

Driffield Junior School

Attainment at end KS2 2016 (year 6 pupils) – national comparisons

% attaining at or above national expectation at end KS2 2016	School (disadvantaged)	National (other pupils)
Reading	43%	71%
Writing	63%	79%
Maths	60%	75%

Our disadvantaged pupils attained significantly below the national figure for other pupils in reading, as did our whole cohort of pupils. This was also the case for our disadvantaged pupils who were deemed as 'middle ability' at the end of KS1. Those deemed as 'low' or 'high' ability attained broadly in line with national expectation.

Despite many strategies being put in place last year to raise attainment in reading across the school, the impact has not yet been seen in terms of test outcomes. Reading is priority 1 on our current School Development Plan. Some of the same strategies are continuing (to allow more time for them to bear fruit) but new strategies are also being put in place to address these issues as a matter of urgency.

In writing and mathematics, our disadvantaged pupils taken as a group attained neither significantly above nor below national figures for other pupils. However, once again those disadvantaged pupils who were deemed as 'middle ability' at the end of KS1 attained significantly below national.

Within our School Development Plan, we have identified within each year group the pupils that need specific focus. These pupils will be monitored closely by teachers, year leaders and our Pupil premium Champion to ensure accelerated progress in order that more disadvantaged pupils meet or exceed the nationally expected standard for their year group.

% attaining above national expectation at end KS2 2016	School (disadvantaged)	National (other pupils)
Reading	10%	23%
Writing	10%	18%
Maths	13%	20%

As a whole group, disadvantaged pupils at DJS attained neither significantly above nor below the national figure for other pupils in reading, writing and mathematics at the higher level. However, those pupils previously deemed as 'middle ability' (both disadvantaged and non-disadvantaged) at the end of KS1 attained significantly below other pupils nationally at the higher level. In mathematics alone, our disadvantaged pupils who were deemed as 'high ability' at the end of KS1 attained significantly better than 'other' pupils nationally at the higher level.

Progress at end KS2 2016 (year 6 pupils) – national comparisons

Please find below the progress scores for disadvantaged pupils compared to the national for all pupils, which is 0.

Progress score (0 = national progress score for all pupils)	School (disadvantaged)	National (other pupils)
Reading	-4.62	0.33
Writing	-1.46	0.12
Maths	-1.77	0.24

Reading – significantly below the national figure for all pupils, although it is our disadvantaged pupils who were deemed as ‘middle ability’ at the end of KS1 who made the least progress and brought the overall figure down. From our own on-entry baseline data, these pupils made more progress than this table indicates.

Writing – our disadvantaged pupils made progress broadly in line with all pupils nationally (neither significantly above nor significantly below).

Maths – taken as a group, our disadvantaged pupils made progress broadly in line with all pupils nationally (neither significantly above nor significantly below) although our disadvantaged pupils who were deemed as ‘middle ability’ at the end of KS1 made progress that was significantly below the national for all pupils. Our disadvantaged pupils deemed as ‘high ability’ did better than all pupils nationally.

From our own on-entry baseline data, disadvantaged pupils made more progress than this table indicates, especially the ‘middle ability’ pupils.

Progress and attainment for years 3 to 5 Pupil Premium pupils (disadvantaged) at end of academic year 2015-2016

Yr 5 disadvantaged children progress (end summer 2016)

	Reading	Writing	Maths
From end KS1 data	61% making expected or better	73% making expected or better	91% making expected or better
From KS2 on entry data (our baseline)	76% making expected or better	79% making expected or better	91% making expected or better

Currently working at or above expected standard in yr 5 (end summer 2016)

Reading	Writing	Maths
45%	45%	79%

Yr 4 disadvantaged children progress (end summer 2016)

	Reading	Writing	Maths
From end KS1 data	67% making expected or better	64% making expected or better	82% making expected or better
From KS2 on entry data (our baseline)	76% making expected or better	73% making expected or better	88% making expected or better

Currently working at or above expected standard in yr 4 (end summer 2016)

Reading	Writing	Maths
61%	21%	67%

Yr 3 disadvantaged children progress (end summer 2016)

	Reading	Writing	Maths
From end KS1 data	81% making expected or better	81% making expected or better	77% making expected or better
From KS2 on entry data (our baseline)	85% making expected or better	81% making expected or better	92% making expected or better

Currently working at or above expected standard in year 3 (end summer 2016)

Reading	Writing	Maths
50%	27%	42%

In each year group, a significant number of pupils are very close to meeting the expected standard. If in doubt, we err on the side of caution when reporting.