all three subjects
 - Nationally 9% of children reached the HS in all three subjects.

Subject	Average FFT 50 Expected Standard	School FFT 50 Expected Standard	Just-miss Result Expected Standard	Just-miss Vs. FFT School Target	Average FFT 50 Higher Standard	School FFT 50 Higher Standard	Just-miss Result Higher Standard	Just-miss Vs. FFT Sch Target
Reading	65	65	48	-8 chn	19	4	10	+2 chn
Writing	70	67	62	-2 chn	12	6	2	-2 chn
GPS	70	67	66	-1 chd	24	15	17	+1 chd
Maths	69	70	69	-1 chd	17	9	7	-1 chd

The impact that the 'just missed' children have on the KS2 ES results is very significant in Maths and GPS.

There is also a significant impact on the KS2 result in Reading and GPS.

In producing these tables, the school is aware that if all of the school's nationally were to do this, then the national average for ES/HS would also increase.



KS2 Prior Attainment (From FFT Aspire)

KS2 Reading

Breaking the figures down, we can see that regarding Reading:

- 22% of children who left KS1 with Low attainment (12chn) made the ES
 - FFT50 predicted that 47% who left with low attainment would make ES
 - 4% of the children made the HS
- 50% of children who left KS1 with Middle attainment (37chn) made the ES
 - FFT50 predicted that 89% who left with medium attainment would make ES
 - 0% made the HS
- 85% of children who left KS1 with High attainment (7 chn) made the ES
 - FFT50 predicted that 83% who left with high attainment would make ES
 - 23% made the HS

KS2 Writing

Breaking the figures down, we can see that regarding Writing:

- 17% of children who left KS1 with Low attainment (17 chn) made the ES
 - FFT50 predicted that 50% who left with low attainment would make ES
 - None of the children made the HS.
- 95% of children who left KS1 with Middle attainment (34 chn) made the ES
 - FFT50 predicted that 89% who left with medium attainment would make ES
 - 0% made the HS
- 100% of children who left KS1 with High attainment (5 chn) made the ES
 - FFT50 predicted that 83% who left with high attainment would make ES
 - 8% of the children made the HS.

KS2 GPS

Breaking the figures down, we can see that regarding SPAG:

- 22% of children who left KS1 with Low attainment (4 chn) made the ES
 - FFT50 predicted that 50% who left with low attainment would make ES
 - 4% of the children made the HS
- 75% of children who left KS1 with Middle attainment (18 chn) made the ES.
 - FFT50 predicted that 89% who left with middle attainment would make ES
 - 5% made the HS
- 100% of children who left KS1 with High attainment (30 chn) made the ES
 - FFT50 predicted that 83% who left with high attainment would make ES
 - 38% made the HS



KS2 Maths

Breaking the figures down, we can see that regarding Maths:

- 35% of children who left KS1 with Low attainment (10 chn) made the ES
 - FFT50 predicted that 57% who left with low attainment would make ES
 - None of the children made the HS
- 80% of children who left KS1 with Middle attainment (38 chn) made the ES
 - FFT50 predicted that 89% who left with medium attainment would make ES
 - 0% made the HS
- 85% of children who left KS1 with High attainment (8 chn) made the ES
 - FFT50 predicted that 83% who left with high attainment would make ES
 - 31% made the HS

One of the main differences we have found with the new assessment system between 2017 and previous years is the percentage of children from the Low Attainment and Middle Attainment groups going on to achieve the ES in Reading, Writing and Maths.

In previous years, using the old National Curriculum levels, the school had often outperformed the national average for children starting from Low and Middle points achieving Level 4+.

The table below indicates the difference in % achieving the ES based on Prior Attainment groups:

KS2 Subject	2015 Low Att achieving ES	2016 Low Att achieving ES	2017 Low Att achieving ES	2015 Med Att achieving ES	2016 Med Att achieving ES	2017 Med Att achieving ES
Reading	50%	19%	22%	88%	58%	50%
Writing	25%	67%	17%	100%	89%	95%
GPS	25%	30%	22%	79%	76%	75%
Maths	50%	14%	35%	88%	58%	80%

Only 1/2 of KS1 Middle Attainers are achieving expected standard in reading, with 22% of LA KS1 children. As a result, increased monitoring of old 'Level 2' children throughout KS2 is now been taken at least termly from September 2017. This will also form part of raising standards in Reading as part of whole-school improvement this year.

There was a significant difference in Writing for KS1 LA children from 2016 to 2017, achieving Expected Standard. This will be monitored by the PWP team to ensure all groups of learners are accessing key learning in writing, through a Talk for Writing approach.

KS2 Subject	2015 High Att achieving ES	2016 High Att achieving ES	2017 High Att achieving ES (13)	2015 High Att achieving HS	2016 High Att achieving HS	2017 High Att achieving HS (13)
Reading	100%	91%	85%	55%	18%	23%
Writing	100%	100%	100%	91%	36%	8%
GPS	100%	100%	100%	55%	55%	38%
Maths	82%	100%	85%	27%	27%	31%



The difference above shows in Writing and GPS, there is a downward trend on Higher attainers at KS1, converting to KS2. In Reading and Maths there has been an increase from 2016 on the % of HA attainers at KS1 achieving Greater depth at KS2, but in both subjects there were 2 HA children who did not achieve ES.

As a result, increased monitoring of KS1 Higher Attaining children during Target Setting meetings, Pupil Progress, lesson observations and book trawls are taking place in each year group through KS2

KS2 Vulnerable Group Analysis KS2 Reading, Writing, Maths

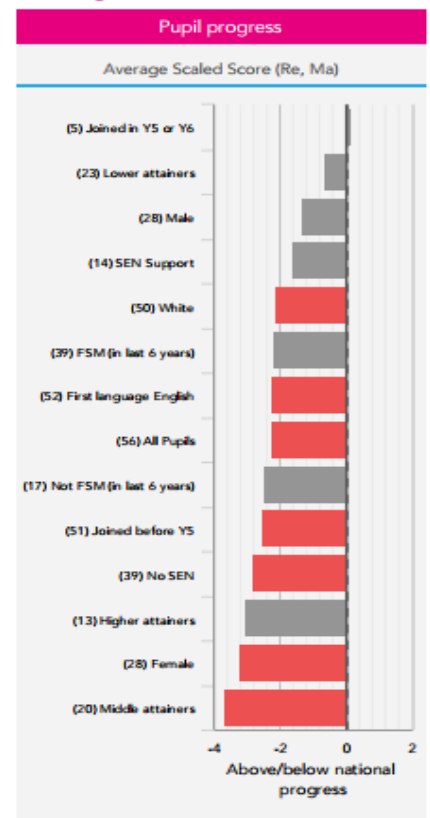
Based on the FFT 50 estimates for our school

Pupil groups

KS2 Pupil groups performance 2017

	Pupils	Actual results		Pupil progress	
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
Summary	All Pupils	58	100.3	38%	-2.2 ↓ -13%
Gender	Male	29	100.2	34%	-1.3 -9%
	Female	29	100.4	41%	-3.2 ↓ -16%
Prior Attainment	Higher attainers	13	106.3	77%	-3.0 ↓ -15%
	Middle attainers	20	100.5	45%	-3.6 ↓ -21%
	Lower attainers	23	96.3	13%	-0.6 -4%
Pupil Premium	FSM (in last 6 years)	40	99.3	38%	-2.2 -11%
	Not FSM (in last 6 years)	18	103.1	39%	-2.4 -16%
SEN Group	SEN Support	14	95.0	0%	-1.6 -16%
	EHC Plan	3	94.0	33%	+1.4 +6%
	No SEN	41	102.5	51%	-2.8 ↓ -13%
EAL	First language not English	6	99.1	0%	-2.4 -46%
	First language English	52	100.4	42%	-2.2 -10%
Mobility	Joined in Y5 or Y6	7	101.8	29%	+0.1 +13%
	Joined before Y5	51	100.2	39%	-2.5 ↓ -15%
Ethnicity	White	50	100.3	40%	-2.1 -11%
	Black Caribbean	1	107.5	100%	-1.6 +8%
	Black African	4	100.5	25%	-4.5 ↓ -36%
	Other Asian	2	93.0	0%	-8.3 -43%
	Chinese	1	99.5	0%	+2.5 -14%

KS2 Progress 2017



KS2 higher and lower performing pupil groups 2017

	Higher performing	Lower performing
Overall achievement pupil progress	Joined in Y5 or Y6 (5)	Middle attainers (20) ↓ Higher attainers (13) ↓ Female (28) ↓
KS2 reading achievement pupil progress	Joined in Y5 or Y6 (5)	Middle attainers (20) ↓ Female (28) ↓ Joined before Y5 (51)
KS2 writing achievement pupil progress	Middle attainers (20)	SEN Support (14) ↓ Joined in Y5 or Y6 (5) Lower attainers (23) ↓
KS2 mathematics achievement pupil progress	Lower attainers (23) SEN Support (14)	Higher attainers (13) ↓ Middle attainers (20) Female (28)
KS2 grammar, punctuation & spelling achievement pupil progress	Joined in Y5 or Y6 (5)	Not FSM (in last 6 years) (17) ↓ Higher attainers (13) ↓ No SEN (39) ↓



KS2 Vulnerable Group Analysis

KS2 Pupil Premium Analysis

The table below compares the performance in 2017 KS2 SATs between Pupil Premium eligible children (69%), Non-Pupil Premium (31%) and National Data.

KS2 Pupil Premium: English

KS2 PP English	% Exp+	Reading		Writing (TA)		GPS	
		Ave Score	Ave Progress	% Exp+	Ave Progress	% Exp+	Ave Score
Pupil Premium (40/58)	58%	99.10	-3.37	63%	-2.24	58%	101.60
Other (18/58)	61%	99.21	-3.18	61%	-2.14	56%	102.65
School Difference	-3%	-0.11	-0.19	+2%	-0.10	+2%	-1.05
National PP (2016)	53%	103.8	-0.72	64%	-0.30	61%	102
National Other (2016)	71%	103.8	0.33	79%	0.12	78%	105
2017 School PP Vs. Nat 'Other'	-13%	-4.7	-3.70	-16%	-2.36	-20%	-3.40
2016 School PP Vs. Nat 'Other'	-27%	-5.1	-1.30	0%	+2.90	-8%	-4.0

KS2 Pupil Premium: Maths

KS2 PP Maths	% Exp+	Ave Score	Ave Progress
Pupil Premium (40/58)	68%	102.65	-1.32
Other (18/58)	72%	101.73	-1.12
School Difference	-4%	+0.92	-0.20
National PP (2016)	57%	104.1	-0.52
National Other (2016)	75%	104.1	0.24
2017 School PP Vs. Nat 'Other'	-7%	-1.45	-1.56
2016 School PP Vs. Nat 'Other'	-34%	-3.3	-0.1



KS2 Vulnerable Group Analysis

KS2 Pupil Premium: RWM Combined

KS2 PP RWM Combined	% Expected + Standard
Pupil Premium (40/58)	38%
Other (18/58)	39%
School Difference	-1%
National PP (2016)	39%
National Other (2016)	60%
2017 School PP Vs. Nat 'Other'	-22%
2016 School PP Vs. Nat 'Other'	-33%



KS2 Vulnerable Group Analysis

KS2 SEND Analysis

The table below compares the performance in 2017 KS2 SATs between SEND children (29%) and Non-SEND (71%). (Data from Perspective Lite)

KS2 Reading	Sch SEND	LA SEND	Sch Non-SEND	LA Non-SEND	School Diff SEN/ Non-SEN	LA Diff Sch / LA SEN
Expected Standard	12%	28%	59%	74%	-47%	+16%
Higher Standard	0%	6%	10%	25%	-10%	-6%
Scale Score	92	96	102	104	-12	-4

KS2 Writing	Sch SEND	LA SEND	Sch Non-SEND	LA Non-SEND	School Diff SEN/ Non-SEN	LA Diff Sch / LA SEN
Expected Standard	12%	23%	83%	79%	-71%	+11%
Higher Standard	0%	2%	2%	15%	-2%	-2%

KS2 GPS	Sch SEND	LA SEND	Sch Non-SEND	LA Non-SEND	School Diff SEN/ Non-SEN	LA Diff Sch / LA SEN
Expected Standard	18%	31%	73%	82%	-55%	-13%
Higher Standard	0%	7%	17%	32%	-17%	-7%
Scale Score	97	97	105	107	-8	0

KS2 Maths	Sch SEND	LA SEND	Sch Non-SEND	LA Non-SEND	School Diff SEN/ Non-SEN	LA Diff Sch / LA SEN
Expected Standard	29%	30%	73%	78%	-44%	-1%
Higher Standard	0%	5%	9%	23%	-23%	-5%
Scale Score	98	96	103	105	-7	+2



KS2 Vulnerable Group Analysis

KS2 Gender Analysis

The table below compares the performance in 2017 KS2 SATs between Boys (50%) and Girls (50%) in-school and to LA data.

KS2 Reading	Sch Boys	LA Boys	Sch Girls	LA Girls	School Diff B/G	LA/Sch Diff Boys	LA/Sch Diff Girls
Expected Standard	45%	63%	45%	70%	0%	-18%	-25%
Higher Standard	0%	19%	14%	25%	-14%	-19%	-11%
Scale Score	99	102	99	104	0	-3	-5

KS2 Writing	Sch Boys	LA Boys	Sch Girls	LA Girls	School Diff B/G	LA Diff B/B	LA/Sch Diff Girls
Expected Standard	48%	63%	76%	77%	-28%	-15%	-1%
Higher Standard	0%	9%	3%	17%	-3%	-9%	-14%

KS2 GPS	Sch Boys	LA Boys	Sch Girls	LA Girls	School Diff B/G	LA Diff B/B	LA/Sch Diff Girls
Expected Standard	45%	70%	69%	78%	-24%	-25%	-9%
Higher Standard	7%	24%	17%	32%	-10%	-17%	-15%
Scale Score	102	104	103	106	-1	-2	-3

KS2 Maths	Sch Boys	LA Boys	Sch Girls	LA Girls	School Diff B/G	LA Diff B/B	LA/Sch Diff Girls
Expected Standard	62%	70%	59%	71%	+3%	-8%	-12%
Higher Standard	3%	23%	10%	18%	-7%	-20%	-8%
Scale Score	102	104	102	103	0	-2	-1



KS2 Trend Analysis

FFT Aspire, has calculated what the school performance would have looked like in 2015, if the current Assessment arrangements were in place, which has formed the following analysis.

KS2 Reading	2017	2016	2015
Expected Standard	45%	48%	53%
Higher Standard	7%	6%	20%
Average Scale Score	99.0	98.8	99.9
Progress Measures	-17	-7	-10

KS2 Writing	2017	2016	2015
Expected Standard	62%	81%	83%
Higher Standard	2%	10%	30%
Progress Measures	-4	+17	0

KS2 GPS	2017	2016	2015
Expected Standard	57%	69%	65%
Higher Standard	12%	13%	20%
Average Scale Score	102.6	101.8	103.8
Progress Measures	-10	+8	-8

KS2 Maths	2017	2016	2015
Expected Standard	60%	50%	50%
Higher Standard	7%	8%	10%
Average Scale Score	101.7	101.6	101.1
Progress Measures	-5	-9	-17