

Quality of Education- OUTCOMES

East Hoathly Primary Outcomes Key Priorities:

1.1- KS2- Year 6

Maths GD/Progress to at least reach NA (2018= 7%/-4.3, 2019 = 12.5%/-4.5)

Reading progress to reach NA (2018= -4.8, 2019= -3.6)

Writing progress to reach NA (2018 & 2019= -2.3)

1.2- KS1- Year 1

Year 1 phonics pass % to at least reach NA (NA= 80%, '19'=70.6%).

1.3- EYFS – Reception & Nursery

Reception Reading and Writing 'expected' to at least reach NA
(2019 Re=75% (NA=81%) Wr=75% (NA=78%)).

Nursery Maths NR5 'expected' to reach NA. (2019 Ma= 55%, FFT=80%).

THE HEAD OF SCHOOL WILL REPORT ON PUPIL PROGRESS TO THE GOVERNING BODY 3 TIMES A YEAR USING THEIR COHORT LEARNER OUTCOME CHARTS. REPORTS WILL FOCUS ON ALL PUPILS, DISADVANTAGED PUPILS, PUPILS WITH SEND AND HIGH PRIOR ATTAINING PUPILS.



= Identified Group



= Person Responsible



= Person Monitoring



= Person Evaluating

OUTCOMES for Improvement - 2020-2021





The Quality of Education - **OUTCOMES**











EAST HOATHLY TARGETS FOR PUPIL OUTCOMES JULY 2021





These have been set by looking at % of pupils at expected standard in July 2020 and adding challenge, ensuring no targets are below national average and taking into account pupils' prior performance at EYFS and/or KS1

	FFT20 estimates Expected Standard	FFT50 estimates for expected standard	Targets for July 2021 Expected Standard	National Average 2019	Targets for July 2021 Higher Standard	National Average 2019
EYFS			86 % GLD	71.8%	APS	36.4 APS
Y1 Phonics			87 % Pass	82%	23% Securing 40	
End of KS1 (Y2)						
Reading	87%	83%	87%	75%	53%	25%
Writing	83%	78%	87%	69%	33%	21%
Maths	87%	84%	93%	76%	47%	28%
YEAR 1						
Reading			77%		31%	
Writing			77%		31%	
Maths			77%		31%	
End of KS2 (Y6)						
Reading	94%	91%	92%	73%	42%	27%
Writing	96%	94%	92%	78%	42%	20%
Maths	97%	95%	100%	79%	33%	27%
Combined	92%	87%	92%	65%	33%	11%
GPS	97%	82%	92%	78%	42%	36%
Year 3						
Reading			87%		40%	
Writing			87%		33%	
Mathematics			80%		33%	
Year 4						
Reading	94%	90%	92%		43%	
Writing	97%	94%	92%		35%	
Mathematics	93%	93%	92%		40%	
X Tables			92%			
Year 5						
Reading	85%	79%	85%		31%	
Writing	88%	83%	85%		38%	
Mathematics	91%	87%	85%		31%	

1.1 Year 6 2021 Outcomes Writing GD/progress to at least reach NA (NA= 20%, 2018=8%, P= -0.1, 2019=14%, P= -1.8) Maths progress to be consistently positive 2020 (2017= -3.0, 2018=+3.2, 2019= -0.8). Progress of Year 6 SEND and Disadvantaged Pupils to reach NA.							SEF Ref: EH- pages 5-13				
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators								
<ul style="list-style-type: none"> ✓ Writing GD 2021 Attainment target achieved= 42% ✓ Writing 2021 progress target achieved= +1 ✓ Maths 2021 progress target achieved = +1 ✓ SEND & PPG 2021 Year 6 pupils progress target achieved= 0 			<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leader & Inclusion Manager monitoring and data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly					
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of writing and maths • Monitor teaching and learning through termly triangulations – particular focus on writing and maths • Review progress on targets termly at PPM • Use catch-up funding from government to impact most on chn’s attainment and progress in maths and writing. 		BH/JP AB		July 2020 Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Oct 2020 Sept – set targets for all pupils with FFT20 and 50 Termly PPM (see dates below) Organise how catch-up funding will be spend across key year groups Triangulations: Tues 13th and Thurs 22nd Oct and Thurs 26th Nov	Jan 2021 Termly PPM (see dates below) Triangulations: Tues 2nd and Thurs 4th Feb and Thurs 25th Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January - Book audit (CP) Thursday 28th January - Book audit (SMV)	April 2021 Termly PPM (see dates below) Triangulations: Tues 1 st 18 th May (SIP visit)	July 2021 Termly PPM (see dates below) Triangulations: Thurs 1 st Jul Tuesday 29th June – Subject Leader book review	Catch-up funding	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP / Governors / SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in writing and maths and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on writing and maths 		BH/JP/ AF AB		Subject Leader action plans shared Sept – set PM targets Subject Leader CPD forms to be filled out by all teachers Thurs 8 th Oct – Writing and Reading staff meeting Thurs 19 th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Jan 4 th INSET – Writing and Maths CPD from subject leaders BH/AB attend KS2 writing moderation training BH/AB attend KS2 ARA course (LA)	May/June – County moderation for writing March – review PM targets	July – review PM targets	Performance Management 3x yearly	JP / Governors / SIP		
Vulnerable Groups support <ul style="list-style-type: none"> • Review interventions termly to target specific groups and gaps in learning • Discuss specific need in PPM and monitor this termly • APDOR termly meetings with SENDCO to identify areas for support and external agencies involved where necessary 		BH/JP/ SL AB		Create recovery curriculum to facilitate vulnerable groups Create PPM template documents to cover all core subjects with a focus on VGS	APDOR review – 15 th October PPM – 22 nd Oc APDOR review – 10 th December PPM – 17 th Dec	APDOR review – 4 th February PPM – 11 th Feb APDOR review – 25 th March PPM – 1 st Apr	APDOR review – 20 th May PPM – 27 th May	APDOR review – 8 th July PPM – 15 th July	PPM termly APDOR reviews termly	JP / SENDO / Governor / SIP	

1.2 Objective: Year 6 2021 Outcomes Maths GD/Progress to at least reach NA (2018= 7%/-4.3, 2019 = 12.5%/-4.5) Reading progress to reach NA (2018= -4.8, 2019= -3.6) Writing progress to reach NA (2018 & 2019= -2.3)							SEF Ref: EH- pages 5-13				
Success Criteria & Practice Indicators:				Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ Maths GD/Progress 2021 targets achieved= +1 ✓ Reading 2021 progress target achieved= 0 ✓ Writing 2021 progress target achieved = +1 				<ul style="list-style-type: none"> • Termly assessment week, moderation, data drops & outcome charts (HOS) evaluated (involving standardised testing and local and county moderation validation) • Termly teacher triangulation by SLT & yearly by SIP • Subject leaders data termly analysis 		Outcome charts evaluated termly FGB x 6 yearly					
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)				£	Activities to monitor implementation of key actions		
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach teachers in teaching of reading, writing and maths and how to plan and deliver accelerated progress • Monitor teaching and learning through termly triangulations – particular focus on writing and maths • Review progress on targets termly at PPM • Use catch-up funding from government to impact most on chn’s attainment and progress in maths and writing. 		VL/JP	EH	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings	Sept – set targets for all pupils with FFT20 and 50 Termly PPM (see dates below) Organise how catch-up funding will be spend across key year groups Triangulations: Tues 13 th October (SIP), Tues 24 th November	Termly PPM (see dates below) Triangulations Tues 2nd Feb and Tues 23rd Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January - Book audit (CP) Thursday 28th January - Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 18th May	Termly PPM (see dates below) Triangulations: Tuesday 29th June Tuesday 29th June – Subject Leader book review	Catch-up funding	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP/Governors/SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in reading, writing and maths and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on reading, writing and maths 		VL/JP/AD	EH	Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept – set PM targets Thurs 8th Oct – Writing and Reading staff meeting Thurs 19th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Jan 4th INSET – Writing and Maths CPD from subject leaders BH attend KS2 writing moderation training and share information VL/LH attend KS2 ARA course (LA)	May/June – County moderation for writing March – review PM targets	July – review PM targets		Performance Management 3x yearly	JP/Governors/SIP

1.3 Objective: Year 1 Phonics 2021 Outcome Year 1 phonics pass % to at least reach NA (NA= 80%, '19'=70.6%).							SEF Ref: EH- pages 5-13				
Success Criteria & Practice Indicators:				Activities to evaluate impact against success criteria and practice indicators							
✓ Year 1 phonics target for June 2021 to be achieved= 87%				<ul style="list-style-type: none"> Termly assessment week, data drops & outcome charts (HOS) evaluated (involving standardised testing) Termly teacher triangulation by SLT & yearly by SIP Subject leaders data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly				
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)					£	Activities to monitor implementation of key actions	
				July 2020	Oct 2020	Jan 2021	April 2021	July 2021			
Teaching and Learning <ul style="list-style-type: none"> Set aspirational targets for phonics attainment and progress for all staff involved in the key year groups (Nursery, Reception, Y1 and Y2) Coaching for all staff (including TAs and nursery assistants) on delivery of sessions and intervention Monitor progress and gaps through phonics tracker programme Monitor teaching and learning through termly triangulations – particular focus on phonics for Nursery, Reception and Y1/2 Review progress on targets termly at PPM 		VL/JP KW/SD/DP		Set dates for Monitoring and Assessment Cycles Set dates for staff meetings Classroom/outdoor area prepared for transition to maximise learning opportunities	Sept – set targets for all pupils. All pupils assessed for gaps and planning put in place using phonics tracker Termly PPM (see dates below) Thurs 19 th Nov – Maths Staff meeting Triangulations: Tues 13 th October (SIP), Tues 24 th November	Termly PPM (see dates below) Triangulations Tues 2 nd Feb and Tues 23 rd Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January - Book audit (CP) Thursday 28th January - Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 18th May	Termly PPM (see dates below) Triangulations: Tuesday 29 th June Tuesday 29th June – Subject Leader book review	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP / Governor s / SIP	
CPD <ul style="list-style-type: none"> Identify key areas for CPD in phonics for all key staff (Nursery, Reception and Y1 and 2 teaching and support staff) Set CPD targets as part of Performance Management (PM) Coach teachers and TAs in areas requiring support Coach phonics lead in action planning and monitoring of teaching and learning Share courses/key updates from LA and STA around assessment – particular focus on Phonics 		VL/JP SD/DP		Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept – baseline assessment for all Y1 and 2 children to assess gaps, using phonics tracker Sept – set PM targets Secretaries to disseminate course information as appropriate (all year)	Thursday 7 th January – Phonics staff meeting	April – June – Alliance and Federation moderations March – review PM targets	July – review PM targets	Performance Management 3x yearly	JP / Governor s / SIP	

1.4 Objective: EYFS – Reception & Nursery Reception Reading and Writing ‘expected’ to at least reach NA. (2019 Re=75% (NA=81%) Wr=75% (NA=78%)). Nursery Maths NR5 ‘expected’ to reach NA. (2019 Ma= 55%, FFT=80%).						SEF Ref: Q/E EH- pages 5-13				
Success Criteria & Practice Indictors:			Activities to evaluate impact against success criteria and practice indicators							
<ul style="list-style-type: none"> ✓ Reception Reading EXS 2021 target to be achieved= 86% ✓ Reception Writing EXS 2021 target to be achieved= 86% ✓ Nursery Maths NR5 2021 target to be achieved= 73-80% 			<ul style="list-style-type: none"> • Termly assessment week, data drops & outcome charts (HOS) evaluated (involving standardised testing) • Termly teacher triangulation by SLT & yearly by SIP • Subject leaders data termly analysis 			Outcome charts evaluated termly FGB x 6 yearly				
Keys actions to meet success criteria and practice indicators		 		Activities required to fulfil key actions (What milestone activities should happen to achieve the key actions?)			£	Activities to monitor implementation of key actions		
		July 2020	Oct 2020	Jan 2021	April 2021	July 2021				
Teaching and Learning <ul style="list-style-type: none"> • Set aspirational targets for attainment and progress for all staff involved in the year group • Coach nursery staff in teaching of maths • Monitor teaching and learning through termly triangulations – particular focus on maths in Nursery and reading and writing in Reception • Review progress on targets termly at PPM 		VL/JP	SD/DP	Create trackers to show expected progress Set dates for Monitoring and Assessment Cycles Set dates for staff meetings Classroom/outdoor area prepared for transition to maximise learning opportunities	Sept – set targets for all pupils Termly PPM (see dates below) Thurs 19th Nov – Maths Staff meeting Triangulations: Tues 13 th October (SIP), Tues 24 th November	Termly PPM (see dates below) Triangulations Tues 2nd Feb and Tues 23rd Mar Subject Leader book audits: Tuesday 12th January – Book audit (EH) Monday 18th January – Book audit (CP) Thursday 28th January – Book audit (SMV)	Termly PPM (see dates below) Triangulations: Tues 18th May	Termly PPM (see dates below) Triangulations: Tuesday 29th June Tuesday 29th June – Subject Leader book review	Termly monitoring and TA observations twice annually Performance Management 3x yearly	JP / Governor s / SIP
CPD <ul style="list-style-type: none"> • Identify key areas for CPD in maths (Nursery) and English (Reception) and provide through staff meetings and INSET • Set CPD targets as part of Performance Management (PM) • Coach teachers in areas requiring support • Share courses/key updates from LA and STA around assessment – particular focus on EYFS 		VL/JP	SD/DP	Subject Leader CPD forms to be filled out by all teachers	Subject Leader action plans shared Sept 4th – Maths CPD INSET Sept – set PM targets Thurs 19th Nov – Maths Staff meeting Secretaries to disseminate course information as appropriate (all year)	Teachers to attend EYFS ARA and moderation course	April – June – Alliance and Federation moderations March – review PM targets	July – review PM targets	Performance Management 3x yearly	JP / Governor s / SIP

Reporting Learner Outcomes 20/21

East Hoathly's Reporting Learner Outcomes 20/21

NR3

Subject / Term	Baseline Sept Outcomes		Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% GLD/EXS			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 3		33% each																	
PHONICS			100%	Potential 33%															
Term 2																			
Term 4																			
Term 6																			
READING			100%	Potential 33%															
Term 2																			
Term 4																			
Term 6																			
WRITING			100%	Potential 33%															
Term 2																			
Term 4																			
Term 6																			
MATHS			100%	Potential 33%															
Term 2																			
Term 4																			
Term 6																			
COMBINED			100%	Potential 33%															
Term 2																			
Term 4																			
Term 6																			

East Hoathly's Reporting Learner Outcomes 20/21

NR5

Subject / Term	Baseline Sept Outcomes		Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% GLD/EXS			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: (% each)																			
PHONICS			73%	18%															
Term 2																			
Term 4																			
Term 6																			
READING			73%	18%															
Term 2																			
Term 4																			
Term 6																			
WRITING			73%	18%															
Term 2																			
Term 4																			
Term 6																			
MATHS			73%	18%															
Term 2																			
Term 4																			
Term 6																			
COMBINED			73%	18%															
Term 2																			
Term 4																			
Term 6																			

East Hoathly's Reporting Learner Outcomes 20/21

Reception

Subject / Term	Baseline Sept Outcomes		Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% GLD/EXS			All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14		(7.1% each)																	
PHONICS																			
Term 2	21%	0%	86%	21%															
Term 4																			
Term 6																			
READING																			
Term 2	21%	0%	86%	21%															
Term 4																			
Term 6																			
WRITING																			
Term 2	43%	0%	86%	21%															
Term 4																			
Term 6																			
MATHS																			
Term 2	43%	7%	86%	21%															
Term 4																			
Term 6																			
COMBINED																			
Term 2	21%	0%	86%	14%															
Term 4																			
Term 6																			

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21 Year 1

Subject / Term	EYFS outcomes- teacher assessments 2020		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:		(13 – 7.6% each)																			
PHONICS																					
Term 2			-	-	87% Passing:																
Term 4																					
Term 6																					
READING																					
Term 2	-	-	-	-	77%	31%															
Term 4																					
Term 6																					
WRITING																					
Term 2	-	-	-	-	77%	31%															
Term 4																					
Term 6																					
MATHS																					
Term 2	-	-	-	-	77%	31%															
Term 4																					
Term 6																					
COMBINED																					
Term 2	-	-	-	-	77%	23%															
Term 4																					
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21 Year 2

Subject / Term	EYFS outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% GLD/EXS	% Exceeding GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners:		15 (6.6% each)																			
PHONICS																					
Term 2																					
Term 4																					
Term 6																					
READING																					
Term 2																					
Term 4	80%	47%	Exs:87% GDS: 52%	Exs:83% GDS: 45%	87%	53%															
Term 6																					
WRITING																					
Term 2																					
Term 4	73%	27%	Exs: 83% GDS:36%	Exs: 78% GDS: 28%	87%	33%															
Term 6																					
MATHS																					
Term 2																					
Term 4	87%	33%	Exs: 87% GDS: 45%	Exs: 84% GDS: 37%	93%	47%															
Term 6																					
COMBINED																					
Term 2																					
Term 4	73%	27%	Exs: 80% GDS: 31%	Exs: 76% GDS: 23%	87%	27%															
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21 Year 3

Subject / Term	KS1 outcomes (2020 Teacher Assessments)		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (7.1% each)																					
GPS																					
Term 2					87%	33%															
Term 4																					
Term 6																					
READING																					
Term 2			Exs: 88%	Exs: 84%	87%	40%															
Term 4			GDS: 45%	GDS: 36%																	
Term 6	80%	20%																			
WRITING																					
Term 2			Exs: 84%	Exs: 79%	87%	33%															
Term 4			GDS: 29%	GDS: 22%																	
Term 6	73%	13%																			
MATHS																					
Term 2			Exs: 88%	Exs: 84%	80%	33%															
Term 4			GDS: 41%	GDS: 33%																	
Term 6	73%	27%																			
COMBINED																					
Term 2			Exs: 80%	Exs: 76%	80%	27%															
Term 4			GDS: 25%	GDS: 18%																	
Term 6	73%	13%																			

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21

Year 4

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.				
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA
Number of learners: 14 (8.3% each)																					
GPS																					
Term 2			Exs: 97%	Exs: 94%	92%	50%															
Term 4			GDS: 69%	GDS: 56%																	
Term 6																					
READING																					
Term 2	92%	43%	Exs: 94%	Exs: 90%	92%	43%															
Term 4			GDS: 53%	GDS: 42%																	
Term 6																					
WRITING																					
Term 2	92%	21%	Exs: 97%	Exs: 94%	92%	35%															
Term 4			GDS: 52%	GDS: 36%																	
Term 6																					
MATHS																					
Term 2	92%	36%	Exs: 96%	Exs: 93%	92%	40%															
Term 4			GDS: 54%	GDS: 40%																	
Term 6																					
COMBINED																					
Term 2	92%	21%	Exs: 91%	Exs: 85%	92%	21%															
Term 4			GDS: 30%	GDS: 18%																	
Term 6																					

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21 Year 5

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.						
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA		
Number of learners: 12 (8.3% each)																							
GPS																							
Term 2	-	-	Exs: 89% GDS:56%	Exs: 83% GDS: 45%	85%	46%																	
Term 4																							
Term 6																							
READING																							
Term 2	69%	31%	Exs: 85% GDS: 44%	Exs:79% GDS: 35%	85%	31%																	
Term 4																							
Term 6																							
WRITING																							
Term 2	69%	23%	Exs: 88% GDS: 41%	Exs:83 % GDS: 31%	85%	38%																	
Term 4																							
Term 6																							
MATHS																							
Term 2	77%	8%	Exs: 91% GDS: 43%	Exs: 87% GDS: 29%	85%	31%																	
Term 4																							
Term 6																							
COMBINED																							
Term 2	69%	15%	Exs: 79% GDS:22%	Exs: 72% GDS: 14%	77%	23%																	
Term 4																							
Term 6																							

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

East Hoathly's Reporting Learner Outcomes 20/21

Year 6

Subject / Term	KS1 outcomes		FFT20 estimate	FFT50 estimate	Target for EXS	Target for GDS	% on track for EXS by end of year					% on track for GDS/HIGHER STANDARD by end of year					% making good progress in developing their knowledge, understanding and skills.						
	% EXS+	% GDS					All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA	All	DA	Non-DA	SEND	HPA		
Number of learners: 12 (8.3% each)																							
GPS																							
Term 2	-	-	Exs: 97% GDS: 70%	Exs: 91% GDS: 59%	92%	42%																	
Term 4																							
Term 6																							
READING																							
Term 2	81%	31%	Exs: 94% GDS: 57%	Exs: 91% GDS: 47%	92%	42%																	
Term 4																							
Term 6																							
WRITING																							
Term 2	81%	25%	Exs: 96% GDS: 55%	Exs: 94% GDS: 42%	92%	42%																	
Term 4																							
Term 6																							
MATHS																							
Term 2	87.5%	25%	Exs: 97% GDS: 55%	Exs: 95% GDS: 41%	100%	33%																	
Term 4																							
Term 6																							
COMBINED																							
Term 2	81%	25%	Exs: 92% GDS: 34%	Exs: 87% GDS: 23%	92%	33%																	
Term 4																							
Term 6																							

Glossary: DA (disadvantaged), SEND (special educational need or disability), HPA (high prior attaining), EXS (expected standard), GDS (greater depth), GLD (good level of development)

Data Glossary:

Target Tracker Overall Assessment Grid

Chronological Stage	Assessment Stage	Points value
Reception- EYFS	30-50 W	27
	30-50 W+	28
	30-50 S	29
	30-50 S+	30
	40-60 b	31
	40-60 b+	32
	40-60 w	33
	40-60 w+	34
	40-60s (ELG)	35
40-60s+ (GD)	36	
Year 1	1b	37
	1b+	38
	1w	39
	1w+	40
	1s (EXS)	41
	1s+ (GD)	42
Year 2	2b	43
	2b+	44
	2w	45
	2w+	46
	2s (EXS)	47
	2s+ (GD)	48
Year 3	3b	49
	3b+	50
	3w	51
	3w+	52
	3s (EXS)	53
	3s+ (GD)	54
Year 4	4b	55
	4b+	56
	4w	57
	4w+	58
	4s (EXS)	59
	4s+ (GD)	60
Year 5	5b	61
	5b+	62
	5w	63
	5w+	64
	5s (EXS)	65
	5s+ (GD)	66
Year 6	6b	67
	6b+	68
	6w	69
	6w+	70
	6s (EXS)	71
	6s+ (GD)	72

Age Related Expectations (ARE)

<u>Year Group</u>	T1	T2	T3	T4	<u>T5/6</u>
Nursery Rising 3 Nursery Rising 5	22-26b 30-50b	22-36 b+ 30-50 b+	22-36 w 30-50 w	22-36 w/w+ 30-50w/w+	T5-22-36s T6- 22-36s+ 30-50S
Reception	40-60s+	40-60b	40-60b+	40-60w+	ELG
Year 1	40-60s++	1B	1B+	1 W/W+	1s (EXS)
Year 2	1S+	2B	2B+	2W+	2s (EXS)
Year 3	2S+	3B	3B+	3W/W+	3s (EXS)
Year 4	3S+	4B	4B+/5W	4W/W+	4s (EXS)
Year 5	4S+	5B	5B+/5W	5W+	5s (EXS)
Year 6	5S+/6B	<small>6B+= writing 6b+/6W=Maths/Reading</small>	6W+	6s (EXS)	SATS

Expected Points Progress

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1 + 2</u>
Year R - 5	1.2	2.0- 2.4	3.6	4.8	6
Year 6	1.2	2.4	3.6	4.8	

<u>End of Year Progress</u>	<u>Inadequate</u>	<u>RI</u>	<u>Good</u>	<u>Outstanding</u>
Years 2 - 6	Under 5	5	6	7