End of year data 2019

End of Reception results – Achieving a Good Level of Development

|  |  |  |
| --- | --- | --- |
|   | School % | National % |
| **Good Level of Development - ALL** | **77** | **72** |
| Boys | 91 | 65 |
| Girls | 68 | 78 |
| Disadvantaged | N/A | 85 |
| Non-disadvantaged | 57 | 73 |
| SEN | 0%  | 24% |
|  Non-SEN | 78.6% | 77% |

Cohort disadvantaged = 0 children

Cohort SEN = 2 child

Phonics

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| **Year 1** | **89** | **83** |
| Year 2  | 87 | 92 |
| Boys | 100 | 79 |
| Girls | 73 | 86 |
| Disadvantaged | 100 | 72 |
| Non-disadvantaged | 88 | 85 |
| SEN | 100% | 43% |
| Non-SEN | 93% | 88% |

SEN cohort = 1 child

No. of children resitting in Year 2 = 4

End of Key Stage 1 READING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Reading- all children | 77% | 75 |
| Boys | 88 | 71 |
| Girls | 62 | 76 |
| Disadvantaged | 50  | 62 |
| Non-disadvantaged | 81 | 72 |
| SEN | 100 | 30 |
| Non-SEN | 85 | 83 |

Cohort disadvantaged = 4 children

Cohort SEN = 1 child

Cohort = 17 boys, 13 girls

End of Key Stage 1 MATHS– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Maths- all children | 80 | 76 |
| Boys | 94 | 75 |
| Girls | 62 | 77 |
| Disadvantaged | 50 | 63 |
| Non-disadvantaged | 85 | 79 |
| SEN | 0  | 33 |
| Non-SEN | 88 | 84 |

Cohort disadvantaged = 4 children

Cohort SEN = 1 child

Cohort = 17 boys, 13 girls

End of Key Stage 1 WRITING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Writing- all children | 70 | 69 |
| Boys | 76 | 63 |
| Girls | 62 | 76 |
| Disadvantaged | 50 | 55 |
| Non-disadvantaged | 73 | 73 |
| SEN | 0  | 22 |
| Non-SEN | 81 | 78 |

Cohort disadvantaged = 4 children

Cohort SEN = 1 child

Cohort = 17 boys, 13 girls

End of Key Stage 1 Reading, Writing, Maths (RWM) - Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| RWM- all children | 70 | 65 |
| Boys | 76 | 60 |
| Girls | 62 | 70 |
| Disadvantaged | 50 | 50 |
| Non-disadvantaged | 73 | 69 |
| SEN | 0  | 19 |
| Non-SEN | 81 | 73 |

Cohort disadvantaged = 4 children

Cohort SEN = 1 child

Cohort = 17 boys, 13 girls

End of Key Stage 1 – Achieving ABOVE age related expectations

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Reading- all children | 27 | 25 |
| Writing – all children | 23 | 15 |
| Maths – all children | 23 | 22 |
| RWM  | 17 | 11 |

Cohort disadvantaged = 4 children

Cohort SEN = 1 child

Cohort = 17 boys, 13 girls

End of Key Stage 2 READING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Reading- all children | 82 | 73 |
| Boys | 69 | 69 |
| Girls | 100 | 78 |
| Disadvantaged | 100 | 62 |
| Non-disadvantaged | 81 | 78 |
| SEN | 100 | 36 |
| Non-SEN | 83 | 81 |

Cohort disadvantaged = 2 children (DLT, CH)

Cohort SEN = 2 children (VS, TL - dyslexia)

Cohort = 16 boys, 12 girls

End of Key Stage 2 WRITING– Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Writing- all children | 79 | 79 |
| Boys | 75 | 73 |
| Girls | 83 | 85 |
| Disadvantaged | 50  | 68 |
| Non-disadvantaged | 81 | 83 |
| SEN | 50  | 34 |
| Non-SEN | 83 | 88 |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

End of Key Stage 2 MATHS – Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Maths- all children | 86 | 79 |
| Boys | 88 | 78 |
| Girls | 83 | 79 |
| Disadvantaged | 100 | 68 |
| Non-disadvantaged | 85 | 83 |
| SEN | 0 | 40 |
| Non-SEN | 96 | 87 |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

End of Key Stage 2 Reading, Writing, Maths (RWM) - Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| RWM- all children | 68 | 65 |
| Boys | 63 | 60 |
| Girls | 75 | 70 |
| Disadvantaged | 50 | 51 |
| Non-disadvantaged | 69 | 70 |
| SEN | 0 | 22 |
| Non-SEN | 75 | 74 |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

End of Key Stage 2 SPaG (Spelling, Punctuation & Grammar)- Achieving the Expected Level

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| SPaG- all children | 86 | 78 |
| Boys | 88 | 74 |
| Girls | 88 | 83 |
| Disadvantaged | 100 | 68 |
| Non-disadvantaged | 85 | 83 |
| SEN | 0 | 36 |
| Non-SEN | 96 | 87 |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

End of Key Stage 2 – Achieving ABOVE age related expectations

|  |  |  |
| --- | --- | --- |
|  | School % | National % |
| Reading- all children | 29 | 27 |
| Writing – all children | 18 | 20 |
| Maths – all children | 36 | 27 |
| RWM  | 7 | 11 |
| SPaG | 36 | 36 |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

End of Key Stage 2 – Progress

|  |  |
| --- | --- |
|  | School % |
| Reading | 0.73 just above |
| Writing | -0.3 just below |
| Maths | 2.41 well above |
| Disadvantaged - Reading | 2.81 well above |
| Disadvantaged - Writing | -3.18 well below |
| Disadvantaged - Maths | 0.4 just above |

Cohort disadvantaged = 2 children

Cohort SEN = 2 children

Cohort = 16 boys, 12 girls

**N.B**. Late admits into Key Stage 2 had KS1 data from previous schools & affected the progress measure. Also, the cohort size is not significant.

2 children)

Reading +2.81 (well above National)

Writing -3.18 (well below National)

Maths +0.4 (just above National)

**Attendance data: for 2018/2019**

* We have 3.4% overall absence which is below National. Our school target is 96.5%, so our overall absence is just below our school target attendance. But it is improved from 2018/19 when it was 3.6%. North Tyneside is 3.9%, so we are better than the local average absence. National primary comparators show 4.2% which we are below.
* Overall absence for disadvantaged children is 3.9% which is higher than non-disadvantaged. In North Tyneside, disadvantaged absence is 5.1% and the National comparators show 5.7% which we are significantly below.
* The level of persistent absence for our school is 6.1% (twice the previous year’s % and the reason we appointed Miss Clark) which is below the Local Authority PA at 7.1%.
* Disadvantaged persistent absence is higher than non-FSM children at 20%, which is significantly higher than in 2017/18 but it is significantly above North Tyneside at 13/1%. The National primary comparators show 16.5%, which we are significantly above.

Our school improvement plan outlines how we have tackled issues with attendance and we appointed Miss Clark from January 2019 to take lead for managing attendance. The data does not reflect the impact of her role as yet. Fining for term time holidays will also have an impact on future absence data.

**Things to note about the data:**

Sometimes the percentage looks bigger than it actually is. Usually a child equates to a percentage around 3.5%. The cohort size is important to note, as 50% can mean one child in some cases, so it is not always significant.

**How we compare to other schools:**

If you have any questions about our school performance data, please contact us. We would also ask that you visit to following link to the school performance tables, where you are able to compare our school to others in the locality.

<https://www.compare-school-performance.service.gov.uk/school/108578/preston-grange-primary-school>