



**Glenbrook Primary School data report for
Disadvantaged/non disadvantaged pupils**

Writing

Overview of 2015-2016 Data – Whole Cohort

National attainment in writing in 2016 in KS1 was 65%. In KS2 it was 74%

National attainment for working at greater depth in KS1 was 13%, in KS2 it was 15%

Year Group 15-16	Prior Attainment				Attainment at Year end		Progress		
	ELG Writing	Exceeding ELG Writing	ARE KS1 2B+	ARE KS1 L3+	Reaching ARE +	Working at Greater Depth	Proportion of children making good progress or better over the year	Evidence for progress judgments	
1	62% 2015	4%	2017		42% 19% D+ 61%	4%	69% Handwriting.	Proportion of children moving from ELG Writing to ARE Writing plus proportion of children attaining ARE Writing who did not attain ELG Writing plus children who did not reach ARE but have made accelerated progress. Work scrutiny and teacher assessments.	
2	20% Predecessor school 2014	0%	2016		63%	0%	84%		
3	71% (Literacy) Predecessor school 2013		58% 2015	12%	39% 11% D+ 50%	13%	89%		
Y3 have experienced one year on the new curriculum									
4	63.3% (6+ SPs) Predecessor school 2012		50% Predecessor school 2014	0% Predecessor school	25% 12% D+ 37%	0%	84%		
5	74.1% (6SPs or more) Predecessor school 2011		69% Predecessor school 2013	0% Predecessor school	43% 23% D+ 66%	10%	93%		
6	76% (6SPs or more in CLL) Predecessor school 2010		54% Predecessor school 2012	0% Predecessor school	76%	0%	+1.7		

Daisi data has informed the EYFS starting point. The curriculum has changed significantly and so it is difficult to compare previous data to current EYFS curriculum outcomes as there has been a raised expectation. For this reason, higher attaining data is not considered.

We have high levels of mobility. This means that the data is a benchmark as some year groups have changed significantly and continue to change annually. The school was re-inspected in July 2013 as a LA school. Assessment is out of kilter with data norm.

***This is not a best fit model. For this reason, I have indicated those pupils working at D+ who may have just one objective to tick off but have not achieved it.**

Pupil Premium (National for all pupils was 74% at the end of key stage 2, 65% at the end of key stage 1). There is no PP data available at the time of writing this report.

	Prior Attainment				Attainment at Year end		Progress		
Year Group 15-16	ELG Writing	Exceeding ELG Writing	ARE KS1 2B+	ARE KS1 L3+	Reaching ARE +	Working at Greater Depth	Proportion of children making good progress or better over the year	Evidence for progress judgments	
1	46% 2015	8%	2017		39% 23% D+ 62%	4%	88%	Proportion of children moving from ELG Writing to ARE Writing plus proportion of children attaining ARE Writing who did not attain ELG Writing plus children who did not reach ARE but have made accelerated progress. Work scrutiny and teacher assessments.	
2	7% 2014	0%	2016		47% -SEN 58%	0%	87%		
3	73% Predecessor school 2013	7%	52% 2015	11%	20% 10% D+ 30%	10%	82%		
Y3 have experienced one year on the new curriculum									
4	43% Predecessor school 2012	14%	59% 2014	0%	18% 6%D+ 24%	0%	88%		
5	67% Predecessor school 2011	20%	63% 2013	0%	53% 18%D+ 71%	12%	94%		
6			58% 2012	0%	92%	0%			

***This is not a best fit model. For this reason, I have indicated those pupils working at D+ who may have just one objective to tick off but have not achieved it.**

Staff have received training around our new handwriting programme to ensure that HW progress is at least good in early years moving forward. October 7th 16.

***Caution should be applied to this data set in EYFS. Pupil numbers (for pupils entitled to pupil premium) were lower in some year groups and there is data missing for new pupils. In 2013 the school was inspected and the data does not reflect the norm in this year.**