



# TEMPLATES FOR RECORDING, TRACKING, ANALYSING AND REPORTING PUPIL PROGRESS

## USER GUIDE

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## Tracking, recording and reporting progress

The Government introduced a new National Curriculum to be taught in schools from 2014. As part of that reform, the old system of 'levels' used to report children's attainment was removed. The new National Curriculum sets out 'age-related expectations' of attainment by the end of each year and/or key stage.

For Reading, Writing and Mathematics we have interpreted the National Curriculum requirements and proposed expectations for each year.

- At the end of Year 1, children will be assessed against the age related expectations of a 6 year-old.
- At the end of Year 2, children will be assessed against the age related expectations of a 7 year-old.
- At the end of Year 3, children will be assessed against the age related expectations of an 8 year-old.
- At the end of Year 4, children will be assessed against the age related expectations of a 9 year-old.
- At the end of Year 5, children will be assessed against the age related expectations of a 10 year-old.
- At the end of Year 6, children will be assessed against the age related expectations of an 11 year-old.

Schools already use an age-related expectation in Foundation Stage and, at the end of Foundation Stage 2, pupils are assessed against Early Learning Goals which are the age-related expectations of a 5 year-old.

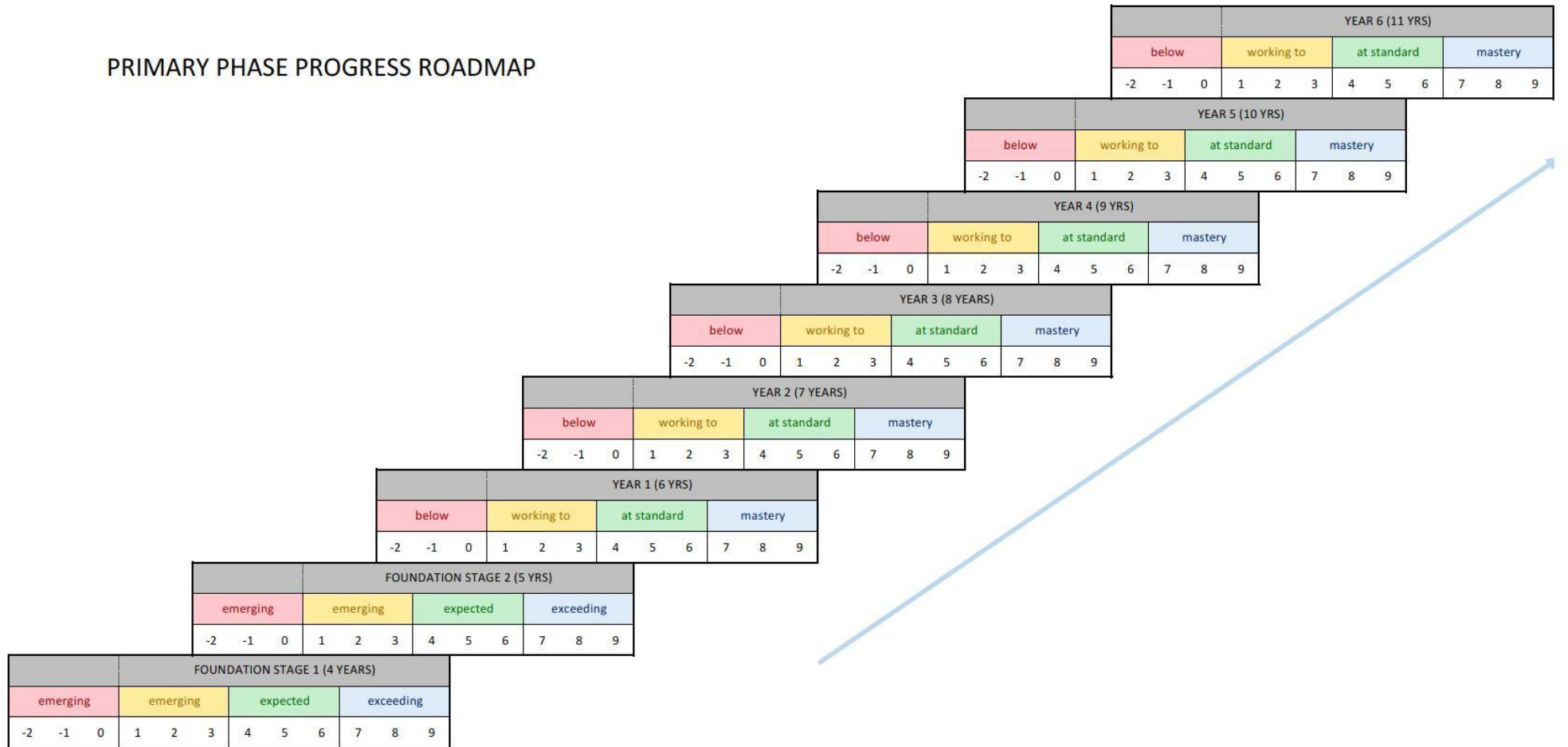
At the end of Foundation Stage, schools are required to report nationally each child's attainment as "emerging", "expected" or "exceeding", in relation to the age related expectation for 5 year olds.

At the end of Key Stage 1 schools are required broadly to report nationally each child's attainment as "below standard", "working towards standard", "at standard" or "mastery standard" in relation to the age related expectation for 7 year olds.

At the end of Key Stage 2 schools are required broadly to report nationally each child's attainment as "below standard", "working towards standard", "at standard" or "mastery standard" in relation to the age related expectation for 11 year olds.

For the purpose of tracking pupils' progress and reporting regularly to parents through each year and through each key stage we have introduced across the school the 12-point scale already used successfully in Foundation Stage. These 12-point scales break into smaller parts the broad 3 or 4-point national reporting scales referred to above.

# PRIMARY PHASE PROGRESS ROADMAP



The tables below show the relationship between the in-school scale expressed as numbers and the national scale expressed in colours:

The example shown below is for Foundation Stage 2

| When your child's development is compared with the <b>END</b> of Foundation Stage 2 national standard your child is assessed as ..... |          |           |                    |          |                     |                  |             |                         |                     |                       |                        |
|---|----------|-----------|--------------------|----------|---------------------|------------------|-------------|-------------------------|---------------------|-----------------------|------------------------|
| EARLIER PHASE   |          |           | EMERGING           |          |                     | EXPECTED         |             |                         | EXCEEDING           |                       |                        |
| below 30  | 30-50 em | 30-50 exp | only just emerging | emerging | Just below expected | Just at expected | At expected | Confidently at expected | Just above expected | Exceeding expectation | Well above expectation |
| -2  | -1       | 0         | 1                  | 2        | 3                   | 4                | 5           | 6                       | 7                   | 8                     | 9                      |

The example shown below is for Year 4

| When your child's learning is compared with the <b>END</b> of Year 4 national standard your child is assessed as ..... |                                    |  |   |   |                                       |   |   |  |   |   |   |
|--|------------------------------------|--|---|---|---------------------------------------|---|---|--|---|---|---|
| BELOW  |                                    |  | WORKING TO                                |   |                                       | AT STANDARD                                 |   |  | MASTERY   |   |   |
| working on material earlier than previous year programme   | working on previous year programme | beginning to access current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | competent in some of current year programme | competent in most of current year programme | competent in all of current year programme | mastered some of current programme & beginning to work on next year programme | mastered most of current programme & working on some of next year programme | mastered all current programme & working on most of next year programme |
| -2   | -1                                 | 0  | 1   | 2   | 3                                     | 4   | 5   | 6  | 7   | 8   | 9   |

Whilst teachers will be assessing children on a day-to-day basis in order to check knowledge, skills and understanding so that appropriate learning pathways may be planned and navigated, there will be four summative and synoptic assessments made each year for the purpose of reporting to parents and evaluating learning progress across the school.

Summative assessments, using these 12-point scales, will be made for every child in all aspects of Reading, Writing and Mathematics in September (baseline), December (end of term 1), March (end of term 2) and July (end of term 3). In all cases, including for the base-line, the END OF YEAR expectation set out in the National Curriculum Attainment Targets will be the point of reference for making the assessments in each National Curriculum strand.

Given that the assessments are made against the END of year expectations, it is likely that most pupils will start at the left hand end of the scale and progress steadily towards the right. This progress is shown graphically on the reports sent to parents. An example of a March pupil report is shown below:

*Tailbach Primary Academy*



**Key Stage 2 Record: Pupil Level**

|               |               |
|---------------|---------------|
| Name          | Copton, Nancy |
| Gender        | F             |
| Date of Birth | 19 July 2007  |
|               |               |
| Group         | Limpopo       |
|               |               |

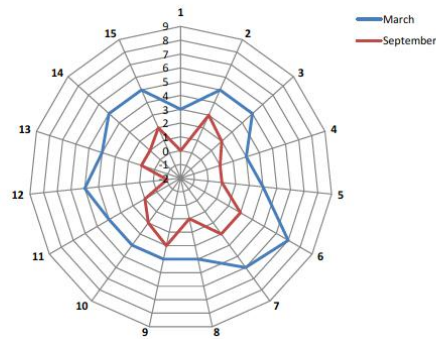
Age related standard **Nine Years (End of Y4)**

Ref: 411

**MARCH Y4**

| When your child's learning is compared with the END of Year 4 national standard your child is assessed as ..... |                                    |  |   |   |                                       |   |   |  |   |   |   |  |
|---|------------------------------------|--|---|---|---------------------------------------|---|---|--|---|---|---|--|
| BELOW   |                                    |  | WORKING TO                                |   |                                       | AT STANDARD                                 |   |  | MASTERY   |   |   |  |
| working on material earlier than previous year programme  | working on previous year programme | beginning to access current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | competent in some of current year programme | competent in most of current year programme | competent in all of current year programme | mastered some of current programme & beginning to work on next year programme | mastered most of current programme & working on some of next year programme | mastered all of current programme & most of next year programme |  |
| -2  | -1                                 | 0  | 1   | 2   | 3                                     | 4   | 5   | 6  | 7   | 8   | 9   |  |
| AoS   |                                    |  |   |   |                                       |   |   |  |   |   |   |  |
| English   | Speaking and Listening             |  | 1   | Spoken word                               |                                       |   |   |  |   |   |   |  |
|   | Reading                            |  | 2   | Word reading                              |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 3   | Comprehension                             |                                       |   |   |  |   |   |   |  |
|   | Writing                            |  | 4   | Spelling                                  |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 5   | Handwriting                               |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 6   | Composition                               |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 7   | Grammar, vocabulary and punctuation       |                                       |   |   |  |   |   |   |  |
| Mathematics   | Number                             |  | 8   | Number and place value                    |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 9   | Addition and subtraction                  |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 10  | Multiplication and division               |                                       |   |   |  |   |   |   |  |
|   |                                    |  | 11  | Fractions (including decimals)            |                                       |   |   |  |   |   |   |  |
|   | Measures                           |  | 12  | Measurement                               |                                       |   |   |  |   |   |   |  |
|   | Geometry                           |  | 13  | Property of shapes                        |                                       |   |   |  |   |   |   |  |
|   | Statistics                         |  | 14  | Position and direction                    |                                       |   |   |  |   |   |   |  |
| Statistics  |                                    | 15   | Statistics                                |   |                                       |   |   |  |   |   |   |  |

**My Star: MARCH Y4**



ATTENDANCE: 89.0%  
BEHAVIOUR: Good

**Comments**

Reading: 5.00  
Writing: 5.00  
Mathematics: 4.38  
END of Year 4 expectation: 6.00

Child

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Teacher

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Parents

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# THE FOLLOWING PAGES ARE FOR SCHOOL USE ONLY

## DESIGN PRINCIPLE

These pupil progress interactive templates are designed to maximise information outputs from minimised data inputs. Teachers should have access to all the reports that refer to the pupils they teach.

## COPYRIGHT

These interactive worksheets are owned by ECARDA Ltd. Schools who rent these worksheets from ECARDA own the data and the reports produced. Passing these templates on to a third party without permission from ECARDA constitutes a breach of copyright and brings with it the risk of prosecution. Ecarda provides a round-the-clock service to schools renting these templates and responds to queries at no extra cost. Furthermore, requests to produce additional or different reports are dealt with quickly and, for the most part, within the rental agreement.

## CONVENTIONS

There is a common system of tab coloration: school input sheets are **green** (all other sheets are fully protected as read only, except code inputs). Pupil reports are **red**. The user may call up the report of any pupil by **typing in** that pupil's reference number, pressing **return** and then **save**. If a hard copy is required, this may be printed directly from the Excel sheet. If an individual report is to be saved it should be saved as a **PDF** document. If comments are written directly onto the report sheet, these should be **deleted** after printing or saving as pdf. **Orange** reports give a whole-year printout with names listed under scores on the 12-point range. **Yellow** reports refer to the whole year group and give a pictorial overview of attainment and progress. The **purple** sheets are overall cumulative reports, giving more detailed analyses of overall attainment and progress at subject strand level. The **blue** sheets, which apply only to Key Stages 1 and 2, are pupil-level reports showing attainment and progress at pupil-group level, including by set, prior attainment and SEN.

## SYSTEM CONTROLS

The headteacher permission code allows for the following changes:

On the pupil detail sheet below, the column headings from column G onwards may be altered to suit local circumstances though the user should be aware that associated reports will then refer to these revised characteristics.

The **gold calibration tab** presents the descriptors associated with each of the 12 points on the -2 to 9 scale. These may be altered. This would feed through automatically to all data entry sheets and reports. Clearly, this action should be undertaken only at the year start as recalibration mid-year would invalidate all progress measures.

## GREEN-TAB: INPUTTING PUPIL DETAILS

At the start of each academic year the school administrator will load up the pupil information templates shown on the first green (input) tab for each year group. An example of a ‘loaded’ pupil information sheet for a Year 4 cohort is shown below. Notice the code entry conventions for each column.

### YEAR 4 PUPIL INFORMATION SHEET

| A    | B      | C                         | D               | E              | F            | G            | H       | I           | J            | K                    | L                   | M                      | N                      | O                    | P                 | Q                  | R                  | S       |
|------|--------|---------------------------|-----------------|----------------|--------------|--------------|---------|-------------|--------------|----------------------|---------------------|------------------------|------------------------|----------------------|-------------------|--------------------|--------------------|---------|
| Year | Number | Name [Surname, Forenames] | Gender [M or F] | DoB dd/mm/yyyy | FSM [Y or N] | SEN [K or S] | Class   | EM [Y or N] | EAL [Y or N] | Eng set [1,2,3 or 4] | Ma set [1,2,3 or 4] | Reading PA [L, M or H] | Writing PA [L, M or H] | Maths PA [L, M or H] | Read Interven [Y] | Write Interven [Y] | Maths Interven [Y] | G&T [Y] |
| 4    | 401    | Bailey, Alan              | M               | 01/11/2006     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | H                      | M                      | H                    | Y                 | Y                  |                    |         |
|      | 402    | Barton, Annie             | F               | 29/12/2006     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M                      | M                      | M                    |                   | Y                  |                    |         |
|      | 403    | Bell, Joanne              | F               | 15/04/2007     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M                      | M                      | M                    |                   |                    |                    |         |
|      | 404    | Bronson, Alan             | M               | 12/11/2006     | N            | N            | Limpopo | N           | N            | 2                    | 1                   | M                      | M                      | M                    |                   |                    |                    |         |
|      | 405    | Buckfast, Charlie         | M               | 18/09/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M                      | M                      | M                    |                   |                    |                    | Y       |
|      | 406    | Burton, Jeremy            | M               | 15/08/2007     | N            | K            | Limpopo | N           | N            | 2                    | 4                   | L                      | L                      | L                    | Y                 | Y                  | Y                  |         |
|      | 407    | Capon, Paul               | M               | 10/10/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M                      | M                      | M                    |                   |                    |                    |         |
|      | 408    | Chappel, Martin           | M               | 07/11/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M                      | M                      | M                    | Y                 |                    | Y                  |         |
|      | 409    |                           |                 |                |              |              |         |             |              |                      |                     |                        |                        |                      |                   |                    |                    |         |
|      | 410    |                           |                 |                |              |              |         |             |              |                      |                     |                        |                        |                      |                   |                    |                    |         |
|      | 411    | Copton, Nancy             | F               | 19/07/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H                      | H                      | H                    |                   |                    |                    |         |
|      | 412    | Culen, Brian              | M               | 06/09/2006     | N            | N            | Nile    | N           | N            | 1                    | 1                   | H                      | H                      | H                    | Y                 |                    |                    |         |
|      | 413    | Danton, Jamie             | M               | 03/08/2007     | N            | K            | Nile    | N           | N            | 4                    | 4                   | L                      | L                      | L                    |                   |                    |                    | Y       |
|      | 414    | Dodgson, Sally            | F               | 12/10/2006     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H                      | M                      | H                    |                   | Y                  | Y                  |         |
|      | 415    | Edmonton, Matthew         | M               | 30/06/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M                      | L                      | L                    | Y                 | Y                  |                    |         |
|      | 416    | Ellington, Larry          | M               | 30/09/2006     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M                      | M                      | M                    | Y                 |                    |                    |         |
|      | 417    | Emperton, Penelope        | F               | 01/05/2007     | Y            | K            | Limpopo | N           | N            | 2                    | 4                   | M                      | L                      | L                    |                   |                    |                    |         |
|      | 418    | Enfield, Milly            | F               | 08/01/2007     | Y            | N            | Limpopo | N           | N            | 1                    | 2                   | M                      | M                      | M                    |                   |                    |                    |         |
|      | 419    | Farrindon, Alicia         | F               | 22/07/2007     | N            | N            | Nile    | N           | N            | 1                    | 2                   | M                      | M                      | M                    | Y                 |                    |                    | Y       |
|      | 420    | Gadson, Georgina          | F               | 11/08/2007     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M                      | M                      | M                    |                   |                    |                    |         |
|      | 421    | Gilberdyke, Hope          | F               | 21/05/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M                      | M                      | M                    |                   | Y                  |                    |         |
|      | 422    | Gresham, Conrad           | M               | 21/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H                      | H                      | H                    | Y                 | Y                  | Y                  |         |
|      | 423    |                           |                 |                |              |              |         |             |              |                      |                     |                        |                        |                      |                   |                    |                    |         |
|      | 424    | Hall, Emma                | F               | 28/01/2007     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | L                      | L                      | M                    |                   |                    |                    |         |
|      | 425    | Henson, Josephine         | F               | 18/09/2006     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M                      | L                      | L                    | Y                 |                    |                    |         |

This ‘single’ entry will populate all the four pupil assessment entry sheets for the year, the attendance and behaviour entry sheet, and will inform the individual, pupil-group and year-group reports.

**If a pupil leaves mid-year all the information, other than the reference number, should be removed. The information about a pupil joining the school mid-year should be added at the bottom of the list and not inserted in any gap created by a mid-year leaver.**

# GREEN-TAB: INPUTTING PUPIL ATTAINMENT DATA

At each data entry point/time the school should open the appropriate Class Record (green tab) and enter their assessments referring to the scale at the top of the page.

For the purposes of data accuracy, integrity and security the school may present to teachers these data-entry templates, or something similar, as stand-alone sheets generated on their own-school management information systems, such as SIMS. The school data controller or administrator will transpose the data onto the template below which is integrated into the Ecarda pupil progress tracker and reporter.



FOR KS2 PLEASE REFER TO Key Stage 2 National Curriculum Programme of Study Year 4

## KEY STAGE 2

### CLASS RECORD

| BELOW  |                                    |  | WORKING TO                                |   |  | AT STANDARD                                 |   |  | MASTERY   |   |  |
|--|------------------------------------|--|---|---|--|---|---|--|---|---|--|
| working on material earlier than previous year programme | working on previous year programme | beginning to access current year programme | working on some of current year programme | working on most of current year programme | working on all of current year programme | competent in some of current year programme | competent in most of current year programme | competent in all of current year programme | mastered some of current programme & beginning to work on next year programme | mastered most of current programme & working on some of next year programme | mastered all of current programme & working on most of next year programme |
| -2   | -1                                 | 0  | 1   | 2   | 3  | 4   | 5   | 6  | 7   | 8   | 9  |

|             |                      | SEPTEMBER Y4 |                                     | Name            | 401         | 402          | 403          | 404         | 405            | 406          | 407         | 408           | 409        | 410        | 411          | 412          | 413          | 414          |
|-------------|----------------------|--------------|-------------------------------------|-----------------|-------------|--------------|--------------|-------------|----------------|--------------|-------------|---------------|------------|------------|--------------|--------------|--------------|--------------|
|             |                      |              |                                     |                 | Alley, Alan | Alton, Annie | Alton, James | Alton, Alan | Alton, Charles | Alton, Emily | Alton, Paul | Alton, Martin |            |            | Alton, Nancy | Alton, Brian | Alton, James | Alton, Sally |
|             |                      |              |                                     | Gender [M or F] | M           | F            | F            | M           | M              | M            | M           | M             | F          | F          | F            | M            | M            | F            |
|             |                      |              |                                     | DoB dd/mm/yyyy  | 01/11/2006  | 28/12/2006   | 15/04/2007   | 12/11/2006  | 18/09/2006     | 15/08/2007   | 10/10/2006  | 07/11/2006    | 00/01/1900 | 00/01/1900 | 15/07/2007   | 06/09/2006   | 03/08/2007   | 12/10/2006   |
|             |                      |              |                                     | PP [Y or N]     | Y           | N            | N            | N           | N              | N            | N           | N             | N          | N          | N            | N            | N            | N            |
|             |                      |              |                                     | SEN [K or S]    | N           | N            | N            | N           | N              | K            | N           | N             | C          | C          | N            | N            | K            | N            |
|             |                      |              |                                     | Class           | Nile        | Limpopo      | Nile         | Limpopo     | Nile           | Limpopo      | Nile        | Nile          |            |            | Limpopo      | Nile         | Nile         | Limpopo      |
|             |                      |              |                                     | EM [Y or N]     | N           | N            | N            | N           | N              | N            | N           | N             | C          | C          | N            | N            | N            | N            |
|             |                      |              |                                     | EAL [Y or N]    | N           | N            | N            | N           | N              | N            | N           | N             | C          | C          | N            | N            | N            | N            |
| English     | Speaking & Listening | 1            | Spoken word                         |                 | -1          | -1           | 1            | 0           | 0              | -2           | 1           | 0             |            |            | 0            | 2            | -2           | 0            |
|             | Reading              | 2            | Word reading                        |                 | 0           | 0            | 2            | -1          | 0              | -2           | 1           | 0             |            |            | 3            | 3            | -2           | 2            |
|             |                      | 3            | Comprehension                       |                 | -1          | -1           | 2            | 0           | 0              | -2           | -1          | 0             |            |            | 2            | 3            | -2           | 2            |
|             | Writing              | 4            | Spelling                            |                 | 1           | 1            | 1            | -1          | 0              | -2           | 1           | -1            |            |            | 1            | 3            | -2           | 2            |
|             |                      | 5            | Handwriting                         |                 | 0           | 0            | 3            | 0           | 1              | -2           | 0           | -1            |            |            | 1            | 1            | -2           | 1            |
|             |                      | 6            | Composition                         |                 | 0           | 0            | 1            | 0           | 0              | -1           | 0           | -1            |            |            | 3            | 4            | -2           | 2            |
|             |                      | 7            | Grammar, vocabulary and punctuation |                 | -1          | -1           | 1            | -1          | 0              | -2           | 0           | -1            |            |            | 3            | 4            | -2           | 2            |
| Mathematics | Number               | 8            | Number and place value              |                 | 3           | 0            | 0            | 2           | 1              | -2           | 1           | 1             |            |            | 1            | 3            | -2           | 3            |
|             |                      | 9            | Addition and subtraction            |                 | 3           | 0            | 0            | 1           | 1              | -2           | 1           | 1             |            |            | 3            | 4            | -2           | 3            |
|             |                      | 10           | Multiplication and division         |                 | 3           | 0            | -1           | 1           | 0              | -2           | 0           | 0             |            |            | 2            | 3            | -2           | 3            |
|             |                      | 11           | Fractions (including decimals)      |                 | 1           | 0            | -1           | 1           | 0              | -2           | 0           | 0             |            |            | 3            | 2            | -2           | 3            |
|             | Measures             | 12           | Measurement                         |                 | 1           | -1           | 0            | 0           | 0              | -2           | 0           | 0             |            |            | -1           | 2            | -2           | 2            |
|             | Geometry             | 13           | Property of shapes                  |                 | 1           | -1           | -1           | 0           | 1              | -2           | 1           | 1             |            |            | 1            | 2            | -2           | 3            |
|             |                      | 14           | Position and direction              |                 | 0           | 0            | -2           | 0           | 0              | -2           | 0           | 0             |            |            | 1            | 1            | -2           | 2            |
|             | Statistics           | 15           | Statistics                          |                 | 2           | -1           | -2           | 1           | 0              | -2           | 0           | 0             |            |            | 2            | 3            | -2           | 3            |

For the purpose of this demonstration, the data required to be entered are shown in red. Notice that the pupil information has already transferred onto this sheet and the relevant National curriculum strands are already loaded. The actual templates extend considerably to the right to accommodate up to 70 pupil entries.



## GREEN-TAB: INPUTTING PUPIL ATTENDANCE & BEHAVIOUR DATA

The last green tab on the right, found on the Foundation Stage 2 and Key Stages 1 and 2 templates, refers to Behaviour and Attendance. All the pupil details are already populated through the pupil information sheet. In December, March and July, data should be added into the columns T1, T2 and T3 respectively. The names of the difference houses or classes appropriate to the year group should be added into the green column on the right-hand side.

The codes for behaviour are shown on a table set out in the appendix to this guidance document.

### YEAR 4 BEHAVIOUR & ATTENDANCE

| A    | B      | C                         | D               | H       | U             | V            | W             | X            | Y             | Z            |                   |
|------|--------|---------------------------|-----------------|---------|---------------|--------------|---------------|--------------|---------------|--------------|-------------------|
| Year | Number | Name [Surname, Forenames] | Gender [M or F] | Class   | Attendance T1 | Behaviour T1 | Attendance T2 | Behaviour T2 | Attendance T3 | Behaviour T3 | houses or classes |
| 4    | 401    | Bailey, Alan              | M               | Nile    | 88.0%         | 5            | 98.0%         | 2            | 99.0%         | 2            | Nile              |
|      | 402    | Barton, Annie             | F               | Limpopo | 99.0%         | 3            | 97.0%         | 2            | 98.0%         | 1            | Limpopo           |
|      | 403    | Bell, Joanne              | F               | Nile    | 99.0%         | 2            | 98.0%         | 3            | 95.0%         | 4            |                   |
|      | 404    | Bronson, Alan             | M               | Limpopo | 96.0%         | 1            | 98.0%         | 3            | 92.0%         | 2            |                   |
|      | 405    | Buckfast, Charlie         | M               | Nile    | 96.0%         | 1            | 78.0%         | 5            | 100.0%        | 2            |                   |
|      | 406    | Burton, Jeremy            | M               | Limpopo | 95.0%         | 2            | 99.0%         | 2            | 89.0%         | 2            |                   |
|      | 407    | Capon, Paul               | M               | Nile    | 96.0%         | 2            | 98.0%         | 3            | 89.0%         | 3            |                   |
|      | 408    | Chappel, Martin           | M               | Nile    | 96.0%         | 3            | 95.0%         | 5            | 98.0%         | 3            |                   |
|      | 409    |                           |                 |         |               |              |               |              |               |              |                   |
|      | 410    |                           |                 |         |               |              |               |              |               |              |                   |
|      | 411    | Copton, Nancy             | F               | Limpopo | 95.0%         | 2            | 89.0%         | 2            | 98.0%         | 5            |                   |
|      | 412    | Culen, Brian              | M               | Nile    | 94.0%         | 5            | 89.0%         | 3            | 97.0%         | 3            |                   |
|      | 413    | Danton, Jamie             | M               | Nile    | 98.0%         | 2            | 98.0%         | 5            | 98.0%         | 2            |                   |
|      | 414    | Dodgson, Sally            | F               | Limpopo | 88.0%         | 3            | 69.0%         | 3            | 98.0%         | 1            |                   |
|      | 415    | Edmonton, Matthew         | M               | Limpopo | 76.7%         | 3            | 99.0%         | 3            | 89.0%         | 1            |                   |
|      | 416    | Ellington, Larry          | M               | Limpopo | 95.0%         | 2            | 98.0%         | 2            | 98.0%         | 2            |                   |
|      | 417    | Emperton, Penelope        | F               | Limpopo | 97.0%         | 4            | 97.0%         | 4            | 69.0%         | 2            |                   |
|      | 418    | Enfield, Milly            | F               | Limpopo | 98.0%         | 5            | 98.0%         | 5            | 99.0%         | 3            |                   |
|      | 419    | Farrindon, Alicia         | F               | Nile    | 98.0%         | 3            | 98.0%         | 3            | 98.0%         | 3            |                   |
|      | 420    | Gadson, Georgina          | F               | Nile    | 78.0%         | 2            | 78.0%         | 2            | 97.0%         | 2            |                   |
|      | 421    | Gilberdyke, Hope          | F               | Limpopo | 88.0%         | 1            | 88.0%         | 1            | 98.0%         | 2            |                   |
|      | 422    | Gresham, Conrad           | M               | Limpopo | 99.0%         | 1            | 99.0%         | 1            | 98.0%         | 5            |                   |
|      | 423    |                           |                 |         |               |              |               |              |               |              |                   |
|      | 424    | Hall, Emma                | F               | Limpopo | 96.0%         | 2            | 96.0%         | 2            | 88.0%         | 4            |                   |
|      | 425    | Henson, Josephine         | F               | Limpopo | 96.0%         | 3            | 96.0%         | 3            | 99.0%         | 3            |                   |

Notice on page 5 how the attendance and behaviour are shown on the individual pupil reports.

# GREEN-TAB: INPUTTING INFORMATION ABOUT DISADVANTAGED PUPILS

## YEAR 4 PUPIL-LEVEL DISADVANTAGED BARRIERS & PPS SUPPORT

| DETAILS |                           |                 |              |                        |                        |                      | CIRCUMSTANCES |     |    |     | OTHER BARRIERS          | INTERVENTIONS |      |             |                  |  |  |  | OTHER |            |                         |  | ENRICHMENT / EXTRA CURRICULAR |  |                 |              |       |       |      |           |  |  |  |  |  |  |  |
|---------|---------------------------|-----------------|--------------|------------------------|------------------------|----------------------|---------------|-----|----|-----|-------------------------|---------------|------|-------------|------------------|--|--|--|-------|------------|-------------------------|--|-------------------------------|--|-----------------|--------------|-------|-------|------|-----------|--|--|--|--|--|--|--|
| Number  | Name [Surname, Forenames] | Gender [M or F] | SEN [K or S] | Reading PA [L, M or H] | Writing PA [L, M or H] | Maths PA [L, M or H] | EHA           | CIN | CP | CLA |                         | MENTORING     | LEWA | EXTRA MATHS | ANGER MANAGEMENT |  |  |  |       | PAID TRIPS | PAID INSTRUMENTAL MUSIC | PAID FEES FOR COMMUNITY LEISURE CENTRE |                               |  | MOMENTWORK CLUB | READING CLUB | SPORT | CHOIR | YOGA | ORCHESTRA |  |  |  |  |  |  |  |
|         |                           |                 |              |                        |                        |                      |               |     |    |     |                         |               |      |             |                  |  |  |  |       |            |                         |  |                               |  |                 |              |       |       |      |           |  |  |  |  |  |  |  |
| 402     | ALSAVID Farah             | F               |              | L                      | L                      | L                    |               |     |    |     | sibling deceased 2016   | 1             | 1    | 1           |                  |  |  |  |       | 1          | 1                       |  |                               |  | 1               | 1            |       |       |      |           |  |  |  |  |  |  |  |
| 406     | CHAPLIN Harry             | M               |              | M                      | M                      | M                    | 1             |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       |       |      |           |  |  |  |  |  |  |  |
| 408     | CLEMENTS Ashton           | M               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       |       |      |           |  |  |  |  |  |  |  |
| 418     | GOLDBERG Bradley          | M               |              | L                      | M                      | L                    |               |     |    |     |                         |               |      | 1           |                  |  |  |  |       | 1          | 1                       |  |                               |  | 1               |              |       | 1     | 1    |           |  |  |  |  |  |  |  |
| 421     | HANSON Jaiden             | M               |              | M                      | M                      | M                    |               | 1   | 1  |     | lives with adult sister | 1             |      | 1           | 1                |  |  |  |       | 1          | 1                       | 1                                      |                               |  | 1               |              | 1     |       | 1    |           |  |  |  |  |  |  |  |
| 423     | HEPWORTH Toni             | F               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       |       |      |           |  |  |  |  |  |  |  |
| 425     | KENNETT Jaiden            | M               | K            | L                      | M                      | L                    |               |     |    |     |                         |               | 1    | 1           |                  |  |  |  |       | 1          |                         |  |                               |  | 1               | 1            |       |       |      |           |  |  |  |  |  |  |  |
| 427     | LEASON Lacey              | F               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       | 1     |      |           |  |  |  |  |  |  |  |
| 433     | RATHBONE Oliver           | M               |              | M                      | M                      | M                    | 1             | 1   |    |     | lives with grandparents | 1             |      |             | 1                |  |  |  |       | 1          | 1                       |  |                               |  | 1               |              | 1     | 1     | 1    | 1         |  |  |  |  |  |  |  |
| 436     | SAMSON Alicia             | F               |              | M                      | M                      | M                    |               | 1   |    |     |                         |               |      |             |                  |  |  |  |       | 1          | 1                       |  |                               |  | 1               | 1            |       | 1     |      |           |  |  |  |  |  |  |  |
| 437     | SHAW Larry                | M               |              | M                      | L                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              | 1     |       |      |           |  |  |  |  |  |  |  |
| 438     | SHENTON Bradley           | M               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       |       |      |           |  |  |  |  |  |  |  |
| 439     | SIMPSON Lily-Grace        | F               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      | 1           |                  |  |  |  |       | 1          |                         |  |                               |  | 1               |              | 1     |       |      |           |  |  |  |  |  |  |  |
| 444     | STURRIDGE Ellie-May       | F               |              | M                      | M                      | M                    |               |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          | 1                       | 1                                      |                               |  | 1               |              | 1     |       |      |           |  |  |  |  |  |  |  |
| 445     | THORNBURY Matthew         | M               | K            | L                      | L                      | M                    |               |     |    |     | father in prison        | 1             | 1    |             | 1                |  |  |  |       | 1          |                         |  |                               |  | 1               |              |       |       |      |           |  |  |  |  |  |  |  |
| 446     | WOODS Tyrone              | M               |              | M                      | M                      | M                    | 1             |     |    |     |                         |               |      |             |                  |  |  |  |       | 1          |                         |  |                               |  | 1               | 1            |       |       |      |           |  |  |  |  |  |  |  |

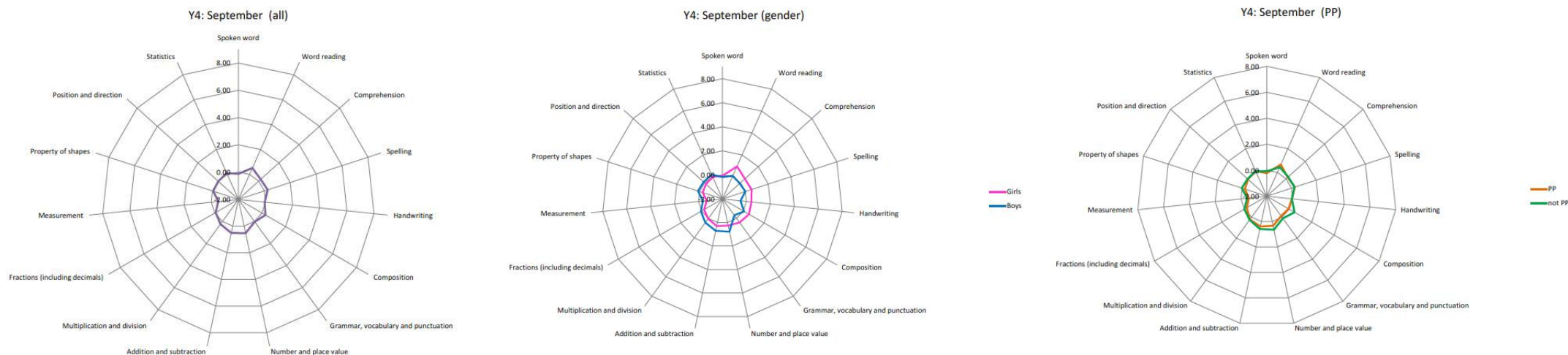
In one sense this is a summary needs and provision map related to those pupils for whom the school receives a pupil premium. The names and flags are created automatically in the darker grey columns. The lighter grey columns refer to a set of standard classifications: Early Help Assessment; Child in Need; Child Protection Register, and Child Looked After. The light yellow column is to record any specific barriers that might affect learning. The headings for the types of interventions and support should be inserted by the user. Users are advised to put a figure 1 in the cells that apply.

This sheet informs a school’s pupil premium strategy.

Page 30 in this guidance shows the automatically generated through-year attainment and progress tracks related to these same pupils. This enables the pupil premium strategy implementation to be monitored and evaluated.

# THE TWENTY-EIGHT YELLOW-TAB REPORTS

After the data have been entered for September, a set of 'baseline reports' are produced instantly and automatically. Click on the tabs at the bottom: "Sept all", "Sept gender" and Sept PP" to see three baseline pictures for the year group.

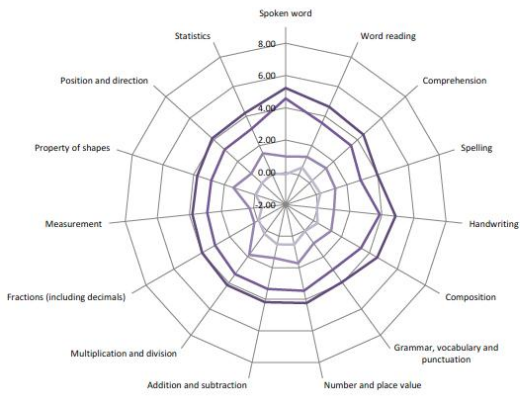


Now go to the red tab and click on "Individual Sept". This opens an individual pupil baseline report. Put a pupil reference number (see the pupil information sheet) in the yellow box next to "Ref:" and press "Save". It will look like that on page 3 of this guidance but will include only the baseline spider graph.

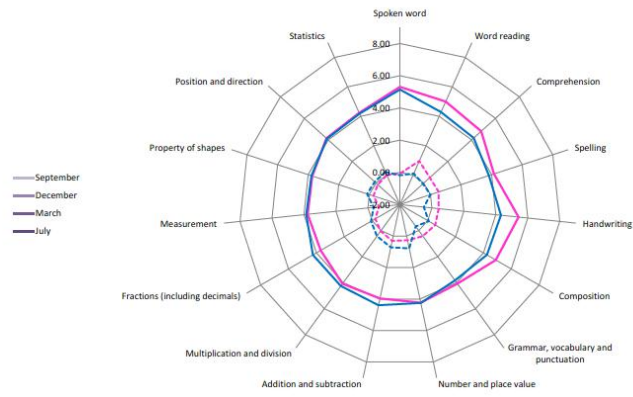
These baselines will remain on all the reports as the year progresses and after the December, March and July records are entered. This allows the learning progress to be graphically demonstrated at year group and at individual pupil level.

These pictures show the through-year group progress after the July data have been entered.

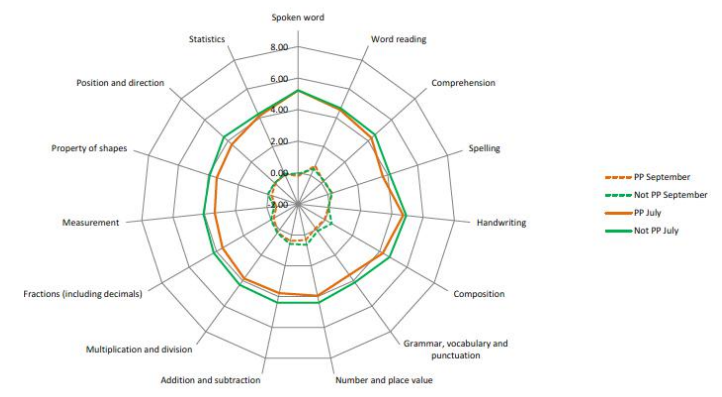
Y4: progress over three terms (all)



Y4: progress over three terms (gender)

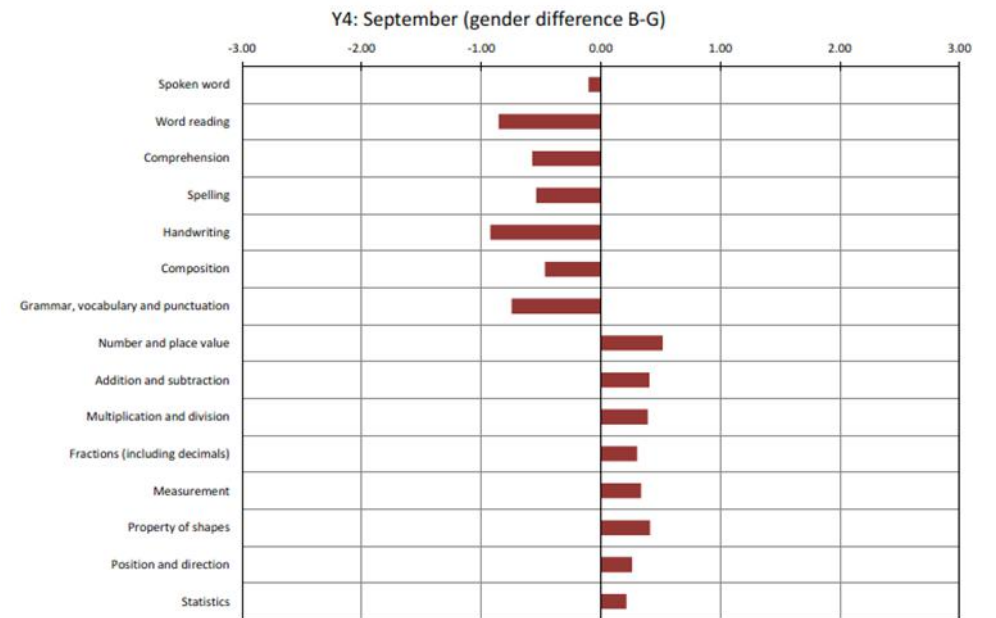
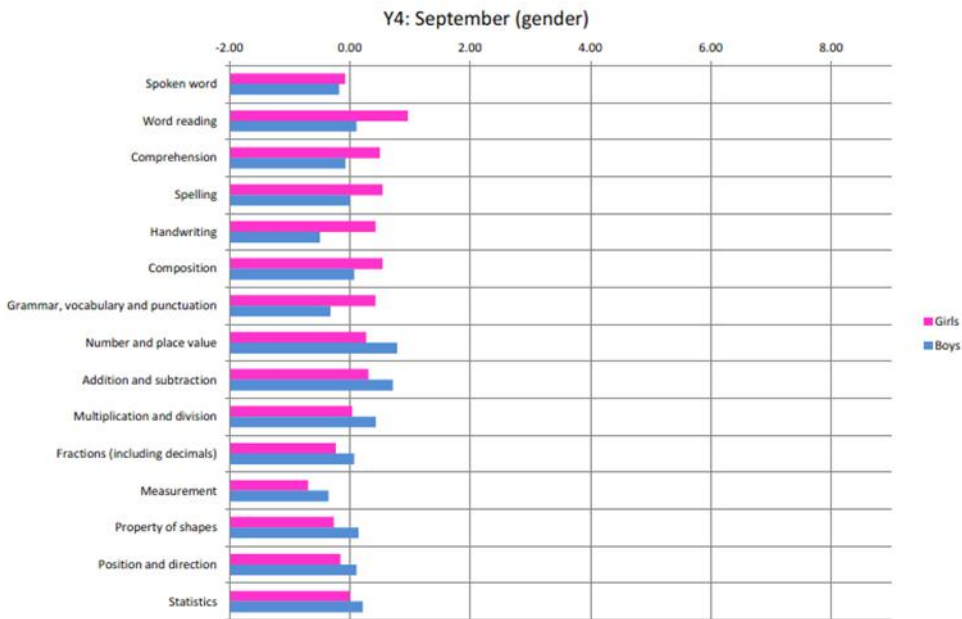


Y4: progress over three terms (PP)



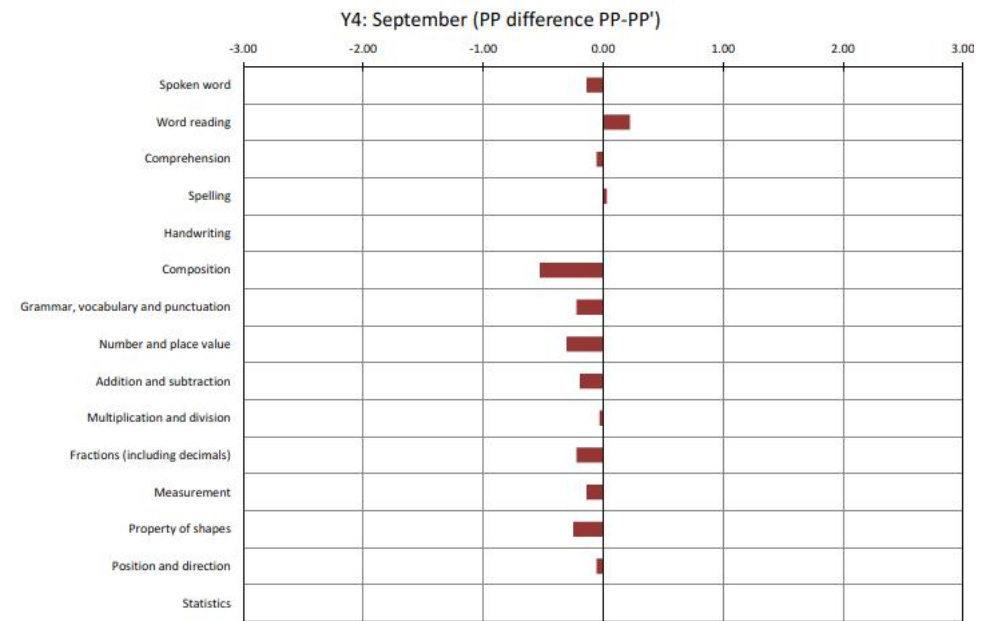
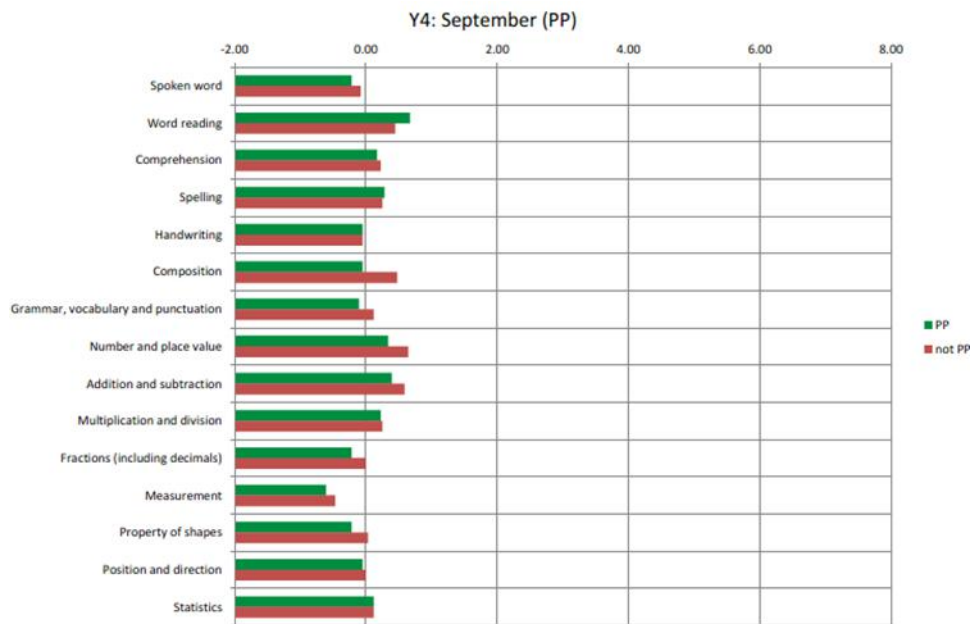
Associated with these three “growing” spider charts are alternative graphical representations of “gender” and “disadvantage” differences – two for each at each of the four data entry points. The two presentations of the gender differences are shown below:

Their tab names in these Year 4 examples are “Y4 Gender (2)” and “Y4 gender (3)”.



The two presentations of the “disadvantage” differences are shown below:

Their tab names in these Year 4 examples are “Y4 PP (2)” and “Y4 PP (3)”.



These gender and disadvantage differences diagrams draw on the data expressed in the “purple tab” tables described below, specifically from page 17.

# THE TWELVE PURPLE-TAB REPORTS

## Y4 baseline and through-year progress

mean scores Writing

| September (base)   | national standard | end of Year 4 expectation (nine year old)              |                                    |   |   |   |                                       |  |  |   |  |  |  |
|--------------------|-------------------|--|------------------------------------|---|---|---|---------------------------------------|--|--|---|--|--|--|
|                    |                   | BELOW  |                                    |   | NEARBY TO                                 |   |                                       | AT STANDARD                                  |  |   | ABOVE  |  |  |
|                    |                   | working on national curriculum previous year programme | working on previous year programme | beginning to work on current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | completed a series of current year programme | completed most of current year programme | completed all of current year programme | exceeded some of current year programme & beginning to work on next year | exceeded most of current year programme & beginning to work on next year | exceeded all current year programme & working on most of next year |
| "12-point" scale   | -2                | -1   | 0                                  | 1   | 2   | 3   | 4                                     | 5  | 6  | 7                                       | 8  | 9  |  |
| number of children | 12                | 0  | 0                                  | 0   | 0   | 0   | 0                                     | 0  | 0  | 0                                       | 0  | 0  | 12   |
| percentage         | 22%               | 10%  | 22%                                | 0%  | 15%                                       | 13%                                       | 0%                                    | 0%   | 0%                                       | 0%                                      | 0%   | 0%   | 100%   |

50% of children start Y4 with at least expected standard of an eight year old  
 0% of children start Y4 with at least expected standard of a nine year old  
 41% of children start Y4 below expected standard of an eight year old

| December           | national standard | end of Year 8 expectation (nine year old)              |                                    |   |   |   |                                       |  |  |   |  |  |  |
|--------------------|-------------------|--|------------------------------------|---|---|---|---------------------------------------|--|--|---|--|--|--|
|                    |                   | BELOW  |                                    |   | NEARBY TO                                 |   |                                       | AT STANDARD                                  |  |   | ABOVE  |  |  |
|                    |                   | working on national curriculum previous year programme | working on previous year programme | beginning to work on current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | completed a series of current year programme | completed most of current year programme | completed all of current year programme | exceeded some of current year programme & beginning to work on next year | exceeded most of current year programme & beginning to work on next year | exceeded all current year programme & working on most of next year |
| "12-point" scale   | -2                | -1   | 0                                  | 1   | 2   | 3   | 4                                     | 5  | 6  | 7                                       | 8  | 9  |  |
| number of children | 5                 | 7  | 4                                  | 10  | 5   | 8   | 5                                     | 0  | 0  | 0                                       | 0  | 0  | 54   |
| percentage         | 9%                | 13%  | 7%                                 | 35%   | 9%  | 27%                                       | 9%                                    | 0%   | 0%                                       | 0%                                      | 0%   | 0%   | 100%   |

76% of children by December are at least expected standard of an eight year old  
 9% of children by December are at least expected standard of a nine year old  
 22% of children by December are at below expected standard of an eight year old

| March              | national standard | end of Year 8 expectation (nine year old)              |                                    |   |   |   |                                       |  |  |   |  |  |  |
|--------------------|-------------------|--|------------------------------------|---|---|---|---------------------------------------|--|--|---|--|--|--|
|                    |                   | BELOW  |                                    |   | NEARBY TO                                 |   |                                       | AT STANDARD                                  |  |   | ABOVE  |  |  |
|                    |                   | working on national curriculum previous year programme | working on previous year programme | beginning to work on current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | completed a series of current year programme | completed most of current year programme | completed all of current year programme | exceeded some of current year programme & beginning to work on next year | exceeded most of current year programme & beginning to work on next year | exceeded all current year programme & working on most of next year |
| "12-point" scale   | -2                | -1   | 0                                  | 1   | 2   | 3   | 4                                     | 5  | 6  | 7                                       | 8  | 9  |  |
| number of children | 2                 | 1  | 0                                  | 2   | 8   | 8   | 21                                    | 8  | 3  | 0                                       | 0  | 0  | 54   |
| percentage         | 4%                | 2%   | 0%                                 | 4%  | 15%                                       | 17%                                       | 39%                                   | 15%  | 6%                                       | 0%                                      | 0%   | 0%   | 100%   |

94% of children by March are at least expected standard of an eight year old  
 59% of children by March are at least expected standard of a nine year old  
 6% of children by March are at below expected standard of an eight year old

| July               | national standard | end of Year 8 expectation (nine year old)              |                                    |   |   |   |                                       |  |  |   |  |  |  |
|--------------------|-------------------|--|------------------------------------|---|---|---|---------------------------------------|--|--|---|--|--|--|
|                    |                   | BELOW  |                                    |   | NEARBY TO                                 |   |                                       | AT STANDARD                                  |  |   | ABOVE  |  |  |
|                    |                   | working on national curriculum previous year programme | working on previous year programme | beginning to work on current year programme | working on some of current year programme | working on most of current year programme | working on all current year programme | completed a series of current year programme | completed most of current year programme | completed all of current year programme | exceeded some of current year programme & beginning to work on next year | exceeded most of current year programme & beginning to work on next year | exceeded all current year programme & working on most of next year |
| "12-point" scale   | -2                | -1   | 0                                  | 1   | 2   | 3   | 4                                     | 5  | 6  | 7                                       | 8  | 9  |  |
| number of children | 2                 | 0  | 0                                  | 0   | 4   | 6   | 16                                    | 9  | 10                                       | 5                                       | 2  | 0  | 54   |
| percentage         | 4%                | 0%   | 0%                                 | 0%  | 7%  | 11%                                       | 30%                                   | 17%  | 19%                                      | 9%                                      | 4%   | 0%   | 100%   |

86% of children by July are at least expected standard of an eight year old  
 78% of children by July are at least expected standard of a nine year old  
 4% of children by July are at below expected standard of an eight year old

As well as the reports above, a set of “cumulative reports”, situated at the start of the Excel workbook and denoted by purple coloured tabs, are automatically produced. These are designed to assist in evaluating school performance and are particularly helpful in reporting to governors, inspectors and other bodies to whom the school may be accountable. Over the year, as the termly records are entered, these reports show, in various ways the rate and nature of pupil progress. This first report shows progress in Writing after all the termly records have been entered.

Similar reports are produced for Reading, Mathematics and Overall progress.

For Foundation Stage, only the overall report is produced.

The Overall report for Foundation Stage additionally shows the proportion of pupils who have reached a good level of development. For Key Stages 1 and 2 the Overall report additionally shows the proportion of pupils who have reached the national age-related expected standard in all three of Reading, Writing and Mathematics.





Y4 Gap Analysis – full version

|                  |                      |                                       | 54                        | 26    | 28    | gender gap (M-F) | 18    | 36    | PP gap (PP-PP') |       |
|------------------|----------------------|---------------------------------------|---------------------------|-------|-------|------------------|-------|-------|-----------------|-------|
|                  |                      |                                       | all                       | F     | M     |                  | PP    | PP'   |                 |       |
| <b>September</b> |                      |                                       |                           |       |       |                  |       |       |                 |       |
| English          | Speaking & Listening | 1 Spoken word                         | -0.13                     | -0.08 | -0.18 | -0.10            | -0.22 | -0.08 | -0.14           |       |
|                  |                      | 2 Word reading                        | 0.52                      | 0.96  | 0.11  | -0.85            | 0.67  | 0.44  | 0.22            |       |
|                  |                      | 3 Comprehension                       | 0.20                      | 0.50  | -0.07 | -0.57            | 0.17  | 0.22  | -0.06           |       |
|                  | Writing              | 4 Spelling                            | 0.26                      | 0.54  | 0.00  | -0.54            | 0.28  | 0.25  | 0.03            |       |
|                  |                      | 5 Handwriting                         | -0.06                     | 0.42  | -0.50 | -0.92            | -0.06 | -0.06 | 0.00            |       |
|                  |                      | 6 Composition                         | 0.30                      | 0.54  | 0.07  | -0.47            | -0.06 | 0.47  | -0.53           |       |
|                  |                      | 7 Grammar, vocabulary and punctuation | 0.04                      | 0.42  | -0.32 | -0.74            | -0.11 | 0.11  | -0.22           |       |
| Mathematics      | Number               | 8 Number and place value              | 0.54                      | 0.27  | 0.79  | 0.52             | 0.33  | 0.64  | -0.31           |       |
|                  |                      | 9 Addition and subtraction            | 0.52                      | 0.31  | 0.71  | 0.41             | 0.39  | 0.58  | -0.19           |       |
|                  |                      | 10 Multiplication and division        | 0.24                      | 0.04  | 0.43  | 0.39             | 0.22  | 0.25  | -0.03           |       |
|                  | Measures             | 11 Fractions (including decimals)     | -0.07                     | -0.23 | 0.07  | 0.30             | -0.22 | 0.00  | -0.22           |       |
|                  |                      | 12 Measurement                        | -0.52                     | -0.69 | -0.36 | 0.34             | -0.61 | -0.47 | -0.14           |       |
|                  |                      | Geometry                              | 13 Property of shapes     | -0.06 | -0.27 | 0.14             | 0.41  | -0.22 | 0.03            | -0.25 |
|                  |                      |                                       | 14 Position and direction | -0.02 | -0.15 | 0.11             | 0.26  | -0.06 | 0.00            | -0.06 |
|                  |                      | 15 Statistics                         | 0.11                      | 0.00  | 0.21  | 0.21             | 0.11  | 0.11  | 0.00            |       |

|                 |                      |                                       | 54                        | 26   | 28   | gender gap (M-F) | 18   | 36   | PP gap (PP-PP') |       |
|-----------------|----------------------|---------------------------------------|---------------------------|------|------|------------------|------|------|-----------------|-------|
|                 |                      |                                       | all                       | F    | M    |                  | PP   | PP'  |                 |       |
| <b>December</b> |                      |                                       |                           |      |      |                  |      |      |                 |       |
| English         | Speaking & Listening | 1 Spoken word                         | 0.98                      | 0.96 | 1.00 | -0.04            | 0.83 | 1.06 | -0.22           |       |
|                 |                      | 2 Word reading                        | 1.24                      | 1.81 | 0.71 | -1.09            | 1.44 | 1.14 | 0.31            |       |
|                 |                      | 3 Comprehension                       | 1.37                      | 1.65 | 1.11 | -0.55            | 1.28 | 1.42 | -0.14           |       |
|                 | Writing              | 4 Spelling                            | 1.24                      | 1.50 | 1.00 | -0.50            | 1.11 | 1.31 | -0.19           |       |
|                 |                      | 5 Handwriting                         | 1.02                      | 1.46 | 0.61 | -0.85            | 1.06 | 1.00 | 0.06            |       |
|                 |                      | 6 Composition                         | 1.26                      | 1.46 | 1.07 | -0.39            | 1.00 | 1.39 | -0.39           |       |
|                 |                      | 7 Grammar, vocabulary and punctuation | 0.96                      | 1.23 | 0.71 | -0.52            | 0.72 | 1.08 | -0.36           |       |
| Mathematics     | Number               | 8 Number and place value              | 1.72                      | 1.62 | 1.82 | 0.21             | 1.61 | 1.78 | -0.17           |       |
|                 |                      | 9 Addition and subtraction            | 1.39                      | 1.15 | 1.61 | 0.45             | 1.17 | 1.50 | -0.33           |       |
|                 |                      | 10 Multiplication and division        | 1.85                      | 1.77 | 1.93 | 0.16             | 1.67 | 1.94 | -0.28           |       |
|                 | Measures             | 11 Fractions (including decimals)     | 0.24                      | 0.15 | 0.32 | 0.17             | 0.11 | 0.31 | -0.19           |       |
|                 |                      | 12 Measurement                        | 0.24                      | 0.04 | 0.43 | 0.39             | 0.11 | 0.31 | -0.19           |       |
|                 |                      | Geometry                              | 13 Property of shapes     | 1.41 | 1.31 | 1.50             | 0.19 | 1.17 | 1.53            | -0.36 |
|                 |                      |                                       | 14 Position and direction | 0.87 | 0.85 | 0.89             | 0.05 | 0.67 | 0.97            | -0.31 |
|                 |                      | 15 Statistics                         | 1.48                      | 1.35 | 1.61 | 0.26             | 1.50 | 1.47 | 0.03            |       |

|              |                      |                                       | 54                        | 26   | 28   | gender gap (M-F) | 18   | 36   | PP gap (PP-PP') |       |
|--------------|----------------------|---------------------------------------|---------------------------|------|------|------------------|------|------|-----------------|-------|
|              |                      |                                       | all                       | F    | M    |                  | PP   | PP'  |                 |       |
| <b>March</b> |                      |                                       |                           |      |      |                  |      |      |                 |       |
| English      | Speaking & Listening | 1 Spoken word                         | 4.57                      | 4.50 | 4.64 | 0.14             | 4.56 | 4.58 | -0.03           |       |
|              |                      | 2 Word reading                        | 3.54                      | 3.77 | 3.32 | -0.45            | 3.33 | 3.64 | -0.31           |       |
|              |                      | 3 Comprehension                       | 3.46                      | 3.58 | 3.36 | -0.22            | 3.00 | 3.69 | -0.69           |       |
|              | Writing              | 4 Spelling                            | 2.89                      | 2.96 | 2.82 | -0.14            | 2.44 | 3.11 | -0.67           |       |
|              |                      | 5 Handwriting                         | 3.87                      | 4.19 | 3.57 | -0.62            | 3.67 | 3.97 | -0.31           |       |
|              |                      | 6 Composition                         | 3.39                      | 3.54 | 3.25 | -0.29            | 2.89 | 3.64 | -0.75           |       |
|              |                      | 7 Grammar, vocabulary and punctuation | 2.98                      | 3.15 | 2.82 | -0.33            | 2.50 | 3.22 | -0.72           |       |
| Mathematics  | Number               | 8 Number and place value              | 3.46                      | 3.35 | 3.57 | 0.23             | 3.22 | 3.58 | -0.36           |       |
|              |                      | 9 Addition and subtraction            | 3.35                      | 3.12 | 3.57 | 0.46             | 2.94 | 3.56 | -0.61           |       |
|              |                      | 10 Multiplication and division        | 3.33                      | 3.12 | 3.54 | 0.42             | 2.89 | 3.56 | -0.67           |       |
|              | Measures             | 11 Fractions (including decimals)     | 3.06                      | 2.96 | 3.14 | 0.18             | 2.72 | 3.22 | -0.50           |       |
|              |                      | 12 Measurement                        | 2.89                      | 2.81 | 2.96 | 0.16             | 2.28 | 3.19 | -0.92           |       |
|              |                      | Geometry                              | 13 Property of shapes     | 2.85 | 2.73 | 2.96             | 0.23 | 2.28 | 3.14            | -0.86 |
|              |                      |                                       | 14 Position and direction | 3.09 | 2.92 | 3.25             | 0.33 | 2.33 | 3.47            | -1.14 |
|              |                      | 15 Statistics                         | 3.15                      | 3.12 | 3.18 | 0.06             | 2.78 | 3.33 | -0.56           |       |

|             |                      |                                       | 54                        | 26   | 28   | gender gap (M-F) | 18    | 36   | PP gap (PP-PP') |       |
|-------------|----------------------|---------------------------------------|---------------------------|------|------|------------------|-------|------|-----------------|-------|
|             |                      |                                       | all                       | F    | M    |                  | PP    | PP'  |                 |       |
| <b>July</b> |                      |                                       |                           |      |      |                  |       |      |                 |       |
| English     | Speaking & Listening | 1 Spoken word                         | 5.22                      | 5.31 | 5.14 | -0.16            | 5.22  | 5.22 | 0.00            |       |
|             |                      | 2 Word reading                        | 4.63                      | 5.00 | 4.29 | -0.71            | 4.56  | 4.67 | -0.11           |       |
|             |                      | 3 Comprehension                       | 4.48                      | 4.81 | 4.18 | -0.63            | 4.28  | 4.58 | -0.31           |       |
|             | Writing              | 4 Transcription                       | 3.98                      | 4.15 | 3.82 | -0.33            | 3.67  | 4.14 | -0.47           |       |
|             |                      | 5 Handwriting                         | 4.85                      | 5.42 | 4.32 | -1.10            | 4.72  | 4.92 | -0.19           |       |
|             |                      | 6 Composition                         | 4.56                      | 4.88 | 4.25 | -0.63            | 4.22  | 4.72 | -0.50           |       |
|             |                      | 7 Grammar, vocabulary and punctuation | 3.94                      | 4.08 | 3.82 | -0.26            | 3.56  | 4.14 | -0.58           |       |
| Mathematics | Number               | 8 Number and place value              | 4.24                      | 4.23 | 4.25 | 0.02             | 3.94  | 4.39 | -0.44           |       |
|             |                      | 9 Addition and subtraction            | 4.19                      | 3.96 | 4.39 | 0.43             | 3.78  | 4.39 | -0.61           |       |
|             |                      | 10 Multiplication and division        | 4.17                      | 4.08 | 4.25 | 0.17             | 3.83  | 4.33 | -0.50           |       |
|             | Measures             | 11 Fractions (including decimals)     | 3.98                      | 3.69 | 4.25 | 0.56             | 3.56  | 4.19 | -0.64           |       |
|             |                      | 12 Measurement                        | 3.81                      | 3.77 | 3.86 | 0.09             | 3.33  | 4.06 | -0.72           |       |
|             |                      | Geometry                              | 13 Property of shapes     | 3.76 | 3.73 | 3.79             | 0.05  | 3.44 | 3.92            | -0.47 |
|             |                      |                                       | 14 Position and direction | 4.13 | 4.15 | 4.11             | -0.05 | 3.67 | 4.36            | -0.69 |
|             |                      | 15 Statistics                         | 4.20                      | 4.23 | 4.18 | -0.05            | 4.11  | 4.25 | -0.14           |       |

This table uses the average points score (on the 12 point scale) and calculates the gender and disadvantaged gaps for each National Curriculum strand.

By identifying exactly where the largest gaps are, effort can then be targeted to the appropriate place in order to reduce them.

The term by term presentations allows the effectiveness of ‘gap narrowing’ strategies to be evaluated.

By comparing term-on-term tables, progress rates may be inferred at both strand level and pupil group level.

## Y4 Gap Analysis – short version

|                  |                      | 54    | 26    | 28    |                  | 18    | 36    |               |
|------------------|----------------------|-------|-------|-------|------------------|-------|-------|---------------|
|                  |                      | all   | F     | M     | gender gap (M-F) | PP    | PP'   | PP gap PP-PP' |
| <b>September</b> |                      |       |       |       |                  |       |       |               |
| English          | Speaking & Listening | -0.13 | -0.08 | -0.18 | -0.10            | -0.22 | -0.08 | -0.14         |
|                  | Reading              | 0.36  | 0.73  | 0.02  | -0.71            | 0.42  | 0.33  | 0.08          |
|                  | Writing              | 0.13  | 0.48  | -0.19 | -0.67            | 0.01  | 0.19  | -0.18         |
| Mathematics      |                      | 0.09  | -0.09 | 0.26  | 0.35             | -0.01 | 0.14  | -0.15         |

This table summarises the data in the table above and represents it at “subject” rather than “strand” level.

Again, the gaps are evident, as are the changes in those gaps over time.

In the example on the left it may be inferred that progress overall in mathematics is represented by a move from 0.09 to 4.06 – a shift of 3.97 points.

Other in-year progress rates can be as simply calculated.

|                 |                      | 54   | 26   | 28   |                  | 18   | 36   |               |
|-----------------|----------------------|------|------|------|------------------|------|------|---------------|
|                 |                      | all  | F    | M    | gender gap (M-F) | PP   | PP'  | PP gap PP-PP' |
| <b>December</b> |                      |      |      |      |                  |      |      |               |
| English         | Speaking & Listening | 0.98 | 0.96 | 1.00 | 0.04             | 0.83 | 1.06 | -0.22         |
|                 | Reading              | 1.31 | 1.73 | 0.91 | -0.82            | 1.36 | 1.28 | 0.08          |
|                 | Writing              | 1.12 | 1.41 | 0.85 | -0.57            | 0.97 | 1.19 | -0.22         |
| Mathematics     |                      | 1.15 | 1.03 | 1.26 | 0.23             | 1.00 | 1.23 | -0.23         |

|              |                      | 54   | 26   | 28   |                  | 18   | 36   |               |
|--------------|----------------------|------|------|------|------------------|------|------|---------------|
|              |                      | all  | F    | M    | gender gap (M-F) | PP   | PP'  | PP gap PP-PP' |
| <b>March</b> |                      |      |      |      |                  |      |      |               |
| English      | Speaking & Listening | 4.57 | 4.50 | 4.64 | 0.14             | 4.56 | 4.58 | -0.03         |
|              | Reading              | 3.50 | 3.67 | 3.34 | -0.33            | 3.17 | 3.67 | -0.50         |
|              | Writing              | 3.28 | 3.46 | 3.12 | -0.35            | 2.88 | 3.49 | -0.61         |
| Mathematics  |                      | 3.15 | 3.01 | 3.27 | 0.26             | 2.68 | 3.38 | -0.70         |

|             |                      | 54   | 26   | 28   |                  | 18   | 36   |               |
|-------------|----------------------|------|------|------|------------------|------|------|---------------|
|             |                      | all  | F    | M    | gender gap (M-F) | PP   | PP'  | PP gap PP-PP' |
| <b>July</b> |                      |      |      |      |                  |      |      |               |
| English     | Speaking & Listening | 5.22 | 5.31 | 5.14 | -0.16            | 5.22 | 5.22 | 0.00          |
|             | Reading              | 4.56 | 4.90 | 4.23 | -0.67            | 4.42 | 4.63 | -0.21         |
|             | Writing              | 4.33 | 4.63 | 4.05 | -0.58            | 4.04 | 4.48 | -0.44         |
| Mathematics |                      | 4.06 | 3.98 | 4.13 | 0.15             | 3.71 | 4.24 | -0.53         |

## Y4 Change over the year

|                  |                      |    | 54                                  | 26    | 28    | gender gap (M-F) |       | 18    | 36    | PP gap PP-PP' |  |
|------------------|----------------------|----|-------------------------------------|-------|-------|------------------|-------|-------|-------|---------------|--|
|                  |                      |    | all                                 | F     | M     | PP               | PP'   |       |       |               |  |
| <b>September</b> |                      |    |                                     |       |       |                  |       |       |       |               |  |
| English          | Speaking & Listening | 1  | Spoken word                         | -0.13 | -0.08 | -0.18            | -0.10 | -0.22 | -0.08 | -0.14         |  |
|                  |                      | 2  | Word reading                        | 0.52  | 0.96  | 0.11             | -0.85 | 0.67  | 0.44  | 0.22          |  |
|                  | Reading              | 3  | Comprehension                       | 0.20  | 0.50  | -0.07            | -0.57 | 0.17  | 0.22  | -0.06         |  |
|                  |                      | 4  | Spelling                            | 0.26  | 0.54  | 0.00             | -0.54 | 0.28  | 0.25  | 0.03          |  |
|                  | Writing              | 5  | Handwriting                         | -0.06 | 0.42  | -0.50            | -0.92 | -0.06 | -0.06 | 0.00          |  |
|                  |                      | 6  | Composition                         | 0.30  | 0.54  | 0.07             | -0.47 | -0.06 | 0.47  | -0.53         |  |
|                  |                      | 7  | Grammar, vocabulary and punctuation | 0.04  | 0.42  | -0.32            | -0.74 | -0.11 | 0.11  | -0.22         |  |
| Mathematics      | Number               | 8  | Number and place value              | 0.54  | 0.27  | 0.79             | 0.52  | 0.33  | 0.64  | -0.31         |  |
|                  |                      | 9  | Addition and subtraction            | 0.52  | 0.31  | 0.71             | 0.41  | 0.39  | 0.58  | -0.19         |  |
|                  |                      | 10 | Multiplication and division         | 0.24  | 0.04  | 0.43             | 0.39  | 0.22  | 0.25  | -0.03         |  |
|                  |                      | 11 | Fractions (including decimals)      | -0.07 | -0.23 | 0.07             | 0.30  | -0.22 | 0.00  | -0.22         |  |
|                  | Measures             | 12 | Measurement                         | -0.52 | -0.69 | -0.36            | 0.34  | -0.61 | -0.47 | -0.14         |  |
|                  | Geometry             | 13 | Property of shapes                  | -0.06 | -0.27 | 0.14             | 0.41  | -0.22 | 0.03  | -0.25         |  |
|                  |                      | 14 | Position and direction              | -0.02 | -0.15 | 0.11             | 0.26  | -0.06 | 0.00  | -0.06         |  |
|                  | Statistics           | 15 | Statistics                          | 0.11  | 0.00  | 0.21             | 0.21  | 0.11  | 0.11  | 0.00          |  |

|             |                      |    | 54                                  | 26   | 28   | gender gap (M-F) |       | 18   | 36   | PP gap PP-PP' |  |
|-------------|----------------------|----|-------------------------------------|------|------|------------------|-------|------|------|---------------|--|
|             |                      |    | all                                 | F    | M    | PP               | PP'   |      |      |               |  |
| <b>July</b> |                      |    |                                     |      |      |                  |       |      |      |               |  |
| English     | Speaking & Listening | 1  | Spoken word                         | 5.22 | 5.31 | 5.14             | -0.16 | 5.22 | 5.22 | 0.00          |  |
|             |                      | 2  | Word reading                        | 4.63 | 5.00 | 4.29             | -0.71 | 4.56 | 4.67 | -0.11         |  |
|             | Reading              | 3  | Comprehension                       | 4.48 | 4.81 | 4.18             | -0.63 | 4.28 | 4.58 | -0.31         |  |
|             |                      | 4  | Transcription                       | 3.98 | 4.15 | 3.82             | -0.33 | 3.67 | 4.14 | -0.47         |  |
|             | Writing              | 5  | Handwriting                         | 4.85 | 5.42 | 4.32             | -1.10 | 4.72 | 4.92 | -0.19         |  |
|             |                      | 6  | Composition                         | 4.56 | 4.88 | 4.25             | -0.63 | 4.22 | 4.72 | -0.50         |  |
|             |                      | 7  | Grammar, vocabulary and punctuation | 3.94 | 4.08 | 3.82             | -0.26 | 3.56 | 4.14 | -0.58         |  |
| Mathematics | Number               | 8  | Number and place value              | 4.24 | 4.23 | 4.25             | 0.02  | 3.94 | 4.39 | -0.44         |  |
|             |                      | 9  | Addition and subtraction            | 4.19 | 3.96 | 4.39             | 0.43  | 3.78 | 4.39 | -0.61         |  |
|             |                      | 10 | Multiplication and division         | 4.17 | 4.08 | 4.25             | 0.17  | 3.83 | 4.33 | -0.50         |  |
|             |                      | 11 | Fractions (including decimals)      | 3.98 | 3.69 | 4.25             | 0.56  | 3.56 | 4.19 | -0.64         |  |
|             | Measures             | 12 | Measurement                         | 3.81 | 3.77 | 3.86             | 0.09  | 3.33 | 4.06 | -0.72         |  |
|             | Geometry             | 13 | Property of shapes                  | 3.76 | 3.73 | 3.79             | 0.05  | 3.44 | 3.92 | -0.47         |  |
|             |                      | 14 | Position and direction              | 4.13 | 4.15 | 4.11             | -0.05 | 3.67 | 4.36 | -0.69         |  |
|             | Statistics           | 15 | Statistics                          | 4.20 | 4.23 | 4.18             | -0.05 | 4.11 | 4.25 | -0.14         |  |

|               |                      |    | 0                                   | 0    | 0    | gender gap (M-F) |       | 0    | 0    | PP gap PP-PP' |  |
|---------------|----------------------|----|-------------------------------------|------|------|------------------|-------|------|------|---------------|--|
|               |                      |    | all                                 | F    | M    | PP               | PP'   |      |      |               |  |
| <b>CHANGE</b> |                      |    |                                     |      |      |                  |       |      |      |               |  |
| English       | Speaking & Listening | 1  | Spoken word                         | 5.35 | 5.38 | 5.32             | -0.06 | 5.44 | 5.31 | 0.14          |  |
|               |                      | 2  | Word reading                        | 4.11 | 4.04 | 4.18             | 0.14  | 3.89 | 4.22 | -0.33         |  |
|               | Reading              | 3  | Comprehension                       | 4.28 | 4.31 | 4.25             | -0.06 | 4.11 | 4.36 | -0.25         |  |
|               |                      | 4  | Transcription                       | 3.72 | 3.62 | 3.82             | 0.21  | 3.39 | 3.89 | -0.50         |  |
|               | Writing              | 5  | Handwriting                         | 4.91 | 5.00 | 4.82             | -0.18 | 4.78 | 4.97 | -0.19         |  |
|               |                      | 6  | Composition                         | 4.26 | 4.35 | 4.18             | -0.17 | 4.28 | 4.25 | 0.03          |  |
|               |                      | 7  | Grammar, vocabulary and punctuation | 3.91 | 3.65 | 4.14             | 0.49  | 3.67 | 4.03 | -0.36         |  |
| Mathematics   | Number               | 8  | Number and place value              | 3.70 | 3.96 | 3.46             | -0.50 | 3.61 | 3.75 | -0.14         |  |
|               |                      | 9  | Addition and subtraction            | 3.67 | 3.65 | 3.68             | 0.02  | 3.39 | 3.81 | -0.42         |  |
|               |                      | 10 | Multiplication and division         | 3.93 | 4.04 | 3.82             | -0.22 | 3.61 | 4.08 | -0.47         |  |
|               |                      | 11 | Fractions (including decimals)      | 4.06 | 3.92 | 4.18             | 0.26  | 3.78 | 4.19 | -0.42         |  |
|               | Measures             | 12 | Measurement                         | 4.33 | 4.46 | 4.21             | -0.25 | 3.94 | 4.53 | -0.58         |  |
|               | Geometry             | 13 | Property of shapes                  | 3.81 | 4.00 | 3.64             | -0.36 | 3.67 | 3.89 | -0.22         |  |
|               |                      | 14 | Position and direction              | 4.15 | 4.31 | 4.00             | -0.31 | 3.72 | 4.36 | -0.64         |  |
|               | Statistics           | 15 | Statistics                          | 4.09 | 4.23 | 3.96             | -0.27 | 4.00 | 4.14 | -0.14         |  |

This table, activated only at the end of the academic year, represents and conflates the tables shown on page 17 by showing start-of-year, end-of year, and then a “difference” table which gives an at-a-glance summary of how gaps may have increased or decreased over the year.

This information may support teacher’s annual appraisal as well as the school’s annual self-evaluation.

Critically, it informs areas that may need to be worked on as pupils move on to their next year.

Profile 1

**END-OF-PREVIOUS-KEY STAGE PROFILE**

**YEAR 4**

**2016-17**

with reference to the national age-related expected standard of a 7 year old

| END OF KEY STAGE 1 (COUNT) | Reading |       |    |       | Writing |       |    |       | Mathematics |       |    |       |
|----------------------------|---------|-------|----|-------|---------|-------|----|-------|-------------|-------|----|-------|
|                            | No.     | Below | At | Above | No.     | Below | At | Above | No.         | Below | At | Above |
| All                        | 47      | 12    | 24 | 11    | 47      | 13    | 26 | 8     | 47          | 6     | 25 | 16    |
| Boys                       | 23      | 10    | 11 | 2     | 23      | 11    | 12 | 0     | 23          | 4     | 14 | 5     |
| Girls                      | 24      | 2     | 13 | 9     | 24      | 2     | 14 | 8     | 24          | 2     | 11 | 11    |
| Disadvantaged              | 16      | 7     | 8  | 1     | 16      | 8     | 7  | 1     | 16          | 5     | 9  | 2     |
| Others                     | 31      | 5     | 16 | 10    | 31      | 5     | 19 | 7     | 31          | 1     | 16 | 14    |
| SEN (K)                    | 6       | 5     | 1  | 0     | 6       | 5     | 1  | 0     | 6           | 3     | 3  | 0     |

| END OF KEY STAGE 1 (PERCENTAGE) | Reading |       |     |       | Writing |       |     |       | Mathematics |       |     |       |
|---------------------------------|---------|-------|-----|-------|---------|-------|-----|-------|-------------|-------|-----|-------|
|                                 | No.     | Below | At  | Above | No.     | Below | At  | Above | No.         | Below | At  | Above |
| All                             | 47      | 26%   | 51% | 23%   | 47      | 28%   | 55% | 17%   | 47          | 13%   | 53% | 34%   |
| Boys                            | 23      | 43%   | 48% | 9%    | 23      | 48%   | 52% | 0%    | 23          | 17%   | 61% | 22%   |
| Girls                           | 24      | 8%    | 54% | 38%   | 24      | 8%    | 58% | 33%   | 24          | 8%    | 46% | 46%   |
| Disadvantaged                   | 16      | 44%   | 50% | 6%    | 16      | 50%   | 44% | 6%    | 16          | 31%   | 56% | 13%   |
| Others                          | 31      | 16%   | 52% | 32%   | 31      | 16%   | 61% | 23%   | 31          | 3%    | 52% | 45%   |
| SEN (K)                         | 6       | 83%   | 17% | 0%    | 6       | 83%   | 17% | 0%    | 6           | 50%   | 50% | 0%    |

This is the first of three profile reports. It shows the profile on entry to the key stage by using the previous end of key stage outcomes. For Key Stage 1, the Foundation Stage 2, outcomes for Reading, Writing and Number are used.

Following these pupils through subsequent years, one may seek to “improve” on their profile.

## Profile 2

### THROUGH-YEAR PROFILE: COUNT BY CHARACTERISTIC

YEAR 4

2016-17

with reference to the national age-related expected standard of a 9 year old

| YEAR START                                | Reading |       |    |       | Writing |       |    |       | Mathematics |       |    |       |
|---|---------|-------|----|-------|---------|-------|----|-------|-------------|-------|----|-------|
|   | No.     | Below | At | Above | No.     | Below | At | Above | No.         | Below | At | Above |
| All                                       | 47      | 44    | 3  | 0     | 47      | 44    | 3  | 0     | 47          | 47    | 0  | 0     |
| Boys                                      | 23      | 23    | 0  | 0     | 23      | 23    | 0  | 0     | 23          | 23    | 0  | 0     |
| Girls                                     | 24      | 21    | 3  | 0     | 24      | 21    | 3  | 0     | 24          | 24    | 0  | 0     |
| Disadvantaged                             | 16      | 16    | 0  | 0     | 16      | 16    | 0  | 0     | 16          | 16    | 0  | 0     |
| Others                                    | 31      | 28    | 3  | 0     | 31      | 28    | 3  | 0     | 31          | 31    | 0  | 0     |
| High attainers on entry (KS1 L1 or below) | 11      | 8     | 3  | 0     | 8       | 5     | 3  | 0     | 16          | 16    | 0  | 0     |
| Mid attainers on entry (KS1 level 2)      | 24      | 24    | 0  | 0     | 26      | 26    | 0  | 0     | 25          | 25    | 0  | 0     |
| Low attainers on entry (KS1 level 3)      | 12      | 12    | 0  | 0     | 13      | 13    | 0  | 0     | 6           | 6     | 0  | 0     |
| SEN (K)                                   | 6       | 6     | 0  | 0     | 6       | 6     | 0  | 0     | 6           | 6     | 0  | 0     |

| DECEMBER                                  | Reading |       |    |       | Writing |       |    |       | Mathematics |       |    |       |
|---|---------|-------|----|-------|---------|-------|----|-------|-------------|-------|----|-------|
|   | No.     | Below | At | Above | No.     | Below | At | Above | No.         | Below | At | Above |
| All                                       | 47      | 36    | 11 | 0     | 47      | 40    | 7  | 0     | 47          | 40    | 7  | 0     |
| Boys                                      | 23      | 20    | 3  | 0     | 23      | 23    | 0  | 0     | 23          | 19    | 4  | 0     |
| Girls                                     | 24      | 16    | 8  | 0     | 17      | 17    | 0  | 0     | 24          | 21    | 3  | 0     |
| Disadvantaged                             | 16      | 14    | 2  | 0     | 16      | 16    | 0  | 0     | 16          | 15    | 1  | 0     |
| Others                                    | 31      | 22    | 9  | 0     | 24      | 24    | 0  | 0     | 31          | 25    | 6  | 0     |
| High attainers on entry (KS1 L1 or below) | 11      | 4     | 7  | 0     | 2       | 2     | 0  | 0     | 16          | 9     | 7  | 0     |
| Mid attainers on entry (KS1 level 2)      | 24      | 20    | 4  | 0     | 25      | 25    | 0  | 0     | 25          | 25    | 0  | 0     |
| Low attainers on entry (KS1 level 3)      | 12      | 12    | 0  | 0     | 13      | 13    | 0  | 0     | 6           | 6     | 0  | 0     |
| SEN (K)                                   | 6       | 6     | 0  | 0     | 6       | 6     | 0  | 0     | 6           | 6     | 0  | 0     |

| MARCH                                     | Reading |       |    |       | Writing |       |    |       | Mathematics |       |    |       |
|---|---------|-------|----|-------|---------|-------|----|-------|-------------|-------|----|-------|
|   | No.     | Below | At | Above | No.     | Below | At | Above | No.         | Below | At | Above |
| All                                       | 47      | 16    | 30 | 1     | 47      | 24    | 23 | 0     | 47          | 25    | 22 | 0     |
| Boys                                      | 23      | 10    | 13 | 0     | 23      | 15    | 8  | 0     | 23          | 16    | 7  | 0     |
| Girls                                     | 24      | 6     | 17 | 1     | 24      | 9     | 15 | 0     | 24          | 9     | 15 | 0     |
| Disadvantaged                             | 16      | 9     | 7  | 0     | 16      | 12    | 4  | 0     | 16          | 12    | 4  | 0     |
| Others                                    | 31      | 7     | 23 | 1     | 31      | 12    | 19 | 0     | 31          | 13    | 18 | 0     |
| High attainers on entry (KS1 L1 or below) | 11      | 0     | 10 | 1     | 8       | 0     | 8  | 0     | 16          | 0     | 16 | 0     |
| Mid attainers on entry (KS1 level 2)      | 24      | 5     | 19 | 0     | 26      | 11    | 15 | 0     | 25          | 19    | 6  | 0     |
| Low attainers on entry (KS1 level 3)      | 12      | 11    | 1  | 0     | 13      | 13    | 0  | 0     | 6           | 6     | 0  | 0     |
| SEN (K)                                   | 6       | 6     | 0  | 0     | 6       | 6     | 0  | 0     | 6           | 6     | 0  | 0     |

| YEAR END                                  | Reading |       |    |       | Writing |       |    |       | Mathematics |       |    |       |
|---|---------|-------|----|-------|---------|-------|----|-------|-------------|-------|----|-------|
|   | No.     | Below | At | Above | No.     | Below | At | Above | No.         | Below | At | Above |
| All                                       | 47      | 9     | 33 | 5     | 47      | 10    | 33 | 4     | 47          | 17    | 24 | 6     |
| Boys                                      | 23      | 6     | 16 | 1     | 23      | 7     | 15 | 1     | 23          | 11    | 9  | 3     |
| Girls                                     | 24      | 3     | 17 | 4     | 24      | 3     | 18 | 3     | 24          | 6     | 15 | 3     |
| Disadvantaged                             | 16      | 6     | 10 | 0     | 16      | 6     | 10 | 0     | 16          | 10    | 6  | 0     |
| Others                                    | 31      | 3     | 23 | 5     | 31      | 4     | 23 | 4     | 31          | 7     | 18 | 6     |
| High attainers on entry (KS1 L1 or below) | 11      | 0     | 6  | 5     | 8       | 0     | 5  | 3     | 16          | 0     | 10 | 6     |
| Mid attainers on entry (KS1 level 2)      | 24      | 1     | 23 | 0     | 26      | 1     | 24 | 1     | 25          | 11    | 14 | 0     |
| Low attainers on entry (KS1 level 3)      | 12      | 8     | 4  | 0     | 13      | 9     | 4  | 0     | 6           | 6     | 0  | 0     |
| SEN (K)                                   | 6       | 5     | 1  | 0     | 6       | 4     | 2  | 0     | 6           | 6     | 0  | 0     |

Using the same presentation as the start-of-key-stage profile, these tables show how different groups are attaining in relation to their end-of-year age-related expectation.

They are similar to the reports found on page 15 of this guidance: conflating the 12-point scale onto “below”, “at” and “above” the expected age-related standard, whilst expanding the analysis to show pupil groupings.

Clearly, through the year, there is an expected rightwards shift as an increasing proportion of pupils reach or exceed their age-related expectation.

The final report for the year, at the bottom of the set of tables on the left, is the end-of-year profile and may be compared with the end of the previous year profile or the profile on entry to the key stage.

Consecutive end-of-year profiles themselves provide information. (see page 35))

A static profile across years might suggest average progress rates, whilst an improving profile, with indications of rightwards shifts, might suggest faster than average progress rates.

A version for FS2 profiles attainment for Reading, Writing and Number and omits the prior-attainment pupil grouping.

### Profile 3

#### THROUGH-YEAR PROFILE: PERCENT BY CHARACTERISTIC

YEAR 4

2016-17

with reference to the national age-related expected standard of a 9 year old

| YEAR START                                | Reading |       |     |       | Writing |       |     |       | Mathematics |       |    |       |
|---|---------|-------|-----|-------|---------|-------|-----|-------|-------------|-------|----|-------|
|   | No.     | Below | At  | Above | No.     | Below | At  | Above | No.         | Below | At | Above |
| All                                       | 47      | 94%   | 6%  | 0%    | 47      | 94%   | 6%  | 0%    | 47          | 100%  | 0% | 0%    |
| Boys                                      | 23      | 100%  | 0%  | 0%    | 23      | 100%  | 0%  | 0%    | 23          | 100%  | 0% | 0%    |
| Girls                                     | 24      | 88%   | 13% | 0%    | 24      | 88%   | 13% | 0%    | 24          | 100%  | 0% | 0%    |
| Disadvantaged                             | 16      | 100%  | 0%  | 0%    | 16      | 100%  | 0%  | 0%    | 16          | 100%  | 0% | 0%    |
| Others                                    | 31      | 90%   | 10% | 0%    | 31      | 90%   | 10% | 0%    | 31          | 100%  | 0% | 0%    |
| High attainers on entry (KS1 L1 or below) | 1.1     | 73%   | 27% | 0%    | 8       | 63%   | 38% | 0%    | 16          | 100%  | 0% | 0%    |
| Mid attainers on entry (KS1 level 2)      | 24      | 100%  | 0%  | 0%    | 26      | 100%  | 0%  | 0%    | 25          | 100%  | 0% | 0%    |
| Low attainers on entry (KS1 level 3)      | 1.2     | 100%  | 0%  | 0%    | 13      | 100%  | 0%  | 0%    | 6           | 100%  | 0% | 0%    |
| SEN (K)                                   | 6       | 100%  | 0%  | 0%    | 6       | 100%  | 0%  | 0%    | 6           | 100%  | 0% | 0%    |

| DECEMBER                                  | Reading |       |     |       | Writing |       |     |       | Mathematics |       |     |       |
|---|---------|-------|-----|-------|---------|-------|-----|-------|-------------|-------|-----|-------|
|   | No.     | Below | At  | Above | No.     | Below | At  | Above | No.         | Below | At  | Above |
| All                                       | 47      | 77%   | 23% | 0%    | 47      | 85%   | 15% | 0%    | 47          | 85%   | 15% | 0%    |
| Boys                                      | 23      | 87%   | 13% | 0%    | 23      | 100%  | 0%  | 0%    | 23          | 89%   | 11% | 0%    |
| Girls                                     | 24      | 67%   | 33% | 0%    | 17      | 100%  | 0%  | 0%    | 24          | 88%   | 13% | 0%    |
| Disadvantaged                             | 16      | 88%   | 13% | 0%    | 16      | 100%  | 0%  | 0%    | 16          | 94%   | 6%  | 0%    |
| Others                                    | 31      | 71%   | 29% | 0%    | 24      | 100%  | 0%  | 0%    | 31          | 81%   | 19% | 0%    |
| High attainers on entry (KS1 L1 or below) | 1.1     | 36%   | 64% | 0%    | 2       | 100%  | 0%  | 0%    | 16          | 56%   | 44% | 0%    |
| Mid attainers on entry (KS1 level 2)      | 24      | 83%   | 17% | 0%    | 25      | 100%  | 0%  | 0%    | 25          | 100%  | 0%  | 0%    |
| Low attainers on entry (KS1 level 3)      | 1.2     | 100%  | 0%  | 0%    | 13      | 100%  | 0%  | 0%    | 6           | 100%  | 0%  | 0%    |
| SEN (K)                                   | 6       | 100%  | 0%  | 0%    | 6       | 100%  | 0%  | 0%    | 6           | 100%  | 0%  | 0%    |

| MARCH                                     | Reading |       |     |       | Writing |       |      |       | Mathematics |       |      |       |
|---|---------|-------|-----|-------|---------|-------|------|-------|-------------|-------|------|-------|
|   | No.     | Below | At  | Above | No.     | Below | At   | Above | No.         | Below | At   | Above |
| All                                       | 47      | 34%   | 64% | 2%    | 47      | 51%   | 49%  | 0%    | 47          | 53%   | 47%  | 0%    |
| Boys                                      | 23      | 43%   | 57% | 0%    | 23      | 65%   | 35%  | 0%    | 23          | 70%   | 30%  | 0%    |
| Girls                                     | 24      | 25%   | 71% | 4%    | 24      | 38%   | 62%  | 0%    | 24          | 38%   | 62%  | 0%    |
| Disadvantaged                             | 16      | 56%   | 44% | 0%    | 16      | 75%   | 25%  | 0%    | 16          | 75%   | 25%  | 0%    |
| Others                                    | 31      | 23%   | 74% | 3%    | 31      | 39%   | 61%  | 0%    | 31          | 42%   | 58%  | 0%    |
| High attainers on entry (KS1 L1 or below) | 1.1     | 0%    | 91% | 9%    | 8       | 0%    | 100% | 0%    | 16          | 0%    | 100% | 0%    |
| Mid attainers on entry (KS1 level 2)      | 24      | 21%   | 79% | 0%    | 26      | 42%   | 58%  | 0%    | 25          | 76%   | 24%  | 0%    |
| Low attainers on entry (KS1 level 3)      | 1.2     | 92%   | 8%  | 0%    | 13      | 100%  | 0%   | 0%    | 6           | 100%  | 0%   | 0%    |
| SEN (K)                                   | 6       | 100%  | 0%  | 0%    | 6       | 100%  | 0%   | 0%    | 6           | 100%  | 0%   | 0%    |

| YEAR END                                  | Reading |       |     |       | Writing |       |     |       | Mathematics |       |     |       |
|---|---------|-------|-----|-------|---------|-------|-----|-------|-------------|-------|-----|-------|
|   | No.     | Below | At  | Above | No.     | Below | At  | Above | No.         | Below | At  | Above |
| All                                       | 47      | 19%   | 70% | 11%   | 47      | 21%   | 70% | 9%    | 47          | 36%   | 51% | 13%   |
| Boys                                      | 23      | 26%   | 70% | 4%    | 23      | 30%   | 65% | 4%    | 23          | 48%   | 39% | 13%   |
| Girls                                     | 24      | 13%   | 71% | 17%   | 24      | 13%   | 75% | 13%   | 24          | 25%   | 63% | 13%   |
| Disadvantaged                             | 16      | 38%   | 63% | 0%    | 16      | 38%   | 63% | 0%    | 16          | 63%   | 38% | 0%    |
| Others                                    | 31      | 10%   | 74% | 16%   | 31      | 13%   | 74% | 13%   | 31          | 23%   | 58% | 19%   |
| High attainers on entry (KS1 L1 or below) | 1.1     | 0%    | 55% | 45%   | 8       | 0%    | 63% | 38%   | 16          | 0%    | 63% | 38%   |
| Mid attainers on entry (KS1 level 2)      | 24      | 4%    | 96% | 0%    | 26      | 4%    | 92% | 4%    | 25          | 44%   | 56% | 0%    |
| Low attainers on entry (KS1 level 3)      | 1.2     | 67%   | 33% | 0%    | 13      | 69%   | 31% | 0%    | 6           | 100%  | 0%  | 0%    |
| SEN (K)                                   | 6       | 83%   | 17% | 0%    | 6       | 67%   | 33% | 0%    | 6           | 100%  | 0%  | 0%    |

This report presents the same information as the report above, on page 21, but expresses the quantities as percentages.

This allows the comparison of end-of-year profiles across different year groups. (See page 35 for more.)

Governors find these profile reports particularly useful. Not only do they provide a “forward view” of future end-of-key-stage outcomes, but they also identify “hot” and “cold” points across all the year groups in the school.

These reports may be used to support the management of performance.

#### Y4 Behaviour and Attendance Summary

| BEHAVIOUR              | No. | Average T1 | Average T2 | Average T3 |
|------------------------|-----|------------|------------|------------|
| ALL                    | 54  | 2.80       | 2.94       | 2.80       |
| MALES                  | 28  | 2.83       | 3.13       | 2.67       |
| FEMALES                | 26  | 2.76       | 2.76       | 2.92       |
| DISADVANTAGED          | 18  | 2.94       | 2.75       | 3.06       |
| NON DISADVANTAGED      | 36  | 2.73       | 3.03       | 2.67       |
| LAE                    | 7   | 2.57       | 2.71       | 2.43       |
| MAE                    | 27  | 2.52       | 2.67       | 2.78       |
| HAE                    | 7   | 3.29       | 3.29       | 3.14       |
| SEN (K)                | 6   | 2.83       | 3.33       | 2.33       |
| SEN (S)                | 0   |            |            |            |
| GENDER GAP (M-F)       |     | 0.07       | 0.37       | -0.25      |
| DISADVANTAGE GAP (D-N) |     | 0.21       | -0.28      | 0.40       |

|         |    |      |      |      |
|---------|----|------|------|------|
| Nile    | 26 | 2.96 | 3.22 | 2.74 |
| Limpopo | 28 | 2.65 | 2.69 | 2.85 |

| ATTENDANCE             | No. | Average T1 | Average T2 | Average T3 |
|------------------------|-----|------------|------------|------------|
| ALL                    | 54  | 93.4%      | 93.2%      | 94.6%      |
| MALES                  | 28  | 93.3%      | 94.1%      | 95.1%      |
| FEMALES                | 26  | 93.5%      | 92.4%      | 94.2%      |
| DISADVANTAGED          | 18  | 90.3%      | 92.3%      | 92.8%      |
| NON DISADVANTAGED      | 36  | 94.9%      | 93.7%      | 95.5%      |
| LAE                    | 7   | 93.7%      | 93.0%      | 96.0%      |
| MAE                    | 27  | 91.8%      | 91.6%      | 94.0%      |
| HAE                    | 7   | 96.1%      | 96.1%      | 92.7%      |
| SEN (K)                | 6   | 96.5%      | 97.2%      | 91.5%      |
| SEN (S)                | 0   |            |            |            |
| GENDER GAP (M-F)       |     | -0.3%      | 1.7%       | 0.9%       |
| DISADVANTAGE GAP (D-N) |     | -4.7%      | -1.4%      | -2.8%      |

|         |    |       |       |       |
|---------|----|-------|-------|-------|
| Nile    | 26 | 92.9% | 92.3% | 95.9% |
| Limpopo | 28 | 93.9% | 94.0% | 93.5% |

This final purple tab is found at the very end of all tabs.

From December onwards these tables on each of behaviour and attendance are automatically created. Remember that individual data will appear on individual reports (red tabs).

By presenting this information by pupil groups, correlations may be seen between behaviour and attendance and attainment and progress.

Whole school reports are produced which allow comparisons to be made across different year groups. (See page 36 for more.)

## THE TWELVE BLUE-TAB REPORTS

These reports, which apply only to Key Stages 1 and 2, give detailed pupil-level information which accumulates through the year. The last blue-tab report provides a synoptic summary at pupil-group level

The first report on page 25, is the whole year cohort showing attainment in Reading, Writing and Mathematics at each data entry point and progress from the start from the second data point onwards. This page is **“filter enabled”** and allows searching by any one or more of the pupil characteristics. When filtered, averages for filtered groups are automatically created.

All the other blue reports are actually pre-filtered outcomes to bring out attainment and progress details of particular groups of pupils.

The page 26 report is filtered by English and mathematics sets. Whilst levels of attainment (mean score on the 12-point scale) would be expected to reflect the particular sets, the progress made should be neutral (or even inverted). Progress is presented in two ways:

- a) As the difference between current average attainment and the average attainment at the year start;
- b) As the number of pupils who are making particular numbers of individual points progress.

This set-level performance data provides useful evidence in progress evaluation meetings with teachers.

Other blue-tab reports are annotated on the pages below.





YEAR 4 SUMMARY ATTAINMENT & PROGRESS BY SET

|                        | Read Sept | Read Dec | Read prog 1T | Read Mar | Read prog 2T | Read July | Read prog 3T | Write Sept | Write Dec | Write prog 1T | Write Mar | Write prog 2T | Write July | Write prog 3T | Maths Sept | Maths Dec | Maths prog 1T | Maths Mar | Maths prog 2T | Maths July | Maths prog 3T |  |
|------------------------|-----------|----------|--------------|----------|--------------|-----------|--------------|------------|-----------|---------------|-----------|---------------|------------|---------------|------------|-----------|---------------|-----------|---------------|------------|---------------|--|
| SET 1                  |           |          |              |          |              |           |              |            |           |               |           |               |            |               |            |           |               |           |               |            |               |  |
| NUMBER                 | 25        |          |              |          |              |           |              | 25         |           |               |           |               |            |               | 24         |           |               |           |               |            |               |  |
| AVERAGE                | 1.82      | 3.26     | 1.44         | 4.94     | 3.12         | 6.16      | 4.34         | 1.46       | 2.51      | 1.05          | 4.37      | 2.91          | 5.66       | 4.20          | 1.01       | 2.25      | 1.24          | 4.74      | 3.74          | 5.70       | 4.70          |  |
| ZERO OR BELOW PROGRESS |           |          | 1            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 0<PROGRESS≤1           |           |          | 9            |          | 0            |           | 0            |            |           | 15            |           | 0             |            | 0             |            |           | 5             |           | 0             |            | 0             |  |
| 1<PROGRESS≤2           |           |          | 13           |          | 4            |           | 0            |            |           | 10            |           | 3             |            | 0             |            |           | 19            |           | 0             |            | 0             |  |
| 2<PROGRESS≤3           |           |          | 2            |          | 12           |           | 1            |            |           | 0             |           | 14            |            | 0             |            |           | 0             |           | 2             |            | 0             |  |
| 3<PROGRESS≤4           |           |          | 0            |          | 6            |           | 12           |            |           | 0             |           | 7             |            | 13            |            |           | 0             |           | 15            |            | 2             |  |
| 4<PROGRESS≤5           |           |          | 0            |          | 3            |           | 9            |            |           | 0             |           | 1             |            | 11            |            |           | 0             |           | 7             |            | 16            |  |
| 5<PROGRESS≤6           |           |          | 0            |          | 0            |           | 2            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 6             |  |
| 6<PROGRESS             |           |          | 0            |          | 0            |           | 1            |            |           | 0             |           | 0             |            | 1             |            |           | 0             |           | 0             |            | 0             |  |
| SET 2                  |           |          |              |          |              |           |              |            |           |               |           |               |            |               |            |           |               |           |               |            |               |  |
| NUMBER                 | 26        |          |              |          |              |           |              | 26         |           |               |           |               |            |               | 25         |           |               |           |               |            |               |  |
| AVERAGE                | -0.77     | -0.19    | 0.58         | 2.71     | 3.48         | 3.62      | 4.38         | -0.92      | 0.12      | 1.04          | 2.79      | 3.71          | 3.65       | 4.58          | -0.37      | 0.63      | 1.00          | 2.49      | 2.85          | 3.54       | 3.90          |  |
| ZERO OR BELOW PROGRESS |           |          | 4            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 0<PROGRESS≤1           |           |          | 22           |          | 0            |           | 0            |            |           | 16            |           | 0             |            | 0             |            |           | 17            |           | 0             |            | 0             |  |
| 1<PROGRESS≤2           |           |          | 0            |          | 0            |           | 0            |            |           | 10            |           | 0             |            | 0             |            |           | 7             |           | 1             |            | 0             |  |
| 2<PROGRESS≤3           |           |          | 0            |          | 13           |           | 0            |            |           | 0             |           | 5             |            | 0             |            |           | 1             |           | 17            |            | 3             |  |
| 3<PROGRESS≤4           |           |          | 0            |          | 9            |           | 15           |            |           | 0             |           | 15            |            | 6             |            |           | 0             |           | 5             |            | 15            |  |
| 4<PROGRESS≤5           |           |          | 0            |          | 4            |           | 7            |            |           | 0             |           | 6             |            | 14            |            |           | 0             |           | 1             |            | 5             |  |
| 5<PROGRESS≤6           |           |          | 0            |          | 0            |           | 4            |            |           | 0             |           | 0             |            | 6             |            |           | 0             |           | 1             |            | 2             |  |
| 6<PROGRESS             |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| SET 3                  |           |          |              |          |              |           |              |            |           |               |           |               |            |               |            |           |               |           |               |            |               |  |
| NUMBER                 | 0         |          |              |          |              |           |              | 0          |           |               |           |               |            |               | 0          |           |               |           |               |            |               |  |
| AVERAGE                |           |          |              |          |              |           |              |            |           |               |           |               |            |               |            |           |               |           |               |            |               |  |
| ZERO OR BELOW PROGRESS |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 0<PROGRESS≤1           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 1<PROGRESS≤2           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 2<PROGRESS≤3           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 3<PROGRESS≤4           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 4<PROGRESS≤5           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 5<PROGRESS≤6           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 6<PROGRESS             |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| SET 4                  |           |          |              |          |              |           |              |            |           |               |           |               |            |               |            |           |               |           |               |            |               |  |
| NUMBER                 | 3         |          |              |          |              |           |              | 3          |           |               |           |               |            |               | 5          |           |               |           |               |            |               |  |
| AVERAGE                | -2.00     | -2.00    | 0.00         | 3.25     | 0.33         | 4.25      | 1.33         | -1.75      | -1.75     | 0.00          | 3.50      | 0.25          | 4.38       | 0.92          | -2.00      | -1.53     | 0.48          | 2.94      | 0.80          | 3.84       | 0.80          |  |
| ZERO OR BELOW PROGRESS |           |          | 3            |          | 0            |           | 1            |            |           | 3             |           | 2             |            | 2             |            |           | 1             |           | 1             |            | 1             |  |
| 0<PROGRESS≤1           |           |          | 0            |          | 1            |           | 1            |            |           | 0             |           | 1             |            | 0             |            |           | 4             |           | 4             |            | 4             |  |
| 1<PROGRESS≤2           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 2<PROGRESS≤3           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 1             |            |           | 0             |           | 0             |            | 0             |  |
| 3<PROGRESS≤4           |           |          | 0            |          | 0            |           | 1            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 4<PROGRESS≤5           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 5<PROGRESS≤6           |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |
| 6<PROGRESS             |           |          | 0            |          | 0            |           | 0            |            |           | 0             |           | 0             |            | 0             |            |           | 0             |           | 0             |            | 0             |  |

YEAR 4 PUPIL-LEVEL LMH: READING

| Number                           | Name [Surname, Forenames] | Gender [M or F] | DoB dd/mm/yyyy | FSM [Y or N] | SEN [K or S] | Class   | EM [Y or N] | EAL [Y or N] | Eng set [1,2,3 or 4] | Ma set [1,2,3 or 4] | Reading PA | Writing PA | Maths PA | Read Interven | Write Interven | Maths Interven | G&T | Read Sept | Read Dec | Read prog 1T | Read March | Read prog 2T | Read July | Read prog 3T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------------|---------------------------|-----------------|----------------|--------------|--------------|---------|-------------|--------------|----------------------|---------------------|------------|------------|----------|---------------|----------------|----------------|-----|-----------|----------|--------------|------------|--------------|-----------|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>LOW ATTAINERS ON ENTRY</b>    |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     |           |          |              |            |              |           |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 406                              | Burton, Jeremy            | M               | 15/08/2007     | N            | K            | Limpopo | N           | N            | 2                    | 4                   | L          | L          | L        | Y             | Y              | Y              |     | -2.00     | -1.50    | 0.50         | 1.50       | 3.50         | 2.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 413                              | Danton, Jamie             | M               | 03/08/2007     | N            | K            | Nile    | N           | N            | 4                    | 4                   | L          | L          | L        |               |                |                | Y   | -2.00     | -2.00    | 0.00         | -2.00      | 0.00         | -1.50     | 0.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 424                              | Hall, Emma                | F               | 28/01/2007     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | L          | L          | M        |               |                |                |     | -1.50     | -1.00    | 0.50         | 1.50       | 3.00         | 2.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 428                              | Ibsen, Johann             | M               | 02/12/2006     | Y            | K            | Nile    | N           | N            | 4                    | 4                   | L          | L          | L        | Y             |                |                |     | -2.00     | -2.00    | 0.00         | -2.00      | 0.00         | -2.00     | 0.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 432                              | Jordan, Catherine         | F               | 02/09/2006     | Y            | N            | Limpopo | Y           | Y            | 4                    | 2                   | L          | L          | L        |               |                |                |     | -2.00     | -2.00    | 0.00         | -1.00      | 1.00         | 1.50      | 3.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 455                              | Woods, John               | M               | 15/02/2007     | N            | N            | Nile    | N           | N            | 2                    | 2                   | L          | L          | M        |               |                |                | Y   | -1.00     | -1.00    | 0.00         | 2.00       | 3.00         | 3.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>LOW AVERAGES</b>              |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     | -1.75     | -1.58    | 0.17         | 0.00       | 1.75         | 1.00      | 2.75         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number                           | Name [Surname, Forenames] | Gender [M or F] | DoB dd/mm/yyyy | FSM [Y or N] | SEN [K or S] | Class   | EM [Y or N] | EAL [Y or N] | Eng set [1,2,3 or 4] | Ma set [1,2,3 or 4] | Reading PA | Writing PA | Maths PA | Read Interven | Write Interven | Maths Interven | G&T | Read Sept | Read Dec | Read prog 1T | Read March | Read prog 2T | Read July | Read prog 3T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>MIDDLE ATTAINERS ON ENTRY</b> |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     |           |          |              |            |              |           |              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 402                              | Barton, Annie             | F               | 29/12/2006     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        |               | Y              |                |     | -0.50     | 0.50     | 1.00         | 4.00       | 4.50         | 5.00      | 5.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 403                              | Bell, Joanne              | F               | 15/04/2007     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M          | M          | M        |               |                |                |     | 2.00      | 3.00     | 1.00         | 4.50       | 2.50         | 6.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 404                              | Bronson, Alan             | M               | 12/11/2006     | N            | N            | Limpopo | N           | N            | 2                    | 1                   | M          | M          | M        |               |                |                |     | -0.50     | 0.00     | 0.50         | 4.00       | 4.50         | 5.00      | 5.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 405                              | Buckfast, Charlie         | M               | 18/09/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M          | M          | M        |               |                |                | Y   | 0.00      | 0.50     | 0.50         | 4.00       | 4.00         | 4.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 407                              | Capon, Paul               | M               | 10/10/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M          | M          | M        |               |                |                |     | 0.00      | 1.00     | 1.00         | 3.50       | 3.50         | 4.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 408                              | Chappel, Martin           | M               | 07/11/2006     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M          | M          | M        | Y             |                | Y              |     | 0.00      | 1.00     | 1.00         | 4.00       | 4.00         | 4.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 415                              | Edmonton, Matthew         | M               | 30/06/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | L          | L        | Y             | Y              |                |     | -0.50     | 0.00     | 0.50         | 2.50       | 3.00         | 3.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 416                              | Ellington, Larry          | M               | 30/09/2006     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        | Y             |                |                |     | 0.00      | 1.00     | 1.00         | 4.00       | 4.00         | 5.00      | 5.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 417                              | Emperton, Penelope        | F               | 01/05/2007     | Y            | K            | Limpopo | N           | N            | 2                    | 4                   | M          | L          | L        |               |                |                |     | -1.50     | -1.00    | 0.50         | 1.50       | 3.00         | 2.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 418                              | Enfield, Milly            | F               | 08/01/2007     | Y            | N            | Limpopo | N           | N            | 1                    | 2                   | M          | M          | M        |               |                |                |     | 0.50      | 2.00     | 1.50         | 4.00       | 3.50         | 4.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 419                              | Farrindon, Alicia         | F               | 22/07/2007     | N            | N            | Nile    | N           | N            | 1                    | 2                   | M          | M          | M        | Y             |                | Y              |     | 2.00      | 3.50     | 1.50         | 5.50       | 3.50         | 6.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 420                              | Gadson, Georgina          | F               | 11/08/2007     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M          | M          | M        |               |                |                |     | 3.50      | 5.00     | 1.50         | 5.00       | 1.50         | 7.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 421                              | Gilberdyke, Hope          | F               | 21/05/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        |               | Y              |                |     | -1.50     | -1.00    | 0.50         | 2.00       | 3.50         | 3.00      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 425                              | Henson, Josephine         | F               | 18/09/2006     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | L          | L        | Y             |                |                |     | 0.00      | 0.00     | 0.00         | 2.50       | 2.50         | 4.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 426                              | Hindmarsh, Adrian         | M               | 20/05/2007     | N            | K            | Nile    | N           | N            | 2                    | 4                   | M          | M          | L        |               |                |                |     | 0.00      | 0.00     | 0.00         | 3.00       | 3.00         | 4.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 429                              | Jefferson, Mark           | M               | 23/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 2                   | M          | M          | M        |               |                |                |     | -1.00     | 1.00     | 2.00         | 4.00       | 5.00         | 4.50      | 5.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 430                              | Johnson, Jon              | M               | 18/07/2007     | N            | N            | Nile    | N           | N            | 1                    | 2                   | M          | M          | M        | Y             | Y              |                |     | 1.00      | 1.50     | 0.50         | 4.00       | 3.00         | 4.50      | 3.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 431                              | Johnston, Jack            | M               | 28/06/2007     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | L          | L        |               |                |                |     | 0.00      | 0.50     | 0.50         | 3.00       | 3.00         | 4.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 433                              | Kennard, Tracy            | F               | 06/05/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | L        |               | Y              |                | Y   | -0.50     | 0.00     | 0.50         | 2.00       | 2.50         | 3.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 434                              | Lake, Fred                | M               | 10/07/2007     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        | Y             |                | Y              |     | -1.00     | -0.50    | 0.50         | 2.00       | 3.00         | 3.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 435                              | Lamb, Saun                | M               | 14/06/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | M          | M          | H        |               |                |                |     | 0.50      | 1.50     | 1.00         | 4.00       | 3.50         | 5.00      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 436                              | Macdonald, Kate           | F               | 12/05/2007     | Y            | N            | Nile    | N           | N            | 2                    | 2                   | M          | M          | M        |               |                |                |     | -1.50     | -1.50    | 0.00         | 1.00       | 2.50         | 2.00      | 3.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 438                              | Morton, Ian               | M               | 21/01/2007     | N            | N            | Limpopo | Y           | N            | 2                    | 2                   | M          | L          | M        | Y             |                | Y              |     | 0.50      | 1.00     | 0.50         | 4.50       | 4.00         | 4.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 439                              | Newton, Isaac             | M               | 06/10/2006     | N            | N            | Nile    | N           | N            | 2                    | 2                   | M          | L          | L        |               |                |                |     | -1.00     | 0.00     | 1.00         | 2.00       | 3.00         | 3.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 441                              | Pilkington, Polly         | F               | 29/11/2004     | N            | N            | Nile    | N           | N            | 2                    | 2                   | M          | M          | M        |               |                |                |     | -0.50     | 0.00     | 0.50         | 3.50       | 4.00         | 4.50      | 5.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 444                              | Sanders, Sebastian        | M               | 17/04/2007     | N            | N            | Nile    | N           | N            | 2                    | 1                   | M          | M          | H        |               |                |                |     | -1.00     | 0.00     | 1.00         | 4.00       | 5.00         | 4.50      | 5.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 446                              | Simpson, Elisabeth        | F               | 05/01/2007     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        |               |                |                |     | -1.00     | 0.00     | 1.00         | 3.50       | 4.50         | 4.50      | 5.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 447                              | Smith, Robin              | M               | 28/12/2006     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M          | M          | M        |               | Y              |                |     | 0.00      | 1.50     | 1.50         | 4.00       | 4.00         | 5.00      | 5.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 448                              | Spencer, Celandine        | F               | 30/07/2007     | N            | N            | Limpopo | N           | N            | 1                    | 2                   | M          | M          | M        |               |                |                |     | 0.00      | 1.00     | 1.00         | 4.00       | 4.00         | 4.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 450                              | Tollerton, Pauline        | F               | 25/04/2007     | N            | N            | Nile    | N           | N            | 2                    | 2                   | M          | L          | L        |               |                |                |     | -2.00     | -1.50    | 0.50         | 1.00       | 3.00         | 2.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 451                              | Vanderblit, Tomas         | F               | 23/12/2006     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | M          | H          | M        |               |                |                |     | 3.50      | 5.50     | 2.00         | 6.00       | 2.50         | 7.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 452                              | Vaux, Raymond             | M               | 03/12/2006     | Y            | N            | Limpopo | N           | N            | 1                    | 1                   | M          | M          | M        |               |                | Y              |     | 1.00      | 2.00     | 1.00         | 4.00       | 3.00         | 5.50      | 4.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 453                              | Welsh, Coleen             | F               | 12/10/2006     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | M          | H          | H        |               |                |                |     | 2.50      | 3.50     | 1.00         | 5.00       | 2.50         | 6.50      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 454                              | Wilson, Judy              | F               | 14/01/2007     | Y            | K            | Nile    | N           | N            | 2                    | 2                   | M          | M          | M        |               |                |                |     | -1.50     | -1.00    | 0.50         | 1.50       | 3.00         | 2.00      | 3.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 457                              | Yarmouth, Callum          | M               | 03/01/2007     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | M          | M          | M        |               |                |                |     | 2.00      | 2.00     | 0.00         | 4.00       | 2.00         | 6.00      | 4.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 458                              | Newsom, Tina              | F               | 15/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | M          | M          | M        |               |                |                |     | 1.00      | 2.00     | 1.00         | 4.00       | 3.00         | 4.50      | 3.50         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 459                              | Kelly, Olwyn              | M               | 27/01/2007     | N            | N            | Nile    | N           | N            | 2                    | 2                   | M          | M          | M        | Y             | Y              | Y              |     | -1.50     | -0.50    | 1.00         | 2.50       | 4.00         | 3.50      | 5.00         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>MIDDLE AVERAGES</b>           |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     | 0.08      | 0.91     | 0.82         | 3.45       | 3.36         | 4.43      | 4.35         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## YEAR 4 PUPIL-LEVEL LMH: READING

| Number                         | Name [Surname, Forenames] | Gender [M or F] | DoB dd/mm/yyyy | FSM [Y or N] | SEN [K or S] | Class   | EM [Y or N] | EAL [Y or N] | Eng set [1,2,3 or 4] | Ma set [1,2,3 or 4] | Reading PA | Writing PA | Maths PA | Read interven | Write interven | Maths interven | G&T | Read Sept | Read Dec | Read prog 1T | Read March | Read prog 2T | Read July | Read prog 3T |
|--------------------------------|---------------------------|-----------------|----------------|--------------|--------------|---------|-------------|--------------|----------------------|---------------------|------------|------------|----------|---------------|----------------|----------------|-----|-----------|----------|--------------|------------|--------------|-----------|--------------|
| <b>HIGH ATTAINERS ON ENTRY</b> |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     |           |          |              |            |              |           |              |
| 401                            | Bailey, Alan              | M               | 01/11/2006     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | H          | M          | H        | Y             | Y              |                |     | -0.50     | 2.00     | 2.50         | 4.50       | 5.00         | 6.00      | 6.50         |
| 411                            | Copton, Nancy             | F               | 19/07/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | H        |               |                |                |     | 2.50      | 3.50     | 1.00         | 5.00       | 2.50         | 6.50      | 4.00         |
| 412                            | Culen, Brian              | M               | 06/09/2006     | N            | N            | Nile    | N           | N            | 1                    | 1                   | H          | H          | H        | Y             |                |                |     | 3.00      | 5.50     | 2.50         | 6.50       | 3.50         | 7.50      | 4.50         |
| 414                            | Dodgson, Sally            | F               | 12/10/2006     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | M          | H        |               | Y              | Y              |     | 2.00      | 3.50     | 1.50         | 5.00       | 3.00         | 6.00      | 4.00         |
| 422                            | Gresham, Conrad           | M               | 21/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | H        | Y             | Y              | Y              |     | 2.50      | 3.50     | 1.00         | 4.50       | 2.00         | 5.00      | 2.50         |
| 427                            | Holden, Amanda            | F               | 01/12/2006     | Y            | N            | Nile    | N           | N            | 1                    | 2                   | H          | M          | M        |               |                |                |     | 3.00      | 5.00     | 2.00         | 6.00       | 3.00         | 7.00      | 4.00         |
| 437                            | Mirfield, Carol           | F               | 04/11/2006     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | H          | M          | H        |               |                |                |     | 3.50      | 5.00     | 1.50         | 5.50       | 2.00         | 7.50      | 4.00         |
| 442                            | Rose, Janet               | F               | 25/12/2006     | Y            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | H        |               |                |                | Y   | 3.50      | 5.50     | 2.00         | 6.50       | 3.00         | 8.00      | 4.50         |
| 443                            | Roundhill, Harriet        | F               | 03/04/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | M        |               | Y              |                |     | 3.50      | 5.50     | 2.00         | 6.50       | 3.00         | 8.00      | 4.50         |
| 449                            | Thornton, Abel            | M               | 17/12/2006     | Y            | N            | Nile    | Y           | N            | 1                    | 1                   | H          | M          | H        |               | Y              |                |     | 2.00      | 4.00     | 2.00         | 6.50       | 4.50         | 7.50      | 5.50         |
| 456                            | Wyman, William            | M               | 19/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | M          | M        |               |                |                |     | 2.00      | 3.50     | 1.50         | 5.00       | 3.00         | 7.00      | 5.00         |
| <b>HIGH AVERAGES</b>           |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     |           |          |              |            |              |           |              |
|                                |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     | 2.45      | 4.23     | 1.77         | 5.59       | 3.14         | 6.91      | 4.45         |

This page, 28 and the previous page, 27 gives record that stratifies the Year cohort into low, middle and high attainment-on-entry bands. Prior attainment refers to the start of key stage attainment and the information will have been entered onto the pupil information sheet as on page 7 above, in columns M, N and O. The example shown on this page and the page above refers to Reading. The pupil tracker includes Reading, Writing and Mathematics.

Both measures of attainment and progress are presented and averages are calculated as shown.

## YEAR 4 PUPIL-LEVEL INTERVENTION: WRITING

| Number          | Name [Surname, Forenames] | Gender [M or F] | DoB dd/mm/yyyy | FSM [Y or N] | SEN [K or S] | Class   | EM [Y or N] | EAL [Y or N] | Eng set [1,2,3 or 4] | Ma set [1,2,3 or 4] | Reading PA | Writing PA | Maths PA | Read Interven | Write Interven | Maths Interven | G&T | Write Sept  | Write Dec   | Write prog 1T | Write March | Write prog 2T | Write July  | Write prog 3T |
|-----------------|---------------------------|-----------------|----------------|--------------|--------------|---------|-------------|--------------|----------------------|---------------------|------------|------------|----------|---------------|----------------|----------------|-----|-------------|-------------|---------------|-------------|---------------|-------------|---------------|
| 401             | Bailey, Alan              | M               | 01/11/2006     | Y            | N            | Nile    | N           | N            | 1                    | 1                   | H          | M          | H        | Y             | Y              |                |     | 0.00        | 1.75        | 1.75          | 4.25        | 4.25          | 6.50        | 6.50          |
| 402             | Barton, Annie             | F               | 29/12/2006     | N            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        |               | Y              |                |     | 0.00        | 1.25        | 1.25          | 4.00        | 4.00          | 5.00        | 5.00          |
| 406             | Burton, Jeremy            | M               | 15/08/2007     | N            | K            | Limpopo | N           | N            | 2                    | 4                   | L          | L          | L        | Y             | Y              | Y              |     | -1.75       | -1.50       | 0.25          | 1.50        | 3.25          | 2.50        | 4.25          |
| 414             | Dodgson, Sally            | F               | 12/10/2006     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | M          | H        |               | Y              | Y              |     | 1.75        | 3.25        | 1.50          | 4.00        | 2.25          | 5.50        | 3.75          |
| 415             | Edmonton, Matthew         | M               | 30/06/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | L          | L        | Y             | Y              |                |     | 0.25        | 1.00        | 0.75          | 3.25        | 3.00          | 4.25        | 4.00          |
| 421             | Gilberdyke, Hope          | F               | 21/05/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | M        |               | Y              |                |     | -2.00       | -1.00       | 1.00          | 2.00        | 4.00          | 3.00        | 5.00          |
| 422             | Gresham, Conrad           | M               | 21/02/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | H        | Y             | Y              | Y              |     | 2.50        | 3.25        | 0.75          | 4.50        | 2.00          | 5.75        | 3.25          |
| 430             | Johnson, Jon              | M               | 18/07/2007     | N            | N            | Nile    | N           | N            | 1                    | 2                   | M          | M          | M        | Y             | Y              |                |     | 0.75        | 1.25        | 0.50          | 4.00        | 3.25          | 4.25        | 3.50          |
| 433             | Kennard, Tracy            | F               | 06/05/2007     | Y            | N            | Limpopo | N           | N            | 2                    | 2                   | M          | M          | L        |               | Y              |                | Y   | -0.75       | 0.25        | 1.00          | 2.50        | 3.25          | 3.50        | 4.25          |
| 443             | Roundhill, Harriet        | F               | 03/04/2007     | N            | N            | Limpopo | N           | N            | 1                    | 1                   | H          | H          | M        |               | Y              |                |     | 3.25        | 4.25        | 1.00          | 6.25        | 3.00          | 7.50        | 4.25          |
| 447             | Smith, Robin              | M               | 28/12/2006     | N            | N            | Nile    | N           | N            | 1                    | 1                   | M          | M          | M        |               | Y              |                |     | 0.25        | 1.25        | 1.00          | 3.00        | 2.75          | 4.25        | 4.00          |
| 449             | Thornton, Abel            | M               | 17/12/2006     | Y            | N            | Nile    | Y           | N            | 1                    | 1                   | H          | M          | H        |               | Y              |                |     | 2.50        | 3.75        | 1.25          | 5.25        | 2.75          | 7.00        | 4.50          |
| 459             | Kelly, Olwyn              | M               | 27/01/2007     | N            | N            | Nile    | N           | N            | 2                    | 2                   | M          | M          | M        | Y             | Y              | Y              |     | -1.00       | 0.25        | 1.25          | 3.00        | 4.00          | 3.75        | 4.75          |
| <b>AVERAGES</b> |                           |                 |                |              |              |         |             |              |                      |                     |            |            |          |               |                |                |     | <b>0.44</b> | <b>1.46</b> | <b>1.02</b>   | <b>3.65</b> | <b>3.21</b>   | <b>4.83</b> | <b>4.38</b>   |

Many schools identify pupils whose learning requires extra support or intervention.

Tracking these groups allows the effectiveness of intervention to be evaluated. Pupils who require intervention are “flagged” on the pupil information sheet in columns P, Q and R and reports on their progress are automatically generated as above.

While the example shows Writing, the pupil tracker also produces reports for Reading and Mathematics.

## YEAR 4 PUPIL-LEVEL DISADVANTAGED

| Number          | Name [Surname, Forenames] | Gender<br>(M or F) | DoB<br>dd/mm/yyyy | PP (Y or N) | SEN (K or S) | Class   | EM (Y or N) | EAL (Y or N) | Eng set<br>(1,2,3 or 4) | Ma set<br>(1,2,3 or 4) | Reading        |                |                | Writing |       |       | Read Interv | Write Interv | Maths Interv | G&T | Read        |             | Read        |             | Read        |             | Read        |             | Write       |             | Write       |             | Write       |             | Write       |             | Maths       |             | Maths       |             | Maths       |       | Maths |         |
|-----------------|---------------------------|--------------------|-------------------|-------------|--------------|---------|-------------|--------------|-------------------------|------------------------|----------------|----------------|----------------|---------|-------|-------|-------------|--------------|--------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|-------|---------|
|                 |                           |                    |                   |             |              |         |             |              |                         |                        | PA (L, M or H) | PA (L, M or H) | PA (L, M or H) | Read    | Write | Maths |             |              |              |     | Read        | Dec         | prog 1T     | March       | prog 2T     | July        | prog 3T     | Read        | Dec         | prog 1T     | March       | prog 2T     | July        | prog 3T     | Maths       | Dec         | prog 1T     | March       | prog 2T     | July        | prog 3T     | Maths | Dec   | prog 1T |
| 402             | ALSAVID Farah             | F                  | 05/01/2009        | Y           |              | Phoenix | Y           | Y            | 2                       | 2                      | L              | L              | L              |         |       |       |             |              |              |     |             | -1.50       | -1.00       | 0.50        | 2.00        | 3.50        | 4.00        | 5.50        | -1.25       | -0.50       | 0.75        | 2.25        | 3.50        | 4.00        | 5.25        | 0.75        | 2.13        | 1.38        | 3.13        | 2.38        | 4.50        | 3.75  |       |         |
| 406             | CHAPLIN Harry             | M                  | 17/04/2009        | Y           |              | Phoenix | N           | N            | 2                       | 2                      | M              | M              | M              |         |       |       |             |              |              |     |             | 2.00        | 3.00        | 1.00        | 4.50        | 2.50        | 4.50        | 2.50        | 0.50        | 1.25        | 0.75        | 2.75        | 2.25        | 3.75        | 3.25        | 1.50        | 2.00        | 0.50        | 3.00        | 1.50        | 4.25        | 2.75  |       |         |
| 408             | CLEMENTS Ashton           | M                  | 18/11/2008        | Y           |              | Pegasus | N           | N            | 2                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 4.50        | 1.50        | 5.00        | 2.00        | 5.00        | 2.00        | 1.25        | 2.50        | 1.25        | 3.75        | 2.50        | 4.25        | 3.00        | 2.25        | 3.13        | 0.88        | 4.38        | 2.13        | 5.25        | 3.00  |       |         |
| 418             | GOLDBERG Bradley          | M                  | 09/08/2009        | Y           |              | Phoenix | N           | N            | 2                       | 2                      | L              | M              | L              |         |       |       |             |              |              |     |             | 0.00        | 1.00        | 1.00        | 3.00        | 3.00        | 4.00        | 4.00        | 0.50        | 1.25        | 0.75        | 2.75        | 2.25        | 3.25        | 2.75        | 1.38        | 1.63        | 0.25        | 2.50        | 1.13        | 4.25        | 2.88  |       |         |
| 421             | HANSON Jaiden             | M                  | 04/09/2008        | Y           |              | Pegasus | N           | N            | 2                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 4.00        | 1.00        | 4.50        | 1.50        | 5.50        | 2.50        | 2.00        | 2.50        | 0.50        | 4.25        | 2.25        | 5.00        | 3.00        | 2.50        | 3.13        | 0.63        | 4.38        | 1.88        | 5.25        | 2.75  |       |         |
| 423             | HEPWORTH Toni             | F                  | 17/04/2009        | Y           |              | Pegasus | N           | N            | 2                       | 2                      | M              | M              | M              |         |       |       |             |              |              |     |             | 0.00        | 1.00        | 1.00        | 3.50        | 3.50        | 4.00        | 4.00        | -1.50       | -1.00       | 0.50        | 0.25        | 1.75        | 1.50        | 3.00        | 0.25        | 2.00        | 1.75        | 2.75        | 2.50        | 3.75        | 3.50  |       |         |
| 425             | KENNETT Jaiden            | M                  | 18/08/2009        | Y           | K            | Phoenix | N           | N            | 3                       | 3                      | L              | M              | L              |         |       |       |             |              |              |     |             | -2.00       | -2.00       | 0.00        | -2.00       | 0.00        | -2.00       | 0.00        | -2.00       | -1.50       | 0.50        | -1.50       | 0.50        | -2.00       | 0.00        | -2.00       | -2.00       | 0.00        | -2.00       | 0.00        | -2.00       | 0.00  |       |         |
| 427             | LEASON Lacey              | F                  | 23/02/2009        | Y           |              | Pegasus | N           | N            | 1                       | 2                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 4.00        | 1.00        | 5.00        | 2.00        | 6.50        | 3.50        | 2.75        | 3.50        | 0.75        | 4.50        | 1.75        | 5.25        | 2.50        | 1.88        | 2.63        | 0.75        | 3.63        | 1.75        | 5.25        | 3.38  |       |         |
| 433             | RATHBONE Oliver           | M                  | 03/11/2008        | Y           |              | Phoenix | N           | N            | 2                       | 2                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 3.50        | 0.50        | 4.50        | 1.50        | 4.50        | 1.50        | 0.25        | 1.50        | 1.25        | 2.75        | 2.50        | 3.50        | 3.25        | 1.50        | 4.88        | 3.38        | 3.25        | 1.75        | 4.25        | 2.75  |       |         |
| 436             | SAMSON Alicia             | F                  | 12/09/2008        | Y           |              | Pegasus | N           | N            | 1                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 4.00        | 1.00        | 5.00        | 2.00        | 5.50        | 2.50        | 3.50        | 4.25        | 0.75        | 5.00        | 1.50        | 5.75        | 2.25        | 2.75        | 3.75        | 1.00        | 4.63        | 1.88        | 5.50        | 2.75  |       |         |
| 437             | SHAW Larry                | M                  | 15/11/2008        | Y           |              | Phoenix | N           | N            | 2                       | 2                      | M              | L              | M              |         |       |       |             |              |              |     |             | 0.00        | 1.00        | 1.00        | 4.00        | 4.00        | 5.00        | 5.00        | 0.75        | 2.00        | 1.25        | 3.25        | 2.50        | 4.75        | 4.00        | 1.63        | 2.00        | 0.38        | 3.00        | 1.38        | 4.75        | 3.13  |       |         |
| 438             | SHENTON Bradley           | M                  | 12/04/2009        | Y           |              | Phoenix | N           | N            | 1                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.00        | 4.00        | 1.00        | 4.50        | 1.50        | 5.00        | 2.00        | 1.75        | 2.25        | 0.50        | 3.25        | 1.50        | 4.25        | 2.50        | 2.88        | 3.63        | 0.75        | 4.50        | 1.63        | 5.38        | 2.50  |       |         |
| 439             | SIMPSON Lily-Grace        | F                  | 04/08/2009        | Y           |              | Phoenix | N           | N            | 1                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.50        | 4.50        | 1.00        | 5.00        | 1.50        | 6.00        | 2.50        | 3.25        | 4.25        | 1.00        | 5.00        | 1.75        | 5.75        | 2.50        | 2.50        | 3.38        | 0.88        | 4.50        | 2.00        | 5.63        | 3.13  |       |         |
| 444             | STURRIDGE Ellie-May       | F                  | 16/03/2009        | Y           |              | Phoenix | N           | N            | 1                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.50        | 4.00        | 0.50        | 5.00        | 1.50        | 5.00        | 1.50        | 3.25        | 4.25        | 1.00        | 4.75        | 1.50        | 5.50        | 2.25        | 2.88        | 3.50        | 0.63        | 4.50        | 1.63        | 5.50        | 2.63  |       |         |
| 445             | THORNBURY Matthew         | M                  | 16/07/2009        | Y           | K            | Phoenix | N           | N            | 3                       | 2                      | L              | L              | M              |         |       |       |             |              |              |     |             | -2.00       | -2.00       | 0.00        | -2.00       | 0.00        | -2.00       | 0.00        | -2.00       | -1.50       | 0.50        | -2.00       | 0.00        | -2.00       | 0.00        | 2.25        | 2.88        | 0.63        | 3.75        | 1.50        | 5.38        | 3.13  |       |         |
| 446             | WOODS Tyrone              | M                  | 23/12/2008        | Y           |              | Phoenix | N           | N            | 1                       | 1                      | M              | M              | M              |         |       |       |             |              |              |     |             | 3.50        | 4.50        | 1.00        | 5.00        | 1.50        | 5.50        | 2.00        | 2.00        | 2.75        | 0.75        | 3.25        | 1.25        | 4.25        | 2.25        | 2.50        | 3.25        | 0.75        | 4.75        | 2.25        | 5.25        | 2.75  |       |         |
| <b>AVERAGES</b> |                           |                    |                   |             |              |         |             |              |                         |                        |                |                |                |         |       |       |             |              |              |     | <b>1.56</b> | <b>2.38</b> | <b>0.81</b> | <b>3.53</b> | <b>1.97</b> | <b>4.13</b> | <b>2.56</b> | <b>0.94</b> | <b>1.73</b> | <b>0.80</b> | <b>2.77</b> | <b>1.83</b> | <b>3.55</b> | <b>2.61</b> | <b>1.71</b> | <b>2.62</b> | <b>0.91</b> | <b>3.41</b> | <b>1.70</b> | <b>4.51</b> | <b>2.80</b> |       |       |         |

This automatic report tracks and averages, through the year, the attainment and progress of pupils for whom the school receives a pupil premium. It may be read in conjunction with page 10, which details the particular interventions and support each of these pupils will be receiving. In this sense, page 7 shows the inputs being financed by the pupil premium, whilst this page shows clearly the outcomes.

Together, pages 7 and 30 provide the evidence for the evaluation of the school's pupil premium strategy.

YEAR 4 PUPIL-LEVEL SEN

| Number    | Name (Surname, Forenames) | Gender<br>[M or F] | DoB<br>dd/mm/yyyy | FSM [Y<br>or N] | SEN [K or<br>S] | Class   | EM [Y or<br>N] | EAL [Y or<br>N] | Eng set<br>[1,2,3 or 4] | Ma set<br>[1,2,3 or 4] | Reading PA | Writing<br>PA | Maths<br>PA | Read<br>Interven | Write<br>Interven | Maths<br>Interven | G&T | Read<br>Sept | Read<br>Dec | Read<br>prog 1T | Read<br>March | Read<br>prog 2T | Read<br>July | Read<br>prog 3T | Write<br>Sept | Write<br>Dec | Write<br>prog 1T | Write<br>March | Write<br>prog 2T | Write<br>July | Write<br>prog 3T | Maths<br>Sept | Maths<br>Dec | Maths<br>prog 1T | Maths<br>March | Maths<br>prog 2T | Maths<br>July | Maths<br>prog 3T |
|-----------|---------------------------|--------------------|-------------------|-----------------|-----------------|---------|----------------|-----------------|-------------------------|------------------------|------------|---------------|-------------|------------------|-------------------|-------------------|-----|--------------|-------------|-----------------|---------------|-----------------|--------------|-----------------|---------------|--------------|------------------|----------------|------------------|---------------|------------------|---------------|--------------|------------------|----------------|------------------|---------------|------------------|
| 406       | Burton, Jeremy            | M                  | 15/04/2007        | N               | K               | Limpopo | N              | N               | 2                       | 4                      | L          | L             | L           | Y                | Y                 | Y                 | Y   | -2.00        | -1.50       | 0.50            | 1.50          | 3.50            | 2.50         | 4.50            | -1.75         | -1.50        | 0.25             | 1.50           | 3.25             | 2.50          | 4.25             | -2.00         | -1.38        | 0.63             | -1.00          | 1.00             | -1.00         | 1.00             |
| 413       | Danton, Jamie             | M                  | 01/04/2007        | N               | K               | Nile    | N              | N               | 4                       | 4                      | L          | L             | L           |                  |                   |                   |     | -2.00        | -2.00       | 0.00            | -2.00         | 0.00            | -1.50        | 0.50            | -2.00         | -2.00        | 0.00             | -2.00          | 0.00             | -2.00         | 0.00             | -2.00         | -1.50        | 0.50             | -1.00          | 1.00             | -1.00         | 1.00             |
| 417       | Emperton, Penelope        | F                  | 01/05/2007        | Y               | K               | Limpopo | N              | N               | 2                       | 4                      | M          | L             | L           |                  |                   |                   |     | -1.50        | -1.00       | 0.50            | 1.50          | 3.00            | 2.50         | 4.00            | -1.50         | -0.75        | 0.75             | 1.50           | 3.00             | 2.75          | 4.25             | -2.00         | -1.38        | 0.63             | -1.00          | 1.00             | -1.00         | 1.00             |
| 426       | Hindmarsh, Adrian         | M                  | 20/05/2007        | N               | K               | Nile    | N              | N               | 2                       | 4                      | M          | M             | L           |                  |                   |                   |     | 0.00         | 0.00        | 0.00            | 3.00          | 3.00            | 4.00         | 4.00            | -1.00         | 0.75         | 1.75             | 3.50           | 4.50             | 4.25          | 5.25             | -2.00         | -1.38        | 0.63             | -1.00          | 1.00             | -1.00         | 1.00             |
| 428       | Ibsen, Johann             | M                  | 02/12/2006        | Y               | K               | Nile    | N              | N               | 4                       | 4                      | L          | L             | L           | Y                |                   |                   |     | -2.00        | -2.00       | 0.00            | -2.00         | 0.00            | -2.00        | 0.00            | -2.00         | -2.00        | 0.00             | -2.00          | 0.00             | -2.00         | -2.00            | 0.00          | -2.00        | 0.00             | -2.00          | 0.00             | -2.00         | 0.00             |
| 454       | Wilson, Judy              | F                  | 14/01/2007        | Y               | K               | Nile    | N              | N               | 2                       | 2                      | M          | M             | M           |                  |                   |                   |     | -1.50        | -1.00       | 0.50            | 1.50          | 3.00            | 2.00         | 3.50            | -2.00         | -1.25        | 0.75             | 1.25           | 3.25             | 1.75          | 3.75             | -1.50         | -0.38        | 1.13             | 1.13           | 2.63             | 2.25          | 3.75             |
| Kaverages |                           |                    |                   |                 |                 |         |                |                 |                         |                        |            |               |             |                  |                   |                   |     | -1.50        | -1.25       | 0.25            | 0.58          | 2.08            | 1.25         | 2.75            | -1.71         | -1.13        | 0.58             | 0.63           | 2.33             | 1.21          | 2.92             | -1.52         | -1.33        | 0.58             | -0.81          | 1.10             | -0.63         | 1.29             |

This last pupil-level blue record refers to all pupils on the SEN register for that year group.

Progress and attainment measures are as above. For those pupils classified as SEN(K), an average is calculated. Pupils classified as SEN(S) are listed but no averages are calculated because such a measure would carry no valid meaning

## Y5 SYNOPTIC PUPIL GROUP SUMMARY

### READING

|                         | Read Sept | Read Dec | Read prog 1T | Read March | Read prog 2T | Read July | Read prog 3T |
|-------------------------|-----------|----------|--------------|------------|--------------|-----------|--------------|
| ALL                     | -0.22     | 0.20     | 0.43         | 3.48       | 3.70         | 3.88      | 4.09         |
| MALES                   | -0.17     | 0.25     | 0.42         | 3.52       | 3.69         | 4.09      | 4.24         |
| FEMALES                 | -0.29     | 0.14     | 0.43         | 3.43       | 3.71         | 3.64      | 3.93         |
| DISADVANTAGED           | -0.42     | -0.03    | 0.39         | 3.68       | 4.11         | 4.00      | 4.44         |
| OTHERS                  | -0.02     | 0.44     | 0.46         | 3.54       | 3.56         | 4.02      | 4.00         |
| LOW ATTAINERS ON ENTRY  | -1.44     | -1.25    | 0.19         | 0.69       | 2.13         | 1.43      | 2.79         |
| MID ATTAINERS ON ENTRY  | -0.04     | 0.39     | 0.43         | 4.29       | 4.32         | 4.54      | 4.62         |
| HIGH ATTAINERS ON ENTRY | 0.94      | 1.75     | 0.81         | 5.31       | 4.38         | 5.44      | 4.50         |
| SEN (K)                 | -1.45     | -1.35    | 0.10         | 0.85       | 2.30         | 1.50      | 2.89         |
| GENDER DIFFERENCE (M-F) | 0.11      | 0.11     | -0.01        | 0.09       | -0.02        | 0.44      | 0.31         |
| DISADVANTAGE DIFF (D-O) | -0.40     | -0.47    | -0.07        | 0.15       | 0.55         | -0.02     | 0.44         |

### WRITING

|                         | Write Sept | Write Dec | Write prog 1T | Write March | Write prog 2T | Write July | Write prog 3T |
|-------------------------|------------|-----------|---------------|-------------|---------------|------------|---------------|
| ALL                     | -0.64      | -0.15     | 0.49          | 3.24        | 3.88          | 3.61       | 4.23          |
| MALES                   | -0.64      | -0.15     | 0.49          | 3.31        | 3.95          | 3.75       | 4.37          |
| FEMALES                 | -0.63      | -0.14     | 0.49          | 3.17        | 3.80          | 3.45       | 4.08          |
| DISADVANTAGED           | -0.86      | -0.37     | 0.49          | 3.24        | 4.09          | 3.64       | 4.50          |
| OTHERS                  | -0.44      | 0.06      | 0.50          | 3.42        | 3.86          | 3.81       | 4.22          |
| LOW ATTAINERS ON ENTRY  | -1.39      | -1.44     | -0.06         | 1.11        | 2.50          | 1.84       | 3.19          |
| MID ATTAINERS ON ENTRY  | -0.50      | 0.09      | 0.59          | 3.98        | 4.48          | 4.18       | 4.69          |
| HIGH ATTAINERS ON ENTRY | 0.40       | 1.45      | 1.05          | 4.95        | 4.55          | 5.45       | 5.05          |
| SEN (K)                 | -1.63      | -1.70     | -0.08         | 0.53        | 2.15          | 1.14       | 2.75          |
| GENDER DIFFERENCE (M-F) | -0.01      | -0.01     | 0.00          | 0.14        | 0.15          | 0.30       | 0.29          |
| DISADVANTAGE DIFF (D-O) | -0.41      | -0.42     | -0.01         | -0.18       | 0.23          | -0.17      | 0.28          |

### MATHEMATICS

|                         | Maths Sept | Maths Dec | Maths prog 1T | Maths March | Maths prog 2T | Maths July | Maths prog 3T |
|-------------------------|------------|-----------|---------------|-------------|---------------|------------|---------------|
| ALL                     | -0.42      | -0.21     | 0.21          | 3.38        | 3.80          | 3.64       | 4.07          |
| MALES                   | -0.34      | -0.03     | 0.30          | 3.78        | 4.12          | 4.07       | 4.42          |
| FEMALES                 | -0.52      | -0.43     | 0.10          | 2.89        | 3.42          | 3.17       | 3.70          |
| DISADVANTAGED           | -0.49      | -0.34     | 0.15          | 3.36        | 3.85          | 3.65       | 4.17          |
| OTHERS                  | -0.31      | -0.06     | 0.26          | 3.60        | 3.91          | 3.86       | 4.17          |
| LOW ATTAINERS ON ENTRY  | -1.75      | -1.85     | -0.10         | -0.03       | 1.73          | 0.38       | 2.13          |
| MID ATTAINERS ON ENTRY  | -0.31      | -0.04     | 0.27          | 3.89        | 4.21          | 4.14       | 4.46          |
| HIGH ATTAINERS ON ENTRY | 0.47       | 0.72      | 0.25          | 4.98        | 4.52          | 5.25       | 4.78          |
| SEN (K)                 | -1.24      | -1.14     | 0.10          | 1.01        | 2.25          | 1.65       | 2.83          |
| GENDER DIFFERENCE (M-F) | 0.19       | 0.39      | 0.21          | 0.89        | 0.70          | 0.90       | 0.72          |
| DISADVANTAGE DIFF (D-O) | -0.17      | -0.28     | -0.11         | -0.24       | -0.06         | -0.21      | 0.00          |

As mentioned at the end of the first paragraph on page 24, this final blue-tab report collects together all the information in the previous blue-tab reports and re-presents it in tabular form.

This synoptic report has proved useful to managers who have an at-a-glance summary at the end of each reporting period. Managers have used this report as part of their performance reporting to governors.

A similar synoptic report is produced on the FS2 tracker where attainment and progress is tabulated for Reading, Writing and Number. The prior attainment groupings are omitted.

Whole school reports are produced which allow comparisons to be made across different year groups. (See page 37 for more.)





## THE WHOLE-SCHOOL ADD-ON TEMPLATES

This add-on is supplied to schools who have purchased a set of year-group trackers through the whole of Key Stage 1 and/or Key Stage 2.

Sitting above the individual year-group trackers is a folder containing three worksheets that “read” three reports from each year group. These reports are:

1. The Through-Year Profile (Percent by Characteristic)      see page 22
2. The Behaviour and Attendance Summary                      see page 23
3. The Synoptic Pupil Group Summary                              see page 32

The cross-year-group charts produced enable “at-a-glance” comparisons to be made. The inclusion of these charts for Behaviour and Attendance, allows for more probing lines of enquiry. For example:

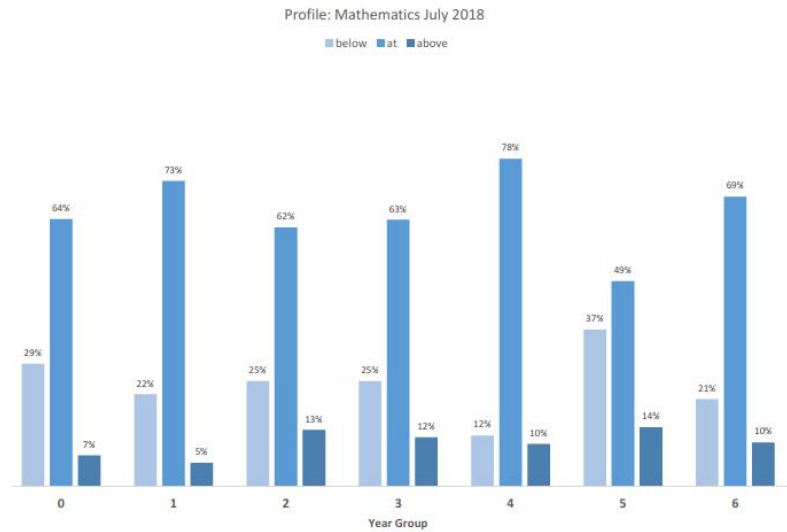
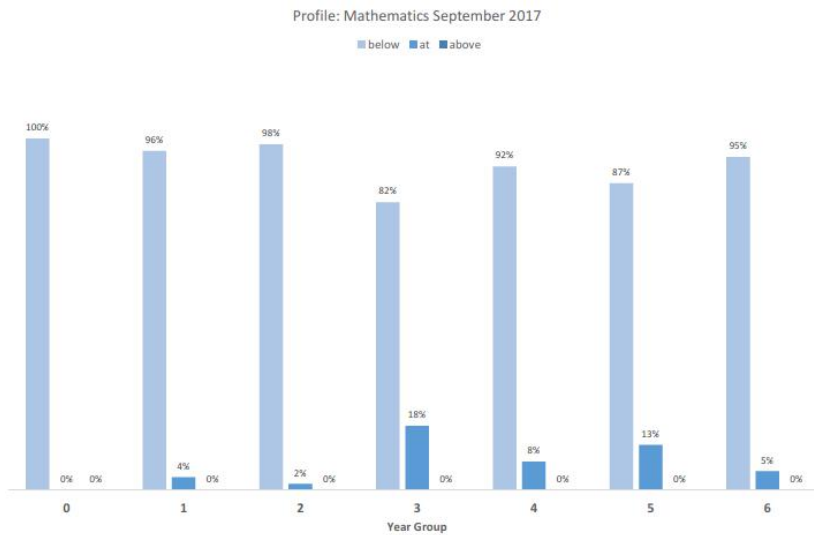
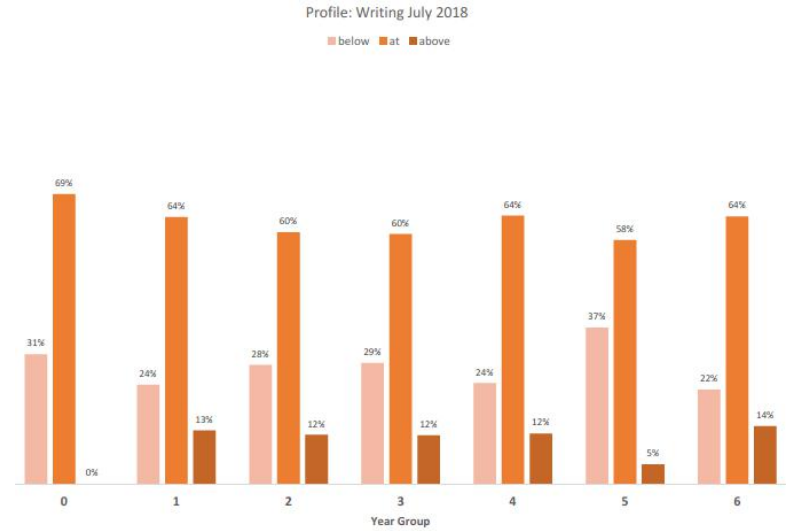
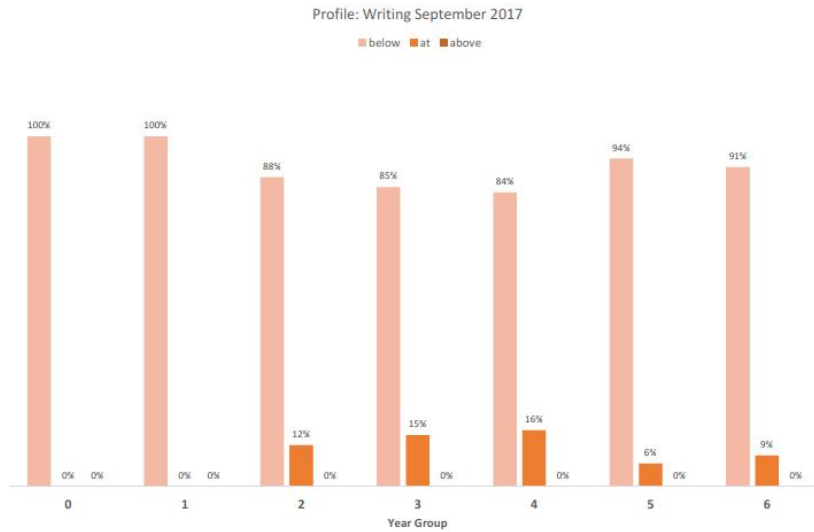
- Are there groups of pupils whose behaviour and/or attendance is particularly higher or lower than others?
- Are there matters of interest when considering prior attainment groups and/or those in receipt of pupil premium?
- Do there appear to be relationships between attendance, behaviour, attainment and progress?
- Are these relationships similar across year groups?

Amongst other evaluative benefits, these whole-school reports, produced termly, support the evaluation of a school’s pupil premium strategy.

The following three pages show typical charts produced after one term into the academic year. Though not shown here, these charts are replicated to show the two-terms and then the full-year effects.

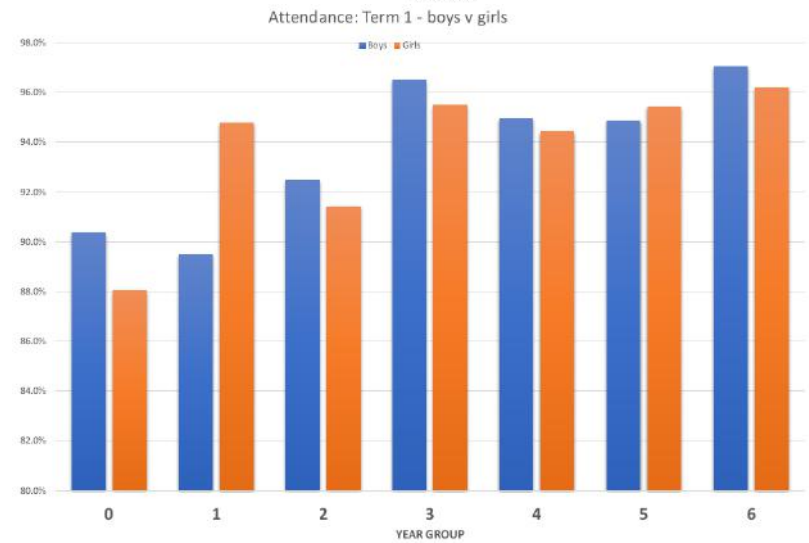
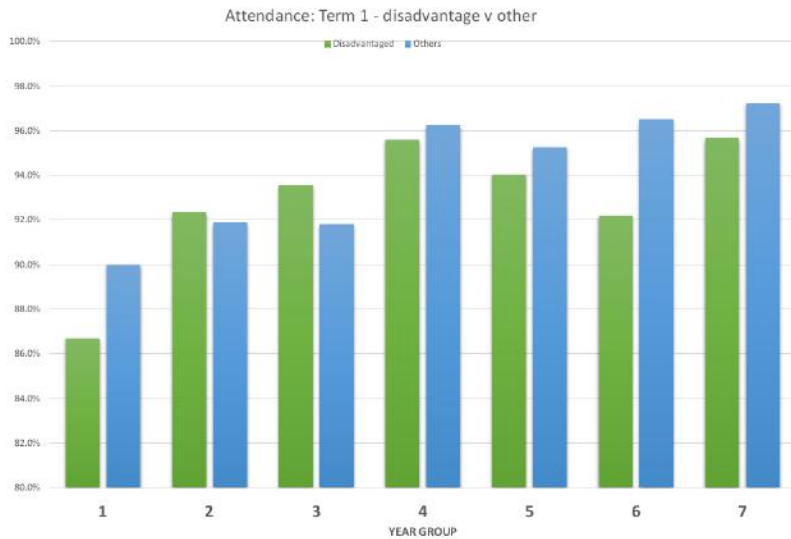
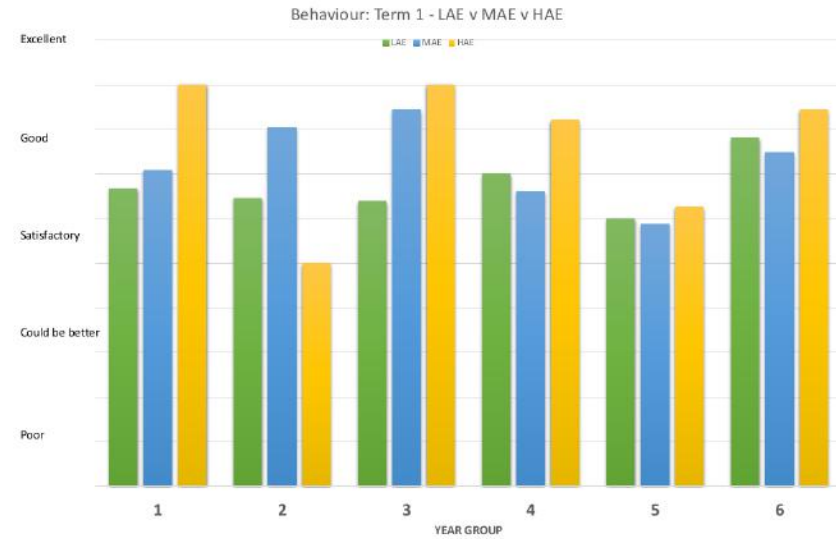
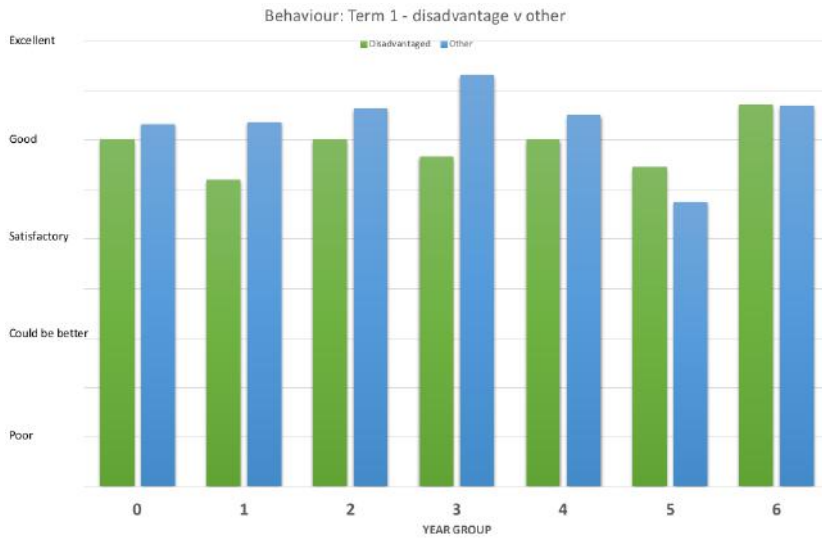
## Through-school profile reports relating to end-of-year age-related expectations (term 1 → term 3)

These examples show all-pupil profiles. Similar profiles may be produced for any pupil group, such as gender, disadvantage or prior attainment.



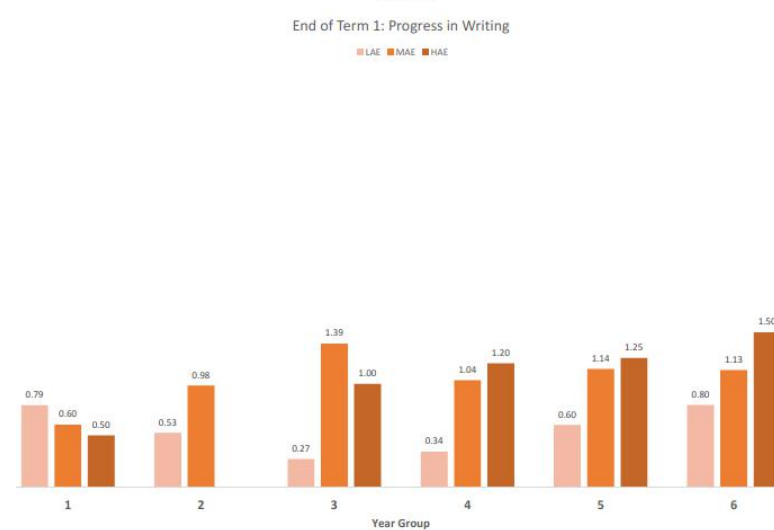
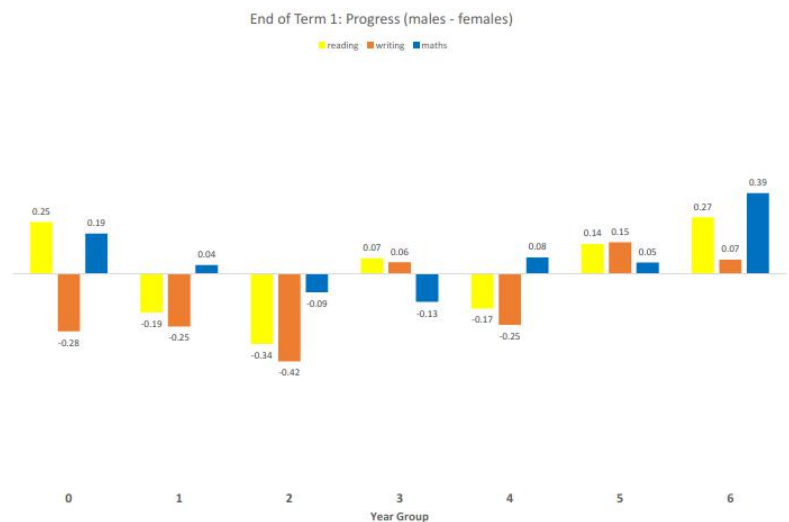
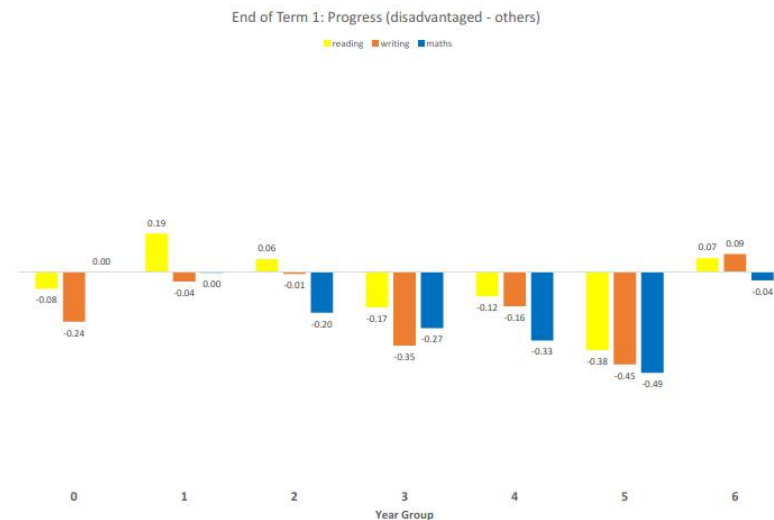
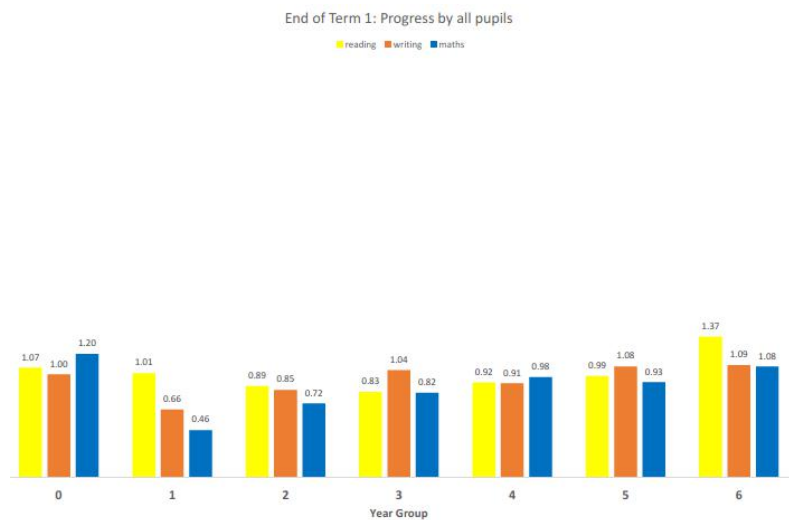
## Through-school behaviour and attendance reports (Term 1)

These charts are examples. Other charts are produced.



## Through-school synoptic attainment and progress reports using the 12-point scale (Term 1)

These charts are examples. Other charts are produced.



# APPENDIX

## BEHAVIOUR CODES

IN RELATION TO THE DESCRIPTORS BELOW, OVER THE PAST TERM, A PUPIL'S BEHAVIOUR MAY BE DESCRIBED AS:

|   |  |
|---|--|
| 1 | <b>EXCELLENT:</b> Always punctual and well-prepared for lessons. Always shows very positive attitudes to learning. Works diligently and helps others when asked. Always dressed in school uniform. Behaves very well around the school showing courtesy and respect. Behaviour during break times and lunch times is exemplary   |
| 2 | <b>GOOD:</b> Rarely not well-prepared for lessons. Shows positive attitudes to learning. Works diligently most of the time and works well in groups. Always dressed in school uniform. Behaves well around the school often showing courtesy and respect. Behaviour during break times and lunch times is good and has rarely been reprimanded.                                    |
| 3 | <b>SATISFACTORY:</b> Mostly well prepared for lessons. Mostly shows positive attitudes to learning. Does not interrupt others' learning. Works with others when directed. Mostly in full school uniform. Generally, behaves well around the school being polite and courteous. Occasionally reprimanded but responds well and tries to improve.                                    |
| 4 | <b>COULD BE BETTER:</b> Generally unprepared for lessons and sometimes disengages from learning. Occasionally interrupts the learning of others and does not work well in groups. Often needs reminding about dressing in proper uniform. Behaviour around the school needs improving and needs more than one reprimand to improve behaviour.                                      |
| 5 | <b>POOR:</b> Rarely prepared for lessons and attitudes to learning are poor. There are patterns of disruptive behaviour in class and others are prevented from working when in groups. Constantly needs reminding about school uniform. Behaviour around the school is poor and there are episodes where adults have been disrespected. There is a poor response to any reprimand. |

Schools may choose to alter these criteria, though it is necessary not to exceed five categories.

## POINTS FOR CONSIDERATION WHEN USING THESE TEMPLATES

- How should / could the different year blocks overlap (see page 3)
- What in general, is the expected rate of progress over a year, using the 12-point scale?
- How do you differentiate this expectation for vulnerable groups? For example, higher for Pupil Premium?
- How do you weave these expectations into the use of these reports and the progress evaluations?
- Which reports do you present to governors?
- How do you ensure that teachers have access to all the reports that refer to the pupils they teach?
- How do you ensure data security and integrity?
- How do you protect the template security and copyright? (see page 6)

## NOTES

### From users

*We are choosing to enter pupil data half termly (and then overwriting them at the end of term). We use the “half-termly reports” as the basis of discussions between teachers and leaders in order to evaluate progress and review teaching and intervention strategies.*

*The reports produced from the Ecarda templates were enough to answer all the data-related pupil progress questions posed by an Ofsted inspector.*

*The individual pupil reports are a real hit with parents.*

*Our governors use the profile reports for performance management.*

*We find the automatically produced whole school reports particularly useful for comparing the year-groups across the school.*

*The new pupil premium templates really help our term-by-term evaluation of the impact of our pupil premium strategy.*

*When pupils move from one year to the next we have started subtracting 4 from each data entry on their July profile and enter these on their subsequent September (baseline) data entry sheet. We do this as a “first approximation”. Teachers may then adjust in the light of their baseline assessment against the new age-related expectation.*



## From the editor

*One challenge has been explaining to schools how these Ecarda templates are for synoptic summative assessment data. They are not the day-to-day formative teaching planners - of which there are many in the market place. "Aggregating" the data on these day-to-day trackers does not necessarily produce the helicopter view of where a pupil actually is. The day-to-day trackers may inform but not determine periodic synoptic and summative assessments.*

*Thanks for all the feedback. We incorporate your advice in each edition of the templates. Over summer 2018 we have introduced explicit reports on the progress of disadvantaged pupils. We have also made clearer SEN reports for Foundation Stage 2.*

Please send your comments to [editor@ecarda.co.uk](mailto:editor@ecarda.co.uk)