Data Summary July 2017

EYFS 2017	Reading	Writing	Maths
Emerging	2 (15%)	3 (27%)	2 (15%)
Expected ARE	5 (45%)	6 (55%)	6 (55%)
Exceeding	4 (36%)	2 (15%)	3 (27%)
Emerging + Exceeding	9 (82%) 4/11 GD (36%)	8 (73%) 2/11 GD (18%)	9 (82%) 3/11 GD (27%)
Girls	5/5 (100%) 3/5 GD (60%)	5/5 (100%) 2/5 GD (40%)	5/5 (100%) 2/5 GD (40%)
Boys	4/6 (67%) 1 / 6 GD (16%)	4/6 (67%) 0 / 6 GD (0%)	4/6 (67%) 1 / 6 GD (16%)
Pupil Premium	2/3 (67%) 1/3 GD (33%)	2/3 (67%) 0/3 GD (0%)	2/3 (67%) 2/3 GD (67%)
SEND	n/a	n/a	n/a
GLD 73% (8/11) 2017 NA 69%	Greater proportions of Greater Depth than previous years and higher than National Average. Writing area for development, especially boys and PP. Greater proportions of children at Expected and Greater Depth at end of year than on entry. Those who did not achieve ELG (Emerging) still demonstrated progress across the Development Bands. Reading 80% Expected Progress, 40% Better than Expected. Writing 80% Expected Progress, 60% Better than Expected. Maths 80% Expected Progress, 60% Better than Expected.		

Year 1 Teacher assessment	Phonics Test	Reading	Writing	Maths
Working Towards		4/13 (31%)	4/13 (31%)	2/13 (15%)
Expected ARE	10/13 (77%)	6/13 (46%)	7/13 (54%)	8/13 (62%)
Greater Depth		3/13(23%)	3/13 (23%)	3/13 (23%)
E + GD		9/13 (69%)	10/13 (77%)	11/13 (85%)
Girls	4/6 (67%)	3/6 (50%) 1/6 GD (17%)	4/6 (67%) 1/6 GD (17%)	4/6 (67%) 1/6 GD (17%)
Boys	6/7 (86%)	6/7 (86%) 2/7 GD (29%)	5/7 (71%) 1/7 GD (14%)	7/7 (86%) 2/7 GD (29%)
Pupil Premium	2/2 (100%)	2/2(100%) 0/2 GD (0%)	2/2(100%) 0/2 GD (0%)	2/2(100%) 0/2 GD (0%)
SEN	2/4 (50%)	2/4 (50%)	2/4 (50%)	3/4 (75%)

Slightly below NA in Phonics test (80%), 2 SEN children and 1 late starter did not pass. 2/ 3 on target to pass Year 2 retake.

70% making Expected and Better than Expected progress from starting points.

Of those 4 children not making Expected progress 2 are SEN, 1 late starter, 1 low attaining. All 4 have been identified for additional support to catch up or close gap.

READING 2017 KS1 (Y2)	WT 2016	WT 2017	Expected + GD 2016	Expected + GD 2017	GD 2016	Greater Depth 2017
All	4/15 (27%)	3/15 (20%)	11/15 (73%)	12/15 (80%)	4/15 (27%)	8/15 (53%)
Boys	4/8 (50%)	1/9 (11%)	4/8 (80%)	8/9 (89%)	1/8 (13%)	5/9 (55%)
Girls	0/7 (0%)	2/6 (33%)	7/7 (100%)	4/6 (67%)	3/7 (43%)	3/6 (50%)
Pupil Premium	4/5 (80%)	0/4 (0%)	1/5 (20%)	4/4 (100%)	0/5 (0%)	2/4 (50%)
SEN	2/2	1/2(50%)	0/2	1/2(50%)	0/2	0/2

73% at least Expected progress (26% below Expected 2 late starters, 1 SEN, 1 progress slowed)
33% make Good or better Progress from end EYFS
Very small groups make it difficult to infer patterns from attainment but underperforming individuals have been targeted for support.

Writing 2017 KS1 (Y2) Comparison with 2016 writing	WT 2016 writing	WT 2017	Expected + GD 2016 writing	Expected + GD 2017	Greater Depth 2016 writing	Greater Depth 2017
All	6/15 (40%)	3/15 (20%)	9/15 (60%)	11/15 (73%)	2/15 (13%)	7/15 (47%)
Boys	5/8 (63%)	1/9 (11%)	3/8 (38%)	8/9 (89%)	0/8 (0%)	2/9 (22%)
Girls	1/7 (14%)	2/6 (33%)	6/7 (86%)	4/6 (67%)	2/7 (29%)	3/6 (50%)
Pupil Premium	3/5 (60%)	0/4 (0%)	2/5 (40%)	4/4 (100%)	0/4 (0%)	2/4 (50%)
SEN	2/2	1/2	0/2	1/2	0/2	0/2

73% at least Expected progress (26% Below Expected Progress 2 late starters, 1 SEN, 1 progress slowed)
33% Make Good or Better progress from end EYFS.

MATHS 2017 KS1 (Y2)	WT 2016	WT 2017	Expected + GD 2016	Expected + GD 2017	Greater Depth 2016	Greater Depth 2017
All	4/15 (27%)	4/15 (27%)	11/15 (73%)	11/15 (73%)	4/15 (27%)	7/15 (47%)
Boys	4/8 (50%)	1/9 (11%)	4/8 (80%)	8/9 (89%)	1/8 (13%)	5/9 (55%)
Girls	0/7 (0%)	3/6 (50%)	7/7 (100%)	3/6 (50%)	1/7 (14%)	3/6 (50%)
Pupil Premium	4/5 (80%)	0/4 (0%)	1/5 (20%)	4/4 (100%)	0/5 (0%)	2/4 (50%)
SEN	2/2	1/2(50%)	0/2	1/2(50%)	0/2	0/2

Girls particularly split in maths 3/6 very able attained Greater Depth, 3/6 need support and did not meet Age Related Expectations, 50/50.
73% made at least Expected progress.(26% Below Expected Progress 2 late starters, 1 SEN, 1 progress slowed)
33% made Good or Better Progress from EYFS

Year 3 Teacher Assessment 2017	Reading	Writing	Maths
Working Towards	3/16 (19%)	4/16 (25%)	3/16 (19%)
Expected ARE	7/16 (44%)	8/16 (50%)	9/16 (56%)
Greater Depth	6/16 (38%)	4/16 (25%)	4/16 (25%)
E + GD	13/16 (81%)	12/16 (75%)	13/16 (81%)
Girls	8/8 (100%) 5/8 GD (63%)	7/8 (88%) 3/8 GD (38%)	5/6 (83%) 3/6 GD (50%)
Boys	5/8 (63%) 1/8 GD (13%)	5/8 (63%) 1/8 GD (13%)	6/8 (75%) 3/8 GD (38%)
Pupil Premium (large SEN crossover)	2/5 (40%) 1/5 GD (20%)	2/5 (40%) 1/5 GD (20%)	2/5 (40%) 0/5 GD (0%)
SEN	1/4(25%)	0/4	2/4 (50%)
Current Year 4 had very low Baseline on entry to Reception, 54% GLD end Reception but tracking shows 94% have made Expected or Better than Expected Progress, with 44% making Good progress.			

Y4 Teacher assessment 2017	Reading	Writing	Maths
Working Towards	1/11 (9%)	1/11 (9%)	1/11 (9%)
Expected ARE	3/11 (33%)	3/11 (33%)	4/11 (44%)
Greater Depth	7/11(64%)	7/11 (64%)	6/11 (55%)
E + GD	10/11 (91%)	10/11 (91%)	10/11 (91%)
Girls	4/4 (100%) 4/4 GD (100%)	4/4 (100%) 4/4 GD (100%)	4/4 (100%) 3/4 GD (75%)
Boys	6/7 (86%) 3/7 GD (43%)	6/7 (86%) 3/7 GD (43%)	6/7 (86%) 3/7 GD (43%)
Pupil Premium	3/3(100%) 1/3 GD (33%)	3/3(100%) 1/3 GD (33%)	3/3(100%) 1/3 GD (33%)
Y4 2016-17 were an exceptionally high attaining group, broadly typical on entry to Reception but all made Expected or Better than Expected progress, sometimes with interventions to close gaps. Greater Depth was particularly high in this small cohort, 1 SEN. Pupil Premium had no SEN crossover.			