

Statutory Data Outcomes Across the School 2023-2024 and 2024- 2025

Pupil Attainment – Early Years	Joy Lane Primary School			National Data
	All Pupils	Pupil Premium	Disaggregated Data	
% Good Level of Development				
2023 – 2024	70.3%	60%	71.4%	67.8%
2024 – 2025	69%	58%	70%	Not available
% Expected Standard Literacy Goals				
2023 – 2024	71.4%	59.6%	72.5%	70.1%
2024 – 2025	76%	69%	77%	Not available
% Expected Standard Maths Goals				
2023 – 2024	82.2%	60%	83.3%	77.1%
2024 – 2025	84%	77%	85%	Not available

Phonics Attainment Data Year 1 & Year 2 re-takes	Joy Lane Primary School			National
	All Pupils	Pupil Premium	Disaggregated Data	
% 32+ Year 1				
2023 – 2024	79%	77%	80%	80%
2024 – 2025	75%	63%	80%	81%
% 32+ Year 2				
2023 – 2024	70%	64%	80%	54.6%
2024 - 2025	53%	43%	56%	87%

Pupil Attainment Key Stage 2	Joy Lane Primary School			National
	All Pupils	Pupil Premium	Disaggregated Data	
Reading/Writing/Maths % Expected Standard				
2023 – 2024	58.9%	35%	62%	61%
2024 – 2025	58%	44%	72%	62%

Reading/Writing/Maths % Higher Standard				
2023 – 2024	11.1%	10%	12%	8%
2024 – 2025	11%	4%	17%	8%
Reading % Expected Standard Plus				
2023 – 2024	77%	57.7%	78.2%	73%
2024 – 2025	65%	52%	79%	75%
Writing % Expected Standard Plus				
2023 – 2024	76%	58%	78%	72%
2024 - 2025	74%	56%	88%	73%
Maths % Expected Standard Plus				
2023 – 2024	71.1%	39%	73%	73%
2024 - 2025	71.4%	64%	85.4%	74%
Reading % Greater Depth				
2023 – 2024	31.1%	19%	33.2%	28%
2024 – 2025	17%	8%	31%	33%

Writing % Greater Depth				
2023 – 2024	23.3%	8%	25.4%	13%
2024 – 2025	17%	4%	31%	13%
Maths % Greater Depth				
2023 – 2024	23%	12%	25.1%	24%
2024 – 2025	23%	16%	37%	26%
Grammar, Punctuation & Spelling % Expected Standard				
2023 – 2024	73.3%	53.3%	74.8%	72%
2024 – 2025	58%	36%	72%	73%
Grammar, Punctuation & Spelling % Greater Depth				
2023 – 2024	31.1%	20%	33.2%	32%
2024 – 2025	13%	4%	27%	

The Year 4 Multiplication Check

	All Pupils	Pupil Premium	National
2023 – 2024	19	13	20.2
2024 - 2025	17	16	20.6

Definition of disaggregated data- At JLPS we have a number of pupils who are unable to access the statutory assessments for several reasons. These may include severe absence, EBSA, awaiting placement at another educational setting, academically below the standard of the test or in our Oysters SRP which in most cases equates to the children going on to special school.

All these children will have made excellent progress in many ways not measured by the standard assessment tests, where one size fits all. We therefore feel it is correct to show school data outcomes in two ways.