

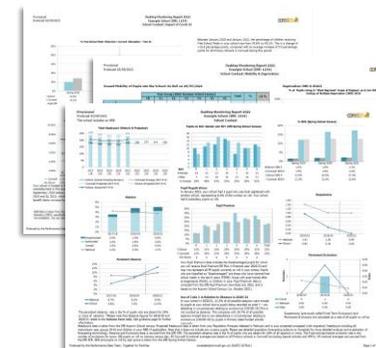
Pages 5-8

This section of the DTM provides you with key contextual data for your school. This includes headcount, absence and exclusions, percentage of SEN and disadvantaged pupils, prior attainment, deprivation and migration, with trends over time for key data. Data sources are listed on each page.

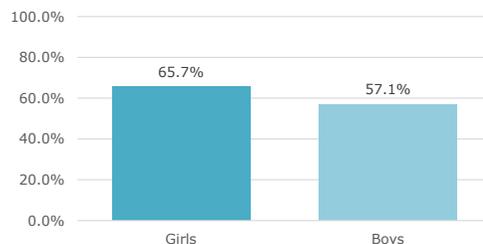
You may wish to investigate aspects of your school's contextual data further, and consider what effect it may have in relation to progress and results for pupils in your school. For instance, if your school has a higher than average percentage of disadvantaged pupils, what could you do to support these pupils? If you have a higher percentage of boys or girls in specific cohorts, how may that impact pupil outcomes?

Why is Context Important?

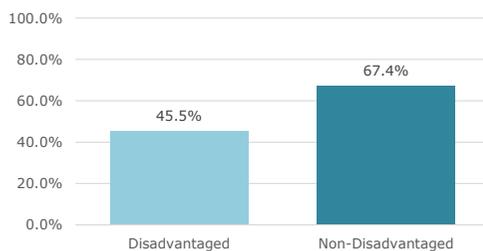
We know that when we look at overall trends, different groups of pupils perform differently. Whilst not all pupils with certain characteristics follow these trends, it is useful to understand what these look like, and how you may need to develop strategies to ensure pupils in all groups achieve positive outcomes.



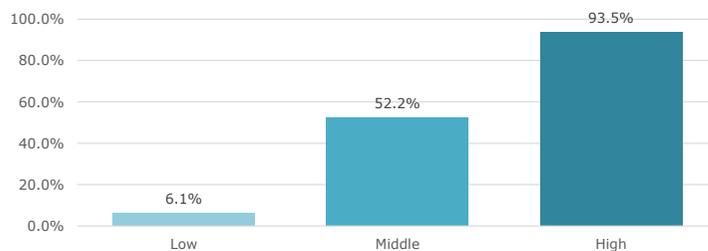
When looking at the 2022 Key Stage 2 combined Reading, Writing and Maths measure, we can, for example see that boys and girls in Cornwall performed differently, with 57.1% of boys and 65.7% of girls working at the expected standard in this measure.



Disadvantaged pupils also perform differently to their peers. In 2022, 45.5% of disadvantaged pupils in Cornwall were working at the expected standard in the combined measure compared to 67.4% of non-disadvantaged pupils.

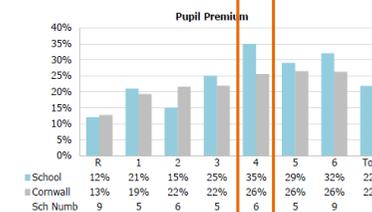
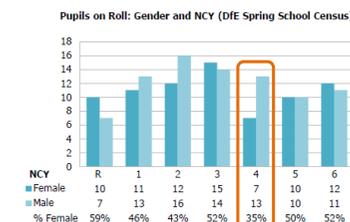


We also know that pupils in lower or higher prior attainment bands at Key Stage 1 will perform differently. In 2022, 6.1% of pupils in the low prior attainment group were working at the expected standard in the Key Stage 2 combined Reading, Writing and Maths measure, compared to 93.5% of pupils in the high prior attainment group.



What might be the potential impact in performance if your cohort has higher or lower percentages of pupils in different groups? How might pupils perform if they are part of more than one group whose performance overall is lower or higher? You may want to consider the strategies you have put in place to support specific cohorts effectively and ensure all pupils achieve.

For example, this Y4 cohort above has a high percentage of boys and also contains a higher than average proportion of pupil premium pupils. How might this impact KS2 outcomes for this cohort? What strategies can you put in place to specifically support this cohort, to ensure they make good progress by the end of KS2?



Guidance: Effect of the Covid-19 Pandemic on Your School's Contextual Data

Effect of Covid-19 on Your School's Context

The Covid-19 pandemic has caused economic hardship for many households in the UK. Unemployment rose sharply at the start of the pandemic. In Cornwall as a whole, unemployment benefit claims increased by 3.5% between March and July 2020; and some parts of the county have seen much larger rises. Unemployment levels have reduced over the last two years, but still remain higher than before the pandemic. We have produced some analysis to provide you with insights into how Covid-19 may have continued to affect your school's context.

% FSM historical v current indicates how the percentage of children at your school claiming FSM has changed during the pandemic.

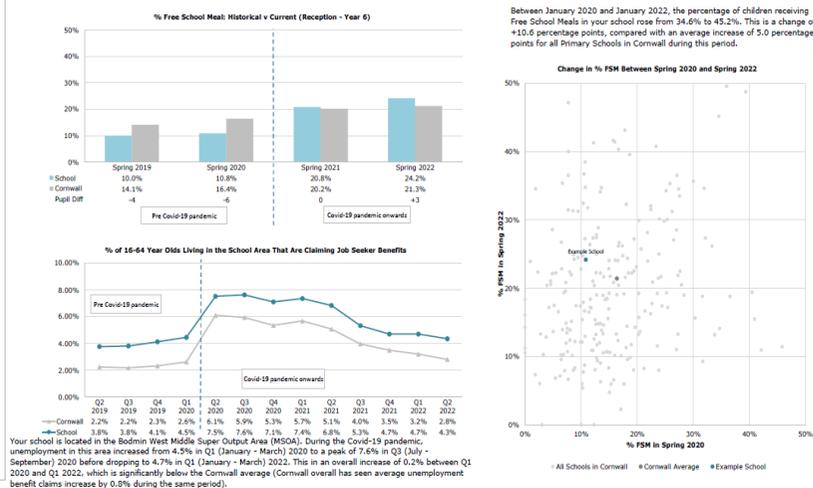
% FSM figures are taken from the DfE Spring School Census for each respective year.

Pupil difference is included in the table under the graph, where the difference in percentage FSM between your school and the Cornish average is equivalent to at least one pupil.

Remember that due to protected FSM claims during the rollout of Universal Credit, pupils that were eligible for FSM during the pandemic will remain FSM eligible, even if their parent's financial circumstances have drastically improved.

Change in % FSM Between January 2020 & January 2022 shows how your school has been affected, in relation to other schools in Cornwall. This uses the same data as the % FSM historical v current chart.

Please note that the FSM charts do not take into account cohort size. If you have a relatively small cohort, a small increase in your numbers of FSM pupils may result in a large percentage increase. It is important that you take into account the pupil difference, in order to understand the full picture at your school.



% 16-64 year olds claiming unemployment benefit shows the rise in unemployment in the Middle Super Output Area (MSOA) where your school is located. If the percentage of unemployment claims in your area have increased above the Cornish average, but your % FSM has not gone up to match, it may indicate that some eligible families in your school are not claiming FSM. Please note that some of your school's cohort may live in a different MSAO to where your school is located.

This year, we have broken this information down per quarter rather than per month (with Q1 being from January to March, Q2 being from April to June etc.). This is to help you to assess the ongoing economic effects of the Covid-19 pandemic in your area, as it allows you to compare unemployment levels in your local area throughout the pandemic with your pre-Covid-19 levels.

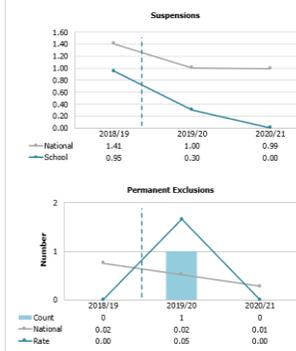
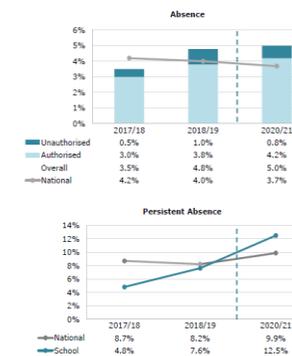
Data Affected by the Ongoing Pandemic

Some data items within this report have been directly affected by measures taken in the Covid-19 pandemic, such as the closures of schools to most pupils during lockdown and the cancellation of statutory data collections by the DfE.

Most notably, **absence** data for 2019/20 relates only to the autumn term (as the DfE did not collect any absence data for the other terms that year), and is therefore not directly comparable with other years (which include absence data for the whole year - i.e. all three terms). For this reason, we have chosen not to include absence data from 2019/20 in this report.

Full year absence data for 2020/21 is now available, but it is important to remember that this is not directly comparable to pre-pandemic full year data due to school closures during the Spring 2021 term.

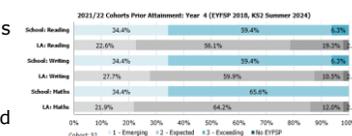
We have included a blue dashed line in our absence charts to emphasise that data to the left of the dashed line should not be compared with data to the right of the dashed line (and vice-versa).



Suspensions (previously known as fixed term exclusions) & permanent exclusions data does cover the whole academic year. However, it is worth noting that on a national level the rate of suspensions and exclusions has dropped markedly during 2019/20 & 2020/21; which is likely to be due to schools being shut to the majority of pupils during the second half of that academic year.

On our exclusions charts, we have added a dashed blue line just before the 2019/20 academic year data, to indicate that data for 2019/20 and 2020/21 should not be compared directly to previous years. School data for 2019/20 & 2020/21 can still be compared to national data for these respective years to indicate whether a school's suspension rates or permanent exclusion rate were higher than, in-line with, or lower than the national average.

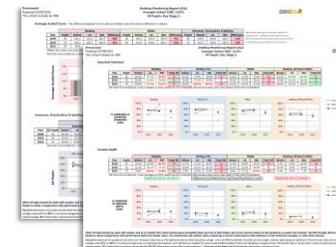
Finally, **prior attainment** for some year groups has been affected by the cancelling of statutory collections in 2019/20 and 2020/21. As such, there is no prior attainment available for the Year 1 & 2 cohorts, and there is no KS1 data available for the Year 3 & 4 cohorts. In the case of Years 3 & 4, we have provided their prior attainment at EYFSP instead.



2021/22 KS1 & KS2 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

Pages 9-12

These pages provide KS1 & KS2 summaries for all pupils and disadvantaged pupils (% expected and greater depth/high standard in each subject), considering individual year's results and three year rolling averages to create more stability for small cohorts. Visual graphs, "pupil difference" indicators and significance indicators provide swift identification of areas for further investigation. Please note the comparator used for LA and national averages in the disadvantaged data is non-disadvantaged pupils.



Expected Standard

Year	Pupils	Reading			
		School	LA	Nat	Pupil Dif
2018	30	60.0%	75.1%	75.8%	-4
2019	30	95.8%	72.4%	73.8%	6
2022	30	50.0%	71.7%	74.0%	-7

For percentage measures, a significance test is performed to compare the school performance with the LA and national averages.

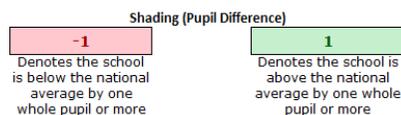
Significance testing (EXS and GDS)

Significantly above LA/national

Not significantly above or below LA/national average/Significance invalid

Significantly below LA/national

The Pupil Difference displays the number of whole pupils represented by the difference in percentage between the school and national outcome. This can be especially useful for smaller cohorts, where a large percentage difference may not be significant. Discrepancies in differences/pupil differences are due to rounding



We have not provided any 3 year averages throughout the DTM, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

The line graphs on these pages include the school, LA and national averages over three years. The school line is presented in the "subject colour" in each graph.



On charts throughout the DTM you will see vertical grey dashed lines, to differentiate between results prior to and after the pandemic

What KS1 & KS2 Data Have We Used?

- 2018 & 2019 data is Revised DfE data. 2022 data is Indicative KS1 data (July 2022) and Interim KS2 data (July 2022).
- All national comparators are official DfE figures, unless stated otherwise.
- "Disadvantaged" pupils are those who have been eligible for free school meals in the last six years, pupils with post-looked after arrangements, and children in care.
- Disadvantaged status is derived from a combination of DfE KS2 provisional data, DfE pupil Premium data (June 2022) and locally held CiC data. Numbers may vary slightly to official published figures, however we hope this will provide a useful indicator of outcomes for this key group. You can find the latest DfE pupil premium list for the current financial year on Corestats.
- All test outcomes and scaled scores include any adjustments made where special consideration has been granted by the DfE.
- A number of local authorities and schools both locally and nationally have identified issues and discrepancies in the Key Stage 2 test and TA data which remain unresolved at this time. The data we have used for this report may vary slightly from the provisional release of ASP, however the majority of the data will reflect that recorded in ASP. We recognise that there will be a number of changes to the data following marking reviews and resolution of issues, and these will be included in the final release of this analysis.

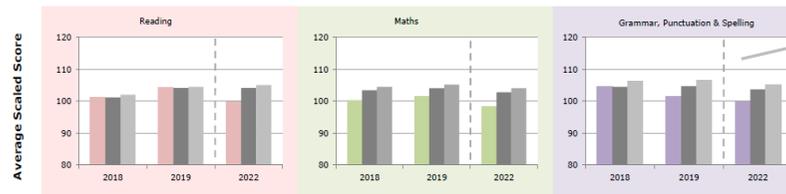
Page 13

This page provides Key Stage 2 summaries for Grammar, Punctuation & Spelling for all pupils and disadvantaged pupils (% expected and greater depth/high standard in each subject), considering individual year's results and three year rolling averages to create more stability for small cohorts. Visual graphs, "pupil difference" indicators and significance indicators provide swift identification of areas for further investigation. Please note the comparator used for LA and national averages in the disadvantaged data is non-disadvantaged pupils. We have also provided three year average scaled scores for all pupils for the test subjects. Differences in this case are highlighted if above/below the national average, however no statistical significance is calculated.

Average Scaled Score - The difference displayed in the scaled score tables shows the schools difference to national

Year	Pupils	Reading				Maths				Grammar, Punctuation & Spelling					
		School	LA	Nat	Difference	Pupils	School	LA	Nat	Difference	Pupils	School	LA	Nat	Difference
2018	28	101.2	101.1	101.9	-0.8	28	100.3	103.4	104.4	-4.1	28	104.6	104.4	106.2	-1.6
2019	30	104.2	104.1	104.5	-0.3	29	101.6	104.0	105.1	-3.5	30	101.5	104.6	106.4	-4.9
2022	29	99.8	104.1	105.0	-5.2	29	98.4	102.7	104.0	-5.6	29	99.9	103.7	105.0	-5.1

Please note cohort size may vary from overall cohort or that listed in ASP as we have only included pupils with an eligible scaled score in this section. We have not provided any 3 year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

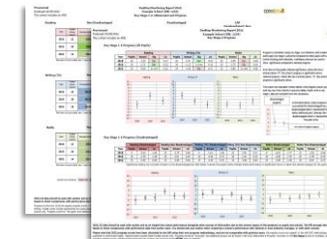


The bar graphs on these pages include the school, LA and national averages over three years. The school bar is presented in the "subject colour" in each graph.

Page 14: Key Stage 1-2 Progress

This page provides Key Stage 1 to 2 progress scores for all pupils, disadvantaged and non-disadvantaged pupils in graphical and tabular format.

Progress is measured between Key Stage 1 and 2, and compares the achievements of pupils with similar starting points at Key Stage 1. A positive progress score shows that on average, pupils in the school or Local Authority made more progress than pupils with the same starting point nationally. Please note that the DfE have changed their methodology for calculating KS1-2 progress in 2022, and 2022 progress scores are therefore not comparable with previous years. For information on how progress scores are calculated, please see our full Key Stage 2 accountability guidance.



Key Stage 1-2 Progress (All Pupils)

Year	Reading			
	Pupils	School	Sig	LA
2018	28	-3.03	Sig-	-0.27
2019	30	2.73	Sig+	-0.22
2022	29	-0.65	In Line	-0.22

The school's adjusted progress score is presented alongside a significance indicator (based on the national average progress and standard deviations) and shading.

How does your progress compare with your attainment? Have pupils made good progress from their Key Stage 1 starting points even where attainment is below the national average? Perhaps their prior attainment indicates they were a lower attaining cohort, so the positive progress outcome evidences the effective support given by the school. You may want to consider your pupil progress listings on Corestats to understand whether all pupils progressed well, or use the Attainment and Progress Summary on Corestats to understand where specific groups progress varied.

Conversely, if attainment is strong but progress weak, you may want to consider how you set targets and ensure all pupils are challenged appropriately.

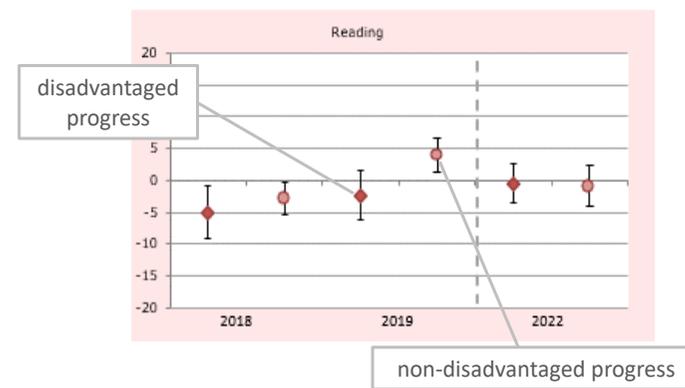
How to read the progress graphs

The bars on either side of the dot represent the confidence interval. If the lines are all the way above the zero line, the progress score is significantly above the national average. If they are all the way below the zero line, the progress score is significantly below the national average. Otherwise, the progress score is "in line". The confidence interval will vary depending on cohort sizes so is likely to look different for different years and pupil groups.



The dot represents the average progress score for pupils in your school and is presented in the "subject colour" in each graph.

Where progress data is presented for disadvantaged/non-disadvantaged, the disadvantaged data is represented by the darker diamond point, whereas the non-disadvantaged cohort is represented by the paler circle.



Pages 15-16: Groups Comparisons

These pages include Key Stage 2 average scaled score and KS1-2 progress comparisons for boys and girls and disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths. The gap in scores is provided, along with three year trends. You can use this alongside your "Narrowing the Gap" analysis in the Prime area of Corestats to further investigate trends.

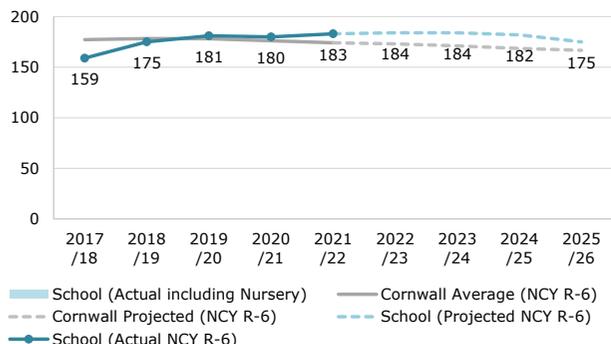
Reading					Non-Disadvantaged				Disadvantaged				GAP Disadvantaged/ Non		
Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score	Year	Attainment : Scaled Score	Progress
2018	21	104.2	9	-2.75	7	98.7	20	-5.03	2018	-5.5	-2.3				
2019	20	108.8	11	4.01	10	99.5	15	-2.30	2019	-9.3	-6.3				
2022	14	100.1	21	-0.80	15	98.2	18	-0.50	2022	-1.9	0.3				

We have not provided any 3 year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

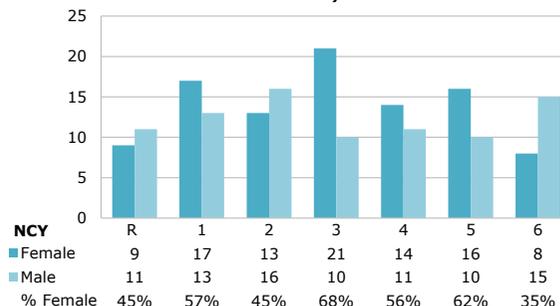
Scaled Score Shading: Below 100 Above 100 Above non-disadvantaged national average

Desktop Monitoring Report 2022
St Just Primary School (DfE: 2020)
School Context

Total Headcount (Historic & Projected)



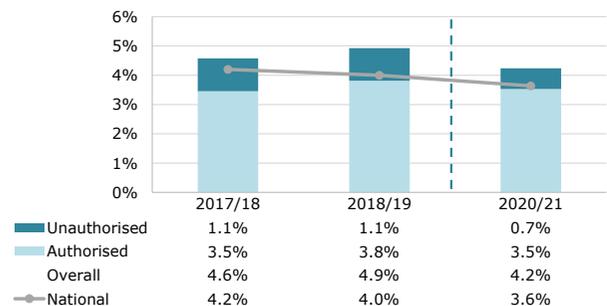
Pupils on Roll: Gender and NCY (2021 DfE Spring School Census)



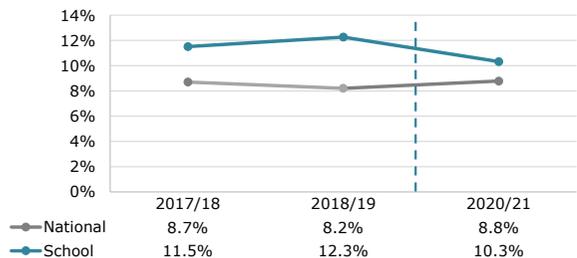
% SEN (Spring School Census)



Absence



Persistent Absence



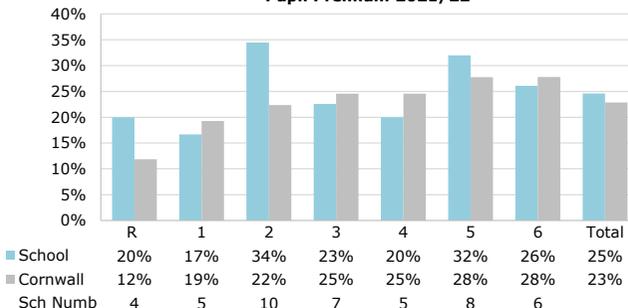
The persistent absence rate is the % of pupils who are absent for 10% or more of sessions. See guidance page for further information.

Headcount data is taken from the DfE Autumn School census. Projected headcount data is taken from your Population Forecast released in February and is your projected uncapped (with migration) headcount including all mainstream year groups (R-6) and children in your ARB (if applicable). Note that it does not include any nursery pupils. Please see detailed population forecasting analysis on Corestats for more detailed analysis and explanation of forecasting terminology. Absence and Exclusions data is sourced from the DfE SFR. The persistent absence rate is the % of pupils who are absent for 10% of all sessions or more. The fixed and permanent exclusion rate is the number of exclusions for every 100 pupils on roll on January census day. All Cornwall & national averages are based on all Primary schools in Cornwall (excluding Special schools and APA's). All national averages are sourced from the DfE SFR. SEN and pupils on roll by year group is taken from the DfE Spring School Census.

Pupil Registrations

In January 2021, your school had 0 pupils who were dual registered with another school, representing 0% of the number on roll. Your school had 0 subsidiary pupils on roll.

Pupil Premium 2021/22

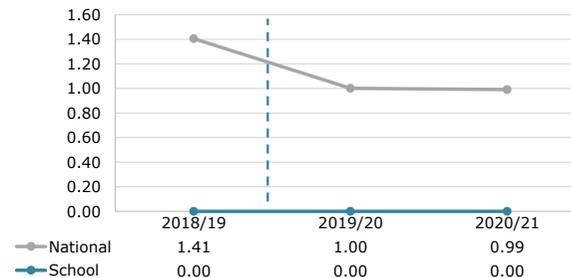


Your Pupil Premium data includes the disadvantaged pupils for whom you will receive Pupil Premium/PP Plus in financial year 2022/23 and may not represent all PP pupils currently on roll in your school. Pupils who are classified as "disadvantaged" are those who have claimed free school meals in the last 6 years (FSM6), those with post-looked after arrangements (PLAA), or children in care. Pupil Premium data is compiled from the DfE Pupil Premium download July 2022, and is based on the Autumn School Census (i.e. October 2021).

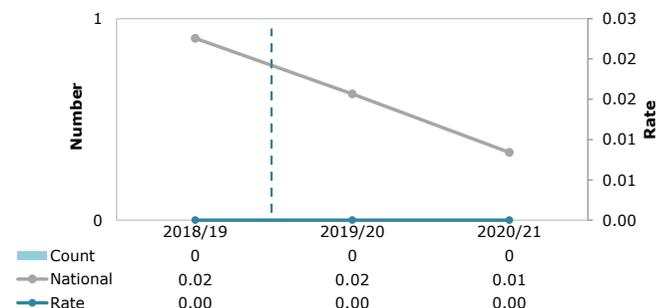
Use of Code X in Relation to Absence in 2020/21

In your school in 2020/21, 17.5% of all possible sessions were missed by pupils at your school due to pupils being recorded as code X – not attending in circumstances relating to coronavirus (COVID-19). This is not counted as absence. This compares with 18.7% of all possible sessions missed due to non-attendance in circumstances relating to coronavirus (COVID-19) by pupils in Primary state-funded schools nationally.

Suspensions



Permanent Exclusions



Suspensions (previously called Fixed Term Exclusions) and Permanent Exclusions are calculated as a rate of all pupils on roll as at January census. Note that 2019/20 is not directly comparable with previous years, due to the pandemic (see guidance page for further information).

Inward Mobility of Pupils into the School: On Roll on 19/05/2022

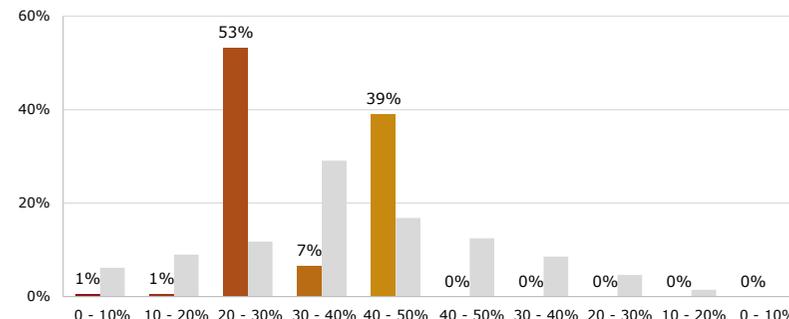
	Year Group (2022 Summer School Census)								Total	%	LA %
	YR	Y1	Y2	Y3	Y4	Y5	Y6				
Year R or below pupil difference	22	29 1	28 2	26 -1	21	18 -1	19 3	163	86.7%	83.3%	
Year 1 pupil difference		-1	-1	2	1	2	-1	5	2.7%	4.8%	
Year 2 pupil difference			1	2	2	1	1	7	3.7%	4.1%	
Year 3 pupil difference				3	-1	1	1	5	2.7%	3.3%	
Year 4 pupil difference					2	1	1	4	2.1%	2.4%	
Year 5 pupil difference						3 1	-1	3	1.6%	1.6%	
Year 6 pupil difference							1	1	0.5%	0.6%	

The **Inward Mobility** table shows how many of your pupils entered your school in each year group (Reception, Year 1, Year 2 etc.), using data taken from your Summer 2022 school census. Estimated NCY when joined school is calculated from the current NCY and the enrolment date of the pupil. Pupils who have either repeated a year in school, or who have skipped an entire national curriculum year won't be accurately represented in the data above, but this is likely to have impacted a very small proportion of pupils. Comparators for Y3 children in junior schools has been calculated as all other pupils in Cornwall who joined their school in Y3 or below. Note that for some academies, the start date for children at your school prior to academisation may match the date of your academisation (rather than the date these pupils joined your school).

Outward Mobility information is not available at this time, for technical reasons. We will include your outward mobility data in future releases.

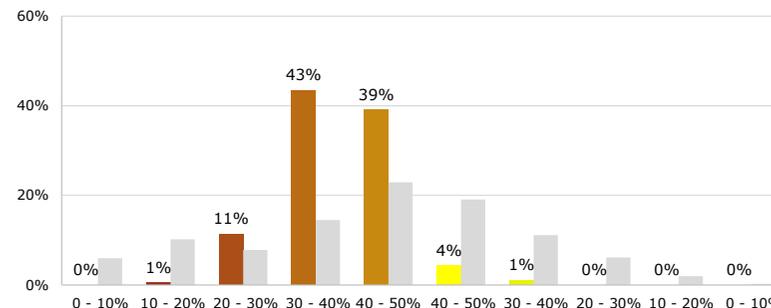
Deprivation: IMD & IDACI

% of Pupils Living in "Most Deprived" Areas of England as @ Jan 2022 Indices of Multiple Deprivation (IMD) 2019



The percentage of pupils in your school living in the most deprived 30% of small areas in England is 54.3% compared to a LA average of 27.4%.

% of Pupils Living in "Most Deprived" Areas of England as @ Jan 2022 Income Deprivation Affecting Children Index (IDACI) 2019

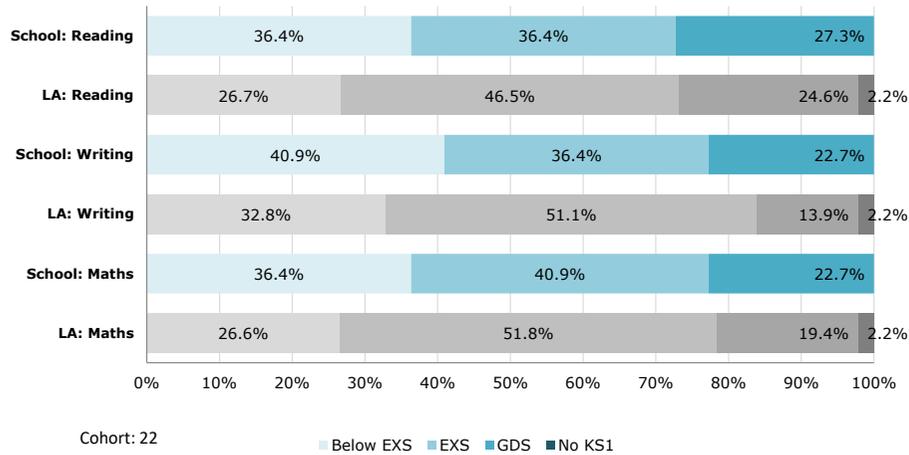


The percentage of pupils in your school living in the most deprived 30% of small areas in England (in terms of income deprivation affecting children) is 12% compared to a LA average of 24.7%.

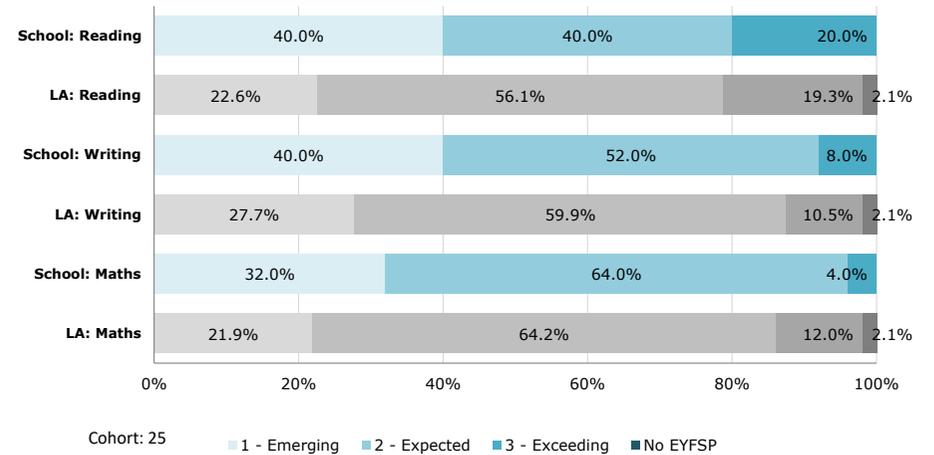


Deprivation is calculated using the Indices of Multiple Deprivation (IMD) 2019, the Income Deprivation Affecting Children Index (IDACI) 2019 and pupil home addresses from the January 2022 school census, and includes all Primary & nursery aged pupils (E1 to Y6). School percentages are represented by the coloured bars. The Cornwall average is represented by the grey bars and includes all pupils in Primary/nursery state-maintained schools in Cornwall. For further analysis and information relating to deprivation including pupil listings, please see the **Context** area of Corestats.

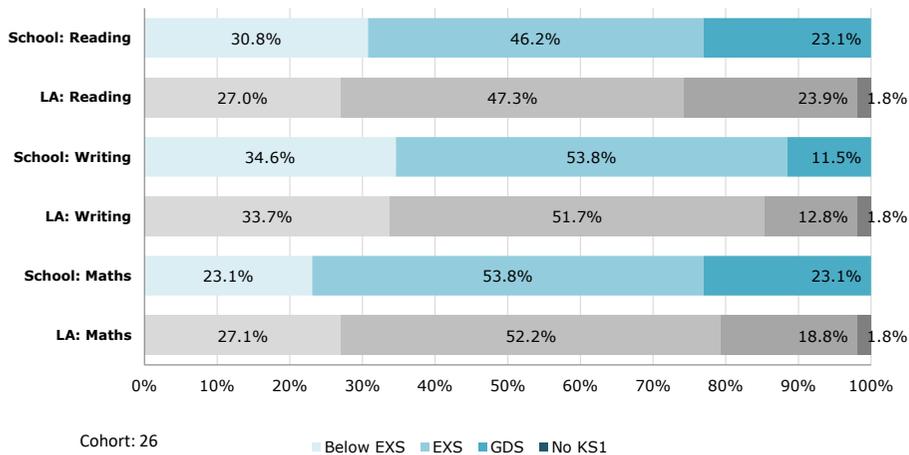
2021/22 Cohorts Prior Attainment: Year 6 (KS1 2018, KS2 Summer 2022)



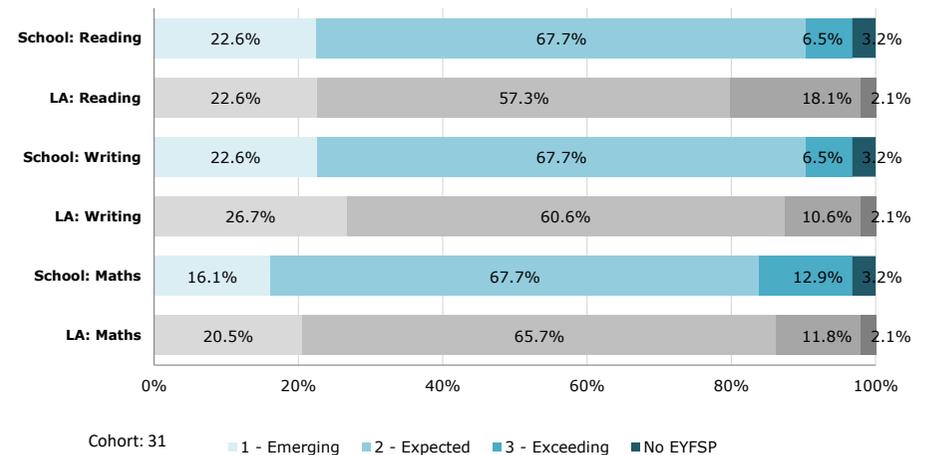
2021/22 Cohorts Prior Attainment: Year 4 (EYFSP 2018, KS2 Summer 2024)



2021/22 Cohorts Prior Attainment: Year 5 (KS1 2019, KS2 Summer 2023)

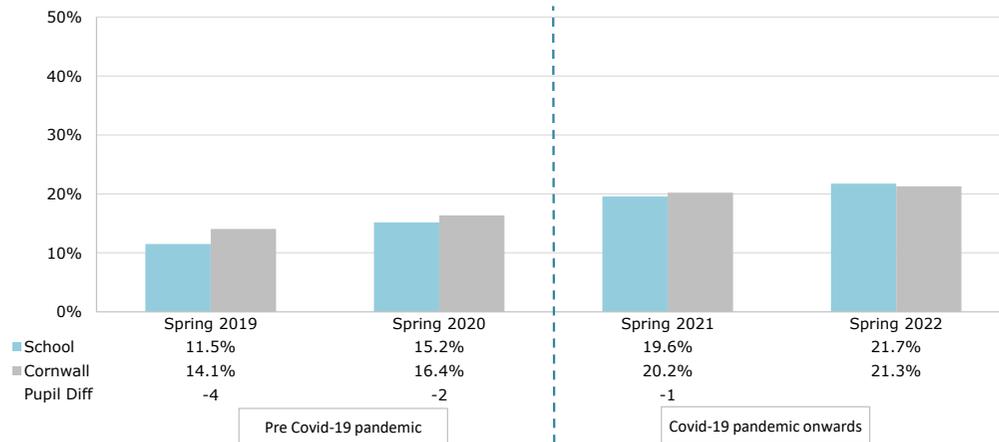


2021/22 Cohorts Prior Attainment: Year 3 (EYFSP 2019, KS2 Summer 2025)



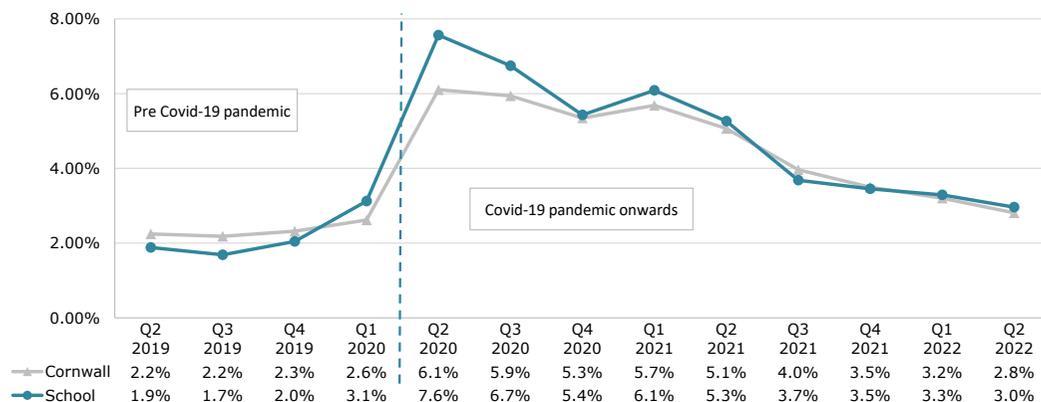
Prior attainment data is calculated using single and main dual registered pupils on roll as at the 2021 Spring census and your cohort may vary in the 2021/22 academic year. The cohorts are calculated using the NCY reported on the census, and in a small number of cases we are aware pupils may be recorded incorrectly. The EYFSP maths prior attainment is based on the lower outcome for Numbers and Shape, Space and Measures. The DfE have not yet advised how prior attainment will be calculated in 2021/22. LA values include special schools and APA Pupils. Please note that there is no prior attainment available for last year's Year 1 and Year 2 cohorts, as the EY FSP was cancelled in 2020 and 2021 because of the Covid-19 pandemic. Similarly, we have provided prior attainment at EYFSP for Year 3 and Year 4 due to the KS1 assessments being cancelled in 2020 and 2021.

% Free School Meal: Historical v Current (Reception - Year 6)



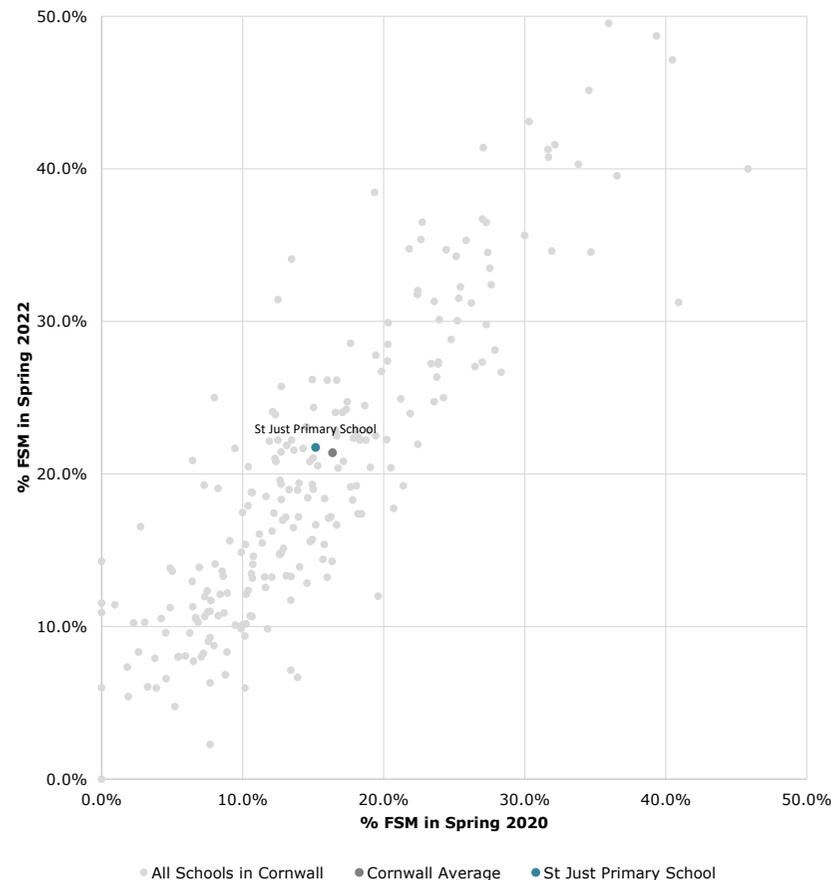
Between January 2020 and January 2022, the percentage of children receiving Free School Meals in your school rose from 15.2% to 21.7%. This is a change of +6.6 percentage points, compared with an average increase of 5.0 percentage points for all Primary Schools in Cornwall during this period.

% of 16-64 Year Olds Living in the School Area That Are Claiming Job Seeker Benefits



Your school is located in the St Just & Land's End Middle Super Output Area (MSOA). During the Covid-19 pandemic, unemployment in this area increased from 3.1% in Q1 (January - March) 2020 to a peak of 7.6% in Q2 (April - June) 2020 before dropping to 3.3% in Q1 (January - March) 2022. This is an overall increase of 0.2% between Q1 2020 and Q1 2022, which is significantly below the Cornwall average (Cornwall overall has seen average unemployment benefit claims increase by 0.8% during the same period).

Change in % FSM Between Spring 2020 and Spring 2022

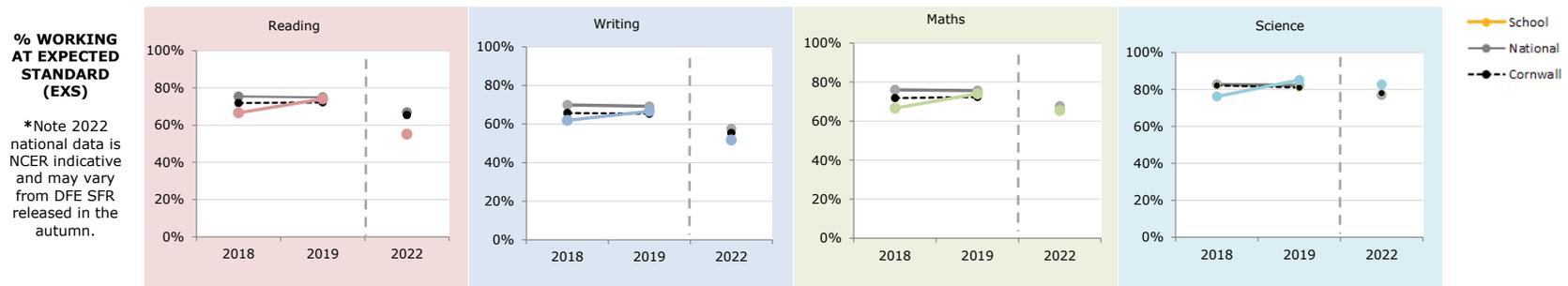


FSM data is taken from the DfE Spring School Census, and relates to single and dual registered pupils with a current FSM claim on census day. Job seeker benefits data has been sourced directly from the Office for National Statistics (ONS), specifically the number of unemployment benefit claimants by Middle Super Output Area (MSOA) compared to the estimated number of people aged 16-64 living in each MSOA as at June 2018 (later estimates are not available). You can use the online mapping tool <http://cornwall.communityinsight.org/> for more area-based information including workless benefits, deprivation and COVID-19 vulnerability index.

Expected Standard

Year	Pupils	Reading				Writing				Maths				Science			
		School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif
2018	21	66.7%	71.9%	75.4%	-1	61.9%	65.7%	69.9%	-1	66.7%	71.9%	76.1%	-1	76.2%	82.2%	82.8%	-1
2019	27	74.1%	72.3%	74.9%	0	66.7%	65.4%	69.2%	0	74.1%	72.3%	75.6%	0	85.2%	81.1%	82.3%	0
2022	29	55.2%	65.4%	66.9%	-3	51.7%	55.4%	57.6%	-1	65.5%	66.1%	67.7%	0	82.8%	78.0%	77.1%	1

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

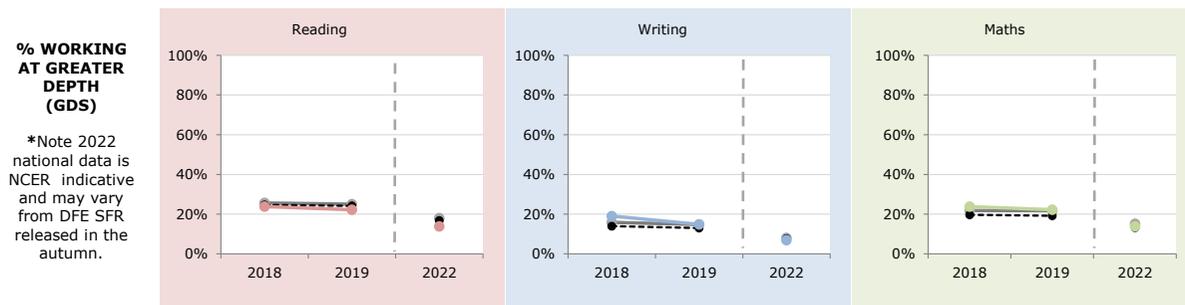


Greater Depth

Greater Depth is not a possible outcome for Science.

Year	Pupils	Reading				Writing				Maths			
		School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif
2018	21	23.8%	24.7%	25.6%	0	19.0%	14.0%	15.9%	0	23.8%	19.7%	21.8%	0
2019	27	22.2%	24.2%	25.0%	0	14.8%	13.0%	14.8%	0	22.2%	19.2%	21.7%	0
2022	29	13.8%	16.8%	18.0%	-1	6.9%	7.6%	8.0%	0	13.8%	13.2%	15.1%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic



Significance Testing and Shading

Throughout this analysis, the significant testing below has been applied to Expected Standard and Greater Depth percentages. In addition, the Pupil Difference has been shaded red where the school is one or more pupil below the national average, and shaded green where the school is one or more pupils above the national average.

Significance testing (EXS and GDS)

- Significantly above LA/national
- Not significantly above or below LA/national average/Significance invalid
- Significantly below LA/national

Shading (Pupil Difference)

- 1** Denotes the school is below the national average by one whole pupil or more
- 1** Denotes the school is above the national average by one whole pupil or more

2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

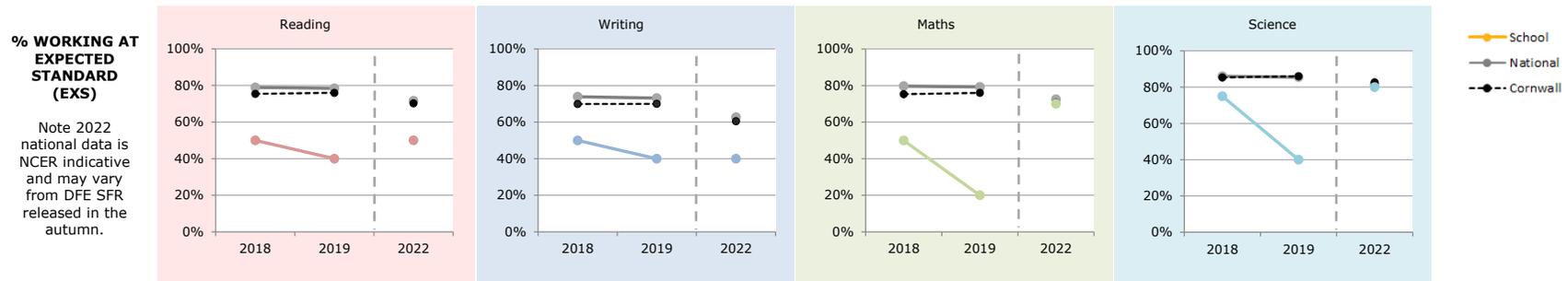
Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 'Pupil Dif' figure is the equivalent number of whole pupils below or above the national average. 2022 national data is indicative only and sourced from NCER, calculated from results collected for 633,704 pupils from 151 of 152 LAs in England (representing approximately 97% of the full national cohort). Please see the **Key Stage 1** area of Corestats for more analysis, including pupil lists.

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing				Maths				Science			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	4	50.0%	75.4%	79.0%	-1	50.0%	70.0%	73.9%	0	50.0%	75.3%	79.7%	-1	75.0%	85.3%	86.0%	0
2019	5	40.0%	76%	78.5%	-1	40.0%	70%	73.2%	-1	20.0%	76%	79.3%	-2	40.0%	86%	85.5%	-2
2022	10	50.0%	70.2%	71.6%	-2	40.0%	60.5%	62.7%	-2	70.0%	70.6%	72.5%	0	80.0%	82.6%	81.4%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

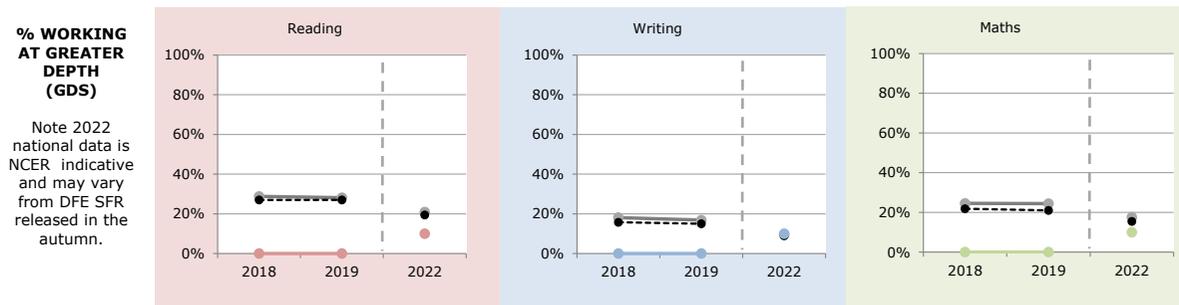


Greater Depth - Disadvantaged

Greater Depth is not a possible outcome for Science.

Year	Pupils	Reading				Writing				Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	4	0.0%	27.0%	28.8%	-1	0.0%	15.8%	18.1%	0	0.0%	21.8%	24.5%	0
2019	5	0.0%	27%	28.1%	-1	0.0%	15%	16.8%	0	0.0%	21%	24.4%	-1
2022	10	10.0%	19.4%	20.9%	-1	10.0%	9.0%	9.4%	0	10.0%	15.5%	17.6%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic



Significance Testing and Shading

Throughout this analysis, the significant testing below has been applied to Expected Standard and Greater Depth percentages. In addition, the Pupil Difference has been shaded red where the school is one or more pupil below the national average, and shaded green where the schools is one or more pupils above the national average.

Significance testing (EXS and GDS)

- Significantly above LA/national** (Green dashed box)
- Not significantly above or below LA/national average/Significance invalid (White box)
- Significantly below LA/national** (Red dashed box)

Shading (Pupil Difference)

- 1** (Red box): Denotes the school is below the national average by one whole pupil or more
- 1** (Green box): Denotes the school is above the national average by one whole pupil or more

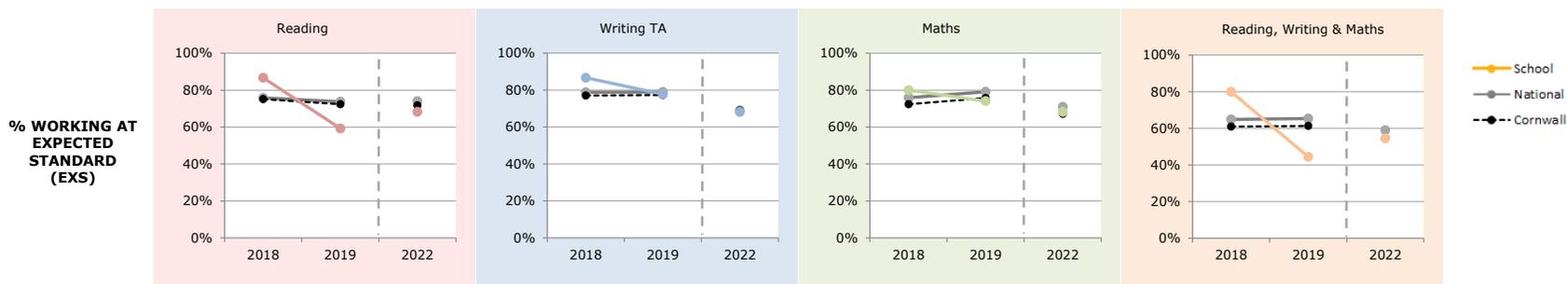
2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

Highlighted comparisons are a guide and take cohort size into account. EXS and GDS data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. Only data in tables is highlighted. No highlighting is applied to charts. The 'Pupil Dif' figure is the equivalent number of whole pupils below or above the national average. 2022 national data is indicative only and sourced from NCER, calculated from results collected for 633,704 pupils from 151 of 152 LAs in England (representing approximately 97% of the full national cohort). Please see the **Key Stage 1** area of Corestats for more analysis, including pupil lists.

Expected Standard

Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif
2018	15	86.7%	75.1%	75.8%	1	86.7%	77.0%	78.8%	1	80.0%	72.3%	75.9%	0	80.0%	61.0%	64.9%	2
2019	27	59.3%	72.4%	73.8%	-3	77.8%	77.3%	78.9%	0	74.1%	75.7%	79.1%	-1	44.4%	61.3%	65.3%	-5
2022	22	68.2%	71.7%	74.0%	-1	68.2%	68.9%	69.0%	0	68.2%	67.2%	71.0%	0	54.5%	54.4%	59.0%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic



Greater Depth

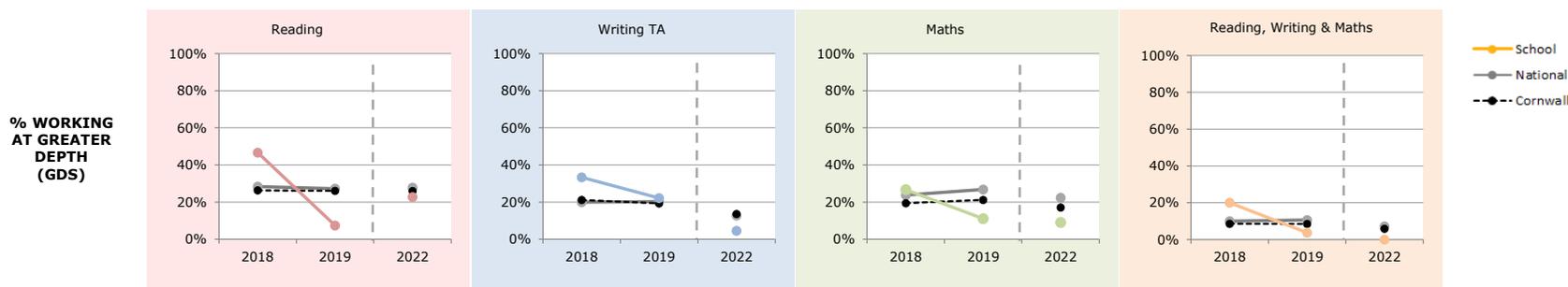
Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif
2018	15	46.7%	26.3%	28.4%	2	33.3%	21.1%	20.0%	1	26.7%	19.4%	23.7%	0	20.0%	8.6%	10.0%	1
2019	27	7.4%	26.1%	27.2%	-5	22.2%	19.3%	20.3%	0	11.1%	21.2%	26.8%	-4	3.7%	8.5%	10.6%	-1
2022	22	22.7%	26.0%	27.8%	-1	4.5%	13.6%	12.8%	-1	9.1%	17.1%	22.4%	-2	0.0%	5.9%	7.2%	-1

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Significantly above LA/national

Difference to LA/National Not Significant/Significance invalid

Significantly below LA/national



2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

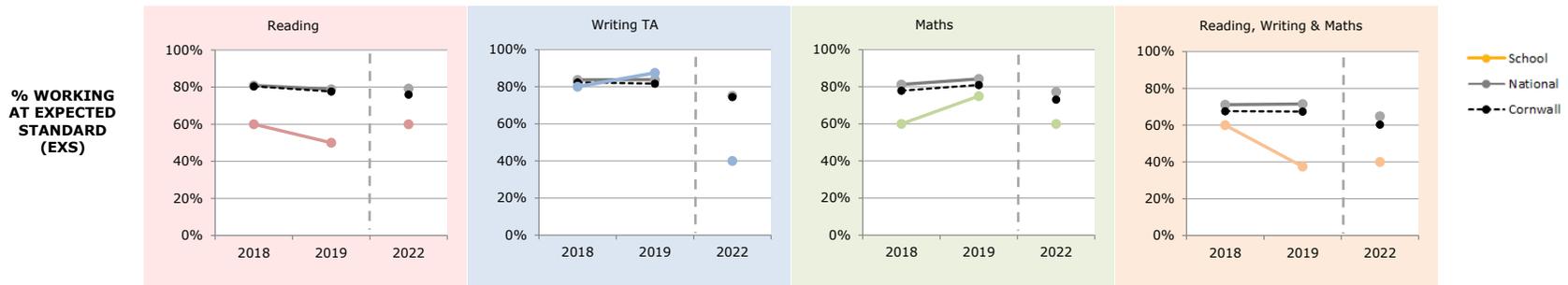
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Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	5	60.0%	80.4%	80.9%	-1	80.0%	82.3%	83.8%	0	60.0%	77.9%	81.3%	-1	60.0%	67.6%	71.1%	0
2019	8	50.0%	77.6%	78.8%	-2	87.5%	81.7%	83.9%	0	75.0%	81.0%	84.2%	0	37.5%	67.4%	71.5%	-2
2022	5	60.0%	76.0%	79.2%	0	40.0%	74.5%	75.1%	-1	60.0%	73.1%	77.3%	0	40.0%	60.3%	64.9%	-1

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic



Greater Depth - Disadvantaged

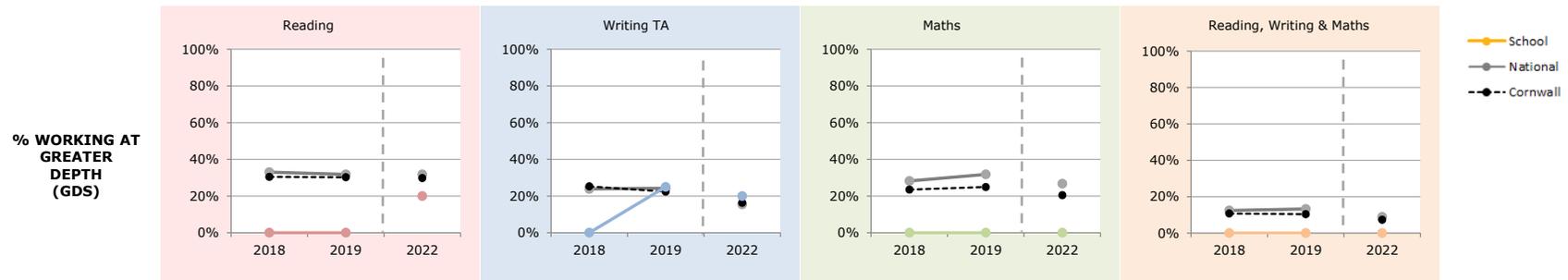
Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	5	0.0%	30.4%	33.0%	-1	0.0%	25.2%	23.9%	-1	0.0%	23.5%	28.2%	-1	0.0%	10.7%	12.4%	0
2019	8	0.0%	30.2%	31.8%	-2	25.0%	22.4%	24.2%	0	0.0%	24.9%	31.8%	-2	0.0%	10.4%	13.3%	-1
2022	5	20.0%	29.8%	31.8%	0	20.0%	16.3%	15.5%	0	0.0%	20.4%	26.7%	-1	0.0%	7.3%	8.9%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Significantly above LA/national

Difference to LA/National Not Significant/Significance invalid

Significantly below LA/national



2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

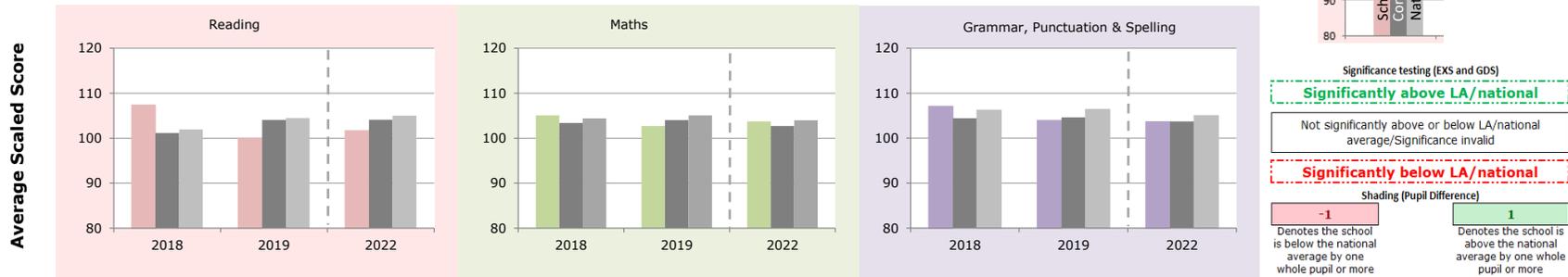
Highlighted comparisons are a guide and take cohort size into account. Data shows as 'Not significantly above or below LA/national average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. No highlighting is applied to charts. The 'Pupil Dif' figure is the equivalent number of whole pupils below or above the national average. 2022 national data is provisional and sourced from DfE SFR. National data includes State Funded schools only. Please see the Key Stage 2 area of Corestats for more analysis, including pupil lists.

Average Scaled Score - The difference displayed in the scaled score tables shows the schools difference to national

Year	Reading					Maths					Grammar, Punctuation & Spelling				
	Pupils	School	LA	Nat	Difference	Pupils	School	LA	Nat	Difference	Pupils	School	LA	Nat	Difference
2018	15	107.3	101.1	101.9	5.4	15	105.1	103.4	104.4	0.7	15	107.1	104.4	106.2	0.9
2019	26	100.0	104.1	104.5	-4.5	26	102.7	104.0	105.1	-2.4	26	103.9	104.6	106.4	-2.5
2022	22	101.7	104.1	105.0	-3.3	22	103.7	102.7	104.0	-0.3	21	103.6	103.7	105.0	-1.4

Please note cohort size may vary from overall cohort or that listed in ASP as we have only included pupils with an eligible scaled score in this section.
We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Significance testing has not been applied to scaled scores. Scaled score cohorts may vary from the total cohort as only pupils who achieved a scaled score are included in this measure.



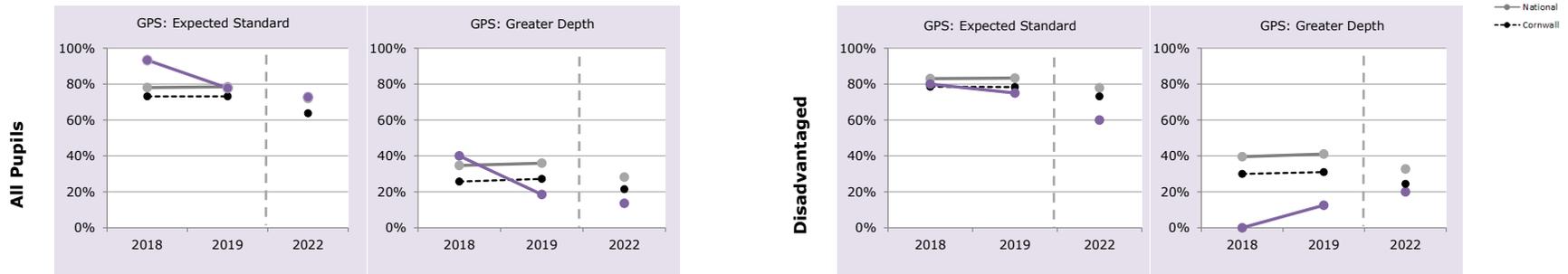
Grammar, Punctuation & Spelling

LA and National comparators are for non-disadvantaged pupils

Year	All Pupils	GPS: All Pupils							
		Expected Standard				Greater Depth			
		School	LA	Nat	Pupil Dif	School	LA	Nat	Pupil Dif
2018	15	93.3%	73.2%	78.1%	2	40.0%	25.7%	34.6%	0
2019	27	77.8%	73.2%	78.5%	0	18.5%	27.2%	35.9%	-4
2022	22	72.7%	63.8%	72.0%	0	13.6%	21.5%	28.2%	-3

Disadv.	School	GPS: Disadvantaged Pupils							
		Expected Standard				Greater Depth			
		LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	
5	80.0%	78.6%	83.0%	0	0.0%	30.0%	39.6%	-1	
8	75.0%	78.3%	83.4%	0	12.5%	31.0%	41.0%	-2	
5	60.0%	73.2%	77.9%	0	20.0%	24.4%	32.7%	0	

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic



2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

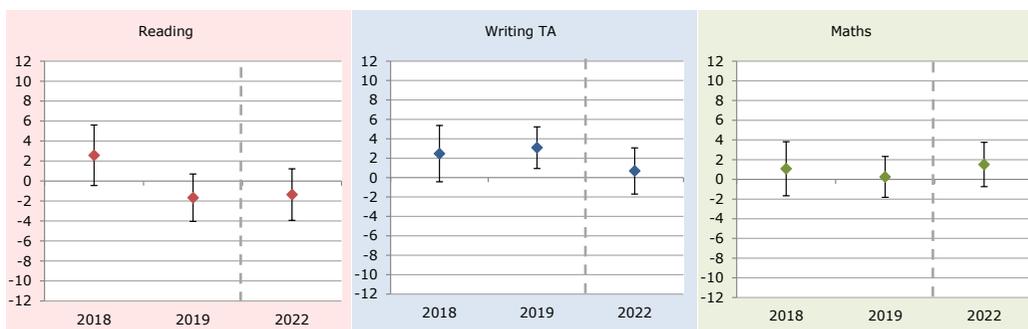
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Key Stage 1-2 Progress (All Pupils)

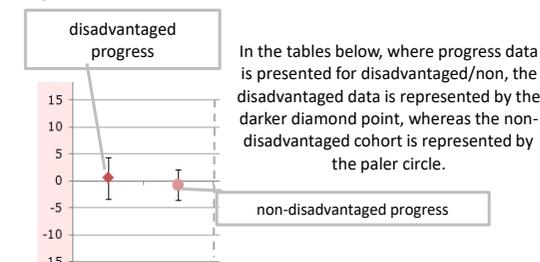
Year	Reading				Writing (TA)				Maths			
	Pupils	School	Sig	LA	Pupils	School	Sig	LA	Pupils	School	Sig	LA
2018	15	2.58	In Line	-0.27	15	2.47	In Line	-0.07	15	1.08	In Line	-0.84
2019	26	-1.66	In Line	-0.22	27	3.08	Sig+	-0.13	26	0.25	In Line	-0.81
2022	22	-1.35	In Line	-0.22	22	0.69	In Line	0.33	22	1.51	In Line	-0.60

Progress is calculated using Key Stage 1 as a baseline, and comparing each pupil's Key Stage 2 outcomes to other pupils with a similar starting point nationally. Confidence intervals are used to show significance compared to national progress.

Error bars on the graphs indicate significance, where the line is entirely above "0", the school's progress is significantly above national progress. Where the line is entirely below "0", the school's progress is significantly below.



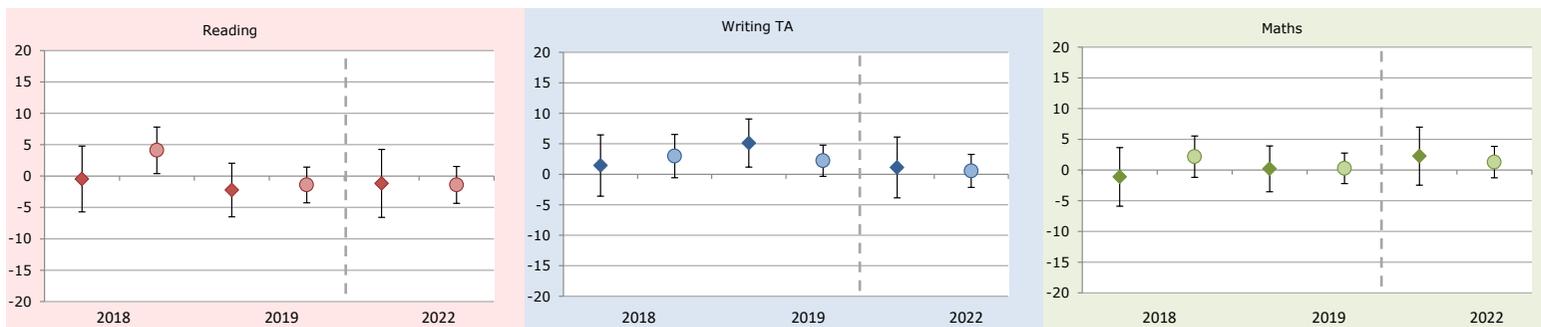
The cohort size indicated in these tables is the progress cohort only and may vary from cohorts in previous tables. Pupils with no Key Stage 1 data are excluded from the calculations.



Key Stage 1-2 Progress (Disadvantaged)

Year	Reading Disadvantaged			Reading Non-Disadvantaged			Writing Disadvantaged			Writing Non-Disadvantaged			Maths Disadvantaged			Maths Non-Disadvantaged		
	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA
2018	5	-0.46	-1.09	10	4.11	0.06	5	1.44	-1.00	10	2.98	0.31	5	-1.12	-1.77	10	2.18	-0.46
2019	8	-2.22	-1.28	18	-1.42	0.20	8	5.13	-0.73	19	2.22	0.10	8	0.19	-1.78	18	0.28	-0.43
2022	5	-1.16	-0.89	17	-1.40	0.04	5	1.12	-0.47	17	0.56	0.64	5	2.26	-1.48	17	1.29	-0.27

Significance testing has not been included on the disadvantaged/non data tables, however the graphs below indicate where performance is significantly above or below the national average (for all pupils).



2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

Please note that we have calculated your 2022 progress scores using the DfE's new progress methodology, and some scores may vary from those published in ASP. 2022 progress is not comparable with previous years, as the methodology has changed. All progress scores are capped, in line with DfE methodology introduced in 2018 and published in performance table. National data includes State Funded schools only. Progress scores for "all pupils" and additional groups can be found in the 2022 Attainment & Progress Summary in the **Key Stage 2** area of Corestats, along with pupil listings including capped scores. Additional Narrowing the Gap analysis can be found in the **PRIME** area of Corestats.

Reading

Non-Disadvantaged

Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
2018	10	110.5	10	4.11
2019	18	100.8	18	-1.42
2022	17	102.3	17	-1.40

Disadvantaged

Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
5	101.0	5	-0.46
8	98.1	8	-2.22
5	99.6	5	-1.16

GAP Disadvantaged/ Non

Year	Attainment : Scaled Score	Progress
2018	-9.5	-4.6
2019	-2.7	-0.8
2022	-2.7	0.2

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

A negative value denotes that disadvantaged pupils performance is lower than non-disadvantaged pupils. A positive value denotes disadvantaged pupils have outperformed non-disadvantaged pupils.

Writing (TA)

Non-Disadvantaged

Year	Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score
2018	10	90.0%	10	2.98
2019	19	73.7%	19	2.22
2022	17	76.5%	17	0.56

Disadvantaged

Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score
5	80.0%	5	1.44
8	87.5%	8	5.13
5	40.0%	5	1.12

GAP Disadvantaged/ Non

Year	Attainment (Pupil Dif)	Progress
2018	0	-1.5
2019	1	2.9
2022	-1	0.6

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Scaled score and progress cohorts may vary from the total cohort as some pupils may not be eligible for these measures. The 'Pupil Dif' figure is the equivalent number of pupils below or above other pupils in the school.

Maths

Non-Disadvantaged

Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
2018	10	107.6	10	2.18
2019	18	103.3	18	0.28
2022	17	104.4	17	1.29

Disadvantaged

Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
5	100.0	5	-1.12
8	101.4	8	0.19
5	101.6	5	2.26

GAP Disadvantaged/ Non

Year	Attainment : Scaled Score	Progress
2018	-7.6	-3.3
2019	-1.9	-0.1
2022	-2.8	1.0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Scaled Score Shading: Below 100 Above 100 Above non-disadvantaged national average

2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

Please note that we have calculated your 2022 progress scores using the DfE's new progress methodology, and some scores may vary from those published in ASP. 2022 progress is not comparable with previous years, as the methodology has changed. Progress scores are capped, in line with DfE methodology introduced in 2018 and published in performance tables. Scaled Scores range from 80-120. 100 is the expected national standard. There is no scaled score equivalent for Writing. Scaled scores include adjustments for pupils awarded special consideration (+3 points to a pupils scaled score). Highlighted comparisons are a guide only. National and LA data is revised and sourced from DfE SFR. National data includes State Funded schools only. Progress scores for "all pupils" and additional groups can be found in the Attainment & Progress Summary in the **Key Stage 2** area of Corestats, along with pupil listings including capped scores. Additional Narrowing the Gap analysis can be found in the **PRIME** area of Corestats.

Desktop Monitoring Report 2022
St Just Primary School (DfE: 2020)
Key Stage 1-2: Attainment and Progress

Reading

Boys

Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
2018	9	105.7	9	1.30
2019	10	99.6	10	-1.63
2022	15	99.2	15	-2.33

Girls

Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
6	109.8	6	4.51
16	100.3	16	-1.68
7	107.0	7	0.76

Gap
Girls - Boys

Year	Attainment Scaled Score	Progress
2018	4.2	3.2
2019	0.7	0.0
2022	7.8	3.1

A negative value denotes that girls performance is lower than boys. A positive value denotes girls have outperformed boys.

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Writing (TA)

Boys

Year	Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score
2018	9	77.8%	9	2.90
2019	11	63.6%	11	2.08
2022	15	60.0%	15	0.66

Girls

Scaled Score Cohort	% Expected Standard	Progress Cohort	Average Progress Score
6	100.0%	6	1.82
16	87.5%	16	3.77
7	85.7%	7	0.74

Gap
Girls - Boys

Year	Attainment (Pupil Gap)	Progress
2018	1	-1.1
2019	3	1.7
2022	1	0.1

Scaled score and progress cohorts may vary from the total cohort as some pupils may not be eligible for these measures. The 'Pupil Dif' figure is the equivalent number of pupils performance by girls is below or above boys in the school.

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Maths

Boys

Year	Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
2018	9	104.6	9	0.95
2019	10	100.8	10	-1.24
2022	15	103.7	15	2.76

Girls

Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
6	105.8	6	1.28
16	103.9	16	1.18
7	103.9	7	-1.18

Gap
Girls - Boys

Year	Attainment Scaled Score	Progress
2018	1.3	0.3
2019	3.1	2.4
2022	0.2	-3.9

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Scaled Score Shading: Below 100 Above 100 Above group national average

2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

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