

**Ashley Junior School
End of Key Stage 2 Data 2016**

The 2016 Performance Tables will include the following headline measures:

- % of pupils achieving the expected standard in Reading, Writing and Mathematics
- The pupils' average scaled score in:
 - Reading
 - Mathematics
- The % of pupils who achieve at a higher standard in Reading, Writing and Mathematics. (What 'higher standard' is has not yet been calculated)
- Pupils' average progress in:
 - Reading
 - Writing
 - Mathematics

Ashley Junior School 2016										
% meeting Expected Standard										
66 pupils in cohort	Reading		Writing		GPS		Maths		RWM	
	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
Including LSU (7 pupils in LSU)	74%	67.1%	80%	75.6%	79%	72%	74%	75.6%	68%	54.9%
Excluding LSU	83%		88%		88%		83%		76%	

Nat = National Comparison

RWM = Reading, Writing & Maths combined

Pupil Premium % meeting Expected Standard					
26 pupils = 39% of cohort					
	Reading	Writing	GPS	Maths	RWM
Including LSU (5 pupils = 19% of PP)	65%	65%	65%	60%	50%
Excluding LSU (21 pupils)	85%	83%	81%	71.4%	62%

Currently there are no national comparisons for PP pupils

Average Scaled Scores

As yet we do not know how to calculate this when including pupils who could not access the tests. As we have approximately 11% of the cohort based they will have a significant impact on our headline data. The table below shows average scaled scores based on calculations by L.A. statisticians.

Average Scaled Scores (Excluding LSU pupils)					
Reading		G.P.S.		Mathematics	
School	National	School	National	School	National
104.7	102	104.4	103	104.2	103

Pupils Average Progress

This is a complicated calculation based on performance at end of key stage 1 (when levels were used to record attainment) to the end of key stage 2 (when levels are no longer used!).

Historically we have not performed well here. This is because of 2 factors:

- Reliability of end of key stage 1 assessments
- The impact of pupils in the LSU

The average score is a whole school score, not for individual pupils. Again, because pupils from the L.S.U. are included and their progress will usually be slower because of their cognitive barrier to learning, this will impact on our average progress score negatively.