

School East Ruston

Pupil progress 2017

KS1, Year 2	Cohort size	Reading			Writing			Maths		
		Attainment		Progress	Attainment		Progress	Attainment		Progress
		% pupils achieving/meeting age related expectations or above	% pupils exceeding age related expectations	% pupils making 'good' progress	% pupils achieving/meeting age related expectations or above	% pupils exceeding age related expectations	% pupils making 'good' progress	% pupils achieving/meeting age related expectations or above	% pupils exceeding age related expectations	% pupils making 'good' progress
All	15	80%	46%	100%	60%	27%	100%	80%	33%	100%
Boys	10	70%	40%	100%	70%	20%	100%	80%	20%	100%
Girls	5	80%	60%	100%	60%	60%	100%	80%	60%	80%
Disadvantaged	2	100%	50%	100%	50%	0%	100%	100%	50%	100%
Non-disadvantaged	13	77%	46%	100%	62%	38%	100%	73%	45%	100%
SEN	4	50%	0%	100%	0%	0%	100%	50%	0%	100%
Non SEN	11	90%	67%	100%	69%	36%	100%	91%	45%	100%
EAL	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Non EAL	15	80%	46%	100%	60%	27%	100%	80%	33%	100%
CLA	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Service	1	100%	100%	100%	100%	0%	100%	100%	0%	100%
Summer born	7	72%	43%	100%	83%	33%	100%	83%	50%	100%

Class data

11% Good level of Development at end of Year R

36% of pupils are Summer born

27% pupil Premium

36% SEN register, some for very complex needs;

1 Physically disabled with associated complex learning needs (EHCP)

1 Select mute with complex family life

1 dyslexic

2 further pupils joined the class in year 1 making each child 9%. 91 with eighteen months developmental delay and 1 with speech/emotional issues)

54% Met requirements of Phonic check at end of Year 1 – this alerted the LA as a concern

Interventions introduced for first time in January 2016 including the services of a fully trained SENCO/teacher to withdraw pupils and give 1-1 intense training and support.

Reading has improved dramatically for all pupils except 1 who has made slow but steady progress. Writing progress has been pleasing and has kept pace with reading. Maths was slightly disappointing but is reliant on comprehension skills and a high understanding of problem solving. Maths Whizz would have helped considerably with this issue but was introduced late and the equipment was not functional for some of the time.

The results would have been better but the select mute child refused to cooperate and we had no visible evidence to support her learning.

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All										
Boys										
Girls										
Disadvantaged										
Non-disadvantaged										
SEN										
Non SEN										
EAL										
Non EAL										
CLA										
Service										
Summer born										

School;

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