



CCC data by groups Summer 2024

Notes on the data



- This data set is version 2, created in December 2024. At this point in time the data for KS4 and KS5 has only just been released, remains provisional, and the data breakdown by groups has not yet been released beyond national headlines.
- The Early Years, phonics and KS2 data is the validated data but is still subject to change. We are aware that the data for one Cambridgeshire primary is still being incorrectly shown for example.

- The first few slides provide an overview of performance across Cambridgeshire. In the first slide which shows the data headlines for each area, the data is coloured: green for above national and Cambridgeshire, orange for above Cambridgeshire but below national and red for below both Cambridgeshire and national. This shows clearly where there needs to be further challenge and support to improve outcomes.
- The second slide gives an overview of school performance and the team use this data to target underperforming schools.
- The following slides go through each set of performance indicators and show the breakdown by group.

Headline data by area



	National	LA	Camb City	South Cambs	East Cambs	Hunts	Fenland
EYFS	67.7%	66.5%	68%	68.6%	67.7%	66%	62.4%
Phonics	80.3%	79.3%	79%	80.7%	79%	77.8%	80.5%
KS2 RWM	61%	57%	63.2%	59.6%	56.8%	55.8%	50.7%
KS4 Av Att 8 score	46.1	48	55	51.4	49.2	45.6	36.7

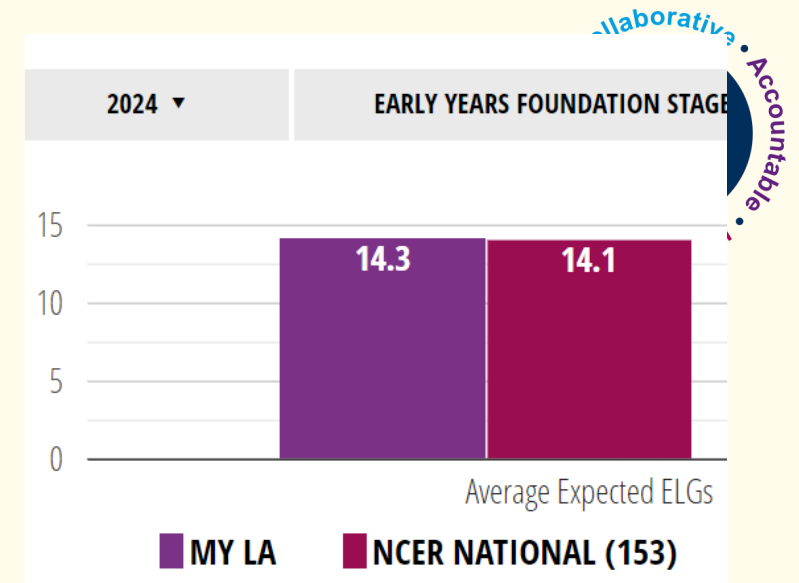
Performance by schools



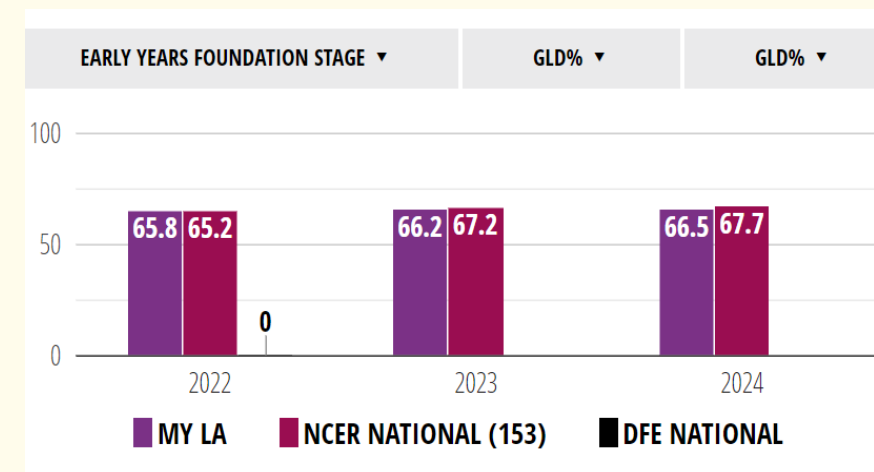
	GLD	Phonics year 1	KS2 RWM
90%+	2	35	1
80 - 89%	17	72	9
70 – 79%	69	54	28
60 – 69%	71	33	60
50 – 59%	26	4	48
40 – 49%	9	0	28
30 – 39%	2	0	14
20 – 29%	1	0	5
Below 20%	1	0	4

Data does not include special schools

2024 EYFS: Percentage achieving a good level of development	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (6888 pupils)	66.2	66.5	67.7	64
Boys (3571 pupils)	59.2	59.2	60.7	
Girls (3317 pupils)	73.7	74.3	75.0	
Disadvantaged (864 pupils)	39.9	40.0	51.5	
Non-Disadvantaged (6036 pupils)	69.7	70.3	71.1	
SEN Support (531 pupils)	23.0	24.3	24.9	
With EHCP/statement (261 pupils)	5.9	5.7	3.8	
EAL (1112 pupils)	63.3	64.2	63.5	
BME (1157 pupils)	65.4	67.0	66.8	



Across the LA the average number of early learning goals at expected level per child is **14.3** compared to the national of **14.1 same as 2023**.

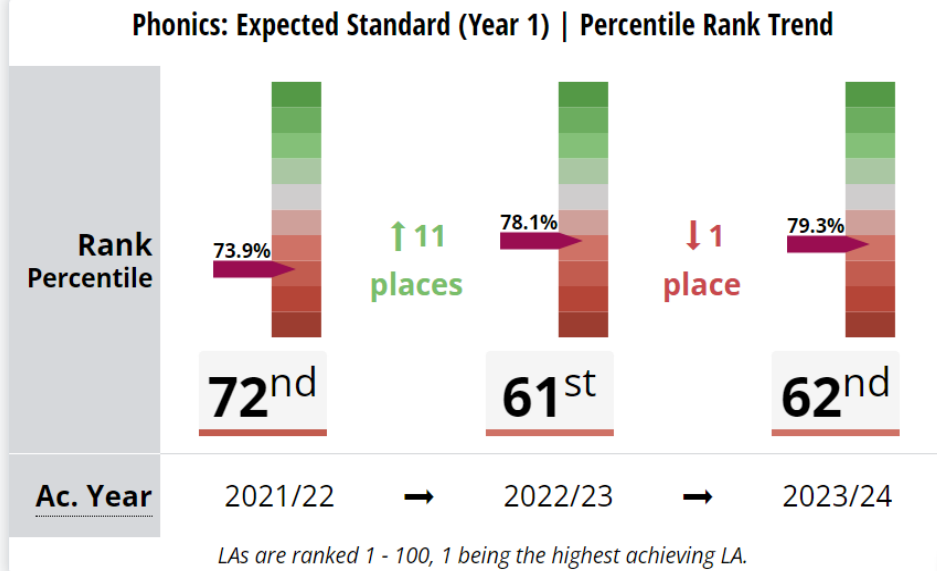
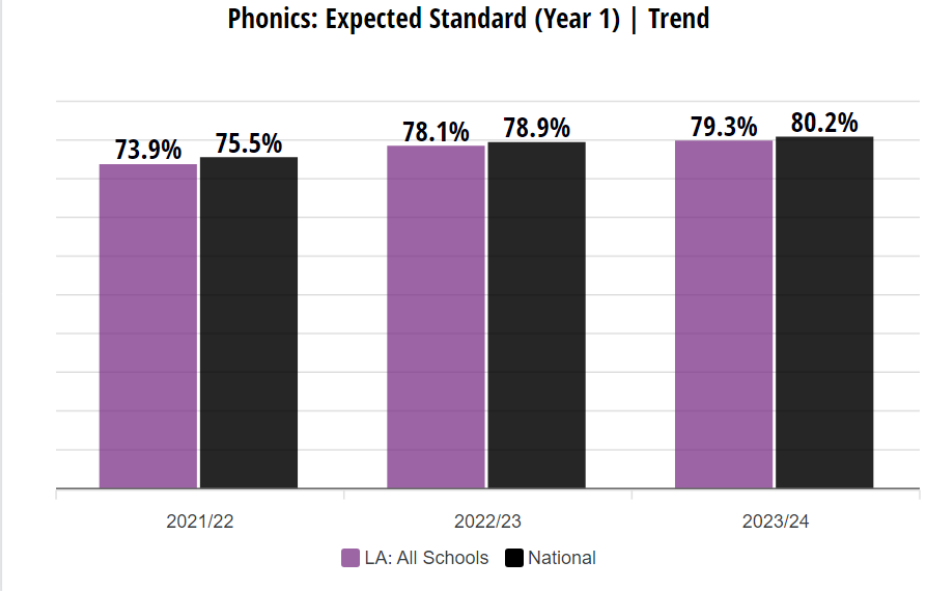


EYFS: Early Learning Goals (ELGs)

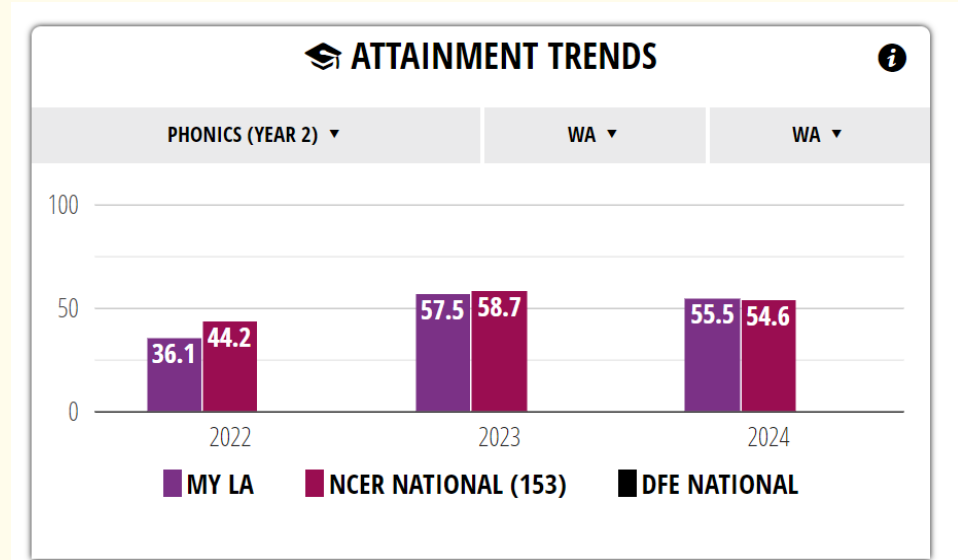


	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative & Expressive	Number of ELGs maintained or improving
ENGLAND 2023	82.2%	82.8% ↑	85.1%	87.2% ↑	88.4% ↓	92.1%	86.0% ↑	80.6% ↑	76.2% ↑	71.1% ↑	78.9% ↑	78.4% ↑	82.1% ↑	81.8% ↑	85.4% ↑	87.5% ↑	87.0% ↑	16/17 ELGs
ENGLAND 2024	81.6% ↓	82.3% ↓	84.7% ↓	86.8% ↓	87.9% ↓	91.6% ↓	85.6% ↓	80.2% ↓	76.3% ↑	71.4% ↑	78.7% ↓	78.3% ↓	81.6% ↓	81.4% ↓	84.9% ↓	87.0% ↓	86.6% ↓	2/17 ELGs
CAMBRIDGESHIRE 2023	82.4% ↓	83.6% ↓	84.4% ↓	86.4% ↓	88.6% ↓	92.6% ↓	86.6%	82.5% ↓	75.8% ↓	70.3% ↓	80.7% ↑	79.9% ↑	84.3% ↑	83.6% ↑	88.1% ↓	88.9% ↓	87.9% ↓	5/17 ELGs
CAMBRIDGESHIRE 2024	81.8% ↓	82.8% ↓	85.1% ↑	87.0% ↑	88.8% ↑	92.6%	85.5% ↓	82.1% ↓	76.5% ↑	70.8% ↑	80.0% ↓	79.2% ↓	83.9% ↓	83.7% ↑	87.8% ↓	89.0% ↑	88.5% ↓	8/17 ELGs
ENGLAND 2024	81.6%	82.3%	84.7%	86.8%	87.9%	91.6%	85.6%	80.2%	76.3%	71.4%	78.7%	78.3%	81.6%	81.4%	84.9%	87.0%	86.6%	
CAMBRIDGESHIRE 2024	81.8%	82.8%	85.1%	87.0%	88.8%	92.6%	85.5%	82.1%	76.5%	70.8%	80.0%	79.2%	83.9%	83.7%	87.8%	89.0%	88.5%	
GAP	0.2%	0.5%	0.4%	0.2%	0.9%	1.0%	-0.1%	1.9%	0.2%	-0.6%	1.3%	0.9%	2.3%	2.3%	2.9%	2.0%	1.9%	

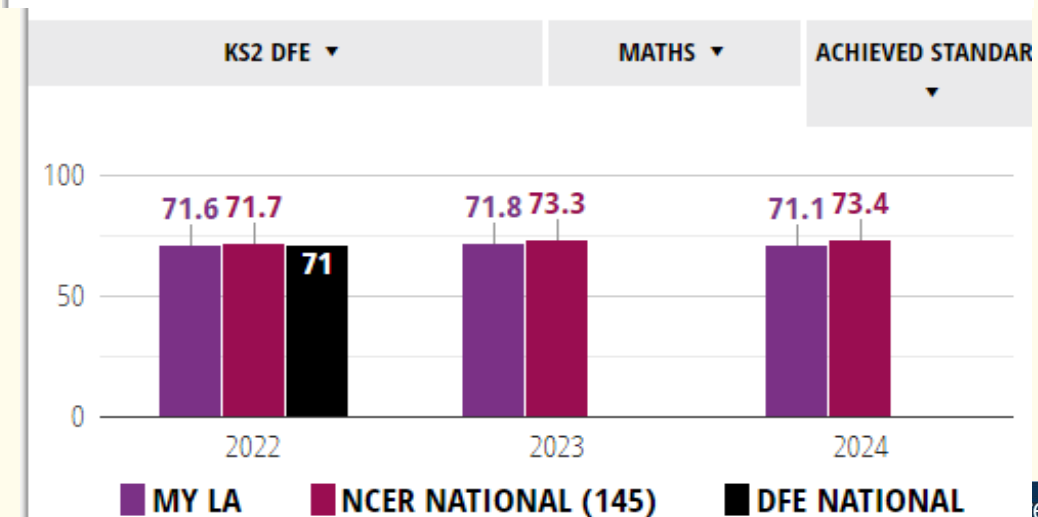
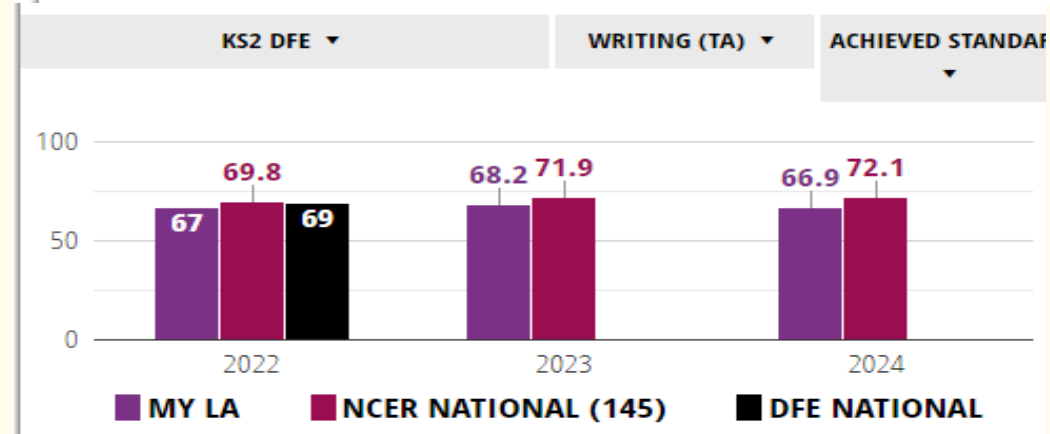
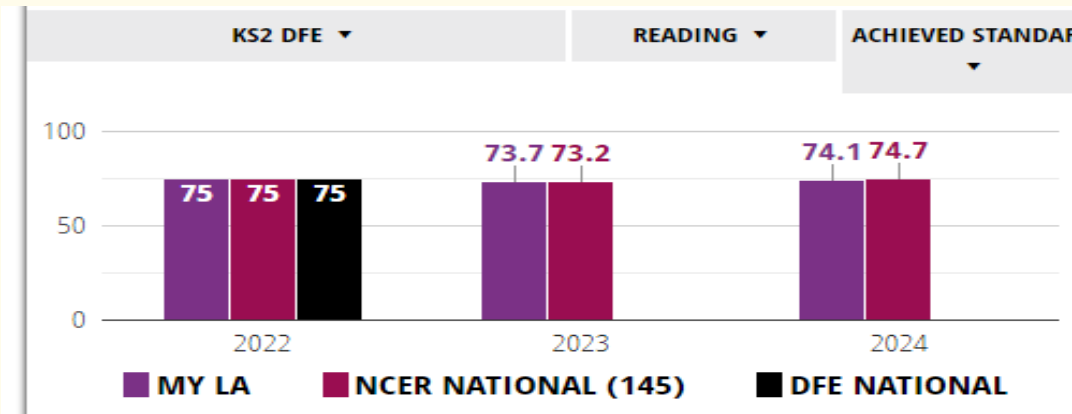
2024 Phonics: Percentage working at the expected standard (Yr 1)	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (7163 pupils)	78.1	79.3	80.2	62
Boys (3702 pupils)	75.0	75.4	76.6	
Girls (3461 pupils)	81.2	83.4	84.1	
Disadvantaged (1265 pupils)	61.6	60.9	68.1	
Non-Disadvantaged (5894 pupils)	81.8	83.3	83.7	
SEN Support (811 pupils)	45.5	49.9	51.6	
With EHCP/statement (309 pupils)	23.4	23.6	20.2	
EAL (1225 pupils)	79.4	79.1	79.8	
BME (1149 pupils)	80.1	81.6	81.5	



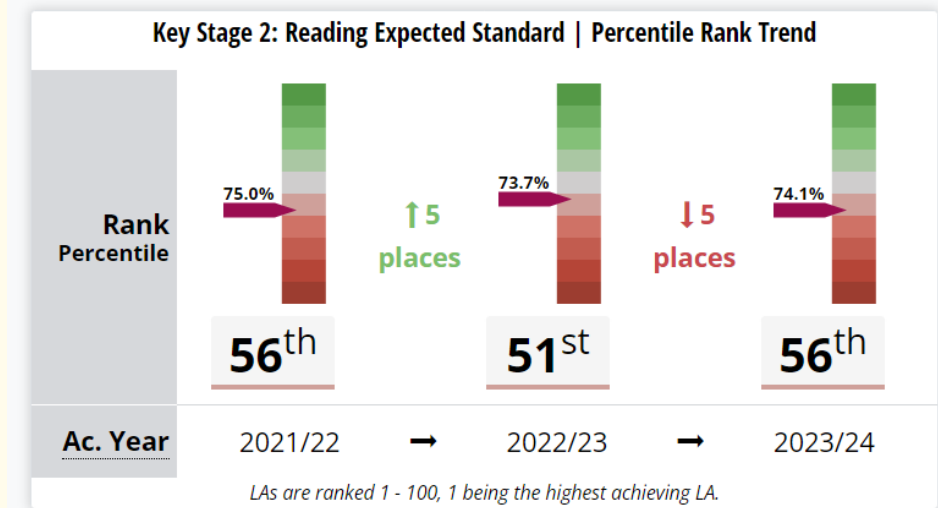
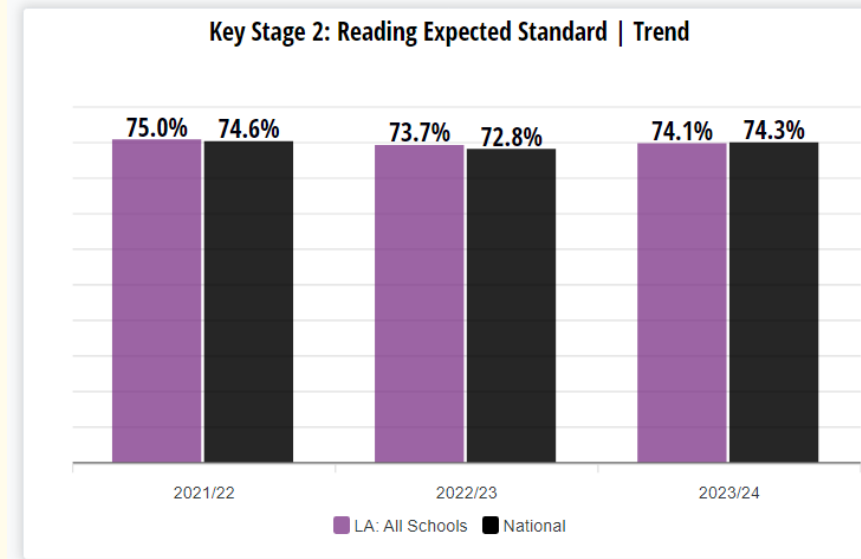
2024 Phonics: Percentage working at the expected standard (Y2)	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (1694 pupils)	57.5	55.5	54.6	45
Boys (961 pupils)	53.7	51.5	51.1	
Girls (733 pupils)	62.4	60.8	59.4	
Disadvantaged (551pupils)	51.4	46.3	48.8	
Non-Disadvantaged (1136pupils)	62.6	60.0	58.3	
SEN Support (493 pupils)	44.9	44.8	45.1	
With EHCP/statement (212 pupils)	20.4	17.9	15.0	
EAL (324 pupils)	59.9	64.5	59.3	
BME (310 pupils)	67.4	62.6	58.8	



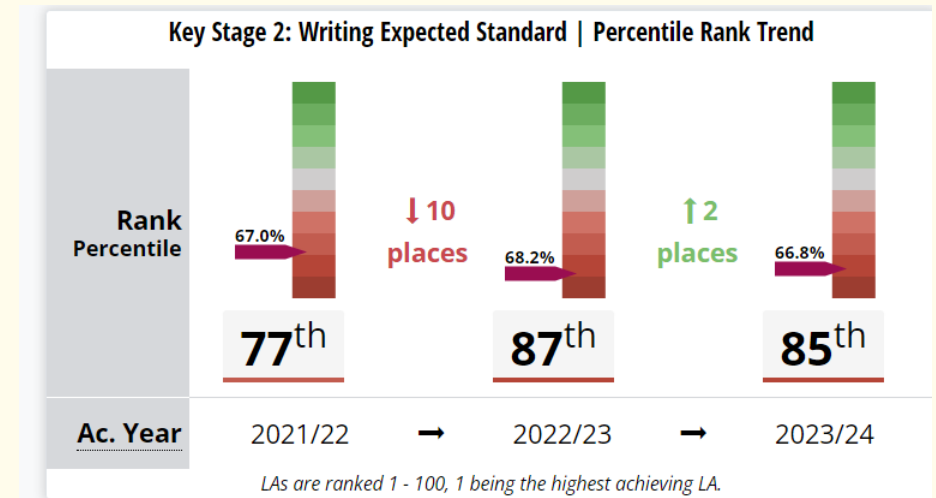
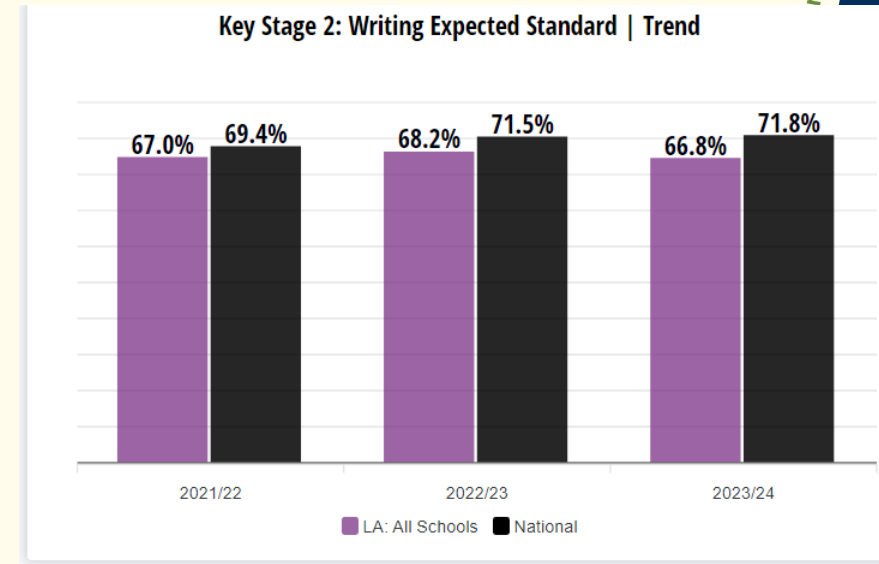
2024 Percentage achieving the expected standard in KS2 RWM	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (7604 pupils)	57.2	57.0	61	79
Boys (3901 pupils)	53.3	53.8	57.5	
Girls (3703 pupils)	61.3	60.5	64.7	
Disadvantaged (1922 pupils)	37.0	38.0	45.8	
Non-Disadvantaged (5607 pupils)	64.4	63.5	67.6	
SEN Support (1224 pupils)	19.8	19.1	25.8	
With EHCP/statement (455 pupils)	7.5	7.5	8.8	
EAL (1318 pupils)	61.5	60.2	63.6	
BME (1202 pupils)	60.1	61.8	65.8	



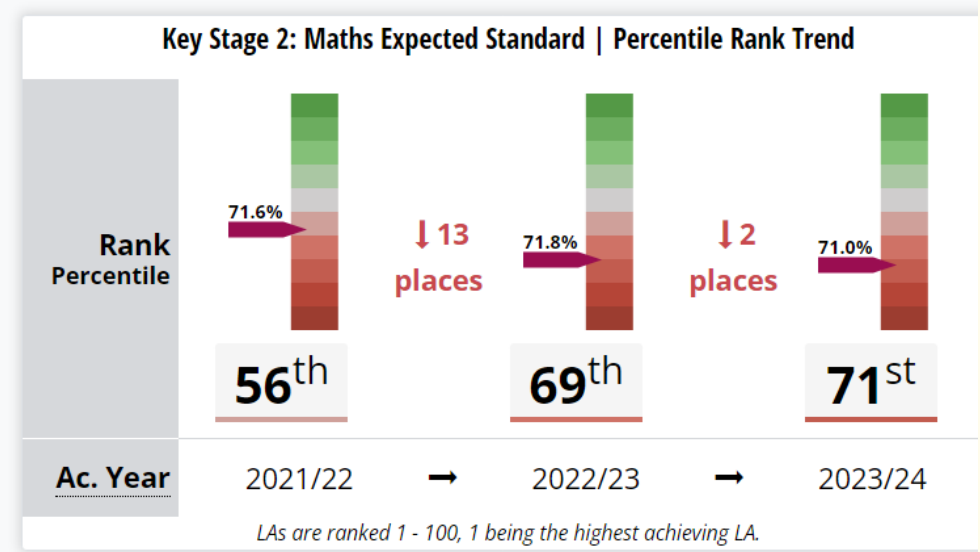
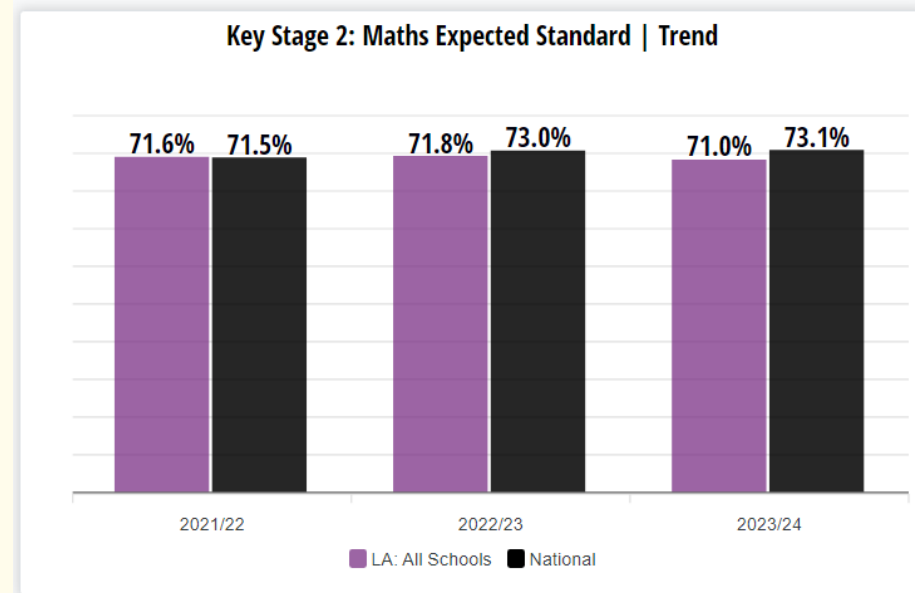
KS2 Reading	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (7,604 pupils)	73.7	74.1	74.3	56
Boys (3,901 pupils)	70.9	70.4	71.4	
Girls (3,703 pupils)	76.7	78.1	78.2	
Disadvantaged (1,922 pupils)	57	59.2	62.8	
Non-Disadvantaged (5,607 pupils)	79.6	79.2	80	
SEN Support (1,224 pupils)	44.8	44.9	48	
With EHCP/statement (455 pupils)	17.7	17.2	19.4	
EAL (1318 pupils)	73.7	72.9	73.6	
BME (1,202 pupils)	77.1	76.8	76.8	



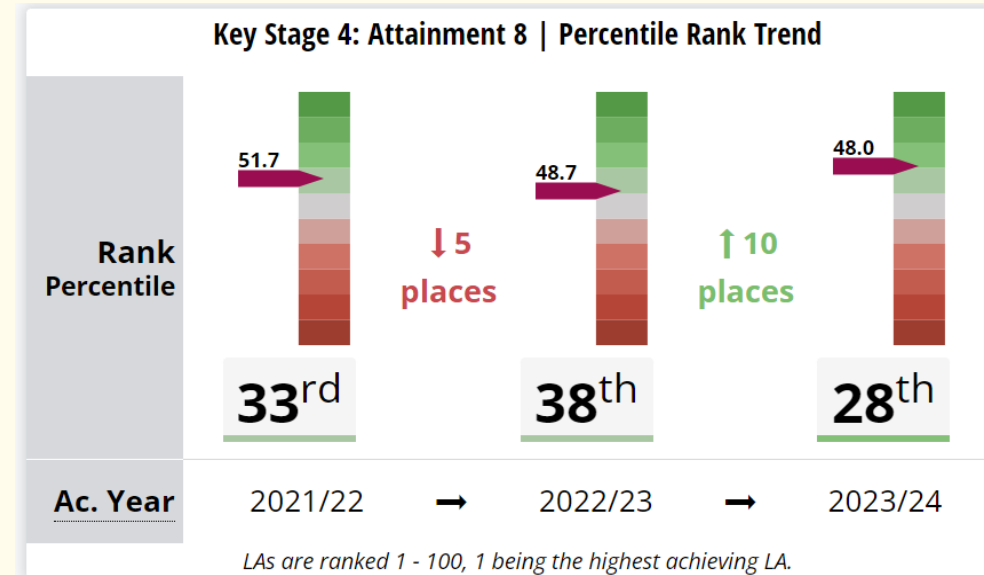
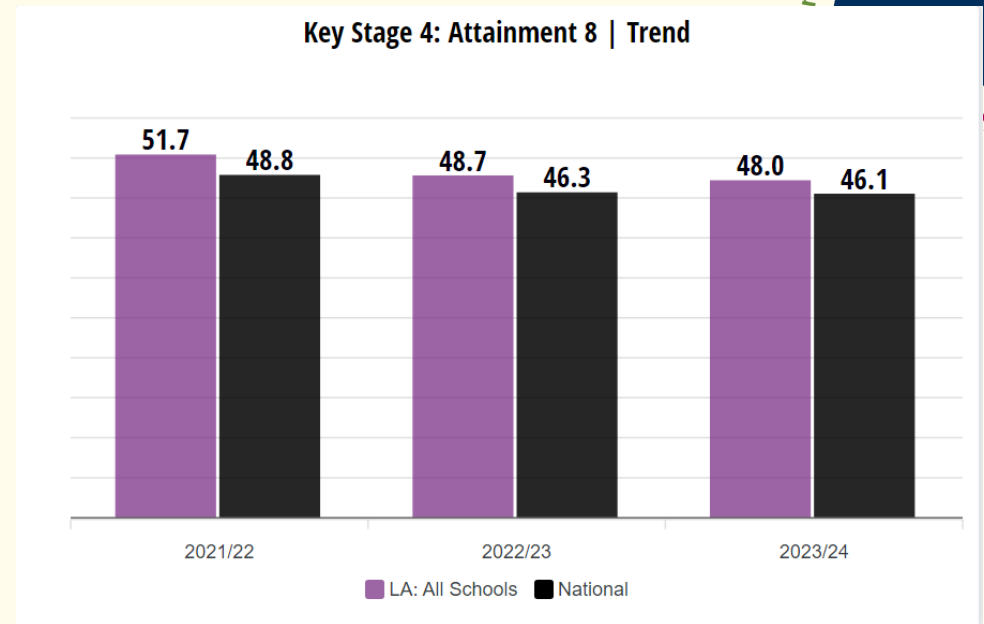
KS2 Writing	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (7,604 pupils)	68.2	66.8	71.8	85
Boys (3,901 pupils)	61.2	60.5	65.8	
Girls (3,703 pupils)	75.5	73.7	78.6	
Disadvantaged (1,922 pupils)	49.5	50.0	58.8	
Non-Disadvantaged (5,607 pupils)	74.7	72.7	77.9	
SEN Support (1,224 pupils)	29.1	27.9	36.3	
With EHCP/statement (455 pupils)	10.9	11.4	12.4	
EAL (1,318 pupils)	71.9	69.3	73.5	
BME (1,202 pupils)	72.6	70.5	75.7	



KS2 Maths	Cambs 2023	Cambs 2024	National 2024	% rank
All Pupils (7,604 pupils)	71.8	71	73.1	71
Boys (3,901 pupils)	72.4	71.9	74	
Girls (3,703 pupils)	71.3	70.2	72.9	
Disadvantaged (1,922 pupils)	52.1	51.5	59.4	
Non-Disadvantaged (5,607 pupils)	78.7	77.6	79.6	
SEN Support (1,224 pupils)	39	39.1	44.2	
With EHCP/statement (455 pupils)	13.2	17.5	17.4	
EAL (1,318 pupils)	79	77.6	78.5	
BME (1,202 pupils)	79.5	77.8	78.3	

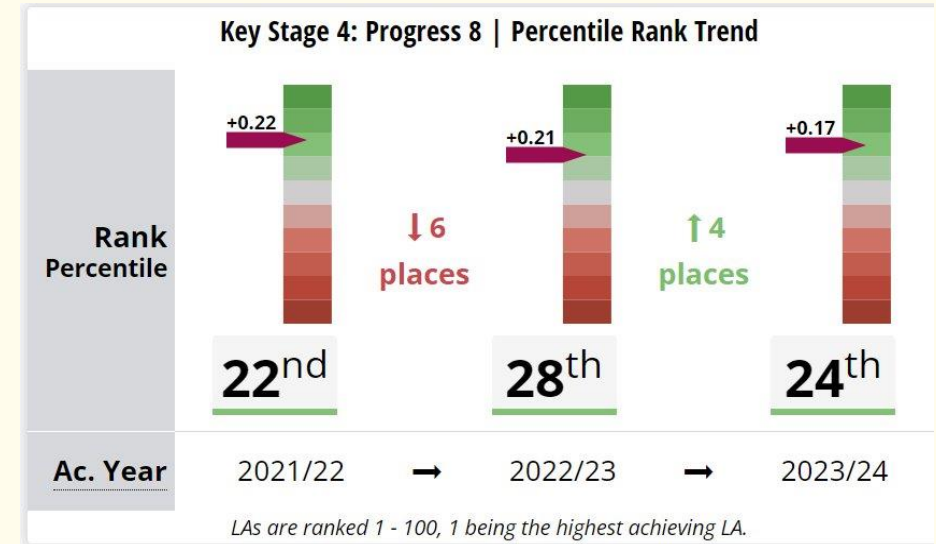


KS4 Attainment 8, Avg score	Cambs 2024	England 2024	% rank
All Pupils (6,685 pupils)	48	45.9	28
Boys (3,482 pupils)	46		
Girls (3,203 pupils)	50.1		
Disadvantaged (1,360 pupils)	32.9		
Non-Disadvantaged (5,325 pupils)	51.9		
SEN Support (688 pupils)	32.5		
With EHCP/statement (384 pupils)	16		
EAL (883 pupils)	54.8		
BME (1,092 pupils)	54		

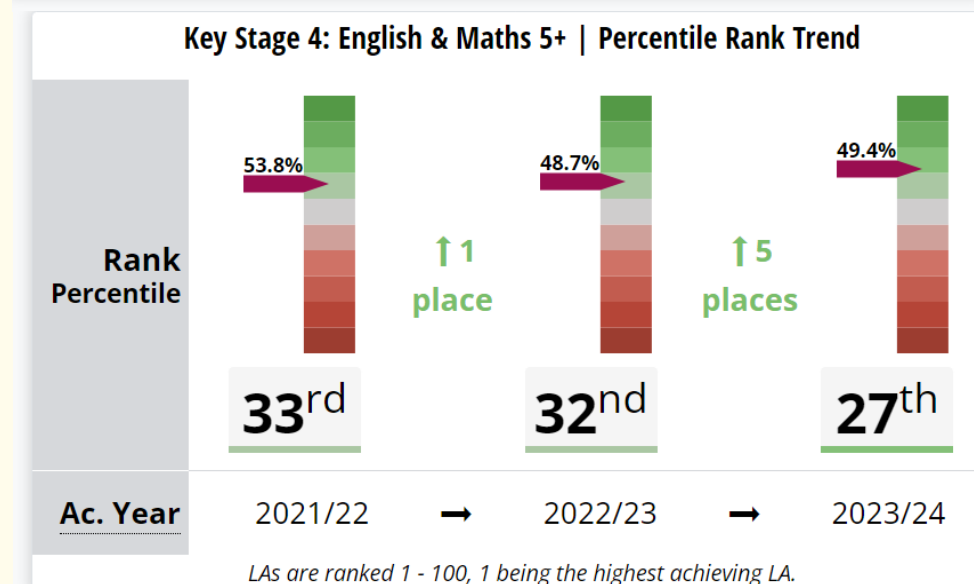
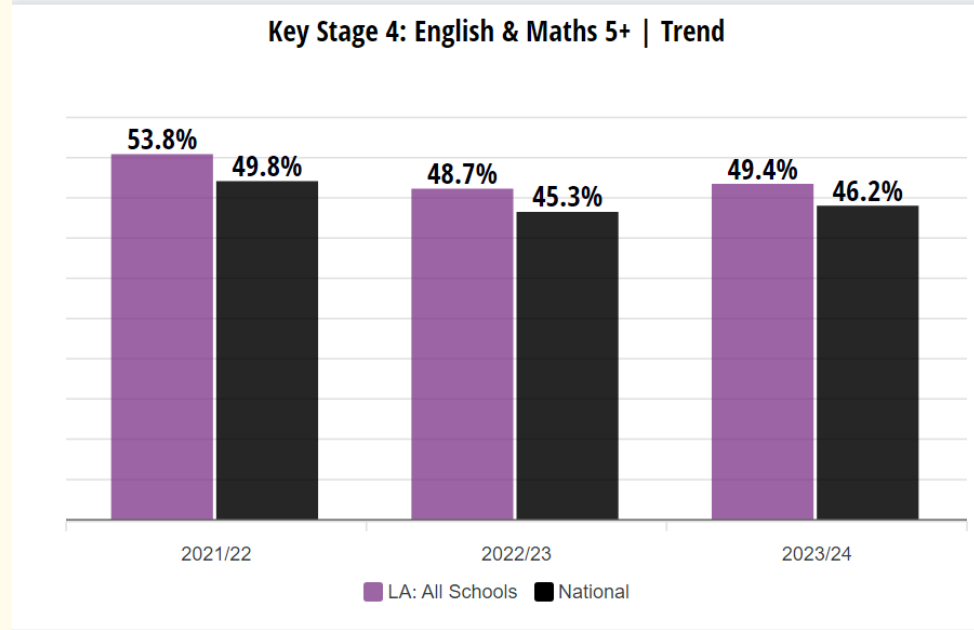


LAs are ranked 1 - 100, 1 being the highest achieving LA.

KS4 Progress 8	Cambs 2024	England 2024	% rank
All Pupils (6,251 pupils)	0.17	-0.04	24
Boys (3,482 pupils)	0.03		
Girls (3,203 pupils)	0.31		
Disadvantaged (1,360 pupils)	-0.57		
Non-Disadvantaged (5,325 pupils)	0.35		
SEN Support (688 pupils)	-0.41		
With EHCP/statement (384 pupils)	-1		
EAL (883 pupils)	0.82		
BME (1,092 pupils)	0.59		



KS4 English and Maths 5+	Cambs 2024	England 2024	% rank
All Pupils (6,685 pupils)	49.4	45.9	27
Boys (pupils)			
Girls (pupils)			
Disadvantaged (pupils)			
Non-Disadvantaged (pupils)			
SEN Support (pupils)			
With EHCP/statement (pupils)			
EAL (pupils)			
BME (pupils)			





KS5 Av points score per A level entry (of 60)	Cambs 2024	England 2024	% rank
All Pupils (3,402 pupils)	36.66	35.49	
Boys (pupils)		34.83	
Girls (pupils)		36.05	
Disadvantaged (pupils)		30.15	
Non-Disadvantaged (pupils)		35	
SEN Support (pupils)		32.77	
With EHCP/statement (pupils)		32.02	
EAL (pupils)			
BME (pupils)			

Notes on EYFS data:



- EYFS outcomes in Cambridgeshire have improved overall (GLD), however the rate of improvement Nationally is more rapid and the gap between Cambridgeshire and National outcomes is therefore not yet closing.
- There has been an improvement in the GLD outcome for Cambridgeshire children eligible for FSM and the gap is closing between Cambridgeshire and National outcomes for this group.
- GLD outcomes have improved in all localities except Fenland which saw a 2.2% decrease compared to 2023.
- 39 schools had a GLD outcome of less than 60% - these will be followed up by EY Improvement Advisers for targeted analysis and action planning early in the Autumn Term.
- Outcomes in individual ELGs have improved in 8/17 areas, Nationally there were improvements in 2/17 areas.
- Cambridgeshire outcomes were above National outcomes for 15/17 ELGs. This indicates that GLD is not being achieved due to children missing only a small number of goals (“cusp” children) – this will be a focus at new, free to attend, moderation sessions in 2025.
- Fine motor skills and writing have been identified for focused support in Cambridgeshire in 2024/25. This will include a whole service approach to supporting EY settings and schools with motor skills (gross and fine), emergent writing, phonics and developing writing. A new funded course ‘An Introduction to Making it REAL (Raising Early Achievement in Literacy)’ will be rolled out across the county from September 2024.

Notes on phonics outcomes



- Increase in outcomes in year 1 from 2023 but have not reduced the gap to national.
- Significant improvement in Fenland – linked to Opportunity Area/ Priority Area funding and training.
- Cambridge City saw outcomes fall. The team are exploring the reasons for this and will develop a support plan.
- For the first time, there were no schools below 50% demonstrating a rising trajectory from improvements in phonics and the move to accredited synthetic phonics programmes in most schools. Need to ensure these continue to embed and improve outcomes.
- Team will scrutinise information regarding the 37 schools between 50 and 69% and review provision. In LA schools, Advisers will challenge data and ensure appropriate systems, processes and tracking in place. Evaluate against targets set and ensure appropriate, aspirational targets set for 2025. Consider how to work with Trusts for other schools.
- Phonics and early reading audits will continue, targeted at schools preparing for Ofsted and the 37 schools identified above.
- Training on phonics continues to part of the core Primary Offer training package. Further training is offered in the booklet as well as bespoke sessions for schools.
- Continue to work with early years colleagues to ensure phonics provision is consistent and in place from when pupils start school.
- Continue to link schools with the appropriate English Hub (2 operate in Cambridgeshire) and work collaboratively with them to ensure effective improvements in phonics.

Notes on KS2 data



- KS2 data was disappointing with only reading increasing in 2023 but has not yet returned to the level of 2022. Reading was also below national for the first time since Covid.
- Fenland and Hunts continue to be the two lowest performing districts. These two areas have the highest number of academies and the service will explore opportunities to work with Trusts to raise expectations.
- Advisers to continue to work with schools on the combined measure (this does not reflect outcomes in individual subjects).
- Review all schools below 50% when data validated and look at support available including data tools which as Nexus which can be utilised by schools to monitor.
- Writing continues to be the weakest subject area. The service to look at the challenges causing this and support schools to be forensic in identifying and addressing these. Share messages from moderation eg common barriers to awarding judgements. The English team are writing sample plans to support teaching writing using high quality texts.
- Maths and English team is running bespoke projects as well as using information to support messages in training and work with schools.
- Within the School Improvement Service, a working party looking at disadvantaged groups has been established. They will forensically review data and create an action plan for supporting disadvantaged pupils providing case studies to support improvements in schools.