

# KEY DATA REPORT FOR 2016/2017

## Introduction to the data – some key notes.

- Ravenshall School is a special school catering for pupils with complex needs. A key whole school focus is to raise overall attainment through the delivery of an exceptional curriculum, setting aspirational targets and recognising and celebrating small step progression.
- Whilst the school recognises and celebrates **all** progress made by pupils, end of year targets are based on prior attainment and are now set at **Upper Quartile**
- As pupils move through the Key Stages it is more challenging to achieve Upper Quartile targets as they have less time to make the necessary amount of progress ( Key Stage 2 has 4 years, Key Stage 3 has 3 years, Key Stage 4 and PfA have 2 years).
- Total number of pupils on role 2016-2017 is 174 (**33%** girls, **67%** boys)
- **58%** are Pupil Premium
- As from September 2016, Ravenshall has a 16-18 provision known as Preparation for Adulthood (PfA). This provision is designed for young people who are not yet ready or able to attend a mainstream supported college course or other appropriate post 16 provision in Kirklees. These young people are likely to have already accessed a Complex Needs provision. In 2016-2017 there were 8 such pupils in the Year 12 cohort.
- Outstanding progress at Ravenshall is defined by 45% or more of pupils achieving Upper Quartile and above
- Speech Language and Communication (SLC) is the largest primary SEN need group throughout the school, therefore the Speaking and Listening strand in the English curriculum is particularly important to the overall development of pupils. As recognition of its importance, it is included in all the mean data for English.
- Due to the complex medical needs of a small number of pupils, it will always remain a real challenge for those pupils to make a small amount of progress or even to maintain their attainment over the year. Aspirational targets are still set for these pupils.
- The **IPERForm system** is now being used in all subjects following a successful trial in Maths and English. Detailed assessment criteria have been developed by subject teams which fully embrace the needs of our pupils whilst remaining closely linked to National Curriculum expectations.
- We have three sets of data in order to give us a clear picture: - End of Key Stage, In Key Stage (includes all pupils within that phase) and Whole School. **Only pupils whose progress can be tracked from the start to the end of the stage are included in the End of Key Stage data.**

## END OF KEY STAGE DATA FOR 2016/2017 – CORE SUBJECTS

The following tables show the percentage of pupils achieving and exceeding Upper Quartile overall and in each strand of the core subjects at the end of each Key Stage.

|           |              | ENGLISH        |                | MATHS          |                | SCIENCE        |                |
|-----------|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Key Stage | No in Cohort | % achieving UQ | % exceeding UQ | % achieving UQ | % exceeding UQ | % achieving UQ | % exceeding UQ |
| KS1       | 3            | 78%            | 33%            | 100%           | 100%           | 100%           | 100%           |
| KS2       | 6            | 94%            | 94%            | 100%           | 100%           | 100%           | 94%            |
| KS3       | 21           | 57%            | 36%            | 65%            | 60%            | 58%            | 29%            |
| KS4       | 27           | 66%            | 41%            | 69%            | 65%            | 74%            | 26%            |

|         |     | % achieving UQ |         |         |      | % exceeding UQ |         |         |      |
|---------|-----|----------------|---------|---------|------|----------------|---------|---------|------|
| Subject |     | SPL            | Reading | Writing | Mean | SPL            | Reading | Writing | Mean |
| English | KS1 | 67%            | 100%    | 67%     | 78%  | 33%            | 67%     | 0%      | 33%  |
|         | KS2 | 100%           | 100%    | 83%     | 94%  | 100%           | 100%    | 83%     | 94%  |
|         | KS3 | 57%            | 67%     | 48%     | 57%  | 38%            | 38%     | 33%     | 36%  |
|         | KS4 | 78%            | 67%     | 52%     | 66%  | 59%            | 33%     | 30%     | 41%  |

|         |     | % achieving UQ |      |       |      | % exceeding UQ |      |       |      |
|---------|-----|----------------|------|-------|------|----------------|------|-------|------|
| Subject |     | Number         | G&M  | Stats | Mean | Number         | G&M  | Stats | Mean |
| Maths   | KS1 | 100%           | 100% |       | 100% | 100%           | 100% |       | 100% |
|         | KS2 | 100%           | 100% |       | 100% | 100%           | 100% |       | 100% |
|         | KS3 | 67%            | 57%  | 71%   | 65%  | 67%            | 43%  | 71%   | 60%  |
|         | KS4 | 74%            | 59%  | 74%   | 69%  | 67%            | 59%  | 70%   | 65%  |

## PUPIL PREMIUM IMPACT 2016/2017 – CORE SUBJECTS

These tables show the percentages of Pupil Premium pupils achieving and exceeding Upper Quartile in comparison with all pupils at the end of each Key Stage. All pupil percentages are shown in black, all **Pupil Premium** percentages are shown in **red**.

| Key Stage | No in Cohort | ENGLISH        |                | MATHS          |                | SCIENCE        |                |
|-----------|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
|           |              | % achieving UQ | % exceeding UQ | % achieving UQ | % exceeding UQ | % achieving UQ | % exceeding UQ |
| KS1       | 3/1          | 78%/33%        | 33%/0%         | 100%/100%      | 100%/100%      | 100%/100%      | 100%/100%      |
| KS2       | 6/6          | 94%/94%        | 94%/94%        | 100%/100%      | 100%/100%      | 100%/100%      | 94%/92%        |
| KS3       | 21/12        | 57%/58%        | 36%/33%        | 65%/64%        | 60%/56%        | 62%/75%        | 29%/25%        |
| KS4       | 27/15        | 66%/64%        | 41%/31%        | 69%/73%        | 65%/71%        | 74%/73%        | 26%/27%        |

### English and Maths by strand

| ENGLISH |     | % achieving UQ |          |         |         | % exceeding UQ |          |         |         |
|---------|-----|----------------|----------|---------|---------|----------------|----------|---------|---------|
| PP Nos. |     | SPL            | Reading  | Writing | Mean    | SPL            | Reading  | Writing | Mean    |
| 1       | KS1 | 67%/0%         | 100%/100 | 67%/0%  | 78%/33% | 33%/0%         | 67%/0%   | 0%/0%   | 33%/0%  |
| 6       | KS2 | 100%/100       | 100%/100 | 83%/83% | 94%/94% | 100%/100       | 100%/100 | 83%/83% | 94%/94% |
| 12      | KS3 | 57%/58%        | 67%/58%  | 48%/58% | 57%/58% | 38%/25%        | 38%/42%  | 33%/33% | 36%/33% |
| 15      | KS4 | 78%/73%        | 67%/67%  | 52%/53% | 66%/64% | 59%/53%        | 33%/13%  | 30%/27% | 41%/31% |

| MATHS   |     | % achieving UQ |          |         |          | % exceeding UQ |          |         |          |
|---------|-----|----------------|----------|---------|----------|----------------|----------|---------|----------|
| PP Nos. |     | Number         | G&M      | Stats   | Mean     | Number         | G&M      | Stats   | Mean     |
| 1       | KS1 | 100%/100       | 100%/100 |         | 100%/100 | 100%/100       | 100%/100 |         | 100%/100 |
| 6       | KS2 | 100%/100       | 100%/100 |         | 100%/100 | 100%/100       | 100%/100 |         | 100%/100 |
| 12      | KS3 | 67%/67%        | 57%/50%  | 71%/67% | 65%/64%  | 67%/67%        | 43%/33%  | 71%/67% | 60%/56%  |
| 15      | KS4 | 74%/80%        | 59%/67%  | 74%/73% | 69%/73%  | 67%/73%        | 59%/67%  | 70%/73% | 65%/71%  |

These tables show that Pupil Premium pupils are achieving broadly in line with all pupils and are performing better in some strands.

## KEY OUTCOMES AT THE END OF KEY STAGES

- In Key Stages 2, 3 and 4, the total percentages of pupils achieving the progress necessary to reach Upper Quartile targets are;
  - KS1 English = 78%                      KS1 Maths = 100%                      KS1 Science = 100%
  - KS2 English = 94%                      KS2 Maths = 100%                      KS2 Science = 100%
  - KS3 English = 57%                      KS3 Maths = 65%                      KS3 Science 58%
  - KS4 English = 66%                      KS4 Maths = 69%                      KS4 Science = 74%
- Percentages exceeding Upper Quartile targets are on a marked upward trend and are **very high** at Key Stage 2 and in Maths throughout all the key stages. The most marked differences from 2015/2016 are in KS2 English and KS3 Maths. The table shows the percentage of pupils **exceeding Upper Quartile** at the **end** of the Key Stages in 2016 and 2017. There were no pupils in Year 2 in 2016 so Key Stage 1 data for 2017 has been omitted in order to make a more accurate comparison. Including Key Stage 1 data for 2017 would have increased the overall mean in all three core subjects.

|      | English |      | Maths |      | Science |      |
|------|---------|------|-------|------|---------|------|
|      | 2016    | 2017 | 2016  | 2017 | 2016    | 2017 |
| KS2  | 71%     | 94%  | 100%  | 100% | 100%    | 94%  |
| KS3  | 29%     | 36%  | 27%   | 60%  | 24%     | 29%  |
| KS4  | 33%     | 41%  | 48%   | 65%  | 9%      | 26%  |
| Mean | 44%     | 57%  | 58%   | 75%  | 44%     | 50%  |

- In comparison to 2015/2016 data, there is a general upward trend in both the percentages reaching and exceeding Upper Quartile.
- PfA pupils (Year 12 only) achieved **34%** Upper Quartile in Maths and **67%** in English. **17%** exceeded Upper Quartile expectations in Maths and **21%** in English. Improving pupil progress in Maths will be a key focus for PfA as this cohort moves towards end of Key Stage (Year 13).
- At Key Stage 2, the progress of girls and boys are more or less in line in Maths and English. At Key Stage 3, girls are making more progress than boys in Maths (**85%** UQ to **52%** UQ) however in English, progress is more or less in line with the girls slightly ahead. At the end of Key Stage 4, girls and boys make almost identical progress in English and boys do slightly better in Maths.
- All but 2 LAC pupils are in Key Stage 4. LAC pupils overall achieve extremely well compared to all pupils with higher percentages reaching Upper Quartile.
- Pupil Premium pupils are achieving broadly in line with all pupils and are performing better in some strands.

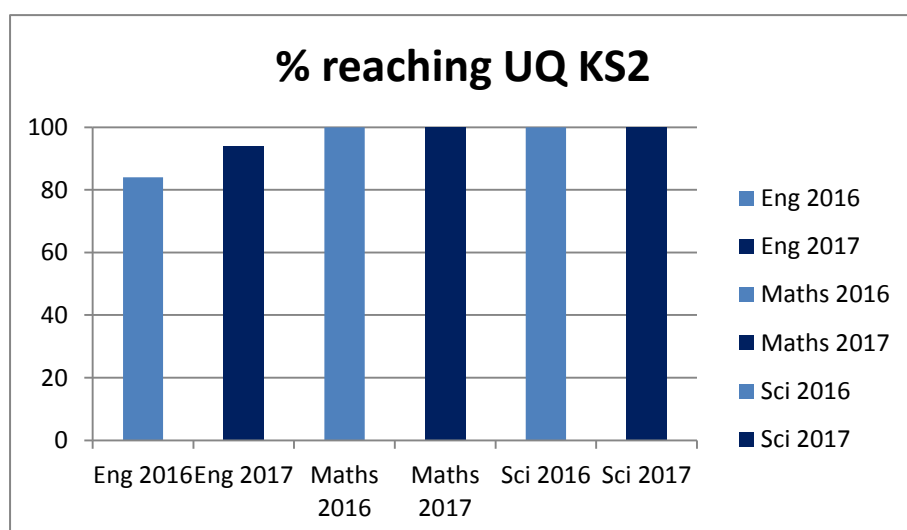
## ANALYSIS OF END OF KEY STAGE OUTCOMES

### Key Stage 1 (3 pupils)

- Pupil progress in all core subjects is **outstanding** with **78%** English/**100%** Maths/**100%** Science achieving Upper Quartile targets.
- A high percentage of those exceeded Upper Quartile targets (**33%** English/**100%** Maths/**100%**).

### Key Stage 2

- Pupil progress in all core subjects is **outstanding** with **94%** English/**100%** Maths/**100%** Science achieving Upper Quartile targets.
- Of those, percentages of pupils exceeding Upper Quartile are all at or above **90%**.
- Writing is the slightly weaker strand. The other strands are all equally strong.
- Pupil Premium progress matches the progress of all pupils.
- Comparison data shows that the high percentage of pupils achieving Upper Quartile in 2015-2016 has been maintained in Maths and Science. There is a marked improvement in English both in reaching and exceeding Upper Quartile targets.

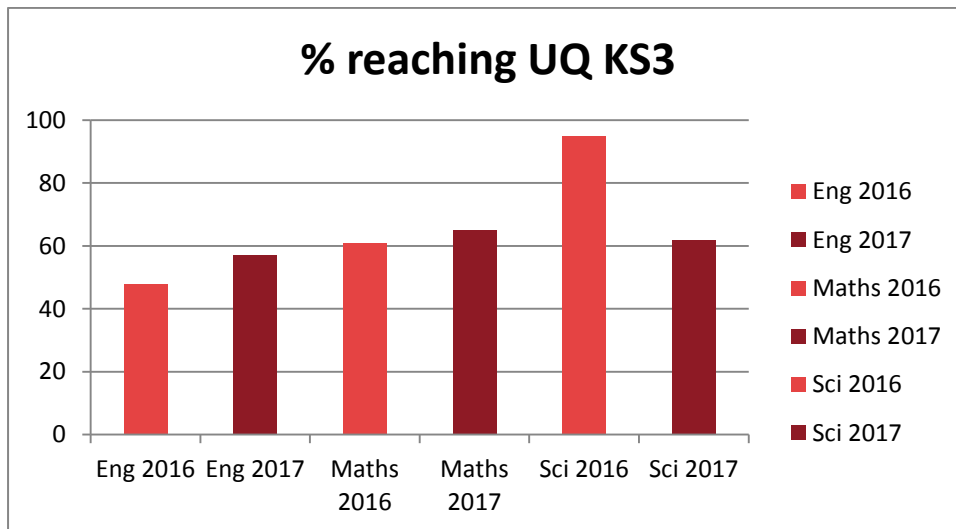


- Boys and girls have performed equally well.
- The LAC pupil at the end of Key Stage 2 achieved Upper Quartile targets in both English and Maths.

### Key Stage 3

- Pupil progress at Key Stage 3 is **outstanding** in all three core subjects with **57%** English/**65%** Maths/**62%** Science achieving the necessary progress to reach Upper Quartile targets.
- Of those, **36%** English/**60%** Maths/**29%** Science have **exceeded** Upper Quartile targets.
- Reading and Statistics are the strongest strands. Writing (**48%**) and Geometry & Measure (**57%**) are the weaker strands.
- Pupil Premium progress is in line with all pupils in Maths and English and is better in Science.

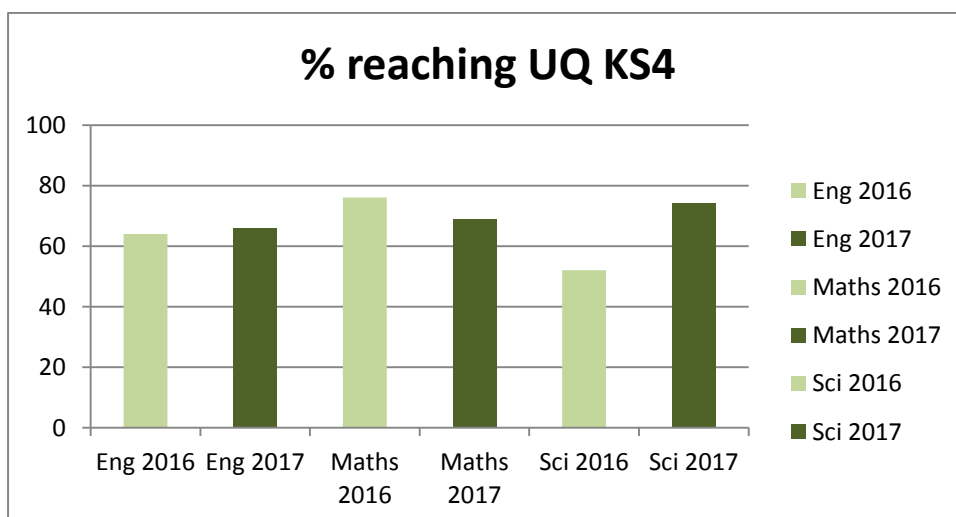
- Comparison data shows an upward trend in both reaching and exceeding Upper Quartile targets. Science is the exception with percentages of pupils achieving Upper Quartile targets falling. This is a result of more accurate marking and moderation in 2017.



- Girls perform slightly better than boys in English and better than boys in Maths.
- There are no LAC pupils in Year 9.

#### Key Stage 4

- Pupil progress in all core subjects is **outstanding** with **66%** English/**69%** Maths/**74%** Science achieving Upper Quartile targets.
- Of those, **41%** English/**65%** Maths/**26%** Science have **exceeded** Upper Quartile targets.
- Writing (**52%**) and Geometry & Measure (**59%**) are the weaker strands. The other strands are all equally strong. The 2017 decline in maths at KS4 is due to Geometry and Measures.
- Pupil Premium progress is in line or slightly better than all pupils. Comparison data shows that the high percentage of pupils achieving Upper Quartile in 2015-2016 has been maintained in Maths. There is an upward trend in both English and Science.



- The two largest Primary Needs groups at Key Stage 4 are SLC and MLD. Both groups have achieved **outstanding** progress in English and Maths.  
SLC – **70%** English/**73%** Maths  
MLD – **67%** English/**67%** Maths  
These two groups have also achieved very high percentages of pupils exceeding Upper Quartile targets.
- Girls and boys achievement is in line in English, boys are slightly ahead in Maths.
- There are **two** LAC pupils with complete data from KS3 to KS4. Both achieved or exceeded Upper Quartile in 2 out of 3 strands in English, 1 out of the 3 strands in Maths and Upper Quartile in Science.

### **End of Key Stage Data**

#### **School Improvement – Core Subjects**

Although outstanding progress is firmly established throughout the Key Stages in English and Maths, In order to improve further, the following areas have been identified as key foci for 2017/2018:-

- Improve the performance of boys at Key Stage 3 in Maths
- Improve the performance of Writing across the school.

## End of Key Stage Data – Foundation Subjects

|                         |      | % at Upper Quartile and above |      |
|-------------------------|------|-------------------------------|------|
|                         |      | 2016                          | 2017 |
| Art                     | KS2  | 100%                          | 100% |
|                         | KS3  | 90%                           | 81%  |
|                         | KS4  | 81%                           | 85%  |
|                         | Mean | 90%                           | 89%  |
| History                 | KS2  | 100%                          | 100% |
|                         | KS3  | 67%                           | 70%  |
|                         | KS4  |                               |      |
|                         | Mean | 84%                           | 85%  |
| Geography               | KS2  | 89%                           | 100% |
|                         | KS3  | 77%                           | 90%  |
|                         | KS4  |                               |      |
|                         | Mean | 83%                           | 95%  |
| Computing               | KS2  | 100%                          | 100% |
|                         | KS3  | 100%                          | 95%  |
|                         | KS4  | 61%                           | 63%  |
|                         | Mean | 87%                           | 86%  |
| Music                   | KS2  | 100%                          | 100% |
|                         | KS3  | 74%                           | 86%  |
|                         | KS4  |                               |      |
|                         | Mean | 87%                           | 93%  |
| PE                      | KS2  | 100%                          | 100% |
|                         | KS3  | 77%                           | 85%  |
|                         | KS4  | 43%                           | 59%  |
|                         | Mean | 73%                           | 81%  |
| DT                      | KS2  | 100%                          | 100% |
|                         | KS3  | 79%                           | 100% |
|                         | KS4  | 100%                          |      |
|                         | Mean | 93%                           | 100% |
| Food Tech<br>(4 pupils) | KS2  |                               |      |
|                         | KS3  | 100%                          | 75%  |
|                         | KS4  |                               |      |
|                         | Mean | 100%                          | 75%  |

### Important Notes

In 2016 there were no pupils at the end of Key Stage 1 (Year 2), therefore in order to keep the comparison accurate, the Key Stage 1 data for 2017 has been omitted from the data.

English, Maths, Science, Computing PE and Art are the only subjects to have full sets of data at all the Key Stages.

Only 4 pupils have end of Key Stage data for Food Technology.

Core subject reminder:

English Mean 2016 = 65%

English Mean 2017 = 72%

Maths Mean 2016 = 78%

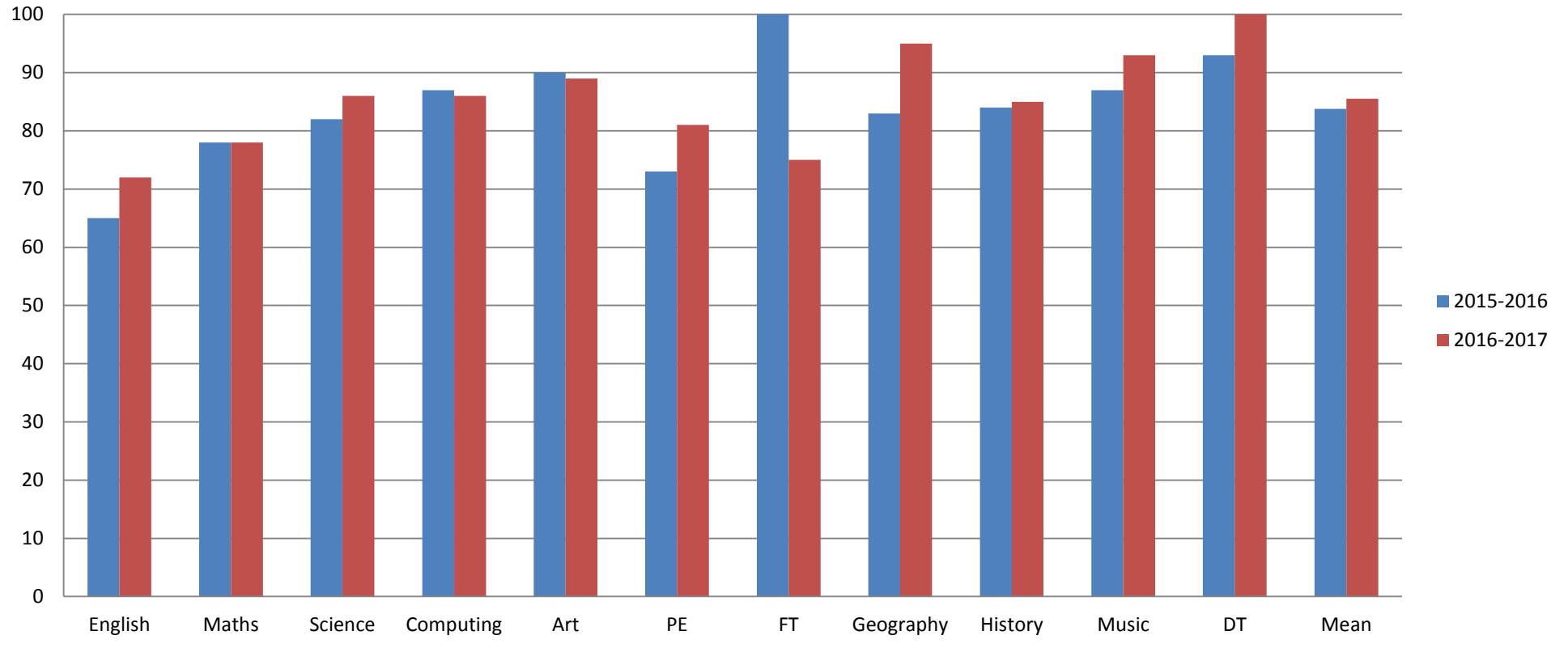
Maths Mean 2017 = 78%

Science Mean 2016 = 82%

Science Mean 2017 = 86%



**Comparison graph to show % reaching Upper Quartile 2015/2016 to 2016/2017 using end of Key Stage Data**



**Important Notes**

The data contained in this table is obtained by taking the average of the percentages reaching Upper Quartile at the end of each Key Stage. However, in 2016 there were no pupils at the end of Key Stage 1 (Year 2), therefore in order to keep the comparison accurate, the Key Stage 1 data for 2017 has been omitted. English, Maths, Science, Computing, Art and PE are the only subjects to have full sets of data at all the Key Stages. **Only 4 pupils** have end of Key Stage data for **Food Technology**

## IN KEY STAGE DATA 2016 – 2017 Group Data of all pupils within each phase - % reaching Upper Quartile and above.

| ENGLISH       | Primary Reception, Years 1 - 6 |               |       |           |           | Key Stage 3 Years 7,8 and 9 |               |       |           |           | Key Stage 4 Years 10 and 11 |               |       |           |           |
|---------------|--------------------------------|---------------|-------|-----------|-----------|-----------------------------|---------------|-------|-----------|-----------|-----------------------------|---------------|-------|-----------|-----------|
|               | Groups                         | No. in Cohort | SPL % | Reading % | Writing % | Mean                        | No. in Cohort | SPL % | Reading % | Writing % | Mean                        | No. in Cohort | SPL % | Reading % | Writing % |
| All pupils    | 46                             | 89            | 98    | 89        | 92        | 78                          | 68            | 71    | 69        | 69        | 50                          | 56            | 56    | 42        | 51        |
| Pupil Premium | 30                             | 87            | 97    | 77        | 87        | 41                          | 66            | 68    | 71        | 68        | 30                          | 53            | 60    | 43        | 52        |
| LAC           | 1                              | 100           | 100   | 100       | 100       | 1                           | 0             | 0     | 0         | 0         | 5                           | 80            | 80    | 60        | 73        |
| Boys          | 34                             | 88            | 100   | 88        | 92        | 52                          | 63            | 65    | 65        | 64        | 35                          | 63            | 51    | 46        | 53        |
| Girls         | 12                             | 92            | 92    | 92        | 92        | 26                          | 77            | 81    | 77        | 78        | 15                          | 40            | 67    | 33        | 47        |
| EAL           | 7                              | 100           | 100   | 86        | 95        | 11                          | 45            | 82    | 55        | 61        | 11                          | 64            | 64    | 55        | 61        |
| SLC           | 16                             | 94            | 100   | 81        | 92        | 37                          | 70            | 68    | 70        | 69        | 18                          | 50            | 61    | 44        | 52        |
| MLD           | 10                             | 80            | 90    | 80        | 83        | 10                          | 70            | 80    | 50        | 67        | 20                          | 65            | 55    | 55        | 58        |
| PMLD          | 3                              | 67            | 100   | 100       | 89        | 2                           | 100           | 100   | 100       | 100       | 1                           | 100           | 0     | 0         | 33        |
| SEMH          | 3                              | 100           | 100   | 100       | 100       | 4                           | 50            | 75    | 50        | 58        | 1                           | 100           | 0     | 0         | 33        |
| HI            | 1                              | 100           | 100   | 100       | 100       |                             |               |       |           |           | 1                           | 100           | 0     | 0         | 33        |
| SELD          | 4                              | 100           | 100   | 100       | 100       | 7                           | 71            | 86    | 71        | 76        | 4                           | 25            | 25    | 25        | 25        |
| ASD           |                                |               |       |           |           | 3                           | 100           | 67    | 67        | 78        | 1                           | 100           | 100   | 0         | 67        |
| VI            |                                |               |       |           |           | 1                           | 0             | 0     | 100       | 33        |                             |               |       |           |           |
| PD            | 4                              | 100           | 100   | 100       | 100       | 7                           | 71            | 57    | 100       | 76        | 1                           | 100           | 100   | 100       | 100       |
| SLD           | 2                              | 100           | 100   | 100       | 100       | 4                           | 50            | 75    | 75        | 67        | 2                           | 0             | 100   | 0         | 33        |
| ODD           | 3                              | 67            | 100   | 100       | 89        | 1                           | 100           | 100   | 100       | 100       |                             |               |       |           |           |
| Other         |                                |               |       |           |           | 1                           | 0             | 0     | 0         | 0         |                             |               |       |           |           |

| MATHS         | Primary Reception, Years 1 - 6 |               |         |       |         | Key Stage 3 Years 7,8 and 9 |               |          |       |         | Key Stage 4 Years 10 and 11 |               |          |       |         |
|---------------|--------------------------------|---------------|---------|-------|---------|-----------------------------|---------------|----------|-------|---------|-----------------------------|---------------|----------|-------|---------|
|               | Groups                         | No. in Cohort | Number% | G&M % | Stats % | Mean                        | No. in Cohort | Number % | G&M % | Stats % | Mean                        | No. in Cohort | Number % | G&M % | Stats % |
| All pupils    | 46                             | 98            | 98      | 96    | 97      | 78                          | 78            | 67       | 83    | 76      | 50                          | 64            | 52       | 72    | 63      |
| Pupil Premium | 30                             | 97            | 97      | 93    | 96      | 41                          | 78            | 68       | 88    | 78      | 30                          | 67            | 57       | 73    | 66      |
| LAC           | 1                              | 100           | 100     | 100   | 100     | 1                           | 100           | 0        | 0     | 33      | 5                           | 60            | 60       | 100   | 73      |
| Boys          | 34                             | 100           | 100     | 97    | 99      | 52                          | 71            | 63       | 81    | 72      | 35                          | 71            | 57       | 71    | 66      |
| Girls         | 12                             | 92            | 92      | 92    | 92      | 26                          | 92            | 73       | 88    | 84      | 15                          | 47            | 40       | 73    | 53      |
| EAL           | 7                              | 100           | 100     | 100   | 100     | 11                          | 82            | 64       | 100   | 82      | 11                          | 55            | 36       | 64    | 52      |
| SLC           | 16                             | 100           | 100     | 100   | 100     | 37                          | 68            | 65       | 81    | 71      | 18                          | 72            | 67       | 67    | 69      |
| MLD           | 10                             | 90            | 90      | 90    | 90      | 10                          | 70            | 70       | 80    | 73      | 20                          | 70            | 55       | 75    | 67      |
| PMLD          | 3                              | 100           | 100     | 100   | 100     | 2                           | 100           | 50       | 50    | 67      | 1                           | 0             | 0        | 100   | 33      |
| SEMH          | 3                              | 100           | 100     | 100   | 100     | 4                           | 100           | 100      | 100   | 100     | 1                           | 100           | 100      | 100   | 100     |
| HI            | 1                              | 100           | 100     | 100   | 100     |                             |               |          |       |         | 1                           | 100           | 100      | 100   | 100     |
| SELD          | 4                              | 100           | 100     | 100   | 100     | 7                           | 86            | 43       | 86    | 72      | 4                           | 50            | 0        | 75    | 42      |
| ASD           |                                |               |         |       |         | 3                           | 100           | 100      | 100   | 100     | 1                           | 0             | 0        | 100   | 33      |
| VI            |                                |               |         |       |         | 1                           | 100           | 0        | 0     | 33      |                             |               |          |       |         |
| PD            | 4                              | 100           | 100     | 100   | 100     | 7                           | 100           | 86       | 86    | 91      | 1                           | 100           | 100      | 100   | 100     |
| SLD           | 2                              | 100           | 100     | 100   | 100     | 4                           | 100           | 50       | 100   | 83      | 2                           | 0             | 0        | 100   | 33      |
| ODD           | 3                              | 100           | 100     | 100   | 100     | 1                           | 100           | 100      | 100   | 100     |                             |               |          |       |         |
| Other         |                                |               |         |       |         | 1                           | 100           | 100      | 100   | 100     |                             |               |          |       |         |

## In Key Stage Data Summary

This In Key Stage Data allows us to take a wider view of our data within each phase. We use this data to take a more detailed look at the performance of a variety of groups of pupils and identify areas which can be improved.

### English

#### Primary

- Pupils achieve well across all 3 strands.
- Girls and boys achievement is in line
- Pupil Premium pupils perform equally well
- All groups are performing well

#### Key Stage 3

- All 3 strands have high percentages reaching Upper Quartile
- Pupil Premium are performing slightly better than all pupils
- Girls are performing better than boys
- MLD pupils are in line in SPL and Reading but weaker in Writing
- SEMH pupils are doing less well than all pupils
- EAL pupils are doing very well in Reading but are behind all pupils in SPL
- SLC pupils are performing well in Speaking and Listening and are in line with all pupils generally
- The LAC pupil in Year 7 has made progress in all the core subjects and has reached UQ in Number and in Science. However, further interventions will be necessary in both English and Maths in order to reach Upper Quartile 2017/2018

#### Key Stage 4

- All 5 LAC pupils are performing very well compared to all pupils
- Boys are performing slightly better than the girls
- EAL pupils are doing better than all pupils
- The two biggest Primary Needs groups (SLC and MLD) are in line with all pupils
- SELD pupils are doing less well
- Within KS4, writing is consistently the weaker strand
- Pupil Premium pupils are performing in line with all pupils

## **MATHS**

### Primary

- Pupil premium pupils perform in line with all pupils
- All 3 strands are equally strong
- Boys are doing slightly better than girls (**99%** to **92%**)
- LAC pupil in line
- All Primary Needs groups are in line

### Key Stage 3

- Pupil Premium pupils are in line with all pupils
- The LAC pupil reached UQ in Number and made some progress in the other 2 strands
- Girls outperformed the boys **84%** to **72%** at UQ or above
- The two biggest Primary Needs groups (MLD and SLC) performed as well as all pupils

### Key Stage 4

- Pupil Premium pupils performed slightly better than all pupils
- The 5 LAC pupils within KS4 performed better than all pupils
- Boys performed better than the girls
- EAL pupils performed less well than all pupils
- SLC and MLD pupils performed better than all pupils
- Geometry and Measures is the weaker of the 3 strands at KS3 and KS4

#### **In Key Stage Data**

#### **School Improvement – Core Subjects**

Although outstanding progress is firmly established throughout the Key Stages in English and Maths, In order to improve further, the following areas have been identified as key foci for 2017/2018:-

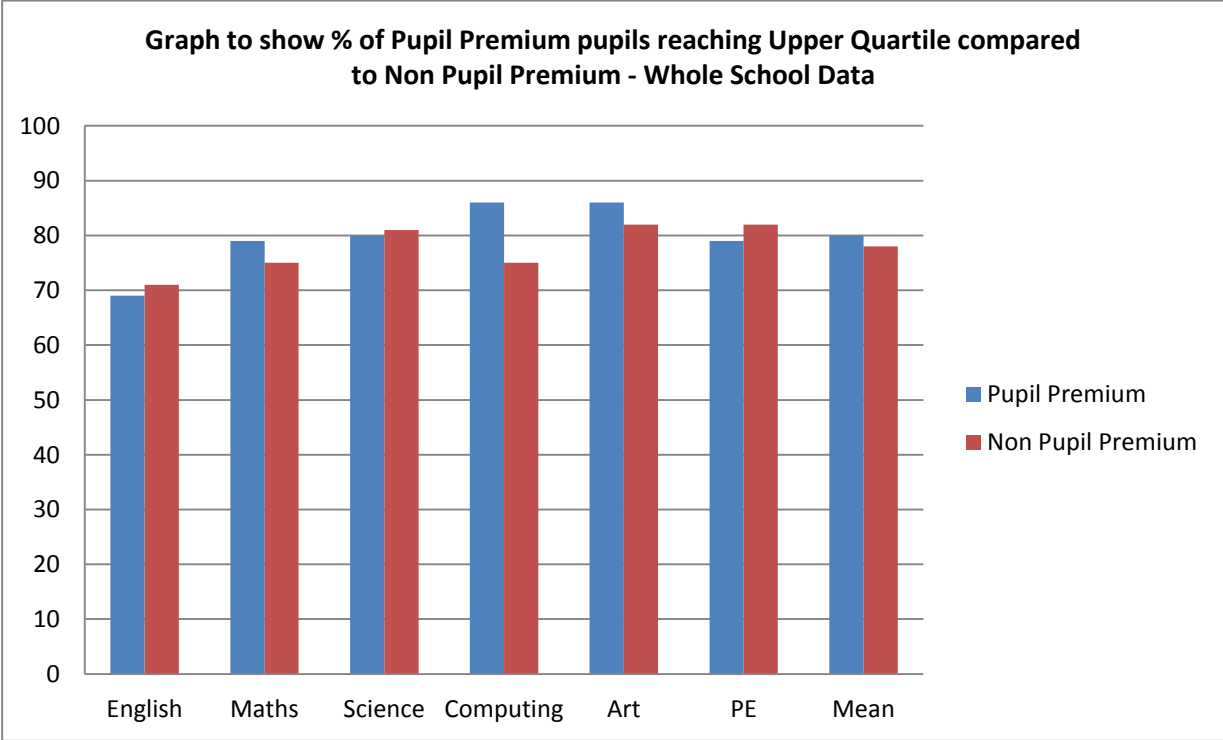
- Improve the performance of boys in both English and Maths within Key Stage 3 in order to bring it more in line with the girls.
- Core subject leads to take note of Primary Needs groups that are doing less well and adjust resources, planning and teaching to address this.
- Improve the performance of Writing across the school.

**WHOLE SCHOOL DATA**

**PUPIL PREMIUM IMPACT 2016/2017 – A whole school analysis**

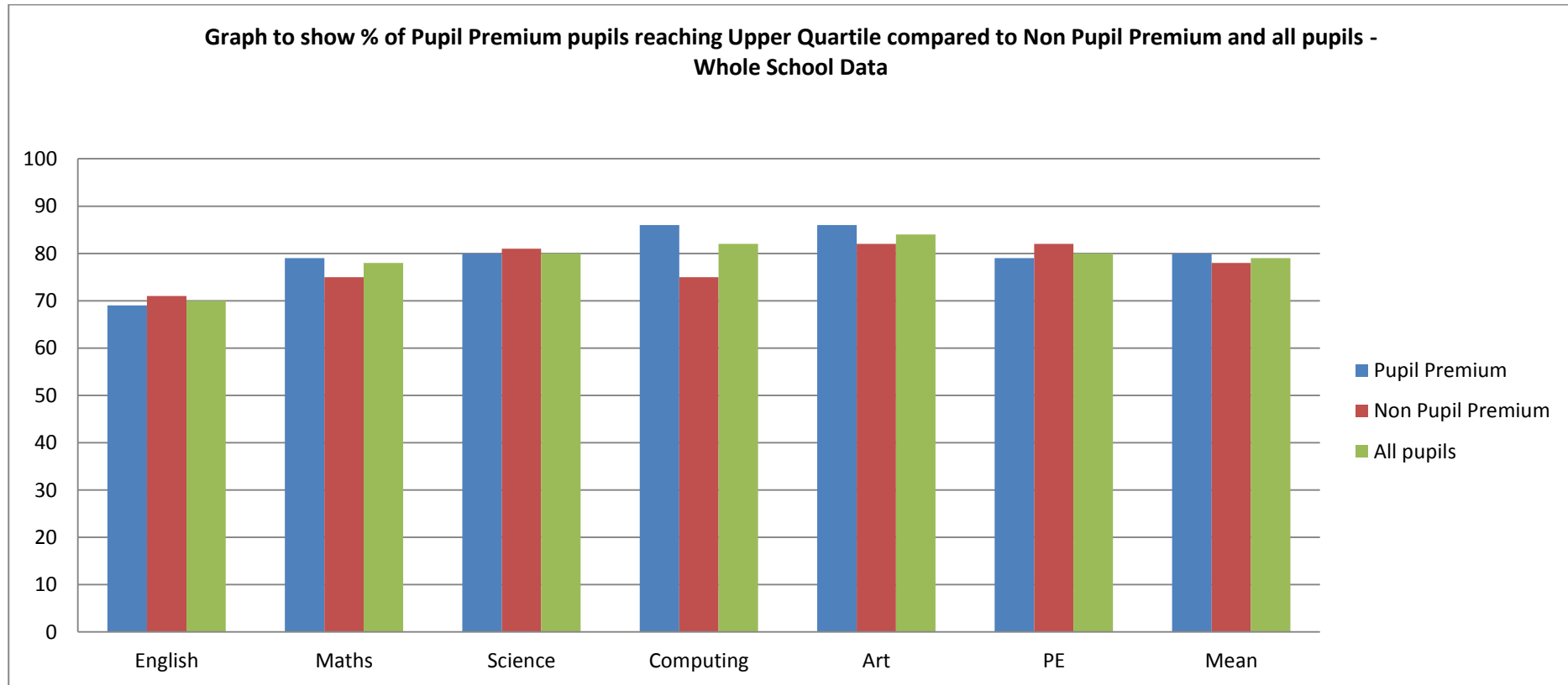
The table and graph below compares whole school data (Reception to Year 11) for Pupil Premium Pupils to Non Pupil Premium. The data shows the percentages reached at Upper Quartile or above by both groups of pupils. Only subjects that have full data sets are included in this table in order to present a clearer picture. 101 pupils out of a total of 174 are Pupil Premium (58%). There are no Pupil Premium pupils in PFA (Year 12).

|           | Pupil Premium | Non Pupil Premium |
|-----------|---------------|-------------------|
| English   | 69%           | 71%               |
| Maths     | 79%           | 75%               |
| Science   | 80%           | 81%               |
| Computing | 86%           | 75%               |
| Art       | 86%           | 82%               |
| PE        | 79%           | 82%               |
| Mean      | 80%           | 78%               |



## Whole School Data

This is the same data set comparing the % of Pupil Premium Pupils with Non Pupil Premium and All Pupils. Again, only the subjects with full data sets have been included in order to present a clear picture however other subjects with a limited data set show nothing which is significantly different.



Analysis of whole school data shows that very few pupils have regressed over the year. Taking an average of the three strands, **2%** have regressed in English, **1%** in Maths and in Science it is **less than 1%**.

## Areas for School Improvement based on 2015-2016 Data and Impact of Follow Up Actions

In order to support School Improvement, the following areas were identified as key foci for 2016/2017:-

- Maths – Improve the performance of girls in Strand 1 (Number) throughout Key Stage 2
- English – Improve the performance of higher achieving pupils in Writing at Key Stage 3
- Set targets for all pupils at Upper Quartile or above in all subjects using the IPERForm model

### Impact

- The performance of Key Stage 2 girls in Strand 1 (Number) has improved. Evidence of this can be shown by the amount of progress made over the year compared to the previous year. In terms of APS, progress has risen from a mean of 1.0 to 1.7 and 9 out of 10 girls within Key Stage 2 have achieved Upper Quartile targets in Number.
- The performance of higher achieving pupils in Writing at Key Stage 3 has improved. Evidence of this can be shown by the amount of progress made. In terms of APS, this has risen from 1.4 to 1.8.
- All pupil targets are now set at Upper Quartile or above in accordance with the school's Assessment and Target Setting Policy. Evidence of this can be seen in the Progress Sheets for all subjects.