

Data Outcomes 2026

Nursery 1: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	9	
Number of boys:	5	56%
Number of girls:	4	44%
Number of pupils with English as an additional language:	2	22%
Number of pupils: EHCP	0	0%
Number of pupils: SEN Support	0	0%
Number of Pupil Premium Pupils:	0	0%
Number of pupils taught in The Bridge	0	0%
Number of pupils taught in Rainbow	0	0%

	CLLD		PSED			PD	
	LAU	S	SR	MS	BR	GM	FM
All Pupils	33%	22%	33%	33%	44%	44%	11%
Boys	40%	40%	20%	20%	60%	40%	20%
Girls	25%	0%	50%	50%	25%	50%	25%
Pupil Premium	0%	0%	0%	0%	100%	0%	0%
Not Pupil Premium	38%	25%	38%	38%	38%	50%	13%
Pupils with SEND	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pupils without SEND	33%	22%	33%	33%	44%	44%	11%
EAL	0%	0%	50%	50%	0%	50%	50%
Not EAL	43%	29%	29%	29%	57%	43%	0%
Adjusted All Pupils (minus those taught in Bridge/Rainbow)	33%	22%	33%	33%	44%	44%	11%

- Emerging strengths in Building Relationships and Gross Motor Development, indicating that many children are developing socially and physically within the setting.
- Attainment in Speaking and particularly Fine Motor Skills remains low, suggesting these should be key priorities for improvement.
- Targeted support for the Pupil Premium child, alongside a continued focus on communication and language development, will be essential in accelerating progress across the cohort.

Nursery 2: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	32	
Number of boys:	16	50%
Number of girls:	16	50%
Number of pupils with English as an additional language:	4	13%
Number of pupils: EHCP	0	0%
Number of pupils: SEN Support	9	28%
Number of Pupil Premium Pupils:	17	53%
Number of pupils taught in The Bridge	0	0%
Number of pupils taught in Rainbow	0	0%

	CLLD		PSED			PD	
	LAU	S	SR	MS	BR	GM	FM
All Pupils	35%	59%	53%	53%	65%	59%	24%
Boys	38%	63%	38%	63%	56%	69%	13%
Girls	44%	63%	63%	56%	69%	63%	38%
Pupil Premium	35%	59%	53%	53%	65%	59%	24%
Not Pupil Premium	47%	67%	47%	67%	60%	73%	27%
Pupils with SEND	11%	22%	11%	22%	22%	22%	0%
Pupils without SEND	52%	78%	65%	74%	78%	83%	35%
EAL	50%	50%	50%	50%	50%	50%	50%
Not EAL	39%	64%	50%	61%	64%	64%	21%
Adjusted All Pupils (minus those taught in Bridge/Rainbow)	35%	59%	53%	53%	65%	59%	24%

- The Nursery cohort demonstrates strongest attainment in Building Relationships, Speaking and Gross Motor Development, showing that most children are developing well socially and physically when using larger muscle groups.
- The most significant area for improvement is Fine Motor Development, where attainment remains low across all groups, particularly boys and pupils with SEND.
- Outcomes for disadvantaged pupils are broadly in line with the cohort, while EAL pupils are making secure progress.
- Moving forward, a focus on fine motor skills, listening and attention, and targeted SEND provision will have the greatest impact on raising outcomes.

Reception: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	51	
Number of boys:	28	55%
Number of girls:	23	45%
Number of pupils with English as an additional language:	8	16%
Number of pupils: EHCP	11	22%
Number of pupils: SEN Support	8	16%
Number of Pupil Premium Pupils:	17	33%
Number of pupils taught in The Bridge	0	0%
Number of pupils taught in Rainbow	10	20%

	Phonics	Reading	Writing	Maths	GLD	National
	%WA	% at	% at	% at	% at	%at
All Pupils	59%	59%	57%	63%	57%	
Boys	61%	61%	57%	64%	57%	
Girls	57%	57%	57%	61%	57%	
Pupil Premium	47%	47%	47%	47%	47%	
Not Pupil Premium	65%	65%	62%	71%	62%	
Pupils with SEND	26%	26%	26%	26%	26%	
Pupils without SEND	78%	78%	75%	84%	75%	
EAL	63%	63%	63%	63%	63%	
Not EAL	58%	58%	56%	63%	56%	
Adjusted All Pupils (minus those taught in Bridge/Rainbow)	73%	73%	71%	78%	71%	

- Reception outcomes show strengths in mathematics and broadly consistent attainment across reading, writing and phonics.
- Gender differences are small and outcomes for EAL pupils are strong.
- The most significant barriers to achieving higher overall outcomes are linked to SEND and, to a lesser extent, disadvantage.
- Adjusted cohort outcomes indicate that children not accessing inclusion bases achieve strongly, with 71% reaching GLD.
- Priorities for next year include improving writing outcomes, increasing the proportion of children achieving a Good Level of Development, and narrowing attainment gaps for SEND and disadvantaged pupils.

Year 1: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	43	
Number of boys:	21	49%
Number of girls:	22	51%
Number of pupils with English as an additional language:	5	12%
Number of pupils: EHCP	4	9%
Number of pupils: SEN Support	12	28%
Number of Pupil Premium Pupils:	27	63%
Number of pupils taught in The Bridge	0	0
Number of pupils taught in Rainbow or Reception	3	7%

	Reading		Writing		Maths		Phonics	National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% WA	% EXS or above	% above
All Pupils	59%	19%	58%	0%	60%	7%	77%		
Boys	52%	14%	67%	0%	62%	10%	81%		
Girls	64%	23%	50%	0%	60%	5%	73%		
Pupil Premium	59%	15%	59%	0%	55%	7%	81%		
Not Pupil Premium	56%	25%	56%	0%	69%	6%	69%		
Pupils with SEND	25%	0%	38%	0%	37%	6%	50%		
Pupils without SEND	78%	30%	70%	0%	74%	7%	93%		
EAL	60%	20%	60%	0%	60%	0%	60%		
Not EAL	57%	18%	58%	0%	61%	8%	79%		
Adjusted All Pupils (minus pupils taught full time in Rainbow and Bridge)	63%	20%	63%	0%	65%	8%	83%		

- Reading is the strongest area overall.
- Phonics attainment is just below National Average at 77% working at the expected standard, yet above National (83%) when disaggregated.
- Writing has no pupils working above standard, suggesting a need for greater challenge for higher attainers.
- Girls outperform boys in reading, however boys outperform girls in writing, maths and phonics.
- The largest achievement gap is between SEND and non-SEND pupils across all subjects.
- Pupil premium attainment is broadly in line apart from maths where there is a 14% gap.
- Excluding pupils in both our specialist and support inclusion bases significantly improves whole-cohort outcomes.

Year 2: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	52	
Number of boys:	25	48%
Number of girls:	27	52%
Number of pupils with English as an additional language:	12	23%
Number of pupils: EHCP	9	17%
Number of pupils: SEN Support	14	27%
Number of Pupil Premium Pupils:	22	44%
Number of pupils taught in The Bridge	2	4%
Number of pupils taught in Rainbow	4	8%

	Reading		Writing		Maths		Phonics	National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	%WA	% at or above	% above
All Pupils	63%	21%	50%	4%	58%	8%	79%		
Boys	44%	16%	28%	8%	44%	8%	68%		
Girls	82%	26%	70%	0%	70%	7%	89%		
Pupil Premium	73%	18%	50%	0%	59%	0%	86%		
Not Pupil Premium	55%	23%	50%	7%	56%	13%	73%		
Pupils with SEND	22%	9%	8%	4%	26%	4%	52%		
Pupils without SEND	97%	31%	82%	3%	82%	10%	100%		
EAL	50%	17%	50%	8%	58%	8%	75%		
Not EAL	68%	23%	51%	3%	58%	8%	80%		
Adjusted All Pupils (minus pupils taught in Rainbow and Bridge)	75%	25%	60%	5%	68%	9%	91%		

- Reading is the strongest subject; writing is the weakest.
- Girls significantly outperform boys across all areas, especially writing.
- SEND pupils have the largest attainment gaps and require continued targeted support.
- Pupil Premium outcomes are generally positive and often exceed those of non-Pupil Premium pupils at EXS.
- EAL pupils perform broadly in line with non-EAL pupils in writing and maths.
- Greater-depth/high-attainment outcomes are strongest in reading but very limited in writing.
- Excluding Rainbow and Bridge pupils substantially improves overall attainment measures.
- Priority areas for improvement are boys' writing, SEND attainment, and increasing the proportion of pupils working above expected standard, particularly in writing.

Year 3: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	4	
Number of boys:	3	75%
Number of girls:	1	25%
Number of pupils with English as an additional language:	0	0
Number of pupils: EHCP	4	100%
Number of pupils: SEN Support	0	0
Number of Pupil Premium Pupils:	4	100%
Number of pupils taught in The Bridge	4	100%
Number of pupils taught in Rainbow	0	0

	Reading		Writing		Maths		National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above
All Pupils	0%	0%	0%	0%	0%	0%		
Boys	0%	0%	0%	0%	0%	0%		
Girls	0%	0%	0%	0%	0%	0%		
Pupil Premium	0%	0%	0%	0%	0%	0%		
Not Pupil Premium	0%	0%	0%	0%	0%	0%		
Pupils with SEND	0%	0%	0%	0%	0%	0%		
Pupils without SEND	0%	0%	0%	0%	0%	0%		
EAL	0%	0%	0%	0%	0%	0%		
Not EAL	0%	0%	0%	0%	0%	0%		

All Year 3 pupils are working below ARE.

Progress for pupils working below is tracked using the Birmingham SEND Toolkit.

Reading Range: Band 2 – Band 7; equivalent - EYFS – Yr1

Writing Range: Band 2 – Band 7; equivalent - EYFS – Yr1

Maths Range: Band 7 – Band 10; equivalent - Yr1 – Yr2

Year 4: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	3	
Number of boys:	2	67%
Number of girls:	1	33%
Number of pupils with English as an additional language:	0	0
Number of pupils: EHCP	3	100%
Number of pupils: SEN Support	0	0
Number of Pupil Premium Pupils:	1	33%
Number of pupils taught in The Bridge	2	67%
Number of pupils taught in Rainbow	1	33%

	Reading		Writing		Maths		National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above
All Pupils	67%	0%	33%	0%	67%	0%		
Boys	100%	0%	50%	0%	100%	0%		
Girls	0%	0%	0%	0%	0%	0%		
Pupil Premium	100%	0%	100%	0%	100%	0%		
Not Pupil Premium	50%	0%	0%	0%	0%	0%		
Pupils with SEND	67%	0%	33%	0%	67%	0%		
Pupils without SEND	N/A	N/A	N/A	N/A	N/A	N/A		
EAL	N/A	N/A	N/A	N/A	N/A	N/A		
Not EAL	67%	0%	33%	0%	67%	0%		

Both Yr4 boys are working at age related expectations in Reading and Maths. One is on track in Writing, the other is working below at Band 11 (within Yr3 equivalent).

The girl is taught within Rainbow our Support Inclusion base, she is assessed across the Engagement model using Cherry Garden and working at a 2-3yr old developmental level. She is awaiting a change in placement to a Specialist provision that better meets need.

Year 5: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	3	
Number of boys:	3	100%
Number of girls:	0	0%
Number of pupils with English as an additional language:	0	0
Number of pupils: EHCP	3	100%
Number of pupils: SEN Support	0	0
Number of Pupil Premium Pupils:	3	100%
Number of pupils taught in The Bridge	3	100%
Number of pupils taught in Rainbow	0	0

	Reading		Writing		Maths		National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above
All Pupils	0%	0%	0%	0%	0%	0%		
Boys	0%	0%	0%	0%	0%	0%		
Girls	0%	0%	0%	0%	0%	0%		
Pupil Premium	0%	0%	0%	0%	0%	0%		
Not Pupil Premium	0%	0%	0%	0%	0%	0%		
Pupils with SEND	0%	0%	0%	0%	0%	0%		
Pupils without SEND	0%	0%	0%	0%	0%	0%		
EAL	0%	0%	0%	0%	0%	0%		
Not EAL	0%	0%	0%	0%	0%	0%		

All Year 5 pupils are working below ARE.

2 girls started school in June and haven't been assessed.

For the remaining 3 pupils;

Reading Range: Band 9 – Band 12; equivalent – Yr2 – Yr4

Writing Range: Band 7 – Band 11 equivalent – Yr1 – Yr3

Maths Range: Band 10 – Band 12 equivalent – Yr3 – Yr4

Year 6: Cohort Background Information:

	Number:	Percentage:
Number of pupils:	2	
Number of boys:	1	50%
Number of girls:	1	50%
Number of pupils with English as an additional language:	0	0
Number of pupils: EHCP	2	100%
Number of pupils: SEN Support	0	0
Number of Pupil Premium Pupils:	1	50%
Number of pupils taught in The Bridge	2	100%
Number of pupils taught in Rainbow	0	0

	Reading		GPS		Writing		Maths		National	
	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above	% EXS or above	% above
All Pupils	50%	0%	50%	0%	0%	0%	0%	0%		
Boys	0%	0%	0%	0%	0%	0%	0%	0%		
Girls	100%	0%	100%	0%	0%	0%	0%	0%		
Pupil Premium	100%	0%	100%	0%	0%	0%	0%	0%		
Not Pupil Premium	0%	0%	0%	0%	0%	0%	0%	0%		
Pupils with SEND	50%	0%	50%	0%	0%	0%	0%	0%		
Pupils without SEND	0%	0%	0%	0%	0%	0%	0%	0%		
EAL	0%	0%	0%	0%	0%	0%	0%	0%		
Not EAL	0%	0%	0%	0%	0%	0%	0%	0%		

Both Pupils completed with Yr6 SATS for Reading and GPS in May.

1 girl achieved the Expected standard in Reading, achieving a Standardised score of 109 - 1 mark from the strong standard/greater depth and expected standard in GPS, standardised score of 102.

1 boy is working just below in Reading, standardised score of 93 in Reading and 91 in GPS.

Both pupils are working below in Maths.

1 girl completed the Maths SATs papers achieving Standardised Score of 94.