



St Teresa's Catholic Academy Outcomes 2022

	Reading % Exp+ ALL	Dis Read	Writing % Exp+ ALL	Dis Write	Maths % Exp+ ALL	Dis Maths	% RWM Exp+ ALL	Disadvantaged RWM
Y6	77 (20%)	71 (21%)	57 (6%)	50 (7%)	80 (13%)	71 (21%)	53%	43%
Y2	45	36	41	36	52	43	41%	36%
Y1	78.2 (22%)	69 (23%)	65 (17%)	69 (23%)	70% (9%)	67 (8%)	57%	54%
Rec	61	57	61	57	61	57	58% GLD	50% GLD

*GDS = Greater depth - demarcated by () Disadvantaged = (Dis)

Phonics Screening	% Achieving Expected Standard June 2022	Disadvantaged (PP) June 2022	Boys / Girls	EAL / Non EAL	SEND
Year 1 Phonic Pass	73%	77%	69% / 83%	57% / 80%	40%
Average Y1 Phonic Score = 35					
Year 2 Phonic Recheck	43%	25%	30% / 33%	0% / 50%	33%
Year 2 Phonics (Cumulative)	80% Pass				
Year 3 Phonic Recheck	67%	50%			

Y4 Multiplication Check	June Test (ALL)	Disadvantaged (PP)	Boys / Girls	EAL / Non EAL
25 Marks (No errors)	38% (10/26)	53% (9/17)	31% / 43%	57% / 30%

>23	65% (17/26)	65% (11/17)	62% / 63%	100% / 50%
>20	85% (22/26)	76% (13/17)	77% / 86%	100% / 80%
Average score = 22.5				

Reception - GLD	GLD	Disadvantaged (PP)	Boys / Girls	EAL / Non EAL
	58%	50%	20% / 85%	100% / 55%

Word Reading = 58% Writing = 58%

Number = 83% PSED = 83%

Y6 Group Analysis of Test Scaled Scores

*Dis = Disadvantaged (Pupil Premium)

KS2 Scaled Score Averages	All	<i>All National</i>	<i>ALL LA</i>	Dis	X Dis	SEN	XSEN	BOYS	GIRLS	xWB	EAL
Reading	103	104	104.9	103	104	101	104	103	103	102	100
Maths	104	103	103.7	102	102	101	105	106	102	102	104
SPAG	103	104	105.6	102	104	101	105	106	102	104	104

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (23 pupils)	In line with national (30 pupils)	Sig below national (29 pupils)	In line with national (22 pupils)
Writing	2022	In line with national (23 pupils)	In line with national (30 pupils)	In line with national (29 pupils)	N/A
Mathematics	2022	In line with national (23 pupils)	In line with national (30 pupils)	In line with national (29 pupils)	N/A

► [Reading, writing and mathematics three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)