

Fictional Primary School - 2017 Provisional ASP Analysis

Key Stage 2 Reading Commentary Page 1

Groups in order presented in ASP (Exp+ %, Exc %, Prog)	Commentary
Contextual Groups	
All pupils School: 76%, 21%, -0.38 National: 75%, 23%	The 'All pupils' group (100 pupils, 100% of cohort) is significant in size. One pupil equates to approximately 1%. There are 5 pupils (5% of group) with no KS1 data. The group has a progress score of -0.38, broadly in line with pupils nationally. For attainment, 76% (76 pupils) achieved at least the expected standard, broadly in line with (+1%) the national benchmark of 75%. 21% (21 pupils) exceeded the expected standard, broadly in line with (-2%) the national benchmark of 23%.
Male School: 79%, 23%, +0.13 National: 75%, 24%	The 'Male' group (52 pupils, 55% of cohort) is significant in size. One pupil equates to approximately 2%. All pupils in this group have KS1 data. The group has a progress score of +0.13, broadly in line with pupils nationally. For attainment, 79% (41 pupils) achieved at least the expected standard, just above (+4%) the national benchmark of 75%. 23% (12 pupils) exceeded the expected standard, broadly in line with (-1%) the national benchmark of 24%.
Female School: 73%, 19%, -0.94 National: 75%, 21%	The 'Female' group (48 pupils, 45% of cohort) is significant in size. One pupil equates to approximately 2%. There are 5 pupils (12% of group) with no KS1 data. The group has a progress score of -0.94, broadly in line with pupils nationally. For attainment, 73% (35 pupils) achieved at least the expected standard, broadly in line with (-2%) the national benchmark of 75%. 19% (9 pupils) exceeded the expected standard, broadly in line with (-2%) the national benchmark of 21%.
Disadvantaged* School: 67%, 19%, -1.69 National: 80%, 27%	The 'Disadvantaged' group (27 pupils, 28% of cohort) is significant in size. One pupil equates to approximately 4%. All pupils in this group have KS1 data. The group has a progress score of -1.69, just below pupils nationally. For attainment, 67% (18 pupils) achieved at least the expected standard, well below (-13%) the national benchmark of 80%. 19% (5 pupils) exceeded the expected standard, well below (-8%) the national benchmark of 27%.
Non-disadvantaged School: 79%, 22%, +0.13 National: 80%, 27%	The 'Non-disadvantaged' group (73 pupils, 72% of cohort) is significant in size. One pupil equates to approximately 1%. There are 5 pupils (7% of group) with no KS1 data. The group has a progress score of +0.13, broadly in line with pupils nationally. For attainment, 79% (58 pupils) achieved at least the expected standard, broadly in line with (-1%) the national benchmark of 80%. 22% (16 pupils) exceeded the expected standard, just below (-5%) the national benchmark of 27%.
Ever 6 FSM* School: 67%, 19%, -1.69 National: 80%, 27%	The 'Ever 6 FSM' group (27 pupils, 28% of cohort) is significant in size. One pupil equates to approximately 4%. All pupils in this group have KS1 data. The group has a progress score of -1.69, just below pupils nationally. For attainment, 67% (18 pupils) achieved at least the expected standard, well below (-13%) the national benchmark of 80%. 19% (5 pupils) exceeded the expected standard, well below (-8%) the national benchmark of 27%.
Children looked after* School: 100%, 0%, +2.80 National: 75%, 23%	The 'Children looked after' group (1 pupil, 1% of cohort) is small in size. One pupil equates to approximately 100%. All pupils in this group have KS1 data. The group has a progress score of +2.80, just above pupils nationally. For attainment, 100% (1 pupil) achieved at least the expected standard, well above (+25%) the national benchmark of 75%. 0% (0 pupils) exceeded the expected standard, well below (-23%) the national benchmark of 23%.
SEN with statement or EHC plan* School: 20%, 0%, -1.24 National: 75%, 23%	The 'SEN with statement or EHC plan' group (5 pupils, 5% of cohort) is significant in size. One pupil equates to approximately 20%. All pupils in this group have KS1 data. The group has a progress score of -1.24, just below pupils nationally. For attainment, 20% (1 pupil) achieved at least the expected standard, well below (-55%) the national benchmark of 75%. 0% (0 pupils) exceeded the expected standard, well below (-23%) the national benchmark of 23%.
SEN support* School: 57%, 14%, -2.37 National: 75%, 23%	The 'SEN support' group (21 pupils, 22% of cohort) is significant in size. One pupil equates to approximately 5%. All pupils in this group have KS1 data. The group has a progress score of -2.37, just below pupils nationally. For attainment, 57% (12 pupils) achieved at least the expected standard, well below (-18%) the national benchmark of 75%. 14% (3 pupils) exceeded the expected standard, well below (-9%) the national benchmark of 23%.
No SEN School: 85%, 24%, +0.31 National: 83%, 26%	The 'No SEN' group (74 pupils, 73% of cohort) is significant in size. One pupil equates to approximately 1%. There are 5 pupils (7% of group) with no KS1 data. The group has a progress score of +0.31, broadly in line with pupils nationally. For attainment, 85% (63 pupils) achieved at least the expected standard, broadly in line with (+2%) the national benchmark of 83%. 24% (18 pupils) exceeded the expected standard, broadly in line with (-2%) the national benchmark of 26%.
On roll in years 5 and 6 School: 75%, 20%, -0.76 National: 76%, 23%	The 'On roll in years 5 and 6' group (95 pupils, 95% of cohort) is significant in size. One pupil equates to approximately 1%. There are 5 pupils (6% of group) with no KS1 data. The group has a progress score of -0.76, broadly in line with pupils nationally. For attainment, 75% (71 pupils) achieved at least the expected standard, broadly in line with (-1%) the national benchmark of 76%. 20% (19 pupils) exceeded the expected standard, broadly in line with (-3%) the national benchmark of 23%.
English first language* School: 79%, 25%, -2.28 National: 75%, 23%	The 'English first language' group (72 pupils, 76% of cohort) is significant in size. One pupil equates to approximately 1%. All pupils in this group have KS1 data. The group has a progress score of -2.28, just below pupils nationally. For attainment, 79% (57 pupils) achieved at least the expected standard, just above (+4%) the national benchmark of 75%. 25% (18 pupils) exceeded the expected standard, broadly in line with (+2%) the national benchmark of 23%.
English additional language* School: 68%, 11%, +4.65 National: 75%, 23%	The 'English additional language' group (28 pupils, 24% of cohort) is significant in size. One pupil equates to approximately 4%. There are 5 pupils (22% of group) with no KS1 data. The group has a progress score of +4.65, n/a pupils nationally. For attainment, 68% (19 pupils) achieved at least the expected standard, just below (-7%) the national benchmark of 75%. 11% (3 pupils) exceeded the expected standard, well below (-12%) the national benchmark of 23%.

Parameters used:

Group size: Less than 5 pupils is a small group, otherwise it is significant (small groups are indicated with a lighter font).

Progress score: <-3 is well below; <-1 is just below; <1 is broadly in line with; <3 is just above; >3 is well above national progress.

Attainment: <-7% is well below; <-4% is just below; <+4% is broadly in line with; <+7% is just above; >+7% is well above national benchmark for group.

Note that the following are not compared to the performance of pupils nationally in the same group: Disadvantaged & Ever 6 FSM are compared to non-disadvantaged; Children Looked After are compared to non-Children Looked After; SEN Statement/EHCP, SEN Support, English First Language and English as Additional Language are all compared to All Pupils.

The cohort proportion is based on the total included in the progress scores and not attainment. Some pupils may not have KS1 assessment information and this is indicated in the commentary. Rounding has been used for each group and therefore adding related groups together may not equal 100%. The 'one pupil equate to...' percentage is based on the total number of children included in the attainment.

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Key Stage 2 Reading Commentary Page 2

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Prior attainment	
<p>Low overall School: 43%, 0%, +0.30 National: 20%, 1%</p>	<p>The 'Low overall' group (23 pupils, 24% of cohort) is significant in size. One pupil equates to approximately 4%. The group has a progress score of +0.30, broadly in line with pupils nationally. For attainment, 43% (10 pupils) achieved at least the expected standard, well above (+23%) the national benchmark of 20%. 0% (0 pupils) exceeded the expected standard, broadly in line with (-1%) the national benchmark of 1%.</p>
<p>Middle overall School: 81%, 16%, -1.45 National: 74%, 11%</p>	<p>The 'Middle overall' group (57 pupils, 60% of cohort) is significant in size. One pupil equates to approximately 2%. The group has a progress score of -1.45, just below pupils nationally. For attainment, 81% (46 pupils) achieved at least the expected standard, well above (+7%) the national benchmark of 74%. 16% (9 pupils) exceeded the expected standard, just above (+5%) the national benchmark of 11%.</p>
<p>High overall School: 100%, 73%, +1.57 National: 98%, 54%</p>	<p>The 'High overall' group (15 pupils, 16% of cohort) is significant in size. One pupil equates to approximately 7%. The group has a progress score of +1.57, just above pupils nationally. For attainment, 100% (15 pupils) achieved at least the expected standard, broadly in line with (+2%) the national benchmark of 98%. 73% (11 pupils) exceeded the expected standard, well above (+19%) the national benchmark of 54%.</p>
<p>Reading low School: 43%, 0%, +0.19 National: 26%, 2%</p>	<p>The 'Reading low' group (21 pupils, 22% of cohort) is significant in size. One pupil equates to approximately 5%. The group has a progress score of +0.19, broadly in line with pupils nationally. For attainment, 43% (9 pupils) achieved at least the expected standard, well above (+17%) the national benchmark of 26%. 0% (0 pupils) exceeded the expected standard, broadly in line with (-2%) the national benchmark of 2%.</p>
<p>Reading middle School: 80%, 15%, -0.62 National: 75%, 14%</p>	<p>The 'Reading middle' group (59 pupils, 62% of cohort) is significant in size. One pupil equates to approximately 2%. The group has a progress score of -0.62, broadly in line with pupils nationally. For attainment, 80% (47 pupils) achieved at least the expected standard, just above (+5%) the national benchmark of 75%. 15% (9 pupils) exceeded the expected standard, broadly in line with (+1%) the national benchmark of 14%.</p>
<p>Reading high School: 100%, 73%, +0.13 National: 97%, 51%</p>	<p>The 'Reading high' group (15 pupils, 16% of cohort) is significant in size. One pupil equates to approximately 7%. The group has a progress score of +0.13, broadly in line with pupils nationally. For attainment, 100% (15 pupils) achieved at least the expected standard, broadly in line with (+3%) the national benchmark of 97%. 73% (11 pupils) exceeded the expected standard, well above (+22%) the national benchmark of 51%.</p>
<p>Writing low School: 45%, 0%, +1.15 National: 31%, 2%</p>	<p>The 'Writing low' group (22 pupils, 23% of cohort) is significant in size. One pupil equates to approximately 5%. The group has a progress score of +1.15, just above pupils nationally. For attainment, 45% (10 pupils) achieved at least the expected standard, well above (+14%) the national benchmark of 31%. 0% (0 pupils) exceeded the expected standard, broadly in line with (-2%) the national benchmark of 2%.</p>
<p>Writing middle School: 79%, 16%, -0.98 National: 80%, 19%</p>	<p>The 'Writing middle' group (58 pupils, 61% of cohort) is significant in size. One pupil equates to approximately 2%. The group has a progress score of -0.98, broadly in line with pupils nationally. For attainment, 79% (46 pupils) achieved at least the expected standard, broadly in line with (-1%) the national benchmark of 80%. 16% (9 pupils) exceeded the expected standard, broadly in line with (-3%) the national benchmark of 19%.</p>
<p>Writing high School: 100%, 73%, +1.20 National: 98%, 61%</p>	<p>The 'Writing high' group (15 pupils, 16% of cohort) is significant in size. One pupil equates to approximately 7%. The group has a progress score of +1.20, just above pupils nationally. For attainment, 100% (15 pupils) achieved at least the expected standard, broadly in line with (+2%) the national benchmark of 98%. 73% (11 pupils) exceeded the expected standard, well above (+12%) the national benchmark of 61%.</p>
<p>Maths low School: 50%, 0%, +1.39 National: 15%, 1%</p>	<p>The 'Maths low' group (22 pupils, 23% of cohort) is significant in size. One pupil equates to approximately 5%. The group has a progress score of +1.39, just above pupils nationally. For attainment, 50% (11 pupils) achieved at least the expected standard, well above (+35%) the national benchmark of 15%. 0% (0 pupils) exceeded the expected standard, broadly in line with (-1%) the national benchmark of 1%.</p>
<p>Maths middle School: 78%, 16%, -1.61 National: 75%, 12%</p>	<p>The 'Maths middle' group (58 pupils, 61% of cohort) is significant in size. One pupil equates to approximately 2%. The group has a progress score of -1.61, just below pupils nationally. For attainment, 78% (45 pupils) achieved at least the expected standard, broadly in line with (+3%) the national benchmark of 75%. 16% (9 pupils) exceeded the expected standard, just above (+4%) the national benchmark of 12%.</p>
<p>Maths high School: 100%, 73%, +1.71 National: 99%, 63%</p>	<p>The 'Maths high' group (15 pupils, 15% of cohort) is significant in size. One pupil equates to approximately 7%. The group has a progress score of +1.71, just above pupils nationally. For attainment, 100% (0 pupils) achieved at least the expected standard, broadly in line with (+1%) the national benchmark of 99%. 73% (0 pupils) exceeded the expected standard, well above (+10%) the national benchmark of 63%.</p>

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* Note that the following are not compared to the performance of pupils nationally in the same group: Disadvantaged & Ever 6 FSM are compared to non-disadvantaged; Children Looked After are compared to non-Children Looked After; SEN Statement/EHCP, SEN Support, English First Language and English as Additional Language are all compared to All Pupils.

The cohort proportion is based on the total included in the progress scores and not attainment. Some pupils may not have KS1 assessment information and this is indicated in the commentary. Rounding has been used for each group and therefore adding related groups together may not equal 100%. The 'one pupil equate to...' percentage is based on the total number of children included in the attainment.