St George's Primary Initial Data Report
Head Teacher and Standards' Committee July 2019
School Data

Below is a summary of our school performance against national standards this year. The school's Standards Committee which (senior leaders and governors) have published their initial report and response to school data **for all year groups**. This is available on the school website with other relevant information on national tests.

1. Foundation Stage National Data

The Early Years Foundation Stage is focused on securing achievement at the Early Learning Goals that are part of the Early Years Foundation Stage (EYFS) programme of learning (more information on EYFS can be found at: http://media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf)
Results are reported on the following areas:

These are referred to as the prime areas of learning. They are the fundamental aspects of the EYFS framework.	Listening and attention Understanding Speaking Moving and handling Health and self-care Self-confidence and self-awareness Managing feelings and behaviour Making relationships	If children reach age appropriate learning in these combined areas, they attain what the government refer to as the Good Level of Development.
These areas are referred to as the specific areas of learning. They develop knowledge and skills in these areas of learning.	Reading Writing Numbers Shape, space and measures People and communities The world Technology Exploring and using media and materials Being imaginative	They are characterized as having the necessary foundations for entering learning in year 1.

We are delighted with our end of EYFS data. Outcomes are:

	2014-15	2015-16	2016-17	2017-18	2018-19	National Average	2019 Target
Good Levels of Development (GLD) Standard	67.5%	74%	81.5%	79.8%	79.5%	72.4%	80%

2019 GLD Results

	No of Pupils	2018 GLD Results	2019 GLD Results	National Data
All Pupils	117	79.8%	79.5%	71.5%
Pupil Premium	13	57.1%	53.8%	57%
Non Pupil Premium	104	83.3%	82.7%	74%
Boys	52	64.8%	69.2%	65%
Girls	65	92.9%	87.7%	78.4%
SEND Pupils	12	33.3%	16.7%	24%
Mobile Pupils (Admitted after Aut Term)	10	25%	80%	Not known
Children in F1 from St George's	52	84.6%	80.8%	n/a
Children not in F1 at St George's	65	78.2%	79.1%	n/a
Persistence Absence (below 90%)	12	28.6%	75%	n/a
Summer Birth	48	74.3%	64.6%	61%
F2A	28	73.1%	78.6%	n/a
F2B	30	84.6%	83.3%	n/a
F2C	29	80.8%	79.3%	n/a
F2D	30	80.8%	76.7%	n/a

- Persistence absence progress is from variable starting points

We have analysed data looking at all key groups including term of birth, ethnicity, class etc.
Progress by Areas of Learning (3 steps would be good progress from baseline)

Areas of Learning	Early Learning Goal Aspects	Expected EYFS Learning Goals	National	Exceeding EYFS Learning Goals	National	Steps progress (3 is expected)
Personal, Social and Emotional Dev	Making Relationships	**87.2%**	89.7%	23.1%	16.4%	3.3
	Self Confidence and Self Awareness	**88.9%**	88.9%	24.8%	18.2%	3.4
	Managing Feelings and Behaviour	**86.3%%**	87.9%	19.7%	16.3%	3.4
Communication and Language	Listening and Attention	**88.9%**	86.35	29.9%	23.1%	3.7
	Understanding	**89.7%**	86%	35%	23.2%	3.8
	Speaking	**89.7%**	85.6%	29.9%	19.7%	3.7
Physical Development	Moving and Handling	**89.7%**	89.5%	12.8%	18.3%	2.9
	Health and Self Care	**93.2%**	91.2%	23.1%	20%	2.8
Literacy	Reading	**86.3%**	77%	27.4%	18.6%	3.8
	Writing	**81.2%**	73.7%	12%	11%	3.3
Maths	Numbers	**88%**	79.6%	23.1%	16.1%	3.2
	Space Shape and Measures	**88.9%**	81.7%	21.4%	15%	3.4
Understanding the World	People and communities	**88.9%**	85.9%	26.5%	14.5%	3.6
	The World	**89.7%**	85.85	28.2%	16.2%	3.7
	Technology	**93.2%**	93.1%	26.5%	18.7%	3
Expressive arts, designing and making	Exploring and using media and materials	**88%**	89	17.1%	16.4%	3
	Being Imaginative	**88%**	88.7%	16.2%	15.4%	2.3

There was a decline in all areas at expected ELG and in most areas exceeding ELG from 2018 data. Progress was broadly good but also declined from 2018. This could be attributed to impact of effective F1 provision, large numbers

of summer born and increase in SEND pupils.

Key Groups Data

All Pupils (117 Pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 20.5% [24]	YES: 79.5% [93]	-
Listening and attention	11.1 % [13]	59.0 % [69]	29.9 % [35]
Understanding	10.3 % [12]	54.7 % [64]	35.0 % [41]
Speaking	10.3 % [12]	59.8 % [70]	29.9 % [35]
Moving and handling	10.3 % [12]	76.9 % [90]	12.8 % [15]
Health and self-care	6.8 % [8]	70.1 % [82]	23.1 % [27]
Self-confidence and self-awareness	11.1 % [13]	64.1 % [75]	24.8 % [29]
Managing feelings and behaviour	13.7 % [16]	66.7 % [78]	19.7 % [23]
Making relationships	12.8 % [15]	64.1 % [75]	23.1 % [27]
Reading	13.7 % [16]	59.0 % [69]	27.4 % [32]
Writing	18.8 % [22]	69.2 % [81]	12.0 % [14]
Numbers	12.0 % [14]	65.0 % [76]	23.1 % [27]
Shape, space and measure	11.1 % [13]	67.5 % [79]	21.4 % [25]

Pupil Premium Pupils (13 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 46.2% [6]	YES: 53.8% [7]	-
Listening and attention	23.1 % [3]	61.5 % [8]	15.4 % [2]
Understanding	15.4 % [2]	61.5 % [8]	23.1 % [3]
Speaking	15.4 % [2]	69.2 % [9]	15.4 % [2]
Moving and handling	15.4 % [2]	84.6 % [11]	
Health and self-care	7.7 % [1]	92.3 % [12]	
Self-confidence and self-awareness	15.4 % [2]	69.2 % [9]	15.4 % [2]
Managing feelings and behaviour	23.1 % [3]	61.5 % [8]	15.4 % [2]
Making relationships	23.1 % [3]	61.5 % [8]	15.4 % [2]
Reading	30.8 % [4]	53.8 % [7]	15.4 % [2]
Writing	46.2 % [6]	53.8 % [7]	
Numbers	30.8 % [4]	53.8 % [7]	15.4 % [2]
Shape, space and measure	7.7 % [1]	76.9 % [10]	15.4 % [2]

Non Pupil Premium Pupils (104 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 17.3% [18]	YES: 82.7% [86]	-
Listening and attention	9.6 % [10]	58.7 % [61]	31.7 % [33]
Understanding	9.6 % [10]	53.8 % [56]	36.5 % [38]
Speaking	9.6 % [10]	58.7 % [61]	31.7 % [33]
Moving and handling	9.6 % [10]	76.0 % [79]	14.4 % [15]
Health and self-care	6.7 % [7]	67.3 % [70]	26.0 % [27]
Self-confidence and self-awareness	10.6 % [11]	63.5 % [66]	26.0 % [27]
Managing feelings and behaviour	12.5 % [13]	67.3 % [70]	20.2 % [21]
Making relationships	11.5 % [12]	64.4 % [67]	24.0 % [25]
Reading	11.5 % [12]	59.6 % [62]	28.8 % [30]
Writing	15.4 % [16]	71.2 % [74]	13.5 % [14]
Numbers	9.6 % [10]	66.3 % [69]	24.0 % [25]
Shape, space and measure	11.5 % [12]	66.3 % [69]	22.1 % [23]

Boys (52 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 30.8% [16]	YES: 69.2% [36]	-
Listening and attention	17.3 % [9]	65.4 % [34]	17.3 % [9]
Understanding	13.5 % [7]	61.5 % [32]	25.0 % [13]
Speaking	11.5 % [6]	67.3 % [35]	21.2 % [11]
Moving and handling	15.4 % [8]	76.9 % [40]	7.7 % [4]
Health and self-care	7.7 % [4]	80.8 % [42]	11.5 % [6]
Self-confidence and self-awareness	13.5 % [7]	67.3 % [35]	19.2 % [10]
Managing feelings and behaviour	19.2 % [10]	63.5 % [33]	17.3 % [9]
Making relationships	19.2 % [10]	63.5 % [33]	17.3 % [9]
Reading	19.2 % [10]	63.5 % [33]	17.3 % [9]
Writing	28.8 % [15]	65.4 % [34]	5.8 % [3]
Numbers	15.4 % [8]	63.5 % [33]	21.2 % [11]
Shape, space and measure	15.4 % [8]	63.5 % [33]	21.2 % [11]

Girls (65 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 12.3% [8]	YES: 87.7% [57]	-
Listening and attention	6.2 % [4]	53.8 % [35]	40.0 % [26]
Understanding	7.7 % [5]	49.2 % [32]	43.1 % [28]
Speaking	9.2 % [6]	53.8 % [35]	36.9 % [24]
Moving and handling	6.2 % [4]	76.9 % [50]	16.9 % [11]
Health and self-care	6.2 % [4]	61.5 % [40]	32.3 % [21]
Self-confidence and self-awareness	9.2 % [6]	61.5 % [40]	29.2 % [19]
Managing feelings and behaviour	9.2 % [6]	69.2 % [45]	21.5 % [14]
Making relationships	7.7 % [5]	64.6 % [42]	27.7 % [18]
Reading	9.2 % [6]	55.4 % [36]	35.4 % [23]
Writing	10.8 % [7]	72.3 % [47]	16.9 % [11]
Numbers	9.2 % [6]	66.2 % [43]	24.6 % [16]
Shape, space and measure	7.7 % [5]	70.8 % [46]	21.5 % [14]

SEND (12 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 83.3% [10]	YES: 16.7% [2]	-
Listening and attention	66.7 % [8]	33.3 % [4]	
Understanding	33.3 % [4]	66.7 % [8]	
Speaking	41.7 % [5]	58.3 % [7]	
Moving and handling	50.0 % [6]	50.0 % [6]	
Health and self-care	16.7 % [2]	83.3 % [10]	
Self-confidence and self-awareness	41.7 % [5]	58.3 % [7]	
Managing feelings and behaviour	66.7 % [8]	33.3 % [4]	
Making relationships	66.7 % [8]	33.3 % [4]	
Reading	58.3 % [7]	41.7 % [5]	
Writing	66.7 % [8]	33.3 % [4]	
Numbers	41.7 % [5]	58.3 % [7]	
Shape, space and measure	33.3 % [4]	66.7 % [8]	

Low Attendance (12 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 25.0% [3]	YES: 75.0% [9]	-
Listening and attention	25.0 % [3]	50.0 % [6]	25.0 % [3]
Understanding	16.7 % [2]	50.0 % [6]	33.3 % [4]
Speaking	16.7 % [2]	50.0 % [6]	33.3 % [4]
Moving and handling	16.7 % [2]	75.0 % [9]	8.3 % [1]
Health and self-care	8.3 % [1]	75.0 % [9]	16.7 % [2]
Self-confidence and self-awareness	16.7 % [2]	66.7 % [8]	16.7 % [2]
Managing feelings and behaviour	16.7 % [2]	66.7 % [8]	16.7 % [2]
Making relationships	16.7 % [2]	66.7 % [8]	16.7 % [2]
Reading	25.0 % [3]	50.0 % [6]	25.0 % [3]
Writing	25.0 % [3]	58.3 % [7]	16.7 % [2]
Numbers	16.7 % [2]	58.3 % [7]	25.0 % [3]
Shape, space and measure	16.7 % [2]	66.7 % [8]	16.7 % [2]

Autumn Birth (45 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 8.9% [4]	YES: 91.1% [41]	-
Listening and attention	2.2 % [1]	55.6 % [25]	42.2 % [19]
Understanding	4.4 % [2]	42.2 % [19]	53.3 % [24]
Speaking	4.4 % [2]	48.9 % [22]	46.7 % [21]
Moving and handling		77.8 % [35]	22.2 % [10]
Health and self-care	2.2 % [1]	66.7 % [30]	31.1 % [14]
Self-confidence and self-awareness	4.4 % [2]	55.6 % [25]	40.0 % [18]
Managing feelings and behaviour	4.4 % [2]	60.0 % [27]	35.6 % [16]
Making relationships	4.4 % [2]	60.0 % [27]	35.6 % [16]
Reading	4.4 % [2]	51.1 % [23]	44.4 % [20]
Writing	8.9 % [4]	71.1 % [32]	20.0 % [9]
Numbers	4.4 % [2]	51.1 % [23]	44.4 % [20]
Shape, space and measure	2.2 % [1]	55.6 % [25]	42.2 % [19]

Spring Birth (24 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 12.5% [3]	YES: 87.5% [21]	-
Listening and attention	12.5 % [3]	54.2 % [13]	33.3 % [8]
Understanding	4.2 % [1]	70.8 % [17]	25.0 % [6]
Speaking	4.2 % [1]	66.7 % [16]	29.2 % [7]
Moving and handling	8.3 % [2]	79.2 % [19]	12.5 % [3]
Health and self-care	4.2 % [1]	66.7 % [16]	29.2 % [7]
Self-confidence and self-awareness	4.2 % [1]	70.8 % [17]	25.0 % [6]
Managing feelings and behaviour	8.3 % [2]	75.0 % [18]	16.7 % [4]
Making relationships	4.2 % [1]	70.8 % [17]	25.0 % [6]
Reading	12.5 % [3]	66.7 % [16]	20.8 % [5]
Writing	12.5 % [3]	79.2 % [19]	8.3 % [2]
Numbers	12.5 % [3]	75.0 % [18]	12.5 % [3]
Shape, space and measure	8.3 % [2]	79.2 % [19]	12.5 % [3]

Summer Birth (48 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 35.4% [17]	YES: 64.6% [31]	-
Listening and attention	18.8 % [9]	64.6 % [31]	16.7 % [8]
Understanding	18.8 % [9]	58.3 % [28]	22.9 % [11]
Speaking	18.8 % [9]	66.7 % [32]	14.6 % [7]
Moving and handling	20.8 % [10]	75.0 % [36]	4.2 % [2]
Health and self-care	12.5 % [6]	75.0 % [36]	12.5 % [6]
Self-confidence and self-awareness	20.8 % [10]	68.8 % [33]	10.4 % [5]
Managing feelings and behaviour	25.0 % [12]	68.8 % [33]	6.3 % [3]
Making relationships	25.0 % [12]	64.6 % [31]	10.4 % [5]
Reading	22.9 % [11]	62.5 % [30]	14.6 % [7]
Writing	31.3 % [15]	62.5 % [30]	6.3 % [3]
Numbers	18.8 % [9]	72.9 % [35]	8.3 % [4]
Shape, space and measure	20.8 % [10]	72.9 % [35]	6.3 % [3]

F1 at St George's (52 pupils)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 19.2% [10]	YES: 80.8% [42]	-
Listening and attention	9.6 % [5]	61.5 % [32]	28.8 % [15]
Understanding	9.6 % [5]	55.8 % [29]	34.6 % [18]
Speaking	9.6 % [5]	67.3 % [35]	23.1 % [12]
Moving and handling	7.7 % [4]	80.8 % [42]	11.5 % [6]
Health and self-care	5.8 % [3]	76.9 % [40]	17.3 % [9]
Self-confidence and self-awareness	9.6 % [5]	73.1 % [38]	17.3 % [9]
Managing feelings and behaviour	13.5 % [7]	73.1 % [38]	13.5 % [7]
Making relationships	13.5 % [7]	69.2 % [36]	17.3 % [9]
Reading	13.5 % [7]	63.5 % [33]	23.1 % [12]
Writing	19.2 % [10]	69.2 % [36]	11.5 % [6]
Numbers	9.6 % [5]	71.2 % [37]	19.2 % [10]
Shape, space and measure	7.7 % [4]	75.0 % [39]	17.3 % [9]

Arrived in F2 at St George's (79 children)

EYFS Aspect	EMERGING	EXPECTED	EXCEEDING
EYFS Good Level of Development [GLD]	NO: 21.5% [14]	YES: 78.5% [51]	-
Listening and attention	12.3 % [8]	56.9 % [37]	30.8 % [20]
Understanding	10.8 % [7]	53.8 % [35]	35.4 % [23]
Speaking	10.8 % [7]	53.8 % [35]	35.4 % [23]
Moving and handling	12.3 % [8]	73.8 % [48]	13.8 % [9]
Health and self-care	7.7 % [5]	64.6 % [42]	27.7 % [18]
Self-confidence and self-awareness	12.3 % [8]	56.9 % [37]	30.8 % [20]
Managing feelings and behaviour	13.8 % [9]	61.5 % [40]	24.6 % [16]
Making relationships	12.3 % [8]	60.0 % [39]	27.7 % [18]
Reading	13.8 % [9]	55.4 % [36]	30.8 % [20]
Writing	18.5 % [12]	69.2 % [45]	12.3 % [8]
Numbers	13.8 % [9]	60.0 % [39]	26.2 % [17]
Shape, space and measure	13.8 % [9]	61.5 % [40]	24.6 % [16]

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Progress Data by Strand (GLD)

Progress is measured from end of baseline in October to submission of EYFS data in July. School views 3 steps as expected progress over the 9 months of teaching.

Key Groups:	Making relationships	Self Confidence and Awareness	Managing Feelings and Behaviour	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care	Reading	Writing	Number	Space Shape and Measure	Average Across GLD Subjects
ALL CHILDREN	3.5	3.4	3.4	3.7	3.8	3.7	2.9	2.8	3.8	3.3	3.2	3.4	3.1
Boys	3.3	3.3	3.6	3.7	3.8	3.8	2.9	2.7	3.9	3.5	3.4	3.6	3.2
Girls	3.3	3.4	3.3	3.7	3.7	3.7	2.9	2.9	3.8	3.2	3.1	3.3	3.1
Pupil Premium	3.3	3.9	3.3	3.8	3.8	4	3	2.7	4.2	3.5	3.3	3.6	3.3
NOT Pupil Premium	3.3	3.3	3.5	3.7	3.7	3.7	2.9	2.8	3.8	3.3	3.2	3.4	3.1
FSM	3.7	3.9	3.4	4.1	4.2	4.1	2.9	2.9	4.1	3.4	3.5	3.7	3.4
NOT FSM	3.2	3.3	3.4	3.7	3.7	3.7	2.9	2.8	3.8	3.3	3.2	3.4	3.1
SEN Support	2.8	3.2	3	3.2	3.5	3.5	3.2	3	3.8	3.8	3.1	3.2	3.0
NOT SEN	3.3	3.4	3.5	3.8	3.8	3.5	2.9	2.8	3.8	3.3	3.3	3.4	3.1
Autumn Born	3.5	3.8	3.7	4	4.1	4	3.1	3	4	3.3	3.5	3.8	3.3
Spring Born	3.4	3.5	3.5	3.7	3.5	3.7	2.9	3	3.7	3.5	3.1	3.2	3.1
Summer Born	3	3	3.2	3.4	3.6	3.5	2.9	2.6	3.8	3.3	3.2	3.1	3.0
F1 at St George's	2.9	3	3.1	3.3	3.5	3.4	2.5	2.4	3.4	2.9	2.9	3.2	2.8
F2A	2.7	2.5	2.9	3.3	3.1	3.3	2.2	2.4	3.3	3.3	3.3	3.1	2.7
F2B	3.6	3.8	3.7	4.3	4.5	4.3	3.5	2.7	4.6	3.7	2.9	3.8	3.5
F2C	3.1	3.5	3.6	3.4	3.4	3.3	2.4	3.0	3.6	3	3.4	3.3	3.0
F2D	3.7	3.6	3.7	3.7	4	4	3.4	3.1	3.4	3.4	3.4	3.5	3.3

Key Groups:	2019 Average Across GLD Subjects	2018 Average Across GLD Groups
ALL CHILDREN	3.1	3.7
Boys	3.2	3.7
Girls	3.1	3.6
Pupil Premium	3.3	3.8
NOT Pupil Premium	3.1	3.7
FSM	3.4	3.7
NOT FSM	3.1	3.9
SEN Support	3.0	3.7
NOT SEN	3.1	3.5
Autumn Born	3.3	3.5
Spring Born	3.1	3.7
Summer Born	3.0	3.7
F1 at St George's	2.8	3.7

Early Years Foundation Stage Review	
Strengths	**Areas for Improvement**
• Overall GLD at 80% is significantly above National averages and is an excellent outcome. Also evidences sustained excellence. • Progress from baseline is good. • Gender gap at GLD has closed. Boys' attainment has improved and is above national. Boys progress is better than girls. •	• PP gap is still significant and requires improvement – despite being broadly at national levels. Overall disadvantaged pupils do make better progress compared to non-disadvantaged pupils however the gap is not rapidly closing. • Attainment for SEND pupils is below national averages. Progress is also slower for this group of pupils. That needs investigating. •

2. Key Stage One Phonics Screening Data (SLT)

Excellent outcomes achieved by the Key Stage One team. Their data is well above national averages. The impact of high quality classroom teaching and intervention is evident in the data. Well done to the staff and children.

	2015 Result	2016 Result	2017 Result	2018 Result	2019 Result	2018 National Average
Year 1 Test	87%	94%	92%	98.3%	98.1%	81%
Year 2 (with retesting)	99%	99%	97%	98.4%	98.4%	92%

Note that one child who didn't achieve the Y2 pass mark was only admitted in June 2018 after no attending primary school for 6 months. Children are taught in Read, Write Inc groups (not classes) so we haven't presented class data.

Year 1 Outcomes by Pupil Group

	No of Pupils	2019 Y1 Phonics Outcomes	National Data
All Pupils	104	98.1%	82%
Pupil Premium	17	100%	70%
Non Pupil Premium	87	97.8%	86%
Boys	48	100%	79%
Girls	56	96.8%	86%
SEND Pupils	5	80%	44%
Mobile Pupils (Admitted after EYFS)	4	100%	Not Known
Achieved GLD	83	100%	Not Known
Didn't Achieve GLD	21	90.5%	Not Known
Persistence Absence (below 90%)	5	100%	Not Known

Year 2 Re-Take Outcomes by Pupil group

	No of Pupils	2019 Y2 Retake outcomes	National Data
All Pupils	2	98.4%	92%
Pupil Premium	1	100%	84%
Non Pupil Premium	1	100%	94%
Boys	1	100%	90%
Girls	1	100%	94%
SEND Pupils	1	100%	67%
Mobile Pupils (Admitted after EYFS)	1	100%	Not Known
Achieved GLD	0	100%	Not Known
Didn't Achieve GLD	2	100%	Not Known
Persistence Absence (below 90%)	1	100%	Not Known

Please note that 2 children missed the tests due to illness

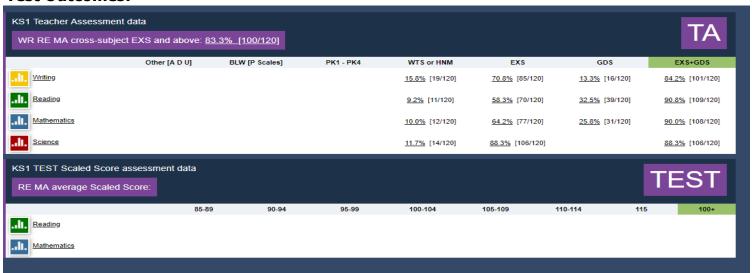| Phonics Screening Review	
Strengths	**Areas for Improvement**
Upward trend in results continues. Outcomes are significantly above national average. All key groups are above national data. Disadvantaged pupils out performed non disadvantaged pupils. Regular assessments, monitoring and teaching through a systematic approach has resulted in excellent results. All children who achieved GLD at EYFS passed the check and 90.5% of those who didn't achieve GLD still passed the check.	Continue to use a consistent approach to the teaching of phonics.

3.   Year 2 End of Key Stage One National Data (SLT)

End of Year 2 results are positive. They build on progress expectations from EYFS. Well done to the KS1 team and children. This is the third year of the new national tests.

	Key Stage One (KS1)				
	2016 Results	**2017 Results**	**2018 Results**	**2019 Results**	**National Data**
Reading Expected	78%	83.2%	83.9%	90.8%	75%
Reading Greater Depth	24%	31.9%	38.1%	32.5%	25%
Writing Expected	59%	75.6%	78.8%	84.2%	70%
Writing Greater Depth	8%	20.2%	18.6%	13.3%	16%
Maths Expected	71%	81.5%	82.2%	90%	76%
Maths Higher	18%	27.7%	33.9%	25.8%	20%
RWM Expected	53.1%	68.1%	74.6%	83.3%	65%
Science	81%	87%	90.7%	88.3%	83%

Test Outcomes:

KS1 Teacher Assessment data — **TA**

WR RE MA cross-subject EXS and above: 83.3% [100/120]

	Other [A D U]	BLW [P Scales]	PK1 - PK4	WTS or HNM	EXS	GDS	EXS+GDS
Writing				15.8% [19/120]	70.8% [85/120]	13.3% [16/120]	84.2% [101/120]
Reading				9.2% [11/120]	58.3% [70/120]	32.5% [39/120]	90.8% [109/120]
Mathematics				10.0% [12/120]	64.2% [77/120]	25.8% [31/120]	90.0% [108/120]
Science				11.7% [14/120]	88.3% [106/120]		88.3% [106/120]

KS1 TEST Scaled Score assessment data — **TEST**

RE MA average Scaled Score:

	85-89	90-94	95-99	100-104	105-109	110-114	115	100+
Reading								
Mathematics								

7   At or Above ARE Latest data by Class:

YEARGROUP:2

YEARGROUP:2	2A	2B	2C	2D
121	31	30	30	30
ALL 82.5% [99]	ALL 77.4% [24]	ALL 90% [27]	ALL 86.7% [26]	ALL 75.9% [22]
WR 84.2% [101]	WR 77.4% [24]	WR 90% [27]	WR 86.7% [26]	WR 82.8% [24]
RE 91.7% [110]	RE 90.3% [28]	RE 90% [27]	RE 93.3% [28]	RE 93.1% [27]
MA 89.2% [107]	MA 83.9% [26]	MA 90% [27]	MA 93.3% [28]	MA 89.7% [26]

Key Groups:	No of Pupils	Reading	GDS Reading	Writing	GDS Writing	Maths	GDS Maths	R,w and Maths Combined	Science
ALL CHILDREN	120	90.8%	32.5%	84.2%	13.5%	90%	25.8%	83.3%	88.3%
Boys	62	79%	32.3%	79%	11.3%	90.3%	30.6%	79%	85.6%
Girls	58	94.8%	32.8%	89.7%	16.5%	89.7%	20.7%	87.9%	91.4%
Pupil Premium	24	83.3%	20.8%	83.3%	0%	87.5%	16.7%	79.2%	83.3%
NOT Pupil Premium	96	92.7%	35.4%	84.4%	16.7%	90.6%	28.1%	84.4%	96.6%
ALL SEN	2	0%	0%	0%	0%	0%	0%	0%	0%
NOT SEN	118	92.4%	33.1%	85.6%	13.6%	91.5%	26.3%	84.7%	89.8%
Achieved EYFS GLD	95	98.9%	40%	96.8%	16.8%	96.8%	32.6%	95.8%	98.9%
Didn't Achieve EYFS GLD	25	56%	4%	36%	0%	64%	0%	36%	48%
Persistence Absence (< 90%)	9	88.9%	33.3%	77.8%	0%	77.8%	0%	77.8%	88.9%
Mobile Pupils	4	25%	0%	25%	0%	50%	0%	25%	25%

Key Stage One Review	
Strengths	**Areas for Improvement**
Reading, Writing and Maths results are significantly above national data. Results have improved significantly again. Clear upward trend.

Combined (reading, writing, maths) results have increased over the past 3 years.

Disadvantaged pupils' attainment significantly improved; especially at reading, writing and maths combined. Now above other pupils nationally. There remains an attainment gap, especially at greater depth/higher standard.

Boys' attainment significantly improved; especially at reading, writing and maths combined.

Progress for children not achieving GLD is excellent in reading and maths. | Greater depth in writing is low compared to other areas and national average.

Persistent absence – children with 90% attendance or below are not performing as well as other children.

Mobile children (admitted after EYFS) also underperform.

Although SEND attainment is low. There are very low numbers identified.

Consider how we accelerate progress in writing for children not achieving GLD standard at the end of EYFS. |

4. Year 6 End of Key Stage Two Assessment (SLT)

Well done to the year 6 team for securing rapid improvement in year 6 for our pupils. Results show a huge improvement in year 6 and the impact of the curriculum changes in maths and English. There is still a lot more improvement to come as we embed in our new expectations.

Key Stage Two (KS2)					
	2016 St George's	**2017 St George's**	**2018 St George's**	**2019 St George's**	**National Data (Provisional)**
Reading Expected	68%	81.1%	68.9%	74.4%	73%
Reading Higher	19%	25.6%	17%	15.4%	25%
Reading Average Score	102	104.6	102.6	103.1	104
Reading Progress	-0.38	+0.5	-2.2	0	0
Writing Expected	69%	75.7%	71.6%	89.7%	78%
Writing Greater Depth	15%	13.5%	10.1%	14.5%	18%
EPGS Expected	72%	76.6%	72.6%	87%	78%
EPGS Higher	23%	25.2%	25.5%	35%	29%
EPGS Average Score	103.9	105	104	106.9	106
Maths Expected	60%	73.8%	67.3%	87.2%	78%
Maths Higher	13%	21.6%	15%	26.5%	23%
Maths Average Score	101.8	104	102.8	105.4	105
Maths Progress	-1.04	0.4	-0.9	0.4	0
Science	71%	75%	71%	91.5%	82%
RWM Expected	46%	64.9%	54.1%	71.8%	65%
RWM Higher	7%	7.2%	4.6%	4.5%	9

St George's Primary Initial Data Report
Head Teacher and Standards' Committee July 2019

Key Groups Outcomes

Key Groups:	No of Pupils	Reading	Higher Reading	Writing	GDS Writing	EPGS	Higher EPGS	Maths	Higher Maths	Science	R,w and Maths Combined
ALL CHILDREN	117	74.4%	15.4%	89.7%	14.5%	86.3%	35%	87.2%	26.5%	91.5%	71.8%
Boys	60	71.7%	6.7%	83.3%	11.7%	81.7%	26.7%	88.3%	26.7%	86.7	66.1%
Girls	57	77.2%	24.6%	96.5%	17.5%	91.2%	43.9%	86%	26.3%	96.5%	72.8%
Pupil Premium	25	72%	20%	80%	20%	80%	20%	80%	12%	84%	52%
NOT Pupil Premium	92	75%	14.1%	92.4%	13%	88%	37%	89.1%	30.4%	93.5%	74.2%
ALL SEN	15	33%	0%	40%	0%	26.7%	0%	53.3%	6.7%	40%	20%
NOT SEN	102	80.4%	17.6%	97.1%	16.7%	95.1%	40.2%	92.2%	29.4%	99%	77.1%
High Attainment at KS1Expected APS	43	95.3%	32.6%	100%	37.2%	100%	65.1%	97.7%	55.8%	100%	94.2%
Middle (expected) Attainment at KS1	68	64.7%	4.4%	88.2%	0%	82.4%	17.6%	85.3%	8.8%	91.2%	56.7%
Low Attainment at KS1	4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Persistence Absence (< 90%)	8	62.5%	25%	75%	0%	75%	25%	75%	12.5%	87.5%	62.5%
Mobile Pupils	3	33.3%	0%	33.3%	33.3%	33.3%	33.3%	66.7%	0%	66.7%	33.3%

Key Stage Two Review	
Strengths	**Areas for Improvement**
• Significantly improved outcomes for all key groups. Now broadly at or above national averages in all key subject areas. Includes combined data. • Significant improvement for all key groups in mathematics. • Significantly improved outcomes for disadvantaged pupils. •	• Improve outcomes in reading at expected and greater depth. • Look at how we strengthen greater depth outcomes in English. • Improving outcomes for SEND pupils at ARE in English and greater depth/higher standard. • Progress for prior lower attaining pupils. • Reading outcomes for children previously at ARE in reading (also affects combined data). • Greater depth outcomes for children with high prior attainment. • English outcomes for mobile pupils (admitted after Year 4).