

**KS1 summary overall and by EYFSP early learning goals 2016 (2 pages)
For all and disadvantaged pupils (Dis)**

Key		National		All	Dis
 	2+ pupils above national	National		Figure for national all	Figure for national other
 	1 pupil above national	Attainment			
 	1 pupil below national	expected or above		greater depth	
 	2+ pupils below national				

Reading

	A/D	All	Dis	All	Dis
Cohort	0	58	30	58	30
School %		72	70	36	30
National %		74	78	24	27
Difference %		-2	-8	13	3

	Emerging		Expected		Exceeding		All	Dis
	All	Dis	All	Dis	All	Dis		
Cohort	20	14	24	11	9	3	20	14
School %	45	50	92	91	100	100	10	14
National %	36	39	85	87	99	99	2	2
Difference %	9	11	6	4	1	1	8	12
Diff (no of pupils)	1	1	1	0	0	0	1	1

	Emerging		Expected		Exceeding		All	Dis
	All	Dis	All	Dis	All	Dis		
Cohort	20	14	24	11	9	3	20	14
School %	10	14	42	27	89	100	5	0
National %	2	2	20	21	65	66	2	1
Difference %	8	12	22	6	24	34	0	0
Diff (no of pupils)	1	1	5	0	2	1	0	0

Writing

	A/D	All	Dis	All	Dis
Cohort	0	58	30	58	30
School %		64	60	16	10
National %		65	70	13	15
Difference %		-2	-10	2	-5

	Emerging		Expected		Exceeding		All	Dis
	All	Dis	All	Dis	All	Dis		
Cohort	21	14	29	13	3	1	21	14
School %	33	36	86	85	100	100	0	0
National %	30	33	82	83	98	99	1	1
Difference %	4	3	5	2	2	1	-1	-1
Diff (no of pupils)	0	0	1	0	0	0	0	0

	Emerging		Expected		Exceeding		All	Dis
	All	Dis	All	Dis	All	Dis		
Cohort	21	14	29	13	3	1	21	14
School %	0	0	28	23	33	0	0	0
National %	1	1	13	14	52	53	1	1
Difference %	-1	-1	15	9	-19	-53	0	0
Diff (no of pupils)	0	0	4	1	0	0	0	0

KS1 summary overall and by EYFSP early learning goals 2016 (2 pages) For all and disadvantaged pupils (Dis)

Attainment	
expected or above	greater depth

Mathematics													
	A/D					All		Dis					
Cohort	0					58	30						
School %						76	73						
National %						73	77						
Difference %						3	-3						
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		19	12	33	16	1	0	19	12	33	16	1	0
School %		42	42	97	94	100	-	0	0	36	38	0	-
National %		36	40	86	87	99	99	2	2	18	20	59	61
Difference %		6	2	11	7	1	-	-2	-2	18	17	-59	-
Diff (no of pupils)		1	0	3	1	0	-	0	0	5	2	0	-

Science													
	A/D					All		Dis					
Cohort	0					58	30						
School %						83	80						
National %						82	85						
Difference %						1	-5						
		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		6	4	38	22	9	2	6	4	38	22	9	2
School %		50	50	89	86	100	100	50	50	89	86	100	100
National %		47	51	88	91	98	99	47	51	88	91	98	99
Difference %		3	-1	1	-4	2	1	3	-1	1	-4	2	1
Diff (no of pupils)		0	0	0	0	0	0	0	0	0	0	0	0

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for EYFSP groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

For mathematics, each pupil is grouped by the lower of their outcomes on the two mathematics early learning goals.

For science, each pupil is grouped by their outcome on the world early learning goal.

A/D: absent or disappled from the teacher assessment

KS1 reading teacher assessment 2016

	National cohort comparator type	At least expected standard in reading				Below expected standard in reading					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	72	74	36	24	3	2	7	5	17	19
male	23	61	70	22	20	4	3	9	6	26	21
female	35	80	78	46	27	3	1	6	4	11	16
disadvantaged	30	70	78	30	27	3	2	7	4	20	16
other	28	75	78	43	27	4	2	7	4	14	16
Free School Meals	29	69	78	31	27	3	2	7	4	21	16
Children Looked After	1	100	74	0	24	0	2	0	5	0	19
SEN with statement or EHC plan	1	100	74	100	24	0	2	0	5	0	19
SEN support	5	20	74	0	24	20	2	20	5	40	19
no SEN	52	77	82	38	27	2	0	6	2	15	15
English first language	42	74	74	40	24	2	2	5	5	19	19
English additional language	16	69	74	25	24	6	2	13	5	13	19
autumn birth	20	70	80	55	31	0	2	5	3	25	14
spring birth	15	87	74	33	23	0	2	7	5	7	18
summer birth	23	65	68	22	17	9	3	9	7	17	23
Early Years Foundation Stage											
good level of development - yes	30	93	93	57	37	0	0	0	0	7	7
good level of development - no	23	52	48	13	5	4	5	9	11	35	36
reading emerging	20	45	36	10	2	5	7	10	15	40	41
reading expected	24	92	85	42	20	0	0	0	1	8	13
reading exceeding	9	100	99	89	65	0	0	0	0	0	1
writing emerging	21	48	42	10	3	5	6	10	13	38	39
writing expected	29	93	90	52	26	0	0	0	1	7	10
writing exceeding	3	100	99	100	71	0	0	0	0	0	1
mathematics emerging	19	47	38	11	2	5	7	11	14	37	40
mathematics expected	33	91	88	52	26	0	0	0	1	9	11
mathematics exceeding	1	100	99	100	67	0	0	0	0	0	1

KS1 reading teacher assessment 2016

Ethnic group	Cohort comparator type	At least expected standard in reading				Below expected standard in reading				Working towards	
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Sch %	Nat %
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	72	74	36	24	3	2	7	5	17	19
White	38	71	74	39	24	5	2	8	5	16	19
British	35	77	74	43	24	3	2	6	5	14	19
Irish	0	-	74	-	24	-	2	-	5	-	19
Traveller	0	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	-	74	-	24	-	2	-	5	-	19
any other White background	3	0	74	0	24	33	2	33	5	33	19
Mixed	7	71	74	29	24	0	2	0	5	29	19
White & Black Caribbean	2	50	74	0	24	0	2	0	5	50	19
White & Black African	3	100	74	67	24	0	2	0	5	0	19
White & Asian	1	100	74	0	24	0	2	0	5	0	19
any other mixed background	1	0	74	0	24	0	2	0	5	100	19
Asian or Asian British	7	86	74	43	24	0	2	0	5	14	19
Indian	0	-	74	-	24	-	2	-	5	-	19
Pakistani	5	80	74	60	24	0	2	0	5	20	19
Bangladeshi	1	100	74	0	24	0	2	0	5	0	19
any other Asian background	1	100	74	0	24	0	2	0	5	0	19
Black or Black British	3	67	74	33	24	0	2	0	5	33	19
Black Caribbean	1	0	74	0	24	0	2	0	5	100	19
Black African	2	100	74	50	24	0	2	0	5	0	19
any other Black background	0	-	74	-	24	-	2	-	5	-	19
Chinese	0	-	74	-	24	-	2	-	5	-	19
any other ethnic group	3	67	74	0	24	0	2	33	5	0	19
unclassified - refused	0	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	0	-	74	-	24	-	2	-	5	-	19

KS1 writing teacher assessment 2016

	National comparator type	At least expected standard in writing				Below expected standard in writing					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	64	65	16	13	3	2	7	5	26	27
male	23	52	59	9	10	4	3	9	7	35	31
female	35	71	73	20	17	3	1	6	4	20	22
disadvantaged	30	60	70	10	15	3	2	7	4	30	24
other	28	68	70	21	15	4	2	7	4	21	24
Free School Meals	29	59	70	10	15	3	2	7	4	31	24
Children Looked After	1	100	66	0	13	0	2	0	5	0	27
SEN with statement or EHC plan	1	0	65	0	13	0	2	100	5	0	27
SEN support	5	0	65	0	13	20	2	20	5	60	27
no SEN	52	71	73	17	15	2	0	4	2	23	24
English first language	42	64	65	19	13	2	2	5	5	29	27
English additional language	16	63	65	6	13	6	2	13	5	19	27
autumn birth	20	55	73	25	19	0	2	5	4	40	21
spring birth	15	73	66	20	13	0	2	13	5	13	27
summer birth	23	65	58	4	8	9	3	4	7	22	32
Early Years Foundation Stage											
good level of development - yes	30	87	86	27	21	0	0	0	0	13	13
good level of development - no	23	39	36	4	2	4	5	9	11	48	47
reading emerging	20	35	25	0	1	5	8	10	15	50	51
reading expected	24	79	75	17	9	0	0	0	1	21	23
reading exceeding	9	100	97	56	43	0	0	0	0	0	3
writing emerging	21	33	30	0	1	5	6	10	13	52	50
writing expected	29	86	82	28	13	0	0	0	1	14	18
writing exceeding	3	100	98	33	52	0	0	0	0	0	2
mathematics emerging	19	32	28	0	1	5	7	11	14	53	50
mathematics expected	33	85	79	27	14	0	0	0	1	15	20
mathematics exceeding	1	100	96	0	46	0	0	0	0	0	3

KS1 writing teacher assessment 2016

Ethnic group	Cohort comparator type	At least expected standard in writing				Below expected standard in writing				Working towards	
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Sch %	Nat %
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	64	65	16	13	3	2	7	5	26	27
White	38	66	65	21	13	5	2	8	5	21	27
British	35	71	65	23	13	3	2	6	5	20	27
Irish	0	-	65	-	13	-	2	-	5	-	27
Traveller	0	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	0	-	65	-	13	-	2	-	5	-	27
any other White background	3	0	65	0	13	33	2	33	5	33	27
Mixed	7	43	65	0	13	0	2	0	5	57	27
White & Black Caribbean	2	0	65	0	13	0	2	0	5	100	27
White & Black African	3	67	65	0	13	0	2	0	5	33	27
White & Asian	1	0	65	0	13	0	2	0	5	100	27
any other mixed background	1	100	65	0	13	0	2	0	5	0	27
Asian or Asian British	7	86	65	0	13	0	2	0	5	14	27
Indian	0	-	65	-	13	-	2	-	5	-	27
Pakistani	5	80	65	0	13	0	2	0	5	20	27
Bangladeshi	1	100	65	0	13	0	2	0	5	0	27
any other Asian background	1	100	65	0	13	0	2	0	5	0	27
Black or Black British	3	67	65	33	13	0	2	0	5	33	27
Black Caribbean	1	0	65	0	13	0	2	0	5	100	27
Black African	2	100	65	50	13	0	2	0	5	0	27
any other Black background	0	-	65	-	13	-	2	-	5	-	27
Chinese	0	-	65	-	13	-	2	-	5	-	27
any other ethnic group	3	33	65	0	13	0	2	33	5	33	27
unclassified - refused	0	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	0	-	65	-	13	-	2	-	5	-	27

KS1 mathematics teacher assessment 2016

	National cohort comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	58	76	73	21	18	3	2	3	4	17	21
male	23	70	72	22	20	4	3	4	5	22	20
female	35	80	74	20	16	3	1	3	4	14	21
disadvantaged	30	73	77	20	20	3	2	0	3	23	18
other	28	79	77	21	20	4	2	7	3	11	18
Free School Meals	29	72	77	21	20	3	2	0	3	24	18
Children Looked After	1	100	73	0	18	0	2	0	4	0	21
SEN with statement or EHC plan	1	0	73	0	18	0	2	0	4	100	21
SEN support	5	40	73	20	18	20	2	20	4	20	21
no SEN	52	81	80	21	20	2	0	2	2	15	17
English first language	42	76	73	21	18	2	2	2	4	19	21
English additional language	16	75	73	19	18	6	2	6	4	13	21
autumn birth	20	75	80	35	25	0	2	5	3	20	15
spring birth	15	87	73	13	17	0	2	0	4	13	20
summer birth	23	70	65	13	12	9	3	4	6	17	26
Early Years Foundation Stage											
good level of development - yes	30	100	91	33	27	0	0	0	0	0	9
good level of development - no	23	48	47	9	4	4	5	4	10	43	38
reading emerging	20	45	36	0	2	5	7	5	14	45	42
reading expected	24	96	82	29	15	0	0	0	1	4	16
reading exceeding	9	100	98	56	49	0	0	0	0	0	2
writing emerging	21	43	41	0	2	5	5	5	12	48	41
writing expected	29	100	87	34	19	0	0	0	1	0	12
writing exceeding	3	100	99	67	55	0	0	0	0	0	1
mathematics emerging	19	42	36	0	2	5	6	5	13	47	44
mathematics expected	33	97	86	36	18	0	0	0	1	3	13
mathematics exceeding	1	100	99	0	59	0	0	0	0	0	1

KS1 mathematics teacher assessment 2016

Ethnic group	Cohort comparator type	At least expected standard in mathematics				Greater depth				Below pre-KS1				Below expected standard in mathematics					
		Expected standard +		Sch %		Nat %		Sch %		Nat %		Sch %		Nat %		Sch %		Nat %	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	all	58	73	76	73	21	18	3	2	3	4	17	21						
White	all	38	73	71	73	24	18	5	2	5	4	18	21						
British	all	35	73	77	73	26	18	3	2	3	4	17	21						
Irish	all	0	73	-	73	-	18	-	2	-	4	-	21						
Traveller	all	0	73	-	73	-	18	-	2	-	4	-	21						
Gypsy/Roma	all	0	73	-	73	-	18	-	2	-	4	-	21						
any other White background	all	3	73	0	73	0	18	33	2	33	4	33	21						
Mixed	all	7	73	71	73	0	18	0	2	0	4	29	21						
White & Black Caribbean	all	2	73	50	73	0	18	0	2	0	4	50	21						
White & Black African	all	3	73	100	73	0	18	0	2	0	4	0	21						
White & Asian	all	1	73	0	73	0	18	0	2	0	4	100	21						
any other mixed background	all	1	73	100	73	0	18	0	2	0	4	0	21						
Asian or Asian British	all	7	73	100	73	29	18	0	2	0	4	0	21						
Indian	all	0	73	-	73	-	18	-	2	-	4	-	21						
Pakistani	all	5	73	100	73	40	18	0	2	0	4	0	21						
Bangladeshi	all	1	73	100	73	0	18	0	2	0	4	0	21						
any other Asian background	all	1	73	100	73	0	18	0	2	0	4	0	21						
Black or Black British	all	3	73	100	73	33	18	0	2	0	4	0	21						
Black Caribbean	all	1	73	100	73	0	18	0	2	0	4	0	21						
Black African	all	2	73	100	73	50	18	0	2	0	4	0	21						
any other Black background	all	0	73	-	73	-	18	-	2	-	4	-	21						
Chinese	all	0	73	-	73	-	18	-	2	-	4	-	21						
any other ethnic group	all	3	73	67	73	0	18	0	2	0	4	33	21						
unclassified - refused	all	0	73	-	73	-	18	-	2	-	4	-	21						
unclassified - not obtained	all	0	73	-	73	-	18	-	2	-	4	-	21						

KS1 science teacher assessment 2016

	National comparator type		Expected standard		Ethnic group	National comparator type		Expected standard	
	Cohort	National comparator type	School %	National %		Cohort	National comparator type	School %	National %
all pupils	58	all	83	82	White	38	all	76	82
male	23	same	83	79	British	35	all	83	82
female	35	same	83	84	Irish	0	all	-	82
disadvantaged	30	non	80	85	Traveller	0	all	-	82
other	28	same	86	85	Gypsy/Roma	0	all	-	82
Free School Meals	29	non	79	85	any other White background	3	all	0	82
Children Looked After	1	non	100	82	Mixed	7	all	100	82
SEN with statement or EHC plan	1	all	0	82	White & Black Caribbean	2	all	100	82
SEN support	5	all	60	82	White & Black African	3	all	100	82
no SEN	52	same	87	89	White & Asian	1	all	100	82
English first language	42	all	83	82	any other mixed background	1	all	100	82
English additional language	16	all	81	82	Asian or Asian British	7	all	100	82
autumn birth	20	same	95	87	Indian	0	all	-	82
spring birth	15	same	80	82	Pakistani	5	all	100	82
summer birth	23	same	74	76	Bangladeshi	1	all	100	82
Early Years Foundation Stage					any other Asian background	1	all	100	82
good level of development - yes	30	same	100	96	Black or Black British	3	all	100	82
good level of development - no	23	same	70	62	Black Caribbean	1	all	100	82
reading emerging	20	same	65	52	Black African	2	all	100	82
reading expected	24	same	100	92	any other Black background	0	all	-	82
reading exceeding	9	same	100	99	Chinese	0	all	-	82
writing emerging	21	same	67	57	any other ethnic group	3	all	67	82
writing expected	29	same	100	94	unclassified - refused	0	all	-	82
writing exceeding	3	same	100	99	unclassified - not obtained	0	all	-	82
mathematics emerging	19	same	68	53					
mathematics expected	33	same	97	93					
mathematics exceeding	1	same	100	99					

KS1 reading teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS reading	No data	0	1	2	0	1	1	5	2	40	43	-3	0	1	20	10	10	0
	Emerging	0	1	2	8	7	2	20	9	45	36	9	1	2	10	2	8	1
	Expected	0	0	0	2	12	10	24	22	92	85	6	1	10	42	20	22	5
	Exceeding	0	0	0	0	1	8	9	9	100	99	1	0	8	89	65	24	2
	Total	0	2	4	10	21	21	58	42	72	74	-2	0	21	36	24	13	7

Disadvantaged pupils		Key stage 1 reading																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS reading	No data	0	0	1	0	0	1	2	1	50	44	6	0	1	50	11	39	0
	Emerging	0	1	1	5	5	2	14	7	50	39	11	1	2	14	2	12	1
	Expected	0	0	0	1	7	3	11	10	91	87	4	0	3	27	21	6	0
	Exceeding	0	0	0	0	0	3	3	3	100	99	1	0	3	100	66	34	1
	Total	0	1	2	6	12	9	30	21	70	78	-8	-2	9	30	27	3	0

All pupils working on P scales at KS1		Key stage 1 reading P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS reading	No data	0	0	0	0	0	0	1	0	1
	Emerging	0	0	0	0	0	0	0	1	1
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	1	2

BLW Below pre-key stage 1 standards
 PKF Foundations for the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

KS1 writing teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 writing																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS writing	No data	0	1	2	0	2	0	5	2	40	38	2	0	0	0	6	-6	0
	Emerging	0	1	2	11	7	0	21	7	33	30	4	0	0	0	1	-1	0
	Expected	0	0	0	4	17	8	29	25	86	82	5	1	8	28	13	15	4
	Exceeding	0	0	0	0	2	1	3	3	100	98	2	0	1	33	52	-19	0
	Total	0	2	4	15	28	9	58	37	64	65	-2	0	9	16	13	2	1

Disadvantaged pupils		Key stage 1 writing																
		No data							Expected standard +					Greater depth				
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
Number of pupils	No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS writing	No data	0	0	1	0	1	0	2	1	50	38	12	0	0	0	6	-6	0
	Emerging	0	1	1	7	5	0	14	5	36	33	3	0	0	0	1	-1	0
	Expected	0	0	0	2	8	3	13	11	85	83	2	0	3	23	14	9	1
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	53	-53	0
	Total	0	1	2	9	15	3	30	18	60	70	-10	-2	3	10	15	-5	-1

All pupils working on P scales at KS1		Key stage 1 writing P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS writing	No data	0	0	0	0	0	0	0	1	1
	Emerging	0	0	0	0	0	0	1	0	1
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	1	2

BLW Below pre-key stage 1 standards
 PKF Foundations for the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

Where a pupil was working at P1-3 English, this is recorded on both the reading and writing table.

KS1 mathematics teacher assessment 2016 compared with EYFS

All pupils		Key stage 1 mathematics																	
		No data							Expected standard +					Greater depth					
									No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat %	Diff %	Diff no.	No.	Sch %	Nat %	Diff %	Diff no.	
EYFS mathematics	No data	0	1	1	0	3	0	5	3	60	51	9	0	0	0	0	9	-9	0
	Emerging	0	1	1	9	8	0	19	8	42	36	6	1	0	0	0	2	-2	0
	Expected	0	0	0	1	20	12	33	32	97	86	11	3	12	36	18	18	5	5
	Exceeding	0	0	0	0	1	0	1	1	100	99	1	0	0	0	0	59	-59	0
	Total	0	2	2	10	32	12	58	44	76	73	3	1	12	21	18	3	1	1

Disadvantaged pupils		Key stage 1 mathematics																	
		No data							Expected standard +					Greater depth					
									No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.	
EYFS mathematics	No data	0	0	0	0	2	0	2	2	100	52	48	0	0	0	0	10	-10	0
	Emerging	0	1	0	6	5	0	12	5	42	40	2	0	0	0	0	2	-2	0
	Expected	0	0	0	1	9	6	16	15	94	87	7	1	6	38	20	17	2	2
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	0	61	-61	0
	Total	0	1	0	7	16	6	30	22	73	77	-3	-1	6	20	20	0	0	0

All pupils working on P scales at KS1		Key stage 1 mathematics P scale								
		P1	P2	P3	P4	P5	P6	P7	P8	Total
EYFS mathematics	No data	0	0	0	0	0	0	1	0	1
	Emerging	0	0	0	0	0	0	1	0	1
	Expected	0	0	0	0	0	0	0	0	0
	Exceeding	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	2	0	2

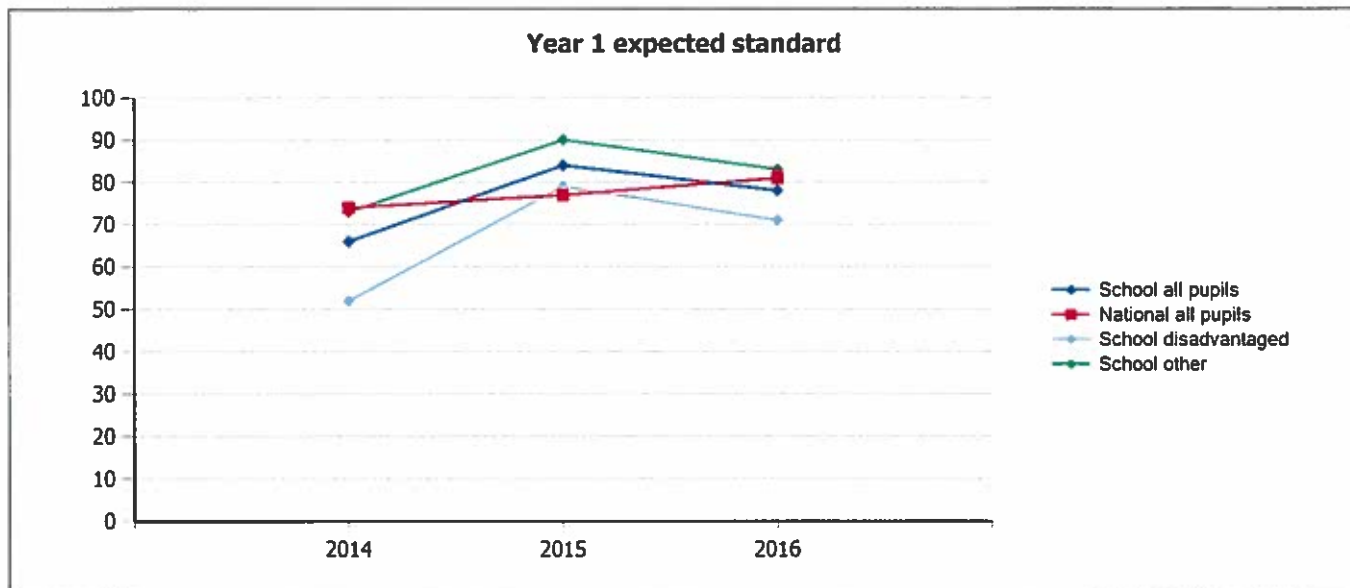
BLW Below pre-key stage 1 standards
 PKF Foundations for the expected standard
 WTS Working towards the expected standard
 EXS Working at the expected standard
 GDS Working at greater depth within the expected standard

The mathematics EYFS outcome shown is the lowest of the two mathematics early learning goals (ELG) for each pupil (Exceeding if both ELG are Exceeding, Expected if both are Expected or one is Expected and the other is Exceeding, otherwise Emerging).

At KS1, a pupil's lowest P scale in using and applying, number, and shape, space and measures is shown in the mathematics table.

Phonics percentages attaining expected standard Years 1 and 2 trend

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	66	74	84	77	78	81
Boys	57	70	75	73	74	77
Girls	73	78	93	81	81	84
Disadvantaged	52	63	79	66	71	70
Other	73	78	90	80	83	83

	Year 2 Cumulative					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	-	-	90	90	93	91
Boys	-	-	84	88	91	89
Girls	-	-	96	92	94	93
Disadvantaged	-	-	79	84	97	86
Other	-	-	97	92	89	93

Year 2 phonics marks 2016 compared with Year 1

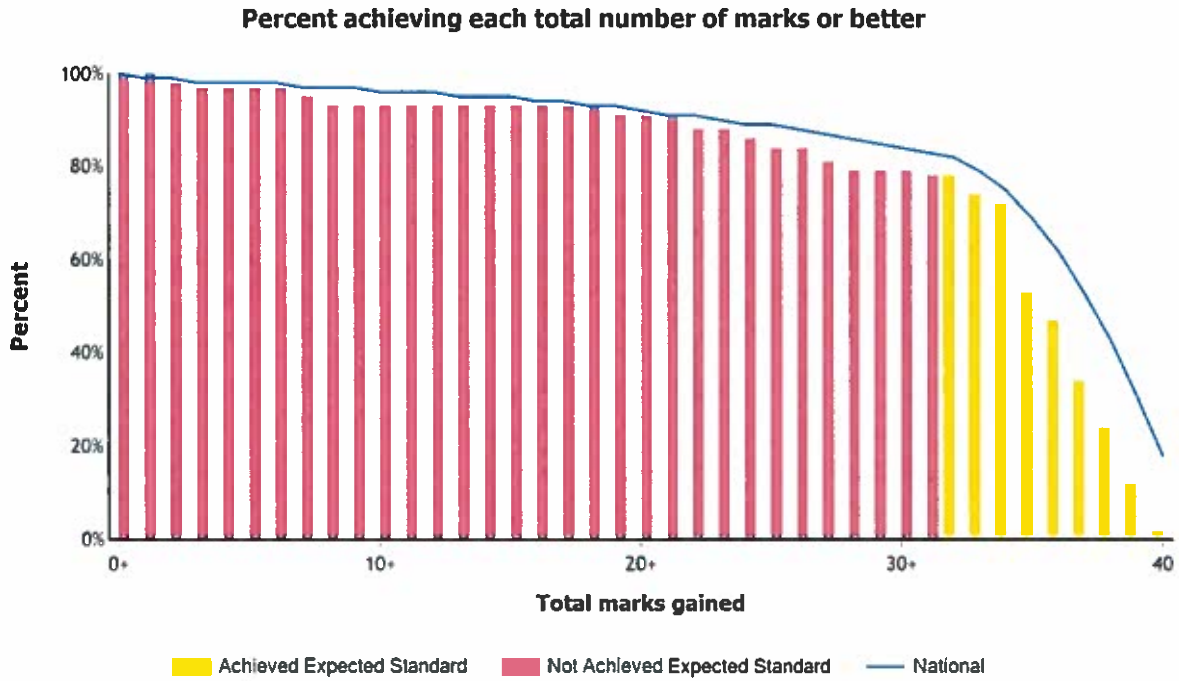
This report shows the outcomes in the Year 2 Phonics Screening check of those pupils who did not meet the expected standard in Year 1 or have taken the check for the first time in Year 2.

Number of pupils		Year 2 Marks								Total number of pupils	Number achieved expected standard	School % achieved expected standard	National % achieved expected standard
		None	0-9	10-19	20-24	25-29	30-31	32+					
Year 1 marks	No Y1 outcome	0	0	0	1	1	0	0	0	2	0	0	38
	0-9	0	0	0	0	0	0	0	0	0	0	0	23
	10-19	1	0	1	0	0	0	0	0	2	0	0	59
	20-24	0	0	0	0	0	0	3	0	3	3	100	78
	25-29	0	0	0	0	0	0	1	0	1	1	100	88
	30-31	0	0	0	0	0	0	0	0	0	0	0	92
Summary										8	4	50	64

Year 1 phonics marks 2016

Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.



Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Phonics Screening Check					Average mark	
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
All Pupils	58	0	45	78	81	32	34
Gender							
Male	31	0	23	74	77	32	33
Female	27	0	22	81	84	32	35
Free School Meals*							
FSM	28	0	20	71	70	31	31
Non FSM	30	0	25	83	83	33	35
Children Looked After							
CLA	1	0	0	0	61	21	30
Not CLA	57	0	45	79	81	32	34
Disadvantaged pupils							
Disadvantaged pupils	28	0	20	71	70	31	31
Other pupils	30	0	25	83	83	33	35
English as a First Language							
English or believed to be English	49	0	41	84	81	34	34
Other than English or believed to be other than English	8	0	4	50	80	25	34
Unclassified	1	0	0	0	41	7	25
Special Educational Needs							
No SEN	51	0	41	80	86	33	35
SEN support	6	0	3	50	46	27	25
SEN with statement or EHC plan	1	0	1	100	18	36	19
Ethnicity Group							
White							
British	43	0	37	86	81	34	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	1	0	0	0	37	23	23
Any Other White Background	4	0	2	50	78	19	33
Mixed							
White and Black Caribbean	1	0	1	100	78	38	33
White and Black African	1	0	0	0	82	30	34
White and Asian	1	0	1	100	85	34	35
Any other Mixed Background	0	0	0	0	83	-	35
Asian or Asian British							
Indian	0	0	0	0	89	-	36
Pakistani	2	0	2	100	81	33	34
Bangladeshi	0	0	0	0	82	-	34
Any other Asian Background	1	0	0	0	85	27	35
Black or Black British							
Black Caribbean	0	0	0	0	79	-	33
Black African	2	0	1	50	84	33	35
Any Other Black Background	0	0	0	0	80	-	34
Chinese	0	0	0	0	88	-	36
Any Other Ethnic Group	1	0	1	100	79	34	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	1	0	0	0	47	7	27
Term Of Birth							
Autumn	17	0	16	94	86	36	35
Spring	18	0	14	78	81	32	34
Summer	23	0	15	65	75	29	33

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Phonics by the end of Year 2 2016

This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the national percentage for the same pupil group.

Phonics Screening Check					
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	58	-	54	93	91
Gender					
Male	23	-	21	91	89
Female	35	-	33	94	93
Free School Meals*					
FSM	29	-	28	97	86
Non FSM	29	-	26	90	93
Children Looked After					
CLA	1	-	1	100	77
Not CLA	57	-	53	93	91
Disadvantaged pupils					
Disadvantaged pupils	30	-	29	97	86
Other pupils	28	-	25	89	93
English as a First Language					
English or believed to be English	42	-	41	98	92
Other than English or believed to be other than English	16	-	13	81	90
Unclassified	-	-	-	-	52
Special Educational Needs					
No SEN	52	-	50	96	96
SEN support	5	-	3	60	69
SEN with statement or EHC plan	1	-	1	100	29
Ethnicity Group					
White					
British	35	-	34	97	92
Irish	-	-	-	-	91
Traveller of Irish Heritage	-	-	-	-	60

Phonics by the end of Year 2 2016

Phonics Screening Check						
Cohort	Number A/D*	Number achieving expected standard	% School	% National		
Gypsy/Roma	-	-	-	60		
Any Other White Background	3	1	33	89		
Mixed						
White and Black Caribbean	2	2	100	90		
White and Black African	3	3	100	92		
White and Asian	1	1	100	94		
Any other Mixed Background	1	1	100	92		
Asian or Asian British						
Indian	-	-	-	95		
Pakistani	5	4	80	92		
Bangladeshi	1	1	100	92		
Any other Asian Background	1	1	100	93		
Black or Black British						
Black Caribbean	1	1	100	90		
Black African	2	2	100	92		
Any Other Black Background	-	-	-	89		
Chinese						
Any Other Ethnic Group	3	3	100	89		
Unclassified - Refused	-	-	-	90		
Unclassified - Information Not Obtained	-	-	-	60		
Term Of Birth						
Autumn	20	18	90	94		
Spring	15	15	100	91		
Summer	23	21	91	89		

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

Early Years Foundation Stage Profile 2016

Percentage of pupils achieving at least expected in													
Communication and language				Literacy				Mathematics					
Listening and attention	Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures		
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
77	86	75	86	77	85	68	77	65	73	72	79	72	82
77	82	69	82	77	81	65	72	62	66	65	75	65	78
76	91	79	90	76	90	71	83	68	80	76	83	76	86
50	78	50	78	50	77	50	63	50	58	50	66	50	70
80	88	78	87	80	87	70	80	67	75	74	81	74	84

	Percentage of pupils achieving a good level of development	
	Sch	Nat
All Pupils	63	69
Gender		
Male	62	62
Female	65	77
Free School Meals		
FSM	50	55
Non FSM	65	72

Percentage of pupils achieving at least expected in																	
Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design					
Moving and handling	Health and self-care		Self-confidence and self-awareness	Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
	Sch	Nat		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
80	90	80	92	85	89	83	88	87	90	77	86	87	92	88	89	88	88
69	85	77	89	81	86	81	83	81	86	73	82	85	91	85	83	85	83
88	94	82	95	88	93	85	93	91	94	79	89	88	94	91	94	91	93
67	83	50	85	67	80	67	80	67	83	50	77	67	87	67	81	67	80
81	91	83	93	87	90	85	89	89	91	80	87	89	93	91	90	91	90

Early Years Foundation Stage Profile 2015

Percentage of pupils achieving at least expected in												
Communication and language				Literacy				Mathematics				
Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measures	Sch	Nat	Sch	Nat	Sch	Nat
85	86	80	85	76	84	75	76	71	75	77	75	81
82	81	73	81	70	80	67	71	64	64	74	64	77
88	91	88	90	85	89	85	82	88	88	81	88	85
88	77	77	77	69	75	69	62	56	65	64	65	69
82	87	82	87	82	86	79	79	74	82	80	82	83

	Percentage of pupils achieving a good level of development	
	Sch	Nat
All Pupils	66	66
Gender		
Male	58	59
Female	77	74
Free School Meals		
FSM	54	52
Non FSM	76	69

Percentage of pupils achieving at least expected in																		
Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design						
Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	Sch	Nat	Sch	Nat					
														Sch	Nat	Sch	Nat	Sch
86	90	86	91	85	89	81	87	85	89	85	85	83	85	92	85	88	86	87
88	85	85	88	79	85	76	82	82	81	79	82	82	82	91	82	82	82	82
85	94	88	94	92	93	88	93	88	89	88	89	88	93	88	94	92	93	93
85	83	85	85	81	82	77	79	85	75	81	75	85	86	85	80	85	79	79
88	91	91	90	88	90	85	89	85	87	85	87	85	93	85	89	85	88	88

Early Years Foundation Stage Profile 2014

Percentage of pupils achieving at least expected in													
Communication and language				Literacy				Mathematics					
Listening and attention	Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures		
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
80	84	89	84	93	82	67	74	63	67	67	75	67	79
72	79	84	80	92	78	60	69	56	60	64	71	64	76
86	89	93	88	93	87	72	80	69	75	69	78	69	83
81	74	86	74	81	72	52	58	52	51	52	60	52	65
79	86	91	86	100	84	76	78	70	71	76	78	76	82

	Percentage of pupils achieving a good level of development	
	Sch	Nat
All Pupils	56	61
Gender		
Male	44	53
Female	66	69
Free School Meals		
FSM	48	45
Non FSM	61	64

Percentage of pupils achieving at least expected in																			
Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design							
Moving and handling	Health and self-care		Self-confidence and self-awareness	Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative			
	Sch	Nat		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
85	89	98	91	87	87	85	86	83	88	91	84	91	84	98	91	89	86	85	85
76	84	96	88	88	84	76	81	72	83	92	80	92	81	96	90	80	80	72	79
93	94	100	94	86	91	93	92	93	92	90	88	90	87	100	92	97	93	97	92
90	82	95	84	76	80	86	77	81	80	81	73	86	73	95	84	86	78	81	76
82	90	100	92	94	89	85	88	85	90	97	86	94	86	100	92	91	88	88	87

Absence and exclusions trend

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Absence						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	8.3	8.8
% Persistent absentees- absent for 15% or more sessions	2.4	2.8	5.6	2.7	-	-
% of sessions missed due to Overall Absence	4.4	3.9	5.2	4.0	3.1	3.9
Exclusions						
Permanent exclusions as a percentage of the pupil group	0.00	0.02	0.00	0.02	-	-
% pupils with 1 or more fixed term exclusions	3.42	0.49	2.97	0.52	-	-
% pupils with more than 1 fixed term exclusion	2.14	0.21	0.85	0.23	-	-
Fixed term exclusions as a percentage of the pupil group	8.12	1.01	4.66	1.10	-	-

Absence 2016

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	3.1	3.9	8.3	8.8
Gender				
Male	2.8	4.0	5.4	9.0
Female	3.4	3.9	10.8	8.6
Free School Meals*				
FSM	3.9	5.2	10.5	15.1
Non FSM	2.5	3.4	6.3	6.2
English as a First Language				
English or believed to be English	2.6	3.9	6.3	8.5
Other than English or believed to be other than English	5.2	4.2	16.0	9.9
Unclassified	-	4.2	-	11.3
Special Educational Needs				
No SEN	3.1	3.7	7.4	7.5
SEN support	3.3	5.2	10.0	14.2
SEN with statement or EHC plan	2.7	6.4	0.0	19.1
Ethnic Group				
White				
British	2.2	3.8	3.7	8.1
Irish	-	4.7	-	12.8
Traveller of Irish Heritage	-	16.6	-	59.0
Gypsy/Roma	-	11.0	-	41.3
Any Other White Background	8.1	4.6	33.3	11.2
Mixed				
White and Black Caribbean	6.0	4.7	33.3	12.9
White and Black African	2.2	3.9	0.0	9.1
White and Asian	0.8	4.0	0.0	8.9
Any other Mixed Background	1.7	4.3	0.0	10.3
Asian or Asian British				
Indian	-	3.7	-	7.8
Pakistani	7.9	4.9	14.3	11.8
Bangladeshi	19.4	4.9	100.0	11.8
Any other Asian Background	3.5	3.7	0.0	7.6
Black or Black British				
Black Caribbean	0.0	4.1	0.0	10.8

Absence 2016

Black African	1.2	2.6	20.0	4.6
Any Other Black Background	-	3.3	-	7.6
Chinese	-	2.6	-	4.3
Any Other Ethnic Group	5.3	4.2	20.0	9.5
Unclassified - Refused	-	4.2	-	10.0
Unclassified - Information Not Obtained	-	4.9	-	16.3

Exclusions 2015

These data relate to 2015 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	4.66	1.10	2.97	0.52	0.85	0.23	0.00	0.02
Gender								
Male	8.26	1.91	4.96	0.90	1.65	0.40	0.00	0.04
Female	0.87	0.25	0.87	0.13	0.00	0.05	0.00	0.00
Free School Meals*								
FSM	10.13	2.91	7.59	1.34	1.27	0.61	0.00	0.06
Non FSM	3.06	0.55	1.02	0.27	1.02	0.11	0.00	0.01
English as a First Language								
English or believed to be English	11.90	1.51	7.14	0.70	2.38	0.31	0.00	0.03
Other than English or believed to be other than English	2.94	0.55	2.94	0.34	0.00	0.10	0.00	0.01
Unclassified	-	1.59	-	0.90	-	0.41	-	0.08
Special Educational Needs								
No SEN	0.50	0.30	0.00	0.18	0.00	0.05	0.00	0.00
SEN support	29.03	5.30	19.35	2.37	3.23	1.15	0.00	0.12
SEN with statement or EHC plan	33.33	10.88	33.33	4.57	33.33	2.55	0.00	0.16
Ethnic Group								
White								
British	6.94	1.47	4.17	0.67	1.39	0.30	0.00	0.03
Irish	-	1.27	-	0.67	-	0.32	-	0.03
Traveller of Irish Heritage	-	6.53	-	3.58	-	1.54	-	0.17
Gypsy/Roma	-	3.63	-	2.01	-	0.75	-	0.16
Any Other White Background	0.00	0.64	0.00	0.35	0.00	0.12	0.00	0.01
Mixed								
White and Black Caribbean	400.00	3.09	200.00	1.43	100.00	0.66	0.00	0.06
White and Black African	0.00	1.85	0.00	0.80	0.00	0.38	0.00	0.03
White and Asian	0.00	0.73	0.00	0.39	0.00	0.13	0.00	0.01
Any other Mixed Background	25.00	1.46	25.00	0.72	0.00	0.29	0.00	0.03
Asian or Asian British								
Indian	-	0.10	-	0.08	-	0.01	-	0.00
Pakistani	0.00	0.41	0.00	0.29	0.00	0.07	0.00	0.00
Bangladeshi	-	0.20	-	0.15	-	0.03	-	0.00
Any other Asian Background	0.00	0.26	0.00	0.17	0.00	0.05	0.00	0.00

Exclusions 2015

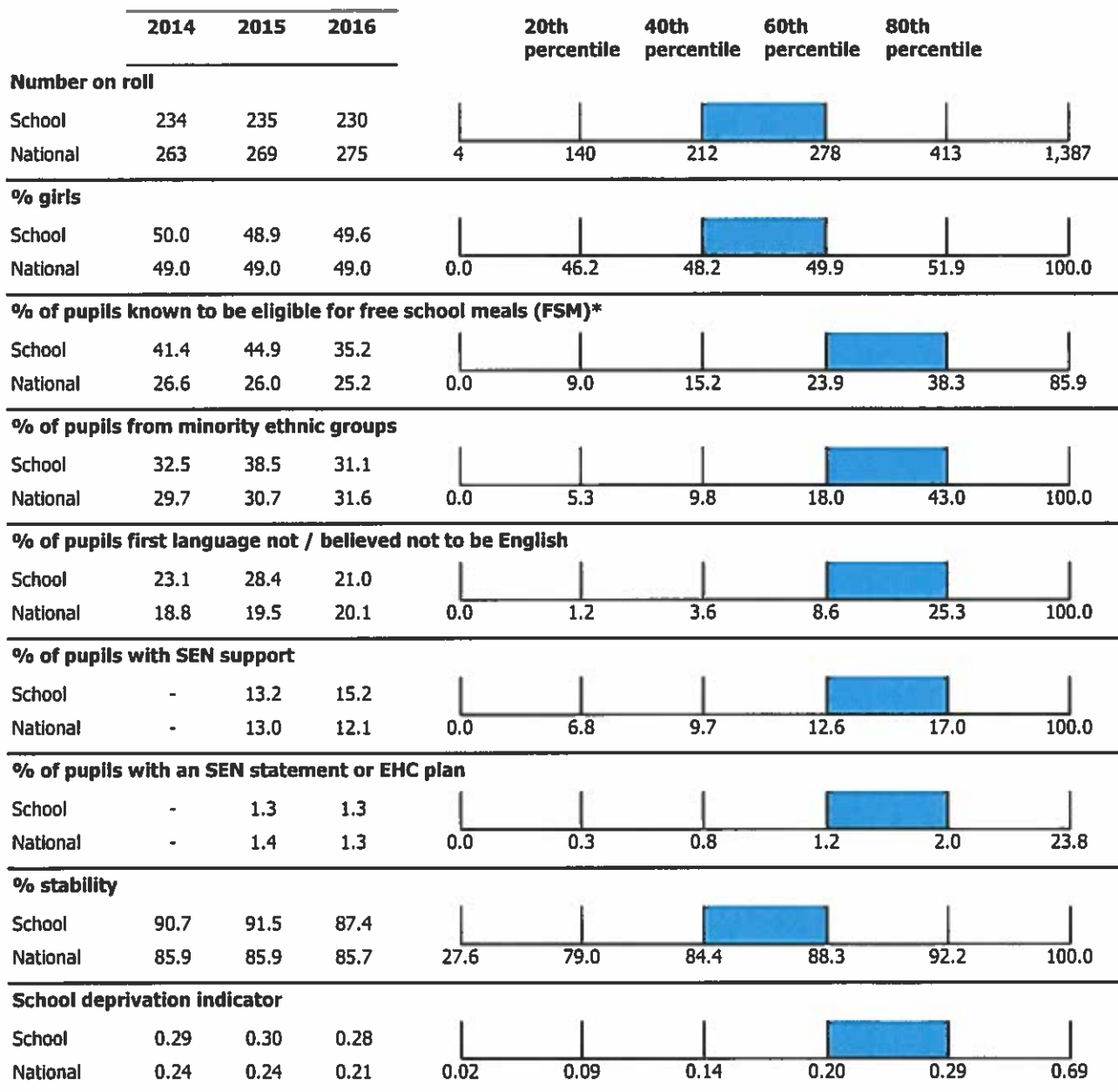
	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
Black or Black British								
Black Caribbean	-	3.54	-	1.94	-	0.75	-	0.08
Black African	0.00	1.08	0.00	0.64	0.00	0.20	0.00	0.01
Any Other Black Background	0.00	1.67	0.00	1.13	0.00	0.33	0.00	0.02
Chinese	-	0.25	-	0.12	-	0.04	-	0.01
Any Other Ethnic Group	8.33	0.60	8.33	0.36	0.00	0.11	0.00	0.01
Unclassified - Refused	-	1.41	-	0.66	-	0.27	-	0.05
Unclassified - Information Not Obtained	-	2.69	-	1.02	-	0.52	-	0.09

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Significance tests are not supplied with this data. Comparisons should be made with all pupils nationally and not solely with the same group nationally.

Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	111	55.9 / 44.1	-	-	-	22.5	1
1	60	53.3 / 46.7	46.7	23.3	13.3	11.7	1
2	59	37.3 / 62.7	50.8	39.0	28.8	10.2	1

Ethnic groups and English as a first language trend

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	66.9	61.5	68.9	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.8	0.0	0.0	0.3
any other White background	1.7	1.7	5.0	5.6
Mixed				
White & Black Caribbean	0.0	0.9	2.5	1.5
White & Black African	0.8	1.7	3.4	0.7
White & Asian	0.8	1.7	1.7	1.2
any other mixed background	3.4	3.4	0.8	1.9
Asian or Asian British				
Indian	0.0	0.0	0.0	2.8
Pakistani	11.9	11.1	5.9	4.2
Bangladeshi	0.8	0.0	0.8	1.7
any other Asian background	0.8	1.7	2.5	1.7
Black or Black British				
Caribbean	0.0	0.0	0.8	1.2
African	2.5	5.1	3.4	3.7
any other Black background	0.8	0.9	0.0	0.7
Chinese				
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group				
Any other ethnic group	7.6	10.3	4.2	1.7
Parent/pupil preferred not to say				
Parent/pupil preferred not to say	0.8	0.0	0.0	0.5
Ethnicity not known				
Ethnicity not known	0.0	0.0	0.0	0.5
First language				
English	76.3	70.9	79.0	81.8
Other	22.9	28.2	21.0	18.0
Unclassified	0.8	0.9	0.0	0.2

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	2	1	0	0	1
Moderate Learning Difficulty	-	3	2	0	0	0
Severe Learning Difficulty	-	1	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	9	5	0	2	0
Speech, Language and Communication Needs	-	14	24	2	0	0
Hearing Impairment	-	1	1	0	0	0
Visual Impairment	-	1	2	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	1	2
Autistic Spectrum Disorder	-	0	0	0	0	0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	0	1	0	0
School total	-	31	35	3	3	3
Percentage of school roll	-	13.2	15.2	1.3	1.3	1.3