**Headline Data Information 2016-2019**

**EYFS Data**

**Good level of Development**

|  |  |  |
| --- | --- | --- |
|  | School | National |
| 2019 | 73% | 72% |
| 2018 | 74% | 72% |
| 2017 | 68% | 71% |
| 2016 | 81% | 69% |

**Phonic Screening Year 1**

|  |  |  |
| --- | --- | --- |
|  | School | National |
| 2019 | 87% | 82% |
| 2018 | 83% | 82% |
| 2017 | 80% | 81% |
| 2016 | 70% | 81% |

**KS1 Data**

5% GLD on entry to Foundation Stage

12% SEN- EHCP, Two extremely challenging behaviour

42% Summer born

30% Listening, concentration issues

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2019 | **READING** | **WRITING** | **MATHEMATICS** | **READING, WRITING & MATHS** |
|  | Expected or above | Greater Depth | Expected or above | Greater Depth | Expected or above | Greater Depth |  |
| School | 79% | 30% | 67% | 7% | 68% | 12% | 60% |
| National | 75% | 25% | 69% | 15% | 76% | 22% | 65% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2018 | **READING** | **WRITING** | **MATHEMATICS** | **READING, WRITING & MATHS** |
|  | Expected or above | Greater Depth | Expected or above | Greater Depth | Expected or above | Greater Depth |  |
| School | 85% | 23% | 77% | 10% | 73% | 8% | 72% |
| National | 76% | 26% | 70% | 16% | 76% | 12% | 65% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2017 | **READING** | **WRITING** | **MATHEMATICS** | **READING, WRITING & MATHS** |
|  | Expected or above | Greater Depth | Expected or above | Greater Depth | Expected or above | Greater Depth |  |
| School | 81% | 40% | 70% | 19% | 72% | 16% | 68% |
| National | 76% | 25% | 68% | 16% | 75% | 18% | 64% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2016 | **READING** | **WRITING** | **MATHEMATICS** | **READING, WRITING & MATHS** |
|  | Expected or above | Greater Depth | Expected or above | Greater Depth | Expected or above | Greater Depth |  |
| School | 82% | 38% | 70% | 16% | 71% | 16% | 63% |
| National | 74% | 24% | 65% | 13% | 73% | 18% | 60% |

**SIP Priorities**

* The development of a coherent curriculum from F1-Yr2
* To improve standards in maths at the end of KS1 for Ex and GDS.
* To increase the % of children achieving GDS in Writing and Maths at the end of KS1.