

## ACHIEVEMENT - DATA MAP

### Data Drop Term: Summer Term

#### Year R Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY GDS	Reading EOY EXS
<b>All %</b>	2%	16%	19%	21%	30%	30%	73%	19%	59%
<b>PP %(1)</b>	N/A	N/A	N/A	N/A	0%	100%	100%		100%
<b>SEN % (1)</b>	N/A	N/A	0%	0%	0%	0%	100%		100%
<b>EAL % (9)</b>	0%	13% (NK 4)	11%	11%	11%	22%	11%	11%	56%
<p><b>Comments on Data</b> – The children have made good progress in reading compared to their starting point. They have made good progress with their phonics. Most children are now working on Phase 4 of letters and sounds. EAL children have also made good progress as they have built up their confidence with speaking a second language.</p>									

#### Year R Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Writing EOY GDS	Writing EOY EXS
<b>All %</b>	2%	16%	17%	15%	21%	32%	73%	15%	63%
<b>PP %(1)</b>	N/A	N/A	N/A	N/A	0%	0%	100%		100%
<b>SEN % (1)</b>	N/A	N/A	0%	0%	0%	100%	100%		100%
<b>EAL % (9)</b>	0%	13%	11%	0%	11%	0%	11%	11%	56%
<p><b>Comment on Data</b> – The children have made good progress in writing compared to their starting point. They have made good progress with their phonics. Most children are now working on Phase 4 of letters and sounds. There is a small number of children who are still not able to segment and blend sounds in order to write words phonetically. Intervention work will need to continue in Year 1. Fine motor control overall has greatly improved due to the addition of funky fingers and dough disco as well as specific intervention group work carried out this year. EAL children have also made good progress as they have built up their confidence with speaking a second language and are now beginning to use this write words and simple sentences.</p>									

### Year R Maths - Number

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
All %	8%	35%	19%	50%	22%	50%	73%	20%	67%
PP % (1)	N/A	N/A	N/A	N/A	0%	100%	100%		100%
SEN % (1)	N/A	N/A	0%	100%	0%	100%	100%		100%
EAL % (9)	0%	13%	11%	33%	11%	33%	11%	11%	67%
<p><b>Comment on Data</b> – Children has made excellent progress in Maths. They are now able to use and apply their knowledge of number in practical situations and to solve simple problems. Children who have not made expected progress are still not confident in number recognition and so therefore can't use and apply them. They will need targeted intervention work in Year 1 in order to make progress.</p>									

### ACHIEVEMENT - DATA MAP

#### End of Year Data Drop

#### Year 1 Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY GDS	Reading EOY EXS
All % (50)	19%	31%	31%	29%	42%	26%	75%	40%	36%
PP % (5)	20%	20%	40%	20%	20%	40%	60%	20%	40%
SEN % (5)	20%	0%	20%	0	20%	0	20%	20%	20%
EAL % (2)	50%	0%	50%	0	100%	0	50%	50%	50%
<p><b>Comment on Data</b> –</p> <p>As a team we are pleased that there has been a significant increase in children developing their reading skills which has lead to a jump in children working at GDS or EXP. We have had 2 new volunteers reading with the children and have introduced comprehension activities for children working at GDS. The children have been receiving weekly phonics and reading homework as well as daily phonics teaching and revision which is aimed to improve their decoding skills. All children have the opportunity to read with an adult at least once a week. High frequency words the children need to learn are sent home regularly and updated once they have learned them. Phonics assessments are also shared with parents so that parents know how they can support their child at home.</p> <p>Children have enjoyed the challenge of moving on in their reading most parents have given regular feedback about reading that happens between teachers and parents.</p> <p>We have also been able to include more small focussed phonics groups working with an LSA to build up their skills.</p> <p>Children who have not made EXP or GDS in Year 1 has usually been down to fluctuation in the year groups 2 children leave in GC class this term, 1 leave and 1 join in CH/JMcD parent disengagement with reading and homework or children with significant SEN.</p>									

### Year 1 Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Writing EOY GDS	Writing EOY EXS
All % (50)	8%	38%	19%	35%	24%	46%	75%	22%	54%
PP % (5)	0	0	0	20%	0	60%	50%	0%	60%
SEN % (5)	0	0	0	0	0	20%	50%	0%	40%
EAL % (1)	0	50%	0	50%	100%	0	50%	50%	50%

#### Comment on Data –

We are pleased that this term our writing percentage at 76%. Writing is something this particular cohort have found quite challenging. We have introduced daily handwriting tasks with handwriting presentation award focussing on letter formation and joins. We have incorporated high quality and engaging texts that are relatable and interesting to the children in our English planning with an emphasis of looking at language for descriptive purposes and punctuation. We have also started a 'Golden Writers' Club giving GDS children clear guidance and success criteria for children to reflect on during their written tasks. Regular writing interventions are happening with Class Teacher and LSA when available.

Children who have not achieved the EXP or GDS in Year 1 we feel has again been down to fluctuation in the year groups 2 children leave in GC class this term, 1 leave and 1 join in CH/JMcD class, lack of parent support at home, irregular support from LSA in classes, absences and significant SEN.

### Year 1 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
All % (50)	15%	25%	21%	38%	26%	48%	75%	24%	54%
PP % (5)	20%	0%	20%	20%	20%	40%	60%	20%	40%
SEN % (5)	20%	0%	20%	0	20%	0	60%	20%	20%
EAL % (2)	50%	0%	50%	0	100%	0	50%	50%	50%

#### Comment on Data –

Maths knowledge has really improved over the last term. We have begun to use the 'Big Maths Beat That' Challenge to build up the children's mental maths ability, regular maths homework is sent out with rewards and certificates to children who return it completed. Weekly Maths Meetings with a KPI focus are completed in lesson time. We have introduced 'problem solving week' to encourage children to develop their problem solving skills and reasoning skills. Children are using a variety of CPA to record their work and using Mixed ability groups to allow a children to develop their team building and explanations or how or why something works.

Children who have not made EXP or GDS has been down to fluctuation in the year groups 2 children leave in GC class this term, 1 leave and 1 join in CH/JMcD, parent disengagement with maths homework, irregular support from LSA, absences and significant SEN.

### Year 1 RWM Combined

	RWM Nov	RWM Feb	RWM April	RWM Combined EOY	<b>Comment on Data –</b> As a year group we are pleased to have exceeded our target with 76% of children working at EXP or GDS. We feel that this success has been down to the delivery of high quality teaching and interventions to help fill in the gaps. We have also been working in partnership with many parents and had regular meetings to discuss children’s targets and progression. We have been working hard to develop the children’s independence, resilience and team work skills with a focus of celebrating those children showing the school values which has encouraged more children to ‘want’ to do well.  Moving forward we would suggest support for parents who are finding it difficult to help their children at home and providing parents with regular updates on what we are learning as well as what they can be doing to help.
All %	37%	52%	68%	76%	
PP % (5)	0	0	20%	60%	
SEN % (5)	0	0	20%	40%	
EAL % (1)	50%	50%	100%	100%	

### ACHIEVEMENT - DATA MAP

#### Data Drop End of Year

#### Year 2 Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY GDS	Reading EOY EXS
All %	13%	49%	17%	50%	16%	50%	80%	SM-7 KH -6 13/55 24%	SM –16 KH – 17 33/55 60%
PP % /4	5%	0	25%	0	25%	0		1 25%	2 50%
SEN % /7	0	2%	0	17%	0	25%		0	3 43%
EAL % /4	25%	25%	25%	50%	17%	17%		1 25%	2 50%
<b>Comment on Data –</b> 84% of children in Year 2 have achieved EXS or GDS. We are happy with this result. There is a clear increase for the PP/SEN/EAL children, this is largely due to the varied interventions that have been put in place for all children; e.g, SYDNEY, precision teaching, extra reading sessions with an adult, specified Phonics groups that have been running all year, clear and focused Guided Reading sessions – in preparation for SATs, particularly. This has all had a positive impact on the overall results for the Summer Term.									

## Year 2 Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Writing EOY GDS	Writing EOY EXS
<b>All %</b>	11%	44%	9%	39%	9%	44%	79%	24%	53%
<b>PP % /4</b>	0	2%	25%	25%	25%	0		25%	0
<b>SEN % /7</b>	0	0	0	0	0	0		0	17%
<b>EAL % /4</b>	0	75%	0	75%	0	75%		0	75%
<p><b>Comment on Data</b> – There has been a significant increase in the amount of children who have reached GDS since the April data drop. This is due to the extra interventions that were arranged for particular children, to successfully accelerate their progress into reaching GDS attainment. There are quite a few children who came up as at risk/high risk on the DEST Test in Year R who continue to need a high level of support, especially when writing independently. There is a child who will be assessed for Dyslexia in the Autumn term 2019 and there are questions about a few others, which will be investigated by the SEN leader next year. These children will have extra support and further interventions in Year 3.</p>									

## Year 2 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
<b>All %</b>	11%	58%	13%	52%	9%	54%	80%	22%	56%
<b>PP % /4</b>	0	50%	25%	25%	25%	25%		25%	50%
<b>SEN % /7</b>	0	17%	0	33%	0	25%		14%	28%
<b>EAL % /4</b>	0	5%	0	75%	0	75%		0	75%
<p><b>Comment on Data</b> – The data shows that there are a greater amount of EXS children on track in the Autumn term than the Summer term. Reasons for this are; there has been a significant increase in the amount of KPIs that need to be covered in Year 2 this year. During the Autumn term the Curriculum was tailored to cover both the WTS KPI evidence as well as the EXS evidence. Children were able to complete the WTS evidence more quickly and independently and it would take more time to then also ensure the EXS evidence was covered also. There is a child in Year 2 who was predicted to be working at EXS but due to this child being on a part-time timetable for the first term and also with CP issues, this child has not made EXS, due to lack of evidence and focus. If this child had made the expected progress, the cohort would have reached the 80% target. This is the reason that it has not happened.</p>									

### Year 2 RWM Combined

	RWM Nov	RWM Feb	RWM April	RWM Combined EOY	<b>Comment on Data –</b> There is an increase in the amount of children who have made EXS and above since the beginning of the year. It is not as many as we had anticipated. One child started the year on a reduced timetable and although they have now built up to being in school full time, with the amount of KPI evidence that Year 2 have to cover, the child did not make EXS. PP children have made consistent progress during the course of the year. EAL children have continued to make steady progress since the beginning of the year. SEN children have struggled to make EXS this year – they began the year below expected standards and even with the many interventions, extra support and individual PLPs, they have not reached EXS. 10 children have made EXS in all areas at the end of the year, compared with the April result. This is due to the extra interventions, more individualised learning support and increased expectations, especially in English with much more focus on handwriting and spelling during the last Term.
<b>All %</b>	62%	48%	51%	67%	
<b>PP % /4</b>	20%	25%	25%	25%	
<b>SEN % /6</b>	0	0	0	17%	
<b>EAL %/4</b>	75%	75%	75%	75%	

### ACHIEVEMENT - DATA MAP

#### Data Drop Term EOY

#### Year 3 Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY GDS	Reading EOY EXS
<b>All %</b>	26%	52%	29%	51%	28%	55%	84.5%	36%	49%
<b>PP %</b>	0%	33%	0%	20%	0%	20%	33%	20%	0%
<b>SEN %</b>	0%	0%	0%	0%	0%	0%	0	0%	0%
<b>EAL %</b>	29%	43%	28%	42%	33%	50%	71%	33%	50%

**Comment on Data –** There are less children who are at EXS due to moving up to GDS. This is because of the progress certain children have made and through testing. Interventions will continue for SEN and PP children to reach EXS. Reading EOY target has been met.

### Year 3 Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Reading EOY GDS	Reading EOY EXS
<b>All %</b>	14%	53%	14%	56%	17%	57%	81%	24%	53%
<b>PP %</b>	0%	33%	0%	20%	0%	20%	33%	0%	20%
<b>SEN %</b>	0%	0%	0%	0%	0%	0%	0	0%	0%
<b>EAL %</b>	0%	71%	0%	71%	0%	83%	71%	0%	83%
<b>Comment on Data</b> – Percentage for GDS writers has improved which has had an effect on the amount of children in EXS. PP and SEN are continuing with interventions, although have made progress are still yet to reach EXS.									

### Year 3 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
<b>All %</b>	24%	48%	23%	49%	25%	52%	82.5%	29%	50%
<b>PP %</b>	0%	0%	0%	0%	0%	0%	33%	0%	0%
<b>SEN %</b>	0%	0%	0%	20%	0%	20%	0	20%	0%
<b>EAL %</b>	28%	43%	28%	57%	33%	50%	71%	33%	50%
<b>Comment on Data</b> – More children who were EXS in February have exceeded to GDS. One SEN child has made a significant amount of progress in maths and has moved from EXS to GDS.									

### Year 3 RWM Combined

	RWM Nov	RWM Feb	RWM April	RWM Combined EOY	<b>Comment on Data</b> – Although there are individuals working towards in all three areas, there has been progress in all areas. SEN and PP children are steadily meeting class targets but are yet to reach expected targets.
<b>All %</b>	62%	66%	70%	70%	
<b>PP %</b>	0%	20%	20%	0%	
<b>SEN %</b>	0%	40%	0%	0%	
<b>EAL %</b>	71%	42%	83%	83%	

## ACHIEVEMENT - DATA MAP

### Data Drop End of Year

#### Year 4 Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY GDS	Reading EOY EXS
All %	7%	56%	20%	56%	34%	40%	85%	26%	47%
PP % (7)	0%	28%	14%	14%					
SEN % (6)	0%	0%	0%	0%					
EAL % (7)	0%	29%	0%	43%					
Comment on Data –									

#### Year 4 Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Reading EOY GDS	Writing EOY EXS
All %	4%	60%	2%	61%	16%	52%	78%	10%	54%
PP % (7)	0	4%	0	4%					
SEN % (6)	0	0	0	0					
EAL % (7)	0	2%	0	4%					
Comments on Data –									

#### Year 4 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
All %	16%	63%	20%	64%	27%	54%	83%	19%	43%
PP % (7)	0	6%	2%	2%					
SEN % (6)	0	4%	0	2%					
EAL % (7)	0	4%	0	8%					
Comment on Data –									





EAL % (5)	0	100	20	80	14	86	100	60	40
<b>Comment on Data –</b>									
A 91% target of attainment for the end of year has been high however children in year 6 have made good progress towards achieving this (84% at EXS or above). GDS writing has shown excellent progress and the quality of children’s writing in this group has been of a particularly high standard. Children who are pupil premium have made some progress, although further work is needed to close gaps in their writing. This includes further work on spelling, punctuation and grammar. Children have had excellent exposure to high quality texts which have inspired their writing through topic choice which is of interest to a year 5 mind-set. It is also positive to see the improved attainment in the SEN group where support and scaffolding has enabled effective progress.									

#### Year 5 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY GDS	Maths EOY EXS
All % (57)	21	51	29	46	34	43	89	34	41
PP % (7)	0	57	0	57	0	57	86	0	57
SEN % (4)	0	0	0	0	0	0	20	0	0
EAL % (5)	40	60	40	60	60	40	100	60	40
<b>Comment on Data –</b>									
89% target for math by the end of the year was optimistic for the current year group. Much work was needed on improving fluency in number and ensuring children knew times table facts confidently and consistently. These are still factors which are affecting the year group’s attainment in maths and will need to be addressed securely in year 6. Those children working at GDS level have made good progress, in line with KS1 results, whilst EAL children have also been successful. Children who are pupil premium have made some progress, although further work is needed to close gaps in their number calculations and fluency i.e. times tables.									

#### Year 5 RWM Combined

	RWM Nov	RWM Feb	RWM Apr	RWM Combined EOY	<b>Comment on Data –</b> Children in year 5 have worked hard to achieve targets set in reading, writing and maths. More work is needed in year 6 to identify specific target groups. Once gaps in learning have been identified, effective intervention needs to take place as soon as possible. Throughout year 5 children’s confidence and attitude to learning has got better and better. Consistency and high expectation has helped ensure progress has been made. With further work in year 6 and targeted support to enable children
All % (56)	51	63	70	70	
PP % (7)	57	29	43	29	
SEN % (4)	0	0	0	0	

EAL % (5)	100	100	100	100	<p>to be successful in end of year SATs tests, children will make further progress in attainment.</p> <p>Children have benefited by accessing a learning environment that is constructive and where negative behaviour does not impact on the class. All these aspects may have not been in place prior to their transition into year 5 and this has undoubtedly impacted on many children's progress in KS2 thus far. A great deal of hard work has been put into practice during year 5 and children are more settled in their learning. As well this they are more focused, motivated and accepting of the standards needed of them to make progress.</p> <p>EAL data is excellent and these learners continue to make excellent progress. Those with SEN continue to struggle however and there needs to be a strategy that enables staff to support this group in order to for children to become independent learners whilst also supporting those groups that need interventions to achieve EOY attainment targets. Further support of children identified as pupil premium also needs to be put into place.</p>
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### ACHIEVEMENT - DATA MAP

#### Data Drop End of Year

#### Year 6 Reading

	Reading Nov GDS	Reading Nov EXS	Reading Feb GDS	Reading Feb EXS	Reading April GDS	Reading April EXS	Reading EOY Target	Reading EOY
<b>All % (57)</b>	9% (5)	56% (30)	22% (12)	51% (28)	28% (16)	49% (28)	86% (47)	77% (44)
<b>PP % (5)</b>	0% (0)	50% (2)	0% (0)	75% (3)	0% (0)	75% (3)	75% (3)	60% (3)
<b>SEN % (7)</b>	0% (0)	14% (1)	0% (0)	17% (1)	0% (0)	14% (1)	43% (3)	14% (1)
<b>EAL % (2)</b>	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)	50% (1)	100% (1)	50% (1)

**Comment on Data** – Our end of year data includes 4 children who did not participate in the Year 6 Reading SATs. When those children are removed from the data, our percentage increases to 83% of children achieving the expected standard. There are also 3 children who are also only 1 or 2 marks away from the expected standard.

16% of the children achieved GDS; however 11 children were also only 1 or 2 marks away from achieving this.

If we compare this to the end of year data from this cohort last year, there is clear evidence of accelerated progress being made by some children in order to meet the expected standard.

#### Year 6 Writing

	Writing Nov GDS	Writing Nov EXS	Writing Feb GDS	Writing Feb EXS	Writing April GDS	Writing April EXS	Writing EOY Target	Writing EOY
<b>All %</b> <b>(57)</b>	17% (9)	38% (21)	16% (9)	51% (28)	18% (10)	54% (31)	85% (46)	72% (41)
<b>PP %</b> <b>(5)</b>	0% (0)	50% (2)	0% (0)	50% (2)	0% (0)	75% (3)	75% (3)	80% (4)
<b>SEN %</b> <b>(7)</b>	0% (0)	0% (0)	0 (0)	17% (1)	0% (0)	14% (1)	29% (2)	14% (1)
<b>EAL %</b> <b>(2)</b>	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)	50% (1)	100% (1)	50% (1)
<p><b>Comment on Data</b> – 85% of children achieved the expected standard in the grammar, punctuation and spelling SATs test. However, this is not reflected in the teacher assessment of writing. Even though a higher percentage of children have a good understanding of grammar, punctuation and spelling, they do not always apply this within their independent writing or require further development in using writing techniques to meet the Year 6 KPIs.</p> <p>There has also been a big focus this year on spelling and 75% of the children spelt over half of the words they were tested on correctly during the SATs testing. This is a big improvement on last year.</p>								

#### Year 6 Maths

	Maths Nov GDS	Maths Nov EXS	Maths Feb GDS	Maths Feb EXS	Maths April GDS	Maths April EXS	Maths EOY Target	Maths EOY
<b>All %</b> <b>(57)</b>	6% (3)	56% (30)	11% (6)	62% (34)	19% (11)	53% (30)	87% (47)	65% (37)
<b>PP %</b> <b>(5)</b>	0% (0)	25% (1)	0% (0)	50% (2)	0% (0)	50% (2)	75% (3)	40% (2)
<b>SEN %</b> <b>(7)</b>	0% (0)	14% (1)	0% (0)	17% (1)	0% (0)	14% (1)	43% (3)	14% (1)
<b>EAL %</b> <b>(2)</b>	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)	50% (1)	100% (1)	50% (1)
<p><b>Comment on Data</b> – Our end of year data includes 3 children who did not participate in the Year 6 Maths SATs and 1 child with severe EAL. When those children are removed from the data, our percentage increases to 70% of children achieving the expected standard. There are also 6 children who are also only 1 or 2 marks away from the expected standard.</p> <p>Due to gaps in their learning from previous years (due to various reasons), a lot of teaching time was spent earlier on in Year 6 filling these gaps. The data does not reflect that those children who did not meet EXS actually made very good progress, and as previously mentioned, there are 6 who only just fell short of achieving this.</p>								

In the SATs papers there was a heavy weighting of questions based around fractions, decimals and percentages, which has been of the more challenging mathematical concepts for the children this year. Additionally, the format and wording of some of the questions appears to have confused some of the children as teaching was focussed on building the core mathematical skills and on answering types of questions previously encountered in SATs papers. This has also had an impact on the number of children who have achieved GDS in maths this year as only 9% of the cohort did so. Again, there were 3 children who were very close to this, missing out by only 1 mark. However, it can also be said that more time needs to be spent across the Key Stage in terms of building fluency in maths so that children are able to apply their understanding to a wider range of contexts.

### Year 6 RWM Combined

	RWM Nov	RWM Feb	RWM Apr	RWM Combined	<p><b>Comment on Data –</b>            The Maths SATs results had a big impact on the RWM combined data. As stated above, some children were very close to achieving the expected standard. 7 children achieved the expected standard for both Reading and Writing but not Maths – these children would have increased our RWM percentage to 70%.</p> <p>This is also including the 4 children who did not take part in the SATs testing. With these children removed our percentages would have changed to 62% or 75%.</p> <p>There have been affluent opportunities this year for children working towards the expected standard to work closely with Mrs Wallace during after school booster sessions. However, several of these children have not made full use of these because they have either not attended at all or have prioritised some of the other teacher-led after school clubs instead.</p>
<b>All % (57)</b>	43% (26)	58% (32)	65% (37)	58% (33)	
<b>PP % (5)</b>	25% (1)	25% (1)	50% (2)	40% (2)	
<b>SEN % (7)</b>	0% (0)	17% (1)	14% (1)	14% (1)	
<b>EAL % (2)</b>	100% (1)	100% (1)	50% (1)	50% (1)	