

## 2016 EYFS, KS1 and KS2 Data (Phonics and End of Key Stage SATS)

### KS1 Phonics

Year	Pupils in Cohort	% Meeting Standard	National % Meeting Standard	% Above / Below National
2014	30	80 (100 in June 2015)	74	6
2015	22	64 (100 in June 2016)	77	-13
2016	30	83	81	+2

### KS1 SATs

Year	Reading (% of cohort) Figs in brackets give National %		Writing (% of cohort) Figs in brackets give National %		Maths (% of cohort) Figs in brackets give National %	
	L2B+	L3	L2B+	L3	L2B+	L3
2013	76 (79)	21 (29)	69 (67)	7 (15)	72 (78)	10 (23)
2014	74 (81)	19 (31)	63 (70)	19 (16)	78 (80)	11 (24)
2015	93 (81)	33 (31)	80 (70)	13 (16)	90 (80)	27 (24)

The 2016 GCC and DfE data analysis gives the following percentages at EXS+:

	Reading	Writing	Maths	Science	RWM	RWMS
LA	73	61	69	82	56	55
LS Primary	59	59	73	96	46	46
LA Diff.	-14	-2	+4	+14	-10	-9
Nat. / Diff	74 (-15)	65 (-6)	73 (0)			

The key area for concern is Reading, with a difference in-county of -14%. This has already been noted and addressed within the SDP. The subject leader has conducted staff training on the use of T4R (Talk for Reading) which is being trialled at the moment, we are reviewing resourcing needs and are in the process of creating a spine of reading linked to classic children's literature. **It should be noted however, that LS was selected for early testing, so our pupils had one month less to get ready for the Reading Test than other schools. The table below shows that LS more able pupils did better than their counterparts in county.**

% of pupils at GDS	Reading	Writing	Maths
LS	45.5	22.7	18.2
LA	22.8	11.8	15.4
Diff	+22.7	+10.9	+2.8

## KS2 SATs

Year	Reading (% of cohort) Figs in brackets give National %		Writing (% of cohort) Figs in brackets give National %		SPaG (% of cohort)		Maths (% of cohort) Figs in brackets give National %	
	L4B+	L5+	L4B+	L5+	L4B+	L5+	L4B+	L5+
2013	85 (86)	38 (44)	92 (83)	38 (30)			92 (85)	62 (41)
2014	100 (89)	56 (49)	100 (85)	44 (33)			100 (86)	36 (42)
2015	96 (89)	52 (48)	96 (87)	30 (36)	91 (80)	57 (55)	91 (87)	39 (41)

NB: In 2016, a school was above the floor standard if:

- at least 65% of pupils met the expected standard in English reading, English writing and mathematics;  
or
- the school achieved sufficient progress scores in all three subjects. At least -5 in English Reading, -5 in Mathematics and -7 in English Writing.

	% at EXP+ for R, W, M, SPaG and Sci (2016)				
	R	W (TA)	M	SPaG	Sci (TA)
LA	69.4	69.8	69.7	72.6	79.6
LS Primary	63.8	60.6	75.8	69.7	78.8
Difference	-5.8	-9.2	+6.1	-2.9	-0.8
Progress Score	2.5	0.0	2.9		
Ave Scaled Score	102		104	103	
Ave Scale Score National	103		103	104	
National % ARE	66	74	70	72	
LS +/-	-2.2	-13.4	+5.8	-2.3	

As can be seen, the school has achieved the floor target set for the progress measure and in fact, the average scaled score for the three tests was > 100 in each case.

What this means for LS pupil progress:

- 1) In Writing, our pupils performed in-line with other pupils nationally (with similar prior attainment).
- 2) In Reading, our pupils performed better than others nationally with similar prior attainment (and in fact placed us in the top 25% of schools nationally).
- 3) In Maths, our pupils performed better than other pupils nationally with similar prior attainment (and again placed us in the top 25% of schools nationally).

**Other Key Strengths (taken from Raise Data-dashboard):**

KS2 progress was not significantly below average overall or for any prior attainment group in any subject and not below -3.

Disadvantaged KS2 pupils' progress was not significantly below average overall or for any prior attainment group in any subject and not below -3.

For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils within one pupil below national.

For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils within one pupil below national.

The proportion of pupils that met the expected standard in phonics was above the national figure in Year 1.

**Weaknesses (taken from Raise Data-dashboard):**

KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: emerging (E+).

KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+).

KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group: girls expected.

**Hence, we are focussing on reading and writing in both key stages and tightly monitoring the progress made from the end of EYFS to Y2 SATs.**

**EYFS**

<b>2016 EYFS – % of children achieving a Good Level of Development (GLD)</b>		
<b>School</b>	<b>Local Authority</b>	<b>National</b>
<b>69</b>	<b>67</b>	<b>69</b>

**For further information on school performance please use the link below:**

**<http://www.education.gov.uk/schools/performance/index.html>**