



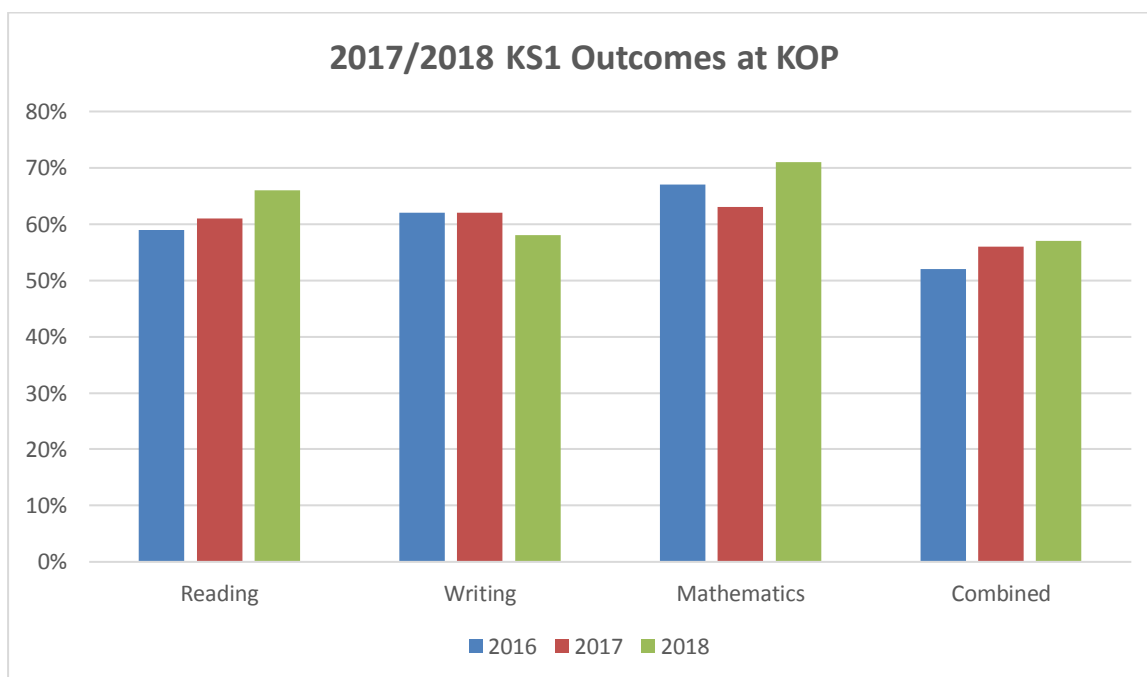
## End of KS1 (Year 2) 2017/2018 Data Report

### Cohort

<u>Group</u>	<u>Number of Pupils</u>
Whole cohort	107
Male (M)	51
Female (F)	56
Pupil Premium (PP)	33
Free School Meals (FSM)	21
Special Educational Needs and/or Disabilities (SEND)	15
English as an Additional Language (EAL)	43

### Attainment (Number of pupils achieving ARE – Age Related Expectation)

	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>	<u>Reading, Writing and Mathematics</u>
KOP 2017/2018	66%	58%	71%	57%
National 2018 (provisional)	75%	70%	76%	
KOP 2016/2017	61%	62%	63%	56%
National 2017	76%	68%	75%	
KOP 2015/2016	59%	62%	67%	52%
National 2016	74%	65%	73%	



## Progress

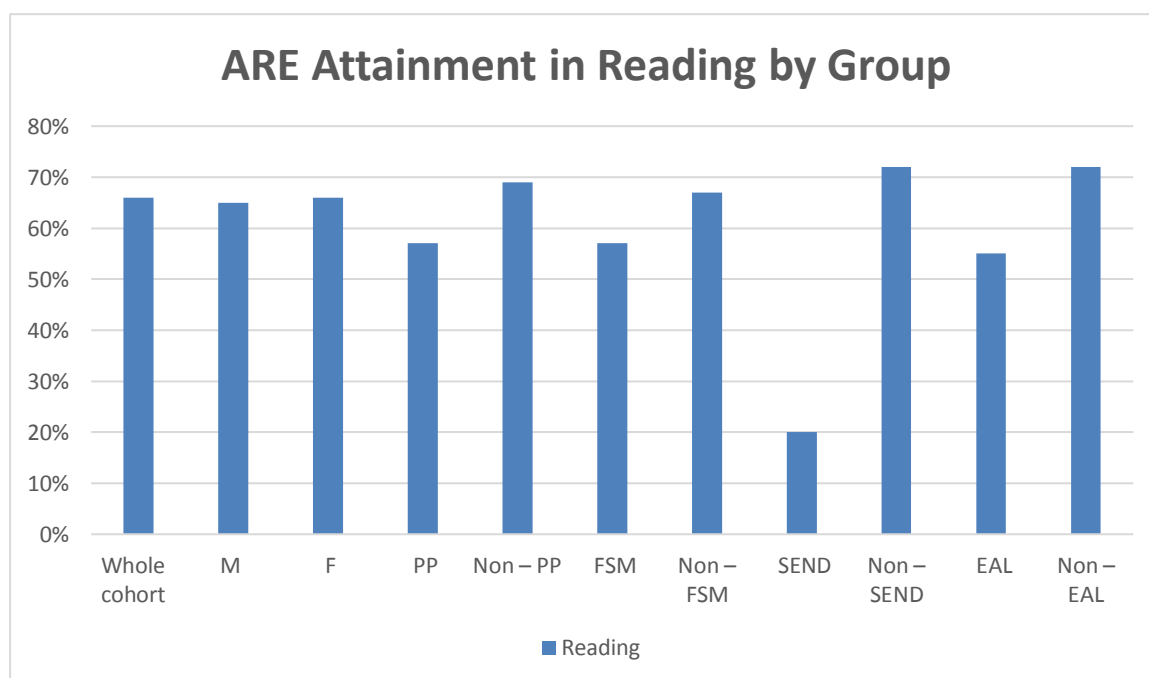
EYFS* End of 2016 GLD** Outcome	Number of pupils achieving KS1 ARE – (Age Related Expectation) 2018		
	Reading	Writing	Mathematics
Yes	94% (52/55)	91% (50/55)	98% (54/55)
No	35% (17/49)	22% (11/49)	43% (21/49)

\*EYFS = Early Years Foundation Stage

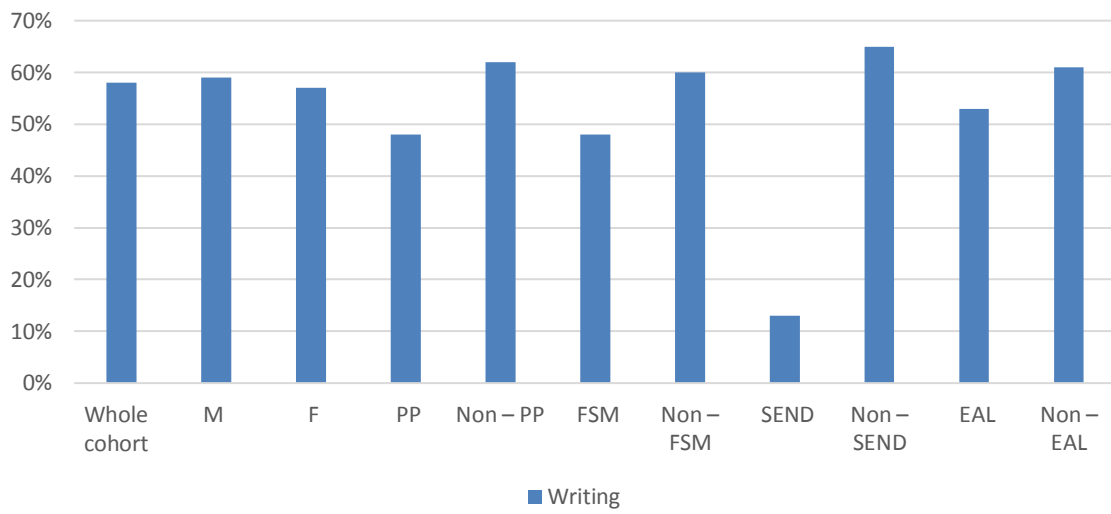
\*\*GLD = Good Level of Development attained

## Attainment (Number of pupils achieving ARE by group)

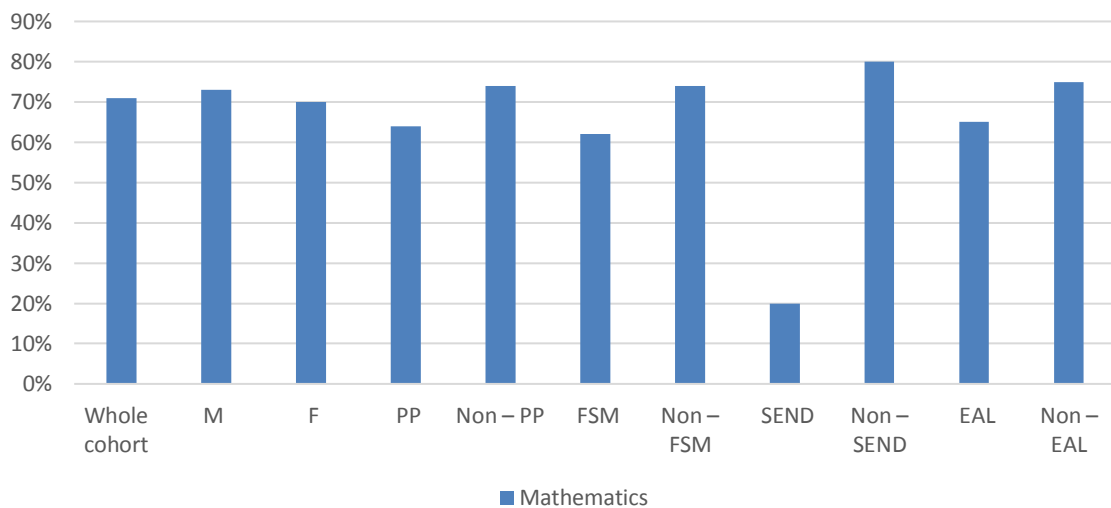
	Reading	Writing	Mathematics	Combined
Whole cohort	66%	58%	71%	57%
M	65%	59%	73%	59%
F	66%	57%	70%	55%
PP	57%	48%	64%	48%
Non – PP	69%	62%	74%	61%
FSM	57%	48%	62%	48%
Non – FSM	67%	60%	74%	59%
SEND	20%	13%	20%	13%
Non – SEND	72%	65%	80%	64%
EAL	55%	53%	65%	51%
Non – EAL	72%	61%	75%	61%

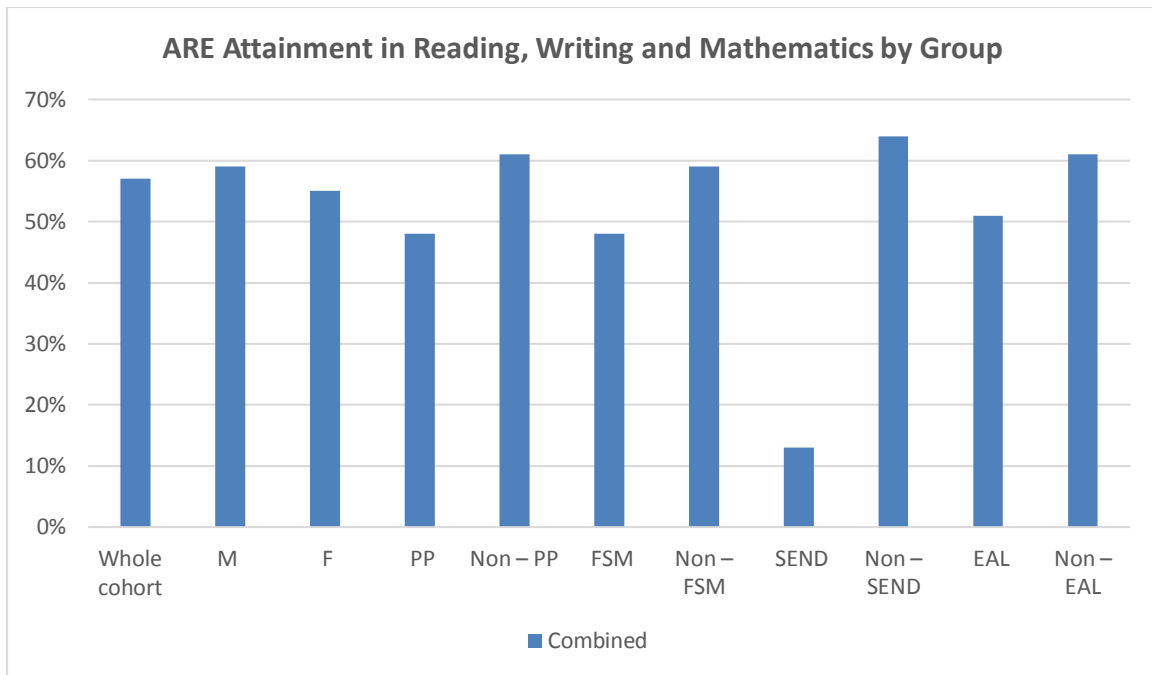


## ARE Attainment in Writing by Group



## ARE Attainment in Mathematics by Group





### **Summary**

- The number of pupils achieving ARE in reading at the end of KS1 at KOP is steadily increasing each year.
- The number of pupils achieving ARE in writing at the end of KS1 at KOP has decreased from last year.
- The number of pupils achieving ARE in mathematics at the end of KS1 at KOP has increased from 2017 and 2016.
- The number of pupils achieving ARE in reading, writing and mathematics at the end of KS1 at KOP is steadily increasing each year.
- Disadvantaged groups are currently underperforming when compared to their peers, except for boys.