

Gap Report for Key Stage 2

Focus on SEN

Laycock Primary School

Prepared for: Emmanuel Keteku, Headteacher



Introduction

This individual Gap Report for Key Stage 2 was prepared for Laycock Primary School by Arbor Education Partners using the most recent Ofsted and Department for Education data. We hope that you find the report useful in understanding and improving performance at Laycock Primary School.

This year we have taken the all new 2016 performance measures and transformed them to generate the data insights you know and love. We have used the best proxy historical measures possible to ensure you are still able to see trends in your data, we've applied the newest students groupings to enable you to see key gaps between your different pupils, and we've added new measure types to give you an even clearer picture of your school's performance.

A bit about Arbor

Our mission is to help schools all around the world use their data more effectively to save time and improve outcomes.

This report is designed to show you how valuable data can be to help guide decision-making, and give you a tiny taste of what we can do.

If you like this report, you'll love our [Management Information System](#). This makes data in Laycock Primary School intuitive for all school stakeholders, allowing you to improve outcomes on a daily basis. Why not check out www.arbor-education.com for more information?



150 million data points analysed

Including



28 of your teachers

Focusing on



420 of your students

To get



1 report made just for you



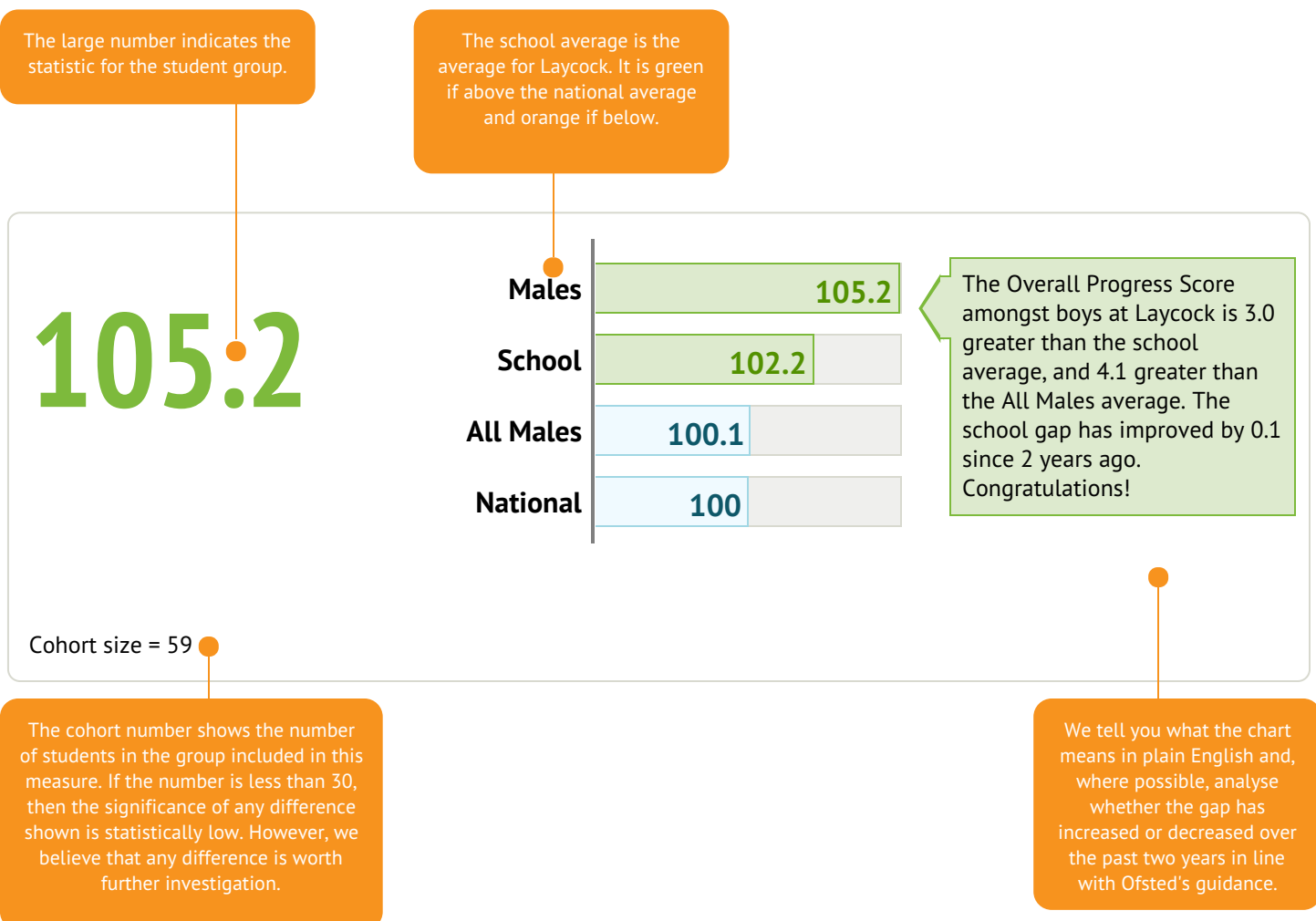
Click for more reports

or sign up at <https://login.arbor.sc>

How to use this Arbor report

RAISEonline is a useful tool to help inform school improvement, but it contains a vast amount of data that has to be pored through manually, and it is hard for the uninitiated to understand. Our reports are designed to complement RAISEonline, using the data contained within to help you to instantly uncover insights into Laycock's performance and share these in an accessible format with your staff and governors.

This particular report helps to identify the gaps between your student groups, showing you which groups are under or over performing relative to the school, group and national averages. All gaps are compared to the school average, which is signified by a line running through the chart below. If the number is orange, it usually warrants further investigation; yellow signifies that there might be an issue worth exploring, whilst green indicates no gap.



Executive Summary:

























Focus on SEN

Powered by  Arbor




























Executive Summary of Laycock

	All Gaps	Attendance	Attainment	Progress
Gender				
Males				
Females				
Disadvantage				
Disadvantaged				
FSM				
EAL				
SEN				
SEN Support				
Statement of SEN or EHC Plan				
Not SEN				
Prior Attainment				
High				
Middle				
Low				
Ethnicity				
White British				
Black African				
Other White				

SEN Summary

	SEN Support	Statement of SEN or EHC Plan	Not SEN
Attendance			
Absenteeism: % Overall Absence (Total Sessions Missed)			
Absenteeism: % Persistent Absence (10% or More of All Sessions)			
Exclusions: Fixed Term Exclusions as % of the Pupil Group			
Exclusions: % Pupils With 1 or More Fixed Term Exclusions			
Exclusions: Permanent Exclusions as % of Pupil Group			
Progress			
KS1-KS2: Overall Progress Score: English Reading			
KS1-KS2: Overall Progress Score: Writing (TA)			
KS1-KS2: Overall Progress Score: Maths			

SEN Summary (continued)

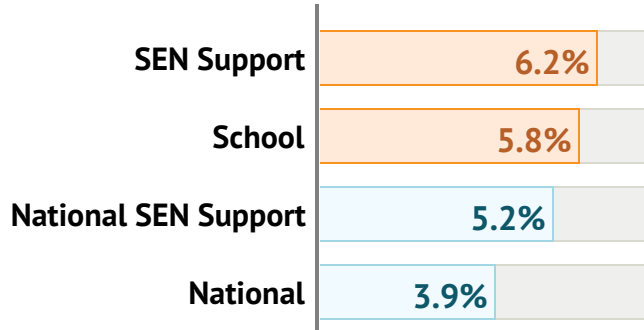
Attainment	SEN Support	Statement of SEN or EHC Plan	Not SEN
KS2: % Achieving Expected Standard: All Core Subjects			
KS2: % Achieving Higher Standard: All Core Subjects			
KS2: % Achieving Expected Standard: English Reading			
KS2: % Working At The Expected Standard: Writing (TA)			
KS2: % Achieving Expected Standard: EGPS			
KS2: % Achieving Expected Standard: Maths			
KS2: Average Scaled Score (AvSS): English Reading			
KS2: Average Scaled Score (AvSS): EGPS			
KS2: Average Scaled Score (AvSS): Maths			

Attendance: Focus on SEN

Powered by  Arbor

Absenteeism
% Overall Absence (Total Sessions Missed)
SEN Support Students

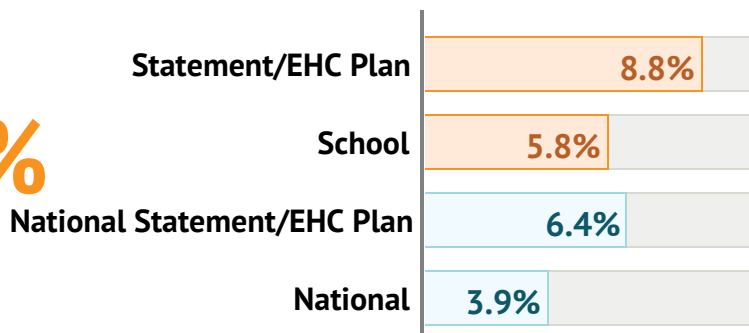
6.2%



Overall absence amongst SEN Support students at Laycock is 0.4% greater than the school average, and 1.0% greater than the national SEN Support students average. The school gap has stayed the same as 2 years ago. This is probably worth exploring in more detail.

SEN Statement or EHC Students

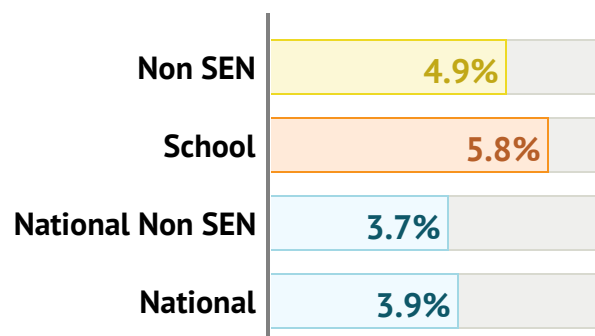
8.8%



Overall absence amongst SEN Statement or EHC students at Laycock is 3.0% greater than the school average, and 2.4% greater than the national SEN Statement or EHC students average. The school gap has stayed the same as last year. This is probably worth exploring in more detail.

Non SEN Students

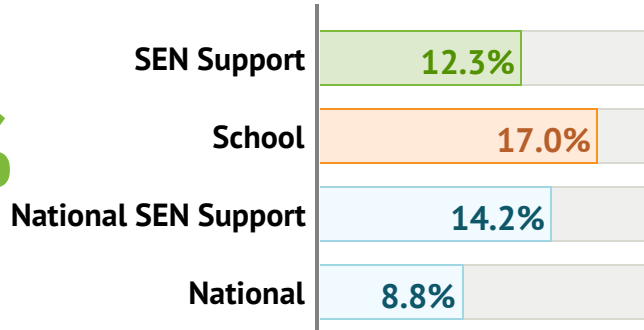
4.9%



Overall absence amongst non-SEN students at Laycock is 0.9% less than the school average, but 1.2% greater than the national non-SEN students average. The school gap has improved by 0.2% from 2 years ago. This might be worth looking at.

Absenteeism
% Persistent Absence (10% or More of All Sessions)
SEN Support Students

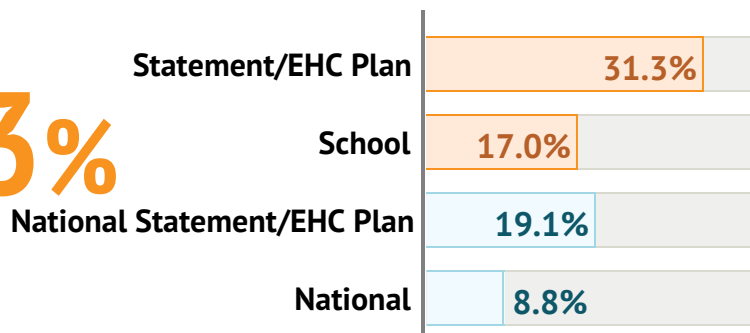
12.3%



Persistent absence amongst SEN Support students at Laycock is 4.7% less than the school average, and 1.9% less than the national SEN Support students average.

SEN Statement or EHC Students

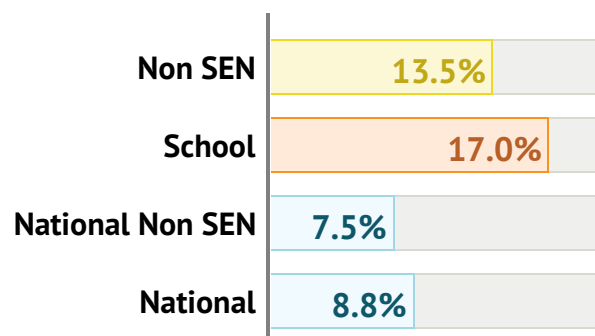
31.3%



Persistent absence amongst SEN Statement or EHC students at Laycock is 14.3% greater than the school average, and 12.2% greater than the national SEN Statement or EHC students average. This is probably worth exploring in more detail.

Non SEN Students

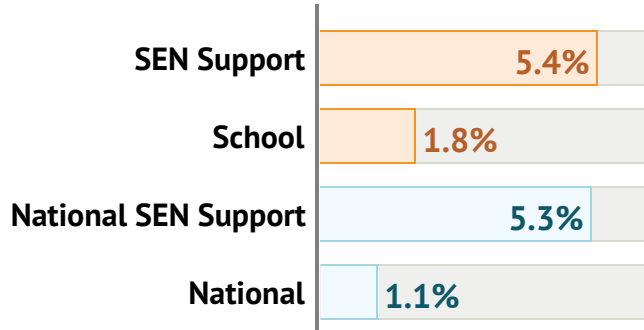
13.5%



Persistent absence amongst non-SEN students at Laycock is 3.5% less than the school average, but 6.0% greater than the national non-SEN students average. This might be worth looking at.

Exclusions
Fixed Term Exclusions as % of the Pupil Group
SEN Support Students

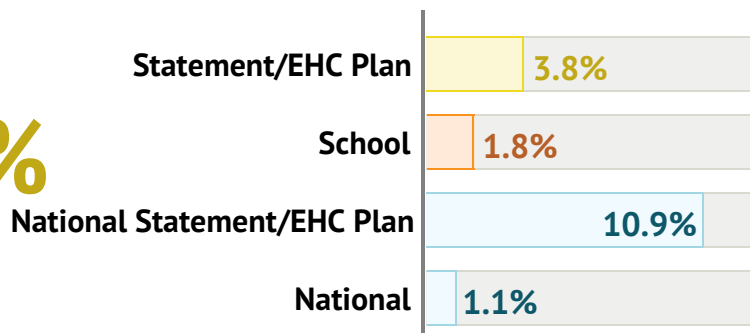
5.4%



The proportion of SEN Support students at Laycock with temporary exclusions is 3.6% greater than the school average, and 0.10% greater than the national SEN Support students average. The school gap has widened by 2.9% from 2 years ago. This is probably worth exploring in more detail.

SEN Statement or EHC Students

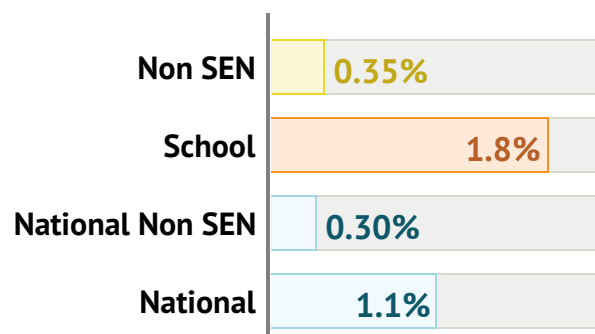
3.8%



The proportion of SEN Statement or EHC students at Laycock with temporary exclusions is 2.0% greater than the school average, but 7.1% less than the national SEN Statement or EHC students average. The school gap has widened by 0.4% from last year. This might be worth looking at.

Non SEN Students

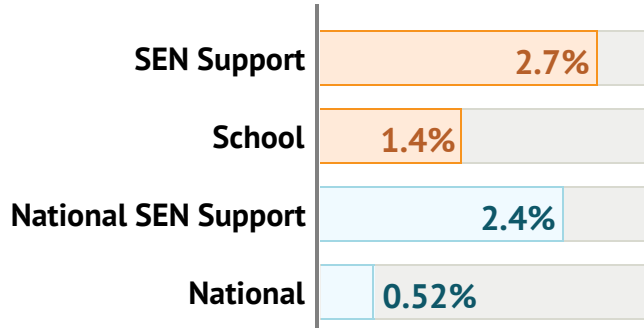
0.35%



The proportion of non-SEN students at Laycock with temporary exclusions is 1.5% less than the school average, but 0.05% greater than the national non-SEN students average. The school gap has improved by 1.2% from 2 years ago. This might be worth looking at.

Exclusions
% Pupils With 1 or More Fixed Term Exclusions
SEN Support Students

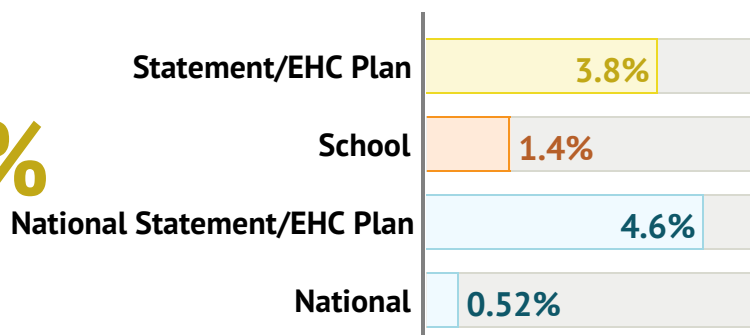
2.7%



The number of SEN Support students at Laycock with 1 or more fixed-term exclusions is 1.3% greater than the school average, and 0.30% greater than the national SEN Support students average. The school gap has widened by 0.6% from 2 years ago. This is probably worth exploring in more detail.

SEN Statement or EHC Students

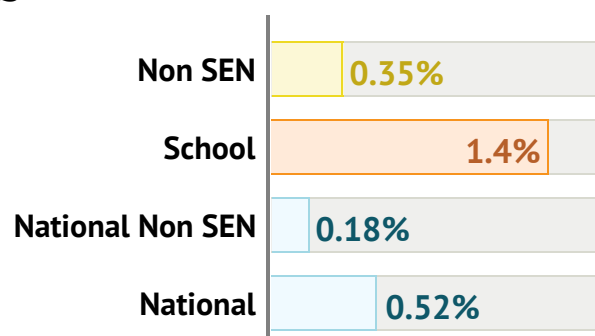
3.8%



The number of SEN Statement or EHC students at Laycock with 1 or more fixed-term exclusions is 2.4% greater than the school average, but 0.80% less than the national SEN Statement or EHC students average. The school gap has widened by 0.6% from last year. This might be worth looking at.

Non SEN Students

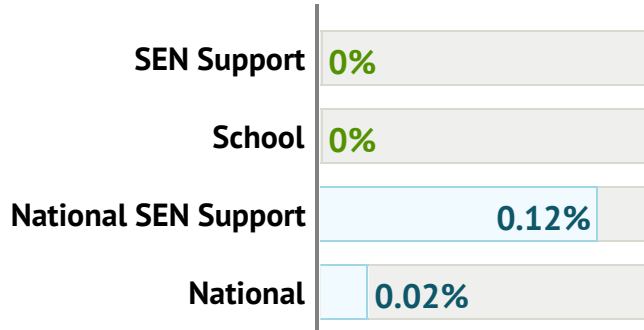
0.35%



The number of non-SEN students at Laycock with 1 or more fixed-term exclusions is 1.1% less than the school average, but 0.17% greater than the national non-SEN students average. The school gap has improved by 0.8% from 2 years ago. This might be worth looking at.

Exclusions
Permanent Exclusions as % of Pupil Group
SEN Support Students

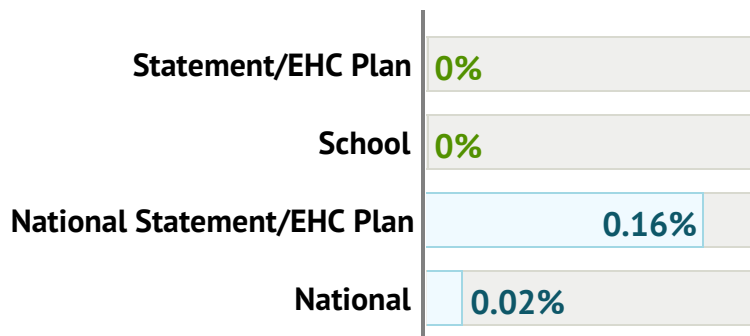
0%



The proportion of SEN Support students at Laycock with permanent exclusions is the same as the school average, but 0.12% less than the national SEN Support students average.

SEN Statement or EHC Students

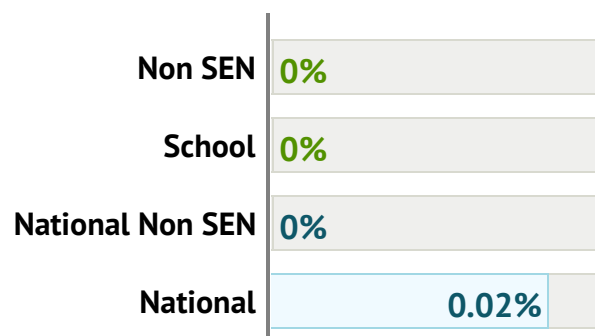
0%



The proportion of SEN Statement or EHC students at Laycock with permanent exclusions is the same as the school average, but 0.16% less than the national SEN Statement or EHC students average.

Non SEN Students

0%



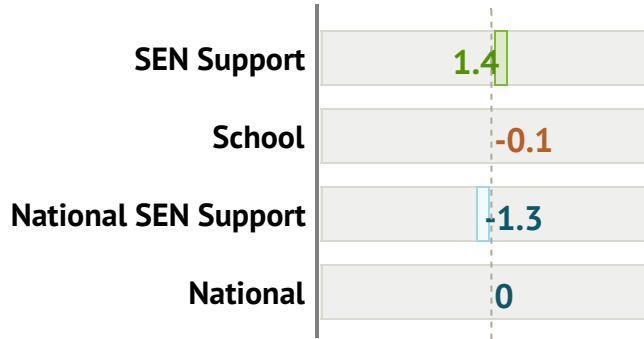
The proportion of non-SEN students at Laycock with permanent exclusions is the same as the school average, and the same as the national non-SEN students average.

Progress: Focus on SEN

Powered by  Arbor

KS1-KS2
Overall Progress Score: English Reading
SEN Support Students

1.4

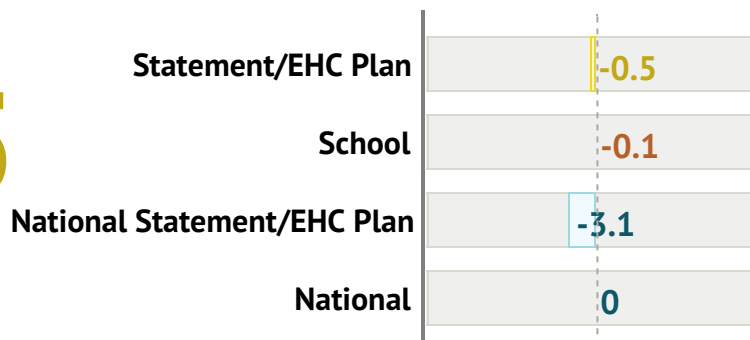


The Reading Overall Progress Score amongst SEN Support students is 1.5 points greater than the school average, and 2.7 points greater than the national SEN Support students average.

Cohort size = 13

SEN Statement or EHC Students

-0.5

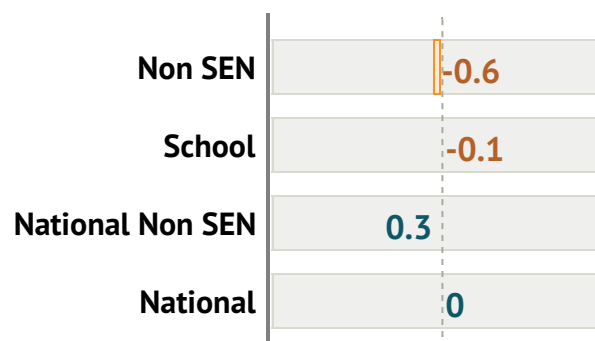


The Reading Overall Progress Score amongst SEN Statement or EHC students is 0.4 points less than the school average, but 2.6 points greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 11

Non SEN Students

-0.6

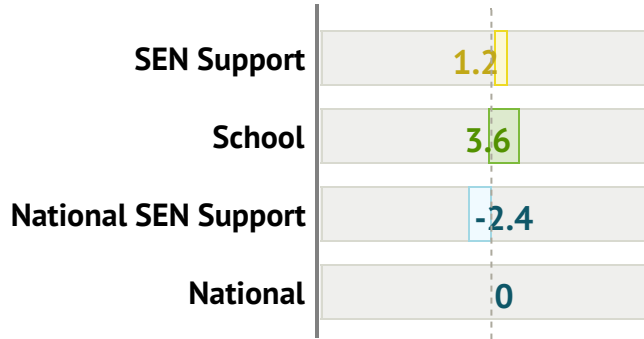


The Reading Overall Progress Score amongst non-SEN students is 0.5 points less than the school average, and 0.9 points less than the national non-SEN students average. This is probably worth exploring in more detail.

Cohort size = 30

KS1-KS2
Overall Progress Score: Writing (TA)
SEN Support Students

1.2

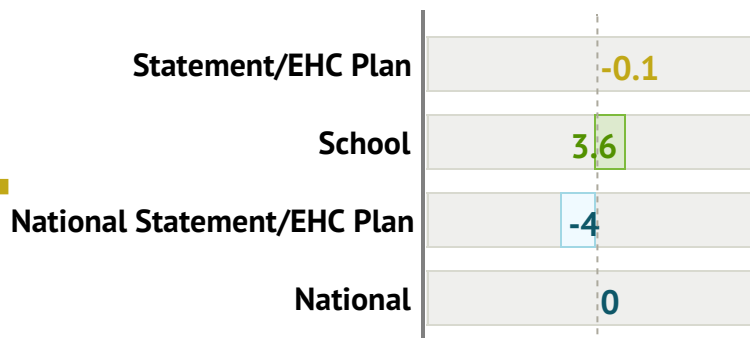


The Writing Overall Progress Score amongst SEN Support students is 2.4 points less than the school average, but 3.6 points greater than the national SEN Support students average. This might be worth looking at.

Cohort size = 14

SEN Statement or EHC Students

-0.1

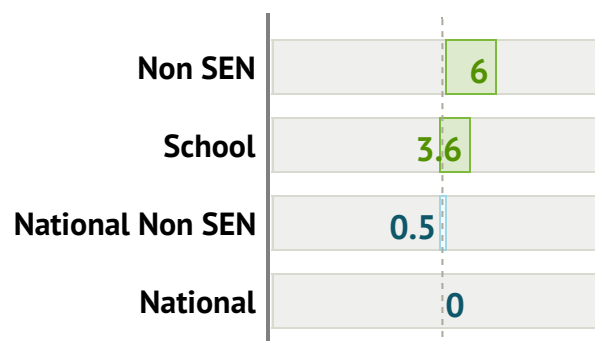


The Writing Overall Progress Score amongst SEN Statement or EHC students is 3.7 points less than the school average, but 3.9 points greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 11

Non SEN Students

6

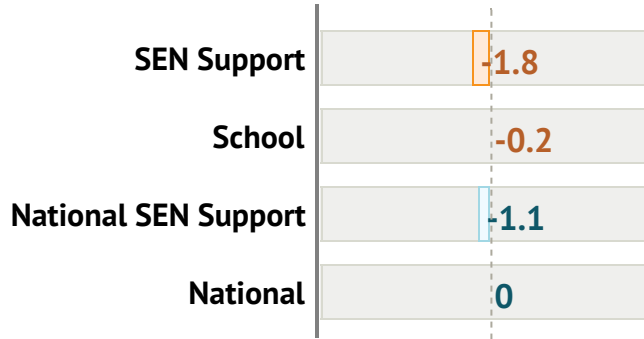


The Writing Overall Progress Score amongst non-SEN students is 2.4 points greater than the school average, and 5.5 points greater than the national non-SEN students average.

Cohort size = 30

KS1-KS2
Overall Progress Score: Maths
SEN Support Students

-1.8

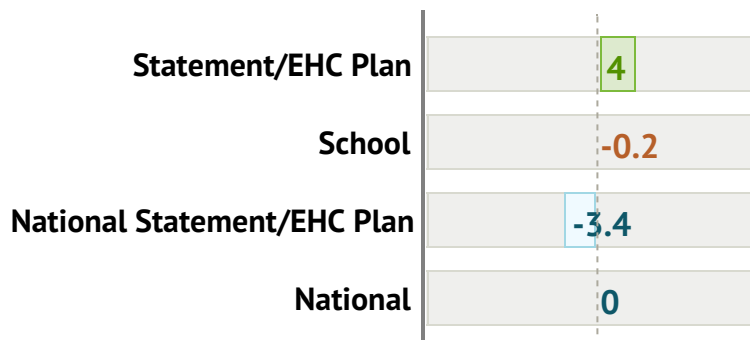


The Maths Overall Progress Score amongst SEN Support students is 1.6 points less than the school average, and 0.7 points less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 14

SEN Statement or EHC Students

4

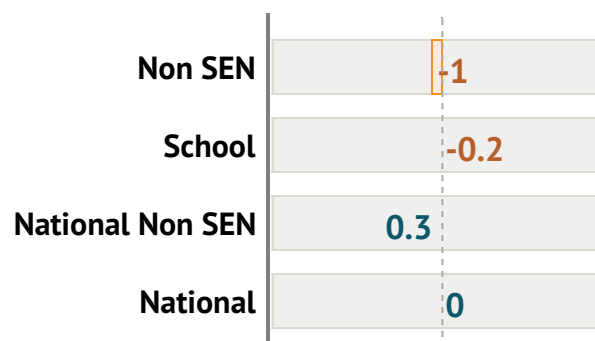


The Maths Overall Progress Score amongst SEN Statement or EHC students is 4.2 points greater than the school average, and 7.4 points greater than the national SEN Statement or EHC students average.

Cohort size = 11

Non SEN Students

-1



The Maths Overall Progress Score amongst non-SEN students is 0.8 points less than the school average, and 1.3 points less than the national non-SEN students average. This is probably worth exploring in more detail.

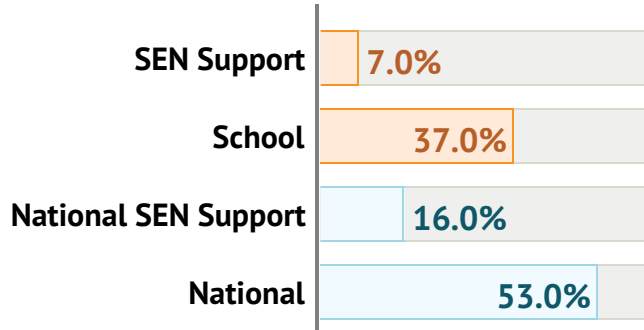
Cohort size = 30

Attainment: Focus on SEN

Powered by  Arbor

KS2
% Achieving Expected Standard: All Core Subjects
SEN Support Students

7.0%

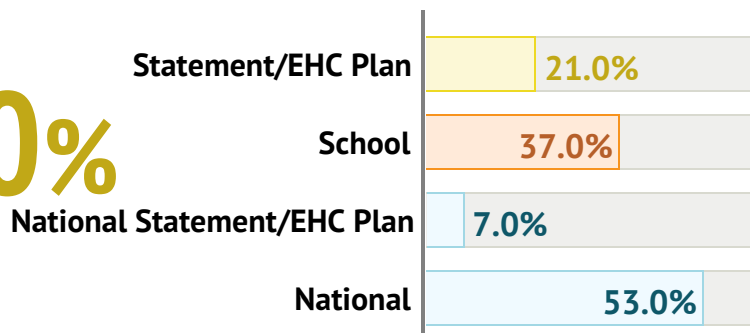


The proportion of SEN Support students at Laycock achieving the expected standard in Reading, Writing (TA) and Maths is 30.0% less than the school average, and 9.0% less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

21.0%

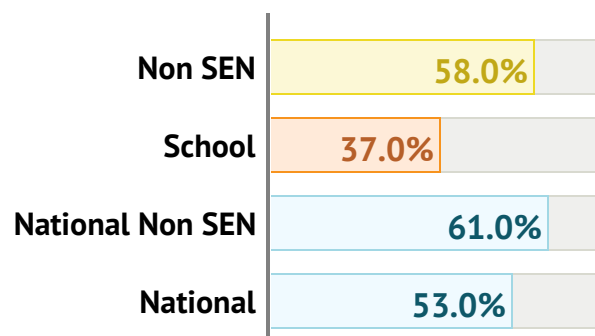


The proportion of SEN Statement or EHC students at Laycock achieving the expected standard in Reading, Writing (TA) and Maths is 16.0% less than the school average, but 14.0% greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 14

Non SEN Students

58.0%

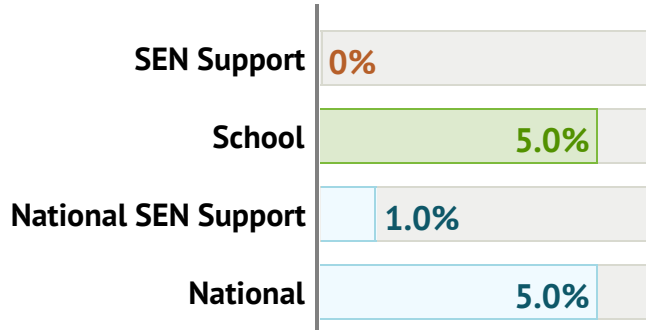


The proportion of non-SEN students at Laycock achieving the expected standard in Reading, Writing (TA) and Maths is 21.0% greater than the school average, but 3.0% less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
% Achieving Higher Standard: All Core Subjects
SEN Support Students

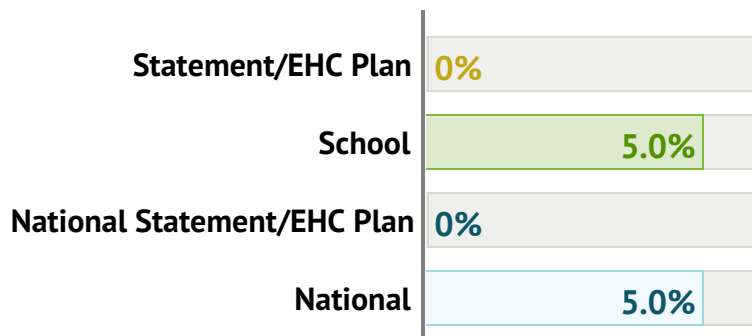
0%



The proportion of SEN Support students at Laycock achieving higher standard in Reading, Writing and Maths is 5.0% less than the school average, and 1.0% less than the national SEN Support students average. This is probably worth exploring in more detail.

SEN Statement or EHC Students

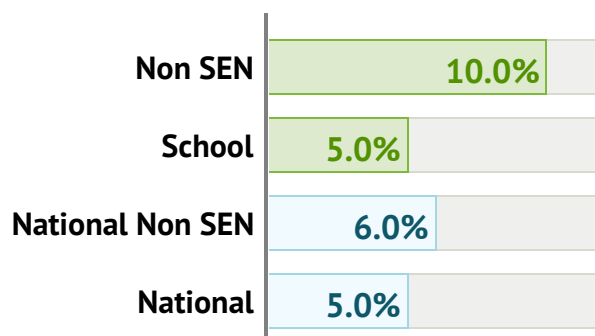
0%



The proportion of SEN Statement or EHC students at Laycock achieving higher standard in Reading, Writing and Maths is 5.0% less than the school average, and the same as the national SEN Statement or EHC students average. This might be worth looking at.

Non SEN Students

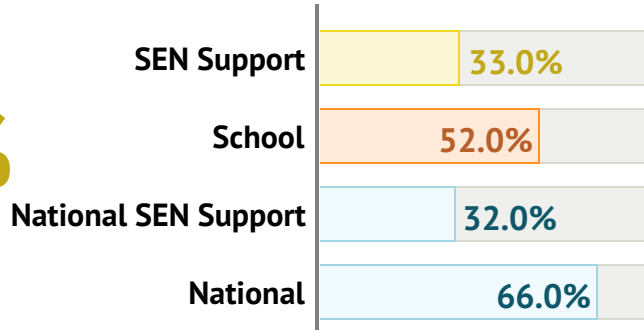
10.0%



The proportion of non-SEN students at Laycock achieving higher standard in Reading, Writing and Maths is 5.0% greater than the school average, and 4.0% greater than the national non-SEN students average.

KS2
% Achieving Expected Standard: English Reading
SEN Support Students

33.0%

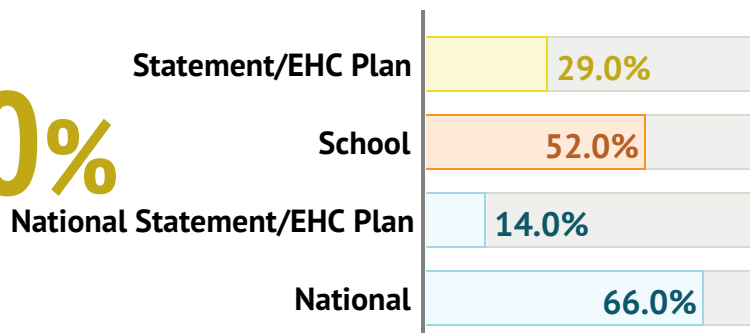


The proportion of SEN Support students at Laycock achieving the expected standard in Reading is 19.0% less than the school average, but 1.0% greater than the national SEN Support students average. This might be worth looking at.

Cohort size = 15

SEN Statement or EHC Students

29.0%

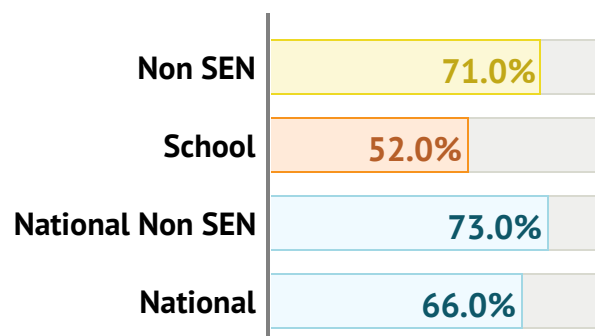


The proportion of SEN Statement or EHC students at Laycock achieving the expected standard in Reading is 23.0% less than the school average, but 15.0% greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 14

Non SEN Students

71.0%

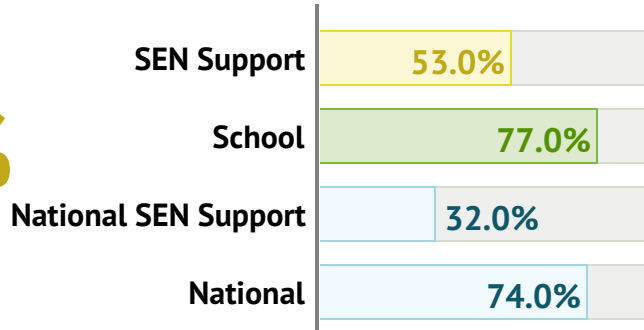


The proportion of non-SEN students at Laycock achieving the expected standard in Reading is 19.0% greater than the school average, but 2.0% less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
% Working At The Expected Standard: Writing (TA)
SEN Support Students

53.0%

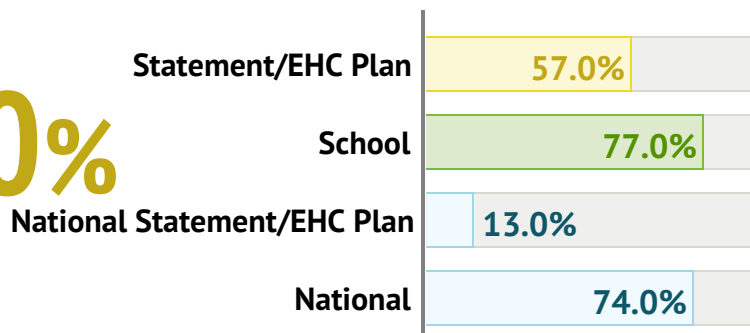


The proportion of SEN Support students at Laycock working towards the expected standard in Writing is 24.0% less than the school average, but 21.0% greater than the national SEN Support students average. This might be worth looking at.

Cohort size = 15

SEN Statement or EHC Students

57.0%

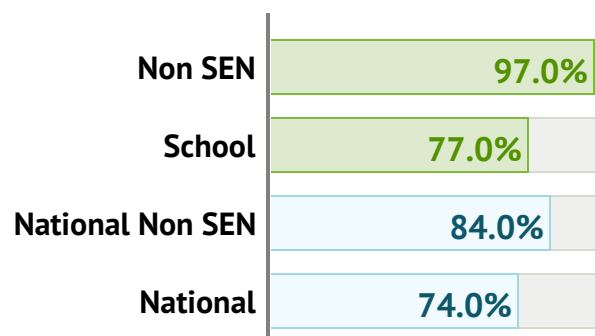


The proportion of SEN Statement or EHC students at Laycock working towards the expected standard in Writing is 20.0% less than the school average, but 44.0% greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 14

Non SEN Students

97.0%

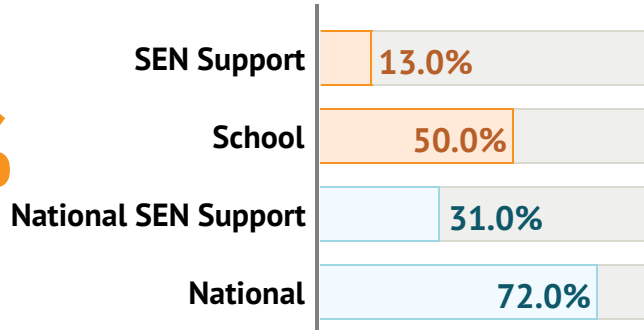


The proportion of non-SEN students at Laycock working towards the expected standard in Writing is 20.0% greater than the school average, and 13.0% greater than the national non-SEN students average.

Cohort size = 31

KS2
% Achieving Expected Standard: EGPS
SEN Support Students

13.0%

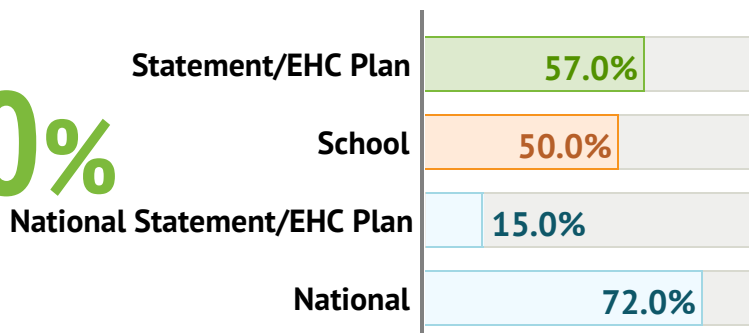


The proportion of SEN Support students at Laycock achieving the expected standard in English Grammar, Punctuation and Spelling is 37.0% less than the school average, and 18.0% less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

57.0%

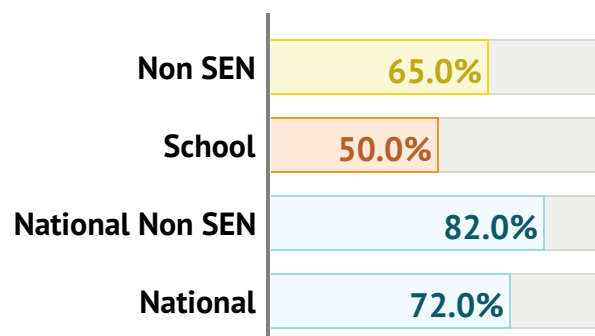


The proportion of SEN Statement or EHC students at Laycock achieving the expected standard in English Grammar, Punctuation and Spelling is 7.0% greater than the school average, and 42.0% greater than the national SEN Statement or EHC students average.

Cohort size = 14

Non SEN Students

65.0%

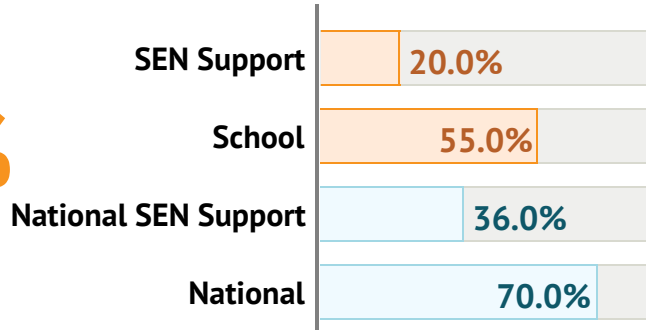


The proportion of non-SEN students at Laycock achieving the expected standard in English Grammar, Punctuation and Spelling is 15.0% greater than the school average, but 17.0% less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
% Achieving Expected Standard: Maths
SEN Support Students

20.0%

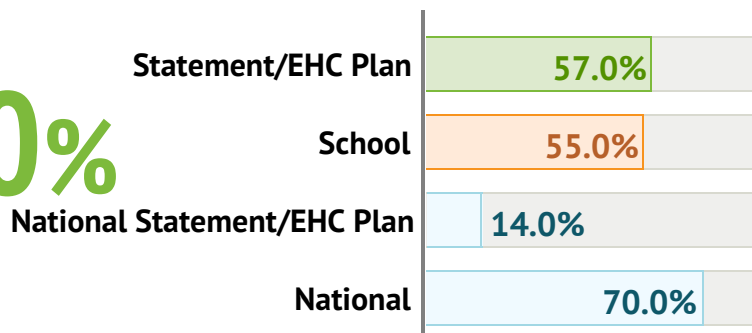


The proportion of SEN Support students at Laycock achieving the expected standard in Maths is 35.0% less than the school average, and 16.0% less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

57.0%

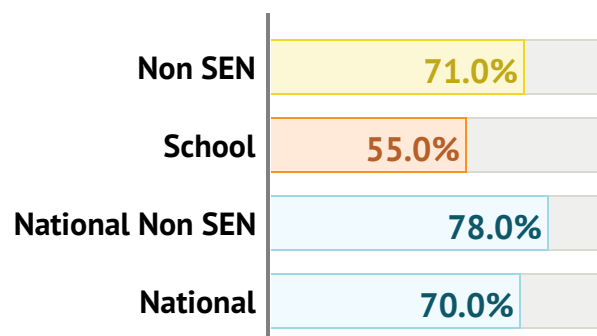


The proportion of SEN Statement or EHC students at Laycock achieving the expected standard in Maths is 2.0% greater than the school average, and 43.0% greater than the national SEN Statement or EHC students average.

Cohort size = 14

Non SEN Students

71.0%

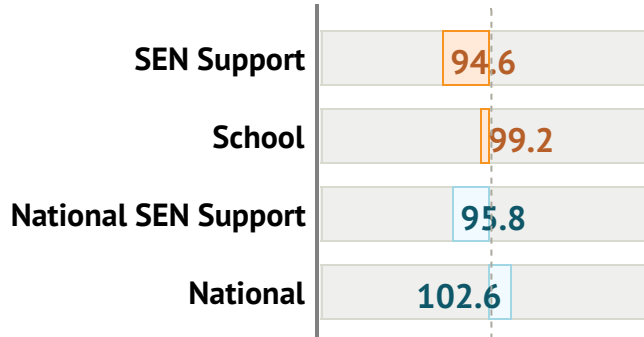


The proportion of non-SEN students at Laycock achieving the expected standard in Maths is 16.0% greater than the school average, but 7.0% less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
Average Scaled Score (AvSS): English Reading
SEN Support Students

94.6

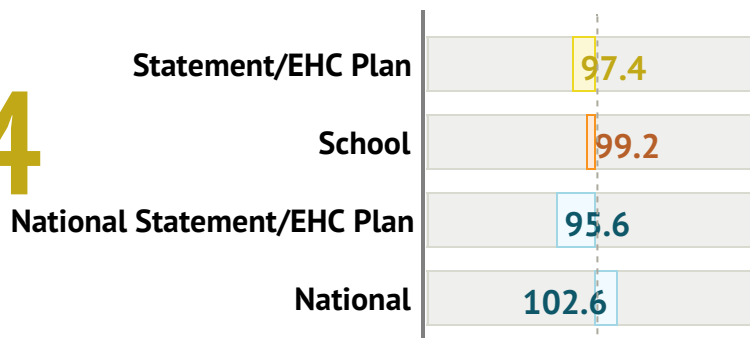


The KS2 AvSS for Reading amongst SEN Support students is 4.6 points less than the school average, and 1.2 points less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

97.4

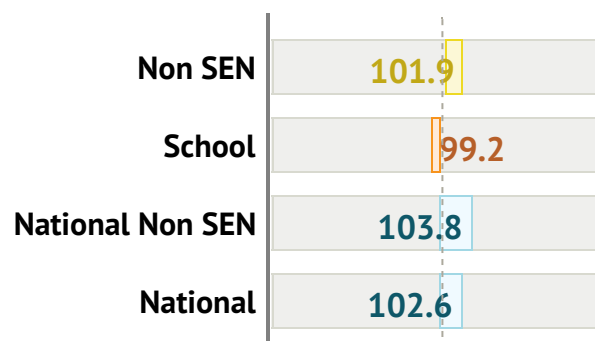


The KS2 AvSS for Reading amongst SEN Statement or EHC students is 1.8 points less than the school average, but 1.8 points greater than the national SEN Statement or EHC students average. This might be worth looking at.

Cohort size = 14

Non SEN Students

101.9

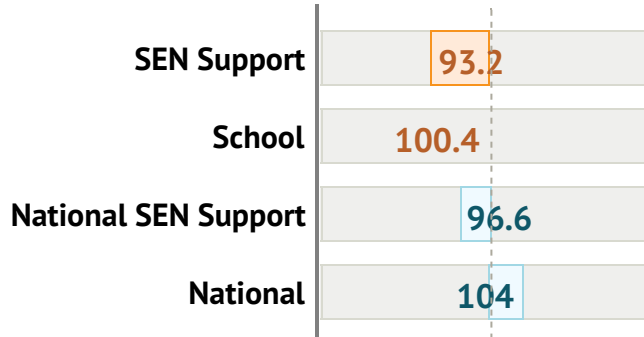


The KS2 AvSS for Reading amongst non-SEN students is 2.7 points greater than the school average, but 1.9 points less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
Average Scaled Score (AvSS): EGPS
SEN Support Students

93.2

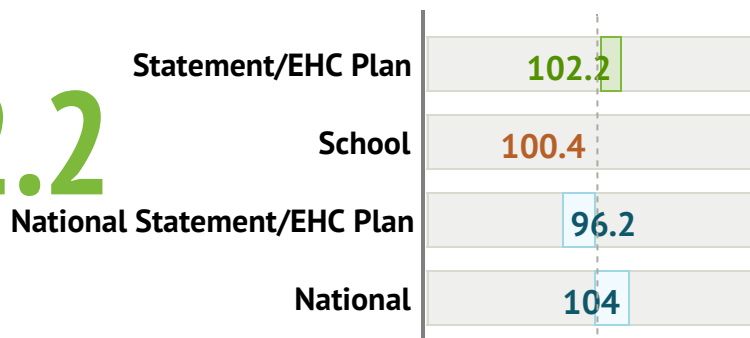


The KS2 AvSS for English Grammar, Punctuation and Spelling amongst SEN Support students is 7.2 points less than the school average, and 3.4 points less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

102.2

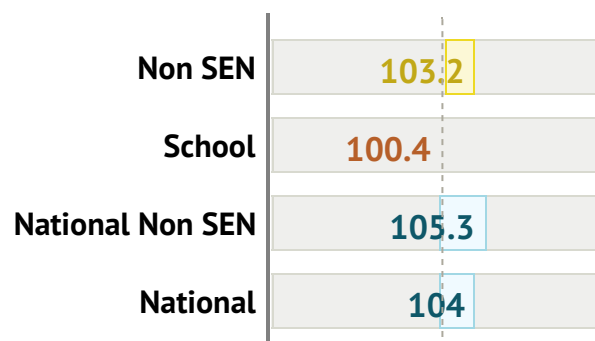


The KS2 AvSS for English Grammar, Punctuation and Spelling amongst SEN Statement or EHC students is 1.8 points greater than the school average, and 6.0 points greater than the national SEN Statement or EHC students average.

Cohort size = 14

Non SEN Students

103.2

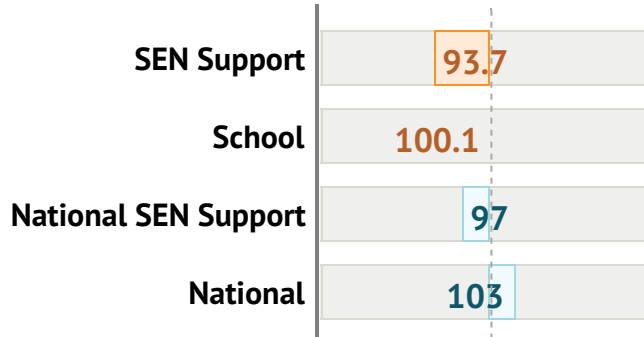


The KS2 AvSS for English Grammar, Punctuation and Spelling amongst non-SEN students is 2.8 points greater than the school average, but 2.1 points less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

KS2
Average Scaled Score (AvSS): Maths
SEN Support Students

93.7

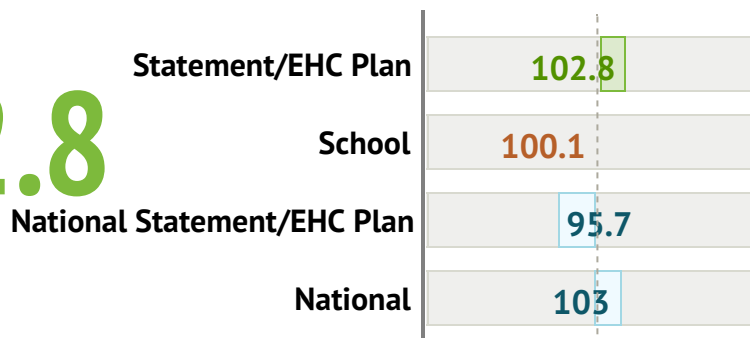


The KS2 AvSS for Maths amongst SEN Support students is 6.4 points less than the school average, and 3.3 points less than the national SEN Support students average. This is probably worth exploring in more detail.

Cohort size = 15

SEN Statement or EHC Students

102.8

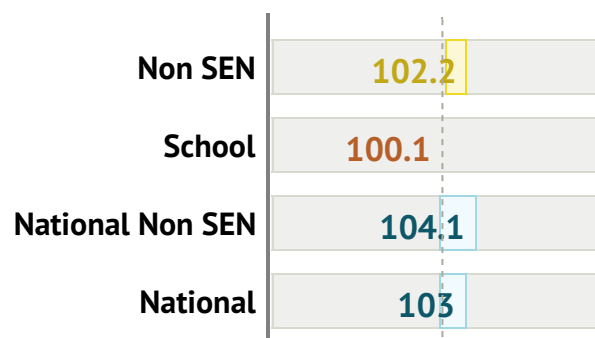


The KS2 AvSS for Maths amongst SEN Statement or EHC students is 2.7 points greater than the school average, and 7.1 points greater than the national SEN Statement or EHC students average.

Cohort size = 14

Non SEN Students

102.2



The KS2 AvSS for Maths amongst non-SEN students is 2.1 points greater than the school average, but 1.9 points less than the national non-SEN students average. This might be worth looking at.

Cohort size = 31

My items

Timeline

Dashboard



Colin Carter

10D form
maths. Ta

My students >

My resources >

Now

09:45 – 10:30
GCSE Maths (Set 5) >
Room 420

My calendar >

09:45 – 10:30	GCSE Maths (Set 4)	420
10:35 – 11:20	GCSE Maths (Set 3)	420
11:25 – 11:55	Marking	
12:00 – 12:45	GCSE Maths (Set 2)	304

Free MIS Demo

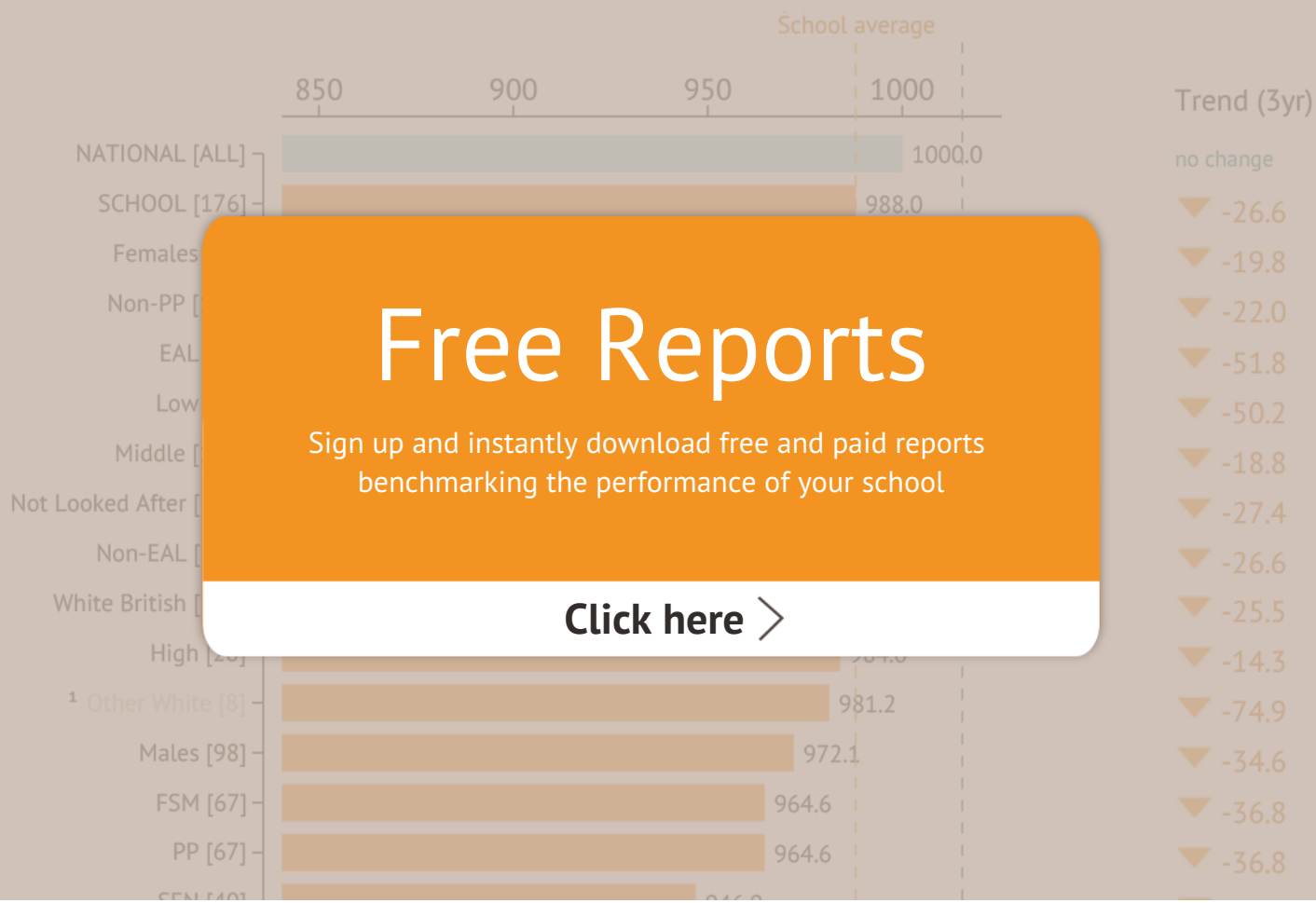
See how Arbor can help save time
and improve outcomes at your school

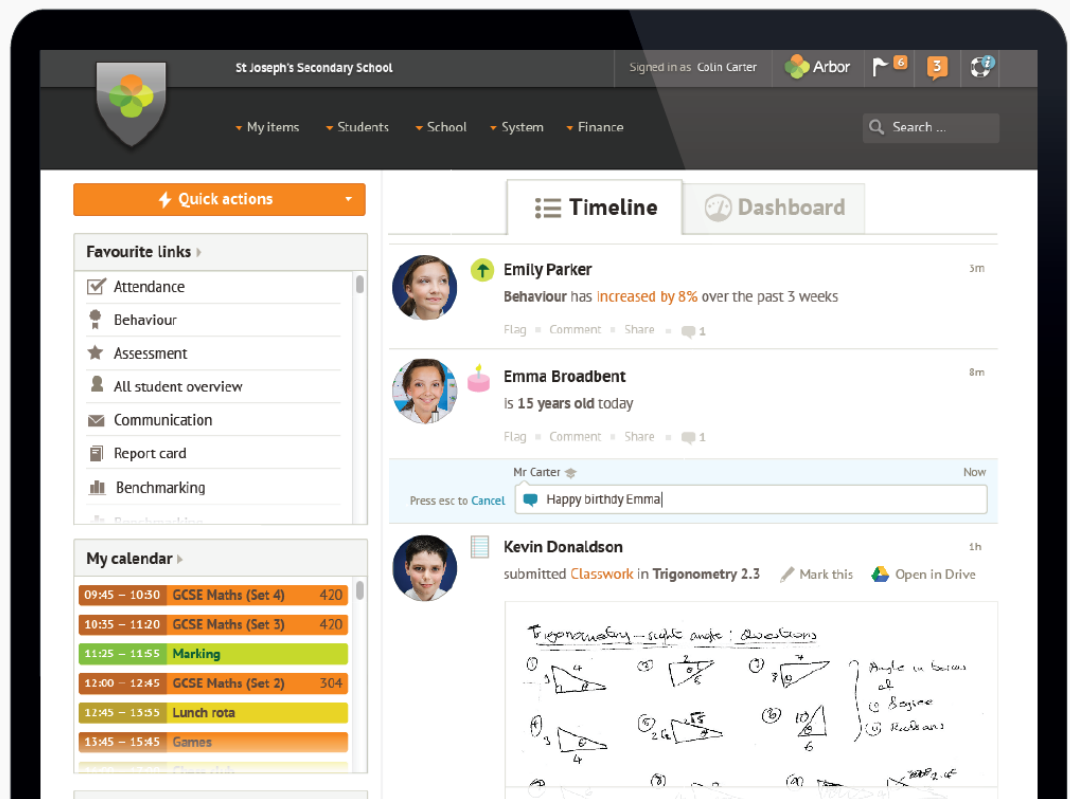
[Click here >](#)

Why not **join 9,000+ schools** and see how
Arbor can help improve outcomes?

Free Reports

Sign up and instantly download free and paid reports
benchmarking the performance of your school

[Click here >](#)



You collect tons of student data.

Why not use an MIS which lets you use that data to its full potential? Arbor brings together all your national, progress and MIS data in one place, saving your staff time and your school up to 30% of its license fees



or go to www.arbor-education.com



A Arbor Education Partners
Canalot Studios 320
222 Kensal Rd
London, W10 5BN

T +44 (0) 207 043 0470
E [insight@arbor-
education.com](mailto:insight@arbor-education.com)
W www.arbor-education.com

Registered in England and Wales
Company Number 7790198