

Analysis of Maths progress across KS2 achieved by St. Nicholas School pupils in 2016 using data from Progression Guidance.

Maths progress from the end of KS1 to the end of KS2:

Level at start of Yr.3	Level at end of Yr.6	% pupils nationally who made LESS progress from the same starting point	% pupils nationally who made THE SAME progress from the same starting point	% pupils nationally who made GREATER progress from the same starting point	Progress made as "Quartiles"	"National expectations" (i.e. 2 levels) met or exceeded	"St. Nicholas criteria" (concern, good, or outstanding)	Story / context
P4	1C	98%	1.0%	1.0%	UQ+++	Exceeded	Outstanding	CS
P4	P7	75.7%	16.5%	7.8%	UQ+	Exceeded	Outstanding	
2i	3i	71.4%	17.9%	10.7%	UQ	Met	Outstanding	
P4	P6	49.5%	26.2%	24.3%	UQ	Met	Outstanding	
P4	P8	92.2%	5.8%	2%	UQ++	Exceeded	Outstanding	CS
P4	P8	92.2%	5.8%	2%	UQ++	Exceeded	Outstanding	CS
P4	P6	49.5%	26.2%	24.3%	UQ	Met	Outstanding	
P4	1C	98.0%	1.0%	1.0%	UQ+++	Exceeded	Outstanding	CS
P3ii	P6	84.2%	7.9%	7.9%	UQ+	Exceeded	Outstanding	
P4	P6	49.5%	26.2%	24.3%	UQ	Exceeded	Outstanding	

"Headlines":

- 100% made good outstanding progress against St.N's criteria.
- 100% made UQ progress or above.
- 60% achieved even more than UQ progress.
- 100% met national expectations (2 levels)
- 70% exceeded (3 or more levels).
- 40% achieved within the top 10% of the National PG dataset
- **20% (2) achieved in the top 2% of the National PG dataset**
- **40% (4) achieved 2 or more levels above the upper quartile**
- **20% (2) achieved progress that was 3 levels higher than UQ**

Resulting action in 2015/16:

- To target the higher attaining students in Yr 6 to ensure that they continue to accelerate their progression pathway.
- Review the St. Nicholas School progress definitions to reflect extended challenges required by our pupils showing outstanding progress.
- Review the criteria for good and outstanding progress for pupils with PMLD.
- To maximise opportunities for KS 2 pupils to accelerate their learning in applying their functional numeracy skills via the introduction of personalised learning 'star groups'
- Monitor the impact of this initiative using the fully implemented pupil asset assessment tool

Angela Pike and Stephen King 25.6.16.