

## 2025 results and analysis – Alder Tree Primary

| Early Years Results – Good Level of Development (GLD) 2022 to 2025 |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
|  | 2022        | 2023        | 2024        | 2025        |
| School result GLD  | 57% (16/28) | 66% (23/35) | 82% (24/29) | 63% (20/32) |
| Leeds result   | 61%         | 63%         | %           | %           |
| National result  | 65%         | 67%         | 68%         | %           |
| Year 1 Phonics screening check 2022 to 2025                        |             |             |             |             |
|  | 2022        | 2023        | 2024        | 2025        |
| School result  | 76% (28/37) | 63% (20/32) | 66% (31/47) | 79% (30/38) |
| Leeds result   | 76%         | 78%         | 75%         | %           |
| National result  | 76%         | 79%         | 80%         | %           |
| Year 2 Phonics screening check 2022 to 2025                        |             |             |             |             |
|  | 2022        | 2023        | 2024        | 2025        |
| School result  | 38% (3/8)   | 67% (10/15) | 45% (10/22) | 57% (8/14)  |
| Leeds result   |             |             |             |             |
| National result  |             | 89%         | 92%         | %           |

### Key Stage 1 attainment summary July 2023 to 2025 (national results in brackets)

|         | School and (national results) at age related |           |         | School and (national results) at greater depth |           |           |
|---------|--|-----------|---------|--|-----------|-----------|
|         | 2023   | 2024      | 2025    | 2023   | 2024      | 2025      |
| Reading | 71% (68%)                                    | 51% (71%) | 55% (%) | 29% (18%)                                      | 17% (18%) | 12% (%)   |
| Writing | 63% (60%)                                    | 54% (62%) | 52% (%) | 5% (8%)  | 15% (8%)  | 5% (8%)   |
| Maths   | 73% (70%)                                    | 61% (71%) | 57% (%) | 7% (15%)                                       | 32% (16%) | 10% (15%) |
| RWM     | 63% (56%)                                    | 51% (58%) | 52% (%) | 5% (6%)  | 15% (6%)  | 5% (6%)   |

### Key Stage 2 attainment summary July 2023 to 2025 (national results in brackets)

|              | School and (national results) at age related |           |           | School and (national results) at Greater depth |           |           |
|--------------|--|-----------|-----------|--|-----------|-----------|
|              | 2023   | 2024      | 2025      | 2023   | 2024      | 2025      |
| Reading      | 62% (73%)                                    | 73% (74%) | 74% (75%) | 19%  | 20% (28%) | 24% (33%) |
| Writing      | 65% (71%)                                    | 73% (72%) | 72% (72%) | 12%  | 9% (13%)  | 12% (13%) |
| Maths        | 63% (73%)                                    | 70% (73%) | 74% (74%) | 16%  | 16% (24%) | 26% (26%) |
| EGPS         | 58% (72%)                                    | 57% (72%) | 58% (83%) | 16%  | 20% (32%) | 12% (30%) |
| RWM combined | 56% (59%)                                    | 64% (61%) | 66% (62%) | 7%   | 7% (8%)   | 6% (8%)   |

| <b><u>2023</u></b><br><b><u>Progress measures from KS1 to KS2</u></b> | <b><u>2024</u></b><br><b><u>Progress measures from KS1 to KS2</u></b> | <b><u>2025</u></b><br><b><u>Progress measures from KS1 to KS2</u></b> |
|---|---|---|
| Reading <b>+0.9</b>   | Reading – <b>N/A</b>  | Reading – N/A   |
| Writing <b>+3.1</b>   | Writing <b>N/A</b>  | Writing – N/A   |
| Maths <b>+1.0</b>   | Maths <b>N/A</b>  | Maths – N/A   |
| <b><u>Average scaled scores 2023</u></b>                              | <b><u>Average scaled scores 2024</u></b>                              | <b><u>Average scaled scores 2025</u></b>                              |
| Reading      102 (105)  | Reading    104 (105)  | Reading      103 (106)  |
| Maths        102 (104)  | Maths       103 (104)   | Maths        103 (105)  |
| EGPS         101 (105)  | EGPS        102 (105)   | EGPS         100 (105)  |

### **EYFS – Summary:**

This year 63% (20/32) children achieved a Good Level of Development (GLD). This is a 19% decrease on last year. Of the 12 children who did not achieve GLD, 9 children (28%) are SEND. 6 of the 9 children with an identified SEND need are pre-verbal and have or are waiting for an EHCP final draft. This is 19% of the entire reception cohort. Of the 6 who are identified as needing an EHCP (Education, Health and Care Plan) two families are wanting a specialist provision placement. When analysing the individual strands of the Early Years Curriculum comprehension is lower at 63%, when compared to word reading and writing at 72%. This is an area that will be focused on in the academic year 2025/2026 in Reception.

### **Phonics summary:**

In June 2024, 82% of children in Reception moving to Year 1 achieved GLD and were on track in Read Write Inc (RWI). The result for the Year 1 Phonics Screening Check (PSC) 2025 was 79% and 63% of children also had a reading fluency level that met ARE.

Since the beginning of the academic year, 9 children have joined Year 1 and 56% of these (5/9) were working below ARE. 2 of these children were also preverbal. Over the year, all children who were working towards the expected standard of reading according to the RWI assessment thresholds have received 1:1 tutoring and have been closely monitored by group teachers, class teachers and tutors. Out of the 5 in year admissions who were working below ARE, 3 achieved a pass mark of 32 or higher in PSC 2025. Of the children in Year 1 who did not pass PSC (8/38 = 21%), 38% of them scored more than 16 and are expected to pass in the Year 2 resit group in 2026. One other child narrowly missed the halfway mark with a score of 14. Of the 7 children who passed PSC 2025 but didn't achieve ARE in reading fluency, 2 are preverbal, 1 was admitted in Reception in the final weeks of July 2024 and 1 was an in-year admission this year with no prior schooling and English as an additional language.

There were 14 children in Year 2 compared to 22 children in 2024, and 57% (8/14) scored 32 or above. Only 2 of these children were in year admissions, and 1 had no previous experience of schooling or the English language prior to joining our

school. 2 were also admitted in the final weeks of July 2024. Out of the 10 children who also attended Alder Tree for the majority of Y1, 6 received a pass mark of 32 or higher. Of the 4 children who also attended Year 1 but did not achieve a pass of 32, 1 has significant speech and language difficulties, 1 is a selective mute and 1 is a persistent absentee.

### **KS1 summary**

At the end of KS1 the final assessments for Reading, Writing and Maths are as follows:

Reading 55%, Writing 52%, Maths 57% and the percentage of those achieving combined ARE is 52%. There is a slight increase of 4% in Reading, a decrease of 2% in Writing and a decrease of 4% in Maths and an overall 1% increase in the combined result. Greater depth is as follows Reading 12%, Writing 5% and maths 10%. Compared to 2024 there is a decrease in the percentage of children working at greater depth in Reading, Maths, and writing.

This cohort has also been significantly affected by mobility with 7 children joining the cohort over the year, of whom had no or little prior schooling and are new to English or had a SEND need. There were also 13 children who have left school during the academic year, 3 of whom were on track to achieve combined ARE. In this cohort 14 children have been identified as having a special educational need and receive SEND support. There are two children in the cohort who receive significant support from outside agencies. 12 of the 14 children with SEND are on a Speech and Language pathway and receive a significant amount of additional support weekly. Eight children are also on the pathway for an Autism or an ADHD assessment.

### **KS2 summary:**

Key Stage 2 SATs have continued to take an upward trajectory, beating last year's results by 4% at 66% Combined ARE. This was a huge achievement and we are absolutely thrilled by the result.

In Reading, 74% of pupils met expected standard (National 75%) with 24% of our pupils meeting a Greater Depth standard (up from 20% last academic year). In writing, 72% of pupils achieved the expected level (national 72%) with 12% of pupils writing at Greater Depth level. In Maths, 74% achieved the expected standard (national 74%) with 26% meeting a Greater Depth standard (up from 16% last year). We are delighted by all three areas and are particularly proud that the academy's drive to improve Maths provision across school has shown impact.

## Multiplication Times table Check (end of Y4)- June 2025

| Academic Year     | 2024 | 2025 |
|-------------------|------|------|
| 20+ (80% or more) | 63%  | 47%  |
| 25 (100%)         | 18%  | 19%  |

### **Performance Overview**

A slight increase was noted in the percentage of pupils achieving full marks. However, the number of pupils scoring over 20 has decreased. Eight pupils scored between 17 and 19, just shy of the 20-mark threshold. If these pupils had reached 20, overall performance would have reached 65%. Three pupils scored zero:

- Two are new to the school and may have significant SEND.
- One pupil refused to answer any questions.

Teacher feedback highlighted some challenges - non-functioning computers during the final two weeks before the test.

Matrix we measure:

|                          |                                       |
|--------------------------|---------------------------------------|
| <b>Female</b>            | <u>93.09% - 174 Students</u>          |
| <b>Male</b>              | <u>93.97% - 163 Students</u>          |
| <b>EAL/Not EAL</b>       | Has English as an Additional Language |
| <b>SEN/Not</b>           | Special Educational Need identified   |
| <b>Pupil Premium/Not</b> | Meets the Pupil Premium eligibility   |

### 2025 Whole school data:

|           | <b>2022 ARE</b>       | <b>2023 ARE</b>      | <b>2024 ARE</b>      | <b>2025 ARE</b> |
|-----------|-----------------------|----------------------|----------------------|-----------------|
| <b>R</b>  |                       |                      |                      | <b>63%</b>      |
| <b>Y1</b> |                       |                      | <b>82% End of R</b>  | <b>60%</b>      |
| <b>Y2</b> |                       | <b>66% GLD</b>       | <b>49% End of Y1</b> | <b>52%</b>      |
| <b>Y3</b> | <b>57% End of Rec</b> | <b>44% EndY1</b>     | <b>51% End of Y2</b> | <b>56%</b>      |
| <b>Y4</b> | <b>61% End of Y1</b>  | <b>63% End Y2</b>    | <b>46% End of Y3</b> | <b>50%</b>      |
| <b>Y5</b> | <b>52% End of Y3</b>  | <b>33% End of Y3</b> | <b>45% End of Y4</b> | <b>64%</b>      |
| <b>Y6</b> | <b>42% End of Y3</b>  | <b>45% End of Y4</b> | <b>40% End of Y5</b> | <b>66%</b>      |

This whole school ARE data for each year group shows how much progress has been made in each year group across the year. This data is significantly affected by student mobility in some year groups.

### 2025 Attendance and Mobility

|                     | <b>Attendance</b> | <b>No. of Children in year group</b> | <b>In Year Admission</b> | <b>In Year Leavers</b> | <b>Mobility rate<br/>In % Out%</b> |      |
|---------------------|-------------------|--------------------------------------|--------------------------|------------------------|------------------------------------|------|
| <b>Rec</b>          | 92.7%             | 32                                   | 7                        | 4                      | 0.21                               | 0.12 |
| <b>1</b>            | 91.8%             | 40                                   | 11                       | 2                      | 0.27                               | 0.05 |
| <b>2</b>            | 92.8%             | 42                                   | 7                        | 13                     | 0.16                               | 0.30 |
| <b>3</b>            | 91.9%             | 41                                   | 9                        | 10                     | 0.21                               | 0.24 |
| <b>4</b>            | 94.8%             | 44                                   | 8                        | 8                      | 0.18                               | 0.18 |
| <b>5</b>            | 94.7%             | 45                                   | 10                       | 8                      | 0.22                               | 0.17 |
| <b>6</b>            | 93.6%             | 50                                   | 4                        | 7                      | 0.08                               | 0.14 |
| <b>Whole school</b> | 93.5%             | 294                                  | 56                       | 52                     | 0.19                               | 0.17 |

## Reception (July 2025)

### Headline Measures

| GLD | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 63% | 93%        | 15                           | 7                 | 4               | 3         | 8           | 15         |

### Breakdown

| Subject            | Total | Male | Female | Pupil premium | Non PP | SEND | Non SEND | EAL | Non EAL |
|--------------------|-------|------|--------|---------------|--------|------|----------|-----|---------|
| GLD                | 63%   | 47%  | 76%    | 67%           | 62%    | 0%   | 83%      | 60% |         |
| Word Reading       | 72%   | 67%  | 76%    | 67%           | 73%    | 38%  | 83%      | 67% |         |
| Comprehension      | 63%   | 47%  | 78%    | 67%           | 62%    | 0%   | 83%      | 60% |         |
| Writing            | 72%   | 66%  | 76%    | 83%           | 69%    | 25%  | 83%      | 60% |         |
| Number             | 75%   | 73%  | 76%    | 83%           | 75%    | 38%  | 88%      | 67% |         |
| Numerical Patterns | 72%   | 67%  | 77%    | 83%           | 70%    | 25%  | 88%      | 67% |         |

## Year 1 (July 2025)

### Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 60%             | 91.8%      | 24                           | 11                | 2               | 15        | 10          | 15         |

| Year 1   | Total    | Male     | Female   | PP       | Non-PP   | SEND    | Non-SEND | EAL     | Non-EAL  |
|----------|----------|----------|----------|----------|----------|---------|----------|---------|----------|
| Cohort   | 40       | 18       | 22       | 15       | 25       | 10      | 30       | 15      | 25       |
| Combined | 24 (60%) | 9 (50%)  | 15 (68%) | 8 (53%)  | 16 (64%) | 4 (40%) | 20 (67%) | 7 (47%) | 17 (68%) |
| Reading  | 25 (63%) | 9 (50%)  | 16 (73%) | 8 (53%)  | 17 (68%) | 4 (40%) | 21 (70%) | 8 (53%) | 17 (68%) |
| Writing  | 24 (60%) | 9 (50%)  | 15 (68%) | 8 (53%)  | 16 (64%) | 4 (40%) | 20 (67%) | 7 (47%) | 17 (68%) |
| Maths    | 27 (68%) | 11 (61%) | 16 (73%) | 10 (67%) | 17 (68%) | 4 (40%) | 23 (77%) | 9 (60%) | 18 (72%) |
| Phonics  |          | 67%      | 82%      | 70%      | 78%      | 78%     | 74%      | 67%     | 80%      |
| GDS      | 3 (8%)   | 0 (0%)   | 3 (14%)  | 1 (7%)   | 2 (8%)   | 0 (0%)  | 3 (10%)  | 1 (7%)  | 2 (8%)   |

## Year 2 (July 2025)

### Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 52%             | 91.2%      | 50                           | 7                 | 13              | 19        | 16          | 23         |

### Breakdown

| Year 2   | Total    | Male     | Female   | PP      | Non-PP   | SEND    | Non-SEND | EAL      | Non-EAL  |
|----------|----------|----------|----------|---------|----------|---------|----------|----------|----------|
| Cohort   | 42       | 22       | 20       | 19      | 23       | 16      | 26       | 23       | 19       |
| Combined | 22 (52%) | 13 (59%) | 9 (45%)  | 7 (37%) | 15 (65%) | 7 (44%) | 15 (58%) | 11 (48%) | 11 (58%) |
| Reading  | 23 (55%) | 13 (59%) | 10 (50%) | 7 (37%) | 16 (70%) | 7 (44%) | 16 (62%) | 11 (48%) | 12 (63%) |
| Writing  | 22 (52%) | 13 (59%) | 9 (45%)  | 7 (37%) | 15 (65%) | 7 (44%) | 15 (58%) | 11 (48%) | 11 (58%) |
| Maths    | 24 (57%) | 14 (64%) | 10 (50%) | 9 (47%) | 15 (65%) | 8 (50%) | 16 (62%) | 12 (52%) | 12 (63%) |
| GDS      | 2 (5%)   | 2 (9%)   | 0 (0%)   | 1 (5%)  | 1 (4%)   | 0 (0%)  | 2 (8%)   | 2 (9%)   | 0 (0%)   |



## Year 3 (July 2025)

### Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 58%             |            | 63                           | 9                 | 10              | 16        | 11          | 18         |

### Breakdown

| Subject  | Total    | Male     | Female   | Pupil premium | Non PP   | SEND    | Non SEND | EAL      | Non EAL  |
|----------|----------|----------|----------|---------------|----------|---------|----------|----------|----------|
| Cohort   | 40       | 18       | 22       | 17            | 23       | 11      | 29       | 18       | 22       |
| Combined | 23 (58%) | 9 (50%)  | 14 (64%) | 7 (41%)       | 16 (70%) | 3 (27%) | 20 (69%) | 11 (61%) | 12 (55%) |
| Reading  | 23 (58%) | 9 (50%)  | 14 (64%) | 7 (41%)       | 16 (70%) | 3 (27%) | 20 (69%) | 11 (61%) | 12 (55%) |
| Writing  | 23 (58%) | 9 (50%)  | 14 (64%) | 7 (41%)       | 16 (70%) | 3 (27%) | 20 (69%) | 11 (61%) | 12 (55%) |
| Maths    | 26 (65%) | 11 (61%) | 15 (68%) | 9 (53%)       | 17 (74%) | 3 (27%) | 23 (79%) | 11 (61%) | 15 (68%) |
| GDS      | 2 (5%)   | 1 (6%)   | 1 (5%)   | 0 (0%)        | 2 (9%)   | 0 (0%)  | 2 (7%)   | 0 (0%)   | 2 (9%)   |

## Year 4 (July 2025)

### Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 50%             |            | 82                           | 8                 | 8               | 15        | 11          | 23         |

### Breakdown

| Subject  | Total    | Male     | Female   | Pupil premium | Non PP   | SEND    | Non SEND | EAL     | Non EAL  |
|----------|----------|----------|----------|---------------|----------|---------|----------|---------|----------|
| Cohort   | 44       | 24       | 20       | 20            | 24       | 11      | 33       | 23      | 21       |
| Combined | 22 (50%) | 13 (54%) | 9 (45%)  | 11 (55%)      | 11 (46%) | 4 (36%) | 18 (55%) | 6 (26%) | 16 (76%) |
| Reading  | 26 (59%) | 15 (63%) | 11 (55%) | 13 (65%)      | 13 (54%) | 4 (36%) | 22 (67%) | 8 (35%) | 18 (86%) |
| Writing  | 22 (50%) | 13 (54%) | 9 (45%)  | 11 (55%)      | 11 (46%) | 4 (36%) | 18 (55%) | 6 (26%) | 16 (76%) |
| GDS      | 3 (7%)   | 2 (8%)   | 1 (5%)   | 1 (5%)        | 2 (8%)   | 1 (9%)  | 2 (6%)   | 1 (4%)  | 2 (10%)  |

# Year 5

## Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 64%             | 93.46%     | 84                           | 10                | 8               | 24        | 6           | 27         |

## Breakdown

| Subject  | Total         | Male          | Female        | Pupil premium | Non PP        | SEND        | Non SEND      | EAL           | Non EAL       |
|----------|---------------|---------------|---------------|---------------|---------------|-------------|---------------|---------------|---------------|
| Combined | 64%<br>4% GD  | 64%<br>0% GD  | 65%<br>9% GD  | 60%<br>5% GD  | 68%<br>4% GD  | 0%<br>0% GD | 69%<br>5% GD  | 63%<br>4% GD  | 67%<br>5% GD  |
| Reading  | 69%<br>20%GD  | 68%<br>9%GD   | 70%<br>30% GD | 65%<br>10% GD | 72%<br>28% GD | 0%<br>0% GD | 73%<br>21% GD | 67%<br>21%GD  | 71%<br>19% GD |
| Writing  | 64%<br>7%GD   | 64%<br>0% GD  | 65%<br>13% GD | 60%<br>5% GD  | 68%<br>8%GD   | 0%<br>0% GD | 69%<br>7% GD  | 63%<br>4% GD  | 67%<br>10% GD |
| Maths    | 70%<br>16% GD | 68%<br>17% GD | 70%<br>14% GD | 65%<br>10%GD  | 72%<br>20%GD  | 0%<br>0% GD | 74%<br>17% GD | 67%<br>17% GD | 71%<br>14% GD |

## Year 6

### Headline Measures

| Combined at ARE | Attendance | Negative Behaviour Incidents | In Year Admission | In Year Leavers | No. of PP | No. Of SEND | No. Of EAL |
|-----------------|------------|------------------------------|-------------------|-----------------|-----------|-------------|------------|
| 66%             | 92.9%      | 89                           | 4                 | 7               | 31        | 12          | 25         |

### Breakdown

| Subject  | Total        | Male         | Female       | Pupil premium | Non PP       | SEND         | Non SEND     | EAL          | Non EAL      |
|----------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|
| Combined | 66%<br>6% GD | 67%<br>7%GD  | 65%<br>5%GD  | 64%<br>7% GD  | 68%<br>4% GD | 27%<br>9% GD | 77%<br>5%GD  | 65%<br>5%GD  | 67%<br>7%GD  |
| Reading  | 74%<br>20%GD | 70%<br>18%GD | 80%<br>20%GD | 75%<br>16%GD  | 73%<br>24%GD | 36%<br>9%GD  | 85%<br>22%GD | 70%<br>23%GD | 77%<br>17%GD |
| Writing  | 73%<br>9%GD  | 50%<br>18%GD | 79%<br>21%GD | 68%<br>16%GD  | 68%<br>24%GD | 18%<br>9%GD  | 80%<br>22%GD | 73%<br>23%GD | 63%<br>17%GD |
| Maths    | 70%<br>16%GD | 55%<br>18%GD | 82%<br>18%GD | 71%<br>19%GD  | 72%<br>16%GD | 81%<br>9%GD  | 84%<br>20%GD | 81%<br>23%GD | 63%<br>13%GD |