

# Pupil Outcomes (provisional)

15th July

# 2024

This is the 3<sup>rd</sup> year in-which key stage 2 attainment statistics have been collated, since 2019 - after assessments were cancelled in 2020 and 2021.

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.

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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# Y6 Analysis

Year 6 – interpreting the numbers	
<b>Reading</b>	
Attainment	Overall outcome, 80% (+6%) above national of 74%. Reading age average progress is 1yr and 3m. Scaled score of 103.3 below national average of 105.
Boys v Girls	Girls 4% above boys at expected, but significantly above at higher standard by 31%. Also, reading age is 8 months above boys (11/8), nevertheless average progress is the same – 1 year.
PP	84% of PP achieved expected and were 7% above non-PP at expected standard.
SEN	Progress of all 10 SEN indicate good progress – 1 yr and 3 m.
2023	In comparison to 2023, a 12% and 9% increase at expected and at the higher standard respectively.
<b>Writing</b>	
Attainment	Overall outcome below national of 72% by 14%. Disappointing in-relation to outcomes pre-pandemic. Decline in writing at both expected and higher standard – school moderated this year.
Boys v Girls	Difference between boys and girls at expected, girls 18% above boys, while 2 girls achieved greater depth there were no boys who met criteria.
PP	2/7 pupils achieved expected.
SEN	None of the 10 SEN pupils achieved expected.
2023	In comparison to 2023, below -12% and -3% at expected and at the higher standard respectively.
<b>Maths</b>	
Attainment	Overall outcome above national (+8%). However, scaled score of 101 below national average 106.
Boys v Girls	Girls above at both expected and greater depth, 11% and 13% respectively.
PP	4/7 pupils achieved expected. 1/7 achieved greater depth.
SEN	2/7 pupils achieved expected.
2023	In comparison to 2023, -3% decrease at expected and at the higher standard respectively.
<b>Summary</b> <ul style="list-style-type: none"> <li>• Above national in in reading but concerns in-relation to decline in writing</li> <li>• Reading outcomes reflect boys and girls broadly in-line (limited gap) at expected, however significant gap at greater depth in favour of girls (33% differential)</li> <li>• Maths above national at expected and greater depth</li> <li>• PP outcomes good in maths but significantly below non-PP in writing</li> <li>• SEN achieve good overall progress in reading age (1yr 3m)</li> </ul>	

# Headline Data (Yr6 – Reception)

Attainment Yr1 – Yr6 at EXS+ and GDS						
	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	62%	14%	56%	10%	57%	10%
Year 2	73%	12%	41%	4%	59%	6%
Year 3	82%	27%	68%	7%	73%	14%
Year 4	69%	26%	53%	12%	71%	17%
Year 5	71%	29%	34%	-	60%	22%
Year 6	80%	27%	58%	3%	80%	25%
National Average	74%	28%	72%	13%	73%	24%

RWM = 56% this is below national (61%)

Phonics Year 1		
	%	No.
All	78	29/37
Boys	71	15/21
Girls	63	14/16
PP	-	-
Year 2 Phonics 36% (8/22) (1 child unable to access)		

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

Year 4 Multiplication test
71% (41/58) 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

94%	<b>Girls: 23</b>
92%	<b>Boys: 25</b>
94%	
100%	
98%	GLD Girls: 15/23      65%
75%	GLD Boys: 10/25      40%
65%	GLD PP: 0/1      0
73%	
71%	
67%	
65%	
71%	
69%	
71%	<b>Overall: 52%</b> of pupils in Reception attained a Good Level of Development
83%	
94%	
75%	

## Comparison to 2023

Attainment measures	2023				2024			
<i>EYFS</i>	All	Boys	Girls	PP.	All	Boys	Girls	PP.
% with <b>GLD</b> at the end of EYFS	63	57	75	100	52	40	65	0
<i>Phonics</i>								
% achieving the expected standard in <b>phonics</b> by the end of year 1	60	56	63	23	78	71 <small>(15/21)</small>	88 <small>(14/16)</small>	-
% 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>	59 <small>(13/22)</small>	64 <small>(7/11)</small>	55 <small>(6/11)</small>	100 <small>(2/2)</small>	36 <small>(8/22)</small>	54 <small>(7/13)</small>	11 <small>(1/9)</small>	33 <small>(2/6)</small>
<i>KS1</i>								
% achieving the expected standard or above in <b>reading</b>	78	80	75	75	73	77	68	33
% achieving a high standard in <b>reading</b>	-	-	-	-	12	2	20	-
% achieving the expected standard or above in <b>writing</b>	57	53	62	25	41	18	48	33
% achieving a high standard in <b>writing</b>	13	10	17	25	4	2	4	-
% achieving the expected standard or above in <b>mathematics</b>	69	73	62	25	59	32	56	33
% achieving a high standard in <b>mathematics</b>	26	33	17	-	6	4	4	7
<i>KS2</i>								
% achieving the expected standard or above in <b>reading</b>	57/68	41/5 6	77/8 8	56/6 4	80	78	82	84
% achieving a high standard in <b>reading</b>	18/23	15/2 0	23/2 7	19/2 1	27	12	43	14
<b>Reading</b> average scaled score	102.9	100.6	105.6	102.8	103.3			
% achieving the expected standard or above in <b>writing</b>	58/70	41/5 6	81/8 6	75/8 6	58	50	68	28
% achieving a high standard in <b>writing</b>	5/6	3/4	8/9	6/7	3	-	7	-
% achieving the expected standard or above in <b>mathematics</b>	72/83	65/8 0	85/8 6	88/9 3	80	75	86	56
% achieving a high standard in <b>mathematics</b>	23/28	24/3 2	19/2 3	19/2 1	25	19	32	14
<b>Mathematics</b> average scaled score	103.6	102.8	104.6	102.8	101.0			
% achieving the expected standards in <b>R,W,M combined</b>	52/63	35/4 8	73/7 7	56/6 4	56	50	64	28
% achieving a high standard in <b>R,W,M combined</b>	5/6	3/4	8/9	6/7	3	-	7	-
% achieving the expected standard or above in <b>EGPS</b>	66	59	77	63				
% achieving a high standard in <b>EGPS</b>	20	24	31	19				
<i>Progress measures</i>								
Progress scores for reading	-1.5							
Progress scores for writing	-1.3							
Progress scores for mathematics	0.2							

## Year 5 Outcomes

Year 5 * represents number of pupils											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	58	<sup>41</sup> 71%	<sup>17</sup> 29%	<sup>20</sup> 34%	-	<sup>35</sup> 60%	<sup>13</sup> 22%	<sup>46</sup> 79%		<sup>18</sup> 31%	-
Boys	34	<sup>25</sup> 74%	<sup>10</sup> 29%	<sup>9</sup> 26%	-	<sup>24</sup> 71%	<sup>8</sup> 24%	<sup>27</sup> 79%		<sup>9</sup> 26%	-
Girls	24	<sup>16</sup> 67%	<sup>7</sup> 29%	<sup>11</sup> 46%	-	<sup>11</sup> 46%	<sup>5</sup> 21%	<sup>19</sup> 79%		<sup>9</sup> 37%	-
Pupil Premium	10	<sup>8</sup> 80%	<sup>5</sup> 50%	<sup>6</sup> 60%	-	<sup>7</sup> 70%	<sup>5</sup> 50%	<sup>8</sup> 80%		<sup>5</sup> 50%	-
Non-PP	48	<sup>33</sup> 69%	<sup>12</sup> 25%	<sup>14</sup> 29%	-	<sup>28</sup> 58%	<sup>8</sup> 17%	<sup>36</sup> 75%		<sup>13</sup> 27%	-
SEN	8	-	-	-	-	<sup>1</sup> 13%	-	<sup>0</sup>		-	-
<b>NGRT reading Age</b>											
		<b>Reading Overall (years/months)</b>									
				Year 2 Sum. (21)	Year 3 Sum. (22)	Progress	Year 4 Sum. (23)	Progress from Yr3	Year 5 Sum. (24)	progress from 4	
All	11/4			All	7/9	8/5	8m	9/8	1yr 3m	11/4	1yr 8m
Boys	11/3			Boys	7/7	8/0	5m	9/8	1yr 8m	11/3	1yr 7m
Girls	11/5			Girls	7/10	8/9	11m	9/8	11m	11/5	1yr 9m
Pupil Premium	12/3			PP	6/8	8/5	1yr 9m	10/4	1yr 11m	12/3	1yr 11m
Non-PP	11/10			Non-PP		8/4		9/6	1yr 2m	11/10	2yr 4m
SEN	8/0			SEN	6/6	6/8	2m	7/4	8m	8/0	8m

### Overall Summary – Year 5

- Writing overall a concern – 34% at expected. Girls significantly above boys, differential gap of 20%
- Gender gap in maths, boys above girls by 25% (although at greater both in-line)
- SEN reading progress is limited (8months) – overall reading age 8/0
- Strong PP cohort in all core subjects

## Year 4 Outcomes

Year 4 * represents number of pupils											
	Cohort	Reading		Writing		Maths		Science		RWM	
		%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	58	<sup>40</sup> 69%	<sup>15</sup> 26%	<sup>31</sup> 53%	<sup>7</sup> 12%	<sup>41</sup> 71%	<sup>10</sup> 17%	<sup>36</sup> 62%		<sup>28</sup> 48%	<sup>4</sup> 7%
Boys	27	<sup>16</sup> 59%	<sup>4</sup> 15%	<sup>9</sup> 33%	<sup>2</sup> 7%	<sup>19</sup> 70%	<sup>5</sup> 19%	<sup>17</sup> 63%		<sup>9</sup> 33%	<sup>2</sup> 7%
Girls	31	<sup>24</sup> 77%	<sup>11</sup> 35%	<sup>22</sup> 71%	<sup>5</sup> 16%	<sup>22</sup> 71%	<sup>5</sup> 16%	<sup>19</sup> 61%		<sup>19</sup> 61%	<sup>4</sup> 13%
Pupil Premium	8	<sup>5</sup> 62%	<sup>1</sup> 12%	<sup>3</sup> 38%	-	<sup>5</sup> 62%	<sup>2</sup> 25%	<sup>5</sup> 62%		<sup>3</sup> 38%	-
Non-PP	50	<sup>35</sup> 70%	<sup>14</sup> 28%	<sup>28</sup> 56%	<sup>7</sup> 14%	<sup>36</sup> 72%	<sup>8</sup> 16%	<sup>31</sup> 62%		<sup>25</sup> 50%	<sup>4</sup> 8%
SEN	8	<sup>1</sup> 13%	-	<sup>1</sup> 13%	-	<sup>4</sup> 50%	-	<sup>2</sup> 25%		<sup>1</sup> 13%	-
NGRT reading Age											
			Reading Overall (years/months)								
				Year 1 Sum. (21)	Year 2 Sum. (22)	Progress	Year 3 Sum. (23)	Progress from Year 2	Year 4 Sum. (24)	Progress from Year 3	
All	10/0		All	6/11	7/9	10m	8/4	7m	10/0	1yr 8m	
Boys	9/8		Boys	6/11	7/6	7m	7/10	4m	9/8	1yr 10m	
Girls	10/3		Girls	6/11	7/11	1yr	8/8	9m	10/3	1yr 7m	
Pupil Premium	9/2		PP	6/6	7/8	1yr 2m	9/10	1yr 2m	9/2	-8m	
Non-PP	10/3		Non-PP		7/9		8/2	5m	10/3	2yr 1m	
SEN	7/10		SEN	5/8	6/7	1yr 1m	6/10	3m	7/10	1yr	

### Overall Summary – Year 4

- Boys significantly below girls in writing at expected, a differential gap of 38%
- Boys achieving reading at expected identified as area of development, although boys made higher level of progress in-relation to reading age
- Pupil premium writing 3/8 achieved expected

## Year 3 Outcomes

Year 3 <small>* represents number of pupils</small>											
	Cohort	Reading		Writing		Maths		Science		RWM	
		%	%	%	%	%	%	%	%	EXS+	GDS
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	56	<sup>46</sup> 82%	<sup>15</sup> 27%	<sup>38</sup> 68%	<sup>4</sup> 7%	<sup>41</sup> 73%	<sup>8</sup> 14%	<sup>41</sup> 73%		<sup>35</sup> 62%	<sup>3</sup> 5%
Boys	29	<sup>23</sup> 79%	<sup>7</sup> 24%	<sup>19</sup> 65%	<sup>1</sup> 3%	<sup>23</sup> 79%	<sup>5</sup> 17%	<sup>22</sup> 76%		<sup>19</sup> 65%	<sup>1</sup> 3%
Girls	27	<sup>23</sup> 85%	<sup>8</sup> 30%	<sup>19</sup> 70%	<sup>3</sup> 11%	<sup>18</sup> 67%	<sup>3</sup> 11%	<sup>20</sup> 74%		<sup>16</sup> 59%	<sup>2</sup> 7%
Pupil Premium	10	<sup>7</sup> 70%	-	<sup>4</sup> 40%	-	<sup>4</sup> 40%	-	<sup>5</sup> 50%		<sup>3</sup> 30%	-
Non-PP	46	<sup>39</sup> 85%	<sup>15</sup> 33%	<sup>34</sup> 74%	<sup>4</sup> 9%	<sup>37</sup> 80%	<sup>8</sup> 17%	<sup>37</sup> 80%		<sup>32</sup> 69%	<sup>3</sup> 7%
SEN	7	<sup>3</sup> 43%	-	<sup>1</sup> 14%	-	<sup>3</sup> 43%	-	<sup>2</sup> 28%		<sup>1</sup> 14%	-
<b>NGRT reading Age</b>											
<b>NGRT reading Age</b>			<b>Reading Overall (years/months)</b>								
				Year 1 Aut. (21)	Year 1 Sum. (22)	Progr ess	Year 2 Sum. (23)	Progress from year 1	Year 3 Sum. (24)	Progress from year 2	
All	9/1			All	6/8	7/3	7m	8/5	1yr 2m	9/1	
Boys	9/0			Boys	6/9	7/5	8m	8/7	1yr 2m	9/0	
Girls	9/3			Girls	6/7	7/1	6m	8/3	1yr 2m	9/3	
Pupil Premium	7/4			PP	6/2	6/8	6m	8/5	1yr 9m	7/4	
Non-PP	9/6			Non-PP	6/8	7/4	8m	8/5	1yr 1m	9/6	
SEN	6			SEN	6/2	6/5	3m	7/0	7m	6	

### Overall Summary – Year 3

- Pupil premium writing and maths – further development needed (review strategies and interventions)
- Girls below boys in maths at both expected and greater depth
- SEN reading progress in-relation to reading age is limited in comparison to other groups (7 children)



## Year 2 Outcomes

Year 2		* represents number of pupils									
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All (-2 new children)	53 (51)	<sup>37</sup> 73%	<sup>6</sup> 12%	<sup>21</sup> 41%	<sup>2</sup> 4%	<sup>30</sup> 59%	<sup>3</sup> 6%	<sup>33</sup> 65%	-	<sup>20</sup> 39%	<sup>1</sup> 2%
Boys	26	<sup>20</sup> 77%	<sup>1</sup> 2%	<sup>9</sup> 18%	<sup>1</sup> 2%	<sup>16</sup> 32%	<sup>2</sup> 4%	<sup>16</sup> 61%		<sup>8</sup> 16%	-
Girls	25	<sup>17</sup> 68%	<sup>5</sup> 20%	<sup>12</sup> 48%	<sup>1</sup> 4%	<sup>14</sup> 56%	<sup>1</sup> 4%	<sup>17</sup> 68%		<sup>12</sup> 48%	<sup>1</sup> 4%
Pupil Premium	9	<sup>3</sup> 33%	-	<sup>3</sup> 33%	-	<sup>3</sup> 33%	-	<sup>2</sup> 22%		<sup>2</sup> 22%	-
Non-PP	42	<sup>34</sup> 81%	<sup>6</sup> 14%	<sup>18</sup> 43%	<sup>2</sup> 5%	<sup>27</sup> 64%	<sup>3</sup> 7%	<sup>31</sup> 73%		<sup>18</sup> 43%	<sup>1</sup> 2%
SEN	8	<sup>1</sup> 13%	-	<sup>1</sup> 13%	-	<sup>1</sup> 13%	-	<sup>3</sup> 38%		<sup>1</sup> 13%	-
<b>PHONICS (re-take)</b>				<b>Reading in Year 1 (years/months)</b>							
	N0. pass	% pass		Year 1 Aut. (23)	Year 1 Sum. (23)	Progress					
All	8/22	36%		6/10	8/9	1yr 11m					
Boys	7/13	54%		6/6	8/10	2yrs 1m					
Girls	1/9	11%		7/1	8/7	1yr 6m					
Pupil Premium	2/6	33%		7/0	8/4	1yr 4m					
Non-PP	6/16	37%		6/9	8/9	2 yrs					
SEN				-	7/8	-					

### Overall Summary – Year 2

- Writing overall a concern – 41% at expected. Girls significantly above boys, differential gap of 30%
- Boys below girls in maths at expected, a differential gap of 24%
- Pupil premium across all curriculum areas below (9 children – further development needed (review strategies and interventions)
- Phonic development must be continued – 8/22 met threshold in retake

## Year 1 Outcomes

Year 1 <small>* represents number of pupils</small>											
		Reading		Writing		Maths		Science		RWM	
	Cohort	%	%	%	%	%	%	%	%	%	%
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All	37	<sup>23</sup> 62%	<sup>6</sup> 14%	<sup>23</sup> 56%	<sup>4</sup> 10%	<sup>24</sup> 57%	<sup>4</sup> 10%	<sup>25</sup> 68%		<sup>21</sup> 50%	<sup>2</sup> 5%
Boys	21	<sup>11</sup> 52%	<sup>4</sup> 19%	<sup>10</sup> 48%	<sup>3</sup> 14%	<sup>11</sup> 52%	<sup>3</sup> 14%	<sup>12</sup> 57%		<sup>9</sup> 43%	<sup>1</sup> 5%
Girls	16	<sup>12</sup> 75%	<sup>2</sup> 13%	<sup>13</sup> 81%	<sup>1</sup> 6%	<sup>13</sup> 81%	<sup>1</sup> 6%	<sup>13</sup> 81%		<sup>12</sup> 75%	<sup>1</sup> 6%
Pupil Premium	-	-	-	-	-	-	-	-	-	-	-
Non-PP	-	-	-	-	-	-	-	-	-	-	-
SEN	2	<sup>1</sup> 50%	<sup>1</sup> 50%	<sup>1</sup> 50%	-	<sup>1</sup> 50%	-			<sup>1</sup> 50%	-
<b>PHONICS</b>											
	N0. pass	% pass	Reading Overall (years/months)								
All	29/37	78%									
Boys	15/21	71%									
Girls	14/16	88%									
Pupil Premium	-										
Non-PP											
SEN											

### Overall Summary – Year 1

- Boys below at expected in all areas of the curriculum – reading -25%, writing -33% and maths -29% (although boys at greater depth higher in all areas)
- Girls reading at greater depth limited (2/16)
- 8 children (6 boys/2 girls) not met phonic threshold

## Year 4 Multiplication Test

### Main Findings:

Of the 58 children that participated in the MTC, 49 of them scored 16 or more; with 38 of them scoring 21-25. Of the 38, 5 children scored 24 and 15 children scored full marks.

Of our highest attaining children (21-25 marks) 20 of them were girls and 18 boys. Of our mid-attaining band (16-20), there were 7 girls and 4 boys. Of the low attaining band, there were 5 girls and 4 boys.

	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
	2	2	3	2	7	4	20	18
<b>Total</b>	4		5		11		38	
<b>%</b>	6%		8%		20%		66%	
	1 boy SEN		2 girls SEN		1 girl SEN		2 girls SEN & 1 boy	

### 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
	-	1	-	1	-	2	1	3
<b>Total</b>	1		1		2		4	
<b>%</b>	13%		13%		25%		50%	

Of the 8 PP children in Y4, 6 of them are deemed mid or high attaining in relation to the MTC outcomes - 1 girl and 5 boys.

### Strengths:

- 49 of the cohort (86%) achieved a score of 16 or above
- Girls 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 (66%)
- 6 of 8 PP children are deemed to be mid or high attaining children

### Areas of development:

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

