Forward Together
War-rag War-barth

End of 2022 Achievement

J Peck – September 2022

This data is based on teacher assessment submitted to the Local Authority and National tests results which have been externally marked. We are awaiting the validated national averages in some phases and measures for 2022. NCER indicates the National Consortium of Examination Results which are calculated from a large collection of Local Authorities.

Progress data: (KS1 to KS2)

2022	Penpol	Cornwall
Reading	1.56	-0.22
Writing	3.11	-0.33
Maths	0.94	-0.60

Individual progress scores relate to nationally average progress for children from comparable starting points, with '0' representing expected progress. **Our overall progress measures were stronger than average, both Cornwall-wide and nationally, in each area**. Progress measures in **writing were significantly higher** than local and national figures.

Average Scaled Scores:

2022	Penpol	National
Reading	103.6	105
GPS	103.1	105
Maths	102.1	104

Percentage of pupils attaining the expected standard +:

2022	Penpol	National
Reading	72%	74%
Writing	70.2%	69%
Maths	68.4%	71%
RWM (Reading, writing, maths combined)	58%	59%
GPS (Grammar, Punctuation and spelling)	68.4%	72%
Science	82.4%	79%

The percentage of children attaining the expected standard in Year 6 compared with national averages is broadly in line in all areas. In writing and science, this is very slightly above and in reading, maths, RWM and GPS, very slightly below. This attainment in general is particularly more successful when factoring in the cohort's starting points at Key Stage 1 and the disruption to learning across KS2 due to the pandemic.

Percentage of pupils attaining the greater depth standard:

2022	Penpol	National
Reading	21.1%	27.8%
Writing	15.8%	12.8%
Maths	12.3%	22.4%
RWM	7%	7.2%
GPS	12.2%	28.2%

The percentage of children attaining the greater depth standard is above national levels in writing and in line in RWM. It is below national averages in reading, maths and GPS.

Attainment for disadvantaged pupils at KS2:

2022	Disadvantaged Penpol EXS	Disadvantaged National EXS	Disadvantaged Penpol GDS	Disadvantaged National GDS
Reading	75%	62.2%	25%	TBC
Writing	62.5%	55.3%	25%	6.1%
Maths	62.5%	56.3%	12.5%	TBC
RWM	50%	42.6%	12.5%	2.8%
GPS	62.5%	58.6%	25%	TBC
Science	81.3%	65.8%	-	-

Disadvantaged pupils at Penpol were working above disadvantaged peers nationally in every single area. This represents an increase on Penpol's 2019 disadvantaged outcomes in reading, writing, RWM EXS, GPS and science. We await some national GDS data for comparison. Our **disadvantaged pupils outperformed their peers in reading** this year.

Percentage of EYFS pupils attaining a Good Level of Development (GLD):

Penpol EYFS 2022	National EYFS 2022	Penpol EYFS 2019	National EYFS 2019
73.3%	65.2%	79%	72%

Our pupils in Reception outperformed their national counterparts in the GLD measure which assesses against expected outcomes across the Prime Areas and in the Specific Areas of maths and literacy.

Y1 Phonics Screening tests:

Penpol 2022	Penpol 2021 Autumn Y2	Penpol 2020 Autumn Y2	Penpol 2019	Penpol 2018
76%	84.7%	82.1%	58%	57%
National NCER 2022	National 2021 Autumn Y2	National 2020 Autumn Y2	National 2019	National 2018
76%	79.4%	78.3%	82%	83%

Year 1 phonics scores have been at or above national levels for the last 2 years, showing **rapid and sustained progress since 2018**.

Y2 Phonics Screening Retakes:

End of Y2 (Cumulative) Penpol 2022	End of Y2 (Cumulative) Penpol 2021	End of Y2 (Cumulative) Penpol 2019
85%	85%	92%
National NCER 2022	Cornwall 2022	National 2019
87%	88%	91%

Percentage of KS1 pupils attaining the expected and greater depth standards 2022:

2022	Penpol EXS+	Penpol GDS	National EXS+	National GDS	Penpol EXS+ 2019	Penpol GDS 2019
Reading	55%	10%	66.9%	18%	76%	32%
Writing	51.7%	10%	57.6%	8%	76%	27%
Maths	46.7%	11.7%	67.7%	15.1%	76%	24%
RWM (N/A)	41.7%	6.7%	53.4%	5.9%	73%	22%
Science	75%	-	77.1%	-	81%	-

Analysis has shown that KS1 pupils have been disproportionately impacted by the pandemic and missing time in school. These externally moderated outcomes represent a review of assessment methodology designed to identify any gaps in knowledge arising from limited in-person teaching time. Historically, KS1 attainment has been in line with national data and our current Y2 is set to perform at least in line with national levels. Targeted interventions are supporting our current Year 3 cohort in particular, designed to accelerate progress in each area. Although most areas are lower than national comparisons, GDS pupils performed better in writing and RWM.