

Pupil Progress KS1 – KS2

As per national expectations, our aim, as in previous years, is for pupils to make two full levels of progress between the end of year two and the end of year six. Pupils who make two or more full levels of progress are considered to have made **good progress** while pupils who make three or more full levels of progress are considered to have made **outstanding progress**.

The July 2019 cohort is made up of 13 year six pupils. However, we only have data for pupil attainment at the end of KS1 for ten of these pupils. Therefore the following tables refer to a cohort of ten year six pupils for whom we have a full set of data.

	Pupils who made two or more full levels of progress	Pupils who made three or more full levels of progress	Pupils who made four or more full levels of progress
English Overall	90%	40%	0%
Maths Overall	80%	30%	0%

The table above demonstrates that 90% of pupils (the vast majority) of pupils made good progress within English while 80% (4/5) of the cohort made good progress within maths.

In addition to this, almost half the cohort made outstanding progress within English and one third within maths.

This is in line with data collected for the 2017 and 2018 cohorts as demonstrated in the table below. Within English, a greater proportion of pupils made outstanding progress in the current 2019 cohort under analysis. Within Maths, the rate of progress for the cohort has dipped slightly.

	Pupils who made two or more full levels of progress	Pupils who made three or more full levels of progress	Pupils who made four or more full levels of progress
English 2017	87%	13%	0%
English 2018	88%	41%	12%
English 2019	90%	40%	0%
Maths 2017	73%	47%	13%
Maths 2018	82%	41%	18%
Maths 2019	80%	30%	0%

As a next step in the analysis, we have broken down strands within English and Maths to compare data with the previous two cohorts. We have comparable data for two strands within English; reading and writing:

	Pupils who made two or more full levels of progress	Pupils who made three or more full levels of progress	Pupils who made four or more full levels of progress
Reading 2017	66%	53%	27%
Reading 2018	82%	41%	24%
Reading 2019	90%	40%	0%
Writing 2017	47%	13%	6%
Writing 2018	82%	41%	18%
Writing 2019	90%	30%	0%

We have comparable data for the strand of number;

	Pupils who made two or more full levels of progress	Pupils who made three or more full levels of progress	Pupils who made four or more full levels of progress
Number 2017	66%	33%	13%
Number 2018	82%	41%	18%
Number 2019	90%	40%	10%

It is evident from the data collated that the percentage of pupils making at least two full levels of progress between the end of KS1 and end of KS2 has increased with the 2019 year 6 cohort. This increase is particularly evident within the strand of 'Writing'.

It is evident from the data displayed that pupils at Middleton School continue to make consistently Good and frequently Outstanding progress between the end of KS1 and the end of KS2.

However the percentage of pupils making four or more full levels of progress has decreased across all three strands. This reflects the change in pupil cohort that are now placed in an LD setting.