

School performance summary 2017/2018

Polesden Lacey Infant School (URN: 125052)

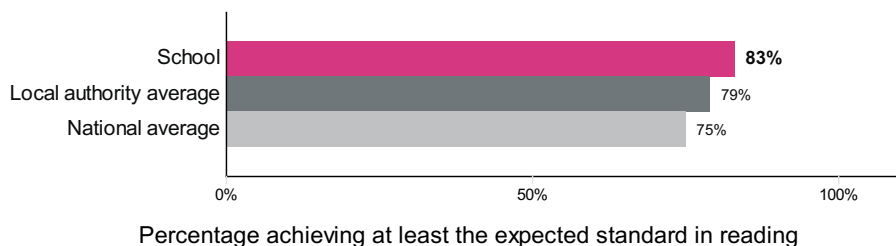
A glossary explaining terms used in this report is at the end of the printed version.

Key stage 1

This is provisional data for 2017/18.

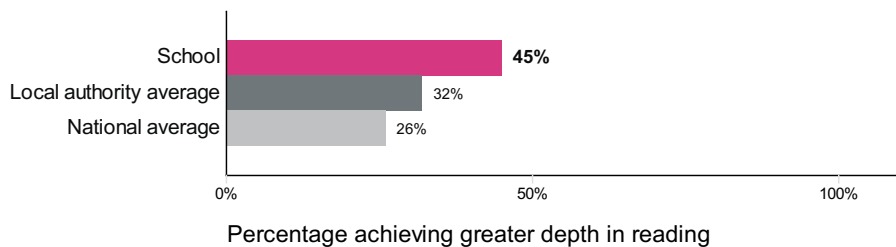
Percentage achieving at least the expected standard in reading

Number of pupils = 29



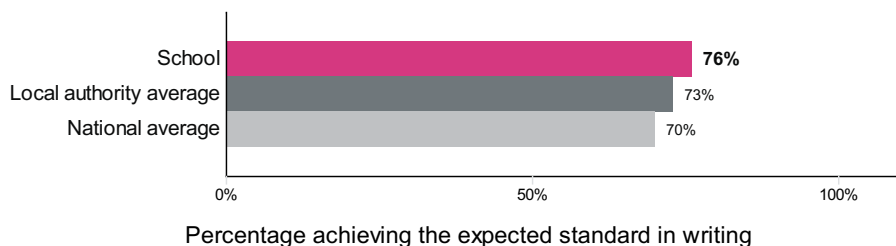
Percentage achieving greater depth in reading

Number of pupils = 29



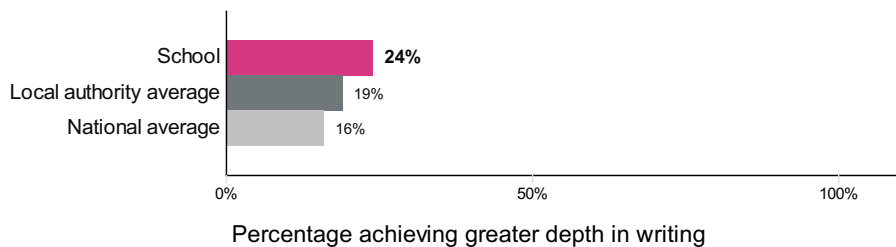
Percentage achieving at least the expected standard in writing

Number of pupils = 29



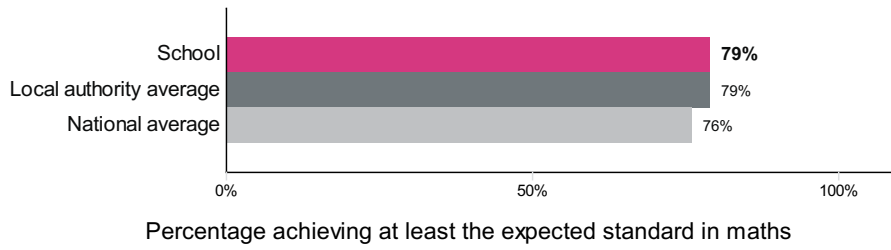
Percentage achieving greater depth in writing

Number of pupils = 29



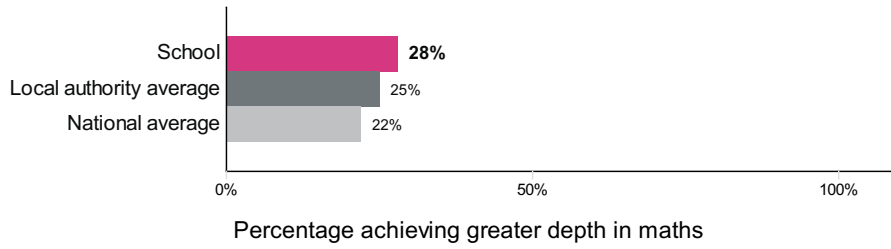
Percentage achieving at least the expected standard in maths

Number of pupils = 29



Percentage achieving greater depth in maths

Number of pupils = 29



Key stage 1 reading attainment by pupil group

Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	29	83	75	45	26	0	2	3	5	14	17
Male	13	77	71	46	22	0	3	8	6	15	19
Female	16	88	80	44	29	0	1	0	3	13	15
Disadvantaged	2	50	79	0	29	0	2	50	4	0	15
Other	27	85	79	48	29	0	2	0	4	15	15
Ever 6 FSM	2	50	79	0	29	0	2	50	4	0	16
Children looked after	0	N/A	76	N/A	26	N/A	2	N/A	5	N/A	17
SEN with statement or EHC plan	0	N/A	75	N/A	26	N/A	2	N/A	5	N/A	17
SEN support	1	0	75	0	26	0	2	100	5	0	17
No SEN	28	86	83	46	29	0	0	0	2	14	14
English first language	23	78	75	39	26	0	2	4	5	17	17
English additional language	6	100	75	67	26	0	2	0	5	0	17

Key stage 1 writing attainment by pupil group

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	29	76	70	24	16	0	2	3	5	21	22
Male	13	62	63	31	12	0	3	8	7	31	26
Female	16	88	77	19	20	0	1	0	3	13	18
Disadvantaged	2	50	74	0	18	0	2	50	4	0	20
Other	27	78	74	26	18	0	2	0	4	22	20
Ever 6 FSM	2	50	74	0	18	0	2	50	4	0	20
Children looked after	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN with statement or EHC plan	0	N/A	70	N/A	16	N/A	2	N/A	5	N/A	22
SEN support	1	0	70	0	16	0	2	100	5	0	22
No SEN	28	79	78	25	18	0	0	0	2	21	19
English first language	23	70	70	26	16	0	2	4	5	26	22
English additional language	6	100	70	17	16	0	2	0	5	0	22

Key stage 1 maths attainment by pupil group

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	29	79	76	28	22	0	2	7	4	14	18
Male	13	85	75	38	24	0	3	15	5	0	17
Female	16	75	77	19	20	0	1	0	3	25	18
Disadvantaged	2	50	80	0	25	0	2	50	3	0	15
Other	27	81	80	30	25	0	2	4	3	15	15
Ever 6 FSM	2	50	79	0	24	0	2	50	3	0	16
Children looked after	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	76	N/A	22	N/A	2	N/A	4	N/A	18
SEN support	1	0	76	0	22	0	2	100	4	0	18
No SEN	28	82	84	29	25	0	0	4	2	14	14
English first language	23	78	76	30	22	0	2	9	4	13	18
English additional language	6	83	76	17	22	0	2	0	4	17	18

Key stage 1 science attainment by pupil group

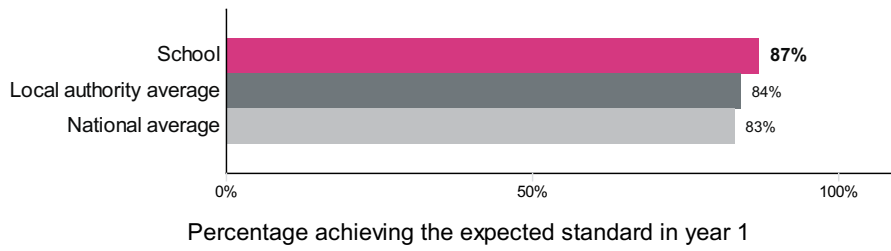
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least the expected standard in science	
		School %	National benchmark
All pupils	29	93	83
Male	13	85	80
Female	16	100	85
Disadvantaged	2	50	86
Other	27	96	86
Ever 6 FSM	2	50	86
Children looked after	0	N/A	83
SEN with statement or EHC plan	0	N/A	83
SEN support	1	0	83
No SEN	28	96	90
English first language	23	91	83
English additional language	6	100	83

Phonics screening check

This is provisional data for 2017/18.

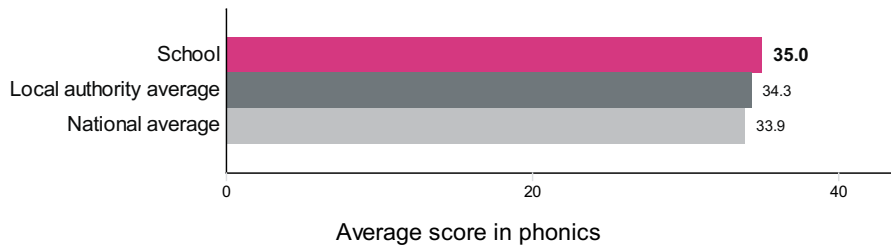
Percentage achieving the expected standard in phonics

Number of pupils = 30

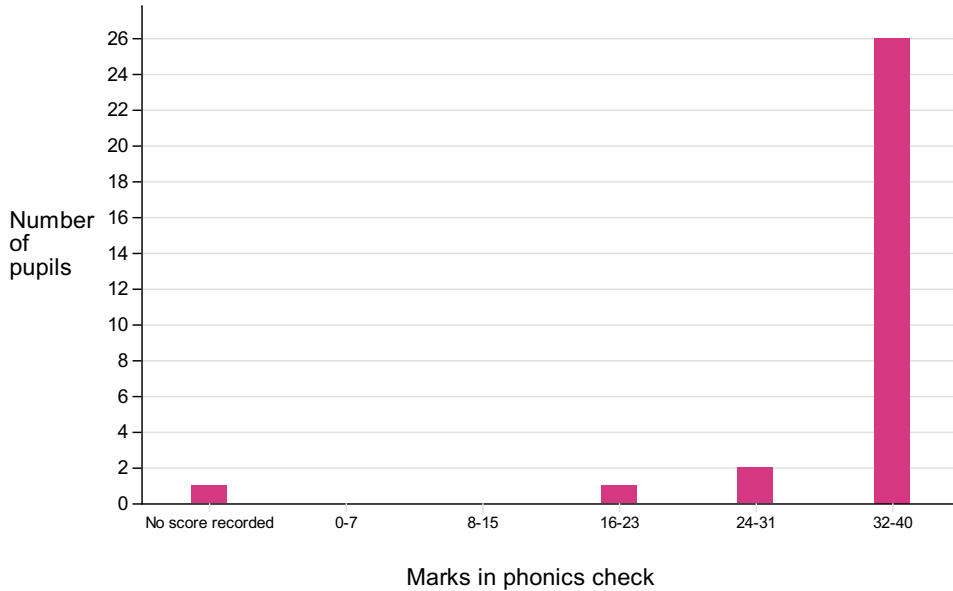


Phonics average score

Number of pupils = 30



Pupils' attainment in phonics



Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark		
							School	National benchmark	
All pupils	30	1	3	26	87	83	35	34	
Male	13	1	3	9	69	79	34	33	
Female	17	0	0	17	100	86	36	35	
Disadvantaged	1	0	0	1	100	85	32	35	
Other	29	1	3	25	86	85	35	35	
Ever 6 FSM	0	0	0	0	N/A	85	N/A	34	
Children looked after	0	0	0	0	N/A	83	N/A	34	
SEN with statement or EHC plan	0	0	0	0	N/A	83	N/A	34	
SEN support	1	1	0	0	0	83	N/A	34	
No SEN	29	0	3	26	90	88	35	35	
English first language	23	1	1	21	91	83	36	34	
English additional language	7	0	2	5	71	83	33	34	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	5	0	2	3	60	33
Male	3	0	2	1	33	30
Female	2	0	0	2	100	38
Disadvantaged	1	0	1	0	0	23
Other	4	0	1	3	75	36
Ever 6 FSM	1	0	1	0	0	23
Children looked after	0	0	0	0	N/A	N/A
SEN with statement or EHC plan	0	0	0	0	N/A	N/A
SEN support	1	0	1	0	0	23
No SEN	4	0	1	3	75	36
English first language	5	0	2	3	60	33
English additional language	0	0	0	0	N/A	N/A

Absence and exclusions

School level absence

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on absence.

This data includes all absences reported during the autumn term 2017 and spring term 2018. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

[Read more about the methodology used for compiling exclusion statistics.](#)

School level absence						
Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions		
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %
All pupils	60	3.2	4.2	3	5.0	9.6
Male	26	3.0	4.2	2	7.7	9.8
Female	34	3.3	4.1	1	2.9	9.4
Ever 6 FSM	2	5.8	5.7	1	50.0	17.2
Non Ever 6 FSM	58	3.1	3.6	2	3.4	6.9
SEN with EHC plan	0	N/A	7.0	0	N/A	20.8
SEN support	1	11.7	5.5	1	100.0	15.6
No SEN	59	3.0	3.9	2	3.4	8.2
English first language	46	3.4	4.2	3	6.5	9.5
English additional language	14	2.3	4.2	0	0.0	10.0

Glossary

Progress score

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. For further information, see the technical guidance.

<https://www.gov.uk/government/publications/primary-school-accountability>

Results over time for Progress in reading, writing and maths

We introduced a change in methodology for calculating progress scores. This means 2018 scores are not directly comparable with 2016 and 2017 scores respectively.

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the [government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation](#)). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.

<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>

<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

Male

The national comparator used in this row is the national average for all male pupils.

Female

The national comparator used in this row is the national average for all female pupils.

Disadvantaged

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator used in this row is the national average for all non-disadvantaged children.

Other

Non-disadvantaged children.

The national comparator used in this row is the national average for all non-disadvantaged children.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

Children looked after

This means children who have been in the care of local authorities for at least one day or who have been adopted from care.

The national comparator used in this row is the national average for all children who are not looked after.

SEN with statement or EHC plan

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs a statement of SEN or an education, health and care (EHC) plan.

The school's performance for pupils with SEN with statement or EHC plan is compared with the national average for all pupils. Exceptions to this include the school level absence and basic characteristics reports, where the national comparator is the national average for children with a statement or EHC plan.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

Unclassified

This refers to pupils where the census return showed them as unclassified for English as a first language.

The national comparator used in this row is the national average for all pupils.

Key stage 1

Percentage achieving at least the expected standard

The pupil achieved the expected standard, or higher.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Percentage achieving a greater depth

The pupil achieved a greater depth, compared to the standard.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655620/2017_to_2018_interim_pre-key_stage_1_standards_PDFA.pdf

Foundations

The pupil achieved the pre-key stage 1 standard.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655620/2017_to_2018_interim_pre-key_stage_1_standards_PDFA.pdf

Working towards

The pupil exceeded the pre-key stage 1 standard and was working towards the key stage 1 standard.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/655620/2017_to_2018_interim_pre-key_stage_1_standards_PDFA.pdf

Early Years Foundation Stage

Communication and language

Experiencing a rich language environment and developing confidence and skills in expressing themselves.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Literacy

Linking sounds and letters, and beginning to read and write.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Maths

Developing skills in counting, understanding and using numbers.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Physical development

Being active and interactive, and developing coordination, control and movement.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Personal, social and emotional development

Forming positive relationships and respect for others, as well as social skills and managing their feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Understanding the world

Making sense of the physical world and the community where they live.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Expressive arts and design

Exploring and playing with a wide range of media and materials, as well as opportunities for sharing their thoughts, ideas and feelings.

Find out more:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf