



# Pupil Outcomes (provisional)

15th July

# 2023

These are the second key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021.

The overall statistics cover all year groups who have experienced disruption to their learning during the pandemic.

Nevertheless the school is determined to ensure that the provision when looking forward supports both attainment and progress as our pupils continue their Herrick Journey.

In this report you will identify how as a school we use statistical data in self-evaluation and planning for improved outcomes for pupils. Our evaluative process leads to important benchmarking questions: Firstly, how does Herrick's performance compare to our own 2019 outcomes?

When available, compare national and LA averages? Do we have any underperforming groups? What does overall progress tell us about achievement? What are the strengths and areas of development? This in effect informs our understanding of areas for improvement and ultimately the formulation of actions needed to raise standards.

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# Year 6 Outcomes

Year 6 (figures in red represent outcomes of children with KS 1 data)											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	60 (47)	57 (68)	18 (23)	58 (70)	5 (6)	72 (83)	23 (28)	66 (79)	-	52 (63)	5 (6)
High	17	100	53	94	12	100	59	100	-	94	3
Middle	22	59	9	68	5	86	14	77	-	50	5
Low	8	25	-	25	-	38	-	38	-	25	-
Boys	34 (25)	41 (56)	15 (20)	41 (56)	3 (4)	65 (80)	24 (32)	59 (76)	-	35 (48)	3 (4)
Girls	26 (22)	77 (88)	23 (27)	81 (86)	8 (9)	85 (86)	19 (23)	77 (82)	-	73 (77)	8 (9)
Pupil Premium	16 (14)	56 (64)	19 (21)	75 (86)	6 (7)	88 (93)	19 (21)	75 (86)	-	56 (64)	6 (7)
Non-PP	44 (33)	57 (70)	18 (24)	52 (64)	5 (6)	68 (79)	23 (30)	64 (76)	-	50 (61)	5 (6)
SEN	10 (10)	40	-	40	-	60	10	50	-	30	-
Scaled Scores											
Scaled Scores			Reading Overall (years/months)								
	Reading	Maths		Year 4 Sum. (21)	Year 5 Sum. (22)	Progress	Year 6 Sum. (23)	Progress from Y5 Sum.			
All	102.9 <b>103.8</b>	103.6 <b>104.6</b>	All	9/10	11/3	1yr 5m	12/4	1yr 1m			
High	110.1	111.4	High	12/2	13/8	1yr 6m	15/11	2yr 3m			
Middle	102.5	103.0	Middle	9/2	10/11	1yr 9m	12/6	1yr 7m			
Low	93.8	94.7	Low	7/7	9/5	1yr 10m	9/9	4m			
Boys	100.6 <b>101.5</b>	102.8 <b>104.1</b>	Boys	8/11	10/3	1yr 4m	11/3	1yr			
Girls	105.6 <b>106.3</b>	104.6 <b>105.1</b>	Girls	10/10	12/5	1yr 7m	13/9	1yr 4m			
Pupil Premium	102.8	102.8	PP	9/3	10/10	1yr 7m	12/0	1yr 2m			
Non-PP	103.0	103.9	Non-PP		11/5		12/6	1yr 1m			
SEN	97.0	98.9	SEN	7/3	9/10	2yr 7m	10/7	9m			

# Year 6 Analysis *(based on 47 pupils – excluding 13 pupils without KS1 data, 6 of which had no English and 9 were boys, all arrived during the academic year 22-23)*

Year 6 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome, 68% (-5%) below national of 73%. Reading age average progress is 1yr and 1m. Scaled score of 103.8 below national average of 105.
PA (H/M/L)	17 pupils (100%) of all 'H' achieved expected and just over half (53%) achieved GD. Limited numbers of 'M' achieving higher level but 59% achieved expected. 25% of 'L' achieve expected, inclusive of SEN (1 pupil).
Boys v Girls	Girls 32% above boys at expected, above in all aspects including reading age 2years and 6months (but not significant difference at higher standard). However, both reading age and average progress of girls is more than boys – 13/9 and 11/3 respectively.
PP	64% of PP achieved expected and were 3% below non-PP at higher standard.
SEN	Progress of all 10 SEN indicate good progress.
2022	In comparison to 2022, a 16% and 10% decrease at expected and at the higher standard respectively.
<b>Writing</b>	
Attainment	Overall outcome below national, 71% (-1%), disappointing to outcomes pre-pandemic which averaged at 90%. Decline in writing at both expected and higher standard – school moderated this year.
PA (H/M/L)	94% 'H' achieved expected, with 12% at higher standard. At expected, 'M' and 'L' bands achieved 68% and 25% respectively. Moderation has supported assessment of writing – LA representative worked with English lead to review pupil work.
Boys v Girls	Significant difference between boys and girls at expected, girls 30% above boys.
PP	PP above (+22%) non-PP at expected and in-line at higher standard.
SEN	4/10 pupils achieved expected.
2022	In comparison to 2022, below 8% at expected and in-line with higher standard.
<b>Maths</b>	
Attainment	Overall outcome above national (+10%). Scaled score of 104 in-line with national expectation. Maths considered strength of school, with effective on-line support and tutoring.
PA (H/M/L)	'H' and 'M' bands achieve in-line at expected, 100% and 86% respectively. 3/8 at 'L' achieve expected (6 of which SEN). Limited numbers of 'M' achieving higher standard – 14%.
Boys v Girls	Girls in-line with boys at expected but below by 9% at higher standard.
PP	PP 14% above non-PP at expected but scaled score of non-PP higher due to greater number achieving higher standard – 103.9 and 102.8 respectively.
SEN	6/10 achieved expected (1 of which achieved higher standard).
2022	In comparison to 2022, 9% increase at expected and a 5% decrease at higher standard.
<b>Summary</b>	
<ul style="list-style-type: none"> <li>• Above national in maths and marginally below in reading (68%-73%) and writing (70%-71%)</li> <li>• Reading outcomes overall fell short of expectations, particularly boys and middle band not achieving at least expected standard (13/22)</li> <li>• Significant gender difference in overall literacy between boys and girls, gap of 22% and 30% in reading and writing respectively</li> <li>• PP outcomes good, in particular writing and maths above non-pupil</li> <li>• SEN achieve good progress in all core subjects</li> </ul>	

# Headline Data *(Yr6 – Reception)*

Attainment Yr1 – Yr6 at EXS+ and GDS						
	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	67%	15%	58%	8%	63%	-
Year 2	78%	0%	57%	13%	69%	26%
Year 3	56%	18%	51%	4%	60%	5%
Year 4	71%	34%	68%	22%	66%	29%
Year 5	83%	30%	64%	5%	64%	34%
Year 6	57%	18%	58%	5%	72%	23%

Phonics Year 1		
	%	No.
All	60	31/52
Boys	56	14/25
Girls	63	17/27
PP	23	2/9
(1 child unable to access)		
Year 2 Phonics		
59% (13/22)		

Reading Age Overall						Assessment
	All	B	G	PP	SEN	
1	8/9	8/10	8/7	8/4	7/8	YARC
2	8/5	8/7	8/3	8/5	7/10	GL
3	8/4	7/10	8/8	9/10	6/2	NGRT
4	9/8	9/8	9/8	10/4	4/4	
5	11/4	11/0	11/8	11/0	8/9	
6	12/4	11/3	13/9	12/0	10/7	
(years/months)						

Year 4 Multiplication test
75% (45/60) scored 20 or above

## EYFS

### Area of learning

Building relationships  
 Self-regulation  
 Managing self  
 Gross motor skills  
 Fine motor skills  
 Listening and understanding  
 Word Reading  
 Comprehension  
 Speaking  
 Writing  
 Numbers  
 Numerical Patterns  
 Past and Present  
 People, Culture and Communities  
 The Natural World  
 Creating materials  
 Being imaginative and Expressive

87%  
 87%  
 84%  
 94%  
 95%  
 76%  
 82%  
 82%  
 79%  
 76%  
 79%  
 82%  
 82%  
 71%  
 79%  
 74%  
 76%

**Girls: 16**  
**Boys: 21**

GLD Girls: 12/16 75%  
 GLD Boys: 12/21 57%  
 GLD PP: 1/1 100%

Overall: 63% of pupils in Reception attained a Good Level of Development against the Early Years Framework.

# Comparison to 2022

Attainment measures	2022				2023			
<i>EYFS</i>	All	Boys	Girls	PP.	All	Boys	Girls	PP.
% with <b>GLD</b> at the end of EYFS	58	50	67	0	63	57	75	100
<i>Phonics</i>								
% achieving the expected standard in <b>phonics</b> by the end of year 1	77	83	70	50	60	56	63	23
% achieving the expected standard in <b>phonics</b> by the end of year 2 <i>(brackets indicate pass V. No. not achieving phonics screening in Yr1)</i>	56 (10/18)	50 (5/10)	63 (5/8)	50 (1/2)	59 (13/22)	64 (7/11)	55 (6/11)	100 (2/2)
<i>KS1</i>								
% achieving the expected standard or above in <b>reading</b>	61	50	69	60	78	80	75	75
% achieving a high standard in <b>reading</b>	11	5	16	20	-	-	-	-
% achieving the expected standard or above in <b>writing</b>	50	32	63	20	57	53	62	25
% achieving a high standard in <b>writing</b>	2	0	3	0	13	10	17	25
% achieving the expected standard or above in <b>mathematics</b>	63	55	69	60	69	73	62	25
% achieving a high standard in <b>mathematics</b>	11	9	13	20	26	33	17	-
<i>KS2</i>								
% achieving the expected standard or above in <b>reading</b>	84	79	89	100	57	41	77	56
% achieving a high standard in <b>reading</b>	33	32	33	25	18	15	23	19
<b>Reading</b> average scaled score	105.2	104.2	106.5		102.9	100.6	105.6	102.8
% achieving the expected standard or above in <b>writing</b>	78	79	78	83	58	41	81	75
% achieving a high standard in <b>writing</b>	11	6	19	0	5	3	8	6
% achieving the expected standard or above in <b>mathematics</b>	74	79	67	58	72	65	85	88
% achieving a high standard in <b>mathematics</b>	33	29	30	17	23	24	19	19
<b>Mathematics</b> average scaled score	104.3	105.2	103.2		103.6	102.8	104.6	102.8
% achieving the expected standards in <b>R,W,M combined</b>	64	65	63		52	35	73	56
% achieving a high standard in <b>R,W,M combined</b>	11	6	19		5	3	8	6
% achieving the expected standard or above in <b>EGPS</b>	84	79	89		66	59	77	63
% achieving a high standard in <b>EGPS</b>	34	35	33		20	24	31	19
<i>Progress measures</i>					Predicted			
Progress scores for reading	1.15				-1.0			
Progress scores for writing	-0.01				-2.0			
Progress scores for mathematics	1.36				3.0			

**Year 5 Outcomes**

Year 5											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	59	83	30	64	5	64	34	74	-	56	5
Boys	31	87	26	55	0	68	35	74		52	0
Girls	28	79	36	75	11	61	32	75		61	11
Pupil Premium	7	100	29	57	0	86	29	71	-	57	0
Non-PP	52	81	31	65	6	61	35	75		56	6
SEN	9	33	-	-	-	22	-	33		-	-
Scaled Scores											
Reading		Reading Overall (years/months)									
	Reading			Year 3 Sum. (21)	Year 4 Sum. (22)	Progress	Year 5 Sum. (23)	Progress from Y4			
All	107.8		All	8/5	10/3	1yr 10m	11/4	1yr 1m			
Boys	106.3		Boys	8/4	10/1	1yr 9m	11/0	11m			
Girls	110.0		Girls	8/7	10/4	1yr 9m	11/8	1yr 4m			
Pupil Premium	110.0		PP	6/5	9/8	3yr 3m	11/0	1yr 4m			
Non-PP	107.4		Non-PP		10/3		11/5	1yr 2m			
SEN	102.5		SEN	6/8	8/0	1yr 4m	8/9	9m			

Year 5 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome 83% is above expectation at expected and 30% at higher standard is a good progress. Reading age average progress is 1yr and 1m. Scaled score of 107.8 is close to higher standard (110).
Boys v Girls	Boys above girls at expected by 8% and below girls at higher standard at 10% - no significant difference. Reading age of girls is more than boys – 11/8 compared to 11/0, a difference of 8m. Scaled scores reflect gap – boys 106.3 and girls 110 in-line with higher standard.
PP	19% above non-PP at expected and in-line at higher standard. Reading age reflect 2 months more progress than non-PP and scaled score is above at 110.0 in comparison to non-PP at 107.4.
SEN	33% achieved expected, 102.5 scaled score and a progress of 9m overall in reading age.
2022(Yr4)	In comparison to 2022, 4% increase at expected and a 4% decrease at higher standard. (22-79% & 23-83% at expected) (22-34% & 23-30% at higher standard)
<b>Writing</b>	
Attainment	Overall outcome 64% at expected and 5% at higher standard. This is a decline at higher standard from the previous year when in year 4. Must address process of supporting children achieving higher standard.
Boys v Girls	Girls significantly above boys at both levels, +20% and +11% above at expected and higher standard respectively. Only 17/31 boys achieve expected, compared to 21/28 girls.
PP	No significant difference with non-PP at expected and higher standard.
SEN	Below– cause for concern.
2022(Yr4)	In comparison to 2022, equal at expected and 14% decrease at higher standard. (22-64% & 23-64% at expected) (22-19% & 23-5% at higher standard)
<b>Maths</b>	
Attainment	Overall outcome 64% at expected and 34% at higher standard. Good increase at higher standard in comparison to previous year.
Boys v Girls	Boys marginally above girls at both levels – 7% and 3% above at expected and higher standard respectively.
PP	PP significantly above non-PP at expected (+25%) and in-line with non-PP at higher standard.
SEN	Below– cause for concern.
2022(Yr4)	In comparison to 2022, 10% decrease at expected and a 13% increase at higher standard. (22-74% & 23-64% at expected) (22-21% & 23-34% at higher standard)
Summary	<ul style="list-style-type: none"> <li>• SEN children cause for concern in both writing and maths</li> <li>• Positive reading outcomes for all groups of children</li> <li>• Boys writing below girls, significantly at expected</li> <li>• PP outcomes good, overall in-line with non-pupil, strong in maths</li> <li>• Limited boys %RWM (49) due to writing decline</li> </ul>

**Year 4 Outcomes**

Year 4											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	59	71	34	68	22	66	29	74	-	57	15
Boys	32	72	28	66	12	62	25	72	-	56	9
Girls	27	70	41	70	33	70	33	78	-	59	22
Pupil Premium	10	70	40	70	20	80	50	80	-	70	20
Non-PP	49	71	33	67	22	63	24	73	-	55	14
SEN	8	13	-	13	-	13	-	39	-	-	-
Scaled Scores											
Reading			Reading Overall (years/months)								
	Reading			Year 2 Sum. (21)	Year 3 Sum. (22)	Progress	Year 4 Sum. (23)	Progress from Yr3			
All			All	7/9	8/5	8m	9/8	1yr 3m			
Boys			Boys	7/7	8/0	5m	9/8	1yr 8m			
Girls			Girls	7/10	8/9	11m	9/8	11m			
Pupil Premium			PP	6/8	8/5	1yr 9m	10/4	1yr 11m			
Non-PP			Non-PP		8/4		9/6	1yr 2m			
SEN			SEN	6/6	6/8	2m	7/4	8m			

Year 4 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome 71% at expected and 34% at higher standard. Reading age average progress is 1yr and 3m and overall reading age of 9yrs and 8m.
Boys v Girls	Girls in-line with boys at expected but significantly above at higher standard – 27%. However, boys made greater reading progress of 9m, actual reading ages are the same -9yr 8m.
PP	70% of PP achieved expected and 40% at higher standard. PP children achieved highest average reading age of 10yr 4m and highest level of progress – 1yr 11m.
SEN	SEN made greater progress than previous year of 8m compared to 2m.
2022(Yr3)	In comparison to 2022, 3% decrease at expected and a 3% increase at higher standard. (22-74% & 23-71% at expected) (22-31% & 23-34% at higher standard)
<b>Writing</b>	
Attainment	Overall outcome 68% at expected and 22% at higher standard.
Boys v Girls	Girls above boys at both levels, +4% and +21% above at expected and higher standard respectively. Focus on boys writing – limited progress from year3 – 59% (+7%).
PP	PP and non-PP in-line at expected and higher standard.
SEN	13% achieved expected (5/8 are boys)
2022(Yr3)	In comparison to 2022, 3% increase at expected and a 2% decrease at higher standard. (22-65% & 23-68% at expected) (22-24% & 23-22% at higher standard)
<b>Maths</b>	
Attainment	Overall outcome 66% at expected and 29% at higher standard.
Boys v Girls	Girls above by 8% at both expected and higher standard. Significant level of progress made by girls in-relation to previous year where they were below boys overall.
PP	PP above significantly above non-PP, +17% and +26% at expected and higher standard respectively.
SEN	4/8 achieved score of 16-25 in multiplication test (strong number knowledge).
2022(Yr3)	In comparison to 2022, 8% decrease at expected and an equal higher standard. (22-74% & 23-66% at expected) (22-29% & 23-29% at higher standard) Multiplication test: (22- 33% at 16-20/ 39% at 21-15/ total 72%) (23-15% at 16-20/ 71% at 21-25/ total 86%)
Summary	<ul style="list-style-type: none"> <li>Girls significantly above at higher standard in Writing and reading</li> <li>PP overall in-line with non-PP, but significantly above at higher standard in maths</li> <li>SEN progress in reading has improved but must be further accelerated</li> <li>PP good level of reading age progress of 1yr 9m Boys writing below at higher standard to be further supported</li> </ul>

### Year 3 Outcomes

Year 3											
	Reading		Writing		Maths		Science		RWM		
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GD S	EXS+	GDS	EXS+	GDS	EXS+	GDS	EX S+	GD S
All	57	56	18	51	4	60	5	56	-	42	-
Boys	23	39	13	34	-	48	4	43	-	26	-
Girls	34	68	21	62	6	68	6	62	-	53	-
Pupil Premium	5	40	-	40	-	60	-	60	-	20	-
Non-PP	52	58	19	52	4	60	6	58	-	42	-
SEN	4	25	-	-	-	25	-	25	-	-	-
Scaled Scores											
			Reading Overall (years/months)								
				Year 1 Sum. (21)	Year 2 Sum. (22)	Progress	Year 3 Sum. (23)	Progress from Year 2			
All			All	6/11	7/9	10m	8/4	7m			
Boys			Boys	6/11	7/6	7m	7/10	4m			
Girls			Girls	6/11	7/11	1yr	8/8	9m			
Pupil Premium			PP	6/6	7/8	1yr 2m	9/10	1yr 2m			
Non-PP			Non-PP		7/9		8/2	5m			
SEN			SEN	5/8	6/7	1yr 1m	6/10	3m			

Year 3 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome 56% at expected and 18% at higher standard. Reading age average progress is 7m and overall reading age of 8yrs and 4m.
Boys v Girls	Boys significantly below girls at expected. Progress of 4m overall and reading age 10m behind girls.
PP	PP below at both levels, no PP at higher standard. 2/5 achieved expected, good progress made overall 1yr and 2m compared to 5m non-PP. Also reading age 9/10 above non-PP at 8/2.
SEN	1/4 achieved expected, concern over level of progress.
2022(Yr2)	In comparison to 2022, 5% decrease at expected and a 7% increase at higher standard. (22-61% & 23-56% at expected) (22-11% & 23-18% at higher standard)
<b>Writing</b>	
Attainment	Overall outcome 51% at expected and 4% at higher standard.
Boys v Girls	Girls above boys at both levels, +32% and +6% above at expected and higher standard respectively. No boys achieved higher standard.
PP	PP below at both levels, no PP at higher standard. 2/5 achieved expected.
SEN	0% achieved expected.
2022(Yr2)	In comparison to 2022, 1% increase at expected and a 2% increase at higher standard. (22-50% & 23-51% at expected) (22-2% & 23-4% at higher standard)
<b>Maths</b>	
Attainment	Overall outcome 60% at expected and 5% at higher standard.
Boys v Girls	Girls above boys at both levels, +20% and +2% above at expected and higher standard respectively.
PP	PP in-line with non-PP at expected but did not achieve at higher standard.
SEN	1/4 achieved expected.
2022(Yr2)	In comparison to 2022, 3% decrease at expected and a 6% decrease at higher standard. (22-63% & 23-60% at expected) (22-11% & 23-5% at higher standard)
Summary	<ul style="list-style-type: none"> <li>Boys underperform in all core subjects (girls +29%, 28% and 20% in RWM respectively)</li> <li>Boys literacy a concern</li> <li>PP below non-PP in reading and writing.</li> <li>Reading progress for all groups an area of development</li> <li>SEN reading progress limited</li> </ul>



## Year 2 Outcomes

Year 2											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%		
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	54	78	-	57	13	69	26	76	-	56	-
Boys	30	80	-	53	10	73	33	80	-	50	-
Girls	24	75	-	62	17	62	17	71	-	62	-
Pupil Premium	4	75	-	25	25	25	-	50	-	25	-
Non-PP	50	78	-	60	12	72	28	78	-	58	-
SEN	4	25	-	25	-	50	-	25	-	25	
PHONICS											
			Reading Overall (years/months)								
	N0. pass	% pass		Year 1 Aut. (21)	Year 1 Sum. (22)	Progress	Year 2 Sum. (23)	Progress from year 1			
All (22)	13	59	All	6/8	7/3	7m	8/5	1yr 2m			
Boys (11)	7	64	Boys	6/9	7/5	8m	8/7	1yr 2m			
Girls (11)	6	55	Girls	6/7	7/1	6m	8/3	1yr 2m			
Pupil Premium (2)	2	100	PP	6/2	6/8	6m	8/5	1yr 9m			
Non-PP (20)	11	55	Non-PP	6/8	7/4	8m	8/5	1yr 1m			
SEN (2)	1	50	SEN	6/2	6/5	3m	7/0	7m			

Year 2 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome 78% at expected and 0% at higher standard. Reading age average progress is 1yr 2m and overall reading age of 8yrs and 5m.
Boys v Girls	Girls broadly in-line with girls at expected, no higher standard achieved. Both groups made same level of progress, however boys have higher reading age – 8yrs 7m compared to girls 8yrs and 3m.
PP	PP and non-PP broadly in-line at expected and achieved highest level of progress of 1yr and 9m.
SEN	1/4 achieved expected and had progress of 7m.
2022(Yr1)	In comparison to 2022, 3% increase at expected and a 19% decrease at higher standard. (22-75% & 23-78% at expected) (22-19% & 23-0% at higher standard)
<b>Writing</b>	
Attainment	Overall outcome 57% at expected and 13% at higher standard (no higher standard last year)
Boys v Girls	Girls above boys at expected +9% and +7% at higher standard.
PP	1/4 PP achieved higher standard.
SEN	1/4 achieved expected.
2022(Yr1)	In comparison to 2022, 7% decrease at expected and a 3% increase at higher standard. (22-64% & 23-57% at expected) (22-0% & 23-13% at higher standard)
<b>Maths</b>	
Attainment	Overall outcome 69% at expected and 26% at higher standard.
Boys v Girls	Boys above at both levels, expected by 11% and 16% at higher standard. Significant difference at higher standard, boys 33% and girls 17%.
PP	1/4 PP achieved expected.
SEN	2/4 SEN achieved expected.
2022(Yr1)	In comparison to 2022, 3% decrease at expected and a 17% increase at higher standard. (22-72% & 23-69% at expected) (22-9% & 23-26% at higher standard)
Summary	<ul style="list-style-type: none"> <li>• Reading at higher standard not achieved (review collection of evidence)</li> <li>• Girls maths below, significantly at higher standard</li> <li>• Writing improvement reflected, however continue to further develop (boys)</li> <li>• PP reading age progress above 'all' – 1yr 9m (3/4 achieved expected)</li> <li>• All PP children passed phonic retake and 1/2 SEN children</li> </ul> <p>Overall 13/22 passed phonic retake</p>

### Year 1 Outcomes

Year 1											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	52	67	15	58	8	63	-	69	-	54	-
Boys	25	76	4	60	8	68	-	72	-	56	-
Girls	27	59	26	56	7	59	-	67	-	52	-
Pupil Premium	9	33	11	33	-	33	-	33	-	33	-
Non-PP	43	74	16	63	9	70	-	77	-	58	-
SEN	7	14	-	-	-	14	-	14	-	-	-

PHONICS			Reading Overall (years/months)								
	N0. pass	% pass	Year 1 Aut. (23)	Year 1 Sum. (23)	Progress						
All (53)	32	60	6/10	8/9	1yr 11m						
Boys (26)	14	54	6/6	8/10	2yrs 1m						
Girls (27)	18	67	7/1	8/7	1yr 6m						
Pupil Premium (9)	2	22	7/0	8/4	1yr 4m						
Non-PP (44)	29	66	6/9	8/9	2 yrs						
SEN (7)	1	14	-	7/8	-						

Year 1 – interpreting the numbers	
<b>Reading</b>	67% at expected and 15% at higher standard. At expected boys (76%) above girls (59%) by 17%. However, girls significantly above at higher standard (4% to 26%). Boys make highest level of reading progress 2yrs and 1m. PP 33% achieve expected (3/9) and achieve 1yr 4m reading progress.
<b>Phonics</b>	60% met standard, boys (54%) and girls (67%). 21/53 pupils did not meet standard.
<b>Writing</b>	58% achieved expected and 8% at higher standard. All groups similar except for PP (33%) and SEN (0%).
<b>Maths</b>	63% achieved expected, higher standard not met. All groups similar except for PP and SEN. At expected boys above girls (by 9%) – boys 68% and girls 59%. Overall at higher standard 0%.
<b>Summary</b> <ul style="list-style-type: none"> <li>No higher standard in maths</li> <li>Girls above boys in reading at higher standard</li> <li>Boys in-line with girls writing at both levels</li> <li>Girls phonic score above boys (67% to 54%)</li> <li>PP children attainment below but good progress shown in reading and maths</li> </ul>	

# Summary

Year 6 (left)
<ul style="list-style-type: none"> <li>• Above national in maths and marginally below in reading (68%-73%) and writing (70%-71%)</li> <li>• Reading outcomes overall fell short of expectations, particularly boys and middle band not achieving at least expected standard (13/22)</li> <li>• Significant gender difference in overall literacy between boys and girls, gap of 22% and 30% in reading and writing respectively</li> <li>• PP outcomes good, in particular writing and maths above non-pupil</li> <li>• SEN achieve good progress in all core subjects</li> </ul>
Year 5 (year 6: 23-24)
<ul style="list-style-type: none"> <li>• SEN children cause for concern in both writing and maths</li> <li>• Positive reading outcomes for all groups of children</li> <li>• Boys writing below girls, significantly at expected</li> <li>• PP outcomes good, overall in-line with non-pupil, strong in maths Limited boys %RWM (49) due to writing decline</li> </ul>
Year 4 (year 5: 23-24)
<ul style="list-style-type: none"> <li>• Girls significantly above at higher standard in Writing and reading</li> <li>• PP overall in-line with non-PP, but significantly above at higher standard in maths</li> <li>• SEN progress in reading has improved but must be further accelerated</li> <li>• PP good level of reading age progress of 1yr 9m Boys writing below at higher standard to be further supported</li> </ul>
Year 3 (year 4: 23-24)
<ul style="list-style-type: none"> <li>• Boys underperform in all core subjects (girls +29%, 28% and 20% in RWM respectively)</li> <li>• Boys literacy a concern</li> <li>• PP in-line with non-PP in all core subjects</li> <li>• Reading progress for all groups an area of development</li> </ul> <p>SEN reading progress limited</p>
Year 2 (year 3: 23-24)
<ul style="list-style-type: none"> <li>• Reading at higher standard not achieved (review collection of evidence)</li> <li>• Girls maths below, significantly at higher standard</li> <li>• Writing improvement reflected, however continue to further develop (boys)</li> <li>• PP reading age progress above 'all' – 1yr 9m (3/4 achieved expected)</li> <li>• All PP children passed phonic retake and 1/2 SEN children Overall 13/22 passed phonic retake</li> </ul>
Year 1 (year 2: 23-24)
<ul style="list-style-type: none"> <li>• No higher standard in maths</li> <li>• Girls above boys in reading at higher standard</li> <li>• Boys in-line with girls writing at both levels</li> <li>• Girls phonic score above boys (67% to 54%) PP children attainment below but good progress shown in reading and maths</li> </ul>

## Year 4 Multiplication Test

### Main Findings:

Of the 60 children that participated in the MTC, 52 of them scored 16 or more; with 43 of them scoring 21-25. Of the 43, 5 children scored 24 and 22 children scored full marks.

Of our highest attaining children (21-25 marks) 18 of them were girls and 25 boys. Of our mid-attaining band (16-20), there were 4 girls and 5 boys. Of the low attaining band, there were 3 girls and 1 boy.

	Cause for concern		Low attaining		Mid attaining		High attaining	
	0-10		11-15		16-20		21-25	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	3	1	4	0	4	5	18	25
<b>Total</b>	4		4		9		43	
<b>%</b>	7%		7%		15%		71%	
	2 girls and 1 boy SEN		1 girl SEN		1 boy SEN		3 boys SEN	

### PP children

	Cause for concern		Low attaining		Mid attaining		High attaining	
	0-10		11-15		16-20		21-25	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	0	1	1	0	1	0	4	3
<b>Total</b>	1		1		1		7	
<b>%</b>	10%		10%		10%		70%	

Of the 10 PP children in Y4, 8 of them are deemed mid or high attaining in relation to the MTC outcomes. 5 of them are girls.

### Strengths:

- 52 of the cohort (86%) achieved a score of 16 or above
- Boys outperformed girls in our highest achieving children
- 3 of 8 SEND children were amongst our high-attaining children
- Our high attaining category has the greatest percentage of children (71%)
- 8 of 10 PP children are deemed to be mid or high attaining children

### Areas of development:

- 3 of the 8 SEND children were amongst our cause for concern children