

Y1 Phonics screening <i>Section 4</i>	% achieving expected standard	71% (6% below National)
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KS1 Attainment <i>Section 4</i>	2013 2b+	2014 2b+	2015 2b+	Difference from national 2015	Sig+/Sig- 2015			
Reading	70%	80%	86%	+4%				
Writing	60%	63%	70%	-2%				
Mathematics	63%	71%	88%	+6%				
KS1 Attainment <i>Section 4</i>	Highest performing			Lowest performing				
	Reading	Writing	Mathematics	Reading	Writing	Mathematics		
Ethnic group	White English	Any other mixed Background/other Asian/other black	Any other mixed Background/other Asian	Other White (T/K/C)	Other White (T/K/C)	Indian/Black Caribbean		
Other group								
KS2 Attainment <i>Section 4</i>	2013	2014	2015	Difference from national 2015	Sig+/Sig-*			
All	79%	64%	83%	+3%	EAL Sig +			
Reading	98%	77%	92%	+3%	EAL Sig +			
GPS	72%	55%	81%	+1%	Writing EAL Sig +			
Mathematics	91%	73%	83%	-4%				
KS2 Attainment <i>Section 4</i>	Highest performing				Lowest performing			
	All	Read	Write	Ma	All	Read	Write	Ma
Ethnic group	Bangladeshi	Bangladeshi	Bangladeshi	Bangladeshi	Black Caribbean/Other Black Background	Black Caribbean/Other Black Background	Black Caribbean/Other Black Background	Black Caribbean/Other Black Background
Other group	Other groups higher but statistically small eg. 1 pupil	Other groups higher but statistically small eg. 1 pupil	Other groups higher but statistically small eg. 1 pupil	Other groups higher but statistically small eg. 1 pupil				
KS1/KS2 VA <i>Section 5</i>	2014			2015			Sig+/Sig- 2015	
All	100.1			99.8				
English	R 98.9	Writing 100.4	R 99.2	Writing 99.9	R SIG-	Writing		
Mathematics	100.5			100.1				

KS1/KS2 Expected progress <i>Section 5</i>	% making expected progress	+/- national	% making more than expected progress	+/- national
Reading	91%	91%	18%	33%
Writing	98%	94%	30%	36%
Mathematics	89%	90%	39%	34%

Other Notes: \* Pupils converting to level 5 were Sig- Across groups, particularly for disadvantaged pupils. Any Other Black Background were a low performing group – this was made up a 2 new arrivals, 1 pupil who did not sit the tests due to chronic illness, 1 child with a Statement of SEND and a further pupil with Social and Emotional behaviour difficulties who refused to sit tests. 1 other pupil had recently been assessed by Social Care and allocated a Child In Need Plan.

The gap between disadvantaged pupils has narrowed and is closely in line with National. However, the higher achieving disadvantaged pupils are a focus for the current academic year.