



Year 6 Published Data 2017		Reading	Writing	GPS	Mathematics
		% Expected+	% Expected+	% Expected+	% Expected+
<b>All</b>	51	<b>57%</b> <b>(NA = 71%)</b>	<b>71%</b> <b>(NA = 76%)</b>	<b>59%</b> <b>(NA = 77%)</b>	<b>57%</b> <b>(NA = 75%)</b>
<b>Boys</b>	26	50%	54%	42%	46%
<b>Girls</b>	25	64%	88%	76%	68%
<b>Disadvantaged</b>	34	47%	65%	50%	50%
<b>Non Disadvantaged</b>	17	76%	82%	76%	71%
<b>SEN</b>	16	25%	25%	19%	19%
<b>Non SEN</b>	35	71%	91%	77%	74%
<b>COMBINED</b>	<b>51% (NA 61%)</b>				
<b>Progress Measures</b>		<b>-4</b>	<b>-0.1</b>		<b>-3.8</b>

**EVALUATION**

- Attainment at the end of Year 6 is 10% below the national average for all subjects combined.
- When compared to national outcomes attainment is below national in Reading, Maths and EPGS. Outcomes for Writing are 5% below national.
- Attainment in writing is the strongest
- The proportion of girls meeting the expected standard is higher in all areas. In writing the gap is largest.
- The attainment of disadvantaged pupils is weaker than non-disadvantaged pupils in all subject areas, but especially in Reading and GPS. The gap is smallest in writing.
- SEN pupils' attainment is weaker in GPS and maths than in reading and writing.
- Gaps between SEN and Non-SEN pupils are widest in writing and GPS.

2016 YEAR 6 (Published Data)		READING	WRITING	GPS	MATHEMATICS
		% Expected+	% Expected+	% Expected+	% Expected+
<b>All</b>	51	<b>41%</b> <b>(NA = 66%)</b>	<b>69%</b> <b>(NA = 74%)</b>	<b>52%</b> <b>(NA = 72%)</b>	<b>37%</b> <b>(NA = 70%)</b>
<b>Boys</b>	26	45%	62%	45%	41%
<b>Girls</b>	25	36%	76%	60%	32%
<b>Disadvantaged</b>	34	31%	59%	44%	31%
<b>Non Disadvantaged</b>	17	55%	82%	64%	45%
<b>SEN</b>	16	0%	38%	0%	8%
<b>Non SEN</b>	35	54%	78%	68%	46%
<b>COMBINED</b>	<b>22% (NA 2016 = 53%)</b>				

**Reading**

- Reading attainment has increased from 2016 by 16%, this we feel is due to children being provided with more opportunities to read at length to build up reading stamina. Children have also been exposed to more SATs style questions to prepare them for the tests. QLA analysis has also been used to target individuals with low performance in the different question stems.
- In 2017 gap between school and national for children achieving an expected standard in reading decreased by 11% (Gap 2016-25%, Gap 2017-14%)
- Girls attainment has increased in reading from 36% to 64%
- Boys outperformed girls by 9% at expected reading standard in 2016 however 2017 saw girls outperform boys the gap being 14%



### Writing

- Pupils attainment in writing has increased from 2016 outcomes by 2%
- The gap within writing decreased between disadvantaged pupils and non-disadvantaged in 2017

### Maths

- Maths outcomes in 2017 were much stronger than in 2016 with a 20% increase on children achieving an expected standard. We believe this to be due to children accessing a range of interventions following careful analysis of QLA. Children were also exposed to more SATs style questions and more prepared to work under test conditions.
- In 2017 gap between school and national for children achieving an expected standard in maths decreased by 15% (Gap 2016-33%, Gap 2017-18%)
- Girls attainment has increased from 32% to 68% within maths

### Combined Scores

- Combined scores for children achieving an expected standard in reading, writing and maths increased in 2017 to 51%. This was a 29% increase on 2016 scores.
- The gap for combined standard between school and national is 10%. This has decreased by 21% from 2016 scores.