

Data Key Headlines Achievement Summary 2018-19

Achievement is not officially qualified until October 2019. The information below is based on the school's information that was submitted to the Department for Education and measured against 2018 outcomes.

EY Attainment

EYFS GLD	On Entry	School	National
2013		47%	52%
2014		69%	60%
2015		72%	66%
2016*		75%	69%
2017*		67%	71%
2018*	-77% External	71% (InC ARB – 69%)	71.5%
2019*	-89%	67% (inc 1 ARB 66% 31/47)	71.8%

*Excludes 1 ARB pupil

Gender	Boys		Girls	
2016*	Sch	Nat	Sch	Nat
No ARB	60%	62%	94%	77%
2017*	Sch	Nat	Sch	Nat
No ARB	71%	64%	68%	78%
2018*	Sch	Nat	Sch	Nat
No ARB	53%	63.2%	85%	77.5% Gender gap 14.3%
2019	Sch	Nat	Sch	Nat
	62% (16/26)		75% (Inc 1 ARB 14/21 71%)	

* 1 girl ARB

Pupil Premium	Sch Non PP	Sch PP Ex ARB	Sch PP Inc ARB	Nat Non	Nat PP
2016	88%	58%	50%	69%	72%
2017	75%	66%	66%	73%	73%
2018	71%	64%	64%		
2019	68% (inc ARB 19/29 66%)	63% (12/19)	63%		

89% of pupils entered the early years below what is expected for their age. The base line assessments were conducted by one of the two Outstanding Early Years teaching schools in Cornwall. Therefore, to have achieved a GLD that is in line with the national expectations, alongside the staffing issues that pupils experienced through 2018/19 is an excellent achievement.

Performance information is based on 47 pupils. 1 girl from the ARB. 27 boys and 19 girls. 19 pupils PP (41%). 20 pupils were from our Nursery. 16 out of 20 pupils achieved a GLD: 80%. 4 of these pupils achieved the higher standard (3) 20%. 21% of all pupils achieved the higher standard (10 pupils).

There is no trend in gender, profile 'over time' is spikey and inconsistent. This is because of being 'cohort' specific. There has been a significant increase in the percentage of boys who achieved GLD and actions for Leaders have had a positive impact, SPD, objective 3. However, my recommendations are that this continues to remain a whole school focus moving forward.

Pupil premium outcomes are within 10% of national PP. This is positive and will continue to be a focus. The rationale for this statement is that 89% of ALL of pupils entered below the EY, 100% of PP entered below, with 12/19 achieving a GLD. As reported in our SEF, pupils typically start the journey below the national start line and leave KS2 typically in line or above. Ofsted, alongside the Dfe have recognised this and from 2023, pupils will be based line assessed in the EY and tested again at the end of KS2.

Phonic Check

Phonic check	School	National
2012	59%	58%
2013	77%	69%
2014	89%	74%
2015*	93%	77%
2016**	91%	81%
2017*	89%	81%
2018	78% (Ex ARB 83% x 3)	82%
2019	83% (83%)	81.9%

The cohort is of 42. There are 3 chn receiving SEN support and 8 chn alert 5 of which who are receiving speech and language from outside agencies. There are 5 chn with EAL and 1 cld with an ECHP (AH). 16/20 boys, including the ARB 80% passed the phonic check. 19/22 girls, with 86% passing the expected standard. There are 22 pupils eligible for PP (52%), 17 (77%) and 18/20 (90%) Non PP passed the check.

Taking into consideration the staffing issues in the one Yr 1 class, which resulted in the children having three different teachers. The outcomes are excellent and a credit to the teaching staff who ensured that the pupils remained focused and responsive to a range of changes.

Gender	Male		Female	
2016	Sch	Nat	Sch	Nat
No ARB	89%	77%	93%	84%
Inc ARB	92%		93%	
* 2017	Boys		Girls	
INC ARB	79%	78%	94%	85%
No ARB	83%		94%	
2018*	Sch	Nat	Sch	Nat
INC ARB	59%		91%	
No ARB	72%		91%	
2019	Sch	Nat	Sch	Nat
	80%		86%	

*1 boy ARB

Pupil Premium	Sch Non PP	Sch PP Ex ARB	Sch PP Inc ARB	Nat Non	Nat PP
2016	94%	88%	83%	83%	69%
2017	96%	70%	73%	84%	84%
2018	81%	85%			
		77%	77%		

Key Stage 1

Key stage 1 assessment information is based upon teacher assessment, supported by end of key stage assessments. Last year saw significant turmoil across key stage 1. The staffing issues in Year 1 had a significant impact upon the consistency of teaching. Following wider concerns identified by the HT, one member of staff was placed on a professional support plan. However, despite this pupils (Ex ARB chn) are in line with age related expectations of attainment for reading and maths, and just below for writing. It also needs to be recognised that the information published is attainment and not progress. Greater analysis has identified that the vast majority of pupils who did not make the expected standard left the EY without a GLD. Although, this is not good enough, we have to re-iterate the fact that the vast majority of pupils start below and leave in line or above. However, actions by leaders have secured the desired impact. The 'true' value of the school's work, will not be identified until October when the progress results have been validated.

The focus for 2019/20 has to be for pupils in KS1 and next year's Y3s attaining at least the national standard in writing, with a continued focus on PP chn and the most able PP chn in reading, writing and maths.

The cohort is made up of 45 pupils. 3 pupils are from the ARB (7%) and one has an EHCP (2%). Seven (16%) other pupils are at school support, therefore, the make-up of SEND is 25% of the cohort. 2 of this group reached ES in all three subjects and 1 pupil for maths and reading. However, work in their books demonstrates clear progress from their relative starting points. 4 pupils joined the cohort in Yr 2 (9%) and 4 pupils joined in Yr 1 (9%), cohort mobility being 18%. The outcomes for mobility show 3 out of 8 did not reach ES (37.5%), the impact in Yr 2 alone is that 2 out of 4 did not reach the expected standard (50%). Within this mobility group of 8, 1 pupil is EAL and 2 pupils are at SEN school support, these pupils did not make expected standard. 26/33 pupils who have been with us since reception achieved ES in reading and maths (79%), 23/33 pupils achieved ES in writing (70%), in line with National age related expectations of attainment. The EAL make up of this cohort is 9% (4 chn – 1 in ARB), one of these pupils made the expected standard. 15/41 pupils (37%) left the EY with GLD. 8 pupils (53%) reached the expected standard.

KS1	Reading		Writing		Maths		ESPAAG	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
2011	50%	85%	44%	81%	44%	90%		
2012	59%	85%	30%	83%	52%	91%		
2013	95%	87%	80%	83%	95%	91%		
2014	95%	90%	79%	86%	100%	92%		
2015*	100%	91%	94%	88%	94%	93%		
Revised National Testing-Expected Standard								
2016**	86%	74%	79%	65%	83%	73%		
2017*	79%	76%	74%	68%	79%	75%		
2018*	66% (64% inc ARB)	75%	68% (67% inc ARB)	70%	68% (67% inc ARB)	76%	67% (69% ex ARB)	77%
2019*	76% (69% in ARB 31/45)		68% (62% inc ARB 28/45)		76% (69% in ARB 31/45)			

NB : Writing not directly comparable as changes to Interim framework 2017/18 and 2018/9

L3+	Sch	Nat	Sch	Nat	Sch	Nat
2011	6%	26%	0%	13%	6%	20%
2012	7%	27%	0%	14%	7%	22%
2013	30%	27%	0%	15%	15%	23%
2014	53%	31%	26%	16%	58%	24%
2015*	50%	32%	25%	18%	44%	26%
Revised National Testing-Working At Greater Depth						
2016**	41%	24%	31%	13%	34%	18%
2017*	41%	25%	32%	16%	35%	21%
2018*	28% (29% ex ARB)	26%	18% (18% ex ARB)	16%	28% (29% ex ARB)	22%
2019*	27% (29% ex ARB)		13% (15% ex ARB)		22% (24% ex ARB)	

The most able pupils, based on 2018 national outcomes will be at least in line with the national figure. This has been a focus for the SDP, objective 5.

KS 1 Expected Standard Pupil Premium						
Reading	Sch PP	Sch PP Ex ARB	Sch	Nat All	NAT (other)	Nat PP
2016	67%	75%	81%	74%	78%	78%
2017*	64%	70%	76%	76%	79%	79%
2018*	58%	64%	66%	75%	79%	
2019*	75%	79%	76%			

Ex-ARB

KS 1 Expected Standard Pupil Premium						
Writing	Sch PP	Sch PP Ex ARB	Sch	Nat All	NAT (other)	Nat PP
2016	61%	69%	74%	65%	70%	70%
2017*	55%	57%	70%	68%	72%	72%
2018*	58%	64%	68%	70%	74%	
2019*	60%	63%	68%			

Ex-ARB

KS 1 Expected Standard Pupil Premium						
Maths	Sch PP	Sch PP Ex ARB	Sch	Nat All	NAT (other)	Nat PP
2016	61%	69%	77%	73%	77%	77%
2017*	64%	67%	76%	75%	79%	79%
2018*	58%	64%	68%	76%	80%	
2019*	65%	68%	76%			

Ex-ARB

Pupils who attract PP funding are in line with national all pupils for 2017/18 in Reading, 11% below National other pupils in writing and 12% below in maths.

KS 1 Greater Depth Pupil Premium					
Reading	Sch PP	Sch PP Ex ARB	Nat All	NAT (other)	Nat PP
2016	33%	38%	24%	23%	12%
2017*	29%	27%	25%	29%	23%
2018*	14%	14%	26%	33%	
2019*	15%	16%			

Ex-ARB

KS 1 Greater Depth Pupil Premium					
Writing	Sch PP	Sch PP Ex ARB	Nat All	NAT (other)	Nat PP
2016	22%	25%	13%	18%	6%
2017*	22%	24%	16%	21%	18%
2018*	14%	14%	16%	24%	
2019*	10%	11%			

Ex-ARB

KS 1 Greater Depth Pupil Premium					
Maths	Sch PP	Sch PP Ex ARB	Nat Non	NAT (other)	Nat PP
2016	22%	25%	18%	20%	9%
2017*	32%	33%	21%	27%	23%
2018*	0%	0%	22%	28%	
2019*	15%	16%			

Ex-ARB

PP pupils achieving the higher standards are below in reading, writing and maths.

Key Stage 2

KS2	Reading		Writing		Maths		ESPAG	
	Sch	Nat	Sch	Nat	Sch	Nat		Nat
2011	63%	84%	42%	75%	50%	80%		
2012	65%	87%	59%	81%	65%	84%		
2013	62%	86%	73%	81%	73%	84%		
2014	90%	89%	70%	85%	80%	86%		
2015*	100%	89%	100%	87%	100%	87%		
Revised National Testing-Expected Standard								
2016**	93%	66%	87%	74%	87%	70%	73%	72%
2017*	100%	71%	81%	76%	90%	75%	81%	77%
2018*	73%	75%	79%	78%	79%	76%	69%	77%
2019*	74%	73%	81%	78%	70%	79%	74%	78%

NB: Writing not directly comparable as changes to Interim framework 2017/8 and 1018/19

NB: RWM combined = 58.6%, Gap of 1 pupil with National average 65%, MA pupils RWM =15 % (4 pupils) National
Our National combined score has dipped for all pupils but increased for most able.

National KS2 combined score in 2018: 68% GD 10%.

53% 2016, 61% 2017, 64% 2018. 60% 3 year average

Excluding ARB pupils, Reading is broadly in line with the National average, writing is above with maths and ESPG just below. This is an excellent achievement with 8 pupils joining us at the end of Year 5 and during Year 6. Of these pupils, 5/8 (63%) achieved ES in reading, 4/8 (50%) achieved ES in writing, 4/8 achieved ES in maths and 5/8 (63%) achieved ES in ESPAG. Of these pupils, (50%) are at SEN Support with one child attending 7 different primary schools in KS2. Excluding mobile pupils, 79% of pupils for reading, maths and ESPAG achieved ES with 95% in writing Excluding ARB pupils. 88% 7/8 of pupils who have been at Tregolls since Reception achieved EX in Reading, maths and SPAG and 100% in writing.

In reading, one pupil scored 98 and 2 pupils scored 109 which would have taken us to 26% and in line with National expectations for Greater Depth. In maths, one pupil scored 99, this would have taken us to 74%- broadly in line with National expectations. One child scored 109 in maths, this would have meant we exceeded National expectations. In ESPAG, one pupil scored 99, this would have taken us to 78% in line with National. Three pupils in ESPAG scored 109 which would have taken us to 22%, just below National expectations. Taking this into account, the work related to the SDP in ESPAG has not been completely successful and needs further analysis to 'why' this has happened.

It should be noted that one pupil who was teacher assessed at GD, broke his right arm the evening before the test. For his well-being, the decision was taken for him to take the test a week later. He achieved ES in all three subjects.

Including ARB (Published Data)								
2016	73%	66%	64%	74%	68%	70%	58%	72%
2017	91%	71%	74%	76%	83%	75%	74%	77%
2018	72%	75%	77%	78%	77%	76%	67%	77%
2019	69% (20/29)	73%	76% (22/29)	78%	66% (19/29)	79%	69% (20/29)	78%

KS2	Reading		Writing		Maths		ESPAG	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
2011	25%	42%	12.5%	20%	23.5%	35%		
2012	17%	48%	24%	28%	14%	39%		
2013	27%	44%	31%	30%	12%	41%		
2014	35%	50%	35%	33%	30%	42%		
2015*	50%	48%	33%	36%	33%	41%		
Revised National Testing-Working At Greater Depth								
2016*	47%	19%	26%	15%	11%	17%		
2017*	22%	25%	35%	18%	9%	23%		
2018*	27% (28%)	28%	23% (24%)	20%	7% (7%)	24%	13% (14% ex ARB)	26%
2019*	17% (19% 5/27 Ex ARB)	27%	24% (26% 7/27 Ex ARB)	20%	24% (26% 7/27 Ex ARB)	27%	10% (11 3/27 Ex ARB)	36%

We have 7/27 chn that achieved Greater Depth for maths which is a significant increase, putting the school in line with the national average. Actions by senior Leader and the school's focus for the last 2 years on most able mathematicians has had a positive impact – SPD, objective 6. Pupils achieving Greater Depth for writing is also continues to be in line with the National average 7/27 pupils (Ex ARB).

The significant disappointment lies within the attainment of pupils who are most able in reading and ESPAG. In reading, five pupils did not convert from L3 at KS1 to greater depth at the end of KS2. However, two pupils in reading achieved a score of 109, which would have taken us to 7/27 (ex ARB) 26% and in line with the National average. Three pupils scored 109 for SPAG, which would have taken us to 6/29 21% or 22% (Ex ARB) but still below National average. The attainment is not good enough. Again, the work related to the SDP in ESPAG has not been successful; therefore, most able reading and ESPAG must be a focus for the SPD 2019-20.

Pupil Premium 2016/2017/2018/ 2019								
NO ARB-16	82%	66%	66%	74%	78%	70%	66%	72%
INC ARB	73%		64%		64%		55%	
NO ARB-17	100%	66%	67%	74%	92%	70%	67%	77%
INC ARB	92%		62%		85%		62%	
NO ARB-18	64%	75%	70%	76%	70%	76%	63%	81%
INC ARB	67%		67%		67%		57%	
NO ARB-19	67% 10/15	80%	80% 12/15	83%	80% 12/15	81%	67% 10/15	
INC ARB	71% 10/14		86% 12/14		86% 12/14		71% 10/14	

The national 'other' pupil picture has yet to be released for 2018. The PP attainment in Writing and maths is predicted to be above the national and PP pupils in reading and ESPG just below. However, 1 pupil scored 98 in reading and 99 in ESPAG. If achieved this would have brought us broadly in line with National expectations. Nevertheless, PP pupils in reading and ESPAG will need to remain a focus for 2019-20.

Pupil Premium-Working At Greater Depth								
2016	NO ARB	44%	19%	33%	15%	11%	17%	
	INC ARB	36%		27%		9%		
2017	NO ARB	25%		33%		8%		
	INC ARB	21%	29%	29%	21%	8%	27%	
2018	NO ARB	15%	33%	16%	24%	0%	28%	10%
	INC ARB	14%		14%		0%	22%	10%
2019	NO ARB	13% 2/15		20% 3/15		7% 1/15		7% 1/15
	INC ARB	14% 2/14		21% 3/14		7% 1/14		7% 1/14

The data sets for 2019 have not yet been released for the most able PP national picture. Using 2018 National figures, the percentage of most able PP pupils in writing has increased significantly thanks to excellent work from school Leaders, SDP, objective 5. However, most able PP pupils did not attain as well as other pupils nationally in reading and ESPAG. It needs to be noted that 2 PP pupils in reading scored 109 which would have taken us to 29% 4/14 (Ex ARB) in line with the National average.

One PP pupil in maths and in ESPAG also scored 109. Even though this would have increased the percentage of pupils working at greater Depth, to 14% and improved upon last year's attainment, it would still be below the National average. What is very clear is that 'over time' attainment has declined in reading and although it has increased slightly in maths this year, attainment of the most able PP pupils is not good enough - a review as to the 'why' and a continued focus on PP most able pupils in reading, maths and ESPAG is needed for 2019-10.