

## Key Stage Two Information 2021 (Academic Year 2020/2021)

We have found ourselves disrupted for a second year in succession due to the CV-19 pandemic. We have to appreciate the impact of the disruption and demands of home based learning that has undoubtedly affected our year 6 pupils. Teachers and Support Staff have worked extensively to reengage pupils with their learning; supporting their emotional and academic progress as they reintegrated into school. Yet again, progress and learning has been greatly supported by parents and carers accessing our extensive range of learning through alternative platforms throughout the pandemic period.

All our end of Key Stage Two pupils (22 Year 6 pupils) in 2020 were working below the level of the test and therefore would not have been entered for SAT's.

### Progress of Year 6 Pupils – 2021

	Below expected %	Expected %	Better than expected (Good) %	“Well above” expected progress (Outstanding) %	Total expected or better %
Maths	14	14	18	54	86
Reading	22	14	4	60	78
English	14	9	18	59	86

All three subject areas have seen an increase in pupils making expected or better progress compared to the same chronologically aged cohort in 2019 and 2020. With the majority of pupils making outstanding progress, the strengths of the reconnection and reengagement with learning in new ways during the ongoing pandemic is testament to the staff, children and families collaborative work to ensure year 6 pupils at The Beacon thrive. An average of 4 more pupils (16%-18%) have made expected or better progress compared to the previous three years.

### In Year Progress of Year 6 Pupils – 2020

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.

Unless otherwise stated the percentages below are correct for all subjects					
4% = 1 Pupil		English - Year 6			22 Pupils
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	14	9	18	59	86
No of pupils	3	2	4	13	19
<b>17 pupils, 77% are making accelerated progress (Good plus Outstanding)</b>					

<b>Reading - Year 6</b>					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>22</b>	<b>14</b>	<b>4</b>	<b>60</b>	<b>78</b>
No of pupils	<b>5</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>17</b>
<b>14 pupils, 64% are making accelerated progress (Good plus Outstanding)</b>					
<b>Maths - Year 6</b>					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>14</b>	<b>14</b>	<b>18</b>	<b>54</b>	<b>86</b>
No of pupils	<b>3</b>	<b>3</b>	<b>4</b>	<b>12</b>	<b>19</b>
<b>16 pupils, 72% are making accelerated progress (Good plus Outstanding)</b>					
<b>Science - Year 6</b>					
	Less than expected progress	Expected (Median) progress	Good progress (UQ)	Outstanding progress	Total expected or better
%	<b>18</b>	<b>18</b>	<b>4</b>	<b>60</b>	<b>82</b>
No of pupils	<b>4</b>	<b>4</b>	<b>1</b>	<b>13</b>	<b>18</b>
<b>14 pupils, 64% are making accelerated progress (Good plus Outstanding)</b>					

## Reading

Pupils making good or better (accelerated) progress grows from strength to strength, with the majority of pupils making outstanding progress – 60% 13/22 of the year group. There are 5/22 pupils not making expected progress in Reading in year 6. We have narrowed the gaps in reading for this cohort and are proud that we have halved the number of pupils falling below expected levels from 2020. The in-year steps and introduction of new approaches and strategies (including accelerated reader and the introduction of a dedication reading coordinator) has enabled many of the pupils to diminish the difference of them making/achieving expected progress. The growing strength in reading is also reflected by the pupils accelerating their progress from their starting points, an additional 4 pupils made accelerated (good or better) progress, an increase of 16% compared to 2019-2020.

A targeted range of new interventions will be deployed to continue narrow any gaps and ensuring the acceleration of progress in reading continues to thrive during year 7.