

## APS PROGRESS - WHOLE SCHOOL SEPT 2013 - JULY 2014

This table gives a measure of progress across the year. The APS for each subject and year group may differ, as only pupils on role in September 2013 and July 2014 have been included.

Year group	Maths			Reading			Writing		
	Sept 2013	July 2014	APS Progress	Sept 2013	July 2014	APS Progress	Sept 2013	July 2014	APS Progress
6	24.33	30.9	<b>6.57</b>	24.62	30.62	<b>6.00</b>	23.57	27.48	<b>3.91</b>
5	24.15	26.9	<b>2.75 *</b>	23.95	27.74	<b>3.79</b>	22.68	26.16	<b>3.48</b>
4	19.27	23.00	<b>3.73</b>	19.73	23.19	<b>3.46</b>	18.72	21.90	<b>3.18</b>
3	17.0	21.14	<b>4.14</b>	17.29	21.43	<b>3.14</b>	16.43	20.29	<b>3.86</b>
2 #	10.13	17.08	<b>6.95</b>	10.64	17.27	<b>6.63</b>	9.91	16.64	<b>6.73</b>
1 ~	5.69	9.69	<b>4.00</b>	6.22	10.39	<b>4.17</b>	5.70	9.79	<b>4.09</b>

\* statmented pupil in this cohort -

# should make 6 points progress over the year

~ should make 4 points progress over the year (measured from December 13 to July 14)

Years 3/4/5/6 should make 3 points progress over the year

All year groups have made progress in all 3 subjects above national expectations (in line year 1 writing and year 3 reading). Where progress is lower, test papers or teacher judgement analysis (APP) will ensure these areas are targeted next year. Individual pupil progress analysis will identify the pupils to who need focus.

NOT PROGRESS - Academic levels year groups are working at (attainment)

Year Group	Maths APS average at end of July 2013	Maths APS average at end of July 2014	Reading APS average at end of July 2013	Reading APS average at end of July 2014	Writing APS average at end of July 2013	Writing APS average at end of July 2014	AVE APS for end of year
6	30.20	30.90	31.53	30.62	28.06	27.48	27
5	25.43	26.9	25.71	27.74	23.81	26.16	24
4	23.44	23	23.78	23.19	22.89	21.90	21
3	19.18	21.14	19.55	21.43	18.55	20.29	18
2	15.8	17.08	15.93	17.27	15.27	16.64	15
1	9.52	9.69	10.91	10.39	9.61	9.79	9

APS comparisons above are for different Cohorts at the same point in their education - determines whether cohorts are working at a higher or lower level than the previous cohort.