



Statement of Annual Performance Data July 2013

School Context 2012-13

As in previous years, 2012-13 was characterised by high pupil mobility across the school, with 40 pupils moving in and out within the school year (27%). This is due to the unique catchment the school serves, with its diverse mixture of families, which included at all times during 2012-13 between 15% and 25% of pupils on roll who were eligible for free school meals and at least 40 pupils from Service Families (30%).

Although pupil numbers from the previous year's census only generated a budget sufficient to structure the school with five full-time classes, the Governing Body continued to run a six class structure in order to be able to maintain single year group teaching in the Early Years Foundation Stage, Key Stage 1 classes and Year 6, thereby minimising the effects of high mobility in the majority of classes. Where pupil numbers in Key Stage 2 necessitated two mixed year group classes (in Years 3, 4 and 5), the Head teacher facilitated single year group teaching in Mathematics.

Budgetary constraints also necessitated a decrease in Teaching Assistant hours and the Teaching Assistant workforce was restructured for September 2012 in order to maximise support for vulnerable individuals and groups across the school. Class teachers, therefore, are not supported by a Teaching Assistant unless there is a child in the class with a Statement of Educational Needs.

Whilst the school is clear about the priorities and action points for raising achievement which this end of year performance data highlights, it is proud of the achievements of its pupils in 2012-13 and of the teaching that facilitated those achievements.

Related Documents

This annual summary should be read in conjunction with the school's Equalities and Pupil Premium Statements for 2012-13, in which the school sets out its annual objectives for narrowing the achievement gap for vulnerable groups (both available on the school's website).

Priorities and action points highlighted by this data are summarised in the school's Single Plan for Raising Achievement, which is also on the school's website.

End of Key Stage 2 – Year 6

This year's end of Key Stage 2 data indicates that in this school:

- Attainment at the end of Key Stage 2 in 2013 is good.
- Attainment at the end of Key Stage 2 in 2013 over a three year period, is good.
- There is a generally improving trend in attainment over the past three years, although high levels of pupil mobility and small cohorts mean that attainment is variable year on year.
- Progress at the end of Key Stage 2 in 2013 over a three year period is good.
- There is a steady trend in progress over the past three years.
- Achievement at the end of Key Stage 2 in 2013 is good.

Source: RaiseOnline and Local Authority End of Key Stage 2 Reports for 2013

Attainment: Y6 SATs Results Summer 2013

NB 2013 cohort = 20 pupils in total; therefore 1 pupil = 5%

	Reading Test	GPS Test (Grammar, Punctuation and Spelling)	Maths Test	Writing (Teacher Assessment)	Science (Teacher Assessment)	Reading (Test Result); Writing (Teacher Assessment & Maths (Test Result) Combined
L4+	85%	75%	90%	85%	85%	80%
L5	65%	60%	50%	15%	45%	40%
L3	10%	95%	10%	15%	15%	
L6	0%	0%	10%			
B	5%	5%				

- The attainment of pupils at Level 4+ for combined reading, writing and mathematics is above the national average.
- The attainment of pupils at Level 4B+ for combined reading, writing and mathematics is above the national average.
- The school's overall Average Point Score is in line with the national 2013 average.
- The school's overall performance in the new Spelling, Punctuation and Grammar test is in line with the national outcomes.

Source: RaiseOnline and Local Authority End of Key Stage 2 Reports for 2013

Progress (from end KS1 to end KS2): Y6 SATs Results Summer 2013

2 Levels Progress Reading	2 Levels Progress Writing	2 Levels Progress Maths
95%	80%	86%

Attainment: Y6 Teacher Assessments – Average Points Scores by Groups:

Average Point Score	Reading APS	Maths APS	Writing APS
Whole class	30.00 (4a)	30.60 (4a)	26.50 (4c)
Girls	30.25 (4a)	29.50 (4a)	27.75 (4b)
Boys	29.83 (4a)	31.33 (5c)	25.67 (4c)
Free School Meals (Pupil Premium)	31.25 (5c)	30.60 (4a)	27.25 (4b)
English as an Additional Language	31.25 (5c)	31.25 (5c)	27.25 (4b)
Special Educational Needs (Including 2 statements)	22.33 (3b)	26.33 (4c)	20.33 (3c)
Service Pupils (Service Premium)	30.75 (4a)	31.25 (5c)	27.25 (4b)

- Attainment of pupils eligible for Free School Meals (Pupil Premium) in Key Stage 2 is above national outcomes, their progress is in line with the national average.

- Attainment of pupils eligible for the Service Premium in Key Stage 2 is above national outcomes. There were 8 pupils in the cohort and their progress through KS2 was above that of non-service pupils at the school.
- Attainment of children with identified special needs (without a statement) in Key Stage 2 is in line with national outcomes, their progress is in line with the national average.
- Attainment of children from Minority Ethnic groups is above national outcomes, their progress is in line with the national average.

Source: School data systems; RaiseOnline and Local Authority End of Key Stage 2 Reports for 2013

End of Key Stage 1 – Year 2

This year's end of Key Stage 1 data indicates that in this school:

- Attainment in 2013 at Key Stage 1 is above average.
- Attainment over three years at Key Stage 1 is above average.
- Achievement in 2013 at Key Stage 1 is good.
- There is an improving trend in attainment over the past three years.
- Progress from entry to Key Stage 1 is good.
- Achievement in the phonic screening check at the end of Year 1 is above the national/Local Authority level.
- The Average Points Score (APS) for all subjects is above the national average.
- The APS for reading is above the national average.
- The APS for writing is above the national average.
- The APS for mathematics is above the national average.
- Attainment in reading, writing and mathematics is above the national average.

Source: RaiseOnline and Local Authority End of Key Stage 1 Reports for 2013

Attainment: Y2 SATs / Teacher Assessment Results Summer 2013

NB: 2013 cohort = 23 pupils in total; therefore 1 pupil = 4.35%

	<i>Reading</i>	<i>Maths</i>	<i>Writing</i>
L2c+	95.7%	95.7%	91.3%
L2b+	87%	82.6%	78.3%
L2a+	65.2%	43.5%	52.2%
L3	52.2%	34.8%	21.7%
L1	4.3%	4.3%	8.7%

Attainment: Y2 SATs / Teacher Assessment Results – Average Point Scores by Group

NB: 2013 cohort = 23 pupils in total; therefore 1 pupil = 4.35%

<i>Average Point Score*</i>	<i>Reading APS</i>	<i>Maths APS</i>	<i>Writing APS</i>
Whole class	17.35 (2a)	16.22 (2b)	15.70 (2b)
Girls	18.00 (2a)	16.50 (2b)	17.00 (2a)
Boys	16.64 (2b)	15.91 (2b)	14.27 (2c)
Free School Meals	16.20 (2b)	13.40 (2c)	13.00 (2c)

(Pupil Premium)			
English as an Additional Language	16.20 (2b)	16.20 (2b)	17.00 (2a)
Special Educational Needs	11.00 (1b)	13.33 (2c)	11.00 (1b)
Gifted & Talented	23.00 (3b)	23.00 (3b)	17.00 (2a)
Service Pupils (Service Premium)	18.00 (2a)	15.67 (2b)	15.18 (2b)

- Attainment of pupils eligible for the Pupil Premium is above national outcomes, their progress is above the national average.
- Attainment of pupils eligible for FSM is above national outcomes, their progress is above the national average.
- Attainment of pupils eligible for the Service Premium is above national outcomes.
- Attainment of children with identified special needs is in line with national outcomes, their progress is in line with the national average, although both attainment and progress for school action plus pupils was lower.
- Attainment of children from Minority Ethnic groups is in line with national outcomes, their progress is below the national average, although this was just one pupil who had significant amounts of absence visiting family abroad.

Source: School Data Systems; RaiseOnline and Local Authority End of Key Stage 1 Reports for 2013

Y1 Phonics Check Results

NB: 2013 Cohort = 19; therefore 1 pupil = 5.3%

- **82.6% met the required standard (as compared with 69% nationally and 70% Local Authority figures)**
(1 pupil missed by 1 mark)

This year the school received a monitoring visit from the local authority, which confirmed that the school was following procedure correctly.

Attainment: Early Years Foundation Stage Outcomes July 2013

- Attainment in the EYFS is above national outcomes.
- Given their starting points, pupils' achievement in the EYFS is good.
- The average point score for the cohort exceeded 2 ('Expected') in 15 of the 17 early learning goals.
- 100% of pupils made progress in the EYFS, with a total average point score of 38.6 as compared with a Local Authority average point score of 33.2.
- Strong areas of learning, where a high proportion of children met or exceeded the expected level (scoring 2 or 3) were: Physical development 96%, Personal, social & emotional development 100%, Mathematics 80%, Understanding the world 92%, Expressive arts & design 100%, Reading as an area within Literacy 88%.
- Particular areas of strength, where significant percentages of children scored 3 ('Exceeded') were: Listening & attention 52%, Understanding 60%, Reading 64%, The world 56%.

NB: 2013 cohort = 25 pupils in total; therefore 1 pupil = 4%		All	Girls	Boys
% achieving a good level of development (GLD)	National	52		
	School	56.0	63.6	50.0
	Cambridgeshire	50.8	43.2	59.0
Average score	National			
	School	2.62	2.58	2.65
	Cambridgeshire	2.28	2.26	2.29

- The percentage of pupils achieving a Good Level of Development (GLD) across the Early Learning Goals (ELG) is above national outcomes (56% as compared with 52% nationally and 50.8% Local Authority).
- The average points score across the ELG is above the Local Authority points score (at 2.62 as compared with 2.28).
- Overall, boys performed better than girls.
- The gap between the percentage of free school meals (FSM) pupils achieving a GLD. and the percentage of non-FSM pupils achieving a GLD is below the national gap.
- The gap between the average score of FSM pupils and the average score of non-FSM pupils is below the national gap.
- The gap between the percentage of pupils with special educational needs (SEN) achieving a GLD and the percentage of non-SEN pupils achieving a GLD is below the national gap.
- The gap between the average score of pupils with SEN and the average score of non-SEN pupils is below the national gap.