

Early analysis of statutory tests and assessments for [Example] Primary School: Summer 2024



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This report contains potentially sensitive information relating to small groups or individual (unnamed) pupils. Schools should give careful consideration to how this information is shared and disseminated.

1. Introduction & notes in relation to this year's results

Thank you for commissioning an Early Analysis Report for your school in 2024. This year's report has a few obvious differences to previous iterations, the most glaring of which are the absence of any KS1 data (assessments at this key stage are no longer statutory and data has not been collected by the LA) and the lack of progress measures at KS2. The latter *could* only be a temporary omission, for this year and next, due to fact that KS1 assessments didn't take place in 2020 & 2021 because of the pandemic. However, with the arrival of a new government and all the talk of reviewing the assessment and accountability frameworks, there is a strong possibility that we will never see the return of progress measures as we currently know them. In the absence of progress measures this year, the Demography & Context section at the beginning of this report is even more important than usual!

One *potential* new addition to the report this year is data relating to the Y4 Multiplication Tables Check, but at the point of publishing the first version of this report, no data has yet been made available. If and when these figures are published, we will produce an update to your report as soon as we can.

Writing these reports always provides a good opportunity to spot common themes running across the data of multiple schools, as well as trends at a local and national level. The most obvious of these is the very slow pace of recovery in attainment following the pandemic in some (but not all) of the tests and assessments. National outcomes at the foundation stage and in most subjects at KS2 are still noticeably lower than they were in 2019, but attainment in the Phonics Screening Check and in Reading at KS2 are almost back to where they were before the pandemic. (In fact, the national percentages achieving the expected and higher standards in the KS2 Reading test didn't fall at all following the pandemic, which certainly makes one wonder whether the thresholds in this subject were manipulated in a way that didn't happen in Maths and GPS, and couldn't happen in Writing.) Another easily-spotted theme is that the schools which suffered the least impact on their attainment due to the pandemic (and who have made the quickest recoveries) tend to be the schools with the lowest levels of deprivation, while many of the schools which have large proportions of children from Disadvantaged backgrounds are still struggling to regain the levels of attainment that they were regularly achieving in 2019 and earlier. Moreover, schools with very large proportions of White British Disadvantaged children seem to be the most badly affected by the long term impacts of the pandemic; this is supported by the national data which show that the attainment gaps between White British Disadvantaged children and 'average' performance have grown since 2019.

I hope this report provides you with a useful early overview of your school's results and proves to be a good starting point for your self-evaluation activities. As ever, if you have any questions, comments or feedback it would be great to hear from you.

2. Demography and School Context

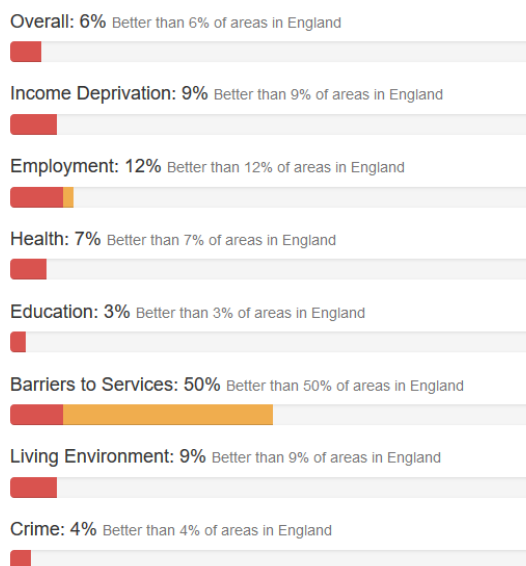
[Example] Primary is a two-form entry community school located in [place], an inner-city area in Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are areas near to the school which have broadly average levels of deprivation, most of the school’s pupils live in areas that are amongst the most deprived in the country.

[Map removed]

A report produced for the school in 2023¹ showed that 61% of its pupils were living in an area classed as being one of the 10% most deprived areas in England, and 82% were living in areas that were amongst the 20% most deprived (IMD rankings).

The LSOA in which the school is located is ranked 1,988th out of 32,844 in terms of deprivation, meaning only 6% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.



Graphic source: www.uklocalarea.com. Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](https://www.gov.uk/government/collections/english-indices-of-deprivation-2015)

¹ 'Beyond The School Gates: An analysis of demography, deprivation and social context for [Example] Primary School', Ian Stokes Education Ltd, October 2023.

Figures from the January 2024 school census reveal that:

- 37% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 24% for state-funded primary schools nationally.
- 43% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 40% for Leeds primary schools and 37% for state-funded primary schools nationally.
- 27% of children had English as an additional language (EAL), compared to 24% for Leeds primary schools and 23% for state-funded primary schools nationally.
- 18% of children had special educational needs (SEN), compared to 18% for Leeds primary schools and 17% for state-funded primary schools nationally.
- 42% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 26% for Leeds primary schools and 25% for state-funded primary schools nationally.

Note re: FSM and Disadvantaged data. This report provides figures relating to both Free School Meal eligible children and Disadvantaged Children.

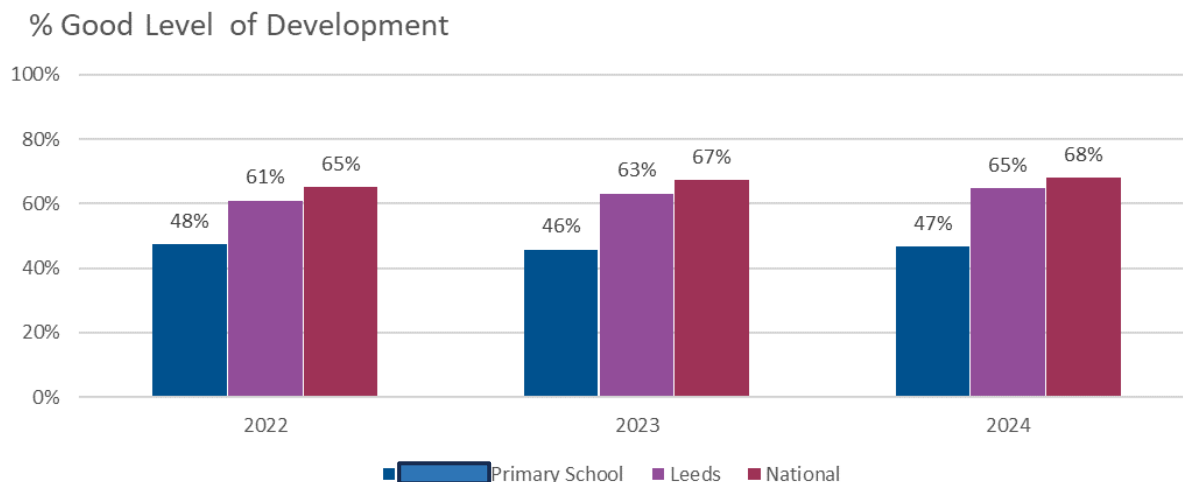
- Free School Meal (FSM) eligible children are those children who were recorded as being in receipt of free school meals on the day of the January census of the relevant school year (in this case, January 2024).
- This report also refers to 'Disadvantaged' children. Children are classed as Disadvantaged if they have been in receipt of FSM at any point in the preceding six years, or if they are in the care of the local authority, or if they have been adopted from the care of the local authority.

Some schools will see that there are apparent discrepancies in the pupils who are identified as FSM and/or Disadvantaged: these discrepancies have been caused because the data used to identify Disadvantaged children was collected from an earlier census (Autumn 2023) than the FSM data (which was collected from the Spring 2024 census)². Any children who became eligible for FSM between these two points have therefore not been identified as Disadvantaged in these analyses.

General note on pupil group data. This report provides figures on all pupil groups, irrespective of size. However, data relating to small groups should be interpreted with caution. Ofsted currently defines a group as small if it contains 10 or fewer children. Pupil group figures may not include all children in a cohort if their individual characteristic is incomplete, for example: if there are 30 children in a year group and one child's ethnicity information is not recorded, the total number of children in the BME and White British groups will add up to 29.

² This has been queried with the relevant reporting authorities, who confirmed that this is 'standard practice' but did not provide a rationale for why it happens.

3. Early Years Foundation Stage Profile



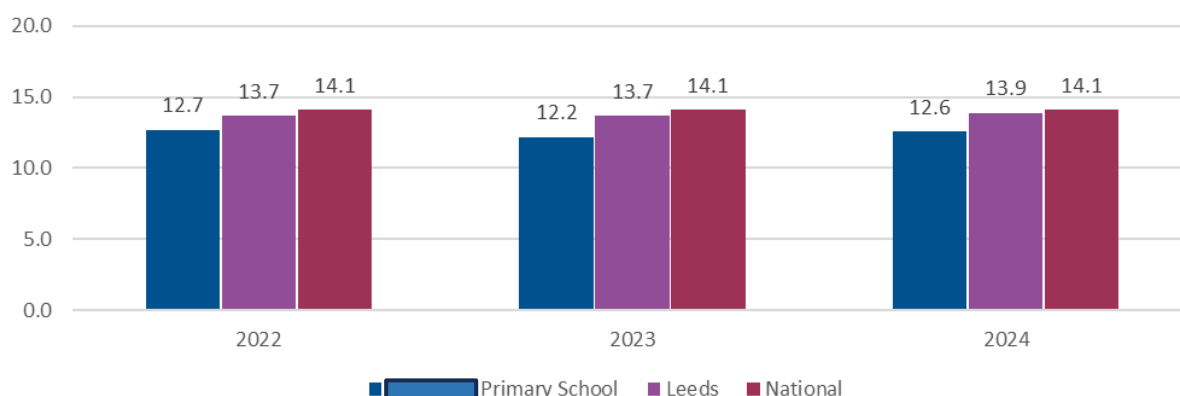
Source: *Perspective Lite*, July 2024

The proportion of children at [Example] achieving a Good Level of Development at the end of the foundation stage has remained remarkably stable since 2022: this year's figure of 47% is just 1%pt higher than in 2023 and 1%pt lower than in 2022. Prior to the pandemic, the GLD figure saw more variation, ranging from 30% to 52%.

The Leeds and national figures have continued their slow recovery following the pandemic but have still not returned to the level that they were at in 2019. The Leeds figure has increased by 2%pts this year but remains 1%pt lower than in 2019, while the national figure has only increased by 1%pt and remains 4%pts lower than in 2019. These national and local figures continue to provide evidence that the early development of children is still being generally impacted by the effects of the pandemic.

This year's school figure is 18%pts below the overall Leeds figure and 21%pts below national; these gaps are almost the same size as they were last year.

Avg No. ELGS at expected standard per child



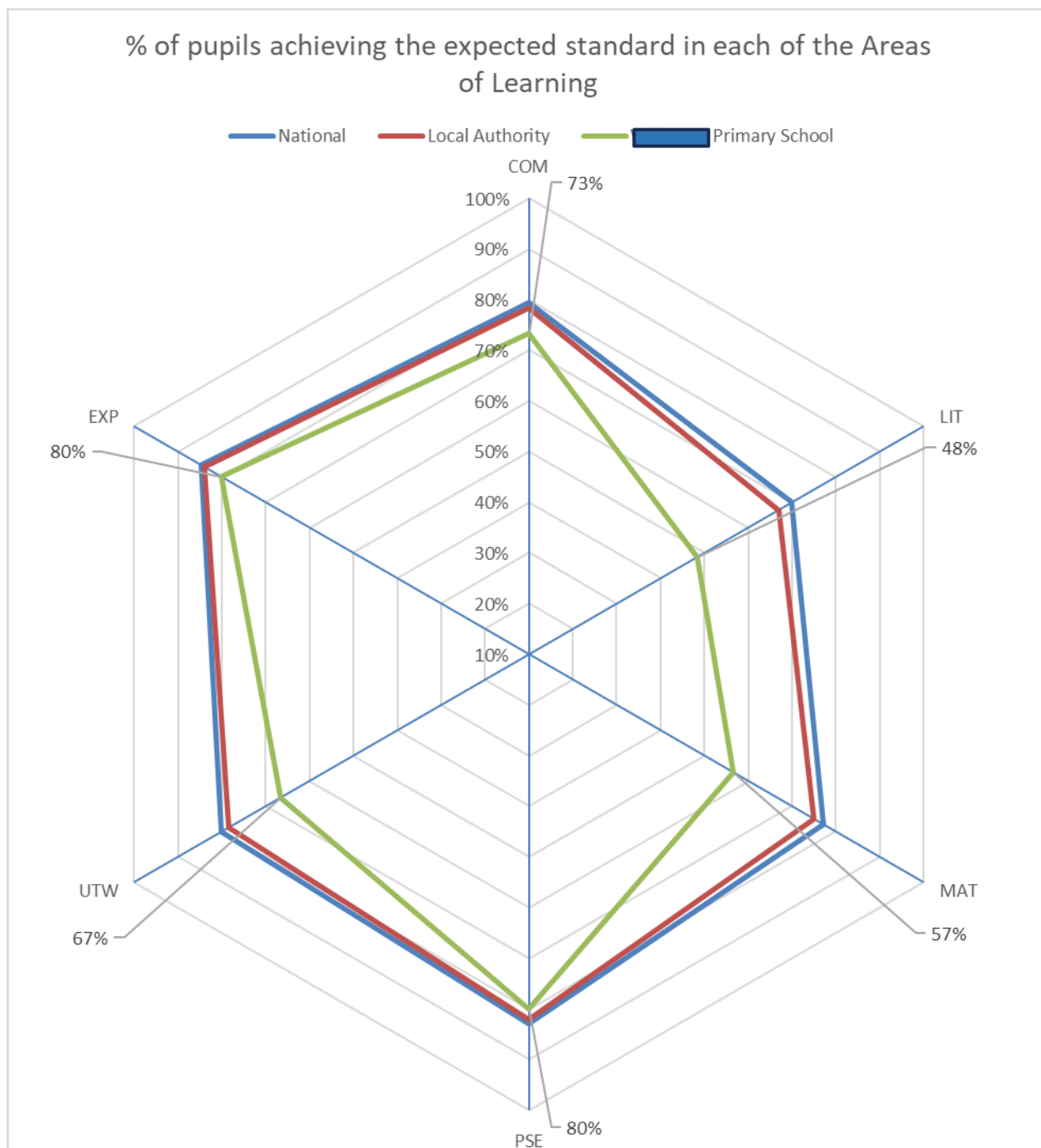
Source: *Perspective Lite*, July 2024

Since 2022 children have been assessed against a two-point scale ('emerging' or 'at expected') as opposed to the three-point scale ('emerging', 'at expected', or 'exceeding') used in 2019 and earlier. Now, a child scores 1 point if they are assessed as 'emerging' in a particular learning goal, and they score 2pts if they have met the expected standard. Under the previous framework an '*Average Total Point Score*' was reported for each school, but this has been replaced by a new indicator: the '*Average number of Early Learning Goals (ELGs) at the expected standard per child*'.

This indicator shows that nationally and locally, the 'average child' consistently achieves the expected standard in about 14 of the 17 learning goals. In contrast, the last three cohorts at [Example] have consistently achieved the expected standard in 12-13 of the 17 learning goals.

Pupil level data reveals that 28 of the 60 children in this cohort achieved the expected standards in all 17 of the ELGs. However, 17 children achieved the standard in fewer than 10 of the ELGs, 2 of whom didn't achieve the expected standard in any of the ELGs. This large number of children with low levels of development in this cohort has had a considerable impact on the 'Average No. of ELGs' indicator, and more importantly, these children will need considerable support as they transition into KS1.

The chart below shows the proportion of pupils achieving the expected standard in each of the areas of learning. A child can only achieve GLD if they reach the expected standards in all of the early learning goals which are included in the 'Prime' areas of: Personal, Social & Emotional Development; Physical Development; and Communication & Language Development; *as well as* the 'Specific' areas of Literacy and Mathematics. The proportion of children achieving the expected standards in PSE is close to matching national performance, but the proportions in the other Areas are all noticeably lower than 'average', and as is often the case, attainment in Literacy is the key limiting factor for the GLD figure.



Source: Perspective Lite, July 2024

EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
Girls	33	58%	71%	75%
Boys	27	33%	59%	61%
FSM	17	29%	46%	52%
Non-FSM	41	56%	69%	72%
Disadvantaged	17	29%	46%	52%
Other	43	54%	68%	70%
SEN	9	0%	21%	20%
Non-SEN	49	57%	74%	76%
EAL	21	38%	57%	64%
Non-EAL	37	54%	68%	70%
BME	29	41%	60%	66%
White British	29	55%	70%	70%
Total in Year Group	60			

Source: *Perspective Lite*, July 2024

In this cohort there is a 25%pt gap between the GLD figures for the boys and girls, which is considerably larger than the national gender attainment gap. Only a third of the boys achieved GLD, compared to more than half of the girls.

There were 2 children in this cohort for whom there were no characteristic data other than gender.

17 children (more than a quarter of the cohort) were recorded as being eligible for FSM / Disadvantaged and only 5 (29%) of them achieved GLD; the equivalent national figure is almost twice as high.

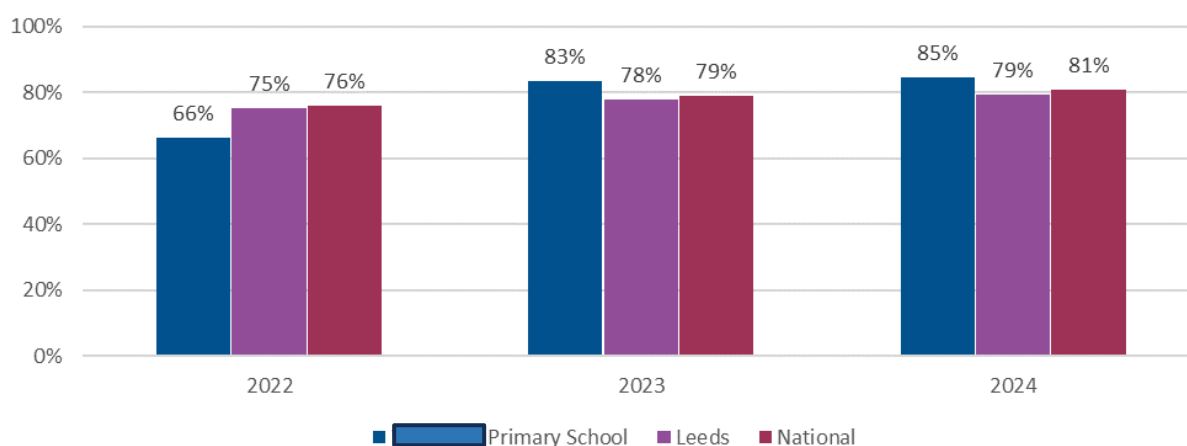
9 children were identified as having SEN and none of them achieved GLD. The very low attainment of the SEN children in this cohort has clearly had an impact on the overall GLD figure, but the fact that the non-SEN GLD figure is only 57% demonstrates that SEN is not the only issue. 7 of the 9 SEN children were boys, so again we can see the impact of SEN on the gender differentials, but conversely, only 1 of the children in the FSM group had SEN, so it appears that the low attainment of the FSM children does not have its roots in SEN.

21 children (more than a third of the year group) were identified as having EAL and only 38% of them achieved GLD. 6 of the 9 children with SEN also had EAL, so it is likely that some of the low attainment of the EAL group can be attributed to learning difficulties rather than language difficulties.

About half of the cohort were from BME backgrounds and although their GLD figure *is* lower than that of the White British group, the gap is smaller than between EAL and non-EAL and it is worth noting that the attainment of the 8 non-EAL BME children (50% GLD) is in line with that of the White British group.

4. Phonics Screening Check

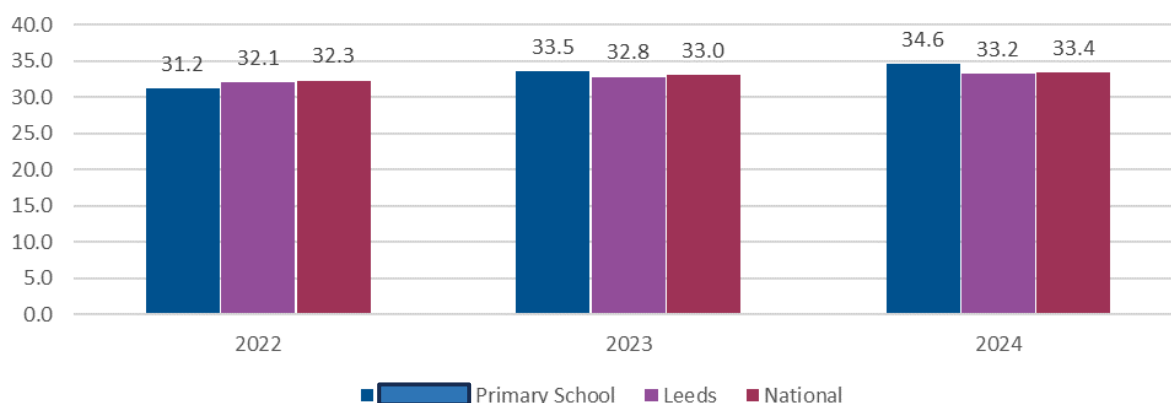
Y1 working at the expected standard



Source: Perspective Lite, July 2024

The school's 2024 Y1 PSC 'pass rate' has continued its strongly improving trend following the pandemic and is above national for the second consecutive year, with 85% of the cohort 'working at' the expected standard, a rise of 2%pts compared to 2023 and 19%pts compared to 2022. The Leeds and national figures have also both improved this year (by 1%pt % 2%pts respectively), but the school figure remains 4%pts above national and 6%pts above the 'average' for Leeds.

Y1 - Average Point Score



Source: Perspective Lite, July 2024

The Y1 average point score has also continued to improve; rising by another 1.1pts this year, to 34.6. Again, even though the Leeds and national figures have also both continued to recover (by about 0.4pts this year to 33.2 & 33.4 respectively) the 2024 school figure means that the 'average child' in this cohort scored 1.2pts more than the average child nationally. The pupil level scores reveal that there were only 2 children in this cohort who had a very low score of less than 10, although there was 1 who was 'Disapplied' and another who was absent. (Children who are Disapplied or absent do not register a score and therefore do

not contribute to the APS measure). Most importantly, however, there were 20 children (about a third of the cohort) who scored the maximum of 40 marks: these high-scoring children have significantly boosted the APS.

Y1 PSC pupil group attainment

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
Girls	30	83%	84%	84%
Boys	29	86%	75%	77%
FSM	23	87%	65%	69%
Non-FSM	34	88%	84%	85%
Disadvantaged	21	86%	65%	69%
Other	38	84%	83%	84%
SEN	13	77%	48%	45%
Non-SEN	45	89%	87%	88%
EAL	16	94%	75%	80%
Non-EAL	41	85%	81%	82%
BME	26	85%	78%	81%
White British	30	90%	81%	81%
Total in Year Group	59			

Source: Perspective Lite, July 2024

The attainment figure for girls is in line with 'average' performance, but the boys' is well above the equivalent national figure, at 86%.

There were 23 FSM eligible children (39% of the cohort) and if their attainment had been in line with national FSM performance then the overall cohort figure would have been a lot lower. However, their 'pass-rate' was an almost exact match of the non-FSM figure, and 18%pts higher than the equivalent national figure.

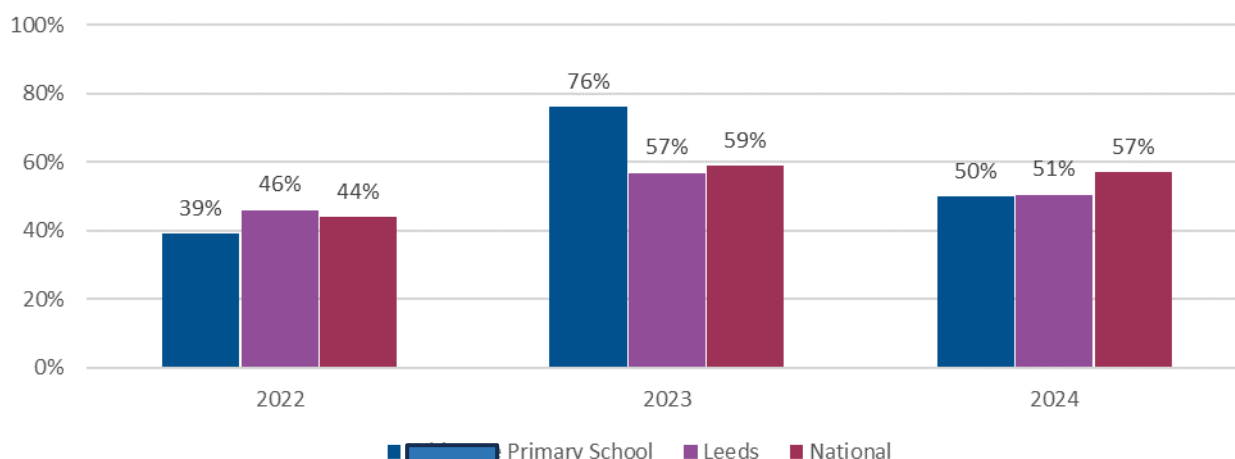
There were 2 fewer children identified as Disadvantaged (see note on page 6), but the attainment figure for this slightly smaller group was just as positive.

13 pupils (almost a quarter of the year group) were identified as having SEN and again, if they had achieved in line with SEN children nationally, the overall cohort figure would have been a lot lower. Instead, more than three quarters of them achieved the expected standard, compared to fewer than half of SEN children nationally.

All but one of the 16 children in this cohort who had English as an additional language were working at the standard.

There were a total of 26 children in the BME group and their 'pass-rate' was a little higher than national performance, while the White British group did very well, with a 90% pass-rate.

Y2 working at the expected standard



Source: *Perspective Lite*, July 2024

The proportion of children who achieve the expected standard in Phonics in Year 2 (either because they did not achieve the standard or did not take the test in Year 1) can fluctuate dramatically depending on the numbers of children involved and how many of them have special needs or other challenges that directly impact on their learning. In 2024 there were 10 pupils who took the test in Year 2 and 5 of them (50%) achieved the expected standard.

While the Y2 figure is subject to considerable fluctuation, the *cumulative* proportion of children who achieve the expected standard by the end of Key Stage 1 has in the past provided a much more informative measure of outcomes. However, because KS1 assessments in Reading, Writing and Maths are no longer statutory, there hasn't been any data collected which tells us the full composition of the Year 2 cohorts in 2024; and this means it has not been possible to report an 'end of key stage Phonics' figure this year. This is an unfortunate and unforeseen consequence, and it may well be useful for schools to try to calculate their own 'end of key stage' figures, especially if their Year 1 figures are low. For reference, the 2023 national 'end of key stage' figure was 88%.

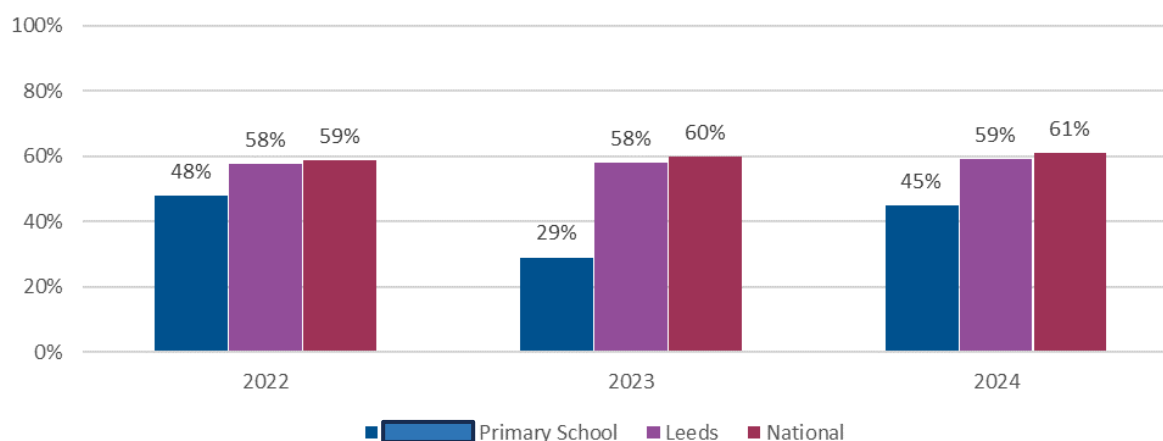
4. Key Stage 2

As with the other key stages, we now have a full unbroken three-year trend of attainment data at KS2, following the 'gap years' caused by the pandemic. However, this does not mean that we are 'back to normal' in terms of the full range of performance data which is being published: in 2024 and in 2025 there will be no KS2 progress measures available, due to the fact that KS1 assessment data was not collected in 2020 & 2021. In theory, KS1-KS2 progress measures will return in 2026 & 2027, but should then be replaced by progress measures which use Reception baseline assessments as their starting point. However, given the election of a new government, and the wider debate around reforms to the accountability system, it is possible that there may be further changes to how school performance is measured, and that the progress measures that we have become accustomed to over the last few decades may never return.

As ever, but especially in the absence of any official progress measures, caution should be exercised in interpreting attainment data. We need to remember that each pupil, each cohort, each school and each region has its unique context, as well as being impacted differently by the long term effects of the pandemic.

It is also important to note that the 2024 figures quoted in this report are provisional and could rise if the school applies to remove any children who are 'recently arrived from overseas' from the official performance measures, or if any requests for 're-marks' are successful. Moreover, the DfE do not officially confirm the threshold for 'high scores' in the tested subjects until September, so there is a theoretical possibility that these figures may also be subject to change.

RWM - achieved standard

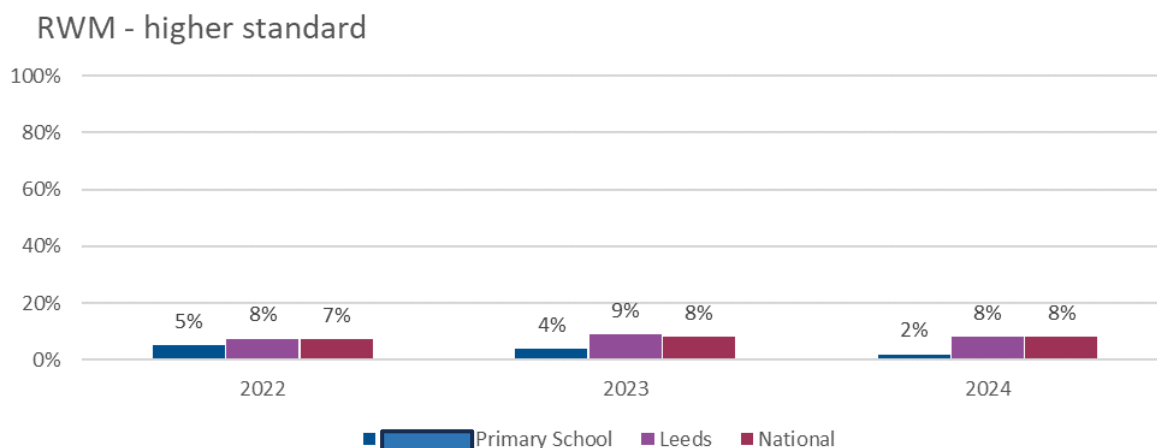


Source: *Perspective Lite*, July 2024

When statutory testing and assessment resumed in 2022 immediately following the pandemic, the school's headline measure of attainment (the percentage of pupils who achieved the expected standard in Reading, Writing & Maths, combined) was lower than 'usual', and last year it fell very sharply to a historic low for the school of just 29%. This year's figure has recovered almost all of last year's losses, rising by 16%pts and returning to 45%, but it still remains well below the pre-pandemic highs achieved at [Example] in 2018 and 2019 (63% and 55% respectively).

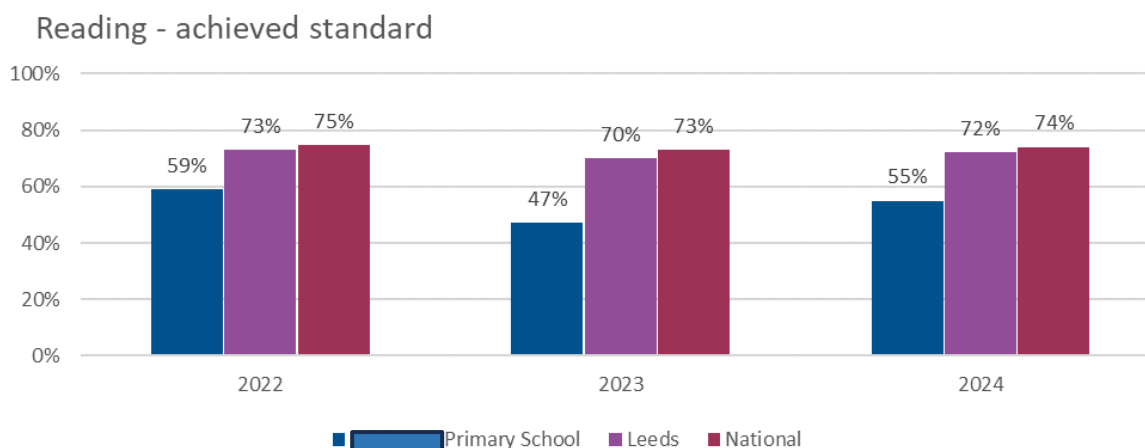
Overall attainment in Leeds and across England also fell considerably in 2022 following the pandemic, and is still to see any significant sign of recovery in 2024, with both figures still 3-4%pts lower than in 2019.

This year's recovery in the school figure means that the gap between it and national performance has almost halved, from 31%pts in 2023 to 16%pts in 2024.



Source: Perspective Lite, July 2024

The proportion of pupils who achieved the higher standard across all three subjects at [Example] has always been very low even prior to the pandemic, and has remained at a similar level in each of the last three years. In 2022 only 3 pupils achieved this consistently high standard, in 2023 3 children did, and this year it has just been 1 child. The Leeds and national figures have both remained almost unchanged at 8% and continue to indicate that the disruption caused by the pandemic has made it generally more difficult for children to achieve this consistently high level of attainment.

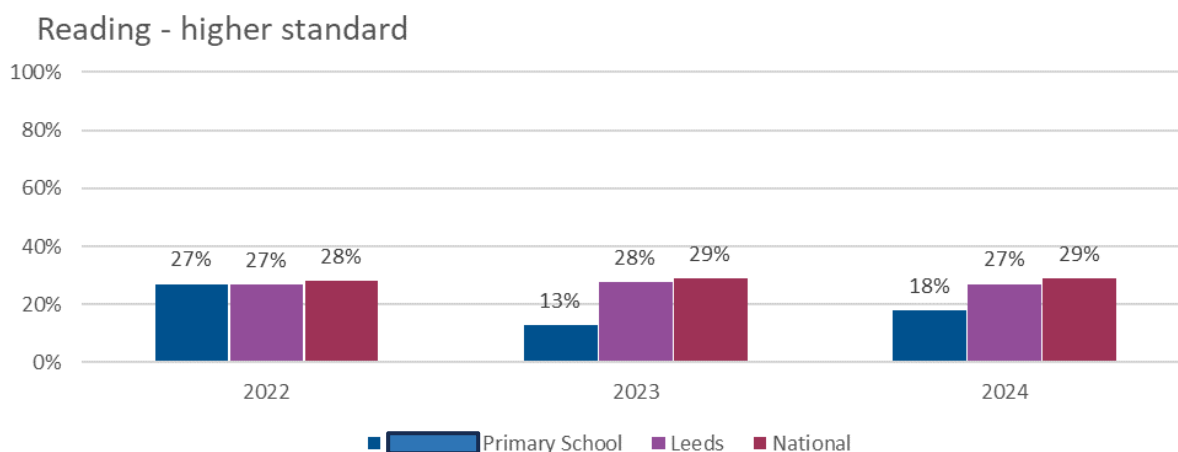


Source: Perspective Lite, July 2024

Attainment in the Reading test has followed a similar pattern to the 'combined RWM' measure. In 2022, the proportion of children achieving the expected standard (59%) was considerably lower than the pre-pandemic outcomes achieved at [Example], and then fell to just 47% in 2023, before recovering by 8%pts to 55% this year.

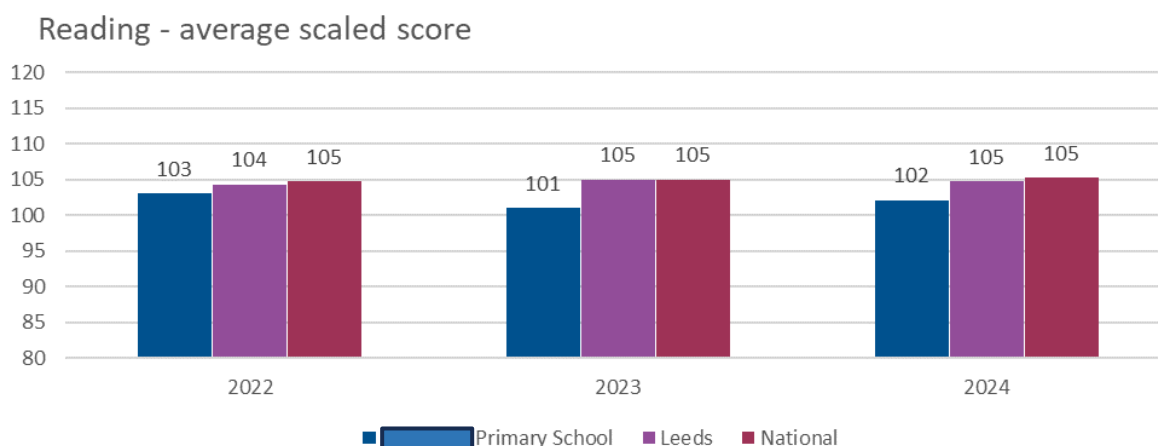
In contrast to the school figures, national and local attainment in Reading has remained relatively stable: the Leeds figure has risen by 2%pts this year while the England figure has increased by 1%pt.

The school figure was 26%pts below national in 2023, and although this gap has narrowed in 2024, it remains very large at 19%pts.



Source: Perspective Lite, July 2024

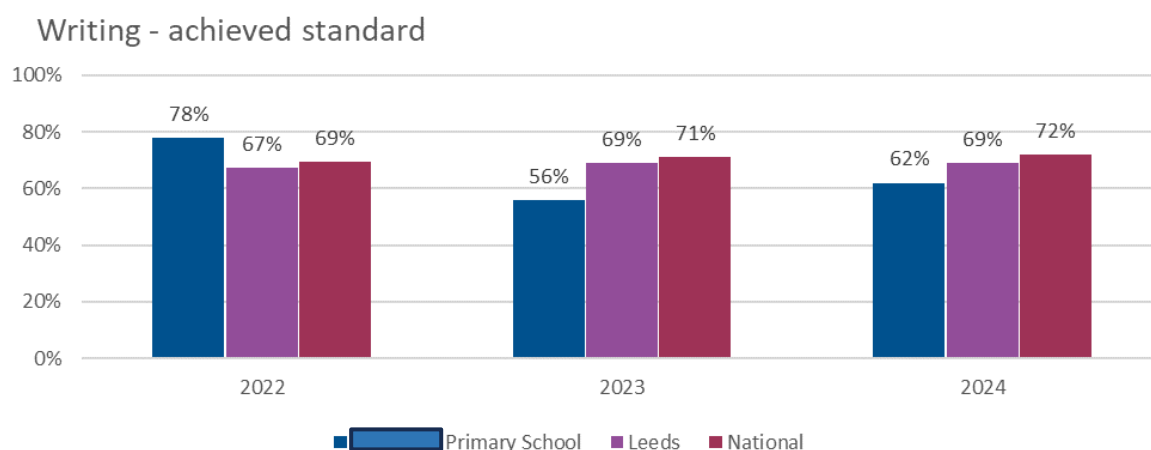
There has also been a modest recovery in the percentage of pupils achieving the higher standard in Reading this year; it has risen by 5%pts to 18% in 2024. The higher standard figures at [Example] have varied considerably over the years: even before the pandemic they ranged from just 14% in 2017 to 33% in 2018; this could just be a reflection of the natural volatility in the numbers of 'more-able' children in successive cohorts.



Source: Perspective Lite, July 2024

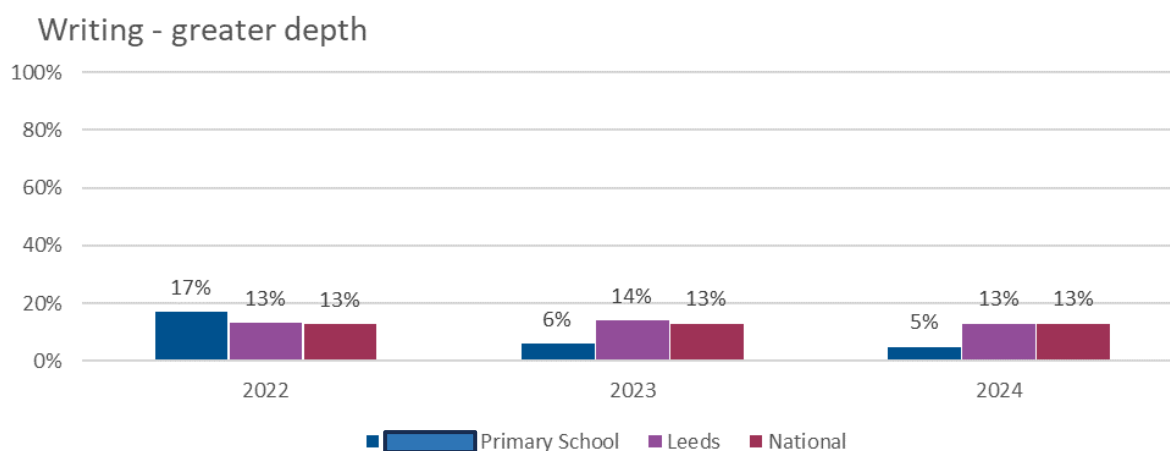
The changes in the average scaled score for Reading have been less-pronounced than in the threshold measures: in 2022 attainment against this measure remained the same as in 2019 (despite the lower threshold indicators that year), it then fell by 2pts in 2023 and has recovered by 1pt this year, to 102.

The Leeds and national figures have both remained almost unchanged throughout this period and have both stayed at 105 this year, meaning that the 'average child' in this year's KS2 cohort at [Example] scored 3 fewer scaled score points in this year's Reading test than the 'average child' nationally.



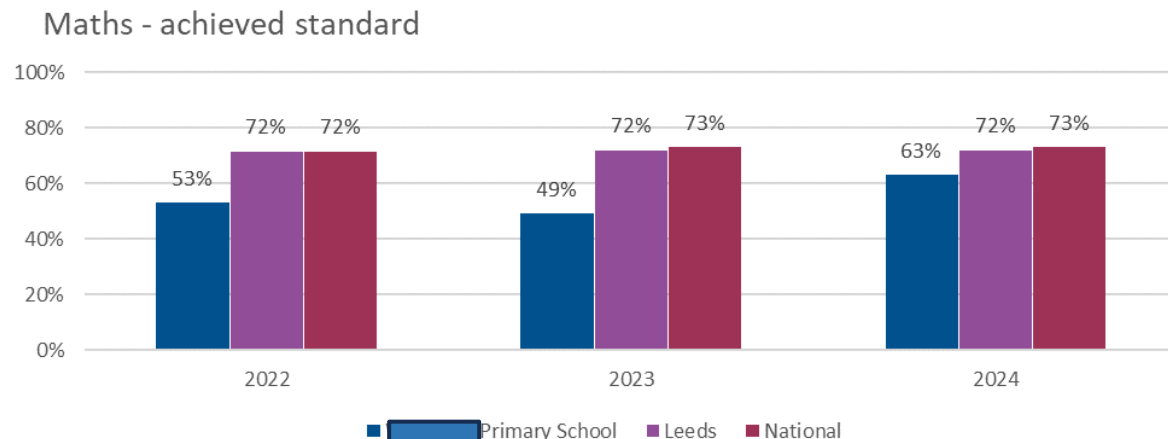
Source: *Perspective Lite*, July 2024

In contrast to Reading, attainment of the expected standard in Writing in 2022 *wasn't* lower than it had been prior to the pandemic (in fact, it was slightly higher); but then the drop in attainment in 2023 was even more pronounced in Writing than it was in Reading: the school figure fell by 22%pts to just 56%. This year there has been 6%pt rise in the percentage of pupils achieving the expected standard, but the school figure remains 10%pts below national after being 9%pts above national in 2022.



Source: *Perspective Lite*, July 2024

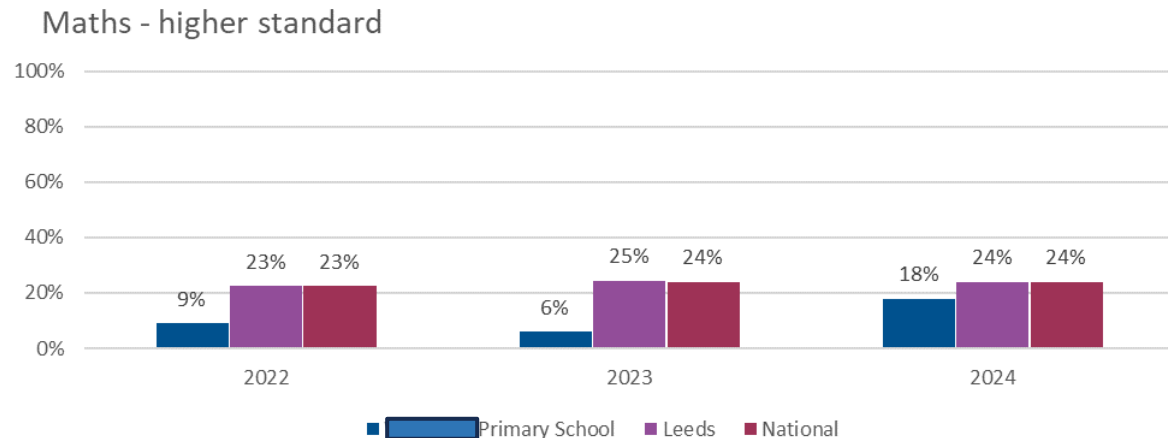
Similarly, the percentage of pupils achieving greater depth at [Example] remained in line with pre-pandemic levels of attainment in 2022, but then fell sharply in 2023 and has stayed very low this year at just 5% (3 pupils). The Leeds and national figures dropped immediately following the pandemic and have remained at 13% ever since then. The school figure is therefore 8%pts below 'average' this year.



Source: Perspective Lite, July 2024

While this year's improvements in Reading and Writing have been modest, the percentage of children achieving the expected standard in Maths has seen a much more substantial recovery, rising by 14%pts this year to 63%. Although this still doesn't put the school figure back to the same level it was at prior to the pandemic, it is a considerable improvement compared to the previous two years.

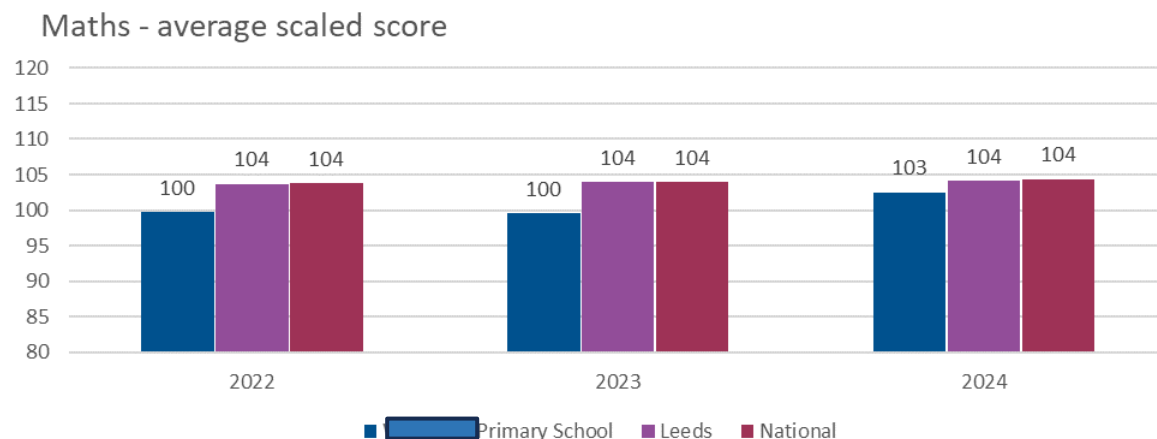
As with the other subjects, the Leeds and national figures for Maths have remained static, so the school figure is now only 9%pts below the Leeds figure and 10%pts below national, after being 24%pts below national last year.



Source: Perspective Lite, July 2024

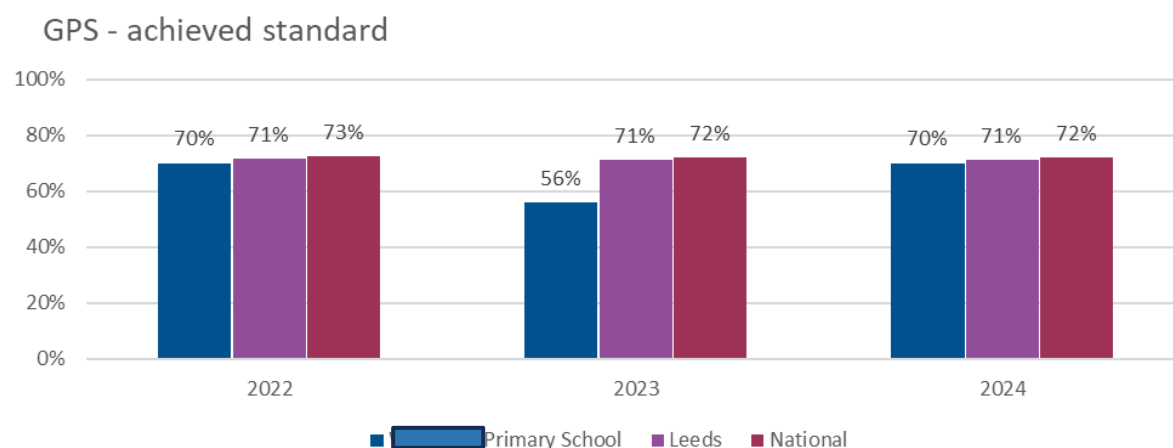
Attainment of the higher standard was also very low in 2022 and 2023 and has also seen a substantial recovery this year. 18% of the KS2 cohort of 2024 have achieved a high score in Maths, 12%pts higher than last year.

This means that the current school figure is back in line with the levels that were achieved in at [Example] in the years prior to the pandemic, and that the current gap between school and national performance (6%pts) is as small as it has ever been.



Source: Perspective Lite, July 2024

The encouraging recovery in attainment in Maths this year is also reflected in the average scaled score. It was very low in 2022 & 2023 at only 100, but has bounced back to 103 this year, just 1pt below Leeds and national performance.

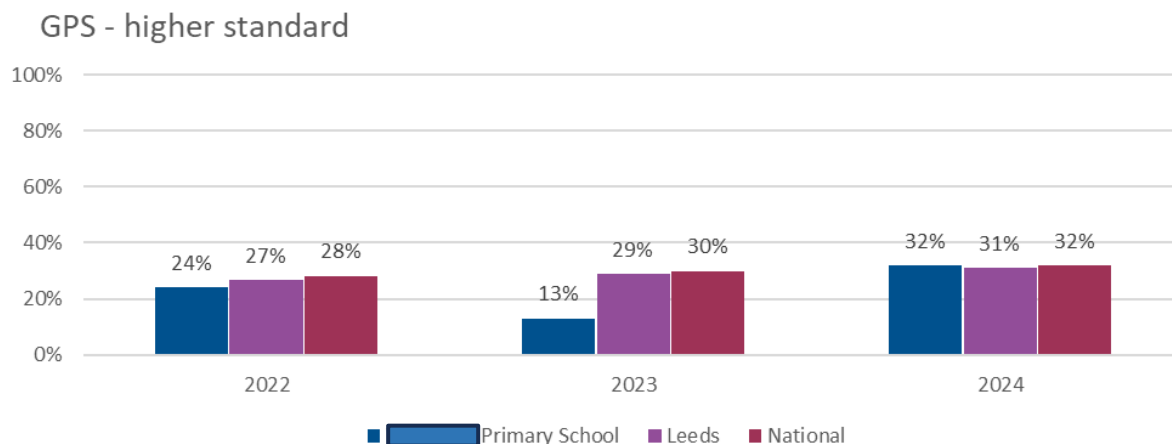


Source: Perspective Lite, July 2024

Attainment of the expected standard in GPS is also moving in the desired direction. After falling by 14%pts in 2023 it has immediately recovered all of that loss and has returned to 70% in 2024.

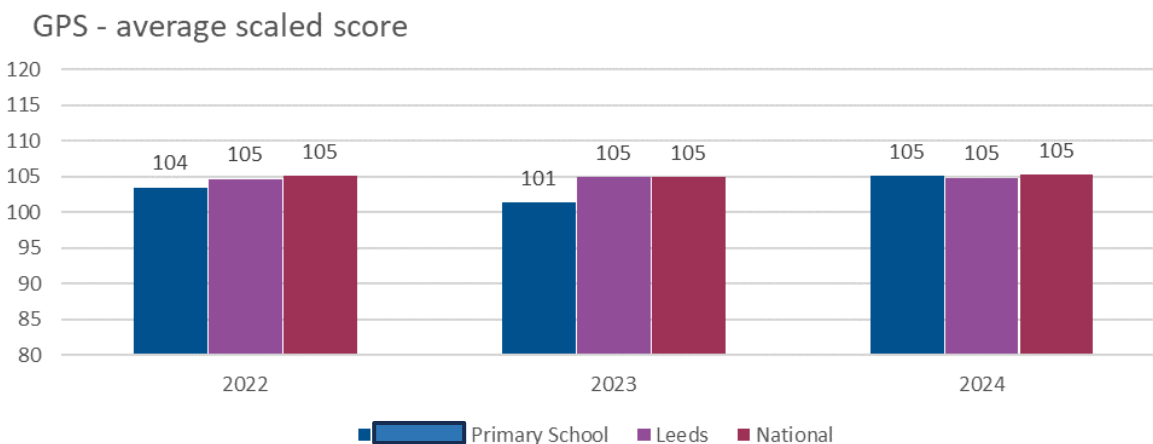
This means that the school figure is back in line with the Leeds and England figures (which are again unchanged and a little lower than they were prior to the pandemic). It is just 1%pt below the Leeds figure and just 2%pts below national.

GPS had become a strength of the school prior to the pandemic, so it is probably no surprise that attainment in this subject is higher than in the other subjects again this year.



Source: Perspective Lite, July 2024

The higher standard figures for GPS present an even more impressive and encouraging picture. Last year only 13% of the cohort achieved a high score, but this year almost a third (32%) of the cohort have met the threshold for a high score in this subject. So, in contrast to the other KS2 measures of attainment, the school figure for this measure matches national performance and is just above the 'average' for Leeds this year. This year's result at [Example] has only been exceeded once before, in 2018 when the school figure was 37%.



Source: Perspective Lite, July 2024

Unsurprisingly, given this year's much higher 'threshold' measures, the average scaled score in GPS is also much improved. After dropping to just 101 in 2023, the 'average child' in the 2024 cohort achieved 105pts in the GPS test, matching Leeds and national performance.

KS2 pupil group attainment³

Average Scaled Scores: Gender	Reading	GPS	Maths
[Example] Girls	100	106	101
[Example] Boys	104	105	104
Leeds Girls	105	106	104
Leeds Boys	104	104	105
National Girls	106	106	104
National Boys	105	105	105

% achieving the expected standard: Gender	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Girls	42%	81%	58%	65%	39%	26
[Example] Boys	65%	62%	68%	59%	50%	34
Leeds Girls	76%	75%	72%	76%	63%	
Leeds Boys	69%	68%	73%	63%	55%	
National Girls	78%	76%	73%	78%	64%	
National Boys	71%	69%	74%	66%	57%	

% achieving the higher standard: Gender	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Girls	8%	23%	8%	0%	0%	26
[Example] Boys	27%	38%	27%	9%	3%	34
Leeds Girls	30%	34%	21%	16%	9%	
Leeds Boys	25%	28%	27%	10%	7%	
National Girls	32%	35%	21%	16%	9%	
National Boys	25%	29%	27%	10%	7%	

Nationally, girls outperform boys on most measures of attainment at KS2, but in this cohort the girls' attainment was very inconsistent: they did very well in GPS, where their pass-rate wasn't just a lot higher than that of the boys but was also higher than that of girls nationally; but in Maths and especially in Reading their attainment was extremely low. In contrast, the boys performed much more consistently across the subjects, and although their expected standard figures were all lower than national, they had relatively large proportions who achieved the higher standards in the tested subjects.

Average Scaled Scores: FSM	Reading	GPS	Maths
[Example] FSM	102	102	99
[Example] Non-FSM	103	108	105
Leeds FSM	102	102	101
Leeds Non-FSM	106	106	106
National FSM	103	102	102
National Non-FSM	106	107	106

³ Data source for all pupil group figures is Perspective Lite, July 2024. Note: if pupil characteristic data is missing for some pupils, the sum of pupil groups may not match the total number of pupils in the cohort.

% achieving the expected standard: FSM	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] FSM	55%	55%	48%	52%	35%	29
[Example] Non-FSM	55%	84%	77%	71%	55%	31
Leeds FSM	58%	56%	56%	54%	41%	
Leeds Non-FSM	79%	79%	80%	76%	67%	
National FSM	62%	59%	59%	59%	45%	
National Non-FSM	78%	78%	79%	78%	67%	

% achieving the higher standard: FSM	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] FSM	14%	17%	10%	3%	3%	29
[Example] Non-FSM	23%	45%	26%	7%	0%	31
Leeds FSM	16%	18%	12%	5%	3%	
Leeds Non-FSM	32%	37%	30%	17%	10%	
National FSM	18%	20%	13%	6%	3%	
National Non-FSM	33%	37%	29%	16%	10%	

29 children (almost half of the year group) were identified as being eligible for FSM. As with the boys, the proportions achieving the expected standards were quite consistent across the individual subjects and in line with national FSM attainment, but their 'combined RWM' figure was low at only 35%.

The non-FSM group also achieved in line with equivalent national performance in most subjects, but in Reading their 'pass-rate' was the same as the non-FSM group, and therefore their combined RWM figure is also low compared to national. Most of the children who achieved the higher standards were in the non-FSM group, but the only child who achieved the higher standards in *all* subjects was FSM-eligible.

Average Scaled Scores: Disadvantaged	Reading	GPS	Maths
[Example] Disadvantaged	102	102	99
[Example] Other	103	108	105
Leeds Disadvantaged	102	102	101
Leeds Other	106	106	106
National Disadvantaged	103	102	102
National Other	106	107	106

% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Disadvantaged	53%	53%	47%	50%	33%	30
[Example] Other	57%	87%	80%	73%	57%	30
Leeds Disadvantaged	58%	56%	57%	43%	42%	
Leeds Other	79%	78%	80%	76%	67%	
National Disadvantaged	63%	59%	59%	59%	46%	
National Other	79%	78%	79%	77%	67%	

% achieving the higher standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Disadvantaged	13%	17%	10%	3%	3%	30
[Example] Other	23%	47%	27%	7%	0%	30
Leeds Disadvantaged	16%	18%	12%	6%	3%	
Leeds Other	32%	37%	30%	17%	10%	
National Disadvantaged	18%	20%	13%	6%	3%	
National Other	33%	37%	29%	16%	10%	

The composition of the FSM and Disadvantaged groups are almost exactly the same. The percentage figures for the Disadvantaged and Other groups are therefore very similar to those of the FSM / non-FSM groups.

Average Scaled Scores: SEN	Reading	GPS	Maths
[Example] SEN	92	95	93
[Example] Non-SEN	104	107	104
Leeds SEN	99	98	98
Leeds Non-SEN	106	107	106
National SEN	99	98	98
National Non-SEN	107	107	106

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] SEN	8%	23%	15%	8%	0%	13
[Example] Non-SEN	68%	83%	77%	77%	57%	47
Leeds SEN	39%	35%	38%	29%	22%	
Leeds Non-SEN	81%	81%	82%	80%	70%	
National SEN	41%	34%	37%	30%	22%	
National Non-SEN	84%	83%	83%	83%	72%	

% achieving the higher standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] SEN	0%	0%	0%	0%	0%	13
[Example] Non-SEN	23%	40%	23%	6%	2%	47
Leeds SEN	10%	10%	7%	3%	1%	
Leeds Non-SEN	32%	37%	29%	16%	10%	
National SEN	10%	9%	7%	3%	1%	
National Non-SEN	34%	38%	29%	16%	9%	

There were 13 children identified as having SEN (22% of the year group) and none of them achieved the combined standard. Nationally, about 1 in every 5 children on the SEN register achieves the expected standards. The very low attainment of this group is further underlined by their average scaled scores. 7 of the 13 children in this group either scored less than 90pts in one or more of the tests, or wasn't even entered for the test.

In contrast, the attainment of the non-SEN group was in line with national non-SEN attainment in GPS and was only a few percentage points below in Writing and Maths. However, in Reading, the pass-rate for the non-SEN group was also well below 'average'.

Average Scaled Scores: EAL	Reading	GPS	Maths
[Example] Non-EAL	102	104	102
[Example] EAL	104	109	107
Leeds Non- EAL	105	105	104
Leeds EAL	103	105	104
National Non-EAL	105	105	104
National EAL	105	107	106

% achieving the expected standard: EAL	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Non-EAL	56%	68%	60%	62%	44%	50
[Example] EAL	50%	80%	80%	60%	50%	10
Leeds Non- EAL	75%	72%	74%	71%	61%	
Leeds EAL	64%	68%	69%	64%	53%	
National Non-EAL	75%	72%	72%	72%	60%	
National EAL	72%	76%	78%	72%	63%	

% achieving the higher standard: EAL	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] Non-EAL	16%	30%	14%	4%	0%	50
[Example] EAL	30%	40%	40%	10%	10%	10
Leeds Non- EAL	29%	31%	24%	14%	8%	
Leeds EAL	22%	31%	25%	10%	7%	
National Non-EAL	29%	30%	22%	13%	8%	
National EAL	27%	39%	30%	13%	9%	

There were 10 children with EAL. They did particularly well in GPS and Maths, but in Reading and Writing their attainment was as low as the rest of the cohort.

Average Scaled Scores: BME	Reading	GPS	Maths
[Example] BME	103	107	106
[Example] White British	102	104	101
Leeds BME	104	105	104
Leeds White British	105	105	104
National BME	105	107	105
National White British	105	105	104

% achieving the expected standard: BME	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] BME	50%	67%	72%	56%	50%	18
[Example] White British	57%	71%	60%	64%	43%	42
Leeds BME	69%	71%	72%	67%	57%	
Leeds White British	75%	71%	73%	70%	60%	
National BME	75%	77%	77%	74%	64%	
National White British	75%	70%	71%	71%	59%	

% achieving the higher standard: BME	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
[Example] BME	33%	39%	33%	6%	6%	18
[Example] White British	12%	29%	12%	5%	0%	42
Leeds BME	25%	33%	25%	12%	8%	
Leeds White British	29%	30%	24%	14%	8%	
National BME	29%	40%	29%	14%	9%	
National White British	28%	28%	21%	12%	7%	

There was a total of 18 children identified as being of BME heritage. This group had lower 'pass-rates' than the White British group in 3 out of the 4 subjects, but at the higher standards they outperformed the White British group in 3 out of the 4 subjects.

5. Summary

- The attainment data for [Example] presents a generally improving picture, with consistent outcomes at the foundation stage, higher than average attainment in Phonics, and encouraging improvements at KS2. However, although attainment has improved in Reading at KS2 it remains low. This means that although the school's 'headline' KS2 attainment figure is much higher than last year, it remains well below national.
- At the foundation stage, the school's GLD figure has remained remarkably stable since 2022, at just under 50%. As is often the case at this school, there are a large number of children in this year's reception cohort with very low levels of development, who will need considerable additional support as they transition into KS1.
- In contrast, attainment in Phonics has been improving rapidly in recent years and the percentage of Y1 pupils working at the expected standard is above national for the second consecutive year. About a third of the cohort scored full marks in this assessment, and there were only a couple of children with very low scores. These excellent results have been achieved despite the fact that more than a third of the group were FSM-eligible and almost a quarter were on the SEN register.
- There are definitely some causes for celebration in this year's KS2 figures, with considerable improvements in attainment in Maths and also in GPS, where outcomes are now back in line with national performance. However, while there have also been improvements in Reading and Writing this year, they have been modest, and attainment in Reading in particular remains much lower than national. In the absence of any progress measures this year, it is even more important than ever to note the context of this cohort, which had a very large proportion of Disadvantaged children (half of the year group) who achieved at a similar level to their 'peers' nationally but who had a disproportionate impact on the overall results. There was also a very large proportion of children with SEN (almost a quarter), many of whom had exceptionally low attainment. In most subjects, the groups which traditionally have higher attainment (e.g. girls, non-FSM, non-SEN) did achieve broadly in line with equivalent national attainment, but in Reading these groups had noticeably lower than 'average' outcomes.