Academic Achievement: Attainment and Progress

Academic Achievement

This document provides data about the academic achievement of Bower Grove School pupils at the key national data collection points (Key Stage 1, Key Stage 2 and Key Stage 4) and how they perform in the intervening years according to our assessment system, Pupil Asset.

At the time of writing, the replacement for RAISEonline, Analyse School Performance (RAISE) has been released as a Beta version. This is an initial release for testing and only has validated Key Stage 4 data for the previous cohort (2015/16). For the purposes of this report and for comparison of pupil progress with previous year groups, transition matrices previously made available on RAISEonline have been used. Additionally historic levels of progress from Key Stage 2 to Key Stage 4 have also been used.

In this report we have included analysis of KS4 attainment in comparison to the KSENT (Kent Special Educational Needs Trust) flightpath for expected progress used in Pupil Asset. This flightpath predicts an expected level of attainment for pupils if they make the expected level of progress (used in targeting) from their personalised starting point.

National Data Collections

Key Stage 4 in 2016/17

Attainment of Pupils Entered in External Accreditations (2016-17) – (22 pupils)

The majority of pupils leave the school with qualifications in Maths, English, Science and ICT.

To ensure pupils left the school with a qualification in Maths, English, Science and ICT the following was done. Approximately half of the Year 11 cohort studied Entry Level courses in these subjects because they were assessed as not being capable of accessing an external examined qualification (GCSE) due to their complex needs. The others were entered for GCSEs, with most also being entered for Entry Level qualifications as a fall-back.

The percentage of pupils leaving the school with qualifications in Maths, English, Science and ICT were as follows:

     95.5% gained qualifications in English
     100% gained qualifications in Maths
     95.5% gained qualifications in Science
     86.3% gained qualifications in ICT
     95.5% gained qualifications in both Maths and English
     95.5% gained qualifications in Maths, English and Science
     86.4% gained qualifications in Maths, English, Science and ICT

Included in these percentage figures are 2 pupils who attended off-site alternative provision full time (Write-Trak). Of these 2 pupils, 1 only gained a qualification in Maths. If he was excluded from the percentages, English and Science would also be 100% and ICT 95%.

The following is a breakdown the attainment of our pupils:

     100% Gained 1 or more external accreditations
     59.1% Gained 1 or more GCSE (13 pupils)
     40.9% Gained 2 or more GCSE (9 pupils)
     31.8% Gained 3 or more GCSE (7 pupils)
     27.3% Gained 4 or more GCSE (6 pupils)
     13.6% Gained 5 or more GCSE (3 pupils)

Again these include the 2 pupils who attended Write-Trak.

Attainment across GCSE Subjects in 2016/17

The following table presents the attainment of pupils in the new GCSEs for Maths and English with their new numerical grading. In brackets are the old equivalency to the alphabetical grading system.

	Total No. Entries	6 (B grade)	5 (high C grade)	4 (C grade)	3 (D grade)	2 (E grade)	1 (F grade)	U	Pass Rate	Gaining a "High" Pass (5)
English	6	1	-	-	3	2	-	-	100%	16.7%
Maths	11	1	2	-	3	3	-	2	81.8%	27.3%

Details of the pupils attainment in the other examined subjects is detailed below. These are graded using the alphabetical grading system.

	Total No. Entries	B	C	D	E	F	G	Pass Rate
Statistics	2	-	1	-	1	-	-	100%
ICT	4	1	-	1	-	2	-	100%
DT	9	-	2	3	2	1	1	100%
Science	8	-	2	2	2	1	1	100%

The following tables for English and Maths identify the percentage of pupils achieving a GCSE Pass and (for the purpose of historical comparisons) the equivalent of a "C" grade from the whole cohort and of those pupils entered for the external GCSE qualification.

GCSE English (6 pupils entered)	Percentage of whole cohort (22 in total)	Percentage of pupils entered (6 in total)
Achieved a Grade 1 (F) or above	27.3%	100%
Achieved a Grade 4 (C) or above	4.5%	16.7%

GCSE Maths (11 pupils entered)	Percentage of whole cohort (22 in total)	Percentage of pupils entered (11 in total)
Achieved a Grade 1 (F) or above	40.9%	81.8%
Achieved a Grade 4 (C) or above	13.6%	27.3%

Attainment across Entry Level Subjects in 2016/17

In English the whole cohort (22 pupils) were entered for Entry Level English:
> 95.5% gained an Entry Level 1 or above (21 pupils)
> 77.3% gained an Entry Level 2 or above (17 pupils)
> 50.0% gained an Entry Level 3 or above (11 pupils

In Maths 100% achieved an Entry Level qualification or better.

20 pupils from the cohort of 22 pupils were entered for Entry Level Maths:

> 100% of those entered gained an Entry Level 2 or above (20 pupils)
> 75% of those entered gained an Entry Level 3 or above (16 pupils

GCSEs - Progress from Key Stage 2 to 4

"The majority of pupils taking GCSEs in Maths and English achieve SEN expectations of progress (2-levels) and some exceed the mainstream target (3-levels)."

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A significant proportion of our pupils make greater progress than many other pupils nationally when measured from the same starting points. Many also exceed "national expectations". The following table summarises the level of progress from KS2 made by those pupils that took GCSEs in English and Maths for the past 3 years. Detailed in this is the historic expectation of 2 Levels of progress for SEN pupils and greater levels of progress. For the purpose of comparing the new GCSE grading for English and Maths, the numerical grading has been converted to the alphabetical system in line with DfE guidance.

		Level(s) of Progress						BGS Pupils Meeting the historical National SEN Expectations (2 levels)	BGS Pupils Meeting National Mainstream Expectations (3 levels)	BGS Pupils Exceeding Mainstream Expectations (4 levels)
		0 Level	1 Levels	2 Levels	3 Levels	4 Levels	5 Levels			
2016 -17 Results	GCSE English (6)		-	1	2	2	1	100%	83.3%	33.3%
	GCSE Maths (8)*	2	-	2	1	3	-	75%	50%	37.5%
2015 -16 Results	GCSE English (12)		-	1	4	7	-	100%	91.6%	58.3%
	GCSE Maths (17)	2	2	3	4	5	1	76.5%	58.8%	35.3%
2014 -15 Results	GCSE English (11)	-	3	1	6	1	-	72.7%	63.6%	9.1%
	GCSE Maths (17)	2	4	7	3	1	-	64.7%	23.5%	5.9%

*In Addition one student took GCSE Statistics instead of Maths achieving 3 Levels of progress (E grade) from KS2 NC Level 2

The following two tables compare the performance of those pupils that took GCSEs in English and Maths with national mainstream performance data (taken from RAISEonline's 2016 Transition matrices by Gender). This shows that 83% pupils deemed capable of doing GCSE English and 50% of pupils doing GCSE Maths meet the historic mainstream expectations of 3 levels of progress in these subjects.

GCSE English	Assessed level at KS2	% Pupils Nationally Meeting Expectation of 3 levels of progress 2016 National Transition Matrices by Gender *(from RAISEonline)*	2016 - 2017 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)	2015 - 2016 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)	2014 - 2015 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)
KS2 to KS 4 English	W	93%	N/A	N/A	N/A
	1	72%	100% (2 out of 2)	100% (1 out of 1)	50% (1 out of 2)
	2	65%	N/A	90% (9 out of 10)	75% (6 out of 8)
	3	64%	66.7% (2 out of 3)	100% (1 out of 1)	N/A
	4	69%	100% (1 out of 1)	N/A	0% (0 out of 1)
	5	85%	N/A	N/A	N/A
	Total Meeting 3 NC Levels of Progress		**83.3%**	**91.6%**	**63.6%**

GCSE Maths	Assessed level at KS2	% Pupils Nationally Meeting Expectation of 3 levels of progress 2016 National Transition Matrices by Gender *(from RAISEonline)*	2017 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)	2016 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)	2015 % Bower Grove Pupils Meeting National School Expectations at KS4 (3 NC Levels)
KS2 to KS 4 Maths	W	66%	N/A	N/A	N/A
	1	26%	N/A	100% (1/1)	100% (1/1)
	2	26%	100% (1 out of 1)	30% (3/10)	16.7% (2/12)
	3	41%	40% (2 out of 5)	83.3% (5/6)	25% (1/4)
	4	68%	50% (1 out of 2)	N/A	N/A
	5	88%	N/A	N/A	N/A
	Total Meeting 3 NC Levels of Progress		50%	52.9%	23.5%

*Additionally the student that took GCSE Statistics achieved 3 Levels of progress (E grade) from KS2 NC Level 2, but has not been included for Maths in the above table

KS4 Performance compared with other Special Schools

"The large majority of pupils taking GCSEs make significant progress between Key Stage 2 and Key Stage 4 in Maths and English compared with SEN schools nationally."

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The two tables below compares Bower Grove pupils taking GCSE Maths and English over the past 3 years with national data from RAISEonline. It specifically compares the percentage of our pupils achieving the expected progress from their starting point at the end of Key Stage 2 with national data sets (compiled from RAISEonline's 2015 data for State Funded and Non-Maintained Special Schools at the end of Key Stage 4.)

GCSE	Assessed level at KS2	% Pupils Nationally Meeting Expectation 2015 National Transition Matrices *(from RAISEonline)*	2017 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)	2016 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)	2015 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)
KS2 to KS 4 English	W	6%	N/A	N/A	N/A
	1	30%	100% (2/2)	100% (1 out of 1)	50% (1 out of 2)
	2	53%	N/A	90% (9 out of 10)	75% (6 out of 8)
	3	63%	66.7% (2/3)	100% (1 out of 1)	N/A
	4	70%	100% (1/1)	N/A	0% (0 out of 1)
	5	77%	N/A	N/A	N/A

GCSE	Assessed level at KS2	% Pupils Nationally in Special Schools Meeting Expectation *(from RAISEonline)*	2017 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)	2016 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)	2015 % Bower Grove Pupils Meeting National Special School Expectations at KS4 (3 NC Levels)
	W	2%	N/A	N/A	N/A
	1	9%	N/A	100% (1/1)	100% (1/1)
KS2 to KS 4 Maths	2	20%	100% (3/3)	30% (3/10)	16.7% (2/12)
	3	44%	57.1% (4/7)	83.3% (5/6)	25% (1/4)
	4	69%	50% (1/2)	N/A	N/A
	5	79%	N/A	N/A	N/A

Progress from the end of KS2 to the end of KS4 in Comparison with Special Schools

The following tables match all of Bower Grove Schools 2016/17 Year 11 cohort against 2015 KS2 – KS4 National Transition Matrices for State Funded and Non-Maintained Special Schools (RAISEonline) for Maths and English. It includes pupils that took both GCSE and Entry Level Qualification. These show that our pupils outperformed many of their peers from the same starting point and that several of our pupils exceeded National expectations, with only a small proportion nationally outperforming them.

Key Stage 2 SATS

National Expectations were that 65% of year 6 pupils achieved the expected standard in the new tests in maths, reading and writing combined. Most of our pupils are working below National Expectations and many were therefore not entered into the Individual Tests. Two pupils were entered from a cohort of 20. These are the results achieved:

	Test Outcomes				
Number of Entries	2 (1 of these was only entered in Maths)				
Number reaching expecting standard in reading test, writing test and maths test	0				
	Individual Tests				Test Assessment
KS2 Reading Test	AS: 1	NS:1	U: 14	B: 4	AS Expected standard achieved
KS2 Maths Test Outcome	AS: 0	NS:2	U: 13	B: 5	NS Expected standard not achieved
					U Unable to access test but working at
KS2 Grammar Punctuation and Spelling	AS: 1	1	NS: 18	B: 0	B Below the standard of test

The individual Teacher Assessments and Progress Scores show how much below the pupils in the year group are working in Key Stage 2.

	Teacher Assessment							Teacher Assessment Key
	BLW	PKF	PKE	PKG	HNM	EXS	GDS	BLW Below the standard of the interim pre-key stage standards
Reading	2	12	0	4	0	2	0	PKF Pre-key stage - foundations for the expected standard
Maths	3	7	0	9	0	1	0	PKE Pre-key stage - early development of the expected standard
Science	0	0	0	0	10	10	0	PKG Pre-key stage - growing development of the expected standard
Writing	2	16	0	0	0	1	0	HNM - Has not met the expected standard
								EXS - Working at the expected level
								GDS – Working at the greater depth than the expected standard

The table below shows the average pupil level progress scores for Key Stage 2 SATS. These are scores that are calculated in comparison to other pupils nationally. Most pupils are below the score of 0 (the benchmark for national progress) as would be expected with their needs. It is testament to the progress that pupils make that they will all be expected to take national qualifications, including GCSEs at Key Stage 4.

Teacher Assessments			
	Reading	Writing	Maths
AVERAGE	-8.5	-0.5	-5.5

Pupil Asset: Schools Preferred Assessment System

Bower Grove has historically used National Curriculum levels to measure attainment and assess progress but with the move to the revised national curriculum and age related assessment a new system has been created by member schools of KSENT (Kent Special Educational Needs Trust). This system is based upon the Pupil Asset Tracking System.

As a collective the 25+ member schools came together to develop an assessment system that would support Age Related Assessment within special schools, and would allow predictions of achievement at the three National Assessment points of KS1, KS2, KS4.

All of the schools provided data about attainment and progress, in order that an algorithm could be produced for use in Pupil Asset that measured the achievement of pupils. The algorithm identified expected progress from a student's baseline entry data and year of entry, and a flightpath for mapping the expectation at KS4 if expected progress was made each year. By using the same system, pupils' progress can be compared across the KSENT network of schools, and the movement of pupils (and their attainment data) can occur between them.

Subject specialist teachers from across KSENT have in working groups produced age appropriate assessment statements. These form the foundation of the assessment process.

The assessment process is two-fold:
Assessment of a student is made against formative age related assessment statements as Beginning, Developing, and Embedded. These are colour coded

Subsequently a Summative assessment is made from looking at an overview of the predominant colours of attainment and at what age these occur. For the purpose of calculations within the system these are converted to Pupil Asset Points (PAPs).

In February 2016 Bower Grove decided that a clean break was needed from old National Curriculum and Levels and a wholescale adoption of Pupil Asset and the new National Curriculum and assessment was needed.

KSENT and Pupil Asset have produced a matrix which enables a conversion of "old" levels to PAPs. This has allowed for relating of data between the old and new curriculums. Old National Curriculum Level assessments between 2013 to February 2016 have been converted into Pupil Asset Points (PAPs) and entered on to a data timeline for each pupil. In February and June 2016, assessments were made against the revised National Curriculum using age related statements and entered directly as PAPs.

As would be expected, there has been some adjustment in pupils progress statistics with the move to the new curriculum and its emphasis on mastering areas taught and assessing against age related statements. A further distortion of previous "on-track" progress data has been caused by some of the areas assessed under the old curriculum now being expected to be learnt at a far earlier age and therefore not appropriate for our pupils who work below age expected levels and are at lower developmental stages.

Academic standards are maintained by regular internal moderation within departments and moderation feedback is scrutinised by the Senior Leadership Team. Regular subject moderation meetings are held amongst the KSENT schools and Maidstone West Consortium schools to further ensure the integrity of assessment decisions.

Progress Data from Pupil Asset – Analysis of Summer 2017 Data

"Data tracking and targeted interventions mean that the progress of vulnerable groups are similar to the main school population"

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In Pupil Asset a target is created using the KSENT algorithm from a baseline assessment and populated for subsequent data collections through to the end of a Key Stage (although these are reviewed at the end of an academic year).To be classed as being "on-track" a pupil needs to have a target grade to be measured against. If they are new to the school they will be given a baseline assessment, and will be included in the percentage figures as "not-on-track".

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For the Summer 2016 data analysis it was deemed unwieldy to measure progress using data from just the two data collections carried out using Pupil Asset and assessing against the new National Curriculum. It was viewed that measuring progress over a shorter time frame may well produce a distorted picture of progress and doing so over a longer period of time less so. Therefore for the Summer 2016 Data Analysis, progress data was calculated from earlier converted National Curriculum Levels along with that collected using Pupil Asset. The progress presented in the Summer 2016 has therefore been exposed to some of the adjustments between the curriculums and the nature of assessment under each.

With all subsequent data collections data has been measured based solely upon the revised National Curriculum and the assessments made in Pupil Asset. In making a comparison between the Summer 2016 and later data collections, a consideration for how the Summer 2016 data was compiled must be made.

For the Spring 2016 data collection there was a big upturn in both Maths and English with the percentage of pupils that were "ontrack" with their personal target increasing. For the Summer 2017 data collection, the percentage figures show that Maths have built upon the percentage of pupils making progress against target. In English, there has been a small downturn upon the previous data collection. This downturn can be attributed to new pupils joining the school who were just baselined (1 in Year 10, 1 in Year 8, 1 in Year 7, 2 in Year 1 and 3 into Reception) and to several pupils that were in the process of transfer to other schools who were assessed as "not-on-track".

Data has been included for both vulnerable groups and those not in these, allowing for comparison between the two e.g EAL and Not EAL. For the Summer 2017 data collection there is a maximum of 11% variance between the vulnerable groups and those not in these. This has closed slightly from the Spring 2017 data which had a maximum 12% variance. The size of this variance proves that there that there is little difference between the progress of vulnerable groups and the main school population, even with the large percentages attached to small numbers of pupils in some of these groups. The number of pupils in these groups have been given for comparison to be made.

Whole School

Whole School	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 (200)	75%	25%	84.1%	15.9%
Summer'17 (205)	77.5%	22.5%	84.1%	15.9%
Spring'17 (200)	79%	21%	80%	20%
Autumn'16	60.3%	39.7%	73.5%	26.5%
Summer'16	73.5%	26.5%	69.5%	30.5%

Key Stage 1

Key Stage 1	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 (18)	50%	50%	28.6%	71.4%
Summer'17 (21)	64.7%	35.3%	93.8%	6.2%
Spring'17 (16)	88%	12%	93.8%	6.2%
Autumn'16	76.9%	23.1%	84.6%	15.4%
Summer'16	90%	10%	90%	10%

Key Stage 2

Key Stage 2	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 ()	82.1%	17.9%	77.2%	22.8%
Summer'17 (73)	80.3%	19.7%	87.3%	12.7%
Spring'17 (75)	76%	24%	82.7%	17.3%
Autumn'16	71.8%	28.2%	71.8%	28.2%
Summer'16	81%	19%	73%	27%

Key Stage 3

Key Stage 3	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 ()	70.2%	29.8%	94.7%	5.3%
Summer'17 (72)	80.3%	19.7%	81.2%	18.8%
Spring'17 (69)	79.7%	20.3%	76.8%	23.2%
Autumn'16	60%	40%	72.7%	27.3%
Summer'16	72%	28%	69%	31%

Key Stage 4

Key Stage 4	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 ()	75.6%	24.4%	88.4%	11.6%
Summer'17 (39)	73.0%	27.0%	78.9%	21.1%
Spring'17 (40)	75%	25%	77.5%	22.5%
Autumn'16	33%	67%	74.4%	25.6%
Summer'16	70%	30%	60%	40%

Girls

Data Collection	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 (23)	93.3%	6.7%	87.5%	12.5%
Summer'17 (19)	87.5%	12.5%	100%	0%
Spring'17	88.2%	11.8%	94.1%	5.9%
Autumn'16	58.2%	41.8%	82.3%	17.7%
Summer'16	88%	12%	65%	35%

Boys

Data Collection	ENGLISH		MATHS	
	On-track	Not on-track	On-track	Not on-track
Autumn'17 ()	73.1%	26.9%	83.8%	16.2%
Summer'17 (186)	76.6%	23.4%	82.6%	17.4%
Spring'17	78.1%	21.9%	79.2%	20.8%
Autumn'16	60.5%	39.5%	72.7%	27.3%
Summer'16	75%	25%	71%	29%

Term of Birth

Data Collection	TERM OF BIRTH					
	AUTUMN		SPRING		SUMMER	
	ENGLISH	MATHS	ENGLISH	MATHS	ENGLISH	MATHS
Autumn'17 (62,49,89)	72%	74.5%	80%	83.7%	74.3%	91.4%
Summer'17 (70,45,90)	78.8%	87.9%	78.6%	83.3%	75.9%	81.4%
Spring'17	80.8%	83.3%	84.1%	81.8%	76.1%	76.1%
Autumn'16	69.5%	75.3%	61.4%	77.2%	58.4%	75.3%
Summer'16	-	-	-	-	-	-

Medically Diagnosed Vulnerable Groups

Pupil information and details for any membership of vulnerable groups is imported from SIMS into Pupil Asset prior to each data collection ensuring accuracy of data. For vulnerable groups that are medically diagnosed with ASC, SEMH (formerly BESD) membership is according to their EHCP and as stored on SIMS. Both primary and secondary needs are accounted for in these categories – if a pupil has a primary need of ASC and secondary need of SEMH they would feature in both categories. If they were not diagnosed with one of medical disorders, they would be a member of the "Not" group.

ASC / Not ASC

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track	On-track	Not on-track
ASC	Autumn'17 (94)	72%	28%	83.5%	16.5%
	Summer'17 (94)	72.8%	27.2%	79.3%	20.7%
	Spring'17 (99)	79.8%	20.2%	76.8%	23.2%
	Autumn'16	56.3%	43.7%	68.8%	31.2%
	Summer'16	76%	24%	64%	36%
Not ASC	Autumn'17 (106)	78.2%	21.8%	84.8%	15.2%
	Summer'17 (111)	81.8%	19.2%	88.2%	11.8%
	Spring'17 (101)	83.2%	16.8%	88.8%	11.2%
	Autumn'16	63.2%	36.8%	80%	20%
	Summer'16	76%	24%	82%	18%

SEMH / Not SEMH

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track	On-track	Not on-track
SEMH	Autumn'17 (140)	75.9%	24.1%	82.2%	17.8%
(Formerly BESD)	Summer'17 (136)	78.6%	21.4%	84.7%	15.3%
	Spring'17 (144)	77.1%	22.9%	76.3%	23.7%
	Autumn'16	59%	41%	76%	24%
	Summer'16	76%	24%	70%	30%
Not SEMH	Autumn'17 (60)	72.7%	77.3%	89.1%	10.9%
(Formerly Not	Summer'17 (69)	75%	25%	82.5%	17.5%
BESD)	Spring'17 (56)	87.3%	12.7%	84.1%	15.9%
	Autumn'16	66.1%	33.9%	71%	29%
	Summer'16	78%	22%	71%	29%

LAC / Not LAC

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track	On-track	Not on-track
LAC	Autumn'17 (12)	81.8%	18.2%	90.9%	9.1%
	Summer'17 (15)	85.7%	14.3%	93.3%	6.7%
	Spring'17 (14)	85.7%	14.3%	85.7%	14.3%
	Autumn'16	61.5%	38.5%	77%	23%
	Summer'16	77%	23%	85%	15%
Not LAC	Autumn'17 (188)	74.5%	25.5%	83.7%	16.3%
	Summer'17 (190)	76.8%	23.2%	83.2%	16.7%
	Spring'17 (186)	81.2%	18.8%	81.7%	18.3%
	Autumn'16	58.5%	41.5%	72.2%	27.8%
	Summer'16	76%	24%	69%	31%

FSM / Not FSM

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track	On-track	Not on-track
FSM	Autumn'17 (80)	79%	21%	87.5%	12.5%
	Summer'17 (81)	78.9%	21.1%	80.8%	19.2%
	Spring'17 (80)	77.5%	22.5%	80%	20%
	Autumn'16	64.9%	35.1%	73%	27%
	Summer'16	78%	22%	67%	33%
Not FSM	Autumn'17 (120)	72.4%	27.6%	82%	18%
	Summer'17 (124)	76.5%	23.5%	86.2%	13.8%
	Spring'17 (120)	80%	20%	80.8%	19.2%
	Autumn'16	62.8%	37.2%	78.9%	21.1%
	Summer'16	73%	27%	70%	30%

Pupil Premium / Not Pupil Premium

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track	On-track	Not on-track
Pupil Premium	Autumn'17 (110)	77.5%	22.5%	88%	12%
	Summer'17 (115)	77.8%	22.2%	83.8%	16.2%
	Spring'17 (115)	77.4%	22.6%	82.6%	17.4%
	Autumn'16	66.1%	33.9%	66.9%	33.1%
	Summer'16	78%	22%	67%	33%
Not Pupil Premium	Autumn'17 (90)	78.5%	21.5%	79.2%	20.8%
	Summer'17 (90)	77.1%	22.9%	84.3%	15.7%
	Spring'17 (85)	84.7%	15.3%	83.5%	16.5%
	Autumn'16	61.3%	38.7%	76.3%	23.7%
	Summer'16	73%	27%	68%	32%

Ever 6 / Not Ever 6

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track		
Ever 6	Autumn'17 (100)	78.5%	21.5%	86.6%	13.4%
	Summer'17 (111)	79%	21%	83.3%	16.7%
	Spring'17 (107)	75.7%	24.3%	80.4%	19.6%
	Autumn'16	63%	37%	73%	27%
	Summer'16	78%	22%	72%	28%
Not Ever 6	Autumn'17 (100)	71.6%	28.4%	81.7%	18.3%
	Summer'17 (94)	75.8%	24.2%	84.8%	15.2%
	Spring'17 (93)	82.8%	17.8%	79.5%	20.5%
	Autumn'16	56.2%	43.8%	75.3%	24.7%
	Summer'16	72%	28%	73%	27%

EAL / non EAL

Data Collection		ENGLISH		MATHS	
		On-track	Not on-track		
EAL	Autumn'17 (2)	50%	50%	100%	0%
	Summer'17 (4)	75%	25%	75%	25%
	Spring'17 (4)	75%	25%	50%	50%
	Autumn'16	25%	75%	50%	50%
	Summer'16	50%	50%	100%	0%
Not EAL	Autumn'17 (198)	75.3%	24.7%	84%	16%
	Summer'17 (201)	77.5%	22.5%	84.2%	15.8%
	Spring'17 (196)	77.1%	22.9%	80.6%	19.4%
	Autumn'16	60%	40%	75.1%	24.9%
	Summer'16	77%	23%	69%	31%

Ethnicity

		English		Maths	
		On-track	**Not on-track**	**On-track**	**Not on-track**
White British [WENG & WSCO]	Autumn'17 (181)	72.3%	27.7%	82.8%	17.2%
	Summer'17 (185)	78%	22%	83.5%	16.5%
	Spring'17 (180)	79.7%	20.3%	81.3%	18.7%
	Autumn'16	64.1%	35.9%	70.5	29.5%
	Summer'16	77%	23%	75%	25%
Any White Other Background [WOTH]*	Autumn'17 (4)	66.7%	33.3%	69.2%	30.8%
	Summer'17 (6)	60%	40%	80%	20%
	Spring'17 (5)	100%	0%	80%	20%
	Autumn'16	40%	60%	40%	60%
	Summer'16	40%	60%	60%	40%
Gypsy/ROMA [WROM & WROG]	Autumn'17 (3)	67.7%	33.3%	67.7%	32.3%
	Summer'17 (3)	100%	0%	100%	0%
	Spring'17 (3)	67%	33%	100%	0%
	Autumn'16	100%	0%	100%	0%
	Summer'16	67%	33%	67%	33%
Mixed White Black Caribbean (7)	Autumn'17 (8)	83.3%	16.7%	100%	0%
	Summer'17 (8)	87.5%	12.5%	85.7%	12.5%
	Spring'17 (7)	100%	0%	85.7%	14.3%
	Autumn'16	57.1%	42.9%	85.7%	14.3%
	Summer'16	83.3%	16.7%	66.7%	33.3%

*WOTH includes White Eastern European [WEEU]

Gifted and Talented

A number of students have been identified as Gifted and Talented from Data Meetings and working close to age related levels. The following data shows their progress against target.

Data Collection		English (including writing)			Maths		
		No. Pupils	**On-track**	**Not on-track**	**No. Pupils**	**On-track**	**Not on-track**
G+T	Autumn'17	6	50%	50%	11	54.5%	45.5%
	Summer'17	6	66%	34%	11	91%	9%
	Spring'17	5	40%	60%	10	90%	10%