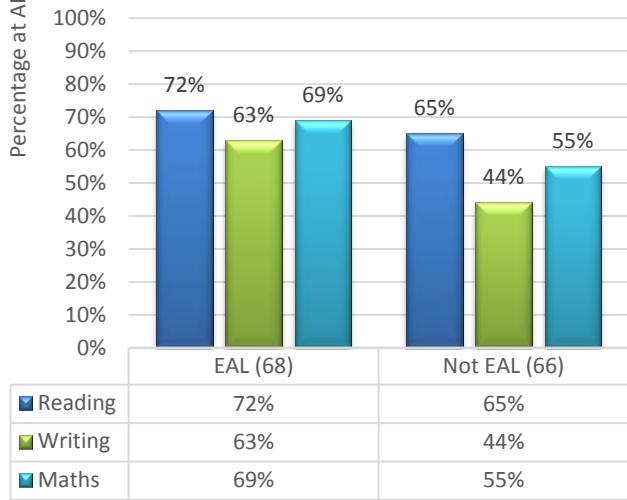
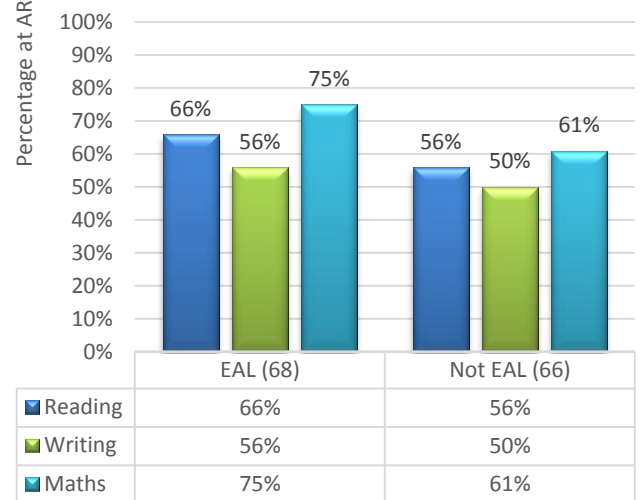


Attainment of EAL Groups 2016-2017

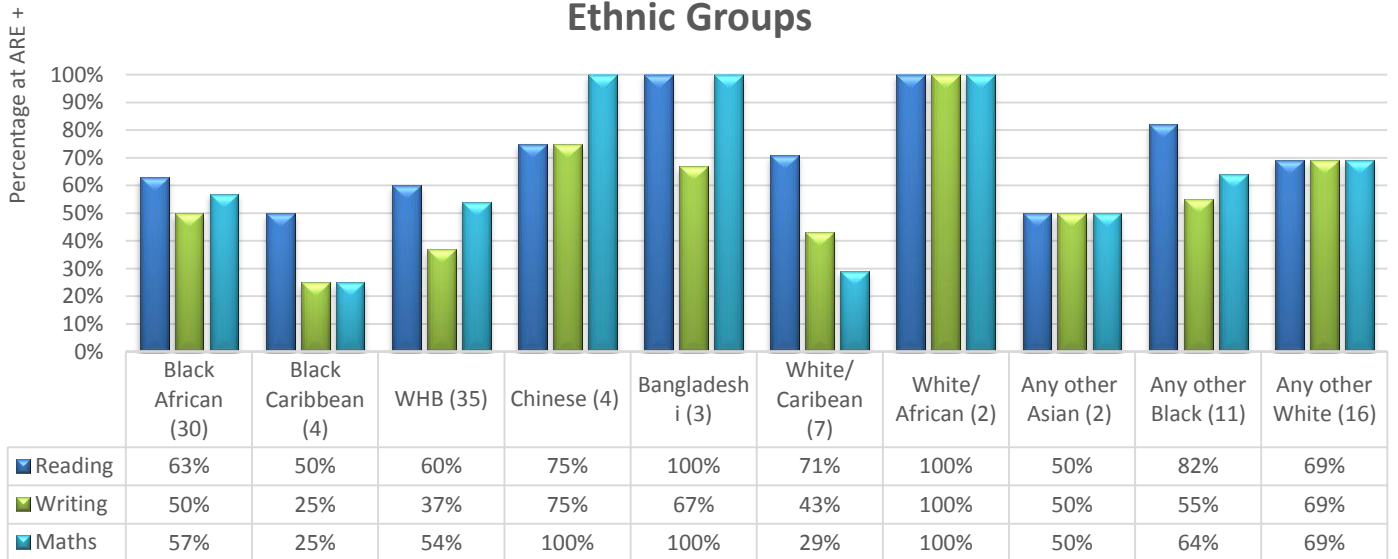
**Attainment at KS1
EAL V Non-EAL 2017**



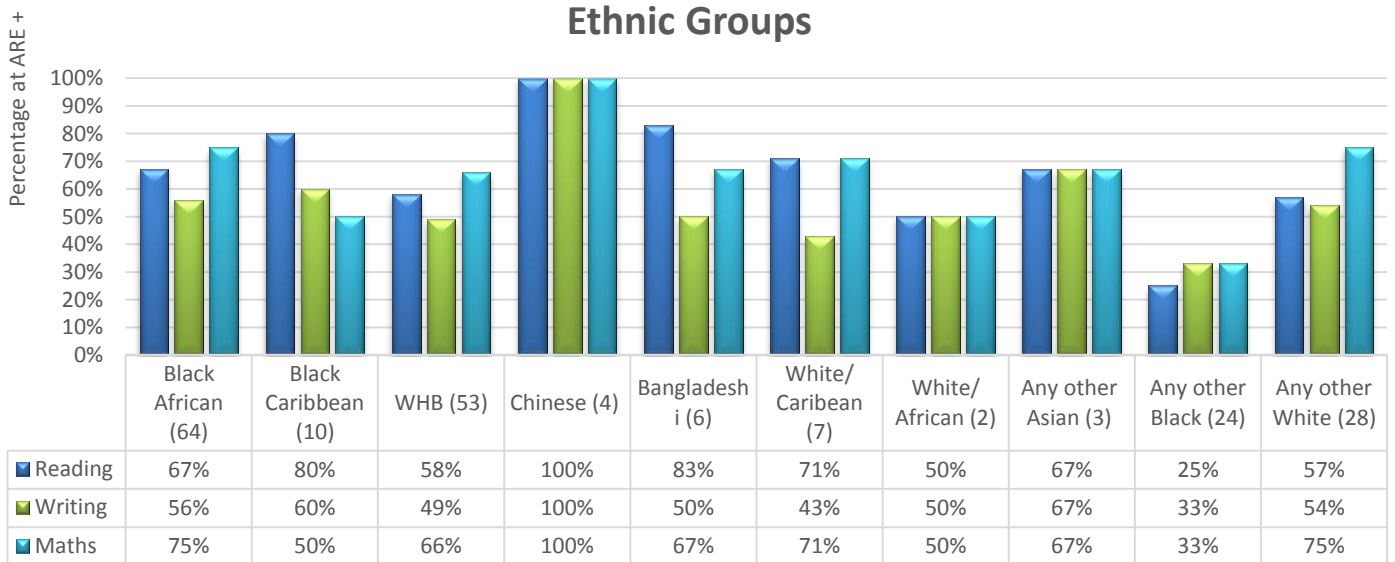
**Attainment at KS2
EAL V Non-EAL 2017**



**Attainment across KS1
Ethnic Groups**

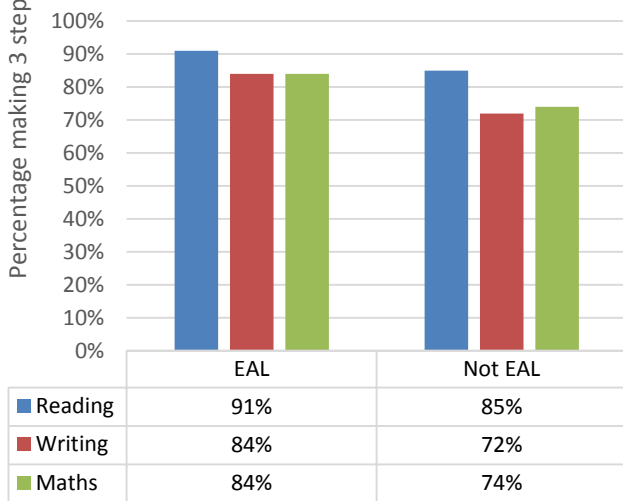


**Attainment across KS2
Ethnic Groups**

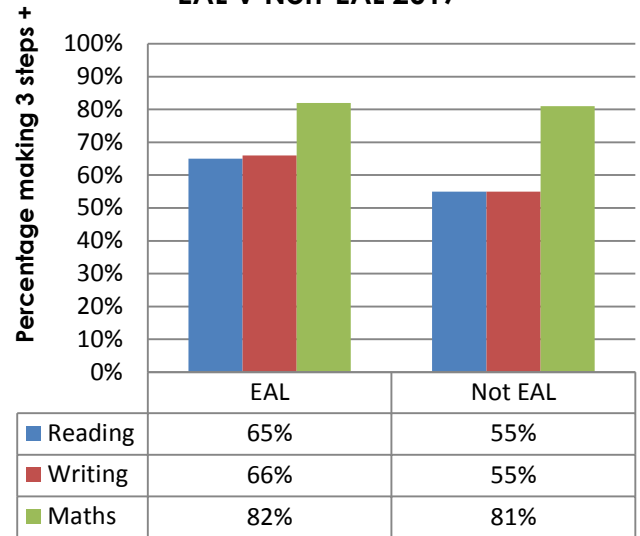


Pupil Progress EAL Group Analysis Summer 2017

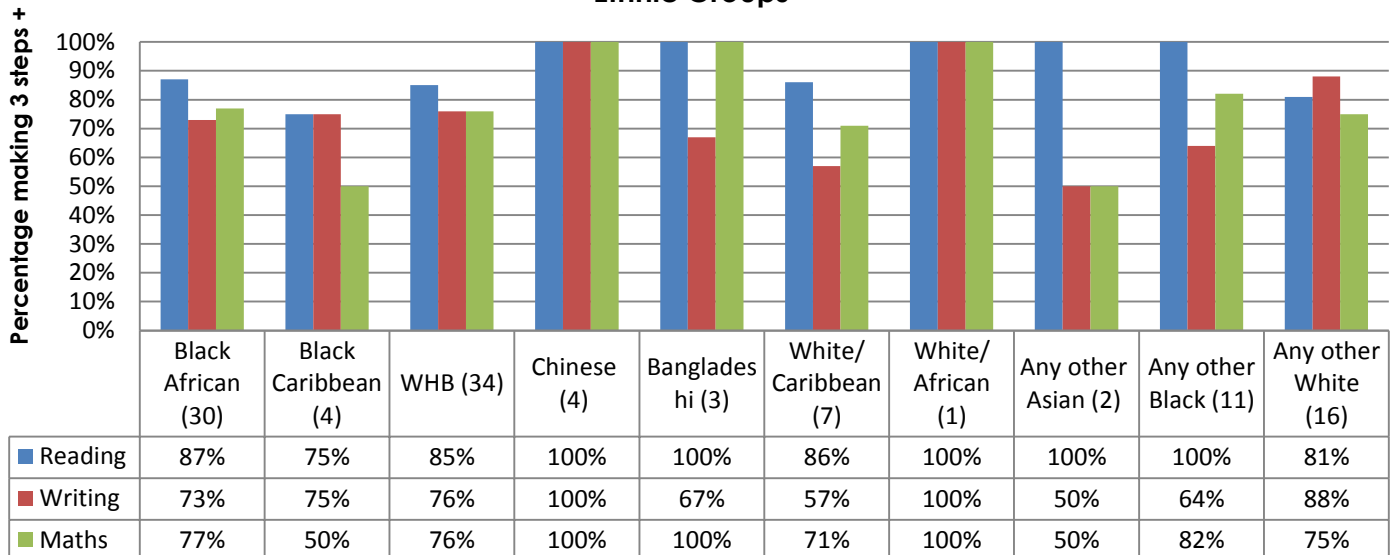
Steps of Progress across KS1 of pupil EAL V Non-EAL 2017



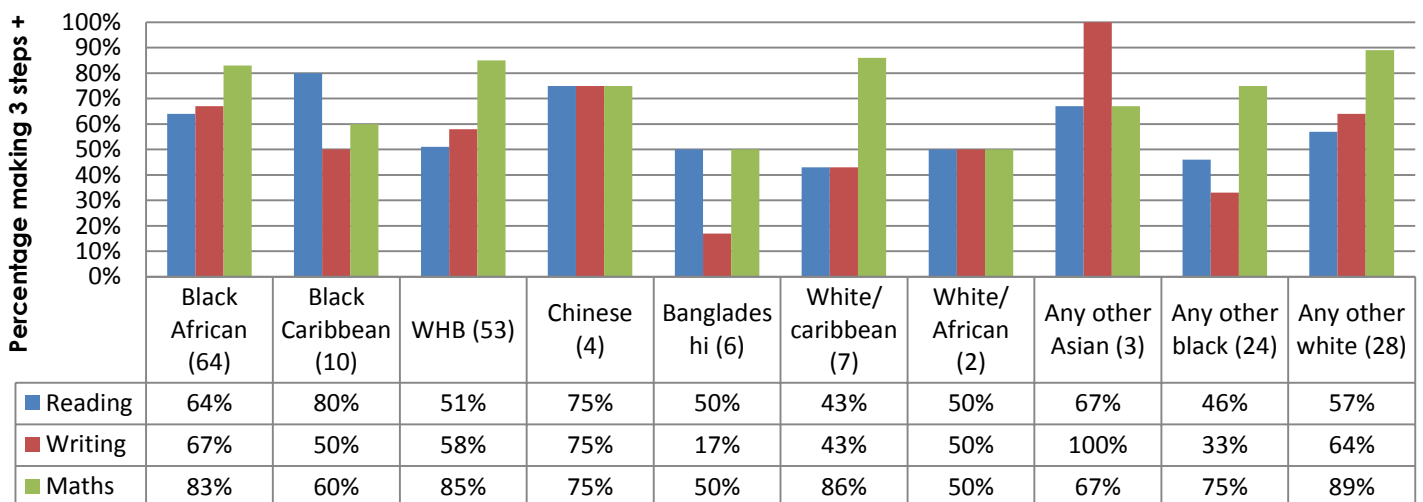
Steps of Progress across KS2 EAL V Non-EAL 2017



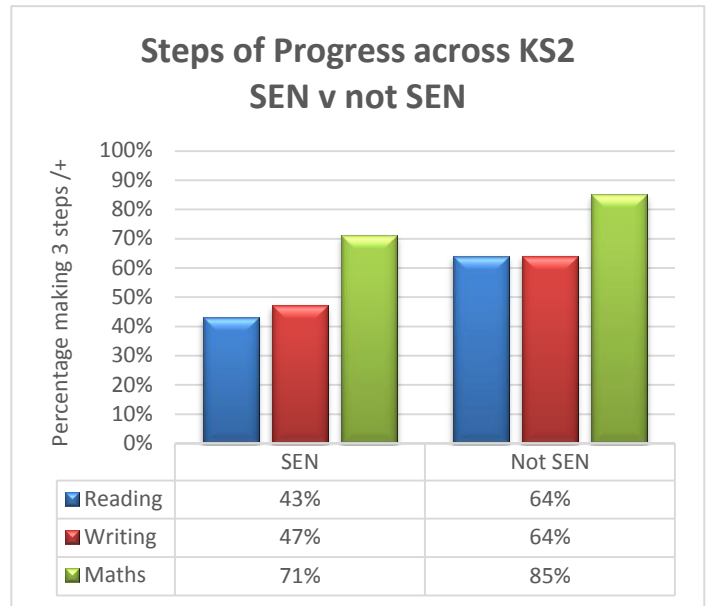
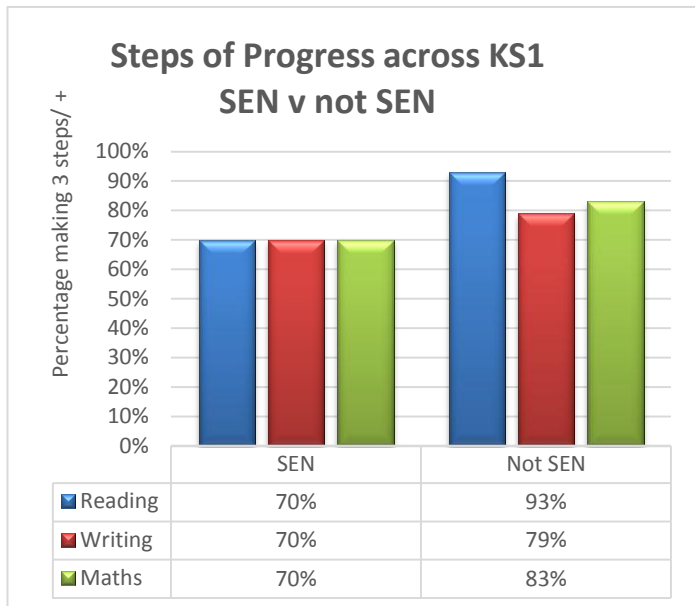
Steps of Progress across KS1 Ethnic Groups



Steps of Progress across KS2 Ethnic Groups



SEN Pupil Progress Analysis 2016- 2017



Key:

Attainment = the percentage of children meeting Age Related Expectations (ARE)

Steps of Progress= Progress measured using the Southwark Star grids. All children are expected to make 3 steps of progress each year from their own starting point.

Extrapolations

Children who have English as an additional language (EAL) historically achieve well at Rotherhithe and often achieve at a higher standard than those children who are monolingual. This pattern is seen in both Key stage 1 (year 1 & 2) and Key Stage 2 (years 3-6) including SATs tests.

Caution should always be taken when analysing groups of children where the group size is small. However, data collected from 2016-17 suggests that children of a Chinese origin achieve and attain well consistently. Children within the category 'any other black' Caribbean and White British children are key target groups for intervention to accelerate progress and attainment.

Special Needs

Children with special needs are performing better in Key Stage 1 than in Key Stage 2. This is in part due to the instability of teaching staff in the academic year 2016-17. Children with special needs are particularly poorly affected by such changes in addition they may find the increasing level of challenge in the key stage 2 curriculum particularly challenging. Interventions have been target to address these issues.