

Early Outcome Analysis Booklet



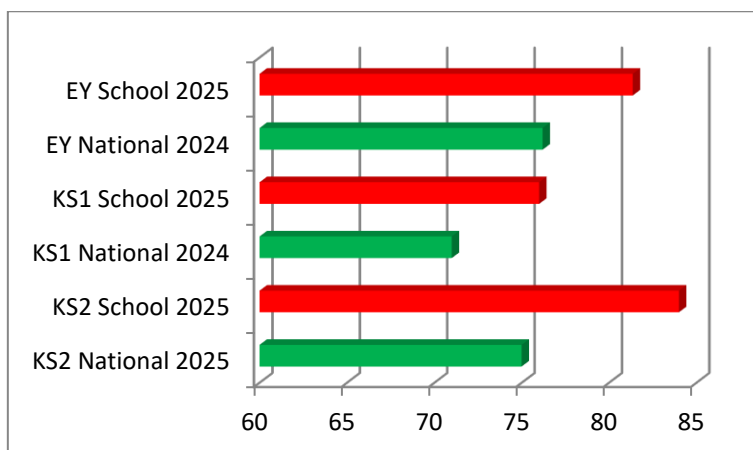
2025

CORE SUBJECT OUTCOMES WITH COMPARATORS

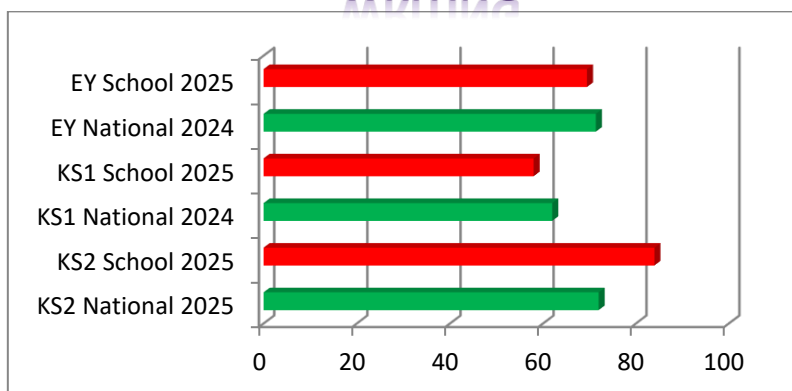
Outcomes for pupils

We currently only have national 2024 comparative data for all Stages bar Key Stage 2

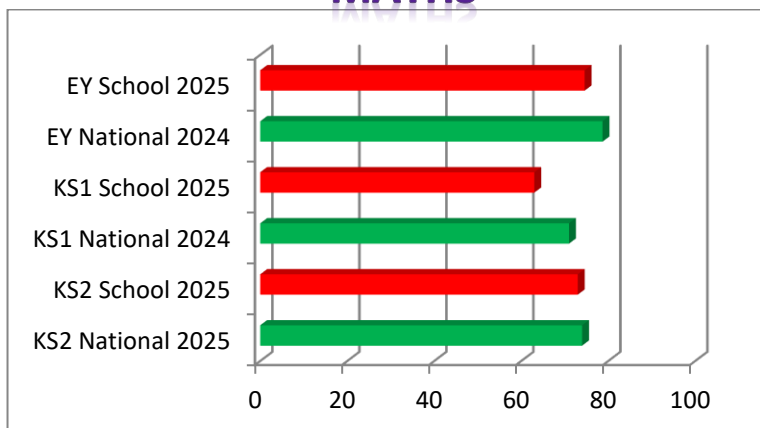
READING



WRITING



MATHS



FOUNDATION STAGE

Early Learning Goals:

The Early Years 'Good Level of Development' Outcome (which is the percentage of pupils assessed as 'Good' in all prime areas plus Maths and Literacy) was 63% up from 56% last year and closing the gap on national levels

Comparative data is in the table below with all other measures from last year as there has been no data release yet for 2025. Results have dipped with the cohort with many just missing one area but there are plans in place to ensure support for these gaps in Y1.

	Good level of Development (GLD)
School 2025	63%
School 2024	56%
Cumberland 2024	65%
National 2024	67.7%

All	62.71	Boys	40.74	Girls	81.25	SEN	18.18	Not SEN	72.92
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FSM	33.33	Not FSM	64.29	Pupil Premium	0	Not Pupil Premium	66.07
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Autumn Born	69.57	Spring Born	55.56	Summer Born	61.11
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The Pupil Premium Gap at the end of Reception is statistically significant and needs further analysis. There are however only 5 PP pupils out of 59 in the cohort.

SCHOOL TEST RESULTS 2025			
Subject	Percentage at each score		
	1	2	A
Listening, Attention and Understanding	3.39	96.61	0
Speaking	5.08	94.92	0
Self-Regulation	5.08	94.92	0
Managing Self	5.08	94.92	0
Building relationships	1.69	98.31	0
Gross Motor Skills	1.69	98.31	0
Fine Motor Skills	3.39	96.61	0
Comprehension	6.78	93.22	0
Word Reading	18.64	81.36	0
Writing	30.51	69.49	0
Numbers	25.42	74.58	0
Numerical Patterns	23.73	76.27	0
Past and Present	6.78	93.22	0
People, Culture and Communities	3.39	96.61	0
The Natural World	3.39	96.61	0
Creating with Materials	3.39	96.61	0
Being imaginative and Expressive	3.39	96.61	0

- Cohort achieved well against many EYFS Outcomes across the curriculum, the lower outcomes for the basic skills which may be noted compare more than favourably with the previous year and national over time:
- Reading 81% (65% last year) Writing: 69.49% (62% last year) and Maths: 75% average.

Resulting Improvement Targets =

- Reception will embody Maths as their action plan focus in 2025/2026. Increasing the amount of direct teaching across the week, developing their enhancements in the provision and increasing the amount of high-quality interventions.
- EYFS will promote core strength for writing by implementing 'Move to Write' interventions from Nursery onwards.
- Reception will review their Literacy Curriculum ensuring that further opportunities to write are embedded weekly.
- PP children will have half termly progress checks with the Stage Leader to ensure support is in place.
- Although 81% (76% National) reached the ELG for reading, Y1 teachers will need continue to focus on interventions and plan for the 22 children moving to Y1 who didn't achieve GLD and for the 11-18 children not achieving a GLD in R, W or M.

		2022	2023	2024
Literacy	Comprehension	80.3%	80.6%	80.1%
Mathematics	Number	77.8%	78.9%	78.7%
	Numerical patterns	77.2%	78.3%	78.2%
Literacy	Word reading	74.7%	76.2%	76.2%
	Writing	69.5%	71.0%	71.4%

Year 1 Phonics



82%

National 2024 = 80%
Average score for this cohort = 32.66

Total pass % for Y2 cohort now = 95%
National 2024 Y2 pass rate = 89%

All	82.22	Boys	85.19	Girls	77.78	SEN	46.15	Not SEN	96.88
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FSM	40	Not FSM	87.5	Pupil Premium	40	Not Pupil Premium	87.5
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Autumn Born	89.47	Spring Born	81.82	Summer Born	73.33
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Analysis of Outcome

- Y1 phonics – 82.22% of cohort are working at the expected phonics level.
- Pupil Premium outcomes below non pupil premium by 47.5%
- 8 children moving in to Y2 have not met the expected standard
 - 5 children from Y2 who didn't pass in Y1 also took the check...3/5 passed this time. All 7 children will continue to receive phonic support in KS2 using small group intervention and precision teaching.

- School performing well above national average



Resulting Targets =

- Nursery to continue on introducing early letters s,a,t,p,i,n through sounding out
- Interventions to be planned in Reception to address phonic gaps at the point of learning alongside further weekly reading with an adult.
- No Nonsense Phonics to continue to be used from Reception to Y2 to ensure consistency of approach.
- Classes to continue to be set into Phonics Groups for 4 days a week in the session between play and lunch according to phonics attainment with small intervention groups for lower attaining children at other times as well.
- KS1 team to meet with every month to monitor progress and interventions particularly for those who did not meet standard.
- Y3 teachers to continue Phonics with children who have not reached the standard

KS1 OUTCOMES

Cohort	REA (% EXS)	REA (% GDS)	Reading Total	WRI (% EXS)	WRI (% GDS)	Writing Total	MAT (% EXS)	MAT (% GDS)	Maths Total
Average	48	25	73%	39	16	55%	36	23	59%
Boys	44	32	76%	32	20	52%	36	28	64%
Girls	53	16	69%	47	11	58%	37	16	53%
EAL	0	0	0%	0	0	0%	0	0	0%
Not EAL	48	25	73%	39	16	55%	36	23	59%
SEN	44	6	50%	28	0	28%	17	11	28%
Not SEN	50	38	88%	46	27	73%	50	31	81%
FSM	29	14	43%	29	14	43%	29	0	29%
Not FSM	51	27	78%	41	16	57%	38	27	65%
Pupil Premium	30	20	50%	20	10	30%	20	10	30%
Not Pupil Premium	53	26	79%	44	18	62%	41	26	67%
Autumn Born	53	33	86%	53	20	73%	47	33	80%
Spring Born	56	22	78%	33	22	55%	44	11	55%
Summer Born	40	20	60%	30	10	40%	25	20	45%

	School 2025	School 2024	National 2024
Reading	76% (25% GDS)	80% (16% GDS)	71% (22% GDS)
Writing	58% (20% GDS)	64% (18% GDS)	62% (7% GDS)
Spelling & Grammar	69% (19% GDS)	50% (9% GDS)	72% (7% GDS)
Maths	63% (23% GDS)	64% (11% GDS)	71% (7% GDS)

The tables above shows comparative outcomes for 'expected standard' compared to the last cohort and last year nationally. The figures in green parenthesis or the % who achieved greater depth.

The school awaits the detailed analysis from the FFT Early Results Service and County submission (both of which were optional to schools) for further analysis and comparisons



- Expected % for Reading at **expected levels** is above national outcomes last year but lower in Writing & Maths

- At the **higher levels** ('Greater Depth'/GDS) the school is **well above** (in some cases 3X...absolutely amazing) national and last year for all subjects....a very impressive outcome of one of last year's targets

- There is a significant Pupil Premium gap across all subjects (10 pupils)
- The impact of being born early in the school year is clearly demonstrated in these outcomes.



Resulting Improvement Targets =

- To focus on improving attainment of Pupil Premium Pupils
- To focus on interventions in KS1 to address gaps in conceptual knowledge in Maths and Writing



MULTIPLICATION TIMES TABLE CHECK (MTC)



- Comparative data for this test is not published. The Government released the results last month and 26% of the Year group got 100% of the questions correct and 74% got over 20 out of 25....the mean score was 20.81, **above the 2024 National Mean Score.**
- MTC results are broadly in line with last year's which is showing sustained improvement in teaching practice and preparation for the MTC.



Resulting Improvement Targets =

- To ensure X Tables continue to be a key focus from Y1-Y4
- Times table practice is embedded into Y4 as it has positively impacted on outcomes this year.
- Re-look at X Table passports being embedded in LKS2 as an almost daily quick activity.

KS2 OUTCOMES

Subject	Percentage of pupils achieving the expected standard: school 2025	Percentage of pupils achieving the expected standard: school 2024	Percentage achieving standard nationally 2025
English reading	85%	82%	75%
English grammar, punctuation and spelling	71%	86%	73%
Mathematics	75%	84%	74%
English writing (teacher assessment)	84%	75%	72%
Science (teacher assessment)	91%	82%	82%

National RWM
2025 was 65% - above national
2025 which was 62%.

SCHOOL TEST RESULTS 2025 - All																
Combined REA, WRI, MAT (WRI is teacher assessed)										Percentage at each level						
Subject										A	B	L	M	T	U	J
Grammar, Punctuation and Spelling										0.0	0.0	1.79	0.0	0.0	0.0	0.0
Reading										0.0	0.0	1.79	0.0	0.0	0.0	0.0
Mathematics										0.0	0.0	1.79	0.0	0.0	0.0	0.0

SCHOOL TEACHER ASSESSMENTS 2025 - All																
Please note as per the 2019 DfE requirements teacher assessment results for children working at the expected standard in reading and maths are no longer required.																
Subject										Percentage at each level						
Reading										A	D	L	F	P	Q	HMM
Writing										0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics										0.0	0.0	0.0	0.0	0.0	0.0	0.0
Science										0.0	0.0	0.0	0.0	0.0	0.0	0.0

Cohort	REM (% AS)	WRI (% EXS)	WRI (% GDS)	MAM (% AS)	SCI (% EXS)
Average	84	78	5	73	91
Boys	86	79	0	83	93
Girls	81	78	11	63	89
EAL	0	0	0	0	0
Not EAL	84	78	5	73	91
SEN	64	62	0	43	77
Not SEN	90	83	7	83	95
FSM	67	88	0	78	100
Not FSM	87	77	6	72	89
Pupil Premium	100	100	0	100	100
Not Pupil Premium	82	76	6	70	90
Autumn Born	90	75	10	70	90
Spring Born	85	75	8	77	92
Summer Born	78	83	0	74	91

School Comparative Data
Greater Depth...Scaled Score>110
(2024 in red)

Grammar – 29% (32)

Maths -20% (23)

Reading - 20% (25)

Writing – 5% (11)

No national comparative data for GDS yet.



- % achieving expected in R, W & M was above national
- School above all national comparisons in Reading, Writing & Science
- School just below national in maths (-2%) and SPAG (-4%)

- 1 child joined at the start of the year and was well below national expectations so we were already -1.8% below for the cohort that arrived in Y6
- The Pupil Premium Cohort's outcomes were above their peers – this is the first time this has happened.



- To further focus on Maths. In the short term to use the 'ready to progress' testing in the Autumn to plug conceptual gaps but also to review the teaching of the previous year to see why these gaps occur.
- To focus on strategies to develop writing in greater depth across KS2
- To continue to improve pedagogy and teaching practice through the further embedding of the Great Teaching Toolkit and Teaching Triangles for observations.
- To trial TestBase to standardise assessments in line with SATs layout and expectation.
- Use Pupil Progress meetings to map out actions needed to move children towards their targets especially those who are predicted to be greater depth
- Analyse the impact and quality of interventions
- To closely monitor writing standards across the school through pupil interviews, book looks and lesson observations and writing moderation
- To implement CPD on the teaching of writing and how to use modelled, shared and guided writing effectively
- To widen staff training in 'Reciprocal Reading' and teaching reading fluency

CHECKPOINT OUTCOMES

SUMMER 2025

Summer 2025 Attainment - CP3

WRITING	% Expected Standard+ in Writing	% Higher Standard in Writing	EOKS Target %	DIFF
Reception	69%			
Y1	58%	2% (Target 8%)	60	-2%
Y2	58%	17% (Target 15%)	75	-17%
Y3	70%	2% (Target 8%)	67	2%
Y4	68%	13% (Target 13%)	76	-8%
Y5	81%	6% (Target 11%)	81	0%
Y6	84%	5% (Target 18%)	85	-1%
MATHS	% Expected Standard+ in Maths	% Higher Standard in Maths	EOKS Target	
Reception	75%			
Y1	69%	13% (Target 17%)	70	-1%
Y2	64%	26% (Target 24%)	83	-18%
Y3	81%	7% (14 Target %)	67	14%
Y4	84%	11% (Target 25 %)	78	6%
Y5	85%	4% (Target 24 %)	84	1%
Y6	79%	6% (Target 25%)	84	-15%
READING (RS data)	% Expected Standard+ in Reading	% Higher Standard in Reading	EOKS Target	
Reception	81%			
Y1	64%	4% (Target 16%)	69	-5%
Y2	74%	26% (Target 26%)	82	-9%
Y3	86%	2% (Target 22%)	71	15%
Y4	76%	21% (Target 31%)	79	-3%
Y5	89%	9% (Target 30 %)	83	6%
Y6	92%	16% (Target 26%)	79	13%
SPAG (RS data)	% Expected Standard+ in SPAG		EOKS Target	
Reception				
Y1	58%	7% (Target 8%)	60	-2%
Y2	67%	19% (Target 21%)	75	-9%
Y3	72%	5% (Target 22%)	69	3%
Y4	71%	16% (Target 25%)	78	-7%
Y5	85%	19% (Target 32%)	83	2%
Y6	80%	31% (Target 35%)	83	-3%

PUPIL PREMIUM WRITING	% Expected Standard+ in Writing	DIFF	% Higher Standard in Writing
Y1 (4 children – 1 SEN)	50% (Est: 41%)		0% (Target 1%)
Y2 (10 children – 7 SEN)	30% (Est: 69%)		10 % (Target 13 %)
Y3 (6 – 3 SEN children)	66% (Est:52%)		0% (Target 2%)
Y4 (9 children – 4 SEN)	44% (Est: 65%)		0% (Target 8%)
Y5 (7 children – 3 SEN)	57 % (Est: 82%)		0% (Target 8%)
Y6 (9 children – 3 SEN)	77% (Est:77%)		0% (Target 13 %)
PUPIL PREMIUM MATHS	% Expected Standard+ in Maths		% Higher Standard in Maths
Y1 (4 children – 1 SEN)	50% (Est:61%)		0% (Target 11%)
Y2 (10 children – 7 SEN)	30% (Est:76%)		10% (Target 19%)
Y3 (6 – 3 SEN children)	67% (Est: 39%)		0% (Target 4%)
Y4 (9 children – 4 SEN)	78% (Est: 67%)		0% (Target 12%)
Y5 (7 children – 3 SEN)	71% (Est: 86%)		14% (Target 21%)
Y6 (9 children – 3 SEN)	71% (Est: 77%)		0% (Target 19%)
PUPIL PREMIUM READING	% Expected Standard+ in Reading		% Higher Standard in Reading
Y1 (4 children – 1 SEN)	0% (Est:62%)		0% (Target 13%)
Y2 (10 children – 7 SEN)	50% (Est:76%)		20% (Target 22%)
Y3 (7 – 3 SEN children)	85% (Est: 55%)		13% (Target 13%)
Y4 (9 children – 4 SEN)	44% (Est: 71%)		0% (Target 20%)
Y5 (7 children – 3 SEN)	85% (Est: 83%)		0% (Target 26%)
Y6 (9 children – 3 SEN)	77% (Est: 71%)		0% (Target %)
PUPIL PREMIUM SPAG	% Expected Standard+ in SPAG		% Higher Standard in SPAG
Y1 (4 children – 1 SEN)	75% (Est:52%)		
Y2 (10 children – 7 SEN)	40% (Est:69%)		
Y3 (6 – 3 SEN children)	66% (Est:53%)		0% (Target 11%)
Y4 (9 children – 4 SEN)	55% (Est: 68%)		11% (Target 20%)
Y5 (7 children – 3 SEN)	85% (Est:84%)		28% (Target 29%)
Y6 (9 children – 3 SEN)	88% (Est:76%)		11% (Target 27%)

- When looking at this data, bear in mind that EOKS stands of End of Key Stage target which means children in Y3 have until Y6 to reach the target. However, the closer a year group is to working at age related expectations – the less pressure there is on the Y6 team to reach expected standard for SATS,
- A common trend appears to be a dropping of the % at GDS as cohorts move through school. This is something that needs to be addressed as part of subject leader action plans.
- The areas and year groups that are well off target need to review implementation and interventions and next year's year groups need to heed the outcomes and assess what gaps need working on e.g. Maths progress.
- Pupil progress meeting will focus on children who are estimated to be greater depth and how they can be supported to achieve it
- There needs to be a focus on the 10PP children in Y2 moving into Y3 for Maths
- Additionally, a focus on the 4 PP pupils moving in to Y2 for Reading interventions.

