

Cohort (PIVATS v4) Data Assessment Analysis 2016/2017

A detailed breakdown is available in school.

Disadvantaged Pupils (PP funding)	
Reading	<ul style="list-style-type: none"> 40% pupils made at least 0 (P/NC) level of progress. 50% pupil made at least 1 (P/NC) levels of progress 10% pupil made at least 2 (P/NC) levels of progress <p>*20% made exceptional progress – 8 & 10 indicators improvement</p>
Writing	<ul style="list-style-type: none"> 20% pupils made at least 0 (P/NC) level of progress. 50% pupil made at least 1 (P/NC) levels of progress 20% pupil made at least 2 (P/NC) levels of progress 10% pupil made at least 3 (P/NC) levels of progress all pupils made + indicators of improvement <p>*40% made exceptional progress – 8, 9 & 12 indicators improvement</p>
Speaking & Listening	<ul style="list-style-type: none"> 40% pupils made at least 0 (P/NC) level of progress. 40% pupil made at least 1 (P/NC) levels of progress 20% pupil made at least 2 (P/NC) levels of progress all pupils made + indicators of improvement <p>*30% made exceptional progress – 7, 10 & 21 indicators improvement</p>
Mathematics	<ul style="list-style-type: none"> 20% pupils made at least 0 (P/NC) level of progress. 50% pupil made at least 1 (P/NC) levels of progress 30% pupil made at least 2 (P/NC) levels of progress all pupils made + indicators of improvement <p>*50% made exceptional progress – 7, 9, 10 & 12 indicators improvement</p>
PSED	<ul style="list-style-type: none"> 50% pupils made at least 0 (P/NC) level of progress. 30% pupil made at least 1 (P/NC) levels of progress 20% pupil made at least 2 (P/NC) levels of progress all pupils made + indicators of improvement <p>*30% made exceptional progress – 7, 8 & 9 indicators improvement</p>
Summary	<ul style="list-style-type: none"> 100% of PP pupils made indicators of progress across all areas – compared to gaps with NPP. Cohort – strongest progress in Maths & Writing. Cohort - weakest progress in PSD. Cohort contains 2 most able SEN pupils – flagged for 1:1 input from qualified Teacher to ensure challenge and extension.
Boys Attainment	
Reading	<ul style="list-style-type: none"> 61.5% pupils made at least 0 (P/NC) level of progress – 4x *PP 31% pupil made at least 1 (P/NC) levels of progress 8% pupil made at least 2 (P/NC) levels of progress - *PP 85% pupils made + indicators of improvement <p>* Exceptional progress in 3 cases – 7, 8 & 10 indicators improvement</p>
Writing	<ul style="list-style-type: none"> 46% pupils made at least 0 (P/NC) level of progress – 2x *PP 38.5% pupil made at least 1 (P/NC) levels of progress 8% pupil made at least 2 (P/NC) levels of progress 8% pupil made at least 3 (P/NC) levels of progress - *PP all pupils made + indicators of improvement <p>NB. Exceptional progress in 5 cases – 7, 8, 12 & 13 indicators improvement</p>
Speaking & Listening	<ul style="list-style-type: none"> 61.5% pupils made at least 0 (P/NC) level of progress - 3x *PP 38.5% pupil made at least 1 (P/NC) levels of progress - 3x *PP 92% pupils made + indicators of improvement <p>NB. Exceptional progress in 1 cases – 21 indicators improvement</p>
Mathematics	<ul style="list-style-type: none"> 38.5% pupils made at least 0 (P/NC) level of progress - 3x *PP 38.5% pupil made at least 1 (P/NC) levels of progress - *PP 23% pupil made at least 2 (P/NC) levels of progress - 2x *PP all pupils made + indicators of improvement <p>NB. Exceptional progress in 3 cases – 7,8 & 10 indicators improvement</p>

PSED	<ul style="list-style-type: none"> • 54% pupils made at least 0 (P/NC) level of progress – 3x *PP • 31% pupil made at least 1 (P/NC) levels of progress - 2x*PP • 15% pupil made at least 2 (P/NC) levels of progress - *PP • 85% pupils made + indicators of improvement <p>NB. Exceptional progress in 3 cases – 8 & 9 indicators improvement</p>
Summary	<p>*Cohort includes 6/10 PP pupils.</p> <p>*100% of boys made indicators of progress across at least 3/5 areas.</p> <p>*Cohort – strongest progress in Maths.</p> <p>*Cohort - weakest progress in Reading & Speaking & Listening - reflecting SEN (deafness).</p> <p>*Cohort contains 2 most able SEN pupils – flagged for 1:1 input from qualified Teacher to ensure challenge and extension.</p>

Girls Attainment

Reading	<ul style="list-style-type: none"> • 12.5% pupils made at least 0 (P/NC) level of progress • 87.5% pupil made at least 1 (P/NC) levels of progress – all *PP • all pupils made + indicators of improvement
Writing	<ul style="list-style-type: none"> • 25% pupils made at least 0 (P/NC) level of progress • 50% pupil made at least 1 (P/NC) levels of progress – 2x *PP • 25% pupil made at least 2 (P/NC) levels of progress – 2x *PP • 87.5% pupils made + indicators of improvement <p>NB. Exceptional progress in 2 cases – 9 & 12 indicators improvement</p>
Speaking & Listening	<ul style="list-style-type: none"> • 37.5% pupils made at least 0 (P/NC) level of progress - *PP • 25% pupil made at least 1 (P/NC) levels of progress - *PP • 37.5% pupil made at least 2 (P/NC) levels of progress – 2x *PP • 87.5% pupils made + indicators of improvement <p>NB. Exceptional progress in 3 cases – 7, 10 & 15 indicators improvement</p>
Mathematics	<ul style="list-style-type: none"> • 12.5% pupils made at least 0 (P/NC) level of progress. • 62.5% pupil made at least 1 (P/NC) levels of progress – 3x *PP • 25% pupil made at least 2 (P/NC) levels of progress - *PP • all pupils made + indicators of improvement <p>NB. Exceptional progress in 4 cases – 7, 9, 10 & 11 indicators improvement</p>
PSED	<ul style="list-style-type: none"> • 37.5% pupils made at least 0 (P/NC) level of progress. – 2x *PP • 50% pupil made at least 1 (P/NC) levels of progress - *PP • 12.5% pupil made at least 2 (P/NC) levels of progress - *PP • all pupils made + indicators of improvement <p>NB. Exceptional progress in 3 cases – 7 & 12 indicators improvement</p>
Summary	<p>Cohort includes 4/10 PP pupils.</p> <p>*Progress in PP pupils is good across most aspects</p> <p>*100% of girls made indicators of progress across at least 4/5 areas.</p> <p>*Cohort – strongest progress in Maths & Writing.</p> <p>*Cohort - weakest progress in Speaking & Listening – reflecting SEN (deafness).</p> <p>*Cohort contains pupil flagged for 1:1 input from qualified Teacher to ensure support.</p>

Boys / Girls Summary of Achievement

<ul style="list-style-type: none"> • As a cohort, girls are outperforming boys across most aspects assessed. <ul style="list-style-type: none"> ○ 1 pupil (boy) stands out – good progress across all aspects – out-performs all girls. • Disadvantaged boy's / girl's performance comparable. • Disadvantaged within cohort - performance enhanced by 1:1 interventions 2016/17 – PP funded qualified teacher 	
Maths	Maths – both groups performance is comparable
Reading	Reading – girls out-perform boys.
Speaking & Listening	Speaking & Listening – girls out-perform boys - 3 girls made 2 (P/NC) levels of progress – boys 0.