

Key Stage 1 to Key Stage 2 performance – expected progress

St Anthony's Catholic Primary School (8713364)

Expected Progress is defined as making 2 levels of progress from Key Stage 1 to Key Stage 2. Statistical significance tests have been performed on the data.

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
All Pupils	54	94	90		54	100	91	-	54	100	94	-
Gender												
Male	30	100	90	-	30	100	90	-	30	100	93	-
Female	24	88	89	-	24	100	92	-	24	100	95	-
Free School Meals*												
FSM	8	75	86	-	8	100	88	-	8	100	92	-
Non FSM	46	98	91	-	46	100	92	-	46	100	95	-
Children Looked After												
CLA	-	-	78	-	-	-	82	-	-	-	84	-
Not CLA	54	94	90		54	100	91	-	54	100	94	-
Disadvantaged pupils												
Disadvantaged pupils	8	75	86	-	8	100	88	-	8	100	92	-
Other pupils	46	98	91	-	46	100	92	-	46	100	95	-
Prior Attainment												
Low	9	78	76	-	9	100	80	-	9	100	87	-
Middle	44	98	92	-	44	100	95	-	44	100	96	-
High	1	100	93	-	1	100	92	-	1	100	96	-
Non-mobile pupils												
Pupils on roll throughout years 5 and 6	53	94	90		53	100	91	-	53	100	95	-

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	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
English as a First Language												
English or believed to be English	17	82	89	-	17	100	91	-	17	100	94	-
Other than English or believed to be other than English	37	100	92	-	37	100	91	-	37	100	94	-
Unclassified	-	-	63	-	-	-	59	-	-	-	57	-
Special Educational Needs												
No SEN	46	98	93	-	46	100	94	-	46	100	97	-
SEN support	7	86	79	-	7	100	83	-	7	100	88	-
SEN with statement or EHC plan	1	0	47	-	1	100	49	-	1	100	54	-
Ethnicity Group												
White												
British	7	71	89	-	7	100	91	-	7	100	94	-
Irish	-	-	91	-	-	-	94	-	-	-	97	-
Traveller of Irish Heritage	-	-	81	-	-	-	83	-	-	-	86	-
Gypsy/Roma	-	-	76	-	-	-	74	-	-	-	78	-
Any Other White Background	22	100	92	-	22	100	91	-	22	100	94	-
Mixed												
White and Black Caribbean	2	100	87	-	2	100	91	-	2	100	94	-
White and Black African	3	100	90	-	3	100	91	-	3	100	94	-
White and Asian	2	50	92	-	2	100	93	-	2	100	95	-
Any other Mixed Background	-	-	90	-	-	-	92	-	-	-	95	-

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	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
Asian or Asian British												
Indian	3	100	94	-	3	100	93	-	3	100	96	-
Pakistani	2	100	90	-	2	100	89	-	2	100	94	-
Bangladeshi	-	-	92	-	-	-	93	-	-	-	96	-
Any other Asian Background	5	100	93	-	5	100	92	-	5	100	95	-
Black or Black British												
Black Caribbean	-	-	87	-	-	-	90	-	-	-	93	-
Black African	6	100	91	-	6	100	92	-	6	100	95	-
Any Other Black Background	1	100	87	-	1	100	90	-	1	100	93	-
Chinese	-	-	97	-	-	-	94	-	-	-	97	-
Any Other Ethnic Group	-	-	92	-	-	-	91	-	-	-	94	-
Unclassified - Refused	-	-	90	-	-	-	92	-	-	-	94	-
Unclassified - Information Not Obtained	1	100	74	-	1	100	70	-	1	100	70	-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage. Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18).

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or group is not significantly different from the national average.