

An Daras Multi Academy Trust Princetown Primary School		ADMAT SI Document 1.4
EYFS and Key Stage 1 Results – 2025		Achievement Key In line/above national = Green Just below national = Orange Below national = Red
Results ARE (Age Related Expectation) = National age related attainment	School %	National Average %
EYFS (Year F) Good Level of Development	88%	68.3%
Year 1 Phonics Screening Check	67%	80%
Key Stage 2 Results - 2025		
Results – Attainment (End of KS2/Year 6) ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment	School %	National Average %
ARE+ Combined (Reading/Writing/Maths)	40%	62%
ARE+ Reading	50%	75%
ARE+ Writing	50%	72%
ARE+ Grammar Punctuation Spelling	50%	73%
ARE+ Maths	50%	74%
ARE+ Science	80%	82%
Commentary on Results:		
- The attainment data presents a mixed picture across the school, with strong outcomes at the end of EYFS but significant areas for development at the end of Key Stage 2. - At the end of EYFS, 88% of pupils achieved a Good Level of Development, which is considerably above the national figure of 68.3%. This represents a significant strength and indicates that children are generally well prepared for the next stage of their education. - The Year 1 Phonics Screening Check presents a contrasting picture. 67% of pupils met the expected standard compared with 80% nationally, representing a 13 percentage-point gap. This suggests that, although the strong EYFS outcomes provide a positive starting point, there is a need to ensure that early reading and phonics teaching consistently enables pupils to make strong progress through Key Stage 1. Particular attention should be given to identifying pupils at risk of falling behind early and ensuring that intervention is timely and effective. - At the end of Key Stage 2, outcomes are below national averages across all of the measures shown. 40% achieved the combined expected standard in reading, writing and mathematics, compared with 62% nationally, a gap of 22 percentage points. Individually, 50% achieved the expected standard in reading, writing, grammar, punctuation and spelling, and mathematics, compared with national figures of 75%, 72%, 73% and 74% respectively. These outcomes indicate a broad attainment issue rather than an isolated weakness in one particular subject. - Science is comparatively stronger, with 80% achieving the expected standard against 82% nationally. This is only a two-percentage-point gap and suggests that the school is capable of securing outcomes much closer to national expectations when curriculum, teaching and assessment are particularly effective. The approaches contributing to the stronger science outcomes may therefore provide useful practice to explore across the core subjects. - Overall evaluation - The key message from the data is that strong early years attainment is not translating into equally strong outcomes by the end of Key Stage 2. The school should therefore focus on the progress pupils make from EYFS through KS1 and KS2, particularly in reading, writing and mathematics. - Key priorities should include: - Strengthening the consistency and impact of phonics and early reading, particularly following the weaker Year 1 outcome.		

- Ensuring that pupils who are not on track to meet ARE are identified early and receive targeted, high-quality intervention.
- Reviewing the progression of pupils from the strong EYFS starting point through KS1 and KS2 to identify where attainment begins to fall behind.
- Improving the proportion of pupils achieving the combined reading, writing and mathematics standard.
- Investigating the successful practice within science, where outcomes are much closer to national expectations, and considering whether aspects of curriculum design, teaching, assessment or intervention can be transferred to other subjects.
- Maintaining a strong focus on pupil progress as well as attainment, particularly for disadvantaged pupils and pupils with additional needs, where applicable.
- In summary, the data demonstrates a strong foundation in EYFS, but there is a clear need to improve the consistency of pupil achievement as they move through the school. The significant gaps at KS2 should be a key school improvement priority, with particular emphasis on reading, writing and mathematics and on ensuring that pupils' early gains are sustained.

Next Steps:

- Strengthen phonics outcomes
 - Review the teaching and assessment of phonics from Reception through Year 2, with a particular focus on closing the gap between the school's 67% outcome and the 80% national average.
- Improve early reading
 - Develop a consistent whole-school approach to early reading, ensuring that pupils who are not reading at the expected level are identified quickly and receive targeted support.
- Analyse pupil progress from EYFS to KS2
 - Track cohorts carefully to identify where and when pupils begin to fall behind, particularly given the strong EYFS outcome of 88% compared with the national 68.3%.
- Raise attainment in reading, writing and mathematics
 - Make improving outcomes in the three core subjects a central school improvement priority, with clear termly targets for each year group.
- Increase the proportion achieving the combined standard
 - Focus specifically on the combined reading, writing and mathematics measure, currently at 40% compared with 62% nationally, by identifying pupils who are close to the expected standard and addressing their specific barriers.
- Strengthen writing across the curriculum
 - Improve consistency in writing outcomes through greater focus on sentence construction, vocabulary, grammar, punctuation, spelling and opportunities for extended writing across subjects.
- Improve mathematical fluency and reasoning
 - Use assessment information to identify gaps in pupils' mathematical knowledge and develop targeted teaching and intervention, particularly for pupils working just below ARE.
- Use assessment more effectively
 - Ensure assessment information is used consistently to identify underachievement, adapt teaching and evaluate the impact of interventions. Pupil progress should be reviewed regularly at both year-group and individual level.
- Share effective practice from science
 - Investigate why 80% of pupils achieved ARE in science, which is close to the 82% national figure, and identify successful approaches that could be replicated in reading, writing and mathematics.
- Set ambitious, measurable targets and monitor impact

