

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 place

September 2020 – July 2021

	Reading	Writing	Listening	Speaking	Number	Measure	Geometry	Science		PSHE Self Help
								KS1	KS2	
All Pupils 85	60%	55%	58%	46%	66%	53%	54%	37%	53%	73%
Boys 65	61%	56%	59%	46%	71%	55%	56%	38%	56%	73%
Girls 20	54%	51%	56%	45%	57%	46%	47%	24%	46%	74%
PP 29	60%	56%	60%	46%	70%	48%	52%	27%	48%	69%
PP+ 8	62%	61%	82%	44%	66%	71%	64%	NA	81%	67%
BAME 32	55%	55%	50%	36%	63%	49%	49%	33%	39%	34%
ML 25	53%	47%	47%	35%	31%	40%	48%	32%	35%	79%
G&T KS1 6	68%	68%	86%	46%	132%	51%	62%	53%	NA	49%
G&T KS2 7	96%	126%	NA	NA	171%	96%	108%	NA	147%	95%

	Spoken Language	Statistics
All Pupils	40%	35%
Boys	40%	35%
Girls	40%	31%
PP	20%	21%

Percentage of children making expected or above expected progress September 2020 -July 202

	Above Expected	Expected	Expected or Above
Reading	60%	36%	96%
Writing	52%	38%	90%
Listening/Receptive Language	54%	38%	92%
Speaking /Expressive Language	38%	52%	90%
Number	56%	40%	96%
Measurement	52%	34%	86%
Geometry	48%	47%	95%
Science KS1 – animals and humans	29%	66%	95%
Science KS2 – sound	41%	33%	74%
PSHE – self help	62%	32%	94%

- This year In **Literacy** over **90%** of our pupils are making expected or more than expected progress.
- In **Number** **96%** of pupils making expected or more than expected progress
- Progress in **Geometry and Measurement** although below the progress in number , is very good

- We have seen expected progress in **Statistics** and **Spoken Language**. We are planning to put additional intervention into these areas of learning
- The gap in progress is closing between pupils who are **multi –lingual or BAME** and their peers in the area of literacy. This would indicate that the interventions we have in place are showing impact.
- The progress of children **who are or have previously been looked after** is in line with or is above that of their peers.
- **Girls** are making less progress in most subjects.
- Children who are in receipt of the **pupil premium grant** are making comparable progress to that of their peers with the exception of spoken language and statistics this will require intervention.