Outcomes for Pupils

1 Introduction

Headline Data as of 8th September 2026

SCHOOL CONTEXT	
Number of pupils on roll (September 2026 - including ARP pupils)	623 (97% capacity) M: 51% F: 49%
Number of pupils with an education, health and care plan (EHCP)	32 (excluding ARP)
Number of pupils with an EHCP in Additional Resource Provision ARP (16 capacity)	14
% of pupils with EHCP	6.9%
Number/ percentage of pupils on SEND Support	56 /8.4%
Percentage of pupils with SEND	13.2% (88 pupils)
Number of pupils eligible for pupil premium	58 (9.0%)
Number of pupils who identify with EAL needs	52.6% (Reception to Year 6)

2 Early Years Foundation Stage Data Summer Term Attainment Data 2026

GLD Data

For children in Reception to meet GLD (Good level of Development), they must achieve ARE in the following areas:

- PSED (Personal Social Emotional Development)
- Communication and Language
- Physical Development
- Literacy (Reading, Writing and Comprehension)
- Maths (including number and numerical patterns)

Reception GLD results

	GLD 2025 School	GLD 2025 National	GLD 2026 School	GLD 2026 National
EYFS GLD	81%	67%	83%	72%

Our GLD (Good Level of Development) data is consistently above National data.

Reception attainment July 2026 compared with Baseline

Area of Learning	Autumn Term ARE+ Baseline 2025	Summer 2026 ARE+
Speaking	78%	90%
Listening, attention and understanding	72%	93%
Building relationships	83%	97%
Gross motor skills	85%	100%
Fine motor skills	70%	97%
Writing	79%	84%
Word reading	78%	91%
Comprehension	80%	93%
Number	67%	89%

ARE+ = Age-Related Expectations

Attainment in EYFS remains high and above national data, with improvements from baseline across all areas. This is due to the following action points that were implemented throughout the year.

Action Points

- Play partnering for boys
- A 5th member of staff supporting undiagnosed language needs using Language Link
- Addressing how physical development impacts attention
- Intensive play skills sessions
- Attention Bucket activities
- Updated communication-friendly spaces to encourage teamwork and talk, which is more appealing to boys; for example, the mark-making area now starts with gross motor skills and large-scale mark-making.
- Lego trays have been placed under the table so children have to use their whole body to make models.
- Introduced Boogie Mites; this links (movement and listening)
- Lesson design focuses on oracy and Philosophy for Children(P4C) to encourage talking
- Social interaction groups for targeted pupils

Subgroup performance for GLD across Reception

	School data 2025	National data 2025	School data 2026	National data 2026
Girls	93%	75%	83%	79%
Boys	71%	62%	79%	66%
SEND	27%	21%	29%	24%
PP	57%	50%	80%	61%
EAL	67%	60%	100%	72%

Gender gap

There is a small gender gap for children achieving GLD, with girls outperforming boys by 7%. This gap is lower than in previous years, which may be due to the updated outdoor environment, which has allowed for more boy-friendly activities, e.g., outdoor writing using paintbrushes, a mud kitchen and outdoor maths activities, including local environment walks.

EAL learners

In Reception, EAL learners are performing well across the EYFS curriculum. EAL learners achieve in line or higher than non EAL learners.

3 Phonics Attainment

Phonics Attainment

Year Group	2025	National 2025	2026	National 2026
Year 1 Phonics Working At	87 %	81%	88%	82%
Year 2 Working At [cumulative]	91%	89%	95%	89%

89%

Phonics outcomes exceeded the target and represent the highest results since introducing the Little Wandle phonics scheme. It suggests that the new scheme has had a positive impact on early reading and phonics. Children in Year 1 were assessed every 6 weeks; these assessments led to targeted interventions both during the school day and before school. 100% of children who attended the pre-school phonics sessions made progress from their starting point.

Children in Year 2 who did not achieve a phonics score have EAL or SEND needs (6 with EHCPS) and have been highlighted for the reading fluency intervention in Year 3.

4 Key Stage 2 Attainment and Progress

Pre-validated Data (including 4 children who will be disapplied and 1 child for whom we are awaiting a remark)

Key Stage 2	Wimbledon Chase 2024		Wimbledon Chase 2025		Wimbledon Chase 2026		National Data 2026	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
Reading	94%	53%	90%	63%	86%	43%	75%	31%
Writing (Teacher assessment)	82%	15%	85%	18%	76%	10%	73%	13%
Grammar, Punctuation and Spelling	90%	48%	86%	51%	83%	43%	74%	30%
Maths	89%	48%	85%	56%	85%	43%	75%	27%
Combined RWM	79%	13%	80%	16%	73%	11%	63%	9%

ARE+ At and above expected standard
GDS Greater Depth

The data show that attainment in Year 6 was lower than in previous years, particularly in writing and greater depth reading, maths, and grammar. Writing remains a whole-school priority on the SDP, with a particular focus on achieving greater depth in writing. The UPS3 teacher will undertake pre-school boosters for Year 6 from the beginning of Autumn 2 to target specific areas and close gaps.

Greater Depth writing is below national. This is a clear target for this year.

Action points to address this have been highlighted in the School Development Plan. The English Leads are working closely with staff to address writing across the school with a particular focus on Year 5 and 6.

Year 6 Progress from Key Stage

Subject Area	Expected and Better	Better Than Expected
Reading	95%	53%
Writing	91%	17%
Maths	90%	33%

Excellent progress was made across Year 6 from the beginning of the key stage. Particularly, children made better-than-expected progress in reading and Maths. Year 6 benefited from booster sessions, extension-writing groups and bespoke interventions.

5 Year 4 times table check

Average Score

2023 including ARP	2024 Including ARP	2025 Including ARP	2026 Including ARP
17.2	19.9	22	22

38 (44%) pupils from the cohort achieved full marks. This is an area for development across the school. Children from Year 2 have access to Times Table Rock Stars, but the maths leads are researching other resources to support times table knowledge, e.g., number sense and maths frames. They have set a target of over 80% to achieve full marks in 2027, which would be in line with our Key Stage 2 maths data.

Action Points

Establish a consistent whole-school approach
Daily multiplication practice
Identify gaps early
Strengthen progression by creating a clear progression of multiplication facts from Reception/Year 1 through to Year 6.
Make practice engaging by using a variety of resources
Support staff development training and sharing of expectations
Monitor impact of new strategy

6 Interventions

The following interventions were used to close gaps across Key stage 1 and 2:

- Pre-teach
- Pre-school Maths and English sessions
- EAL support in class and small group
- ELSA
- Social Skills groups
- Inference groups
- Pre-school phonics
- 1-1 reading
- Reading Fluency project
- Same day maths intervention
- Language Link

Targets and Baseline

Baseline assessments are being completed by Nursery and Reception staff.
Targets will be set for Summer 2027 by the end of September.

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