

Primary School Data Pack Version 3.0
2017
Validated Data
January 2018

Eatock Primary School

School ID: **2083**

Bolton
Council

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These packs have been produced by the Policy and Strategy Unit in People Services Department, Bolton Council in liaison with the Educational Improvement Team.

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Amendment History

Version	Date	Author	Remarks / Reason for Change
v1	05/09/2017	Nicola Fraser	Version 1
v2	02/10/2017	Nicola Fraser	Pupil premium data updated & national figures for phonics added
v3	03/01/2018	Nicola Fraser	KS2 data updated with release of validated data from DfE

Sign off List

Name	Position
Graham Handley	Principal Information Analyst

EYFSP Summary for Eatock Primary School

2017

Contextual Data

<i>Data as at Jan 2017 School Census</i>	Number in Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	% Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
Eatock Primary School	30	17%	46	3%	76	13%	71	7%	47	13%	82
Bolton LA	4158	19%		27%		39%		9%		58%	

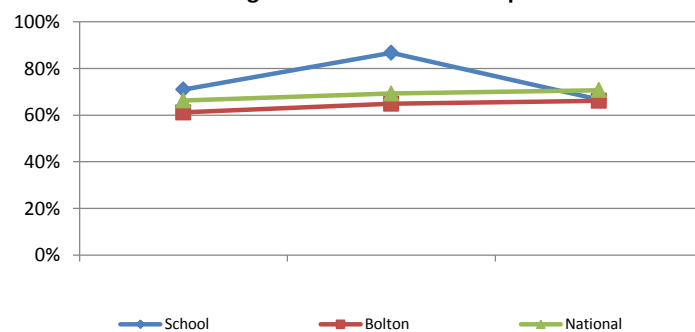
EYFSP Attainment Data¹

	Eatock Primary School				Bolton LA				NCER Emerging National ²		
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
% Pupils Achieving a Good Level of Development	69%	64%	67%		59%	74%	66%		64%	78%	71%

3 Year Trend Attainment Data

	Eatock Primary School				Bolton LA				National ²		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
% Pupils Achieving a Good Level of Development	71%	87%	67%		61%	65%	66%		66%	69%	71%

% Achieving a Good Level of Development



¹ Any child who was Absent "A" hasn't been included in the percentage calculation

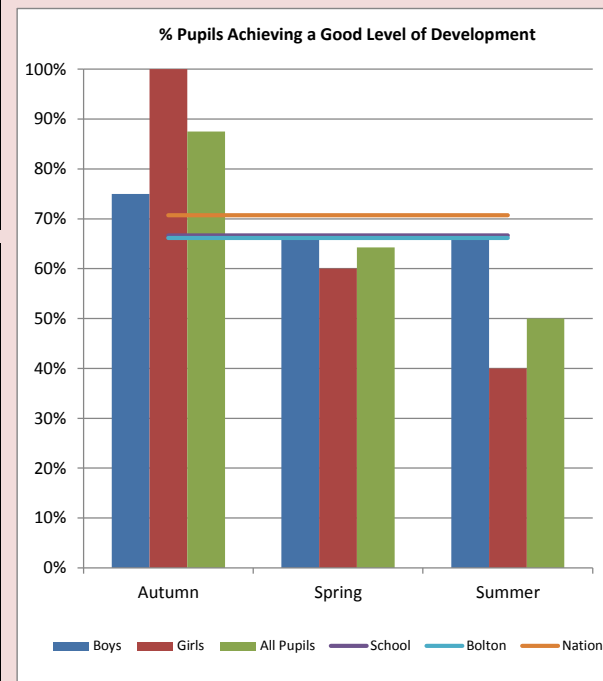
² 2017 National figures taken from DfE release of provisional data on 19/10/17

Analysis by Term of Birth and Ethnicity for Eatock Primary School

2017

	Term of Birth					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
Autumn	4	4	8	75%	100%	88%
Spring	9	5	14	67%	60%	64%
Summer	3	5	8	67%	40%	50%
All	16	14	30	69%	64%	67%

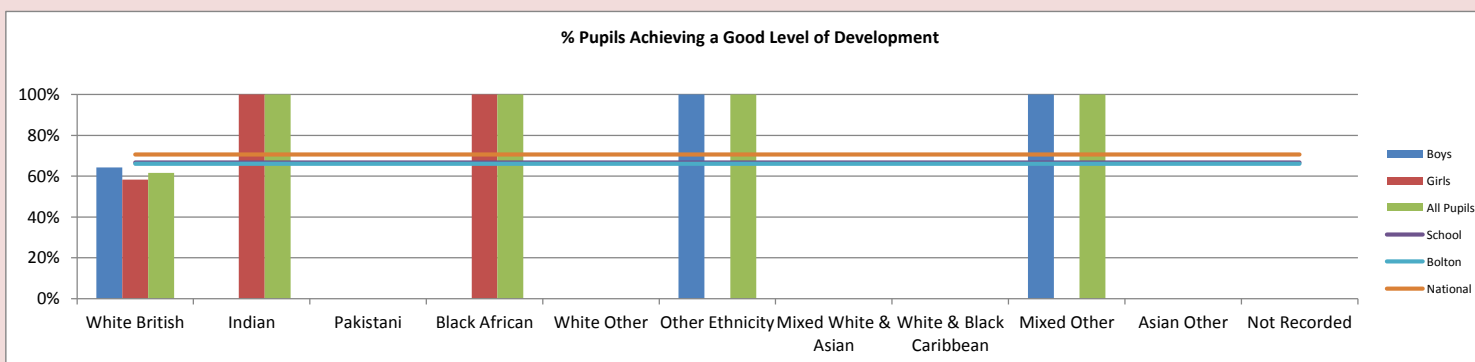
	Ethnicity *					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
White British	14	12	26	64%	58%	62%
Indian	0	1	1		100%	100%
Pakistani	0	0	0			
Black African	0	1	1		100%	100%
White Other	0	0	0			
Other Ethnicity	1	0	1	100%		100%
Mixed White & Asian	0	0	0			
White & Black Caribbean	0	0	0			
Mixed Other	1	0	1	100%		100%
Asian Other	0	0	0			
Not Recorded	0	0	0			
All	16	14	30	69%	64%	67%



*please note, only those ethnic groups with 30+ pupils in Bolton are shown, due to this, the sum of the ethnicities may not be equal to the ALL row.

There are 34 ethnic groups with fewer than 30 pupils in the cohort in Bolton

The "other ethnicity" group is an option on the school census and not the sum of the ethnic groups not shown



Analysis by Term of Birth and Ethnicity for Bolton

2017

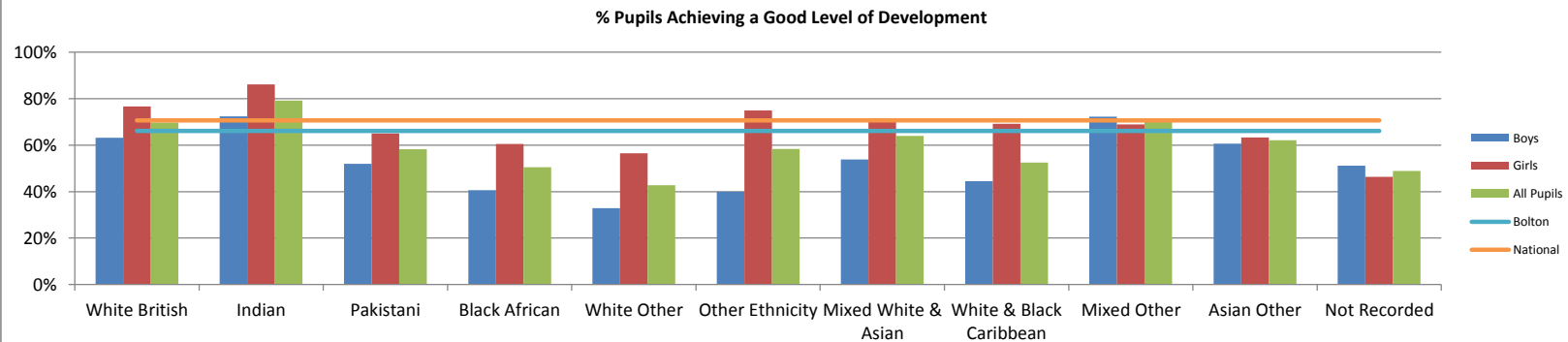
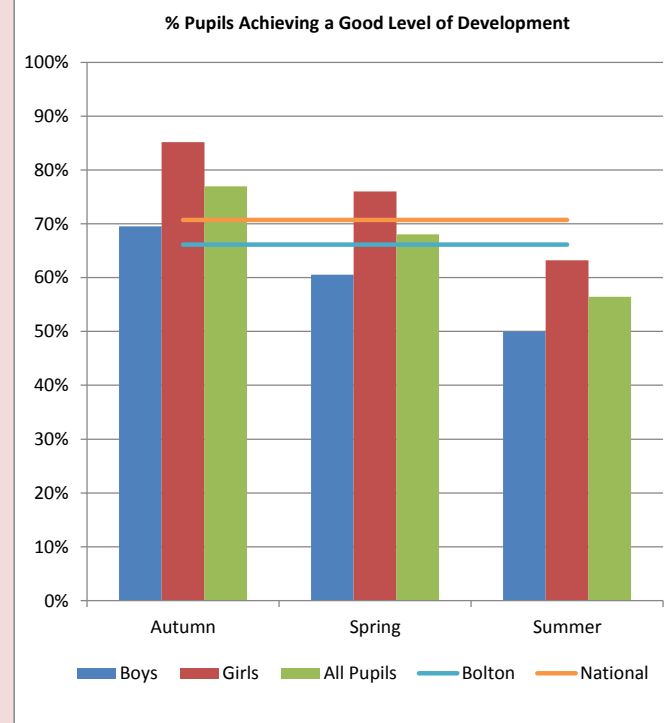
	Term of Birth					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
Autumn	715	653	1368	70%	85%	77%
Spring	545	512	1057	61%	76%	68%
Summer	887	846	1733	50%	63%	56%
All	2147	2011	4158	59%	74%	66%

	Ethnicity *					
	Number of Pupils			% Achieving a Good Level of Development		
	Boys	Girls	All Pupils	Boys	Girls	All Pupils
White British	1282	1200	2482	63%	77%	70%
Indian	181	181	362	72%	86%	79%
Pakistani	233	212	445	52%	65%	58%
Black African	106	104	210	41%	61%	50%
White Other	64	46	110	33%	57%	43%
Other Ethnicity	40	44	84	40%	75%	58%
Mixed White & Asian	26	35	61	54%	71%	64%
White & Black Caribbean	27	13	40	44%	69%	53%
Mixed Other	18	29	47	72%	69%	70%
Asian Other	28	30	58	61%	63%	62%
Not Recorded	45	41	86	51%	46%	49%
All	2147	2011	4158	59%	74%	66%

*please note, only those ethnic groups with 30+ pupils in Bolton are shown, due to this, the sum of the ethnicities may not be equal to the ALL row.

There are 34 ethnic groups with fewer than 30 pupils in the cohort in Bolton

The "other ethnicity" group is an option on the school census and not the sum of the ethnic groups not shown



Early Years Foundation Stage Profile 2017: At Least Expected in all Aspects of Learning - Eatock Primary School, Bolton & National

% of children achieving at least expected in:	Eatock Primary School	Bolton LA	National	Difference (School minus LA)	Difference (School minus National)
CLL : Listening & Attention	100%	80%	86%	20.35	13.80
CLL : Understanding	97%	79%	86%	17.59	10.77
CLL : Speaking	97%	78%	85%	18.17	11.27
Communication and Language (3 Aspects)	97%	75%	82%	21.27	14.57
PD : Moving and handling	100%	86%	90%	14.29	10.40
PD : Health and self-care	97%	86%	91%	10.95	5.37
Physical Development (2 Aspects)	97%	82%	88%	14.58	9.17
PSED : Self-confidence and self-awareness	100%	84%	89%	16.23	10.90
PSED : Managing feelings and behaviour	100%	83%	88%	17.17	12.00
PSED : Making relationships	100%	84%	90%	15.97	10.30
Personal, Social and Emotional Development (3 Aspects)	100%	79%	85%	20.59	14.80
Lit : Reading	67%	72%	77%	-5.05	-10.33
Lit : Writing	67%	69%	73%	-1.90	-6.63
Literacy (2 Aspects)	67%	68%	73%	-1.42	-6.13
Math : Numbers	87%	73%	79%	13.46	7.47
Math : Shapes, space and measures	93%	75%	82%	18.44	11.73
Mathematics (2 Aspects)	87%	72%	78%	15.09	8.77
World : People and communities	97%	78%	86%	18.43	10.97
World : The world	100%	77%	86%	22.51	14.30
World : Technology	100%	87%	93%	13.47	7.30
Understanding The World (3 Aspects)	97%	75%	84%	21.46	13.07
EAD : Exploring and using media materials	100%	82%	89%	17.56	11.20
EAD : Being imaginative	97%	81%	88%	15.83	8.27
Expressive Arts and Design (2 Aspects)	97%	79%	87%	17.59	9.97

Please note that for Eatock Primary School 1 child is equal to 3.3%

Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

Summary Results Trend for Eatock Primary School (2015 - 2017)

	2015	2016	2017	Percentage Point Change Since 2016	Direction of Travel from 2015
Cohort Size	31	30	30		

% of children achieving at least expected in:

CLL : Listening & Attention	87%	97%	100%	3.3	↗↗
CLL : Understanding	81%	100%	97%	-3.3	↘↘
CLL : Speaking	90%	97%	97%	0.0	↗→
Communication and Language (3 Aspects)	81%	97%	97%	0.0	↗→
PD : Moving and handling	100%	97%	100%	3.3	↘↗
PD : Health and self-care	100%	100%	97%	-3.3	→↘
Physical Development (2 Aspects)	100%	97%	97%	0.0	↘→
PSED : Self-confidence and self-awareness	94%	90%	100%	10.0	↘↗
PSED : Managing feelings and behaviour	100%	97%	100%	3.3	↘↗
PSED : Making relationships	97%	90%	100%	10.0	↘↗
Personal, Social and Emotional Development (3 Aspects)	94%	87%	100%	13.3	↘↗
Lit : Reading	71%	90%	67%	-23.3	↗↘
Lit : Writing	71%	90%	67%	-23.3	↗↘
Literacy (2 Aspects)	71%	90%	67%	-23.3	↗↘
Math : Numbers	81%	90%	87%	-3.3	↗↘
Math : Shapes, space and measures	84%	90%	93%	3.3	↗↗
Mathematics (2 Aspects)	81%	90%	87%	-3.3	↗↘
World : People and communities	94%	93%	97%	3.3	↘↗
World : The world	100%	90%	100%	10.0	↘↗
World : Technology	100%	100%	100%	0.0	→→
Understanding The World (3 Aspects)	94%	90%	97%	6.7	↘↗
EAD : Exploring and using media materials	100%	87%	100%	13.3	↘↗
EAD : Being imaginative	100%	87%	97%	10.0	↘↗
Expressive Arts and Design (2 Aspects)	100%	87%	97%	10.0	↘↗

Please note that for Eatock Primary School 1 child is equal to 3.3%

Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

Summary Results Trend for Bolton (2015 - 2017)

	2015	2016	2017	Percentage Point Change Since 2016	Direction of Travel from 2015
Cohort Size	3923	3981	4158		

% of children achieving at least expected in:

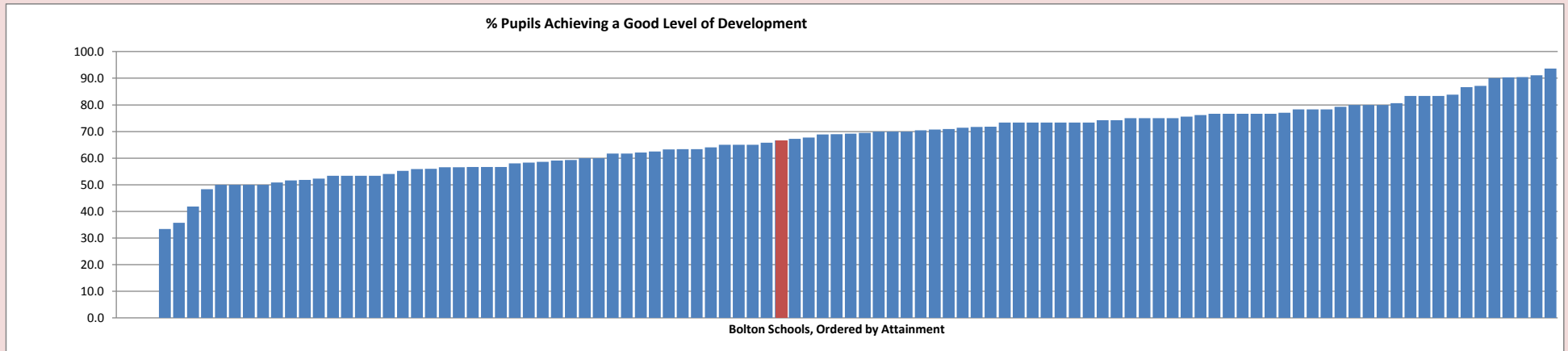
CLL : Listening & Attention	80%	80%	80%	-0.4	↘↘
CLL : Understanding	80%	79%	79%	-0.2	↘↘
CLL : Speaking	78%	78%	78%	0.0	↗↗
Communication and Language (3 Aspects)	75%	75%	75%	0.4	↗↗
PD : Moving and handling	87%	86%	86%	-0.5	↘↘
PD : Health and self-care	87%	86%	86%	-0.2	↘↘
Physical Development (2 Aspects)	83%	82%	82%	-0.3	↘↘
PSED : Self-confidence and self-awareness	84%	84%	84%	0.1	↘↗
PSED : Managing feelings and behaviour	84%	83%	83%	0.3	↘↗
PSED : Making relationships	85%	85%	84%	-0.8	↘↘
Personal, Social and Emotional Development (3 Aspects)	80%	79%	79%	0.2	↘↗
Lit : Reading	70%	73%	72%	-1.0	↗↘
Lit : Writing	65%	69%	69%	-0.6	↗↘
Literacy (2 Aspects)	65%	69%	68%	-0.6	↗↘
Math : Numbers	70%	73%	73%	0.7	↗↗
Math : Shapes, space and measures	73%	74%	75%	0.5	↗↗
Mathematics (2 Aspects)	68%	71%	72%	0.9	↗↗
World : People and communities	77%	78%	78%	0.7	↗↗
World : The world	77%	77%	77%	0.5	↘↗
World : Technology	87%	86%	87%	0.3	↘↗
Understanding The World (3 Aspects)	74%	74%	75%	1.1	↗↗
EAD : Exploring and using media materials	80%	81%	82%	1.4	↗↗
EAD : Being imaginative	80%	80%	81%	0.7	↗↗
Expressive Arts and Design (2 Aspects)	78%	78%	79%	1.0	↗↗

Please note that 1 child is equal to 0.02%

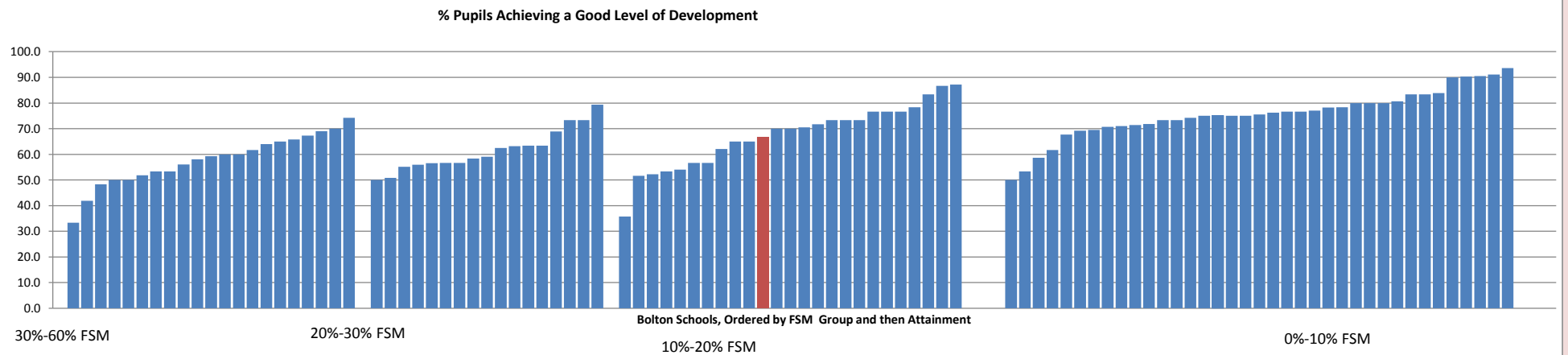
Pupils with an 'A' in any of the Assessment Scales are not included in the calculations.

Early Years Foundation Stage Profile 2017 'you are here' charts: by attainment & by free school meal claimants for Eatock Primary School

Eatock Primary School is ranked at 56 out of 103 in achieving a good level of development in the EYFSP
 16.7% of Eatock Primary School EYFSP pupils claim a free school meal
 Red marker denotes "Your school is here"



From left to right, schools are grouped by proportion of pupils who are claiming a free school meal (as at the January Census)
 Schools with the highest percentage of pupils claiming FSM are shown on left and those with the least on the right. Then each group ordered by attainment.



Children Achieving each Level in the Areas of Learning for Eatock Primary School

	Number of Children			% of Children		
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
CLL : Listening & Attention	0	27	3	0%	90%	10%
CLL : Understanding	1	26	3	3%	87%	10%
CLL : Speaking	1	26	3	3%	87%	10%
PD : Moving and handling	0	25	5	0%	83%	17%
PD : Health and self-care	1	29	0	3%	97%	0%
PSED : Self-confidence and self-awareness	0	27	3	0%	90%	10%
PSED : Managing feelings and behaviour	0	29	1	0%	97%	3%
PSED : Making relationships	0	29	1	0%	97%	3%
Lit : Reading	10	15	5	33%	50%	17%
Lit : Writing	10	17	3	33%	57%	10%
Math : Numbers	4	23	3	13%	77%	10%
Math : Shapes, space and measures	2	27	1	7%	90%	3%
World : People and communities	1	29	0	3%	97%	0%
World : The world	0	27	3	0%	90%	10%
World : Technology	0	30	0	0%	100%	0%
EAD : Exploring and using media materials	0	26	4	0%	87%	13%
EAD : Being imaginative	1	26	3	3%	87%	10%

Children Achieving each Level in the Areas of Learning for Bolton

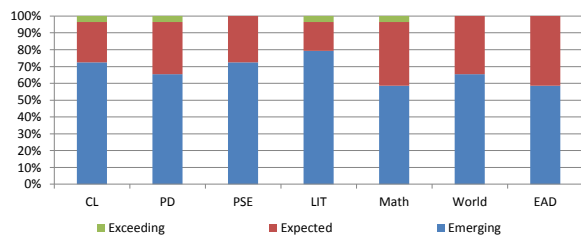
	Number of Children			% of Children		
	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
CLL : Listening & Attention	846	2479	833	20%	60%	20%
CLL : Understanding	870	2445	843	21%	59%	20%
CLL : Speaking	894	2555	709	22%	61%	17%
PD : Moving and handling	594	2861	703	14%	69%	17%
PD : Health and self-care	594	2790	774	14%	67%	19%
PSED : Self-confidence and self-awareness	675	2738	745	16%	66%	18%
PSED : Managing feelings and behaviour	714	2773	671	17%	67%	16%
PSED : Making relationships	664	2857	637	16%	69%	15%
Lit : Reading	1176	2270	712	28%	55%	17%
Lit : Writing	1307	2322	529	31%	56%	13%
Math : Numbers	1114	2416	628	27%	58%	15%
Math : Shapes, space and measures	1044	2517	597	25%	61%	14%
World : People and communities	905	2721	532	22%	65%	13%
World : The world	936	2670	552	23%	64%	13%
World : Technology	560	2956	642	13%	71%	15%
EAD : Exploring and using media materials	730	2888	540	18%	69%	13%
EAD : Being imaginative	797	2845	516	19%	68%	12%

Ages and Stages Profile for Eatock Primary School and Bolton - On Entry to End of Reception

Eatock Primary School

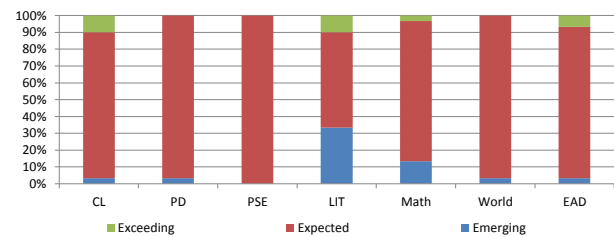
Number of Pupils included (29)		On Entry to Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	72%	24%	3%
	PD	66%	31%	3%
	PSE	72%	28%	0%
	LIT	79%	17%	3%
	Math	59%	38%	3%
	World	66%	34%	0%
	EAD	59%	41%	0%

On Entry to Reception Data - Percentage of Children at each Level



Number of Pupils included (30)		End of Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	3%	87%	10%
	PD	3%	97%	0%
	PSE	0%	100%	0%
	LIT	33%	57%	10%
	Math	13%	83%	3%
	World	3%	97%	0%
	EAD	3%	90%	7%

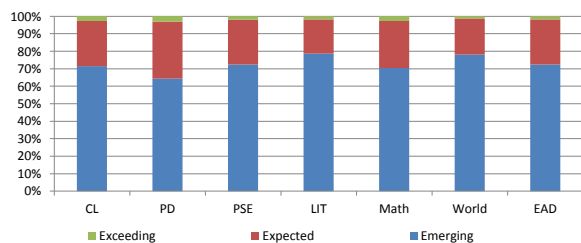
End of Reception Data - Percentage of Children at each Level



Bolton

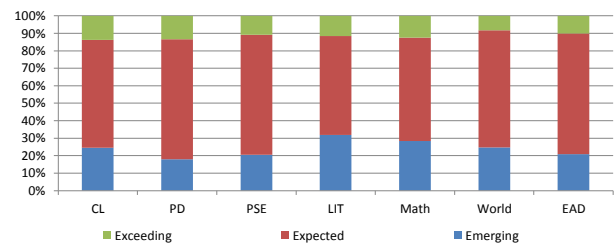
Number of Pupils included (3780)		On Entry to Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	72%	26%	3%
	PD	64%	32%	3%
	PSE	72%	26%	2%
	LIT	79%	20%	2%
	Math	70%	27%	3%
	World	78%	21%	1%
	EAD	72%	26%	2%

On Entry to Reception - Percentage of Children at each Level



Number of Pupils included (4158)		End of Reception Data - Percentage of Children Emerging, Expected and Exceeding Age Related Expectations for Each Area of Learning		
		Emerging	Expected	Exceeding
Area of Learning	CL	25%	62%	14%
	PD	18%	69%	13%
	PSE	21%	69%	11%
	LIT	32%	56%	12%
	Math	28%	59%	13%
	World	25%	67%	8%
	EAD	21%	69%	10%

End of Reception Data - Percentage of Children at each Level



If a child has moved schools during the academic year, their on entry results will be attributed to the school that submitted their EYFSP results.

Note: the numbers in brackets denote the number of pupils in the group

Pupils achieving at least expected in :

	All Pupils			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (31)	2016 (30)	2017 (30)		
% Good Level Development	71%	87%	67%	-20.0	↔
CLL : Listening & Attention	87%	97%	100%	3.3	↗
CLL : Understanding	81%	100%	97%	-3.3	↘
CLL : Speaking	90%	97%	97%	0.0	↔
PD : Moving and handling	100%	97%	100%	3.3	↗
PD : Health and self-care	100%	100%	97%	-3.3	↘
PSED : Self-confidence and self-awareness	94%	90%	100%	10.0	↗
PSED : Managing feelings and behaviour	100%	97%	100%	3.3	↗
PSED : Making relationships	97%	90%	100%	10.0	↗
Lit : Reading	71%	90%	67%	-23.3	↘
Lit : Writing	71%	90%	67%	-23.3	↘
Math : Numbers	81%	90%	87%	-3.3	↘
Math : Shapes, space and measures	84%	90%	93%	3.3	↗
World : People and communities	94%	93%	97%	3.3	↗
World : The world	100%	90%	100%	10.0	↗
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	87%	100%	13.3	↗
EAD : Being imaginative	100%	87%	97%	10.0	↗

Pupils achieving at least expected in :

	Non FSM Ever 6			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (24)	2016 (25)	2017 (25)		
% Good Level Development	83%	84%	72%	-12.0	↘
CLL : Listening & Attention	88%	96%	100%	4.0	↗
CLL : Understanding	83%	100%	100%	0.0	↔
CLL : Speaking	88%	96%	100%	4.0	↗
PD : Moving and handling	100%	96%	100%	4.0	↗
PD : Health and self-care	100%	100%	100%	0.0	↔
PSED : Self-confidence and self-awareness	92%	88%	100%	12.0	↗
PSED : Managing feelings and behaviour	100%	96%	100%	4.0	↗
PSED : Making relationships	96%	88%	100%	12.0	↗
Lit : Reading	83%	88%	72%	-16.0	↘
Lit : Writing	83%	88%	72%	-16.0	↘
Math : Numbers	83%	88%	92%	4.0	↗
Math : Shapes, space and measures	83%	88%	96%	8.0	↗
World : People and communities	92%	92%	96%	4.0	↗
World : The world	100%	88%	100%	12.0	↗
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	84%	100%	16.0	↗
EAD : Being imaginative	100%	84%	100%	16.0	↗

Pupils achieving at least expected in :

	Pupils living in the 30% Most Deprived areas in England			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (3)	2016 (4)	2017 (4)		
% Good Level Development	67%	75%	50%	-25.0	↘
CLL : Listening & Attention	100%	75%	100%	25.0	↗
CLL : Understanding	67%	100%	75%	-25.0	↘
CLL : Speaking	100%	75%	75%	0.0	↔
PD : Moving and handling	100%	100%	100%	0.0	↔
PD : Health and self-care	100%	100%	75%	-25.0	↘
PSED : Self-confidence and self-awareness	100%	75%	100%	25.0	↗
PSED : Managing feelings and behaviour	100%	75%	100%	25.0	↗
PSED : Making relationships	100%	100%	100%	0.0	↔
Lit : Reading	67%	75%	50%	-25.0	↘
Lit : Writing	67%	75%	50%	-25.0	↘
Math : Numbers	67%	75%	75%	0.0	↔
Math : Shapes, space and measures	67%	75%	75%	0.0	↔
World : People and communities	100%	75%	100%	25.0	↗
World : The world	100%	75%	100%	25.0	↗
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	75%	100%	25.0	↗
EAD : Being imaginative	100%	75%	75%	0.0	↔

*Please refer to Page 32 for definitions

	Boys			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (18)	2016 (13)	2017 (16)		
% Good Level Development	78%	85%	69%	-15.9	↘
CLL : Listening & Attention	89%	92%	100%	7.7	↗
CLL : Understanding	89%	100%	94%	-6.3	↘
CLL : Speaking	89%	92%	94%	1.4	↗
PD : Moving and handling	100%	92%	100%	7.7	↗
PD : Health and self-care	100%	100%	94%	-6.3	↘
PSED : Self-confidence and self-awareness	94%	92%	100%	7.7	↗
PSED : Managing feelings and behaviour	100%	92%	100%	7.7	↗
PSED : Making relationships	94%	92%	100%	7.7	↗
Lit : Reading	78%	92%	69%	-23.6	↘
Lit : Writing	78%	92%	69%	-23.6	↘
Math : Numbers	89%	92%	88%	-4.8	↘
Math : Shapes, space and measures	89%	92%	94%	1.4	↗
World : People and communities	89%	92%	100%	7.7	↗
World : The world	100%	92%	100%	7.7	↗
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	85%	100%	15.4	↗
EAD : Being imaginative	100%	85%	94%	9.1	↗

	FSM Ever 6			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (7)	2016 (5)	2017 (5)		
% Good Level Development	29%	100%	40%	-60.0	↘
CLL : Listening & Attention	86%	100%	100%	0.0	↔
CLL : Understanding	71%	100%	80%	-20.0	↘
CLL : Speaking	100%	100%	80%	-20.0	↘
PD : Moving and handling	100%	100%	100%	0.0	↔
PD : Health and self-care	100%	100%	80%	-20.0	↘
PSED : Self-confidence and self-awareness	100%	100%	100%	0.0	↔
PSED : Managing feelings and behaviour	100%	100%	100%	0.0	↔
PSED : Making relationships	100%	100%	100%	0.0	↔
Lit : Reading	29%	100%	40%	-60.0	↘
Lit : Writing	29%	100%	40%	-60.0	↘
Math : Numbers	71%	100%	60%	-40.0	↘
Math : Shapes, space and measures	86%	100%	80%	-20.0	↘
World : People and communities	100%	100%	100%	0.0	↔
World : The world	100%	100%	100%	0.0	↔
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	100%	100%	0.0	↔
EAD : Being imaginative	100%	100%	80%	-20.0	↘

	EAL *			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (0)	2016 (0)	2017 (1)		
% Good Level Development			100%		
CLL : Listening & Attention			100%		
CLL : Understanding			100%		
CLL : Speaking			100%		
PD : Moving and handling			100%		
PD : Health and self-care			100%		
PSED : Self-confidence and self-awareness			100%		
PSED : Managing feelings and behaviour			100%		
PSED : Making relationships			100%		
Lit : Reading			100%		
Lit : Writing			100%		
Math : Numbers			100%		
Math : Shapes, space and measures			100%		
World : People and communities			100%		
World : The world			100%		
World : Technology			100%		
EAD : Exploring and using media materials			100%		
EAD : Being imaginative			100%		

	Girls			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (13)	2016 (17)	2017 (14)		
% Good Level Development	62%	88%	64%	-23.9	↘
CLL : Listening & Attention	85%	100%	100%	0.0	↔
CLL : Understanding	69%	100%	100%	0.0	↔
CLL : Speaking	92%	100%	100%	0.0	↔
PD : Moving and handling	100%	100%	100%	0.0	↔
PD : Health and self-care	100%	100%	100%	0.0	↔
PSED : Self-confidence and self-awareness	92%	88%	100%	11.8	↗
PSED : Managing feelings and behaviour	100%	100%	100%	0.0	↔
PSED : Making relationships	100%	88%	100%	11.8	↗
Lit : Reading	62%	88%	64%	-23.9	↘
Lit : Writing	62%	88%	64%	-23.9	↘
Math : Numbers	69%	88%	86%	-2.5	↘
Math : Shapes, space and measures	77%	88%	93%	4.6	↗
World : People and communities	100%	94%	93%	-1.3	↘
World : The world	100%	88%	100%	11.8	↗
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	88%	100%	11.8	↗
EAD : Being imaginative	100%	88%	100%	11.8	↗

	SEN *			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (10)	2016 (2)	2017 (2)		
% Good Level Development	30%	50%	50%	0.0	↔
CLL : Listening & Attention	60%	100%	100%	0.0	↔
CLL : Understanding	40%	100%	100%	0.0	↔
CLL : Speaking	70%	100%	100%	0.0	↔
PD : Moving and handling	100%	50%	100%	50.0	↗
PD : Health and self-care	100%	100%	100%	0.0	↔
PSED : Self-confidence and self-awareness	80%	100%	100%	0.0	↔
PSED : Managing feelings and behaviour	100%	100%	100%	0.0	↔
PSED : Making relationships	90%	50%	100%	50.0	↗
Lit : Reading	30%	100%	50%	-50.0	↘
Lit : Writing	30%	100%	50%	-50.0	↘
Math : Numbers	50%	100%	100%	0.0	↔
Math : Shapes, space and measures	50%	100%	100%	0.0	↔
World : People and communities	80%	100%	100%	0.0	↔
World : The world	100%	100%	100%	0.0	↔
World : Technology	100%	100%	100%	0.0	↔
EAD : Exploring and using media materials	100%	50%	100%	50.0	↗
EAD : Being imaginative	100%	50%	100%	50.0	↗

	Looked After Children *			Percentage Point Change Since 2016	Direction of Travel from 2015
	2015 (0)	2016 (0)	2017 (0)		
% Good Level Development					
CLL : Listening & Attention					
CLL : Understanding					
CLL : Speaking					
PD : Moving and handling					
PD : Health and self-care					
PSED : Self-confidence and self-awareness					
PSED : Managing feelings and behaviour					
PSED : Making relationships					
Lit : Reading					
Lit : Writing					
Math : Numbers					
Math : Shapes, space and measures					
World : People and communities					
World : The world					
World : Technology					
EAD : Exploring and using media materials					
EAD : Being imaginative					

Bolton Data
EYFSP Trend Analysis by Cohort Groups 2015 - 2017

Note: the numbers in brackets denote the number of pupils in the group

Pupils achieving at least expected in :

	2015 (3923)	2016 (3981)	2017 (4158)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	61%	65%	66%	1.3	↗
CLL : Listening & Attention	80%	80%	80%	-0.4	↘
CLL : Understanding	80%	79%	79%	-0.2	↘
CLL : Speaking	78%	78%	78%	0.0	↔
PD : Moving and handling	87%	86%	86%	-0.5	↘
PD : Health and self-care	87%	86%	86%	-0.2	↘
PSED : Self-confidence and self-awareness	84%	84%	84%	0.1	↗
PSED : Managing feelings and behaviour	84%	83%	83%	0.3	↗
PSED : Making relationships	85%	85%	84%	-0.8	↘
Lit : Reading	70%	73%	72%	-1.0	↘
Lit : Writing	65%	69%	69%	-0.6	↘
Math : Numbers	70%	73%	73%	0.7	↗
Math : Shapes, space and measures	73%	74%	75%	0.5	↗
World : People and communities	77%	78%	78%	0.7	↗
World : The world	77%	77%	77%	0.5	↗
World : Technology	87%	86%	87%	0.3	↗
EAD : Exploring and using media materials	80%	81%	82%	1.4	↗
EAD : Being imaginative	80%	80%	81%	0.7	↗

Pupils achieving at least expected in :

	2015 (3050)	2016 (3284)	2017 (3391)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	66%	68%	69%	1.0	↗
CLL : Listening & Attention	83%	83%	82%	-1.4	↘
CLL : Understanding	83%	83%	81%	-1.1	↘
CLL : Speaking	81%	82%	81%	-1.0	↘
PD : Moving and handling	89%	89%	87%	-2.0	↘
PD : Health and self-care	88%	89%	87%	-1.6	↘
PSED : Self-confidence and self-awareness	86%	86%	86%	-0.8	↘
PSED : Managing feelings and behaviour	86%	86%	85%	-1.0	↘
PSED : Making relationships	87%	88%	86%	-1.9	↘
Lit : Reading	74%	77%	75%	-2.1	↘
Lit : Writing	70%	73%	72%	-1.8	↘
Math : Numbers	74%	77%	76%	-0.4	↘
Math : Shapes, space and measures	77%	78%	77%	-0.5	↘
World : People and communities	81%	81%	81%	-0.3	↘
World : The world	81%	80%	80%	-0.7	↘
World : Technology	89%	89%	88%	-0.8	↘
EAD : Exploring and using media materials	83%	84%	84%	-0.1	↘
EAD : Being imaginative	83%	84%	83%	-0.8	↘

Pupils achieving at least expected in :

	2015 (2403)	2016 (2360)	2017 (2432)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	54%	58%	59%	1.5	↗
CLL : Listening & Attention	75%	74%	75%	0.6	↗
CLL : Understanding	74%	73%	73%	0.4	↗
CLL : Speaking	72%	72%	72%	0.6	↗
PD : Moving and handling	84%	82%	82%	-0.5	↘
PD : Health and self-care	82%	81%	81%	0.2	↗
PSED : Self-confidence and self-awareness	80%	79%	79%	0.3	↗
PSED : Managing feelings and behaviour	79%	77%	78%	0.7	↗
PSED : Making relationships	80%	80%	79%	-1.2	↘
Lit : Reading	63%	66%	65%	-1.5	↘
Lit : Writing	58%	62%	62%	-0.6	↘
Math : Numbers	62%	65%	66%	1.5	↗
Math : Shapes, space and measures	66%	67%	69%	2.1	↗
World : People and communities	71%	70%	72%	2.4	↗
World : The world	70%	69%	71%	1.6	↗
World : Technology	83%	82%	82%	0.4	↗
EAD : Exploring and using media materials	74%	75%	78%	3.1	↗
EAD : Being imaginative	73%	73%	74%	1.0	↗

*Please refer to Page 32 for definitions

	2015 (2005)	2016 (2039)	2017 (2147)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	54%	57%	59%	1.8	↗
CLL : Listening & Attention	76%	75%	74%	-1.5	↘
CLL : Understanding	75%	74%	74%	-0.9	↘
CLL : Speaking	73%	74%	73%	-0.7	↘
PD : Moving and handling	83%	82%	80%	-1.6	↘
PD : Health and self-care	83%	83%	81%	-1.6	↘
PSED : Self-confidence and self-awareness	80%	80%	80%	-0.4	↘
PSED : Managing feelings and behaviour	79%	77%	77%	-0.4	↘
PSED : Making relationships	81%	81%	79%	-2.1	↘
Lit : Reading	63%	67%	66%	-0.7	↘
Lit : Writing	58%	62%	62%	-0.6	↘
Math : Numbers	65%	68%	69%	0.4	↗
Math : Shapes, space and measures	68%	70%	70%	0.0	↔
World : People and communities	73%	73%	72%	-0.3	↘
World : The world	73%	73%	73%	0.6	↗
World : Technology	85%	85%	84%	-0.4	↘
EAD : Exploring and using media materials	73%	76%	76%	0.2	↗
EAD : Being imaginative	73%	75%	74%	-0.7	↘

	2015 (873)	2016 (697)	2017 (767)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	44%	49%	52%	2.8	↗
CLL : Listening & Attention	71%	71%	71%	-0.5	↘
CLL : Understanding	70%	69%	69%	-0.6	↘
CLL : Speaking	67%	68%	68%	0.2	↗
PD : Moving and handling	82%	79%	80%	0.8	↗
PD : Health and self-care	81%	78%	78%	0.6	↗
PSED : Self-confidence and self-awareness	77%	77%	76%	-1.0	↘
PSED : Managing feelings and behaviour	76%	72%	73%	0.9	↗
PSED : Making relationships	77%	78%	77%	-1.4	↘
Lit : Reading	55%	58%	58%	-0.2	↘
Lit : Writing	48%	54%	55%	0.9	↗
Math : Numbers	54%	58%	60%	1.7	↗
Math : Shapes, space and measures	59%	62%	63%	1.0	↗
World : People and communities	66%	67%	68%	0.9	↗
World : The world	64%	66%	67%	1.1	↗
World : Technology	79%	79%	79%	-0.2	↘
EAD : Exploring and using media materials	72%	72%	75%	3.5	↗
EAD : Being imaginative	71%	70%	73%	2.5	↗

	2015 (944)	2016 (984)	2017 (1119)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	54%	56%	56%	-0.2	↘
CLL : Listening & Attention	72%	71%	70%	-0.8	↘
CLL : Understanding	68%	67%	66%	-1.1	↘
CLL : Speaking	65%	65%	65%	0.2	↗
PD : Moving and handling	83%	84%	81%	-2.9	↘
PD : Health and self-care	79%	79%	78%	-1.0	↘
PSED : Self-confidence and self-awareness	76%	76%	74%	-1.6	↘
PSED : Managing feelings and behaviour	77%	76%	75%	-0.8	↘
PSED : Making relationships	78%	79%	76%	-3.2	↘
Lit : Reading	62%	65%	62%	-3.0	↘
Lit : Writing	58%	62%	59%	-2.5	↘
Math : Numbers	62%	63%	64%	0.4	↗
Math : Shapes, space and measures	64%	62%	64%	1.8	↗
World : People and communities	65%	65%	65%	0.3	↗
World : The world	63%	63%	63%	0.3	↗
World : Technology	81%	80%	80%	-0.6	↘
EAD : Exploring and using media materials	70%	74%	73%	-0.4	↘
EAD : Being imaginative	70%	71%	69%	-1.6	↘

	2015 (1918)	2016 (1942)	2017 (2011)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	69%	73%	74%	0.8	↗
CLL : Listening & Attention	85%	87%	86%	-1.0	↘
CLL : Understanding	84%	86%	85%	-1.3	↘
CLL : Speaking	83%	85%	84%	-1.0	↘
PD : Moving and handling	92%	93%	91%	-1.4	↘
PD : Health and self-care	91%	91%	91%	-0.8	↘
PSED : Self-confidence and self-awareness	89%	90%	88%	-1.3	↘
PSED : Managing feelings and behaviour	89%	90%	89%	-1.0	↘
PSED : Making relationships	90%	91%	90%	-1.5	↘
Lit : Reading	77%	81%	78%	-3.0	↘
Lit : Writing	73%	78%	76%	-2.2	↘
Math : Numbers	75%	79%	78%	-0.7	↘
Math : Shapes, space and measures	78%	81%	80%	-0.6	↘
World : People and communities	83%	84%	84%	0.0	↔
World : The world	82%	84%	82%	-1.4	↘
World : Technology	89%	90%	89%	-1.0	↘
EAD : Exploring and using media materials	88%	89%	89%	0.9	↗
EAD : Being imaginative	87%	88%	88%	0.2	↗

	2015 (309)	2016 (345)	2017 (376)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	14%	15%	18%	3.4	↗
CLL : Listening & Attention	34%	34%	34%	0.1	↔
CLL : Understanding	33%	33%	34%	1.0	↗
CLL : Speaking	30%	31%	32%	0.6	↗
PD : Moving and handling	47%	44%	46%	2.0	↗
PD : Health and self-care	46%	39%	44%	4.2	↗
PSED : Self-confidence and self-awareness	38%	39%	43%	4.5	↗
PSED : Managing feelings and behaviour	35%	34%	36%	1.1	↗
PSED : Making relationships	40%	40%	39%	-0.3	↘
Lit : Reading	23%	29%	31%	2.2	↗
Lit : Writing	20%	22%	24%	1.4	↗
Math : Numbers	26%	31%	32%	1.4	↗
Math : Shapes, space and measures	27%	28%	31%	3.0	↗
World : People and communities	32%	30%	32%	2.1	↗
World : The world	33%	31%	34%	3.0	↗
World : Technology	54%	52%	58%	5.8	↗
EAD : Exploring and using media materials	42%	39%	43%	4.0	↗
EAD : Being imaginative	40%	37%	40%	3.6	↗

	2015 (22)	2016 (17)	2017 (27)	Percentage Point Change Since 2016	Direction of Travel from 2015
% Good Level Development	41%	59%	33%	-25.5	↘
CLL : Listening & Attention	64%	88%	70%	-17.9	↘
CLL : Understanding	77%	88%	70%	-17.9	↘
CLL : Speaking	77%	82%	67%	-15.7	↘
PD : Moving and handling	82%	94%	67%	-27.5	↘
PD : Health and self-care	82%	94%	63%	-31.2	↘
PSED : Self-confidence and self-awareness	68%	82%	78%	-4.6	↘
PSED : Managing feelings and behaviour	64%	82%	63%	-19.4	↘
PSED : Making relationships	68%	82%	63%	-19.4	↘
Lit : Reading	59%	76%	37%	-39.4	↘
Lit : Writing	50%	71%	33%	-37.3	↘
Math : Numbers	55%	76%	48%	-28.3	↘
Math : Shapes, space and measures	59%	88%	48%	-40.1	↘
World : People and communities	64%	94%	56%	-38.6	↘
World : The world	64%	88%	63%	-25.3	↘
World : Technology	77%	94%	78%	-16.3	↘
EAD : Exploring and using media materials	73%	88%	67%	-21.6	↘
EAD : Being imaginative	68%	94%	63%	-31.2	↘

Year 1 Phonics Screening Check: % of Pupils achieving the expected standard in Year 1

	Eatock Primary School						Bolton Figures						National Figures ³		
	2015		2016		2017		2015		2016		2017		2015	2016	2017
	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	% Achieving	% Achieving	% Achieving
All Pupils	29	90%	30	83%	30	97%	3962	77%	3963	80%	3973	81%	77%	81%	81%
Girls	12	92%	13	77%	18	94%	1925	82%	1938	85%	1946	85%	81%	84%	85%
Boys	17	88%	17	88%	12	100%	2037	73%	2025	76%	2027	78%	73%	77%	78%
Disadvantaged (FSM/LAC)	6	100%	6	83%	5	100%	1179	68%	1061	72%	903	71%			
Non Disadvantaged	23	87%	24	83%	25	96%	2783	81%	2902	83%	3070	84%			
GAP ¹		-13.0		0.0		-4.0		13.3		11.5		12.7			
FSM Ever 6	6	100%	6	83%	4	100%	1179	68%	1038	72%	877	71%	65%	69%	68%
Non FSM Ever 6	23	87%	24	83%	26	96%	2783	81%	2925	83%	3096	84%		83%	
SEN Support ²	2	50%	10	70%	3	100%	414	40%	422	40%	423	42%	42%	46%	47%
SEN - ECHP	1	0%	0		0		83	25%	60	8%	73	18%	18%	18%	18%
SEN - All Pupils with SEN	3	33%	10	70%	3	100%	497	37%	482	36%	496	39%	39%	42%	43%
BME	2	100%	3	100%	2	100%	1414	77%	1486	80%	1572	80%			
EAL	1	100%	0		1	100%	1036	75%	1025	79%	1086	79%	76%	80%	81%
LAC	0		1	100%	1	100%	36	69%	25	80%	21	71%			
Most 0-<30% Deprived	3	100%	3	67%	3	100%	2388	74%	2366	77%	2351	78%			
Autumn Birthdays	6	67%	10	100%	15	93%	1335	82%	1329	85%	1335	86%		86%	86%
Spring Birthdays	12	100%	4	100%	8	100%	1238	78%	1267	79%	1332	82%		81%	82%
Summer Birthdays	11	91%	16	69%	7	100%	1389	72%	1365	76%	1306	75%		75%	77%
Summer Born & FSM	1	100%	3	67%	1	100%	390	62%	353	66%	286	63%			
Female & FSM Ever 6	2	100%	3	67%	3	100%	579	74%	519	77%	438	76%		74%	74%
Male & FSM Ever 6	4	100%	3	100%	1	100%	600	63%	519	67%	439	67%		64%	63%

Phonics Screening Check: % of Pupils achieving the expected standard at end of Key Stage 1*

	Eatock Primary School						Bolton Figures						National Figures ³		
	2015		2016		2017		2015		2016		2017		2015	2016	2017
	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	Cohort	% Achieving	% Achieving	% Achieving	% Achieving
All Pupils	29	97%	30	97%	30	93%	3794	90%	3965	90%	3977	91%	90%	91%	92%
Girls	18	94%	12	92%	13	85%	1815	91%	1928	93%	1952	93%	92%	93%	94%
Boys	11	100%	18	100%	17	100%	1979	88%	2037	89%	2025	89%	88%	89%	90%
Disadvantaged (FSM/LAC)	7	100%	6	100%	5	80%	1212	85%	1298	85%	1156	87%			
Non Disadvantaged	22	95%	24	96%	25	96%	2582	92%	2667	93%	2821	93%			
GAP ¹		-4.5		-4.2		16.0		6.1		8.6		5.8			
FSM Ever 6	7	100%	6	100%	5	80%	1212	85%	1255	85%	1134	87%	82%	84%	84%
Non FSM Ever 6	22	95%	24	96%	25	96%	2582	92%	2710	93%	2843	92%			93%
SEN Support ²	5	80%	1	100%	7	71%	501	65%	467	64%	497	67%	67%	69%	69%
SEN - ECHP	0		1	0%	0		80	36%	92	37%	80	21%	29%	29%	28%
SEN - All Pupils with SEN	5	80%	2	50%	7	71%	581	61%	559	59%	577	61%	62%	64%	63%
BME	4	100%	3	100%	3	100%	1348	89%	1463	90%	1507	90%			
EAL	0		2	100%	0		1050	88%	1120	87%	1102	88%	89%	90%	91%
LAC	0		0		0		25	72%	37	84%	28	93%			
Most 0-<30% Deprived	6	100%	3	100%	3	67%	2227	89%	2352	89%	2393	89%			
Autumn Birthdays	11	100%	6	100%	10	100%	1264	92%	1339	92%	1338	93%			
Spring Birthdays	7	100%	12	100%	4	100%	1253	91%	1234	91%	1279	90%			
Summer Birthdays	11	91%	12	92%	16	88%	1277	86%	1392	88%	1360	89%			
Summer Born & FSM	1	100%	1	100%	2	50%	376	80%	416	83%	383	84%			
Female & FSM Ever 6	5	100%	2	100%	3	67%	593	88%	611	88%	564	90%			88%
Male & FSM Ever 6	2	100%	4	100%	2	100%	619	83%	644	82%	570	83%			81%

* Only includes those who have taken a Phonics test in NCY1 or NCY2 at a Bolton School and that we have a valid result for.

Please note, the valid marks for this dataset are Working at (WA), Working Towards (WT), Absent (A) and Disapplied (D)

¹GAP refers to the difference between non-disadvantaged and disadvantaged pupils

³ 2017 National figures taken from DfE release of provisional data on 28/09/17.

Key Stage 1 Summary for Eatock Primary School

2017

Contextual Data

<i>Data as at Jan 2017 School Census</i>	Number in Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	% Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
Eatock Primary School	30	17%	71	0%	80	10%	75	23%	16	10%	89
Bolton LA	4015	29%		28%		38%		15%		60%	

KS1 Attainment Data¹

Percentage of pupils reaching at least <i>Expected Standard</i> (EXS)	Eatock Primary School			Bolton LA			NCER Emerging National ²		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Reading	76%	69%	73%	69%	77%	73%	72%	80%	76%
Writing	76%	62%	70%	60%	73%	66%	62%	75%	68%
Maths	82%	62%	73%	72%	74%	73%	74%	76%	75%
Science	100%	85%	93%	77%	82%	79%	80%	85%	83%
Reading, Writing & Maths	71%	62%	67%	57%	68%	62%	59%	69%	64%
Percentage of Pupils reaching the <i>Greater Depth Standard</i> (GDS)									
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Reading	24%	31%	27%	20%	25%	22%	22%	29%	25%
Writing	24%	8%	17%	11%	17%	14%	11%	20%	16%
Maths	35%	8%	23%	21%	18%	20%	22%	19%	21%
Reading, Writing & Maths	18%	8%	13%	9%	12%	11%	9%	13%	11%

4 Year Trend Attainment Data

	Eatock Primary School				Bolton LA				National ²			
	2014 2b+	2015 2b+	2016 EXS	2017 EXS	2014 2b+	2015 2b+	2016 EXS	2017 EXS	2014 2b+	2015 2b+	2016 EXS	2017 EXS
Expected Standard/2b+ Reading	76%	83%	83%	73%	79%	80%	71%	73%	81%	82%	74%	76%
Expected Standard/2b+ Writing	52%	77%	77%	70%	66%	67%	64%	66%	70%	72%	65%	68%
Expected Standard/2b+ Maths	69%	80%	80%	73%	77%	78%	72%	73%	80%	82%	73%	75%
Expected Standard/2b+ Reading, Writing & Maths	45%	73%	73%	67%	64%	64%	60%	62%			60%	64%

¹ All children who were eligible for KS1 teacher assessments are included in the percentage calculations

² 2017 NCER Emerging National 12/07/2017

Key Stage 1 Results Summary for Eatock Primary School

2017

All Pupils											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	% GDS
English Reading	30	0	0	0	2	6	14	8	27%	73%	27%
English Writing	30	0	0	0	2	7	16	5	30%	70%	17%
Maths	30	0	0	0	2	6	15	7	27%	73%	23%
Science	30	0	0			2	28		7%	93%	

Boys											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	%GDS
English Reading	17	0	0	0	0	4	9	4	24%	76%	24%
English Writing	17	0	0	0	0	4	9	4	24%	76%	24%
Maths	17	0	0	0	0	3	8	6	18%	82%	35%
Science	17	0	0			0	17		0%	100%	

Girls											
		Test not taken		Working Below			At or Above		% not Met	% Met	% Above
	Cohort	A	D	BLW	PKF	HNM/WTS	EXS	GDS	% < EXS	% EXS+	%GDS
English Reading	13	0	0	0	2	2	5	4	31%	69%	31%
English Writing	13	0	0	0	2	3	7	1	38%	62%	8%
Maths	13	0	0	0	2	3	7	1	38%	62%	8%
Science	13	0	0			2	11		15%	85%	

BLW working below the defined standards in the TA framework of the pre-key stage standards (P-scales)
HNM have not met the statements defined for 'WTS' but are working above 'P' scales
WTS working towards the expected standard
PKF Pre-key stage foundation

GDS working at a greater depth
EXS working at the expected standard
A absent
D disapplied

% Pupils achieving 2B+/EXS+ at KS1 (2015 - 2017)

Reading	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+
All Pupils	30	83%	30	83%	30	73%	3861	80%	4001	80%	4015	73%
Girls	18	83%	12	92%	13	69%	1844	82%	1945	82%	1969	77%
Boys	12	83%	18	78%	17	76%	2017	77%	2056	77%	2046	69%
Disadvantaged (FSM/LAC)	7	71%	6	100%	5	60%	1236	72%	1309	72%	1171	62%
Non Disadvantaged	23	87%	24	79%	25	76%	2625	83%	2692	83%	2844	77%
Gap*		15.5		-20.8		16.0		11.2		11.2		14.6
FSM Ever 6	7	71%	6	100%	5	60%	1236	72%	1266	72%	1148	62%
Non FSM Ever 6	23	87%	24	79%	25	76%	2625	83%	2735	83%	2867	77%
SEN Support	5	20%	1	0%	7	14%	503	39%	467	39%	502	28%
SEN - EHCP	0		1	0%	0		80	28%	93	28%	82	10%
SEN - All Pupils with SEN	5	20%	2	0%	7	14%	583	37%	560	37%	584	25%
BME	4	100%	3	100%	3	100%	1384	78%	1476	78%	1522	70%
EAL	0		2	100%	0		1076	75%	1145	75%	1111	66%
LAC	0		0		0		25	48%	38	48%	28	75%
Most 0-<30% Deprived	6	67%	3	67%	3	67%	2261	76%	2367	76%	2410	67%
Autumn Birthdays	11	100%	6	67%	10	90%	1283	84%	1351	84%	1358	79%
Spring Birthdays	7	71%	12	92%	4	100%	1273	81%	1250	81%	1288	71%
Summer Birthdays	12	75%	12	83%	16	56%	1305	75%	1400	75%	1369	68%
Summer Born & FSM	1	0%	1	100%	2	0%	386	67%	420	67%	385	58%
Female & FSM Ever 6	5	80%	2	100%	3	33%	602	75%	617	75%	571	67%
Male & FSM Ever 6	2	50%	4	100%	2	100%	634	69%	649	69%	577	58%

Writing	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+
All Pupils	30	77%	30	77%	30	70%	3861	67%	4001	64%	4015	66%
Girls	18	83%	12	83%	13	62%	1844	73%	1945	71%	1969	73%
Boys	12	67%	18	72%	17	76%	2017	62%	2056	58%	2046	60%
Disadvantaged (FSM/LAC)	7	57%	6	83%	5	40%	1236	57%	1309	51%	1171	53%
Non Disadvantaged	23	83%	24	75%	25	76%	2625	72%	2692	71%	2844	72%
Gap*		25.5		-8.3		36.0		15.4		19.6		19.4
FSM Ever 6	7	57%	6	83%	5	40%	1236	57%	1266	52%	1148	53%
Non FSM Ever 6	23	83%	24	75%	25	76%	2625	72%	2735	70%	2867	72%
SEN Support	5	20%	1	0%	7	14%	503	20%	467	13%	502	18%
SEN - EHCP	0		1	0%	0		80	13%	93	10%	82	5%
SEN - All Pupils with SEN	5	20%	2	0%	7	14%	583	19%	560	12%	584	16%
BME	4	100%	3	100%	3	100%	1384	66%	1476	64%	1522	65%
EAL	0		2	100%	0		1076	62%	1145	59%	1111	61%
LAC	0		0		0		25	28%	38	47%	28	64%
Most 0-<30% Deprived	6	50%	3	33%	3	67%	2261	62%	2367	58%	2410	60%
Autumn Birthdays	11	82%	6	67%	10	80%	1283	74%	1351	71%	1358	73%
Spring Birthdays	7	86%	12	83%	4	100%	1273	69%	1250	64%	1288	65%
Summer Birthdays	12	67%	12	75%	16	56%	1305	60%	1400	58%	1369	60%
Summer Born & FSM	1	0%	1	100%	2	0%	386	47%	420	46%	385	49%
Female & FSM Ever 6	5	60%	2	100%	3	0%	602	64%	617	61%	571	60%
Male & FSM Ever 6	2	50%	4	75%	2	100%	634	50%	649	43%	577	46%

*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

% Pupils achieving 2B+/EXS+ at KS1 (2015 - 2017)

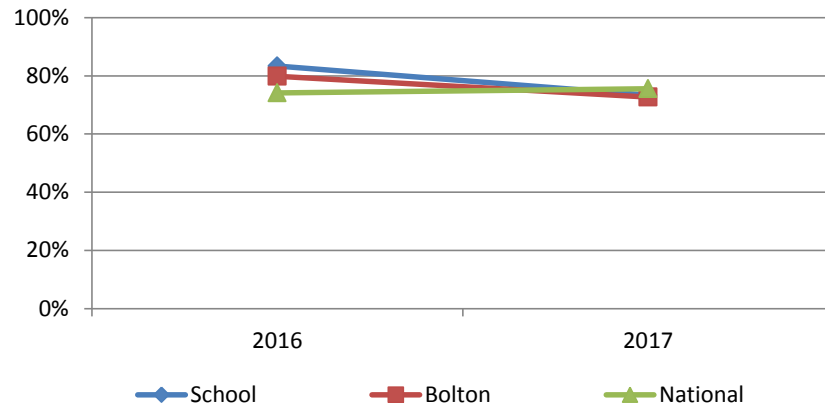
Maths	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+
All Pupils	30	80%	30	80%	30	73%	3861	78%	4001	72%	4015	73%
Girls	18	83%	12	83%	13	62%	1844	79%	1945	72%	1969	74%
Boys	12	75%	18	78%	17	82%	2017	78%	2056	72%	2046	72%
Disadvantaged (FSM/LAC)	7	57%	6	83%	5	40%	1236	70%	1309	60%	1171	62%
Non Disadvantaged	23	87%	24	79%	25	80%	2625	82%	2692	78%	2844	78%
Gap*		29.8		-4.2		40.0		12.5		18.3		15.4
FSM Ever 6	7	57%	6	83%	5	40%	1236	70%	1266	60%	1148	62%
Non FSM Ever 6	23	87%	24	79%	25	80%	2625	82%	2735	78%	2867	77%
SEN Support	5	20%	1	0%	7	14%	503	38%	467	26%	502	31%
SEN - EHCP	0		1	0%	0		80	24%	93	17%	82	6%
SEN - All Pupils with SEN	5	20%	2	0%	7	14%	583	36%	560	25%	584	28%
BME	4	100%	3	67%	3	100%	1384	76%	1476	70%	1522	72%
EAL	0		2	50%	0		1076	74%	1145	66%	1111	69%
LAC	0		0		0		25	44%	38	61%	28	82%
Most 0-<30% Deprived	6	50%	3	67%	3	67%	2261	75%	2367	68%	2410	68%
Autumn Birthdays	11	82%	6	67%	10	80%	1283	84%	1351	79%	1358	80%
Spring Birthdays	7	86%	12	92%	4	100%	1273	79%	1250	71%	1288	73%
Summer Birthdays	12	75%	12	75%	16	63%	1305	73%	1400	66%	1369	66%
Summer Born & FSM	1	0%	1	100%	2	0%	386	62%	420	55%	385	54%
Female & FSM Ever 6	5	60%	2	100%	3	0%	602	72%	617	62%	571	63%
Male & FSM Ever 6	2	50%	4	75%	2	100%	634	68%	649	59%	577	61%

Reading, Writing and Maths	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+	Cohort	% Achieving 2b+	Cohort	% Achieving EXS+	Cohort	% Achieving EXS+
All Pupils	30	73%	30	73%	30	67%	3861	64%	4001	60%	4015	62%
Girls	18	78%	12	83%	13	62%	1844	69%	1945	65%	1969	68%
Boys	12	67%	18	67%	17	71%	2017	60%	2056	54%	2046	57%
Disadvantaged (FSM/LAC)	7	57%	6	83%	5	40%	1236	53%	1309	45%	1171	48%
Non Disadvantaged	23	78%	24	71%	25	72%	2625	70%	2692	67%	2844	68%
Gap*		21.1		-12.5		32.0		16.4		21.5		19.3
FSM Ever 6	7	57%	6	83%	5	40%	1236	53%	1266	46%	1148	48%
Non FSM Ever 6	23	78%	24	71%	25	72%	2625	70%	2735	66%	2867	68%
SEN Support	5	20%	1	0%	7	14%	503	17%	467	10%	502	15%
SEN - EHCP	0		1	0%	0		80	13%	93	6%	82	4%
SEN - All Pupils with SEN	5	20%	2	0%	7	14%	583	16%	560	9%	584	13%
BME	4	100%	3	67%	3	100%	1384	63%	1476	59%	1522	61%
EAL	0		2	50%	0		1076	60%	1145	55%	1111	58%
LAC	0		0		0		25	28%	38	34%	28	61%
Most 0-<30% Deprived	6	50%	3	33%	3	67%	2261	59%	2367	54%	2410	56%
Autumn Birthdays	11	82%	6	67%	10	80%	1283	72%	1351	67%	1358	71%
Spring Birthdays	7	71%	12	83%	4	100%	1273	66%	1250	59%	1288	61%
Summer Birthdays	12	67%	12	67%	16	50%	1305	56%	1400	53%	1369	55%
Summer Born & FSM	1	0%	1	100%	2	0%	386	43%	420	39%	385	43%
Female & FSM Ever 6	5	60%	2	100%	3	0%	602	59%	617	53%	571	54%
Male & FSM Ever 6	2	50%	4	75%	2	100%	634	48%	649	39%	577	42%

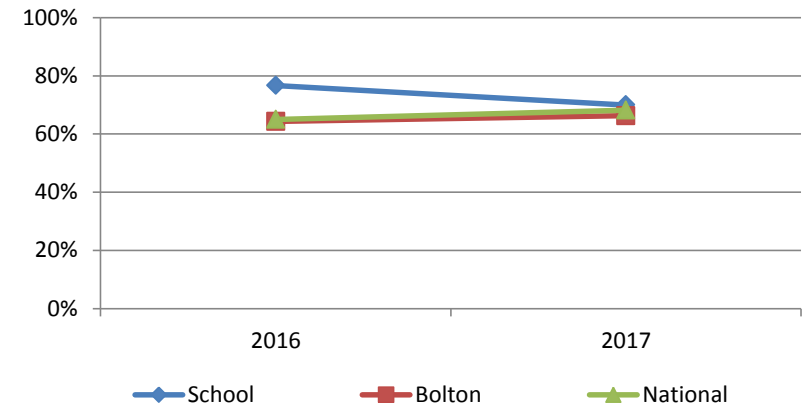
*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

Key Stage 1 Graphs - EXS+

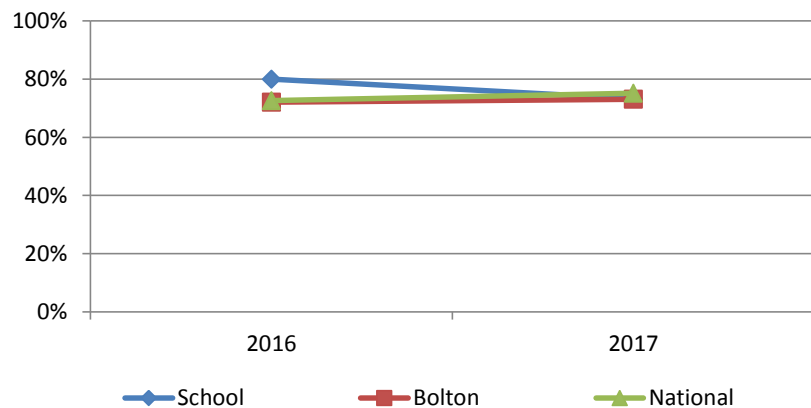
% Achieving Level EXS+ in Reading



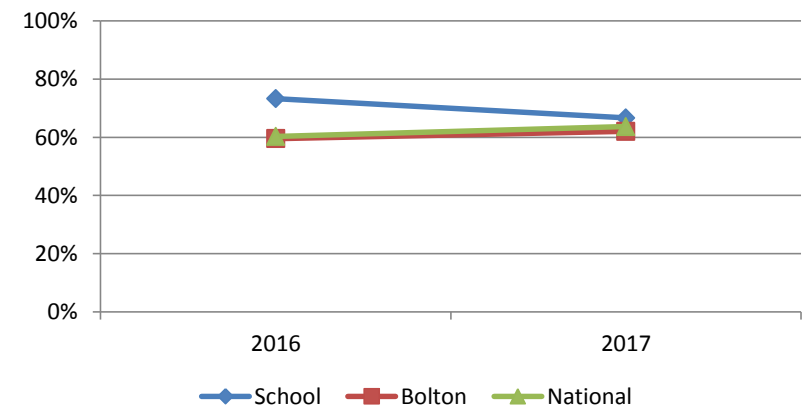
% Achieving Level EXS+ in Writing



% Achieving Level EXS+ in Maths



% Achieving Level EXS+ in Reading, Writing and Maths



Please refer to Page 32 for the definition of pupils included in the percentage calculations

% Pupils achieving 3+ /GDS at KS1 (2015-2017)

Reading	Eatock Primary School					
	2015		2016		2017	
	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
All Pupils	30	40%	30	40%	30	27%
Girls	18	50%	12	58%	13	31%
Boys	12	25%	18	28%	17	24%
Disadvantaged (FSM/LAC)	7	29%	6	33%	5	20%
Non Disadvantaged	23	43%	24	42%	25	28%
Gap*		14.9		8.3		8.0
FSM Ever 6	7	29%	6	33%	5	20%
Non FSM Ever 6	23	43%	24	42%	25	28%
SEN Support	5	0%	1	0%	7	0%
SEN - EHCP	0		1	0%	0	
SEN - All Pupils with SEN	5	0%	2	0%	7	0%
BME	4	75%	3	33%	3	33%
EAL	0		2	0%	0	
LAC	0		0		0	
Most 0-<30% Deprived	6	17%	3	0%	3	0%
Autumn Birthdays	11	55%	6	33%	10	50%
Spring Birthdays	7	29%	12	50%	4	50%
Summer Birthdays	12	33%	12	33%	16	6%
Summer Born & FSM	1	0%	1	0%	2	0%
Female & FSM Ever 6	5	40%	2	50%	3	0%
Male & FSM Ever 6	2	0%	4	25%	2	50%

Writing	Eatock Primary School					
	2015		2016		2017	
	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
All Pupils	30	27%	30	27%	30	17%
Girls	18	39%	12	58%	13	8%
Boys	12	8%	18	6%	17	24%
Disadvantaged (FSM/LAC)	7	29%	6	17%	5	20%
Non Disadvantaged	23	26%	24	29%	25	16%
Gap*		-2.5		12.5		-4.0
FSM Ever 6	7	29%	6	17%	5	20%
Non FSM Ever 6	23	26%	24	29%	25	16%
SEN Support	5	0%	1	0%	7	0%
SEN - EHCP	0		1	0%	0	
SEN - All Pupils with SEN	5	0%	2	0%	7	0%
BME	4	75%	3	33%	3	33%
EAL	0		2	0%	0	
LAC	0		0		0	
Most 0-<30% Deprived	6	0%	3	0%	3	0%
Autumn Birthdays	11	45%	6	50%	10	40%
Spring Birthdays	7	29%	12	33%	4	0%
Summer Birthdays	12	8%	12	8%	16	6%
Summer Born & FSM	1	0%	1	0%	2	0%
Female & FSM Ever 6	5	40%	2	50%	3	0%
Male & FSM Ever 6	2	0%	4	0%	2	50%

*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

Bolton Figures					
2015		2016		2017	
Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
3861	27%	4001	19%	4015	22%
1844	30%	1945	21%	1969	25%
2017	24%	2056	16%	2046	20%
1236	17%	1309	12%	1171	13%
2625	32%	2692	22%	2844	26%
	15.2		10.4		13.2
1236	17%	1266	12%	1148	13%
2625	32%	2735	22%	2867	26%
503	5%	467	2%	502	4%
80	0%	93	4%	82	2%
583	4%	560	3%	584	3%
1384	23%	1476	18%	1522	21%
1076	20%	1145	14%	1111	19%
25	8%	38	11%	28	14%
2261	22%	2367	14%	2410	17%
1283	36%	1351	26%	1358	30%
1273	27%	1250	19%	1288	22%
1305	19%	1400	11%	1369	15%
386	9%	420	7%	385	10%
602	19%	617	15%	571	14%
634	15%	649	9%	577	12%

Bolton Figures					
2015		2016		2017	
Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
3861	15%	4001	11%	4015	14%
1844	19%	1945	15%	1969	17%
2017	11%	2056	8%	2046	11%
1236	8%	1309	6%	1171	8%
2625	18%	2692	14%	2844	17%
	10.6		7.9		8.8
1236	8%	1266	6%	1148	8%
2625	18%	2735	14%	2867	17%
503	1%	467	1%	502	1%
80	0%	93	1%	82	4%
583	1%	560	1%	584	2%
1384	13%	1476	12%	1522	14%
1076	12%	1145	9%	1111	13%
25	4%	38	3%	28	4%
2261	11%	2367	8%	2410	11%
1283	21%	1351	17%	1358	21%
1273	14%	1250	11%	1288	13%
1305	10%	1400	6%	1369	8%
386	4%	420	3%	385	5%
602	11%	617	9%	571	9%
634	5%	649	3%	577	7%

% Pupils achieving 3+/GDS at KS1 (2015-2017)

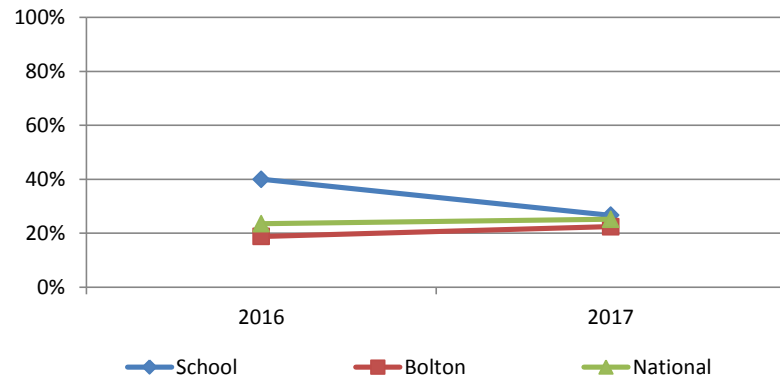
Maths	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
All Pupils	30	37%	30	33%	30	23%	3861	23%	4001	17%	4015	20%
Girls	18	44%	12	42%	13	8%	1844	20%	1945	15%	1969	18%
Boys	12	25%	18	28%	17	35%	2017	25%	2056	18%	2046	21%
Disadvantaged (FSM/LAC)	7	14%	6	17%	5	20%	1236	14%	1309	10%	1171	12%
Non Disadvantaged	23	43%	24	38%	25	24%	2625	27%	2692	20%	2844	23%
Gap*		29.2		20.8		4.0		13.2		10.7		11.3
FSM Ever 6	7	14%	6	17%	5	20%	1236	14%	1266	10%	1148	12%
Non FSM Ever 6	23	43%	24	38%	25	24%	2625	27%	2735	20%	2867	23%
SEN Support	5	0%	1	0%	7	0%	503	4%	467	2%	502	4%
SEN - EHCP	0		1	0%	0		80	1%	93	1%	82	2%
SEN - All Pupils with SEN	5	0%	2	0%	7	0%	583	4%	560	2%	584	4%
BME	4	75%	3	33%	3	33%	1384	20%	1476	17%	1522	20%
EAL	0		2	0%	0		1076	18%	1145	15%	1111	19%
LAC	0		0		0		25	0%	38	5%	28	11%
Most 0-<30% Deprived	6	0%	3	0%	3	0%	2261	18%	2367	13%	2410	16%
Autumn Birthdays	11	55%	6	33%	10	50%	1283	31%	1351	24%	1358	28%
Spring Birthdays	7	43%	12	50%	4	0%	1273	23%	1250	16%	1288	18%
Summer Birthdays	12	17%	12	17%	16	13%	1305	15%	1400	10%	1369	13%
Summer Born & FSM	1	0%	1	0%	2	0%	386	6%	420	5%	385	7%
Female & FSM Ever 6	5	20%	2	50%	3	0%	602	12%	617	11%	571	10%
Male & FSM Ever 6	2	0%	4	0%	2	50%	634	16%	649	9%	577	13%

Reading, Writing and Maths	Eatock Primary School						Bolton Figures					
	2015		2016		2017		2015		2016		2017	
	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS	Cohort	% Achieving 3+	Cohort	% Achieving GDS	Cohort	% Achieving GDS
All Pupils	30	23%	30	13%	30	13%	3861	11%	4001	8%	4015	11%
Girls	18	33%	12	25%	13	8%	1844	14%	1945	9%	1969	12%
Boys	12	8%	18	6%	17	18%	2017	9%	2056	6%	2046	9%
Disadvantaged (FSM/LAC)	7	14%	6	17%	5	20%	1236	6%	1309	4%	1171	6%
Non Disadvantaged	23	26%	24	13%	25	12%	2625	14%	2692	9%	2844	13%
Gap*		11.8		-4.2		-8.0		8.5		5.2		7.2
FSM Ever 6	7	14%	6	17%	5	20%	1236	6%	1266	4%	1148	6%
Non FSM Ever 6	23	26%	24	13%	25	12%	2625	14%	2735	9%	2867	13%
SEN Support	5	0%	1	0%	7	0%	503	1%	467	1%	502	1%
SEN - EHCP	0		1	0%	0		80	0%	93	1%	82	1%
SEN - All Pupils with SEN	5	0%	2	0%	7	0%	583	1%	560	1%	584	1%
BME	4	75%	3	33%	3	33%	1384	10%	1476	8%	1522	11%
EAL	0		2	0%	0		1076	9%	1145	6%	1111	10%
LAC	0		0		0		25	0%	38	3%	28	4%
Most 0-<30% Deprived	6	0%	3	0%	3	0%	2261	8%	2367	6%	2410	8%
Autumn Birthdays	11	36%	6	17%	10	40%	1283	17%	1351	12%	1358	16%
Spring Birthdays	7	29%	12	25%	4	0%	1273	11%	1250	8%	1288	9%
Summer Birthdays	12	8%	12	0%	16	0%	1305	7%	1400	3%	1369	6%
Summer Born & FSM	1	0%	1	0%	2	0%	386	2%	420	1%	385	3%
Female & FSM Ever 6	5	20%	2	50%	3	0%	602	7%	617	6%	571	6%
Male & FSM Ever 6	2	0%	4	0%	2	50%	634	4%	649	2%	577	5%

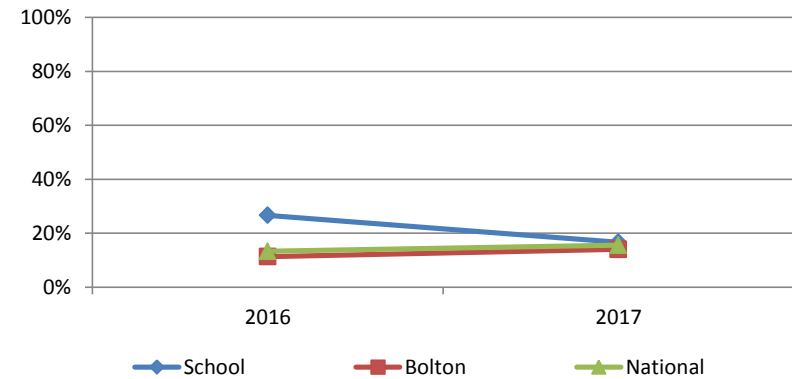
*Gap refers to the difference between non-disadvantaged and disadvantaged pupils

Key Stage 1 Graphs - GDS

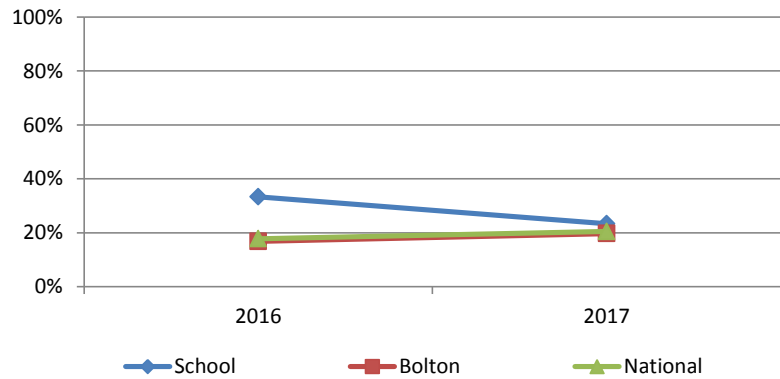
% Achieving GDS in Reading



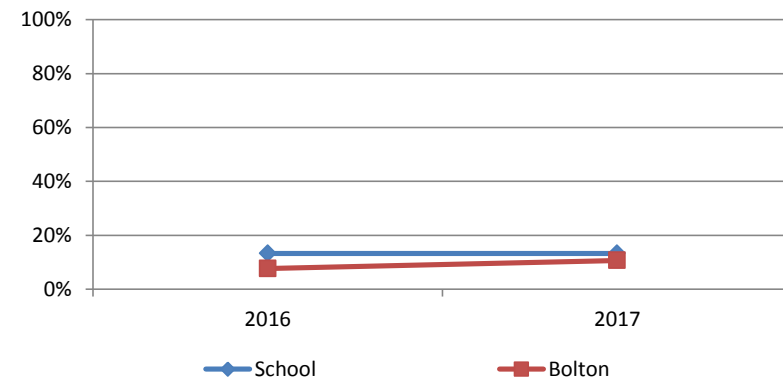
% Achieving GDS in Writing



% Achieving GDS in Maths



% Achieving GDS in Reading, Writing & Maths



Please refer to Page 32 for the definition of pupils included in the percentage calculations

Key Stage 1 teacher assessment 2017 compared with EYFS for Eatock Primary School

All Pupils		EYFS Reading				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Reading	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	2	0	0	2
	Working toward the EXS	0	4	2	0	6
	Working at the EXS	0	1	13	0	14
	Working at GD within the EXS	0	0	4	4	8
	Total	0	7	19	4	30
Expected Standard +	No.	0	1	17	4	22
	School %	0%	14%	89%	100%	73%
Greater Depth	No.	0	0	4	4	8
	School %	0%	0%	21%	100%	27%

All Pupils		EYFS Writing				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Writing	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	2	0	0	2
	Working toward the EXS	0	5	2	0	7
	Working at the EXS	0	0	14	2	16
	Working at GD within the EXS	0	0	3	2	5
	Total	0	7	19	4	30
Expected Standard +	No.	0	0	17	4	21
	School %	0%	0%	89%	100%	70%
Greater Depth	No.	0	0	3	2	5
	School %	0%	0%	16%	50%	17%

All Pupils		EYFS Mathematics				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Mathematics	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	2	0	0	2
	Working toward the EXS	0	4	2	0	6
	Working at the EXS	0	0	15	0	15
	Working at GD within the EXS	0	0	6	1	7
	Total	0	6	23	1	30
Expected Standard +	No.	0	0	21	1	22
	School %	0%	0%	91%	100%	73%
Greater Depth	No.	0	0	6	1	7
	School %	0%	0%	26%	100%	23%

Disadvantaged Pupils		EYFS Reading				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Reading	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	1	0	0	1
	Working toward the EXS	0	1	0	0	1
	Working at the EXS	0	1	1	0	2
	Working at GD within the EXS	0	0	1	0	1
	Total	0	3	2	0	5
Expected Standard +	No.	0	1	2	0	3
	School %	0%	33%	100%	0%	60%
Greater Depth	No.	0	0	1	0	1
	School %	0%	0%	50%	0%	20%

Disadvantaged Pupils		EYFS Writing				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Writing	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	1	0	0	1
	Working toward the EXS	0	2	0	0	2
	Working at the EXS	0	0	1	0	1
	Working at GD within the EXS	0	0	1	0	1
	Total	0	3	2	0	5
Expected Standard +	No.	0	0	2	0	2
	School %	0%	0%	100%	0%	40%
Greater Depth	No.	0	0	1	0	1
	School %	0%	0%	50%	0%	20%

Disadvantaged Pupils		EYFS Mathematics				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Mathematics	Test not taken	0	0	0	0	0
	Below pre-Key Stage 1 standards	0	0	0	0	0
	Foundations for the Expected standard	0	1	0	0	1
	Working toward the EXS	0	1	1	0	2
	Working at the EXS	0	0	1	0	1
	Working at GD within the EXS	0	0	1	0	1
	Total	0	2	3	0	5
Expected Standard +	No.	0	0	2	0	2
	School %	0%	0%	67%	0%	40%
Greater Depth	No.	0	0	1	0	1
	School %	0%	0%	33%	0%	20%

Key Stage 1 teacher assessment 2017 compared with EYFS for Bolton LA

All Pupils		EYFS Reading				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Reading	Test not taken	16	7	0	0	23
	Below pre-Key Stage 1 standards	71	52	1	0	124
	Foundations for the Expected standard	41	129	10	0	180
	Working toward the EXS	63	489	214	4	770
	Working at the EXS	62	395	1367	194	2018
	Working at GD within the EXS	11	16	422	451	900
	Total	264	1088	2014	649	4015
Expected Standard +	No.	73	411	1789	645	2918
	School %	28%	38%	89%	99%	73%
Greater Depth	No.	11	16	422	451	900
	School %	4%	1%	21%	69%	22%

All Pupils		EYFS Writing				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Writing	Test not taken	11	5	0	0	16
	Below pre-Key Stage 1 standards	66	61	1	0	128
	Foundations for the Expected standard	51	156	7	0	214
	Working toward the EXS	82	667	243	4	996
	Working at the EXS	47	361	1527	161	2096
	Working at GD within the EXS	7	4	246	308	565
	Total	264	1254	2024	473	4015
Expected Standard +	No.	54	365	1773	469	2661
	School %	20%	29%	88%	99%	66%
Greater Depth	No.	7	4	246	308	565
	School %	3%	0%	12%	65%	14%

All Pupils		EYFS Mathematics				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Mathematics	Test not taken	16	5	0	0	21
	Below pre-Key Stage 1 standards	52	50	2	0	104
	Foundations for the Expected standard	45	127	2	0	174
	Working toward the EXS	64	519	197	1	781
	Working at the EXS	73	427	1548	95	2143
	Working at GD within the EXS	14	19	474	285	792
	Total	264	1147	2223	381	4015
Expected Standard +	No.	87	446	2022	380	2935
	School %	33%	39%	91%	100%	73%
Greater Depth	No.	14	19	474	285	792
	School %	5%	2%	21%	75%	20%

Disadvantaged Pupils		EYFS Reading				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Reading	Test not taken	5	1	0	0	6
	Below pre-Key Stage 1 standards	24	27	0	0	51
	Foundations for the Expected standard	17	62	6	0	85
	Working toward the EXS	19	206	73	1	299
	Working at the EXS	17	165	366	29	577
	Working at GD within the EXS	3	8	88	54	153
	Total	85	469	533	84	1171
Expected Standard +	No.	20	173	454	83	730
	School %	24%	37%	85%	99%	62%
Greater Depth	No.	3	8	88	54	153
	School %	4%	2%	17%	64%	13%

Disadvantaged Pupils		EYFS Writing				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Writing	Test not taken	3	0	0	0	3
	Below pre-Key Stage 1 standards	23	29	0	0	52
	Foundations for the Expected standard	18	74	5	0	97
	Working toward the EXS	24	250	125	5	404
	Working at the EXS	14	114	359	36	523
	Working at GD within the EXS	3	2	44	43	92
	Total	85	469	533	84	1171
Expected Standard +	No.	17	116	403	79	615
	School %	20%	25%	76%	94%	53%
Greater Depth	No.	3	2	44	43	92
	School %	4%	0%	8%	51%	8%

Disadvantaged Pupils		EYFS Mathematics				Total
		No Data	Emerging	Expected	Exceeding	
Key Stage 1 Mathematics	Test not taken	5	0	0	0	5
	Below pre-Key Stage 1 standards	19	26	1	0	46
	Foundations for the Expected standard	16	60	1	0	77
	Working toward the EXS	20	229	66	0	315
	Working at the EXS	20	177	382	12	591
	Working at GD within the EXS	5	6	95	31	137
	Total	85	498	545	43	1171
Expected Standard +	No.	25	183	477	43	728
	School %	29%	37%	88%	100%	62%
Greater Depth	No.	5	6	95	31	137
	School %	6%	1%	17%	72%	12%

Key Stage 2 Summary for Eatock Primary School

2017

Contextual Data

<i>Data as at Jan 2017 School Census</i>	Total Cohort	Disadvantaged (FSM/LAC)	Bolton Rank (where 1 = highest)	EAL	Bolton Rank (where 1 = highest)	BME	Bolton Rank (where 1 = highest)	SEN	Bolton Rank (where 1 = highest)	Children Living in 30% Most Deprived	Bolton Rank (where 1 = highest)
Eatock Primary School	32	31%	58	0%	80	6%	84	19%	33	16%	81
Bolton LA	3674	39%		28%		37%		17%		58%	

KS2 Attainment Data¹

	Eatock Primary School				Bolton LA				National ²		
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
Expected Standard Reading	100%	100%	100%		66%	71%	69%		69%	76%	72%
Expected Standard Writing	76%	93%	84%		71%	84%	77%		71%	83%	77%
Expected Standard Maths	100%	93%	97%		76%	77%	76%		75%	76%	75%
Expected Standard Reading, Writing & Maths	76%	93%	84%		57%	65%	61%		58%	66%	62%
Expected Standard GPS	82%	100%	91%		76%	83%	79%		73%	82%	78%
Higher Standard ³ Reading	24%	13%	19%		17%	21%	19%		22%	28%	25%
Greater Depth Standard Writing	12%	20%	16%		12%	22%	17%		13%	23%	18%
Higher Standard ³ Maths	29%	13%	22%		25%	21%	23%		25%	21%	23%
Higher Standard Reading, Writing & Maths	12%	0%	6%		6%	9%	8%		7%	10%	9%
Higher Standard ³ GPS	24%	40%	31%		30%	36%	33%		27%	36%	31%
Average Scaled Score Reading	106.2	106.9	106.5		102.7	103.8	103.2		103.4	104.9	104.1
Average Scaled Score Maths	106.6	106.3	106.5		104.7	104.2	104.5		104.4	103.9	104.2
Average Scaled Score GPS	107.2	109.6	108.3		105.6	107.3	106.4		105.1	106.9	106.0
Average Pupil Progress Reading	5.1	6.4	5.7	± 2.2 +	-0.4	-0.3	-0.4	± 0.2 -	0.0	0.0	0.0
Average Pupil Progress Writing	2.2	5.7	3.8	± 2.1 +	-0.5	1.5	0.4	± 0.2 +	0.0	0.0	0.0
Average Pupil Progress Maths	5.4	5.5	5.4	± 1.9 +	1.5	0.1	0.8	± 0.2 +	0.0	0.0	0.0

4 Year Trend Attainment Data

	Eatock Primary School				Bolton LA				National ²			
	2014 4b+	2015 4b+	2016 EXS+	2017 EXS+	2014 4b+	2015 4b+	2016 EXS+	2017 EXS+	2014 4b+	2015 4b+	2016 EXS+	2017 EXS+
Expected Standard/4b+ Reading	74%	87%	86%	100%	78%	79%	63%	69%	78%	80%	66%	72%
Expected Standard/4b+ Writing	87%	95%	97%	84%	88%	88%	75%	77%	85%	87%	74%	77%
Expected Standard/4b+ Maths	81%	95%	100%	97%	79%	79%	73%	76%	76%	77%	70%	75%
Expected Standard/4b+ RWM	65%	87%	83%	84%	70%	70%	54%	61%	67%	69%	53%	62%
	2014 2LP	2015 2LP	2016 Avg	2017 Avg	2014 2LP	2015 2LP	2016 Avg	2017 Avg	2014 2LP	2015 2LP	2016 Avg	2017 Avg
Average Progress/2 levels Reading	97%	100%	3.7	5.7	90%	90%	-0.1	-0.4	91%	91%	0.0	0.0
Average Progress/2 levels Writing	100%	100%	5.2	3.8	94%	93%	0.4	0.4	93%	94%	0.0	0.0
Average Progress /2 levels Maths	94%	100%	4.7	5.4	90%	90%	1.1	0.8	89%	90%	0.0	0.0

¹ All Children who were eligible for KS2 tests and assessments are included in the percentage calculations

² National KS2 figures from DfE Statistical First Release, published 31/08/17

³ DfE define the Higher Standard as those with a scaled score of 110 or higher

⁴ See page 32 for guidance on how to use the confidence interval with the average pupil progress score

Key Stage 2 Results for Eatock Primary School

2017

All Pupils																				
	Total Cohort	Excluded		Eligible Cohort	Test not Taken				Working Below						Meeting the Expected Standard (EXS+)					
		L	F		A	D	J	U	BLW/ B	HNM/ WTS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Reading Test	32	0	0	32	0		0	0	0	0				0	0%	26	6	32	100%	19%
Maths Test	32	0	0	32	0		0	0	0	1				1	3%	24	7	31	97%	22%
GAPS Test	32	0	0	32	0		0	0	0	3				3	9%	19	10	29	91%	31%
Reading TA	32	0	0	32	0	0			0	2	0	0	0	2	6%	30		30	94%	
Maths TA	32	0	0	32	0	0			0	2	0	0	0	2	6%	30		30	94%	
Writing TA	32	0	0	32	0	0			0	5	0	0	0	5	16%	22	5	27	84%	16%
Science TA	32	0	0	32	0	0			3					3	9%	29		29	91%	
Boys																				
	Total Cohort	Excluded		Eligible Cohort	Test not Taken				Working Below						Meeting the Expected Standard (EXS+)					
		L	F		A	D	J	U	BLW/ B	HNM/ WTS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Reading Test	17	0	0	17	0		0	0	0	0				0	0%	13	4	17	100%	24%
Maths Test	17	0	0	17	0		0	0	0	0				0	0%	12	5	17	100%	29%
GAPS Test	17	0	0	17	0		0	0	0	3				3	18%	10	4	14	82%	24%
Reading TA	17	0	0	17	0	0			0	1	0	0	0	1	6%	16		16	94%	
Maths TA	17	0	0	17	0	0			0	1	0	0	0	1	6%	16		16	94%	
Writing TA	17	0	0	17	0	0			0	4	0	0	0	4	24%	11	2	13	76%	12%
Science TA	17	0	0	17	0	0				1				1	6%	16		16	94%	
Girls																				
	Total Cohort	Excluded		Eligible Cohort	Test not Taken				Working Below						Meeting the Expected Standard (EXS+)					
		L	F		A	D	J	U	BLW/ B	HNM/ WTS	PKF	PKE	PKG	Total <EXS	% <EXS	EXS/ AS	GDS / Higher	Total EXS+	% EXS+	% Higher
Reading Test	15	0	0	15	0		0	0	0	0				0	0%	13	2	15	100%	13%
Maths Test	15	0	0	15	0		0	0	0	1				1	7%	12	2	14	93%	13%
GAPS Test	15	0	0	15	0		0	0	0	0				0	0%	9	6	15	100%	40%
Reading TA	15	0	0	15	0	0			0	1	0	0	0	1	7%	14		14	93%	
Maths TA	15	0	0	15	0	0			0	1	0	0	0	1	7%	14		14	93%	
Writing TA	15	0	0	15	0	0			0	1	0	0	0	1	7%	11	3	14	93%	20%
Science TA	15	0	0	15	0	0				2				2	13%	13		13	87%	

L Left
F Pupil will take test in future
A Absent
D Disaplied
J Just arrived
U Unable to access test

BLW/B Below standard pre-key stage/working below level of the test
HNM/WTS Has not met the standard/working towards the expected standard
PKF Pre-key stage foundation
PKE Pre-key stage early development
PKG Pre-key stage growing development
EXS/AS Working at the Expected Standard
GDS/High Working at Greater Depth or at the Higher Standard

% Pupils achieving 4B+/EXS+ at KS2 (2015-2017)

Reading Test	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	87%	35	86%	32	100%
Girls	21	95%	18	89%	15	100%
Boys	17	76%	17	82%	17	100%
Disadvantaged (FSM/LAC)	10	60%	7	100%	10	100%
Non Disadvantaged	28	96%	28	82%	22	100%
GAP*		36.4		-17.9		0.0
FSM Ever 6	10	60%	7	100%	10	100%
Non FSM Ever 6	28	96%	28	82%	22	100%
SEN Support	11	55%	5	100%	5	100%
SEN - ECHP	1	100%	0		1	100%
SEN - All Pupils with SEN	12	58%	5	100%	6	100%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	100%	0	
Most 0-<30% Deprived	11	73%	5	100%	5	100%
Autumn Birthdays	10	70%	8	88%	10	100%
Spring Birthdays	18	94%	12	75%	10	100%
Summer Birthdays	10	90%	15	93%	12	100%
Summer Born & FSM	1	100%	3	100%	2	100%
Female & FSM Ever 6	4	75%	3	100%	6	100%
Male & FSM Ever 6	6	50%	4	100%	4	100%

Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	79%	3615	63%	3674	69%
1678	83%	1810	67%	1728	71%
1779	76%	1805	59%	1946	66%
1314	69%	1292	53%	1415	58%
2143	86%	2323	69%	2259	75%
	16.1		16.2		17.0
1314	69%	1279	53%	1392	58%
2143	86%	2336	69%	2282	75%
550	46%	464	27%	507	32%
96	23%	110	8%	120	14%
646	43%	574	23%	627	29%
1175	75%	1256	60%	1343	66%
912	73%	961	56%	1026	63%
43	47%	33	42%	38	32%
1973	76%	2065	58%	2115	63%
1187	83%	1168	67%	1217	73%
1097	80%	1206	64%	1190	68%
1173	76%	1241	59%	1267	65%
452	64%	448	46%	473	52%
641	74%	648	57%	664	62%
673	65%	631	48%	728	55%

Writing TA	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	95%	35	97%	32	84%
Girls	21	100%	18	100%	15	93%
Boys	17	88%	17	94%	17	76%
Disadvantaged (FSM/LAC)	10	90%	7	86%	10	80%
Non Disadvantaged	28	96%	28	100%	22	86%
GAP*		6.4		14.3		6.4
FSM Ever 6	10	90%	7	86%	10	80%
Non FSM Ever 6	28	96%	28	100%	22	86%
SEN Support	11	82%	5	80%	5	60%
SEN - ECHP	1	100%	0		1	0%
SEN - All Pupils with SEN	12	83%	5	80%	6	50%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	100%	0	
Most 0-<30% Deprived	11	91%	5	100%	5	80%
Autumn Birthdays	10	90%	8	100%	10	90%
Spring Birthdays	18	100%	12	100%	10	90%
Summer Birthdays	10	90%	15	93%	12	75%
Summer Born & FSM	1	100%	3	67%	2	50%
Female & FSM Ever 6	4	100%	3	100%	6	83%
Male & FSM Ever 6	6	83%	4	75%	4	75%

Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	88%	3615	75%	3674	77%
1678	91%	1810	82%	1728	84%
1779	85%	1805	69%	1946	71%
1314	80%	1292	65%	1415	67%
2143	93%	2323	81%	2259	83%
	12.8		16.5		16.8
1314	80%	1279	65%	1392	67%
2143	93%	2336	81%	2282	83%
550	58%	464	28%	507	29%
96	27%	110	10%	120	11%
646	54%	574	24%	627	26%
1175	87%	1256	75%	1343	78%
912	85%	961	74%	1026	75%
43	63%	33	52%	38	39%
1973	85%	2065	72%	2115	73%
1187	91%	1168	78%	1217	81%
1097	88%	1206	76%	1190	78%
1173	85%	1241	72%	1267	72%
452	73%	448	59%	473	61%
641	85%	648	73%	664	77%
673	75%	631	57%	728	58%

GAPS Test	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	92%	35	97%	32	91%
Girls	21	100%	18	100%	15	100%
Boys	17	82%	17	94%	17	82%
Disadvantaged (FSM/LAC)	10	90%	7	86%	10	100%
Non Disadvantaged	28	93%	28	100%	22	86%
GAP*		2.9		14.3		-13.6
FSM Ever 6	10	90%	7	86%	10	100%
Non FSM Ever 6	28	93%	28	100%	22	86%
SEN Support	11	73%	5	80%	5	80%
SEN - ECHP	1	100%	0		1	100%
SEN - All Pupils with SEN	12	75%	5	80%	6	83%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	0%	0	
Most 0-<30% Deprived	11	91%	5	100%	5	100%
Autumn Birthdays	10	80%	8	100%	10	100%
Spring Birthdays	18	100%	12	100%	10	90%
Summer Birthdays	10	90%	15	93%	12	83%
Summer Born & FSM	1	100%	3	67%	2	100%
Female & FSM Ever 6	4	100%	3	100%	6	100%
Male & FSM Ever 6	6	83%	4	75%	4	100%

Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	75%	3615	74%	3674	79%
1678	79%	1810	80%	1728	83%
1779	71%	1805	69%	1946	76%
1314	64%	1292	63%	1415	70%
2143	82%	2323	80%	2259	85%
	17.5		17.0		15.4
1314	64%	1279	64%	1392	70%
2143	82%	2336	80%	2282	85%
550	33%	464	30%	507	40%
96	17%	110	7%	120	17%
646	31%	574	25%	627	35%
1175	78%	1256	76%	1343	82%
912	77%	961	74%	1026	81%
43	42%	33	48%	38	37%
1973	72%	2065	71%	2115	76%
1187	78%	1168	77%	1217	82%
1097	76%	1206	74%	1190	80%
1173	71%	1241	72%	1267	75%
452	58%	448	59%	473	65%
641	69%	648	69%	664	75%
673	60%	631	58%	728	65%

*GAP refers to the difference between non-disadvantaged and disadvantaged pupils

% Pupils achieving 4B+/EXS+ at KS2 (2015-2017)

Maths Test	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	95%	35	100%	32	97%
Girls	21	100%	18	100%	15	93%
Boys	17	88%	17	100%	17	100%
Disadvantaged (FSM/LAC)	10	90%	7	100%	10	90%
Non Disadvantaged	28	96%	28	100%	22	100%
GAP		6.4		0.0		10.0
FSM Ever 6	10	90%	7	100%	10	90%
Non FSM Ever 6	28	96%	28	100%	22	100%
SEN Support	11	82%	5	100%	5	80%
SEN - ECHP	1	100%	0		1	100%
SEN - All Pupils with SEN	12	83%	5	100%	6	83%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	100%	0	
Most 0-<30% Deprived	11	91%	5	100%	5	100%
Autumn Birthdays	10	90%	8	100%	10	100%
Spring Birthdays	18	100%	12	100%	10	100%
Summer Birthdays	10	90%	15	100%	12	92%
Summer Born & FSM	1	100%	3	100%	2	50%
Female & FSM Ever 6	4	100%	3	100%	6	83%
Male & FSM Ever 6	6	83%	4	100%	4	100%

Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	79%	3615	73%	3674	76%
1678	78%	1810	73%	1728	77%
1779	80%	1805	73%	1946	76%
1314	69%	1292	61%	1415	67%
2143	85%	2323	80%	2259	82%
	16.2		19.1		15.7
1314	69%	1279	61%	1392	67%
2143	85%	2336	80%	2282	82%
550	49%	464	33%	507	42%
96	21%	110	5%	120	13%
646	45%	574	28%	627	36%
1175	78%	1256	75%	1343	78%
912	77%	961	74%	1026	77%
43	42%	33	58%	38	42%
1973	77%	2065	70%	2115	72%
1187	82%	1168	76%	1217	81%
1097	81%	1206	72%	1190	77%
1173	75%	1241	71%	1267	71%
452	62%	448	57%	473	58%
641	69%	648	61%	664	68%
673	69%	631	61%	728	66%

Reading, Writing and Maths	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	87%	35	83%	32	84%
Girls	21	95%	18	89%	15	93%
Boys	17	76%	17	76%	17	76%
Disadvantaged (FSM/LAC)	10	60%	7	86%	10	80%
Non Disadvantaged	28	96%	28	82%	22	86%
GAP		36.4		-3.6		6.4
FSM Ever 6	10	60%	7	86%	10	80%
Non FSM Ever 6	28	96%	28	82%	22	86%
SEN Support	11	55%	5	80%	5	60%
SEN - ECHP	1	100%	0		1	0%
SEN - All Pupils with SEN	12	58%	5	80%	6	50%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	100%	0	
Most 0-<30% Deprived	11	73%	5	100%	5	80%
Autumn Birthdays	10	70%	8	88%	10	90%
Spring Birthdays	18	94%	12	75%	10	90%
Summer Birthdays	10	90%	15	87%	12	75%
Summer Born & FSM	1	100%	3	67%	2	50%
Female & FSM Ever 6	4	75%	3	100%	6	83%
Male & FSM Ever 6	6	50%	4	75%	4	75%

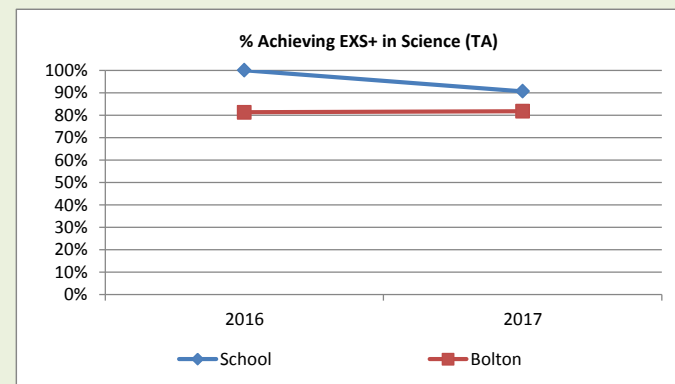
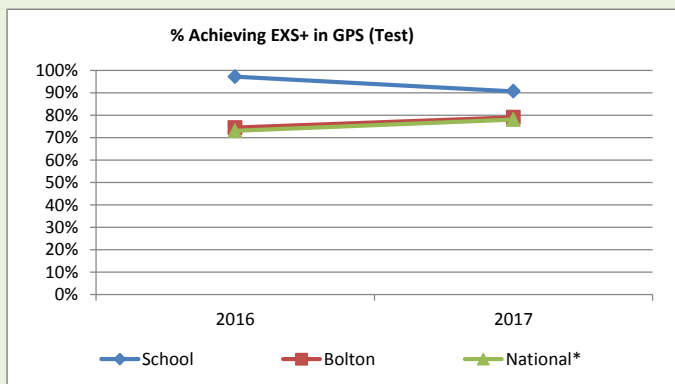
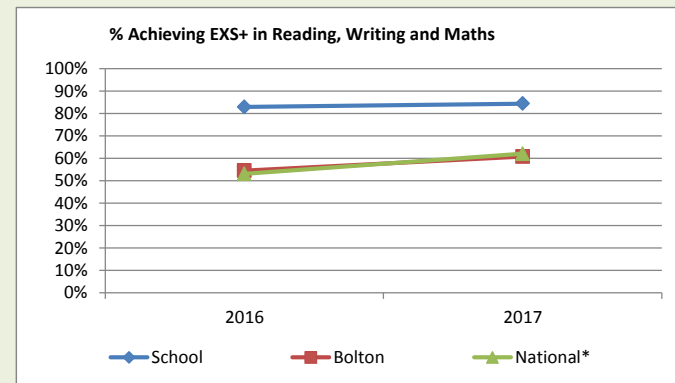
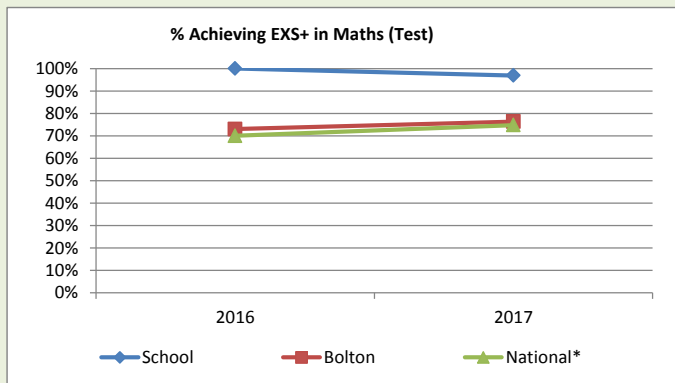
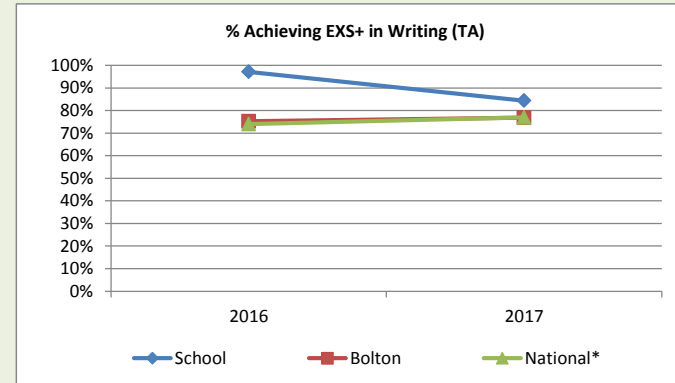
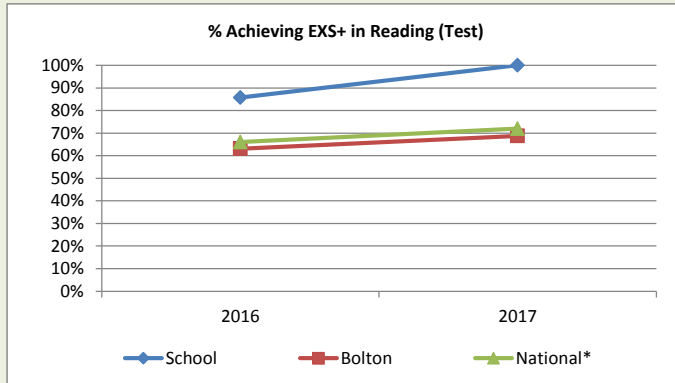
Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4b+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	70%	3615	54%	3674	61%
1678	72%	1810	59%	1728	65%
1779	69%	1805	50%	1946	57%
1314	57%	1292	41%	1415	48%
2143	78%	2323	62%	2259	69%
	21.0		21.0		20.2
1314	57%	1279	41%	1392	48%
2143	78%	2336	62%	2282	68%
550	30%	464	13%	507	18%
96	13%	110	2%	120	6%
646	27%	574	11%	627	16%
1175	67%	1256	53%	1343	61%
912	65%	961	51%	1026	58%
43	35%	33	27%	38	29%
1973	66%	2065	50%	2115	55%
1187	74%	1168	59%	1217	66%
1097	72%	1206	54%	1190	61%
1173	66%	1241	50%	1267	56%
452	51%	448	35%	473	40%
641	60%	648	46%	664	53%
673	55%	631	37%	728	44%

Science TA	Eatock Primary School					
	2015		2016		2017	
	Eligible Cohort	% Achieving 4+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
All Pupils	38	95%	35	100%	32	91%
Girls	21	100%	18	100%	15	87%
Boys	17	88%	17	100%	17	94%
Disadvantaged (FSM/LAC)	10	90%	7	100%	10	90%
Non Disadvantaged	28	96%	28	100%	22	91%
GAP		6.4		0.0		0.9
FSM Ever 6	10	90%	7	100%	10	90%
Non FSM Ever 6	28	96%	28	100%	22	91%
SEN Support	11	82%	5	100%	5	40%
SEN - ECHP	1	100%	0		1	100%
SEN - All Pupils with SEN	12	83%	5	100%	6	50%
BME	1	100%	3	100%	2	100%
EAL	0		0		0	
LAC	0		1	100%	0	
Most 0-<30% Deprived	11	91%	5	100%	5	80%
Autumn Birthdays	10	90%	8	100%	10	100%
Spring Birthdays	18	100%	12	100%	10	100%
Summer Birthdays	10	90%	15	100%	12	75%
Summer Born & FSM	1	100%	3	100%	2	50%
Female & FSM Ever 6	4	100%	3	100%	6	83%
Male & FSM Ever 6	6	83%	4	100%	4	100%

Bolton Figures					
2015		2016		2017	
Eligible Cohort	% Achieving 4+	Eligible Cohort	% Achieving EXS+	Eligible Cohort	% Achieving EXS+
3457	88%	3615	81%	3674	82%
1678	90%	1810	84%	1728	84%
1779	86%	1805	79%	1946	80%
1314	80%	1292	72%	1415	73%
2143	93%	2323	86%	2259	87%
	12.4		14.4		14.9
1314	80%	1279	72%	1392	73%
2143	93%	2336	86%	2282	87%
550	61%	464	42%	507	44%
96	28%	110	13%	120	18%
646	56%	574	37%	627	39%
1175	87%	1256	80%	1343	80%
912	85%	961	77%	1026	77%
43	67%	33	70%	38	42%
1973	85%	2065	78%	2115	77%
1187	91%	1168	84%	1217	85%
1097	88%	1206	81%	1190	82%
1173	85%	1241	79%	1267	79%
452	75%	448	68%	473	67%
641	84%	648	75%	664	76%
673	77%	631	69%	728	70%

*GAP refers to the difference between non-disadvantaged and disadvantaged pupils

Key Stage 2 Graphs - EXS+



Please refer to Page 32 for the definition of pupils included in the percentage calculations

Key Stage 1 to Key Stage 2 Conversion Data

Eatock Primary School

Reading		2017 Key Stage 2 Reading:													Total	Meeting the Expected Standard	Achieving at the Higher Standard
		Test not Taken			Working below				Meeting the Expected Standard (EXS+)								
									Expected Standard		Higher Standard						
A	J	U	B	N	80-89	90-99	100-104	105-109	110-114	115-119	120	Total					
2013 Key Stage 1 Reading:	A																
	D																
	W																
	1							1	2					3	3		
	2C							4	2					6	6		
	2B							7	5		1			13	13	1	
	2A							1	3	2	1			7	7	3	
	3								1	1	1			3	3	2	
	4																
	No Results																
Total								13	13	3	3		32	100%	19%		

Maths		2017 Key Stage 2 Maths:													Total	Meeting the Expected Standard	Achieving at the Higher Standard
		Test not Taken			Working below				Meeting the Expected Standard (EXS+)								
									Expected Standard		Higher Standard						
A	J	U	B	N	80-89	90-99	100-104	105-109	110-114	115-119	120	Total					
2013 Key Stage 1 Maths:	A																
	D																
	W																
	1						1	2						3	2		
	2C							4	6	1				11	11	1	
	2B							1	6	1				8	8	1	
	2A							2	2	3				7	7	3	
	3								1	1	1			3	3	2	
	4																
	No Results																
Total							1	9	15	6	1		32	97%	22%		

Writing		2017 Key Stage 2 Writing:											Total	Working at the Expected Standard	Working at Greater Depth	
		TA not Done			Working Below					Working at the Expected Standard						
										EXS	GDS					
Other	A	D	BLW	PKF	PKE	PKG	WTS	EXS	GDS							
2013 Key Stage 1 Writing:	A															
	D															
	W															
	1							4	5			9		5		
	2C								10	1		11		11		1
	2B							1	4	3		8		7		3
	2A								3	1		4		4		1
	3															
	4															
	No Results															
Total								5	22	5		32		84%		16%

Other

M=missing, H=Pupil cheating, Q=Maladministration,
A Absent
D Disapplied
J Just arrived
U Unable to access test
B Working below the level of the test
N Raw score is below 3

BLW

Below the standard of the pre-key stage
PKF Pre-key stage foundation
PKE Pre-key stage early development
PKG Pre-key stage growing development
WTS Working towards the expected standard
EXS Working at the expected standard
GDS Working at a greater depth

Key Stage 1 to Key Stage 2 Conversion Data

Bolton

Reading		2017 Key Stage 2 Reading:													Meeting the Expected Standard	Achieving at the Higher Standard
		Test not Taken			Working below				Meeting the Expected Standard (EXS+)							
									Expected Standard		Higher Standard					
A	J	U	B	N	80-89	90-99	100-104	105-109	110-114	115-119	120	Total				
2013 Key Stage 1 Reading:	A				1		1	2	1		1		6	2	1	
	D						1	1					2			
	W			6	67		18	16	3	4			114	7		
	1	2	1	2	23	4	71	136	36	15	6	1	297	58	7	
	2C	1			3		49	158	86	33	9	2	341	130	11	
	2B	2			1		22	304	319	182	36	7	873	544	43	
	2A	1						127	372	332	107	33	1	973	845	141
	3	1						11	83	318	281	171	31	896	884	483
	4											1		1	1	1
	No Results		2	1	29	2	28	48	21	21	13	6	1	172	62	20
Total		7	3	9	124	6	190	803	921	905	453	221	33	3675	69%	19%

Maths		2017 Key Stage 2 Maths:												Meeting the Expected Standard	Achieving at the Higher Standard	
		Test not Taken			Working below				Meeting the Expected Standard (EXS+)							
									Expected Standard		Higher Standard					
A	J	U	B	N	80-89	90-99	100-104	105-109	110-114	115-119	120	Total				
2013 Key Stage 1 Maths:	A				1		1	2		2			6	2		
	D							2					2			
	W			5	46		10	10	7				78	7		
	1	1	1	3	37		65	100	53	10			270	63		
	2C	2			2		37	213	150	70	10	1	485	231	11	
	2B	2			4		9	181	377	274	64	9	2	922	726	75
	2A	1					2	48	261	470	208	36	9	1035	984	253
	3							1	38	178	316	129	42	704	703	487
	4												1	1	1	1
	No Results		2	1	26		14	38	40	28	14	8	1	172	91	23
Total		6	3	9	116		138	595	926	1032	612	183	55	3675	76%	23%

Writing		2017 Key Stage 2 Writing:										Working at the Expected Standard	Working at Greater Depth		
		TA not Done			Working Below					Working at the Expected Standard					
Other	A	D	BLW	PKF	PKE	PKG	WTS	EXS	GDS	Total					
2013 Key Stage 1 Writing:	A					1	1		1	3		6	3		
	D								1	1		2			
	W			3	29	19	19	21	28	8	1	128	9	1	
	1		1	2	1	8	18	57	253	131	1	472	132	1	
	2C			1		1	6	27	171	442	11	659	453	11	
	2B		1				1	2	76	878	79	1037	957	79	
	2A								8	559	236	803	795	236	
	3									119	277	396	396	277	
	4														
	No Results			2	8	5	12	27	39	66	12	171	78	12	
Total			2	8	38	34	57	135	577	2206	617	3674	77%	17%	

Other M=missing, H= Pupil cheating, Q=Maladministration,
A Absent
D Disapplied
J Just arrived
U Unable to access test
B Working below the level of the test
N Raw score is below 3

BLW Below the standard of the pre-key stage
PKF Pre-key stage foundation
PKE Pre-key stage early development
PKG Pre-key stage growing development
WTS Working towards the expected standard
EXS Working at the expected standard
GDS Working at a greater depth

Average Pupil Progress Score (2016 - 2017)

Reading	Eatock Primary School			
	2016		2017	
	Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
All Pupils	34	3.7	32	5.7
Girls	18	3.7	15	6.4
Boys	16	3.7	17	5.1
Disadvantaged (FSM/LAC)	6	7.1	10	7.3
Non Disadvantaged	28	3.0	22	5.0
GAP*		-4.0		-2.3
FSM Ever 6	6	7.1	10	7.3
Non FSM Ever 6	28	3.0	22	5.0
SEN Support	4	8.6	5	10.0
SEN - ECHP	0		1	6.6
SEN - All Pupils with SEN	4	8.6	6	9.4
BME	3	4.2	2	7.1
EAL	0		0	
LAC	0		0	
Most 0-<30% Deprived	5	4.2	5	5.1
Autumn Birthdays	8	3.4	10	3.8
Spring Birthdays	12	0.6	10	6.6
Summer Birthdays	14	6.6	12	6.6
Summer Born & FSM	2	9.7	2	16.6
Female & FSM Ever 6	3	5.1	6	6.8
Male & FSM Ever 6	3	9.0	4	8.1

Bolton Figures			
2016		2017	
Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
3366	-0.1	3467	-0.4
1697	0.2	1634	-0.3
1669	-0.4	1833	-0.4
1161	-0.1	1292	-0.4
2205	-0.1	2175	-0.4
	0.1		0.0
1148	-0.1	1271	-0.3
2218	-0.1	2196	-0.4
424	-0.9	465	-0.8
89	-5.5	104	-2.5
513	-1.7	569	-1.1
1082	0.4	1185	0.0
802	0.2	896	0.0
30	-1.8	34	-1.3
1887	0.0	1947	-0.4
1096	-0.4	1145	-0.7
1115	-0.3	1120	-0.4
1155	0.4	1202	0.0
403	0.2	439	0.0
592	0.1	608	-0.3
556	-0.4	663	-0.4

Writing	Eatock Primary School			
	2016		2017	
	Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
All Pupils	34	5.2	32	3.8
Girls	18	5.7	15	5.7
Boys	16	4.6	17	2.2
Disadvantaged (FSM/LAC)	6	4.2	10	4.0
Non Disadvantaged	28	5.4	22	3.7
GAP*		1.2		-0.3
FSM Ever 6	6	4.2	10	4.0
Non FSM Ever 6	28	5.4	22	3.7
SEN Support	4	4.4	5	5.1
SEN - ECHP	0		1	-3.0
SEN - All Pupils with SEN	4	4.4	6	3.7
BME	3	6.3	2	8.2
EAL	0		0	
LAC	0		0	
Most 0-<30% Deprived	5	6.5	5	3.5
Autumn Birthdays	8	4.9	10	3.9
Spring Birthdays	12	5.1	10	2.0
Summer Birthdays	14	5.4	12	5.2
Summer Born & FSM	2	0.7	2	8.6
Female & FSM Ever 6	3	6.3	6	3.1
Male & FSM Ever 6	3	2.0	4	5.4

Bolton Figures			
2016		2017	
Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
3381	0.4	3487	0.4
1704	1.3	1641	1.5
1677	-0.4	1846	-0.5
1174	0.2	1308	0.3
2207	0.6	2179	0.6
	0.4		0.3
1161	0.2	1287	0.3
2220	0.5	2200	0.5
436	-2.5	475	-2.0
87	-4.9	110	-3.8
523	-2.9	585	-2.4
1087	1.8	1188	1.8
808	2.1	898	2.0
31	-2.4	36	-0.6
1901	0.8	1957	0.7
1101	0.2	1148	0.3
1119	0.5	1128	0.6
1161	0.6	1211	0.5
410	0.2	446	0.4
597	1.1	613	1.5
564	-0.7	674	-0.8

Maths	Eatock Primary School			
	2016		2017	
	Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
All Pupils	34	4.7	32	5.4
Girls	18	4.2	15	5.5
Boys	16	5.3	17	5.4
Disadvantaged (FSM/LAC)	6	5.3	10	4.1
Non Disadvantaged	28	4.6	22	6.0
GAP*		-0.7		1.9
FSM Ever 6	6	5.3	10	4.1
Non FSM Ever 6	28	4.6	22	6.0
SEN Support	4	10.9	5	6.6
SEN - ECHP	0		1	3.4
SEN - All Pupils with SEN	4	10.9	6	6.1
BME	3	2.4	2	6.9
EAL	0		0	
LAC	0		0	
Most 0-<30% Deprived	5	7.3	5	7.2
Autumn Birthdays	8	5.6	10	3.4
Spring Birthdays	12	1.7	10	5.0
Summer Birthdays	14	6.8	12	7.5
Summer Born & FSM	2	6.8	2	8.1
Female & FSM Ever 6	3	4.7	6	3.4
Male & FSM Ever 6	3	6.0	4	5.2

Bolton Figures			
2016		2017	
Eligible Cohort	Average Progress	Eligible Cohort	Average Progress
3381	1.1	3471	0.8
1705	0.5	1634	0.1
1676	1.7	1837	1.5
1172	0.6	1295	0.6
2209	1.3	2176	0.9
	0.7		0.4
1159	0.7	1274	0.6
2222	1.3	2197	0.9
432	-0.2	465	0.4
88	-5.4	106	-2.6
520	-1.1	571	-0.2
1085	2.5	1185	2.1
806	2.8	896	2.3
31	0.3	34	0.8
1896	1.4	1950	0.9
1101	0.7	1145	0.4
1120	0.9	1121	0.8
1160	1.6	1205	1.2
408	1.0	441	0.9
597	0.0	608	-0.1
562	1.4	666	1.2

*GAP refers to the difference between non-disadvantaged and disadvantaged pupils

Key Stage 2: Average Scaled Score Trend

From 2016 the assessment score at KS2 is no longer the APS (Average Point Score) but has moved to a Scaled Score. For individual pupils a Scaled Score of 100 is the score at which they are considered to have achieved the "Expected Standard". The school Average Scaled Score (for All pupils) is a headline performance measure and will appear in performance tables.

		Eatock Primary School				Bolton LA				National Figures			
		APS 2014	APS 2015	Average Scaled Score 2016	Average Scaled Score 2017	APS 2014	APS 2015	Average Scaled Score 2016	Average Scaled Score 2017	APS 2014	APS 2015	Average Scaled Score 2016	Average Scaled Score 2017
Reading	All Pupils	28.2	28.9	106.3	106.5	29.0	28.9	102.1	103.2	29.0	29.0	103.0	104.1
	Girls	29.0	30.4	107.0	106.9	29.3	29.4	102.9	103.8			103.0	104.9
	Boys	27.0	27.0	105.6	106.2	28.7	28.5	101.3	102.7			102.0	103.4
	Disadvantaged	25.4	27.6	106.0	105.9	27.5	27.6	100.0	101.1				
	Non Disadvantaged	29.7	29.4	106.4	106.8	29.9	29.7	103.2	104.5				
	Gap*	4.3	1.8	0.4	0.9	2.4	2.2	3.2	3.4				
	SEN	23.4	26.0	103.0	104.7	24.4	24.3	94.9	96.0				
	EAL					28.6	28.1	101.2	102.1				
Maths	All Pupils	29.1	33.2	107.7	106.5	29.2	29.2	103.8	104.5	29.0	29.0	103.0	104.2
	Girls	30.7	33.9	107.7	106.3	29.1	28.9	103.6	104.2			103.0	103.9
	Boys	27.0	32.3	107.8	106.6	29.3	29.5	104.0	104.7			103.0	104.4
	Disadvantaged	26.5	32.4	105.3	103.0	27.6	27.7	101.6	102.3				
	Non Disadvantaged	30.6	33.4	108.4	108.0	30.2	30.1	105.0	105.8				
	Gap*	4.1	1.0	3.1	5.0	2.6	2.5	3.4	3.5				
	SEN	24.0	31.0	106.2	102.0	24.3	24.4	96.8	97.5				
	EAL					29.6	28.9	104.4	104.8				

* Gap is the difference between the Disadvantaged and Non-Disadvantaged groups

Note: APS data used FSM Ever 6 / Not FSM Ever 6 categories rather than Disadvantaged and Not Disadvantaged

Abbreviations used in this report include:

FSM	Children who have claimed for Free School Meals at any point within the last 6 years at the time of the January 2017 Census
Disadvantaged	Children who are eligible for Pupil Premium including those receiving Adopted From Care Premium (AFC), Looked After Premium (LAP) or Deprivation Pupil Premium (DPP)
EAL	Children with English as an additional language
BME	Black and Minority Ethnic. This includes all pupils with a recorded ethnicity other than White British
SEN	Children with Special Education Needs, which includes those on an Education, Care and Health Plan (previously Statement) and SEN Support
LAC	Children looked after in January 2017. These are only children who are looked after by Bolton or who live in Bolton and attend a Bolton school. This doesn't include children who are looked after by and reside in another authority.
IMD	The Index of Multiple Deprivation 2015 (IMD) is a nationally derived rank of Lower Super Output Areas (LSOA's). These are small statistical areas covering the whole of England. There are 175 covering Bolton, each with a population of around 1,500. The IMD score given to these combines a number of separate indicators chosen to cover a range of economic, social and housing issues in to a give a single score, the LSOA's are then ranked against all others nationally. This can give you an indication on how deprived an area is compared to others. Percentiles of the rank scores are used to compare areas.

Notes about the Key Stage Assessments

EYFSP - Any child who was Absent "A" hasn't been included in the percentage calculation.

The EYFS profile requires practitioners to assess children against a set of 17 early learning goals (ELGs).

Good Level of Development (GLD) - The achievement of all the ELG (expected level) for Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics. The points are calculated as follows:

Emerging – 1 point

Expected – 2 points

Exceeding – 3 points

Phonics - The statutory Phonics Screening Check for all Year 1 pupils took place for the first time in June 2012. The check takes place in Year 1. Any child who did not meet the standard in Year 1 repeats the check in Year 2. The results for the Phonics Screening Check at the end of Key Stage 1 include all children who achieved the standard in Year 1 and those who repeated the test in Year 2.

Interim KS1 and KS2 Assessment Arrangements - In 2015-16 the government introduced new KS1 and KS2 assessment arrangements. These arrangements were given as Interim Frameworks for the year 2015-16. The government documents can be found at <https://www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities>

KS1 - All children who were eligible for KS1 teacher assessments are included in the percentage calculations. This includes those pupils who were working towards the expected standard (WTS), absent pupils (A) and pupils who were disapplied from the national curriculum (D).

KS2 - All children who were eligible for KS2 tests and assessments are included in the percentage calculations. This includes pupils who were working below the level of the test (B – test only), unable to access the test (U – test only), took the test but failed to register a level (N – test only), were disapplied from the National Curriculum (D – TA only), or were absent (A). The figures also include results which schools may have applied to be discounted from the DfE performance tables (i.e. International new arrivals). Pupils with missing results, or results coded as maladministration, are not included.

From 2015 revised tests and assessments took place, Reading Test, Reading Teacher Assessment (TA), Writing TA, Maths Test, Maths TA and the new grammar, punctuation and spelling (GPS) Test.

Grammar, Punctuation and Spelling - A new statutory test of English grammar, punctuation and spelling (GPS) was introduced for children at the end of Key Stage 2 from May 2013. The test assesses levels 3-5 of the current statutory Key Stage 2 English National Curriculum programme of study for English.

Scaled Scores at KS2 - A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. 80 is the lowest scaled score that can be awarded and 120 is the highest scaled score. Details of Scaled scores at KS2 can be found at <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

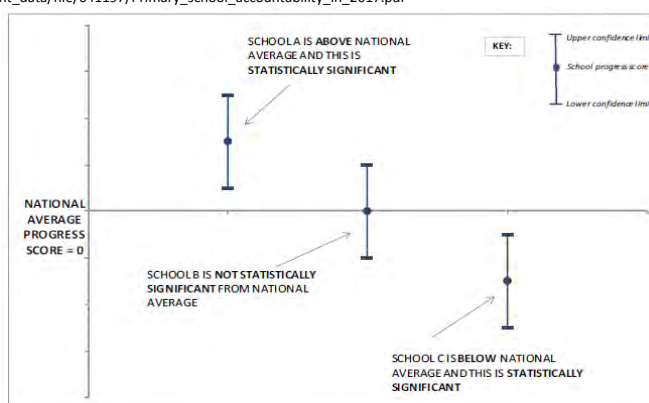
Conversion table at KS2 - The raw score to scaled score conversion table can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/624645/2017_KS2_scaled_score_conversion_tables.pdf

Progress measures - A school's progress scores in English reading, English writing and mathematics will be calculated as the average of its pupils' progress scores. These scores will give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools. More detail can be found in https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641197/Primary_school_accountability_in_2017.pdf

Confidence Intervals - Progress results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie.

Using the confidence interval to calculate the potential upper and lower limit, a school is considered to be statistically significant and above / below the national average if the full range of a school's progress score lies above / below the national average (0.0). If a progress score is calculated to be statistically significant this is indicated by a + or - to the right of the confidence interval.



Notes

- Contextual information included in this report is derived by matching pupils attainment data with data collected in the previous January Census. Pupils who have arrived in the borough after January will not have been recorded, and therefore are not included in the contextual analysis. The contextual analysis offers a guide for attainment of vulnerable groups, but it is recognised that there can be changes in individual pupil contexts between the January Census taking place and the end of Key Stage assessments.
- The EYFSP Bolton LA figures in this pack are based on all pupils in Bolton including private, voluntary and independent (PVI) providers where places are in receipt of government funding. The figures are in line with the DfE Statistical First Release (SFR) figures.
- Bolton LA figures for KS1 & KS2 include academies and special schools.
- The on entry assessment 'Expected' relates to % children working in line (40-60c) with EYFS Outcomes in each area of learning.
- The end of Reception 'Expected' is the % of children who achieved the ELGs in each area of learning.
- The cohort included in the Phonics assessment at Key Stage 1 is based on all pupils who have passed in either year 1 or year 2. Individual school pupil numbers may not be the same in NCER where pupils have moved between schools between those years.

Data Sources

Contextual data taken from School Census Jan 2017

National KS2 figures from DfE Statistical First Release, published 14/12/2017

National Statistics Release Dates 2017

National curriculum assessments at key stage 2: 2016 to 2017 (provisional)	31 August 2017
Phonics Screening check and key stage 1 assessments: England 2017	28 September 2017
Early years foundation stage profile results in England: 2016 to 2017	19 October 2017
2017 Key stage 2 national curriculum tests review outcomes (Provisional)	02 November 2017
National curriculum assessments at key stage 2 :2017 (revised)	14 December 2017

Demographic data

All demographic data apart from the FSM Ever 6 and Pupil Premium indicators are taken from the January Census. The January census data is matched to the summer assessment data. If a child wasn't on roll in a Bolton school in January they won't return any demographic data, and they are excluded from the calculations.

Datasets Used

The datasets used for EYFSP, Key Stage 1 and Phonics are based on the data that have been submitted by schools in the Summer term. The Dataset for Key Stage 2 is the validated dataset provided by the DFE in this release.