

Outcomes for Pupils - End of year 2018 St Aidan's Primary School – A Church of England Academy

2018 EYFS GLD and Y1 Phonics test with comparisons to 2017 school and national

	2018		2017		2017 national
	No	%	No	%	%
EYFS GLD	22	59%	20	60%	71%
Y1 Phonics	24	83%	29	59%	81%
Y2 Phonics retake	10	50%	5	0%	

- 2 GRT children were admitted to EYFS in April 2018 neither had previously attended school and both have very poor attendance
- 1 child left in April who was expected to get GLD 1 child was admitted in April from another local school who didn't achieve GLD
- Of the children in Year 1, 95% of those who attended St Aidan's in reception passed the phonics screening test (4 children have been admitted to the Year 1 class this year, 2 are GRT pupils who have not previously attended school)

2018 Key Stage 1 outcomes with comparisons to 2017 school and national data

Year 2 29 children	Working at Expected Standard (EXS) + 2018		Working at EXS + 2017		Working at a higher level 2018		Working at a higher level 2017	
	No.	%	%	Nat %	No.	%	%	Nat %
Reading	29	52%	61%	76%	2	7%	4%	25
Writing	29	41%	52%	68%	0	0	0	16
Maths	29	62%	57%	74%	0	0	0	21
RWM	29	41%	0		0	0	0	

Comments:

- 14 of the pupils are on the SEN register
- 2 pupils have EHC plans and 1 is pending
- 1 pupil is medicated for ADHD and has very poor attendance
- 1 pupil is partially sighted

2018 Key Stage 2 writing with reading, maths and combined RWM

Y6 26 children	Working at Expected Standard (EXS) + 2018		Av scaled score	(EXS)+ 2017	Nat EXS + 2018	Working at a higher standard 2018		Working at a higher standard 2017		Nat Higher standard 2017
	No.	%		%	%	No.	%	No.	%	%
Reading	26	43%	99.24	0%		5	19%	0	0	25
Writing	26	58%		0%		3	12%	0	0	18
GPS	26	62%	100.2	54%		4	16%	4	14%	31
Maths	26	46%	96.26	57%		0%	0%	1	4%	23
RWM	26	38%		25%		0%	0%	0	0	9
Y2 levels 2014		Level 2B+ %	Nat 2B+ 2014				Level 3 %	Y2 Average point score (APS) 2014		
Reading		67%	81				11%	14.3		
Writing		41%	70				7%	12.8		
Maths		59%	80				7%	13.9		

Comments:

- 2 children admitted into year 6 Dec 2017 didn't achieve ARE in any subject 1 from outside the LA, 1 previously home schooled

<ul style="list-style-type: none"> • 6 children have left between year 2 and year 6, 6 have been admitted (Other pupils have come and gone) • 70% of the cohort are Pupil Premium • 7 pupils (26%) are on the SEN register including 1 EHP 	
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Current achievement across school Y1,Y3,Y4,Y5

	Reading %/no.		Writing %/no		Maths %/no	
	EXS+	GDS	EXS+	GDS	EXS	GDS
Y1	74%	4%	66%	0	66%	0
EY (2017)	60%	5%	60%	0	60%	10%
Y3	63%	30%	50%	4%	63%	8%
Y2 (2017)	60%	0	52%	0	57%	4%
Y4	62%	16%	49%	3%	71%	10%
Y2 (2016)	65%	12%	54%	4%	60%	0%
Y5	74%	22%	52%	7%	61%	26%
Y2 Levels 2B+ (2015)	60%	12%	48%	0	48	8%
Y2 APS	14.1		12.6		13.3	

Comments:

- Current data reflects the position at the end of the summer term.
- Excellent Y1 phonics outcomes is a good foundation for developing reading comprehension skills in y2
- Pupil progress meetings are held every 1/2 term starting this year 2018-19, to continue to sharpen the effectiveness of interventions and identification of children falling behind or coasting.
- The Pupil Premium lead will have responsibility for monitoring the impact of interventions.
- Teaching Assistants have been deployed for 2018-19 to support classes in the mornings and to lead interventions in the afternoons. Additional staff have been trained to deliver FFT reading in years 1 +2
- 4 children have been admitted to the Year 1 class, 2 are GRT pupils who had not previously attended school and have very poor attendance
- 3 children have been admitted to the Year 3 class this year, non achieved ARE at the end of Year 2, 3 pupils are medicated for ADHD
- 6 children have been admitted to the Year 4 class including 2 through Fair Access- 1 from Bulgaria and 1 GRT who has very poor attendance
- 3 children have been admitted to the year 5 class this year
- 64% of pupils across the school are on the pupil premium register
- **All data for previous years is for all the pupils that were on role at the end of that academic year. Due to the transient nature of the school's population classes do change significantly year on year. Therefore it is very difficult to compare data for cohorts year on year.**