RAISEonline 2015 Summary Report
Toddington St George Church of England School

Unique Reference Number (URN)	139372
DfE Number	8233016
Local Authority	Central Bedfordshire

Based on the following datasets for 2015:-
Key Stage 1: final data

Production date : 18 February 2016

Important

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors, together with the new Inspection Dashboard, to inform their planning for an inspection.

The Early Years Foundation Stage Profile report is provided for use in the context of evaluating children's readiness to start Year 1 in terms of their development. Data are provided for all of the early learning goals to aid schools and inspectors identify any areas on which teaching may not have placed sufficient focus. The report is for groups, rather than at interactive pupil level, to provide an overview of development needs on entry to Year 1. Reports are now provided displaying 2014 and 2015 data.

Changes for 2015

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. Following the changes to SEN school census codes, RAISEonline will now show data for no SEN, SEN support (which replaces School Action and School Action Plus) and SEN with a statement or an Education, Health and Care (EHC) plan.

The definition of a disadvantaged pupil has changed to reflect changes to the conditions of funding for the pupil premium in 2014-2015. Pupils will be defined as disadvantaged in RAISEonline if they are recorded as:

* eligible for Free School Meals (FSM) in the last six years or

* looked after continuously for one day or more or

* adopted from care.

The Year 2 phonics report now shows the percentage of pupils that have reached the expected standard by the end of Year 2, whether it was in Year 1 or in Year 2. A new report is available for those pupils who did not reach the expected standard in phonics at the end of Year 1 or who have taken the screening check for the first time in Year 2. This report is in the format of a transition matrix and shows the Year 1 marks achieved alongside the Year 2 outcomes to which pupils have progressed. A three year trend phonics report has also been introduced.

The exclusion reports now contain additional data on repeat exclusions. They show the percentage of pupils with two or more fixed term exclusion during the academic year.

Shading

Shading in the Closing the gaps reports is applied only for 2015 results and only to the gaps between results for disadvantaged pupils in the school and other pupils nationally. It is intended to identify gaps of educational importance. At Key Stage 2, it is applied only to the table for expected, and more than expected, progress from each Key Stage 1 starting level. Where the school's percentage of disadvantaged pupils falls below the national percentage for other pupils by an amount equivalent to one or more pupils, the difference is shaded red. Where the school's percentage of disadvantaged pupils is equal to or above the national percentage for other pupils, the difference is shaded yellow. At Key Stage 1, shading is applied to the table for average point scores (APS). Where the disadvantaged group's APS is at least four points (equivalent to two sublevels) less than the national APS for other pupils, it is shaded red. Where the disadvantaged group's APS is equal to or above the national APS for other pupils, it is shaded yellow.

Elsewhere in RAISEonline, green and blue shading are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. However, the performance of specific groups should always be compared with the performance of all pupils nationally. Statistical significance does not necessarily correlate with being educationally significant.

Further information and guidance on the shading and the methodology used to calculate other measures presented in RAISEonline can be found at https://www.raiseonline.org in the Library section in the folder ◊How Ofsted and DfE analyse your data◊.

Other information

The FAQ section of the library includes a wide range of common questions. Further information is also available within each interactive report at the ◊Help?◊ button near the top right of the screen. We also recommend that you read RAISEonline Latest news regularly to keep up to date.

The Key Stage 1 final data represent data submitted to the Department for Education (DfE) by local authorities at the end of the data collection. The final data incorporates data submitted after the collection deadline.

The Key Stage 2 validated data reflect the outcome of requested changes to the data that schools may have submitted during the September 2015 Schools Performance Tables checking period. These changes must have been received with the deadline, met Tables◊ criteria, and be as a result of marking reviews. The validated data may not reflect the outcome of any late or on-going appeals, or of late-resolved maladministration cases.

We are not able to make ad hoc changes to published data in RAISEonline. The website provides interactive reports, accessed via the ◊Tree view◊ tab. The interactive reports allow access to pupil level data that underlie the measures contained in the summary report and a range of other analyses. If you think your measures are wrong, please first check these underlying pupil list reports. After this step, if you think there is an error in the measures due to a miscalculation rather than incorrect data please use the ◊Contact us◊ facility on RAISEonline https://www.raiseonline.org or email enquiries@ofsted.gov.uk.

The ◊School◊s own data◊ section of RAISEonline contains a copy of the underlying data that a school◊s RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use these in discussions with school improvement partners and inspectors. Note that the changes will apply to the school◊s own copy of the data only; the published data in RAISEonline will remain unaffected.

The summary report is divided into the following sections

1. Context
2. Absence and exclusions
3. Prior attainment (for schools with Key Stage 2)

   Early Years Foundation Stage Profile
4. Attainment in Key Stages 1 and 2
5. Progress (Value added then Expected progress, for schools with Key Stage 2)
6. Closing the Gaps

Important Information for Governors ï Primary

Effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support.

The purpose of RAISEonline is to support school self-evaluation and to inform the school inspection process. Key information from it is summarised in Ofstedôs new Inspection Dashboard, which governors should look at first to gain a broad overview before looking at the more detailed charts and tables in this RAISEonline summary report. The Inspection Dashboard shows three-year trends for all pupils and key groups, including disadvantaged pupils, and identifies strengths and weaknesses.

This RAISEonline summary report contains tables and charts that compare school and national figures. The figures allow governors to ask themselves questions that are essential for evaluating pupilsô performance. Such questions for each set of tables are shown in the lists below. Examples for progress tables are: Is progress above average? How much is progress rising or falling? In which subjects is progress strong/weak? Governors can then follow up with challenging questions to leaders.

Governors could ask leaders follow-up questions such as these:

* Why?

* How might curriculum provision, teaching or leadership and management be linked to it?

* How do performance/absence/exclusions in all current year groups compare with this?

* What actions are being taken to address this in all year groups? What is the strategy for improving this? How do improvement plans include and emphasise this? What objectives and targets have been set?

* How well are all staff involved with improving this?

* What evidence do you have of the impact of these actions?

* Which uses of the pupil premium are being effective in raising progress and attainment?

Attainment and progress sections

The tables and charts showing pupilsô achievement are in two separate sections: attainment and progress. The four different types of achievement data are:

<u>Attainment</u>

* threshold data, which show the proportion of pupils that meet a particular standard

* average attainment of pupils, shown as an average point score (APS)

<u>Progress between Key Stages 1 and 2</u>

* expected progress and more than expected progress data, which show the proportions that make the progress expected by the government (two levels), or more

* value added (VA), which is an aggregate of each pupilôs progress in relation to the progress of all pupils nationally with similar prior attainment

Expected progress is calculated within each subject, for example, for reading it is based on the difference between a pupilôs Key Stage 1 and Key Stage 2 attainment in reading. Value added uses each pupilôs average Key Stage 1 score in reading, writing and mathematics combined as its baseline for calculating VA in a single subject, such as mathematics, and overall VA for mathematics, reading and writing combined.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The part of the RAISEonline library to which the public has open access contains details of how figures are calculated.

Tables that are particularly useful for governors

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner. Governors may find it most useful to look first at the tables summarising three year trends in progress, including those showing gaps between disadvantaged pupils and others nationally, to show how well the school is performing compared to others whose pupils have similar prior attainment. Governors may then find it useful to look at three year trends in attainment, before moving onto details for groups and the tables showing absence, exclusions and context. This is the order of tables shown in the Inspection dashboard. In contrast, the lists of tables below do not follow this sequence. Instead, they are clustered into types of table and are listed broadly in the order in which they appear in the summary report, to assist in locating them. Descriptions of the tables highlighted with the letter G and their numbers are below.

An overview of key data

These four sets of tables provide a quick overview.

1. Three-year and longer trends in key measures for all pupils:

Basic characteristics of your school (Table 1.1.1)

The Key Stage 1 prior attainment of pupils in each year group (Table 3.1.1) (Note that prior attainment is the best indicator of future performance.)

Absence and exclusions (Table 2.1.1)

The percentage of pupils achieving a good level of development in the Early Years Foundation Stage Profile (tables at the front of the attainment section for 2014 and 2015.) (A good level of development is achieving at least the level expected in each early learning goal in the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.)

The percentage of pupils that met the expected standard in the phonics screening check in Year 1 and by Year 2 (Table 4.1.1)

Key Stage 1 average attainment overall and in each subject (Table 4.2.4)

Key Stage 2 average attainment overall and in each subject (Table 4.3.5) (4.1.5 in junior schools) (Average attainment is given in terms of average point scores (APS), where 6 points represent one level, 15 points are equivalent to Level 2 and 27 points are equivalent to Level 4).

Progress in terms of value added overall and in each subject (Table 5.1.1) (Value added compares each pupil's Key Stage 1 to 2 progress with all pupils nationally of similar prior attainment, assigns a score, aggregates scores to school level and centres them around 100.)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Is the proportion of pupils with repeat exclusions (two or more in the year) below average?

Is the difference between the proportion with repeat exclusions and the proportion excluded at least once too small? Is it appropriate?

Does the difference between exclusions as a percentage of the pupil group and the proportion excluded at least once show that those with repeat exclusions had a high rate of exclusion?

Are children well enough prepared for Year 1 (have enough achieved a good level of development in the Early Years Foundation Stage Profile?)

Is the percentage of Year 1/Year 2 pupils achieving the expected standard in phonics above the national figure? Is it rising? (currently only 2015 data are available for Year 2)

Is attainment above average? How much is attainment rising?

In which subjects is attainment strong/weak?

Is progress above average (100)? How much is progress rising or falling?

In which subjects is progress strong/weak?

2. Attainment of thresholds for all pupils this year:

Percentage attaining or surpassing each Key Stage 1 level in each subject (Chart 4.2.1)

Percentage attaining or surpassing each Key Stage 2 level in each subject (Table 4.3.1) (4.1.1 in junior schools)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough pupils attain the expected standard (KS1 Level 2, KS2 Level 4)?

Do enough pupils attain high standards (KS1 Level 3 or above, KS2 Level 5 or above)?

Do enough pupils finish Year 6 ready to access the secondary curriculum (attain Level 4B or above)?

3. Progress from different starting points for all pupils this year:

Expected progress in reading from Key Stage 1 to Key Stage 2 (Table 5.2.1) (The progress expected by the government is two levels, such as from Level 2 to Level 4.)

Expected progress in writing from Key Stage 1 to Key Stage 2 (Table 5.2.3)

Expected progress in mathematics from Key Stage 1 to Key Stage 2 (Table 5.3.1)

Comparison of Year 1 and Year 2 phonics outcomes for pupils who did not achieve the expected standard in Year 1 (Table 4.1.2)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Are enough low prior-attainers (Level 1 or below) catching up to reach Level 4, by making more than expected progress?

Are enough of those who reached the expected level (2) at Key Stage 1 attaining the expected Level 4 (expected progress) and reaching Level 5 (more than expected progress)?

Are enough high prior-attainers (Level 3 or above) attaining at least Level 5 (expected progress), and reaching Level 6 (more than expected progress)?

Do the overall percentages making expected progress (on bottom row of the table) meet the progress part of the floor standard (in 2015, 94% in reading, 97% in writing and 93% in mathematics)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Are enough pupils improving in phonics to meet the expected standard by the end of Year 2?

4. Closing the gaps in achievement between disadvantaged and other pupils

Closing any gaps in progress and attainment between disadvantaged pupils and other pupils nationally is a key focus for schools. The ‘Closing the gaps’ section at the back of the summary report shows three-year trends in the gaps in progress and attainment between disadvantaged pupils in your school and:

* all other (non-disadvantaged) pupils nationally
* other pupils in your school.

For Key Stage 2, the four tables show:

* expected progress in mathematics, reading and writing from different starting points
* progress in terms of value added
* average attainment
* attainment of thresholds.

For Key Stage 1, the last two tables are shown.

The key table, showing expected progress from different starting points, contains shading for comparisons of the 2015 progress of disadvantaged pupils with national figures for other pupils. Yellow shows school proportions at or above national figures; red shows proportions lower than national by a margin of one or more pupils. At Key Stage 1, shading is used on the average attainment table, with yellow showing 2015 attainment of disadvantaged pupils that is equal to or above the national average for other pupils, and red shading showing where it is below by two-thirds of a level (four points) or more.

These tables allow governors to ask themselves, and follow up, essential questions such as:

Is there a gap between the disadvantaged pupils and other pupils nationally? If so, how fast is it closing?

How wide are in-school gaps? How quickly are any gaps closing?

Tables providing further detail and data for groups

Other tables marked with a G provide data for groups and further detail. The performance of groups should always be compared with the performance of all pupils nationally, also noting the comparison with the particular group nationally.

Progress of groups

Expected progress from different starting levels for disadvantaged pupils and others (Tables 5.2.2, 5.2.4 and 5.3.2).

Value added three-year trend overall and this year for subjects (Table 5.1.4)

Scatter plot of value added for each disadvantaged pupil and other pupil (back page)

The value-added table allows governors to ask themselves, and follow up, essential questions such as:

Which groups make the most progress and which make the least progress? How wide is the gap?

Which groups make below average (100) progress?

The scatter plot allows governors to ask themselves, and follow up, essential questions such as:

How does the value added differ for disadvantaged and other pupils, and for different prior attainment?

Is the value added very low for any pupils?

Attainment of groups

The percentage of pupils achieving a good level of development, and the level of learning and development expected in each early learning goal in the Early Years Foundation Stage Profile (at the front of the attainment section)

Phonics screening check attainment in Year 1 and by Year 2 (Tables 4.1.4 and 4.1.5)

Key Stage 1 average attainment overall and in each subject (Table 4.2.5)

Percentage attaining or surpassing Key Stage 2 Level 4 in each subject and in all of mathematics, reading and writing (Table 4.3.2) (4.1.2 in junior schools)

These tables allow governors to ask themselves, and follow up, essential questions such as:

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile? In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or by the end of Year 2?

Which groups attain most highly and which have lowest attainment? How wide is the gap?

Does the overall percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (65% in 2014 and 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect governors to be familiar with historic performance data, including the summaries that Ofsted's new Inspection Dashboard presents for their school, and know what the information in them shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils. Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged pupils in the school and other pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors should consider a wide range of data including information provided by the school.

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile	
Number on roll								
School	344	336	323					
National	257	263	269	4	137	210	270	405	1,218
% girls								
School	53.2	51.5	44.6					
National	49.0	49.0	49.0	0.0	46.1	48.2	49.9	51.9	100.0
% of pupils known to be eligible for free school meals (FSM)*								
School	14.4	13.7	8.8					
National	26.7	26.6	26.0	0.0	9.3	15.5	24.8	39.7	89.4
% of pupils from minority ethnic groups								
School	9.6	11.3	12.8					
National	28.7	29.7	30.7	0.0	5.0	9.1	17.0	41.0	100.0
% of pupils first language not / believed not to be English								
School	0.4	0.8	1.3					
National	18.1	18.8	19.5	0.0	1.1	3.3	8.0	23.7	100.0
% of pupils with SEN support								
School	-	-	18.3					
National	-	-	13.0	0.0	7.5	10.4	13.6	18.2	72.9
% of pupils with an SEN statement or EHC plan								
School	-	-	3.4					
National	-	-	1.4	0.0	0.3	0.8	1.3	2.1	25.0
% stability								
School	88.4	92.9	93.2					
National	85.8	85.9	85.9	27.9	79.2	84.5	88.4	92.3	100.0
School deprivation indicator								
School	0.10	0.10	0.10					
National	0.24	0.24	0.24	0.01	0.10	0.14	0.21	0.33	0.79

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	88	67.0 / 33.0	-	-	-	8.0	0
1	59	52.5 / 47.5	6.8	13.6	1.7	13.6	1
2	59	52.5 / 47.5	3.4	15.3	1.7	28.8	0
3	60	55.0 / 45.0	20.0	13.3	0.0	35.0	0
4	57	43.9 / 56.1	10.5	8.8	1.8	29.8	0

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

	School %			National %
Ethnic group	2013	2014	2015	2015
White				
British	90.4	88.7	87.2	70.4
Irish	0.8	1.7	0.9	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	2.0	1.7	2.6	5.1
Mixed				
White & Black Caribbean	2.4	2.9	2.6	1.4
White & Black African	0.0	0.8	0.9	0.6
White & Asian	0.4	0.4	0.9	1.1
any other mixed background	1.6	1.3	2.1	1.8
Asian or Asian British				
Indian	0.4	0.4	0.9	2.7
Pakistani	0.0	0.4	0.4	4.1
Bangladeshi	0.8	0.4	0.4	1.7
any other Asian background	0.0	0.0	0.0	1.7
Black or Black British				
Caribbean	0.8	0.8	1.3	1.3
African	0.4	0.4	0.0	3.5
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.6
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	99.6	99.2	98.7	82.5
Other	0.4	0.8	1.3	17.3
Unclassified	0.0	0.0	0.0	0.2

Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

	SEN support			Statements/EHC plan		
Main SEN	2013	2014	2015	2013	2014	2015
Specific Learning Difficulty	-	-	2	0	1	1
Moderate Learning Difficulty	-	-	0	0	0	0
Severe Learning Difficulty	-	-	0	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	2	2	2
Social, Emotional and Mental Health	-	-	7	0	0	0
Speech, Language and Communication Needs	-	-	10	1	0	0
Hearing Impairment	-	-	0	6	5	4
Visual Impairment	-	-	0	1	1	1
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	0	0	1	1
Autistic Spectrum Disorder	-	-	0	1	3	2
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	1	0	0	0
School total	-	-	59	11	13	11
Percentage of school roll	-	-	18.3	3.2	3.9	3.4

School Level Absence and Exclusions - 3 Year Trend (Trend_1)

Table 2.1.1

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2013			2014			2015		
	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level	School	National average for primary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	3.1	3.6	2.7	1.7	2.8	2.1	2.1	2.7	1.6
% of sessions missed due to Overall Absence	4.2	4.8	4.6	3.7	3.9	3.7	3.9	4.0	3.6
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.02	-	0.00	0.02	-	-	-	-
% pupils with 1 or more fixed term exclusions	0.29	0.45	-	0.30	0.49	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.00	0.18	-	0.00	0.21	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	0.29	0.87	-	0.30	1.01	-	-	-	-

Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs_2)

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	3.9	4.0	2.1	2.7
Gender				
Male	3.2	4.1	1.7	2.9
Female	4.7	4.0	2.6	2.6
Free School Meals*				
FSM	5.0	5.4	12.5	5.4
Non FSM	3.8	3.5	0.9	1.7
English as a First Language				
English or believed to be English	3.9	4.0	2.1	2.7
Other than English or believed to be other than English	4.7	4.2	0.0	2.9
Unclassified	-	4.4	-	3.5
Special Educational Needs				
No SEN	3.7	3.8	2.3	2.2
SEN support	4.5	5.2	1.9	5.3
SEN with statement or EHC plan	4.6	6.5	0.0	8.4
Ethnic Group				
White				
British	3.7	3.9	1.9	2.5
Irish	6.5	4.7	0.0	4.3
Traveller of Irish Heritage	-	16.4	-	33.1
Gypsy/Roma	-	11.6	-	21.8
Any Other White Background	6.0	4.8	0.0	3.6
Mixed				
White and Black Caribbean	4.1	4.9	0.0	4.6
White and Black African	6.7	4.0	0.0	2.9
White and Asian	4.1	4.1	0.0	2.8
Any other Mixed Background	5.1	4.3	0.0	3.2
Asian or Asian British				
Indian	5.1	3.8	0.0	2.0
Pakistani	3.1	4.7	0.0	3.6
Bangladeshi	12.6	4.7	0.0	3.3
Any other Asian Background	-	3.8	-	2.2

Absence and exclusions

Black or Black British				
Black Caribbean	8.1	4.2	33.3	3.6
Black African	-	2.6	-	1.1
Any Other Black Background	-	3.4	-	2.5
Chinese	-	2.8	-	1.2
Any Other Ethnic Group	-	4.2	-	2.8
Unclassified - Refused	-	4.3	-	3.0
Unclassified - Information Not Obtained	-	4.9	-	2.2

Table 3.1.1: The Prior attainment of pupils at Key Stage 2 (PriorKS2)

The tables below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying in your school in 2014/2015. The national indicators are for maintained mainstream schools (based on matched pupil records from the 2015 National Pupil Database, which is not the same as the average score of all the pupils who took the tests). When interpreting the tables the level of coverage should be taken into account.

Average points score at KS1

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 4	18.1	15.8	2.3	Sig+	100.0
Year 3	18.0	16.0	2.0	Sig+	100.0

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 4	0.0	49.1	50.9	12.9	58.5	28.5
Year 3	3.3	41.7	55.0	11.8	57.9	30.3

Early Years Foundation Stage Profile outcomes 2014 (EYFSP)

		Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in													
				Communication and language						**Literacy**				**Mathematics**			
				Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	60	53	61	80	84	88	84	80	82	75	74	70	67	80	75	88	79
Gender																	
Male	31	45	53	68	79	81	80	74	78	65	69	61	60	74	71	77	76
Female	29	62	69	93	89	97	88	86	87	86	80	79	75	86	78	100	83
Free School Meals																	
FSM	4	50	45	75	74	100	74	75	72	50	58	50	51	100	60	100	65
Non FSM	56	54	64	80	86	88	86	80	84	77	78	71	71	79	78	88	82

		Percentage of pupils achieving at least expected in																	
		Physical development				**Personal, social and emotional development**						**Understanding the world**						**Expressive arts and design**			
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	60	92	89	98	91	93	87	93	86	93	88	92	84	93	84	97	91	87	86	87	85
Gender																					
Male	31	87	84	97	88	87	84	87	81	90	83	84	80	87	81	94	90	74	80	74	79
Female	29	97	94	100	94	100	91	100	92	97	92	100	88	100	87	100	92	100	93	100	92
Free School Meals																					
FSM	4	100	82	100	84	100	80	100	77	100	80	100	73	100	73	100	84	75	78	75	76
Non FSM	56	91	90	98	92	93	89	93	88	93	90	91	86	93	86	96	92	88	88	88	87

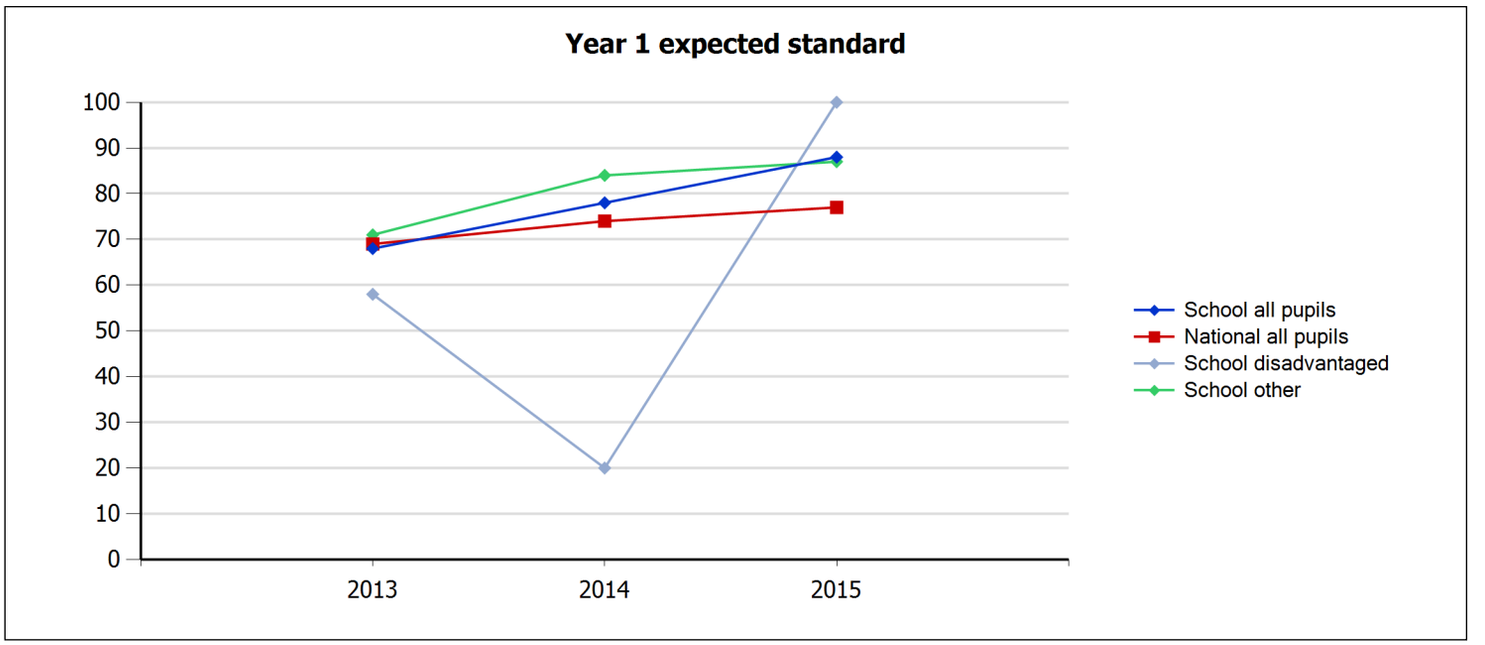
Early Years Foundation Stage Profile outcomes 2015 (EYFSP)

		Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in													
				Communication and language						**Literacy**				**Mathematics**			
				Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	60	55	66	90	86	88	85	82	84	75	76	65	71	77	77	90	81
Gender																	
Male	41	51	59	85	81	83	81	76	80	68	71	54	64	71	74	85	77
Female	19	63	74	100	91	100	90	95	89	89	82	89	78	89	81	100	85
Free School Meals																	
FSM	2	50	52	50	77	50	77	50	75	50	62	50	56	50	64	50	69
Non FSM	58	55	69	91	87	90	87	83	86	76	79	66	74	78	80	91	83

		Percentage of pupils achieving at least expected in																	
		Physical development				**Personal, social and emotional development**						**Understanding the world**						**Expressive arts and design**			
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	60	92	90	93	91	90	89	88	87	87	89	92	85	93	85	93	92	92	88	90	87
Gender																					
Male	41	88	85	90	88	85	85	85	82	83	85	88	81	90	82	90	91	88	82	85	82
Female	19	100	94	100	94	100	92	95	93	95	93	100	89	100	89	100	93	100	94	100	93
Free School Meals																					
FSM	2	50	83	50	85	50	82	50	79	50	82	50	75	50	75	50	86	50	80	50	79
Non FSM	58	93	91	95	92	91	90	90	89	88	90	93	87	95	87	95	93	93	89	91	89

Table 4.1.1: Phonics: percentage achieving the expected standard in year one and by the end of year two ï 3 year trend (Y12.PPT)

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1						Year 2 Cumulative					
	2013		2014		2015		2013		2014		2015	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	68	69	78	74	88	77	-	-	-	-	93	90
Boys	61	65	70	70	77	73	-	-	-	-	90	88
Girls	76	73	87	78	100	81	-	-	-	-	96	92
Disadvantaged	58	57	20	63	100	66	-	-	-	-	100	84
Other	71	73	84	78	87	80	-	-	-	-	93	92

Attainment in Phonics

Table 4.1.2: Year 2 phonics screening check for pupils compared with their Year 1 screening check (Y2.PPR)

This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

Number of pupils		Year 2 Marks										
		None	0-9	10-19	20-24	25-29	30-31	32+	Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
No Y1 outcome		1	0	0	0	0	0	1	2	1	50	37
Year 1 marks	0-9	0	0	0	0	0	0	0	0	0	0	22
	10-19	0	0	0	0	0	0	1	1	1	100	56
	20-24	0	0	1	0	1	0	2	4	2	50	76
	25-29	0	0	0	0	1	0	3	4	3	75	86
	30-31	0	0	0	0	0	0	1	1	1	100	91
								Summary	12	8	67	64

Attainment in Phonics

Chart 4.1.3: Year 1 Phonics Screening Total Marks Breakdown (Y1.PFTM - cumulative selection)

Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

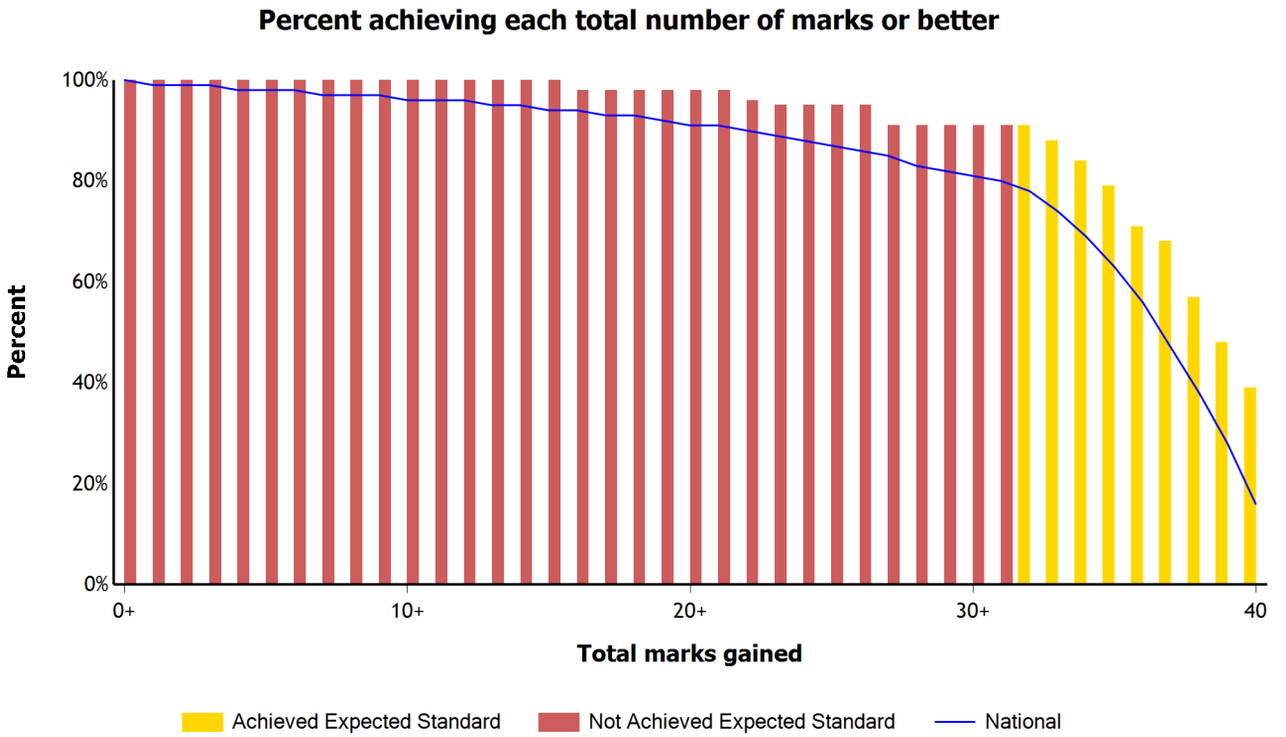


Table 4.1.4: Year 1 Phonics Screening Check (Y1.PPC)

This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check for each pupil group alongside the national percentage for the same pupil group.

		Phonics Screening Check			
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	58	2	51	88	77
Gender					
Male	30	2	23	77	73
Female	28	0	28	100	81
Free School Meals*					
FSM	4	0	4	100	66
Non FSM	54	2	47	87	80
Children Looked After					
CLA	0	0	0	0	55
Not CLA	58	2	51	88	77
Disadvantaged pupils					
Disadvantaged pupils	4	0	4	100	66
Other pupils	54	2	47	87	80
English as a First Language					
English or believed to be English	57	2	50	88	77
Other than English or believed to be other than English	1	0	1	100	76
Unclassified	0	0	0	0	40
Special Educational Needs					
No SEN	51	0	50	98	83
SEN support	4	0	0	0	42
SEN with statement or EHC plan	3	2	1	33	18
Ethnicity Group					
White					
British	50	1	44	88	77
Irish	0	0	0	0	77
Traveller of Irish Heritage	0	0	0	0	40
Gypsy/Roma	0	0	0	0	32
Any Other White Background	2	0	2	100	73
Mixed					
White and Black Caribbean	1	0	1	100	74
White and Black African	0	0	0	0	79
White and Asian	0	0	0	0	82
Any other Mixed Background	2	1	1	50	80
Asian or Asian British					
Indian	2	0	2	100	86
Pakistani	0	0	0	0	76
Bangladeshi	0	0	0	0	79
Any other Asian Background	0	0	0	0	82
Black or Black British					
Black Caribbean	1	0	1	100	75
Black African	0	0	0	0	81
Any Other Black Background	0	0	0	0	76
Chinese	0	0	0	0	84
Any Other Ethnic Group	0	0	0	0	75
Unclassified - Refused	0	0	0	0	77
Unclassified - Information Not Obtained	0	0	0	0	45
Term Of Birth					
Autumn	19	2	15	79	83
Spring	18	0	17	94	77
Summer	21	0	19	90	71

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Attainment in Phonics

Table 4.1.5: Phonics Screening Check by the end of Year 2 (Y2.PPC)

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check				
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	59	1	55	93	90
Gender					
Male	31	1	28	90	88
Female	28	-	27	96	92
Free School Meals*					
FSM	2	-	2	100	84
Non FSM	57	1	53	93	92
Children Looked After					
CLA	-	-	-	-	73
Not CLA	59	1	55	93	90
Disadvantaged pupils					
Disadvantaged pupils	2	-	2	100	84
Other pupils	57	1	53	93	92
English as a First Language					
English or believed to be English	57	1	53	93	91
Other than English or believed to be other than English	1	-	1	100	89
Unclassified	1	-	1	100	55
Special Educational Needs					
No SEN	43	-	43	100	95
SEN support	14	-	11	79	67
SEN with statement or EHC plan	2	1	1	50	29
Ethnicity Group					
White					
British	49	-	46	94	91
Irish	1	-	1	100	90

Attainment in Phonics

Phonics Screening Check

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
Traveller of Irish Heritage	-	-	-	-	57
Gypsy/Roma	-	-	-	-	53
Any Other White Background	2	-	2	100	87
Mixed					
White and Black Caribbean	1	-	1	100	88
White and Black African	2	-	2	100	91
White and Asian	1	-	1	100	93
Any other Mixed Background	1	1	0	0	91
Asian or Asian British					
Indian	-	-	-	-	94
Pakistani	1	-	1	100	90
Bangladeshi	-	-	-	-	91
Any other Asian Background	-	-	-	-	92
Black or Black British					
Black Caribbean	-	-	-	-	88
Black African	-	-	-	-	92
Any Other Black Background	-	-	-	-	89
Chinese	-	-	-	-	93
Any Other Ethnic Group	-	-	-	-	88
Unclassified - Refused	-	-	-	-	90
Unclassified - Information Not Obtained	1	-	1	100	61
Term Of Birth					
Autumn	18	1	17	94	93
Spring	19	-	19	100	90
Summer	22	-	19	86	88

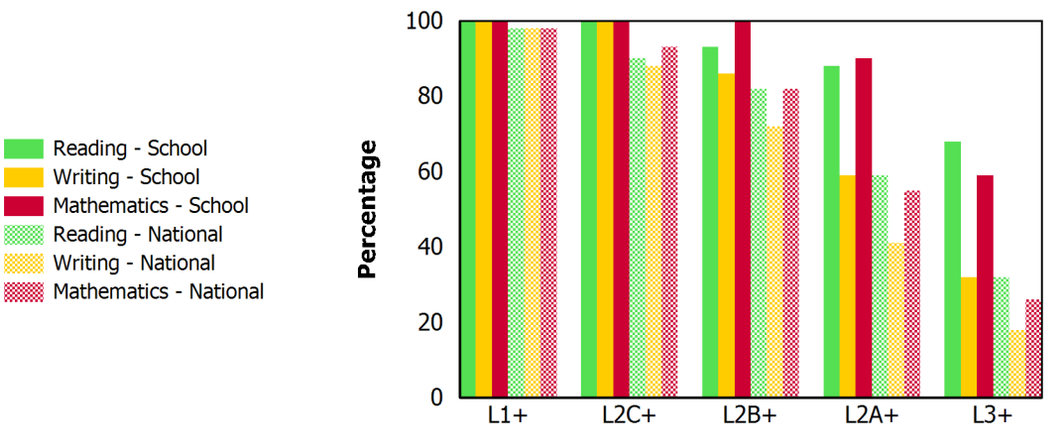
* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2015 (KS1.3)

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	0	59	59	55	52	40
	School	0	0	100	100	93	88	68
	National	0	2	98	90	82	59	32
	Difference	0	-2	2	10	11	29	36
	Significance	-	-	-	Sig+	Sig+	Sig+	Sig+
Writing	Entries	0	0	59	59	51	35	19
	School	0	0	100	100	86	59	32
	National	0	2	98	88	72	41	18
	Difference	0	-2	2	12	14	18	15
	Significance	-	-	-	Sig+	Sig+	Sig+	Sig+
Mathematics	Entries	0	0	59	59	59	53	35
	School	0	0	100	100	100	90	59
	National	0	1	98	93	82	55	26
	Difference	0	-1	2	7	18	35	33
	Significance	-	-	-	-	Sig+	Sig+	Sig+

Attainment at Key Stage 1

Table 4.2.3: Key Stage 1 Threshold Report: Teacher assessments for pupils below Level 1 (KS1.BTL)

This report displays the number and percentage of pupils working at each Pscale level in 2015.

		Teacher assessments for pupils working below Level1									
		P8	P7	P6	P5	P4	P3i/P3ii	P2i/P2ii	P1i/P1ii	All other pupils results	Total number of pupils in year group
Reading	Number of pupils									59	59
English (lower)							0	0	0		
Reading		0	0	0	0	0					
Writing		0	0	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils			0				0			
	School distribution for only those pupils assessed as 'W' in Reading			0%				0%		N/A	
	National distribution for only those pupils assessed as 'W' in Reading			77%				13%		N/A	
Writing	Number of pupils									59	59
English (lower)							0	0	0		
Reading		0	0	0	0	0					
Writing		0	0	0	0	0					
Speaking		0	0	0	0	0					
Listening		0	0	0	0	0					
	Total Number of pupils			0				0			
	School distribution for only those pupils assessed as 'W' in Writing			0%				0%		N/A	
	National distribution for only those pupils assessed as 'W' in Writing			81%				11%		N/A	
Mathematics	Number of pupils									59	59
Mathematics (lower)							0	0	0		
Using and applying		0	0	0	0	0					
Number		0	0	0	0	0					
Shape, space & measures		0	0	0	0	0					
	Total Number of pupils			0				0			
	School distribution for only those pupils assessed as 'W' in Mathematics			0%				0%		N/A	
	National distribution for only those pupils assessed as 'W' in Mathematics			78%				17%		N/A	

Notes
Reading table includes all pupils awarded 'W' in their teacher assessment for Reading with a valid Pscale grade
Writing table includes all pupils awarded 'W' in their teacher assessment for Writing with a valid Pscale grade
Mathematics table includes all pupils awarded 'W' in their teacher assessment for Mathematics with a valid Pscale grade
The total numbers of pupils on Pscales is shown for P4 - P8 and P1i - P3ii. Pupils who have a Pscale in both P4-P8 and P1i - P3ii in a subject will be displayed in P1i - P3ii.

G

Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Table 4.2.4

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below.
Where the school value differs significantly from the previous year's, ŷ or Ź is shown to indicate the direction of this change.

Year		2011	2012	2013	2014	2015
All Subjects	Cohort	74	60	58	59	59
	School	16.9	18.1 ŷ	17.9	18.1	18.6
	National	15.3	15.5	15.8	15.9	16.1
	Difference	1.6	2.6	2.1	2.2	2.5
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Reading	Cohort	74	60	58	59	59
	School	17.2	18.1	18.4	18.3	19.3
	National	15.8	16.0	16.3	16.5	16.6
	Difference	1.4	2.1	2.1	1.8	2.7
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Writing	Cohort	74	60	58	59	59
	School	15.9	17.3 ŷ	16.7	16.8	17.2
	National	14.4	14.7	14.9	15.1	15.3
	Difference	1.5	2.6	1.8	1.7	1.9
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Mathematics	Cohort	74	60	58	59	59
	School	17.5	18.9 ŷ	18.7	19.1	19.2
	National	15.7	15.9	16.1	16.2	16.4
	Difference	1.8	3.0	2.6	2.9	2.8
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+

Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2015 (KS1.2A)

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	59	18.6	16.1	59	19.3	16.6	59	17.2	15.3	59	19.2	16.4
Gender												
Male	31	17.8	15.7	31	18.7	16.1	31	16.1	14.6	31	18.7	16.4
Female	28	19.4	16.6	28	20.0	17.2	28	18.4	16.1	28	19.7	16.5
Free School Meals*												
FSM	2	16.0	14.8	2	15.0	15.2	2	14.0	14.0	2	19.0	15.2
Non FSM	57	18.7	16.6	57	19.5	17.1	57	17.3	15.8	57	19.2	16.8
Children Looked After												
CLA	0	-	13.3	0	-	13.8	0	-	12.5	0	-	13.7
Not CLA	59	18.6	16.1	59	19.3	16.6	59	17.2	15.4	59	19.2	16.4
Disadvantaged pupils												
Disadvantaged pupils	2	16.0	14.8	2	15.0	15.2	2	14.0	14.0	2	19.0	15.1
Other pupils	57	18.7	16.6	57	19.5	17.1	57	17.3	15.8	57	19.2	16.9
English as a First Language												
English or believed to be English	57	18.5	16.2	57	19.4	16.8	57	17.1	15.5	57	19.1	16.5
Other than English or believed to be other	1	21.0	15.7	1	21.0	16.0	1	21.0	15.0	1	21.0	16.1
Unclassified	1	18.3	12.4	1	17.0	12.4	1	17.0	11.5	1	21.0	13.3
Special Educational Needs												
No SEN	43	19.6	16.9	43	20.3	17.4	43	18.3	16.1	43	20.1	17.1
SEN support	14	16.0	12.5	14	16.6	12.8	14	14.4	11.6	14	17.0	13.2
SEN with statement or EHC plan	2	15.3	7.6	2	17.0	7.8	2	14.0	6.9	2	15.0	8.0
Ethnicity Group												
White												
British	49	18.6	16.2	49	19.4	16.8	49	17.2	15.4	49	19.2	16.5
Irish	1	21.0	16.4	1	21.0	17.0	1	21.0	15.5	1	21.0	16.7
Traveller of Irish Heritage	0	-	12.1	0	-	12.1	0	-	11.1	0	-	13.0
Gypsy/Roma	0	-	11.3	0	-	11.2	0	-	10.5	0	-	12.1

Attainment at Key Stage 1

G

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Any other White background	2	21.0	15.5	2	21.0	15.7	2	21.0	14.7	2	21.0	16.1
Mixed												
White & Black Caribbean	1	16.3	15.7	1	17.0	16.3	1	15.0	15.0	1	17.0	15.9
White & Black African	2	17.0	16.2	2	16.0	16.8	2	16.0	15.5	2	19.0	16.3
White & Asian	1	19.7	16.8	1	21.0	17.4	1	17.0	16.1	1	21.0	17.0
Any other mixed background	1	15.0	16.4	1	17.0	16.9	1	13.0	15.6	1	15.0	16.6
Asian or Asian British												
Indian	0	-	17.1	0	-	17.5	0	-	16.4	0	-	17.3
Pakistani	1	18.3	15.5	1	21.0	16.0	1	17.0	14.9	1	17.0	15.7
Bangladeshi	0	-	16.0	0	-	16.4	0	-	15.3	0	-	16.2
Any other Asian background	0	-	16.4	0	-	16.7	0	-	15.6	0	-	16.7
Black or Black British												
Black Caribbean	0	-	15.5	0	-	16.1	0	-	14.8	0	-	15.5
Black African	0	-	16.1	0	-	16.6	0	-	15.4	0	-	16.1
Any other Black background	0	-	15.6	0	-	16.2	0	-	15.0	0	-	15.7
Chinese	0	-	17.2	0	-	17.2	0	-	16.2	0	-	18.0
Any other ethnic group	0	-	15.5	0	-	15.8	0	-	14.8	0	-	16.0
Unclassified - Refused	0	-	16.1	0	-	16.7	0	-	15.3	0	-	16.4
Unclassified - Information not obtained	1	18.3	13.0	1	17.0	13.1	1	17.0	12.1	1	21.0	13.8
Term of Birth												
Autumn	18	19.3	16.9	18	20.3	17.4	18	17.9	16.1	18	19.7	17.2
Spring	19	18.5	16.1	19	19.3	16.6	19	17.1	15.3	19	19.2	16.4
Summer	22	18.0	15.4	22	18.5	15.9	22	16.7	14.6	22	18.7	15.6

Closing the Gaps at Key Stage 1

G

Table 5.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS1.CTGT)

Average point scores by disadvantaged pupils

All subjects	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	7	15.4	16.3	-0.9	12	17.8	16.4	1.4	2	16.0	16.6	-0.6
Other pupils	51	18.3		2.0	47	18.2		1.8	57	18.7		2.1
Within school gap		-2.9				-0.4				-2.7		

Reading												
Disadvantaged pupils	7	15.6	16.8	-1.2	12	18.3	17.0	1.3	2	15.0	17.1	-2.1
Other pupils	51	18.8		2.0	47	18.3		1.3	57	19.5		2.4
Within school gap		-3.2				0.0				-4.5		

Writing												
Disadvantaged pupils	7	13.6	15.5	-1.9	12	16.2	15.6	0.6	2	14.0	15.8	-1.8
Other pupils	51	17.1		1.6	47	17.0		1.4	57	17.3		1.5
Within school gap		-3.5				-0.8				-3.3		

Mathematics												
Disadvantaged pupils	7	17.0	16.5	0.5	12	18.8	16.7	2.1	2	19.0	16.9	2.1
Other pupils	51	19.0		2.5	47	19.2		2.5	57	19.2		2.3
Within school gap		-2.0				-0.4				-0.2		

Percentage of pupils attaining level 2 or above at Key Stage 1

Reading	2013				2014				2015			
	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	7	86	92	-6	12	100	92	8	2	100	93	7
Other pupils	51	100		8	47	96		4	57	100		7
Within school gap		-14				4				0		

Closing the Gaps at Key Stage 1

G

Writing												
Disadvantaged pupils	7	86	89	-3	12	100	89	11	2	100	91	9
Other pupils	51	100		11	47	96		7	57	100		9
Within school gap		-14				4				0		

Mathematics												
Disadvantaged pupils	7	86	94	-8	12	100	94	6	2	100	95	5
Other pupils	51	100		6	47	100		6	57	100		5
Within school gap		-14				0				0		

Percentage of pupils attaining level 3 or above at Key Stage 1

	2013				2014				2015			
Reading	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Disadvantaged pupils	7	14	34	-20	12	50	35	15	2	0	37	-37
Other pupils	51	53		19	47	51		16	57	70		33
Within school gap		-39				-1				-70		

Writing												
Disadvantaged pupils	7	0	18	-18	12	17	19	-2	2	0	21	-21
Other pupils	51	27		9	47	36		17	57	33		12
Within school gap		-27				-19				-33		

Mathematics												
Disadvantaged pupils	7	29	27	2	12	58	28	30	2	50	30	20
Other pupils	51	51		24	47	64		36	57	60		30
Within school gap		-22				-6				-10		