

2018 Key Stage 2 Assessments (updated 27.9.18)

	END OF KEY STAGE 2 ATTAINMENT DATA 2018	2018 School – Percentage of children achieving expected standard or above	2018 National Data – Percentage of children achieving expected standard or above	
1.	Writing (Teacher assessed)	Working at Expected Standard or above: 77%	Working at Expected Standard or above: 78%	
2.	Reading	87%	75%	
3.	Spelling, Punctuation and Grammar	87%	78%	
4.	Mathematics	70%	76%	
5.	Percentage of children achieving the expected standard in reading, writing and mathematics	63%	64%	
6.		Reading: 33% Spelling Punctuation and Grammar: 40%	Reading: 28% Spelling Punctuation and Grammar: 34%	
	Percentage of children achieving a	Mathematics: 27%	Mathematics: 24%	
	'high score' of 110 or above in reading and maths and a 'higher standard' in writing:	Working at greater depth in writing: 20%	Working at greater depth in writing: 20%	
		Combined higher standard in reading, writing and maths: 10%	Combined higher standard in reading, writing and maths: 10%	
7.	Average Scaled Scores:	Reading: 107 Spelling Punctuation and Grammar: 108 Mathematics: 105	Reading: 105 Spelling Punctuation and Grammar: 106 Mathematics: 104	
8.	Average Progress (value added score –	Reading: 0.8	2017 National 'Progress Floor	
	progress from KS1 to KS2):	Writing: -1.6	Standards':	
		Maths: -0.8	Reading -5, Writing -7, Maths -5	

END OF	2018 School	2017 National	School	2017 National
KEY STAGE 2 DATA 2018	% of children in	% of children NOT in	% of children in	% of children NOT
Pupil Premium Attainment	receipt of Pupil	receipt of Pupil	receipt of Pupil	in receipt of Pupil
(6 pupils)	Premium achieving	Premium achieving	Premium	Premium
	expected standard	expected standard	achieving <u>higher</u>	achieving <u>higher</u>
	or above:	or above:	standard:	standard:
Writing (Teacher assessed)	50%	81%	-	21%
Reading	75%	77%	-	29%
Spelling, Punctuation and	66%	82%	-	35%
Grammar				
Mathematics	40%	80%	-	27%

Additional note: Pupils within data groups e.g. Pupil Premium is comprised of very small numbers given the size of the school – data also overlaps significantly with SEND data group.