

2016 – 2017 Data Overview for all pupils between Years 1-6.

The following judgements have been made using Delamere Progression Guidance. Progress is measured from pupils' individual starting point.

**Percentage of children making expected or above expected progress September 2016 - July 2017**

	Expected	Above Expected	Expected Or above
Reading	43%	46%	89%
Writing	51%	41%	93%
Listening/Receptive Language	32%	41%	74%
Speaking /Expressive Language	36%	41%	84%
Number	32%	51%	84%
Measurement	51%	36%	87%
Geometry	36%	51%	87%
Science	32%	53%	86%
PHSE – self help	27%	58%	90%

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

**5<sup>th</sup> September 2016 – 21<sup>st</sup> July 2017**

	Reading	Writing	Listening	Speaking	Number	Measure	Geometry	Science	PHSE Self Help
All Pupils	64%	58%	57%	60%	64%	52%	51%	61%	80%
Boys	65%	61%	63%	63%	72%	54%	56%	61%	88%
Girls	59%	50%	40%	54%	41%	46%	35%	61%	57%
PP	67%	53%	54%	58%	62%	53%	38%	64%	55%
PP+	84%	81%	74%	66%	69%	55%	52%	61%	149%
BME	87%	73%	73%	77%	79%	51%	77%	63%	116%
EAL	77%	62%	64%	68%	77%	45%	80%	63%	104%

	Spoken Language	Statistics
All Pupils	31%	54%
Boys	30%	56%
Girls	32%	44%
PP	26%	39%

- During this academic year over 74% of pupils are making expected or above expected progress in all subjects
- Children who are in receipt of pupil premium are making expected progress in line with Delamere progression guidance, their progress is in line with that of their peers including in the area of expressive language. Delamere has invested pupil premium funding in a variety of targeted interventions and the positive impact is evidenced in our data.
- The progress of children to whom English is an additional language are making above expected progress over time.
- Spoken Language and Statistics are relevant only for pupils above P8 we currently have an extremely small cohort of pupils working at this level. Over time these pupils are making expected progress. Progress in statistics has improved and this is probably due to the interventions & training of staff.
- Girls are currently making less progress than boys particularly in Maths. Interventions are planned for September 2017.