

Bank View School data 2017

Cohort of 120 students KS3/4.
4 educated off site AEP

School data 2016-17

Subject	Red	Red %	Yellow	Yellow %	Green	Green %
English	3	3%	113	94%	4	3%
Maths	4	3%	99	83%	17	14%
Science	2	2%	102	85%	16	13%

97% of pupils made at or above expected progress in English
97% of pupils made at or above expected progress in Maths
98% of pupils made at or above expected progress in Science

Girls marginally outperform boys in English and science. There is no significant difference in gender in maths.

Impact of intervention

In April 2017, data was analysed and 46 pupils were identified as requiring intervention. Subject action plans were produced by class teachers. Of those 46 pupils, 6 pupils required intervention in 3 or more subjects, 6 pupils required intervention in 2 or more subjects and the remaining 34 pupils required intervention in 1 subject.

Impact of intervention (April-July)

89% of pupils identified in April no longer require intervention in the subjects highlighted.

Salient groups School Data

Salient group data needs to be analysed with caution due to small numbers

FSM/6												
	FSM/6 (82)						Not FSM/6 (38)					
	Red	Yellow	Green	Red %	Yellow %	Green %	Red	Yellow	Green	Red %	Yellow %	Green %
English	1	1%	81	99%			2	5%	32	84%	4	11%
Maths	3	4%	63	76%	16	20%	1	3%	36	94%	1	3%
Science	1	1%	66	80%	15	19%	1	3%	36	94%	1	3%

School data shows that students in receipt of pupil premium were higher performing than their peers as an average.

ASD												
	ASD (42)						Not ASD (78)					
	Red	Yellow	Green	Red %	Yellow %	Green %	Red	Yellow	Green	Red %	Yellow %	Green %
English	1	2%	39	93%	2	5%	2	3%	74	94%	2	3%
Maths	1	2%	36	86%	5	12%	3	4%	63	81%	12	15%
Science	2	5%	35	83%	5	12%			67	86%	11	14%

There is no significant differences in the ASD data

CLA out perform non CLA
EAL out perform non EAL
BEM out preform non BEM
There is no significant difference between ADHD data