Wales Reports help guide

fft aspire

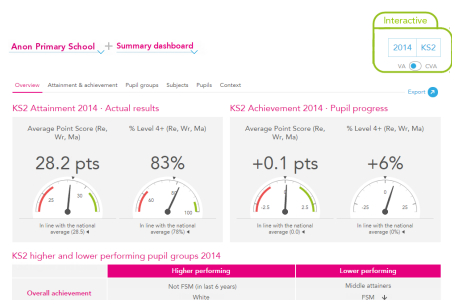School summary dashboard series KS2 - November 2015

Contents

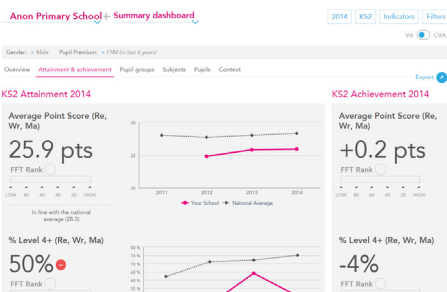**Introduction to the KS2 school summary dashboard FFT Aspire**
The following help files provide a quick overview of the Key Stage 2 school summary dashboard reports currently available within FFT Aspire (November 2015).

KS2

School summary dashboard

Overview
School self-evaluation

Achievement & attainment
School self-evaluation (2 pages)

Pupil groups
School self-evaluation

Subjects
School self-evaluation

Pupil list
School self-evaluation

Context
School self-evaluation

fft aspire

KS2

Summary dashboard: Overview

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector ('2015') to view performance from a previous year. Select up to 2 performance indicators to be displayed from the 'Indicators' selector. Use 'Filters' to recalculate the whole report for specific groups of pupils (e.g. FSM & male). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

What does the report show?
High level summary of KS2 attainment and progress (VA or CVA) for key indicators. Identifies the stronger and weaker pupil groups across the cohort in terms of progress. This report is the starting point for subject self-evaluation

KS2 attainment gauges
Compares attainment to the national average. Statistical significance is indicated for both the attainment gap (green = above, red = below) and for changes in attainment since the previous reporting year's result (up = rise, down = fall)
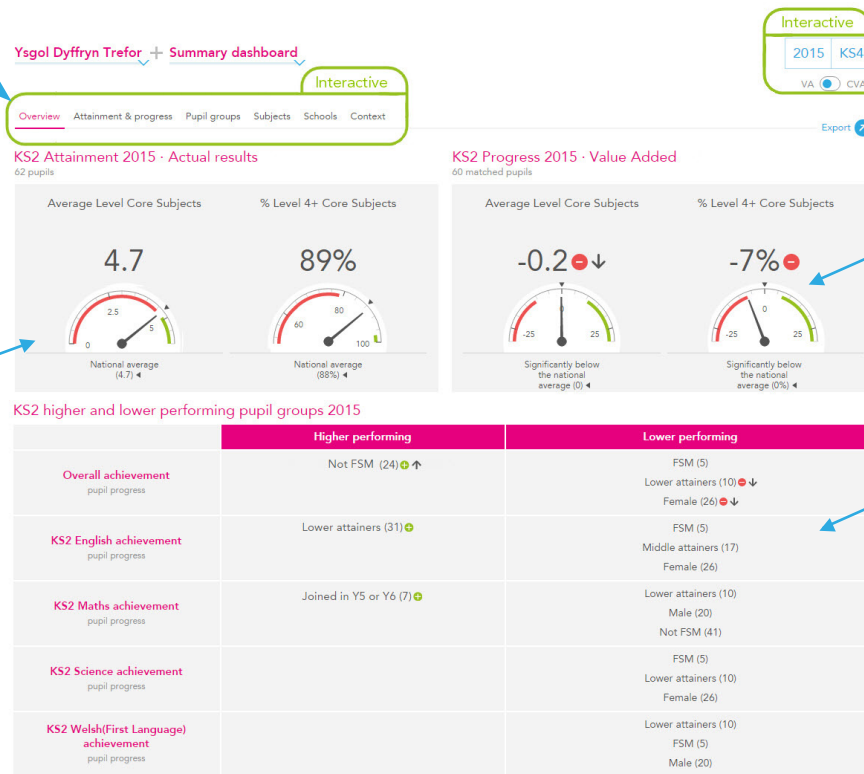
Statistical significance
Suggests the gap hasn't occurred by chance. A signpost that further investigation may be required into the particular area. Small cohorts are unlikely to be significant

Progress (achievement) gauges
VA or CVA progress compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Matched pupils only (pupils with KS1 prior attainment) are included within progress. See below for definitions of VA and CVA

Higher and lower performing pupil groups
Top 3 and bottom 3 performing pupil groups in terms of VA/CVA progress in a range of indicators. A group must have positive progress to appear in top 3 or negative for bottom 3. Statistical significance is indicated

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Dashboard panel

Interactive

2015 KS4

VA ◯ CVA

Ysgol Dyffryn Trefor ✛ Summary dashboard

Interactive

Overview Attainment & progress Pupil groups Subjects Schools Context

Export ⎙

KS2 Attainment 2015 · Actual results
62 pupils

Average Level Core Subjects	% Level 4+ Core Subjects
4.7	**89%**
2.5 / 0 / 5	80 / 60 / 100
National average (4.7) ◀	National average (88%) ◀

KS2 Progress 2015 · Value Added
60 matched pupils

Average Level Core Subjects	% Level 4+ Core Subjects
-0.2 ⊖ ↓	**-7%** ⊖
-25 / 25	-25 / 0 / 25
Significantly below the national average (0) ◀	Significantly below the national average (0%) ◀

KS2 higher and lower performing pupil groups 2015

	Higher performing	Lower performing
Overall achievement pupil progress	Not FSM (24) ⊕ ↑	FSM (5) Lower attainers (10) ⊖ ↓ Female (26) ⊖ ↓
KS2 English achievement pupil progress	Lower attainers (31) ⊕	FSM (5) Middle attainers (17) Female (26)
KS2 Maths achievement pupil progress	Joined in Y5 or Y6 (7) ⊕	Lower attainers (10) Male (20) Not FSM (41)
KS2 Science achievement pupil progress		FSM (5) Lower attainers (10) Female (26)
KS2 Welsh(First Language) achievement pupil progress		Lower attainers (10) FSM (5) Male (20)

Value Added (VA)
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)
CVA defines 'similar pupils' differently to VA, and accounts for **similar schools** nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS1-2 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite

Small cohorts
Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups

fft aspire

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector to view performance from a previous year - a 3 year reporting period is also available (e.g. 2013-2015). Select up to 2 performance indicators to be displayed in the gauges from the Indicator selector. Filter to view performance for specific groups of pupils (e.g. FSM & boys). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

KS2 progress (achievement)
VA or CVA progress compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Matched pupils only (pupils with KS1 prior attainment) are included within progress. See below for definitions of VA and CVA

What does the report show?
A visual representation of school and national average attainment over time provided alongside national percentile rankings and VA/CVA progress. Values can be re-calculated for specific pupil groups selected from the pupil group filter (filter selections appear at the top of the report)

Statistical significance
Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school performance to the previous year

KS2 attainment
Compares attainment to the national average. Statistical significance is indicated for both the attainment gap (green = above, red = below) and for changes in attainment since the previous reporting year's result (up = rise, down = fall)

Time series chart
Visual display of school and national average attainment for the two selected indicators over the previous 5 years

FFT Rank
FFT national ranking for indicator split into hundredths (1 = highest, 100 = lowest). Ranks calculated for attainment and VA/CVA progress. Ranks tend to be volatile

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Value Added (VA)
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)
CVA defines 'similar pupils' differently to VA, and accounts for **similar schools** nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS1-2 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite

Small cohorts
Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups

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Ysgol Dyffryn Trefor + Summary dashboard

Interactive

Overview   Attainment & progress   Pupil groups   Subjects   Context

Interactive

2015 KS2 Indicators Filters

VA ● CVA

Export

KS2 Attainment 2015
62 pupils

CG KS2 Progress 2015
60 matched pupils

% Level 4+ Core Subjects

89%
FFT Rank 59
LOW 80 60 40 20 HIGH
In line with the national average (88%)

% Level 4+ Core Subjects

-7% ⊖
FFT Rank 87
LOW 80 60 40 20 HIGH
Significantly below the national average (0%)

100 %
95 %
90 %
85 %
80 %
75 %
2011 2012 2013 2014 2015
—— Your organisation ···· National Average

Average Level Core Subjects

4.7
FFT Rank 71
LOW 80 60 40 20 HIGH
In line with the national average (4.7)

Average Level Core Subjects

-0.2 ⊖ ↓
FFT Rank 92
LOW 80 60 40 20 HIGH
In line with the national average (0)

10

5

0
2011 2012 2013 2014 2015
—— Your organisation ···· National Average

fft aspire

KS2

School summary dashboard: Attainment & Progress

The help file for this report runs over 2 pages: page 2 of 2

Navigation & report options

Use the tabs to navigate through each area of the school summary dashboard. Filter to view performance for specific groups of pupils (e.g. FSM & boys). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

What does the report show?

Displays a three year history of attainment and progress within a range of key performance indicators. Statistical significance is indicated for attainment and progress in comparisons with the national average. Statistically significant changes from the previous year are also indicated with the direction

Filters (pupil groups)

The example report has been recalculated for the pupil group FSM & Males as selected from the 'Filters' selector. Filter selections are displayed in the grey bar. Click 'x' to remove a group
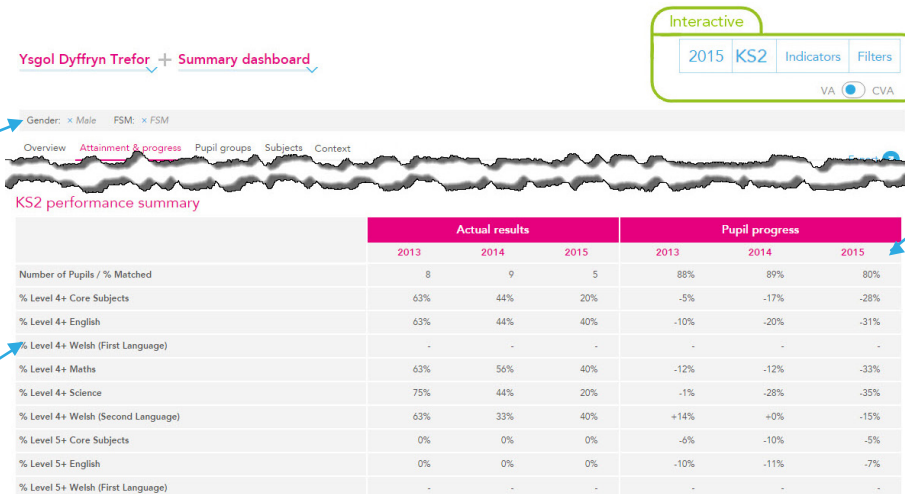
KS2 attainment indicators

Actual results and progress are displayed for a range of key summary performance indicators. Any two of these indicators can be represented visually within the charts and rankings at the top of the reportof the report

KS2 progress indicators

VA or CVA progress. Compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Matched pupils only (pupils with KS1 prior attainment) are included within progress

Statistical significance

Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Green (above) and red (below) circles compare performance to the national average. Up (rise) and down (fall) arrows compare school performance to the previous year

Interactive

2015 KS2 Indicators Filters

VA ● CVA

Ysgol Dyffryn Trefor + Summary dashboard

Gender: × Male   FSM: × FSM

Overview Attainment & progress Pupil groups Subjects Context

KS2 performance summary

	Actual results			Pupil progress		
	2013	2014	2015	2013	2014	2015
Number of Pupils / % Matched	8	9	5	88%	89%	80%
% Level 4+ Core Subjects	63%	44%	20%	-5%	-17%	-28%
% Level 4+ English	63%	44%	40%	-10%	-20%	-31%
% Level 4+ Welsh (First Language)	-	-	-	-	-	-
% Level 4+ Maths	63%	56%	40%	-12%	-12%	-33%
% Level 4+ Science	75%	44%	20%	-1%	-28%	-35%
% Level 4+ Welsh (Second Language)	63%	33%	40%	+14%	+0%	-15%
% Level 5+ Core Subjects	0%	0%	0%	-6%	-10%	-5%
% Level 5+ English	0%	0%	0%	-10%	-11%	-7%
% Level 5+ Welsh (First Language)	-	-	-	-	-	-

Use of FFT data

· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Value Added (VA)

Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)

Pupil progress compared with similar pupils in **similar schools** nationally. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment

Small cohorts

Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups

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School summary dashboard: Pupil groups

KS2

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector to view performance from a previous year - a 3 year reporting period is also available (e.g. 2013-2015). Select up to three performance indicators to be displayed in the table from the Indicator selector. The values for the first indicator selected will be displayed in the chart. Filter the report to view performance for specific groups of pupils (e.g. FSM boys). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

What does the report show?
The interactive report allows side-by-side comparison of attainment and progress across any three summary indicators from the indicator selector. Helps illuminate variation across two the indicators overall and by pupil group

Actual results
Aggregated attainment results for the selected indicators are displayed for each pupil group. Always consider the cohort size when analysing performance data
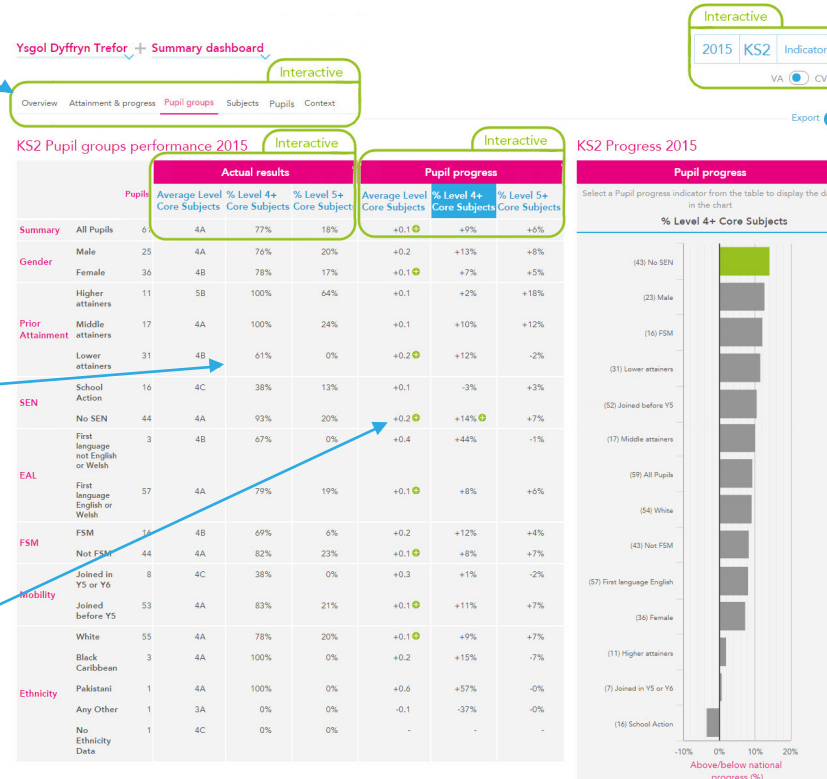
Pupil progress
Value Added (VA) or Contextual VA (CVA) perspective of progress. Only matched pupils are included in progress (those with KS1 attainment). Statistical significance and trends indicated

S-curve chart
Visual display of pupil groups performance across the blue highlighted progress indicator. The values are ranked high to low with statistical significance indicated. Cohort size is indicated within the brackets

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Statistical significance
Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Small cohorts are unlikely to be significant

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Ysgol Dyffryn Trefor + Summary dashboard

Overview · Attainment & progress · Pupil groups · Subjects · Pupils · Context

2015 KS2 Indicators — VA ○ CVA

Export

KS2 Pupil groups performance 2015

		Pupils	Actual results			Pupil progress		
			Average Level Core Subjects	% Level 4+ Core Subjects	% Level 5+ Core Subjects	Average Level Core Subjects	% Level 4+ Core Subjects	% Level 5+ Core Subjects
Summary	All Pupils	6..	4A	77%	18%	+0.1	+9%	+6%
Gender	Male	25	4A	76%	20%	+0.2	+13%	+8%
	Female	36	4B	78%	17%	+0.1	+7%	+5%
Prior Attainment	Higher attainers	11	5B	100%	64%	+0.1	+2%	+18%
	Middle attainers	17	4A	100%	24%	+0.1	+10%	+12%
	Lower attainers	31	4B	61%	0%	+0.2	+12%	-2%
SEN	School Action	16	4C	38%	13%	+0.1	-3%	+3%
	No SEN	44	4A	93%	20%	+0.2	+14%	+7%
EAL	First language not English or Welsh	3	4B	67%	0%	+0.4	+44%	-1%
	First language English or Welsh	57	4A	79%	19%	+0.1	+8%	+6%
FSM	FSM	1..	4B	69%	6%	+0.2	+12%	+4%
	Not FSM	44	4A	82%	23%	+0.1	+8%	+7%
Mobility	Joined in Y5 or Y6	8	4C	38%	0%	+0.3	+1%	-2%
	Joined before Y5	53	4A	83%	21%	+0.1	+11%	+7%
Ethnicity	White	55	4A	78%	20%	+0.1	+9%	+7%
	Black Caribbean	3	4A	100%	0%	+0.2	+15%	-7%
	Pakistani	1	4A	100%	0%	+0.6	+57%	-0%
	Any Other	1	3A	0%	0%	-0.1	-37%	-0%
	No Ethnicity Data	1	4C	0%	0%	-	-	-

KS2 Progress 2015

Pupil progress

Select a Pupil progress indicator from the table to display the data in the chart

% Level 4+ Core Subjects

(43) No SEN
(23) Male
(16) FSM
(31) Lower attainers
(52) Joined before Y5
(17) Middle attainers
(59) All Pupils
(54) White
(43) Not FSM
(57) First language English
(36) Female
(11) Higher attainers
(7) Joined in Y5 or Y6
(16) School Action

-10% 0% 10% 20%
Above/below national progress (%)

Value Added (VA)
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)
CVA defines 'similar pupils' differently to VA, and accounts for **similar schools** nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS1-2 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite

Small cohorts
Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups

FFT aspire

KS2

School summary dashboard: Subjects

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector to view performance from a previous year. Filter the report to view performance for specific groups of pupils (e.g. FSM boys). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

What does the report show?
Detailed year-on-year range of performance indicators for each subject's attainment and progress. Select which indicators appear in the time series charts on the right

Actual results
Aggregated attainment results for the selected indicators are displayed for each indicator

Pupil progress
VA or CVA perspective of progress. Only matched pupils are included in progress (those with KS1 attainment). Statistical significance and trends are indicated. In the example, Writing L5+ attainment in 2013 was 55%, which was 20% above performance of similar pupils in similar schools (CVA). We can therefore derive that the estimated performance was 35%
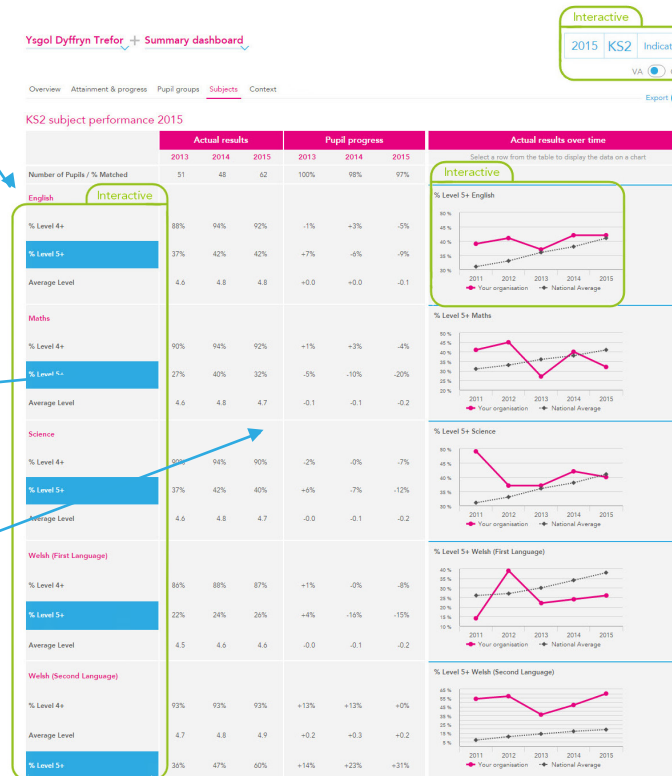
Time series chart
Visual display of the selected (blue) attainment indicators and national averages over the previous 5 years

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Statistical significance
Suggests the gap hasn't occurred by chance. It is a signpost that further investigation may be required into the particular area. Small cohorts are unlikely to be significant

Ysgol Dyffryn Trefor ➕ Summary dashboard

Interactive — 2015 KS2 Indicators   VA ⚪ CVA   Export ↗

Overview Attainment & progress Pupil groups Subjects Context

KS2 subject performance 2015

	Actual results			Pupil progress			Actual results over time
	2013	2014	2015	2013	2014	2015	Select a row from the table to display the data on a chart
Number of Pupils / % Matched	51	48	62	100%	98%	97%	
English Interactive							% Level 5+ English
% Level 4+	88%	94%	92%	-1%	+3%	-5%	
% Level 5+	37%	42%	42%	+7%	-6%	-9%	
Average Level	4.6	4.8	4.8	+0.0	+0.0	-0.1	
Maths							% Level 5+ Maths
% Level 4+	90%	94%	92%	+1%	+3%	-4%	
% Level 5+	27%	40%	32%	-5%	-10%	-20%	
Average Level	4.6	4.8	4.7	-0.1	-0.1	-0.2	
Science							% Level 5+ Science
% Level 4+	90%	94%	90%	-2%	-0%	-7%	
% Level 5+	37%	42%	40%	+6%	-7%	-12%	
Average Level	4.6	4.8	4.7	-0.0	-0.1	-0.2	
Welsh (First Language)							% Level 5+ Welsh (First Language)
% Level 4+	86%	88%	87%	+1%	-0%	-8%	
% Level 5+	22%	24%	26%	+4%	-16%	-15%	
Average Level	4.5	4.6	4.6	-0.0	-0.1	-0.2	
Welsh (Second Language)							% Level 5+ Welsh (Second Language)
% Level 4+	93%	93%	93%	+13%	+13%	+0%	
Average Level	4.7	4.8	4.9	+0.2	+0.3	+0.2	
% Level 5+	36%	47%	60%	+14%	+23%	+31%	

Value Added (VA)
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)
CVA defines 'similar pupils' differently to VA, and accounts for **similar schools** nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS1-2 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite

Small cohorts
Use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance. Three-year analysis is recommended for small pupil groups (available on Overview, Att & ach and Pupil groups dashboards)

fft aspire

KS2

School summary dashboard: Pupils

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector to view cohorts from previous years. Filter the report to view pupils with specific characteristics (e.g. FSM boys). Use the VA / CVA toggle to view the different perspectives of progress. Click on the Export icon to create a PDF of the on-screen report

What does the report show?
Key stage 2 pupil level attainment, progress against similar pupils and the number of levels made between KS1 & KS2. The report helps quickly identify variation between an individual pupil's performance across reading, writing and mathematics

Pupil details and context
List of pupils within the cohort, a blue token can indicate free school meal eligibility (FSM), English as an additional language (EAL) or special educational needs (SEN)

Key stage 1 prior attainment
Average Point Score (APS) and teacher assessment results in reading, writing and maths displayed. Band indicates the third nationally the pupil ranked in terms of their average KS1 attainment (H = highest third, M = middle & L = lowest). Coloured circles represent attainment being below (red), inline (yellow) or above (green) the KS1 expected level. Pupils without KS1 attainment will not have estimated grades

Attainment
Key stage 2 performance information is provided for English, Welsh First Language, Welsh 2nd Language, Mathematics and Science.

Estimates, actuals and differences
The estimate (Est) represents the sub-level which 50% or more of 'similar pupils' attained nationally. Estimates may change when switching between VA and CVA as the definition of 'similar pupils' changes. Actuals (Act) represent the pupil's attainment in the subject. Differences (Diff) are the gaps in levels between the estimate and actual. Coloured circles indicator where actuals were above (green) or below (red) by half a level or more than the estimate - this is not statistical significance

Value Added (VA)
Pupil progress compared with similar pupils nationally. The FFT VA model uses prior attainment, gender and month of birth as a starting point for pupil comparisons. Where values are positive, KS1-2 progress at the school is higher than for similar pupils nationally. A negative value means the opposite

Contextual Value Added (CVA)
CVA defines 'similar pupils' differently to VA, and accounts for **similar schools** nationally too. The FFT CVA model uses prior attainment, gender and month of birth, FSM eligibility, ethnic group, SEN status, EAL and mobility as a starting for pupil comparisons. Similar schools are based on FSM eligibility rank, socio-economic rank and overall cohort prior attainment. Where values are positive, KS1-2 progress at the school is higher than for similar pupils in similar schools nationally. A negative value means the opposite

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Ysgol Dyffryn Trefor ＋ Summary dashboard

Interactive

2015 KS2 Indicators

VA ○ CVA

Interactive

Overview   Attainment & progress   Pupil groups   Subjects   Pupils   Context

Export

KS2 pupil performance summary · Year 6 · 2015

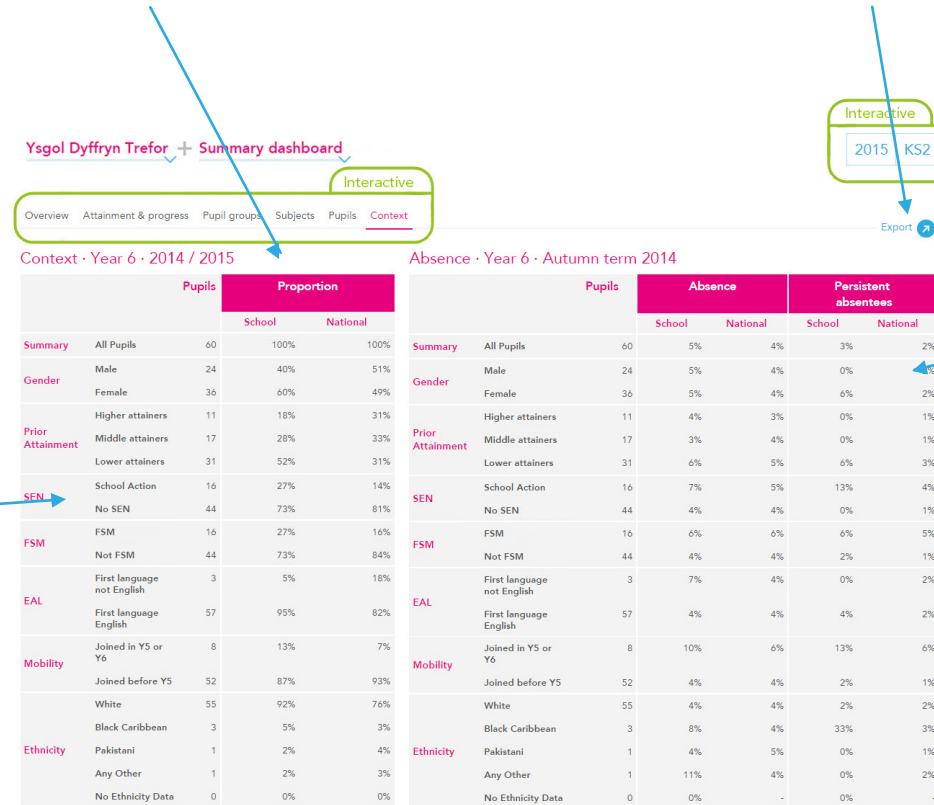| Pupil information	KS1 Prior attainment						Attainment level: KS2 English			Attainment level: KS2 Welsh (First language)			Attainment level: KS2 Maths			Attainment level: KS2 Science			Attainment level: KS2 Welsh (second language)		
	Band	Eng	Cy1af	Ma	Sc		Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
Yasmin Almond 01/08/2004 (FSM EAL SEN)	M	2	○	2	2		4.8	4.5	-0.3				4.8	5.3	+0.5	4.8	4.5	-0.3	4.5	4.5	+0.0
Naomi Apple 26/03/2004 (SEN)	L	1	○	1	1		3.9	3.6	-0.3				4.0	3.6	-0.4	4.0	3.6	-0.4	3.6	4.5	+0.9
Adam Arsenic 09/10/2003 (FSM)	H	3	○	2	2		5.0	5.3	+0.3				5.0	5.3	+0.3	4.5	3.6	-0.9	4.6	4.5	-0.1
David Asparagus 08/01/2004 (FSM EAL SEN)	L	1	○	1	1		3.9	4.5	+0.6				3.9	4.5	+0.6	4.0	4.5	+0.5	3.7	4.5	+0.8

FFT aspire

KS2

School summary dashboard: Context

Navigation & report options
Use the tabs to navigate through each area of the school summary dashboard. Click on the reporting year selector to view context and absence from a previous cohort. Click on the Export icon to create a PDF of the on-screen report

What does this report show?
The report helps identify how the context and characteristics of the cohort compare against the national average

Context
Breakdown of pupil context and characteristics numbers and percentages of the cohort. National information is provided for comparison

School absence
Breakdown of absence by pupil groups for Year 6 pupils. Persistent absentees are pupils who miss **15%** or more of attendance sessions. The table shows the percentage of persistent absentee pupils within each pupil group. Pupil group national averages are provided for comparison

Use of FFT data
· Provides questions not answers
· Used as the starting point for discussions
· Triangulate alongside a range of other data and professional judgement

Small cohorts
Absence rates for small groups of pupils can be heavily influenced by a single pupil. Always consider the cohort size when interpreting aggregated data

Ysgol Dyffryn Trefor ✛ Summary dashboard

Interactive

2015 | KS2

Interactive

Overview   Attainment & progress   Pupil groups   Subjects   Pupils   Context   Export ↗

Context · Year 6 · 2014 / 2015

		Pupils	Proportion	
			School	National
Summary	All Pupils	60	100%	100%
Gender	Male	24	40%	51%
	Female	36	60%	49%
Prior Attainment	Higher attainers	11	18%	31%
	Middle attainers	17	28%	33%
	Lower attainers	31	52%	31%
SEN	School Action	16	27%	14%
	No SEN	44	73%	81%
FSM	FSM	16	27%	16%
	Not FSM	44	73%	84%
EAL	First language not English	3	5%	18%
	First language English	57	95%	82%
Mobility	Joined in Y5 or Y6	8	13%	7%
	Joined before Y5	52	87%	93%
Ethnicity	White	55	92%	76%
	Black Caribbean	3	5%	3%
	Pakistani	1	2%	4%
	Any Other	1	2%	3%
	No Ethnicity Data	0	0%	0%

Absence · Year 6 · Autumn term 2014

		Pupils	Absence		Persistent absentees	
			School	National	School	National
Summary	All Pupils	60	5%	4%	3%	2%
Gender	Male	24	5%	4%	0%	1%
	Female	36	5%	4%	6%	2%
Prior Attainment	Higher attainers	11	4%	3%	0%	1%
	Middle attainers	17	3%	4%	0%	1%
	Lower attainers	31	6%	5%	6%	3%
SEN	School Action	16	7%	5%	13%	4%
	No SEN	44	4%	4%	0%	1%
FSM	FSM	16	6%	6%	6%	5%
	Not FSM	44	4%	4%	2%	1%
EAL	First language not English	3	7%	4%	0%	2%
	First language English	57	4%	4%	4%	2%
Mobility	Joined in Y5 or Y6	8	10%	6%	13%	6%
	Joined before Y5	52	4%	4%	2%	1%
Ethnicity	White	55	4%	4%	2%	2%
	Black Caribbean	3	8%	4%	33%	3%
	Pakistani	1	4%	5%	0%	1%
	Any Other	1	11%	4%	0%	2%
	No Ethnicity Data	0	0%	-	0%	-

Prior attainment, FSM and mobility pupil groups
Prior attainment group: each pupil is ranked nationally based on their overall Key Stage 1 teacher assessments. Attainment bands represent the third of pupils nationally where each pupil ranks in terms of attainment. Higher = top third nationally, Middle = middle third and Lower = bottom third
FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current)
Mobility: Pupils who were in the school for half or less of the key stage, those who joined in year 5 or year 6

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