**KS2 Figures**

**Data to be published in 2017 Performance Tables (subject to inclusion of late results)**

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| **Key stage 2 cohort information** |  |
| Number of pupils eligible for KS2 assessment | 34 |
| Number of boys | 17 |
| Number of girls | 17 |
| % of boys | 50% |
| % of girls | 50% |
| Cohort KS1 average points score | 17.7 |
| Low prior attainment band: number of all eligible pupils | 2 |
| Low prior attainment band: % of all eligible pupils | 6% |
| Middle prior attainment band: number of all eligible pupils | 13 |
| Middle prior attainment band: % of all eligible pupils | 38% |
| High prior attainment band: number of all eligible pupils | 19 |
| High prior attainment band: % of all eligible pupils | 56% |
| Number of pupils who are non-mobile | 31 |
| % of pupils who are non-mobile | 91% |
| Number of pupils with English as an additional language | 3 |
| % of pupils with English as an additional language | 9% |
| Number of pupils with SEN with statements or EHC plan | 1 |
| % of pupils with SEN with statements or EHC plan | 3% |
| Number of pupils with SEN without statements or EHC plans (SEN Support) | 1 |
| % of pupils with SEN without statements or EHC plans (SEN Support) | 3% |
| **Reading, writing and mathematics - attainment** |  |
| Reading, writing and mathematics: % of pupils achieving the expected standard | 91% |
| Reading, writing and mathematics: % of pupils achieving a high score | 15% |
| **Progress measures: KS1 to KS2** |  |
| Reading progress score (confidence interval in brackets) | 4.9 (2.8 to 7.0) |
| % of eligible pupils included in the reading progress measure | 100% |
| Writing progress score (confidence interval in brackets) | -0.1 (-2.1 to 1.9) |
| % of eligible pupils included in the writing progress measure | 100% |
| Mathematics progress score (confidence interval in brackets) | 3.8 (1.9 to 5.7) |
| % of eligible pupils included in the mathematics progress measure | 100% |
| **Individual subjects - attainment** |  |
| Reading: % of pupils achieving expected standard | 97% |
| Reading: % of pupils achieving a higher standard | 74% |
| Reading: % of pupils absent or unable to access the test | 0% |
| Writing: % of pupils achieving expected standard | 94% |
| Writing: % of pupils working at greater depth within expected standard | 21% |
| Writing: % of pupils absent or disapplied | 0% |
| Mathematics: % of pupils achieving expected standard | 100% |
| Mathematics: % of pupils achieving a higher standard | 44% |
| Mathematics: % of pupils absent or unable to access the test | 0% |
| Grammar, punctuation and spelling: % of pupils achieving expected standard | 100% |
| Grammar, punctuation and spelling: % of pupils achieving a higher standard | 68% |
| Grammar, punctuation and spelling: % of pupils absent or unable to access the test | 0% |
| **Average scaled score per pupil** |  |
| Average scaled score in reading | 112 |
| Average scaled score in grammar, punctuation and spelling | 112 |
| Average scaled score in mathematics | 111 |
| **Attainment of low/middle/high prior attainers - reading, writing and mathematics** |  |
| % of pupils with low prior attainment reaching the expected standard in reading, writing and mathematics | 50% |
| % of pupils with low prior attainment achieving a higher standard in reading, writing and mathematics | 0% |
| % of pupils with medium prior attainment reaching the expected standard in reading, writing and mathematics | 85% |
| % of pupils with medium prior attainment achieving a higher standard in reading, writing and mathematics | 0% |
| % of pupils with high prior attainment reaching the expected standard in reading, writing and mathematics | 100% |
| % of pupils with high prior attainment achieving a higher standard in reading, writing and mathematics | 26% |
| **Attainment of low/middle/high prior attainers - reading** |  |
| % of pupils with low prior attainment reaching the expected standard in reading | 100% |
| % of pupils with low prior attainment achieving a high score in reading | 50% |
| % of pupils with medium prior attainment reaching the expected standard in reading | 92% |
| % of pupils with medium prior attainment achieving a high score in reading | 54% |
| % of pupils with high prior attainment reaching the expected standard in reading | 100% |
| % of pupils with high prior attainment achieving a high score in reading | 89% |
| **Attainment of low/middle/high prior attainers - writing** |  |
| % of pupils with low prior attainment reaching the expected standard in writing | 50% |
| % of pupils with low prior attainment working at greater depth in writing | 0% |
| % of pupils with medium prior attainment reaching the expected standard in writing | 92% |
| % of pupils with medium prior attainment working at greater depth in writing | 0% |
| % of pupils with high prior attainment reaching the expected standard in writing | 100% |
| % of pupils with high prior attainment working at greater depth in writing | 37% |
| **Attainment of low/middle/high prior attainers - mathematics** |  |
| % of pupils with low prior attainment reaching the expected standard in mathematics | 100% |
| % of pupils with low prior attainment achieving a high score in mathematics | 0% |
| % of pupils with medium prior attainment reaching the expected standard in mathematics | 100% |
| % of pupils with medium prior attainment achieving a high score in mathematics | 38% |
| % of pupils with high prior attainment reaching the expected standard in mathematics | 100% |
| % of pupils with high prior attainment achieving a high score in mathematics | 53% |
| **Attainment of low/middle/high prior attainers - grammar, punctuation and spelling** |  |
| % of pupils with low prior attainment reaching the expected standard in grammar, punctuation and spelling | 100% |
| % of pupils with low prior attainment achieving a high score in grammar, punctuation and spelling | 0% |
| % of pupils with medium prior attainment reaching the expected standard in grammar, punctuation and spelling | 100% |
| % of pupils with medium prior attainment achieving a high score in grammar, punctuation and spelling | 69% |
| % of pupils with high prior attainment reaching the expected standard in grammar, punctuation and spelling | 100% |
| % of pupils with high prior attainment achieving a high score in grammar, punctuation and spelling | 74% |