

Impact on outcomes for PPG pupils 2018/2019

The new assessment framework and outcomes at the end of the year are now reported using the terminology that pupils are either below, at, working beyond age related expectations (ARE). Progress is reported as below sufficient, minimum sufficient, good or very strong.

The school uses the 'Herts for learning' steps progress for all year groups, with 3 steps expected in an academic year.

Achievement of * disadvantaged pupils in KS1 and KS2-progress

(*excludes pupils who are within the foundation stage)

Reading

	Cohort	Minimum sufficient progress+		Good or better		Very Strong	
		No.	%	No.	%	No.	%
Total	61	53	87%	39	64%	18	30%

Writing

	Cohort	Minimum sufficient progress+		Good or better		Very Strong	
		No.	%	No.	%	No.	%
Total	61	40	66%	24	39%	11	18%

Maths

	Cohort	Minimum sufficient progress+		Good or better		Very Strong	
		No.	%	No.	%	No.	%
Total	61	49	80	37	61%	15	25%

The very large majority of pupils make expected progress in reading and maths, while the large majority make expected progress in writing.

Good progress has been made in reading and maths by the majority. Good progress has been made in writing by the minority of these pupils.

Achievement of 61 disadvantaged pupils in KS1 and KS2-attainment

	Number	Reading			Writing			Maths		
		Below	Towards Expected+	Beyond ARE	Below	Towards Expected+	Beyond ARE	Below	Towards Expected+	Beyond ARE
Y1	10	29%	71%	0%	29%	71%	0%	43%	57%	14%
Y2	10	56%	44% ARE+	11%	33%	67% ARE+	11%	33%	67% ARE+	0%
Y3	11	27%	73%	18%	73%	27%	0%	45%	55%	27%
Y4	14	8%	92%	15%	69%	31%	15%	15%	85%	15%
Y5	14	50%	50%	0%	83%	17%	0%	83%	17%	0%
Y6	11	11%	89% ARE+	44%	22%	78% ARE+	44%	11%	89% ARE+	56%

56% of KS1pupils in receipt of PPG attained age related expectations (ARE+, towards expected for Y1) in reading, 56% for writing and 63% for maths.

76% of KS2 pupils in receipt of PPG attained towards expected or better in reading, 36% for writing and 60% for maths.