

Accelerated Progress Data (over time)

Progress made from each child joining school to July 2017

Group	Accelerated Progress over time in school (Includes mobility learners) Updated Summer 2017 (From the start of joining the school to present time)			
	Reading	Writing	Maths	Combined
Whole School	91%	89%	89%	90%
Nursery	100%	100%	100%	100%
Reception	80%	95%	90%	88%
Year 1	100%	85%	80%	88%
Year 2	100%	100%	96%	99%
Year 3	91%	87%	78%	85%
Year 4	83%	76%	93%	84%
FSM	96%	87%	91%	91%
Non-FSM	89%	90%	89%	89%
Girls	92%	92%	90%	91%
Boys	91%	88%	91%	90%
SEND	81%	75%	84%	80%
Able Learners	100%	100%	100%	100%
NB:- 59% of school boys, 41% of school are girls, 30% of school are SEN, 45% of school are FSM, 13% of school are HA				
KEY: FSM = Free School Meals N –FSM = Non Free School Meals SEND = Special Educational Need and/or Disability				

Internal school tracking data shows that a very large majority of learners continue to make accelerated rates of progress on their learning journey within our school. Personalised learning provision ensures that many learners make accelerated rates of progress relative to their starting point. The table above includes data for those learners that join and leave our school outside of the normal admission times which makes up for approximately 20% of our school's learning community.

Early Years Foundation Stage Profile 2017

Early Years Foundation Stage		
Group	School	National
✓ In Line with National ✓ Out Performed National	% Achieving a 'Good Level of Development'	% Achieving a 'Good Level of Development'
All Pupils	69% ✓	71%

69% of learners achieved a 'Good Level of Development' in 2017. This is a significant increase in the number of learners achieving 'Age related expectations' compared to their baseline measures on entry to our school. The table below shows the percentage of learners entering our Foundation Stage at 'Age related expectations' compared with the percentage achieving a 'Good Level of Development' by the end of the Early Years Foundation Stage. As a result of targeted personalised interventions, an average increase of 46% more learners are achieving at least National expectations compared to figures on entry to school by the time they leave our Foundation Stage.

ARE % Conversions from Entry to Exit of the Early Years Foundation Stage			
Stage on entry to school	% working at 'Age Related Expectation' on entry	% Achieving a 'Good Level of Development' on exit	% Increase in numbers of learners working at 'Age Related Expectations'
Entering within our school Nursery Class	12.5%	60%	47.5%
Entering within our school Reception Class	19%	64%	45%

Year One Phonics Screener Check Results 2017

Year 1 Phonics Screener Check 2017		
Group	School	National
✓ In Line with National ✓ Out Performed National	% Achieving the Expected Standard	% Achieving the Expected Standard
All Pupils	85% ✓	81%
FSM	100% ✓	84%
SEND	40% ✓	43%

85% of learners within Year 1 passed their Phonics Screener Check in 2017 which is above the National figure. As a result of our embedded Read Write Inc. Phonics Programme within the Early Years and Key Stage One, by the end of Year 2 86% of learners have achieved the expected standard and are well prepared for the next stages of their learning journey.

Key Stage One SATS Results 2017

		ARE (Age Related Expectations +)		Greater Depth	
		School	National	School	National
READING	ALL	79% ✓	76%	28% ✓	25%
	FSM	81% ✓	61%	19% ✓	13%
	SEND	63% ✓	31%	6% ✓	5%
WRITING	ALL	62%	68%	21% ✓	16%
	FSM	56% ✓	52%	13% ✓	7%
	SEND	33% ✓	21%	0%	5%
MATHS	ALL	72%	75%	21% ✓	21%
	FSM	69% ✓	60%	13% ✓	10%
	SEND	50% ✓	32%	0%	4%
SCIENCE	ALL	76%	83%	N/A	N/A
	FSM	75% ✓	69%	N/A	N/A
	SEND	56% ✓	43%	N/A	N/A

As a result of Read Write Inc. and targeted personalised learning interventions, Reading continues to remain a strength of the school, with learners outperforming National figures in both age related expectations and at working at greater depth.

Effective use of Pupil Premium Funding for our more disadvantaged learners has resulted in our FSM Learners outperforming disadvantaged learners nationally in all of the assessed subject areas, including working at greater depth.

Able learners throughout the school continue to achieve to a high standard, which is mirrored in the Year 2 SATs data, where high achievers outperform other high achievers nationally.

Key Performance Data for SEND learners during 2017

The table below shows the percentage of SEND learners that made at least expected or accelerated progress during 2016-2017:-

% of SEND making at least expected or better progress 2016-2017				% of SEND making Accelerated progress 2016-2017			
Reading	Writing	Maths	Average	Reading	Writing	Maths	Average
80%	78%	73%	77%	73%	67%	68%	69%