

2022-2023 DATA breakdown

This document details the outcomes for children in Year R, Year 1, Year 2 and Year 6 in National Data events.

YR- Early Years Profile

Y1- Phonics Screening

Y2- KS1 SATs and Teacher assessments

Y6- KS2 SATs and Teacher assessments

YEAR R DATA BREAKDOWN

% of children at GLD

ALL (54)	61%
GIRLS (24)	71%
BOYS (30)	53%
PP (21) (39%)	52%
SEND (8) (16%)	0%
SUMMER BORN (24) (45%)	54%

% of children achieving GLD in Prime areas (PSED/CL/PD)

ALL	63%
GIRLS	71%
BOYS	57%
PP	57%
SEND	0%
SUMMER BORN	58%

% of children achieving GLD in Language

ALL	63%
GIRLS	75%
BOYS	53%
PP	57%
SEND	0%
SUMMER BORN	54%

% of children achieving GLD in Maths

ALL	63%
GIRLS	79%
BOYS	50%
PP	57%
SEND	6%
SUMMER BORN	54%

% of children achieving GLD in Expressive Art and Design

ALL	67%
GIRLS	79%
BOYS	50%
PP	57%
SEND	0%
SUMMER BORN	63%

% of children achieving GLD in Understanding the World

ALL	65%
GIRLS	75%
BOYS	50%
PP	57%
SEND	0%
SUMMER BORN	58%

What does this data tell us:

- Children start in EYFS at very low levels. (64% at birth to 3) (36% at 3-4)
- Communication and language is the biggest deficit area. The vast majority of children show low language development. Very few children are able to form sentences when speaking. Many are unable to articulate their emotions or desires through speech.
- There is a developmental gap widening at the earliest age in all areas between the genders. This is linked directly to communication and PSED/PD where boys are less willing to try new things or to take risks.
- SEND children are identified early. These children will need additional support to access the curriculum as they move into Year 1.

What we are going to do:

- Early talk boost and talk boost in EYFS and Year 1.
- Bespoke curriculum in small groups for children not yet at GLD.
- Accelerated progress for children not at GLD to allow them to access the Y1 curriculum as quickly as possible.
- Continuous Provision in Year 1.

Year 2:

<u>%</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
<u>ALL (59)</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
GDS	0	0	2	0
EXP+	80	73	81	71
WTS	15	22	17	24
PKS	5	5	2	5
<u>%</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
<u>GIRLS (26)</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
GDS	0	0	0	0
EXP+	85	81	81	81
WTS	11	15	11	15
PKS	4	4	4	4
<u>%</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
<u>BOYS (33)</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
GDS	0	0	2	0
EXP+	76	67	79	64
WTS	18	27	18	30
PKS	6	6	3	6
<u>%</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
<u>PP (24)</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
GDS	0	0	2	0
EXP+	79	75	79	71
WTS	13	17	17	25
PKS	8	8	4	4
<u>%</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Combined</u>
<u>SEND (13)</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
GDS	0	0	0	0
EXP+	69	46	69	46
WTS	16	39	23	39
PKS	15	15	8	15

National Data is not yet available for KS1, but FFT have produced the following:

Among the 1,017 schools for which we have data for 2022 and 2023:

- 72% of pupils achieved the expected standard in maths in 2023 (up from 69% in 2022)
- 69% of pupils achieved the expected standard in reading in 2023 (up from 67% in 2022)
- 61% of pupils achieved the expected standard in writing in 2023 (up from 58% in 2022)
- 56% of pupils achieved the expected standard in all three subjects in 2023 (up from 54% in 2022)

What our data shows:

- This cohort has previously achieved well in the PSC.
- Writing lags behind Reading and Maths, particularly for boys.
- The gender gap is significant in English- reading and writing.
- Disadvantaged children have achieved well and there is not a significant gap between them and their peers.
- SEND pupils have made good progress and achieved well in Maths and Reading.
- No children achieved the higher standard in Reading or Writing and only one child achieved it in Maths.

What we are going to do:

- Focus on additional progress for boys to close the attainment gap.
- Targeted support for Writing.
- Catch up interventions for those children not yet at the expected standard.
- Focus on achieving greater depth writing for more children (target of 10%)

End of KS2 data:

Exp+

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>	<u>Average SScore</u>
Reading	81%	80%	81%	50%	73%	104
Writing	74%	70%	78%	43%	59%	
Maths	70%	63%	81%	29%	55%	101
GPS	61%	67%	60%	14%	50%	100
Combined	65% (70%)	60%	78%	29%	55%	

Higher standard

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>
Reading	21%	17%	19%	7%	9%
Writing	2%	0%	4%	0%	0%
Maths	7%	3%	11%	0%	0%
GPS	21%	20%	22%	0%	5%
Combined	0%	0%	0%	0%	0%

What does the data show?

- These are pleasing results that are above the national average.
- Many of the children passed with a SS of around 100, meaning that the progress data may not be above the national average.
- GPS lagged way behind everything else.
- There is a clear gender gap in writing. Conversely, a gap in GPS appears to be the other way round.
- The number of children achieving the Higher Standard is very good, but this hasn't translated to combined higher as Writing lagged behind in this area.
- The results are a massive improvement on last year's data. This shows that the catch up work we did over the past 2 years has worked.

Full national data is not yet available, but this is what we have so far:

National attainment is broadly consistent with 2022

Let's begin by taking a look at the national picture for SATs 2023:

- **59%** of pupils reached the expected standard in all of reading, writing and maths, **unchanged from 2022**
- **73%** of pupils met the expected standard in reading, **down from 75% in 2022**
- **73%** of pupils met the expected standard in maths, **up from 71% in 2022**
- **71%** of pupils met the expected standard in writing, **up from 69% in 2022**
- **72%** of pupils met the expected standard in English grammar, punctuation and spelling, **unchanged from 2022**

At first glance, the national attainment for the 2023 Key Stage 2 SATs is broadly similar to that of 2022. The percentage of pupils achieving the expected level across the three subjects of reading, writing and maths has remained unchanged at 59%.

The percentage of pupils achieving the expected standard in both maths and writing has increased by 2%, whilst there has been a 2% fall in the percentage of pupils achieving the expected standard in reading.