**Key Stage Two Information 2019 (Academic Year 2018/2019)**

All our end of Key Stage Two pupils (24 Year 6 pupils) in 2019 were working below the level of the test and therefore were not entered for SAT’s.

**Progress of Year 6 Pupils – 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Below expected % | Expected % | Betters than expected (Good) % | “Well above” expected progress (Outstanding) % | Total expected or better % |
| Maths | 4 | 39 | 22 | 35 | 96 |
| Reading | 39 | 22 | 13 | 26 | 61 |
| English | 13 | 26 | 39 | 22 | 87 |

**In Year Progress of Year 6 Pupils – 2019**

Figures refer to the % of pupils on track to make expected (median), better than expected (UQ) or Outstanding progress by the end of Key Stage 2.

|  |
| --- |
| **Maths** |
| **Approx 4% = 1 Pupil Autumn 2018 (pupils)** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **4** | **42** | **17** | **37** | **96** |
| **Spring 2019** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **13** | **44** | **9** | **35** | **87** |
| **Summer 2019** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **4** | **39** | **22** | **35** | **96** |
| **Reading** |
|  **Autumn 2018** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **29** | **29** | **17** | **25** | **71** |
| **Spring 2019**  |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **30** | **35** | **9** | **29** | **70** |
| **Summer 2019** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **39** | **22** | **13** | **26** | **61** |
| **English** |
|  **Autumn 2018** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **8** | **29** | **29** | **34** | **91** |
| **Spring 2019** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **17** | **31** | **26** | **26** | **82** |
|  **Summer 2019**  |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **13** | **26** | **39** | **22** | **87** |
| **Science** |
|  **Autumn 2018** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **8** | **29** | **17** | **46** | **82** |
| **Spring 2019** |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **13** | **30** | **9** | **48** | **87** |
|  **Summer 2019**  |
| Less than expected progress | Expected (Median) progress | Better than expected/Good progress (UQ) | Excellent and Outstanding progress | Total expected or better |
| **9** | **22** | **17** | **52** | **91** |

**Reading:** Pupils making expected or better progress remains strong, especially those making good or better (accelerated) progress – 39% of the year group. There are 9/25 pupils not making expected progress in Reading in year 6. A targeted range of new interventions will be deployed to narrow this gap during year 7 and the pupils who are persistent non-attendees will continue to be tracked and supported via MAST to attend school regularly, thus allowing them more time to access the professional support to accelerate their reading.