

Data Analysis Academic Year 2017-2018

Average % Progress against a P levels moving towards Delamere Steps.

The following judgements have been made using Delamere Progression Guidance. Judging progress from pupils' individual starting point

1st September 2017 - 20th July 2018

| | Reading | Writing | Listening | Speaking | Number | Measure | Geometry | Science | PHSE Self Help |
|------------|---------|---------|-----------|----------|--------|---------|----------|---------|-------------------|
| All Pupils | 57% | 65% | 74% | 56% | 60% | 65% | 64% | 33% | 85% |
| Boys | 58% | 65% | 69% | 57% | 62% | 67% | 63% | 29% | 88% |
| Girls | 56% | 65% | 89% | 54% | 54% | 62% | 68% | 41% | 79% |
| PP | 58% | 56% | 76% | 61% | 60% | 67% | 67% | 40% | 69% |
| PP+ | 83% | 71% | 86% | 61% | 108% | 82% | 92% | 26% | 103% |
| BME | 51% | 52% | 62% | 45% | 52% | 52% | 49% | 32% | 62% |
| EAL | 43% | 47% | 48% | 42% | 41% | 47% | 55% | 33% | 59% |
| G&T | 75% | 110% | 79% | 137% | 49% | 103% | 32% | 37% | 215% |

| | Spoken Language | Statistics |
|------------|--------------------|------------|
| All Pupils | 58% | 54% |
| Boys | 55% | 54% |
| Girls | 56% | 54% |
| PP | 50% | 51% |

Percentage of children making expected or above expected progress September 2017 – May 18

| | Above Expected | Expected | Expected or Above |
|-------------------------------|----------------|----------|-------------------|
| Reading | 46% | 41% | 87% |
| Writing | 45% | 52% | 97% |
| Listening/Receptive Language | 52% | 46% | 98% |
| Speaking /Expressive Language | 42% | 50% | 92% |
| Number | 50% | 45% | 95% |
| Measurement | 58% | 35% | 93% |
| Geometry | 55% | 38% | 93% |
| Science | 21% | 61% | 82% |
| PHSE – self help | 59% | 37% | 96% |

- This academic year the majority of pupils at Delamere School are making expected or above expected progress in all areas of learning. Over 85% of pupils are making expected or above expected progress in all areas of learning including Maths and English.
- There is no measurable difference between the progress of boys and girls.
- Although pupils are making expected progress in **Science** we are expecting progress to improve over the next academic year partially due to input from specialist outdoor learning teacher
- Since September children who are in receipt of the **pupil premium grant** are meeting or exceeding the progress of their peers in all subjects apart from Science. This would indicate that the interventions [1:1 intervention; reading intervention; pet therapy, lego therapy] are having measurable impact
- Children who are **looked after and have been previously looked after** by the local authority are making greater progress than their peers. This could indicate that interventions that boost self esteem such as music, swimming and play therapy have an impact on learning
- Children who have **EAL** are making at least expected progress however as a cohort their progress is below that of their peers in a number of subjects notably literacy and expressive language. We have allocated extra interventions for this cohort next year and we also need to monitor attendance of this cohort of learners
- The progress of pupils who are accessing learning **above P8** continue to making above expected progress in **spoken language and statistics** including those children in receipt of the pupil premium grant.