

CHILDREN'S SERVICES EDUCATION PARTICIPATION & SKILLS

2025 SCHOOL ASSESSMENT STANDARDS REPORT

Early Years, Key Stage 2, Key Stage 4 and Key Stage 5 validated data

INTRODUCTION AND OVERVIEW

The Education, Participation and Skills Service has the key responsibility within the Council for monitoring, evaluating and reporting on annual standards of attainment and achievement in all Plymouth schools. This report is shared within the Council and with key stakeholders in education so that trends and priorities can be used to effectively support school improvement work and positively impact future outcomes for children.

In Plymouth, many children achieve excellent outcomes, and there are examples of great successes in our schools. However, this is not consistent across all schools or within individual schools for all pupil groups, and so there is always need for improvement. Many factors impact children's attainment and school contexts vary. In some cases children start at lower baselines than others and need to make accelerated progress to overcome barriers and reach expected standards by key points in their learning journeys.

In Key Stage 2 (KS2), the end of the primary phase, the DfE have not yet resumed publication of national progress measures following the pandemic, (primary phase progress from 2026 will be measured from the Reception Baseline Assessment to end of year 6) meaning that for 2025 we still need to consider school contexts (and school level data) which may highlight children who, starting from low baselines, have made good progress, whilst perhaps not reaching end of KS2 national standards; these pupils will be pivotal for continued boosting in key stage 3. Similarly in Key Stage 4 (KS4), when pupils at the age of 16 take qualifications such as GCSEs, there has been no publication of progress measures. This is due to this cohort of pupils being in year 6 at the time of the first national lockdown in 2020. As such there were no SATs taken to provide benchmarking. Further detail is included within this report.

The key driver in all our schools remains focused on enabling every child to achieve their full potential. We have high aspirations for all Plymouth children, with a particular focus where disadvantage and barriers to achievement exists. Across the city, we work in strong, productive partnerships to ensure consistent high quality learning opportunities for all pupils, deploying creative solutions and flexible approaches that ensure belonging and inclusion. Within Children's services, whilst we prioritise strengthening support for children with SEN and social care needs, we must also maintain a broad focus on school improvement that recognises all barriers, and successfully increases rates of progress for every child, raising aspiration and breaking cycles of poverty and disadvantage.

This report follows a previous summary of the collective performance of schools in the city for academic year 2024-5 based final validated Ks2, KS4 and post 16 data. Section 3 relates to Children in care across these areas.

EXECUTIVE SUMMARY:**Early Years Summary and Next Steps**

While there have been improvements across the board it remains of vital importance for every part of the system to have a focus on securing the strongest possible outcomes for these children as it is essential that they form views of themselves as capable learners, within strong nurturing conditions.

Within the PCC Education, participation and Skills team there is a renewed focus on Early years and specifically the identification of SEN and where appropriate early implementation of EHCPs along with associated support and training for staff and parents. This will be delivered in partnership with all areas within Children's services and respond to the 'Best Start in Life' initiative launched during 2025.

Across the city the strongest ELGs against national averages are:

- Numerical patterns.
- Number
- Comprehension

The strongest performing child characteristic groups against national averages are:

- Children eligible for free school meals:
- Children who have special educational needs support
- Female children

The areas within the ELG that have been identified to focus on are:

- Managing self
- Self-regulation
- Building relationships

To help with the delivery of the ambitious targets within the Best Start in Life plans, high-performing schools and settings will be identified, exploring what's driving their success. These insights will be used to support others in the area and scale good practice. In addition, peer learning/ joint CPD sessions between settings will be facilitated to share effective practice and build capacity.

KS2 Summary and Next Steps

Outcomes at the end of KS2 continue to improve year on year across all key benchmarks across the city, whilst there continues to be distinct variance across schools. In the highest attaining schools as many as 91% of children achieve the expected standard across reading, writing and maths combined, in the lowest attaining as few as 27% meet this national standard. Disparity amongst schools is not always aligned with context, mobility or low cohort numbers, and therefore, working towards securing consistency in teaching standards across the city must be a key driver in the future citywide education improvement agenda.

English writing continues to be the subject area most in need to strengthening, however there are strong foundations to be built upon as city outcomes in early phonics continue to be above national average and most schools include oracy across the curriculum. Developing deeper learning so that more girls achieve the higher standard in maths is also an area for development. These subject specific improvements can easily be addressed through schools sharing models of best practice in terms of what works well.

Most notably, economically disadvantaged children make up a significant percentage of the cohort in most of our mainstream schools, and pupil achievement gaps are greatest amongst children eligible for FSM. Without further improvements for disadvantaged children across key measures it is unlikely that as a city we can excel in standards that are noticeably above national averages. Strengthening school-based practice so that these children are consistently pivotal in teaching and progress monitoring, within curriculum that engage learners in meaningful ways, and engaging parents so that aspirations are raised is key to reducing citywide disadvantage, and this can be achieved by creating opportunities for all schools to learn from those who excel in this area.

KS4 Summary and Next steps

With no progress measure available this year there is no accounting for context in terms of outcomes against pupils' ability. In comparison to 2024 the performance of schools has fallen slightly in terms of overall attainment, where nationally it remained consistent, while there was also a drop in the Basics 5+ (English and maths) measure in the city, this matches a drop nationally, but Plymouth had a stronger figure than national. In comparison to statistical neighbours, Plymouth has performed better in the majority of the key benchmarks. Only being lower in the soon to be scrapped EBacc measure. Nationally the overall attainment 8 figure has fallen since 2019 (pre pandemic) by 0.8pp where as in Plymouth this figure has increased by 1.9pp.

When context such as ethnicity is considered, with the proportion of white pupils in the 2025 cohort being 89% this group is in line with their peers nationally in attainment 8 and better in both Basics measures. For the pupils that were non-white, this cohort exceeded the performance of their peers nationally.

In terms of the other key groups of children that are disadvantaged or those with SEN, they also performed in line with or better than these cohorts nationally. While the disadvantaged cohort had a lower attainment 8 average they performed better than national figures in the Basics measure (4+ & 5+). They also outperformed the same cohort within statistical neighbours in all 3 measures. Children with SEN also performed better than their peers both nationally and within statistical neighbours in all measures.

However, it should be noted that children with an EHCP did not match the performance of their peers either nationally or statistical neighbours. While it is a small cohort and so subject to significant fluctuation this is an area to be explored in more detail with further improvements still need to be made.

KS5 Summary and Next Steps

While we await the publication of final validated outcomes which will include value added data comment can only be made on attainment, which with reduced cohort size is susceptible to variation year on year as cohorts vary. The largest Level 3 qualification type in the city is A levels with 943 pupils with 586 pupils taking Applied General Qualifications. The smallest cohort with 124 pupils is Tech Levels. This pattern mirrors the national picture but in Plymouth a larger proportion undertake Applied General qualifications. This greater focus on vocational reflects the developing needs within the city.

The overall performance of pupils in both A-level qualifications and Applied General qualifications has improved compared to the previous year but is below national performance, however the performance of this cohort in terms of attainment at GCSE (2023) was also below national performance. When Value Added (contextualised for prior performance) data is available this will give an indication of the progress made by this cohort.

While the performance within Tech Level qualifications has dropped slightly this is within a small cohort and variability is expected and definitive outcomes cannot be drawn.

The performance of groups within the cohort (Disadvantaged and SEN) are variable, with increases in some areas but decreases in others. Generally, in comparison with national the attainment is lower within the city, but as noted above this is to be expected with lower starting points. However, it should be noted that as is the case at KS4 (GCSE) children with an EHCP did not match the performance of their peers. Again, while it is a small cohort and so subject to significant fluctuation this is an area to be explored in more detail with further improvements still need to be made.

Children in Care

EYFS

In total this cohort consists of 15 children, 9 of whom are boys (60%) and six (40%) are girls

Next Steps

- Improve the rigour around tracking progress from nursery onwards, identifying children at risk of not achieving GLD early.
- In discussions with schools, advocate for evidence-based early years interventions (e.g. NELI, Early Talk Boost) in settings with children in care.
- Through PEP meeting discussions ensure smooth transitions into Reception with enhanced support for children in care, including summer visits, social stories, and key person continuity where possible.
- Education Advocates to attend all PEP meetings ensuring targets and pupil premium funding focuses on priority needs

Primary CiC - KS2 SATS

This cohort consists of 32 children in care. The gender distribution is significantly girl dominant with 22 girls and 10 boys. The 2024–25 Key Stage 2 SATs results for Children in Care (CiC) in Plymouth show that outcomes are broadly in line with national averages for looked-after children.

Next Steps

- Education Advocates to attend all PEP meetings and especially monitor the progress of children living out of area and boys ensuring targets and pupil premium funding closely focus on priority needs.
- Improve the rigour around tracking progress across KS2, identifying children at risk of not achieving expected standards as early as possible.

Key Stage Four Year 11 CIC Results

Summary

The cohort for the academic year 2024/2025 was 64 Y11 pupils. This included 5 Separated (Unaccompanied) Asylum-Seeking children (UASC).

- There is a continuing trend towards pupils being entered for GCSE English Language only when the student is finding English challenging.
- The percentage of boys achieving a Grade 4 or above in Literature was the same as last year, however improved performance by girls (11% last year and 19% this year) contributed to an overall improvement in total achieving a Grade 4 or above.
- In English Language there was an increase in the performance of boys, girls and those without an EHCP from last year.
- The outcomes in English literature for those attending Plymouth mainstream rose to 38%, a full 30% increase from last year.
- These improvements are attributed to additional Pupil Premium Plus funding for each student in Year 11 to for additional tuition

SECTION I: EARLY YEARS & PRIMARY PHASE

EARLY YEARS OUTCOMES 2024-25

A quick guide to Early Years statutory assessment measures

Early Years Foundation Stage Profile (EYFSP) is a statutory data collection. Each child's records are combined at local authority and national level to produce a National Statistics publication. The EYFSP measures the achievement of children (at emerging or expected standards) across 17 Early Learning Goals (ELGs) within 7 overarching areas of development: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world; and expressive arts and design. Attainment of children in the EYFSP provides us useful information showing the starting point of children in different schools and localities.

Year 1 phonics screening check is a statutory assessment designed to confirm whether pupils have learnt phonic decoding to an appropriate standard (represented by a score of 32). It identifies pupils who need extra help to improve their decoding skills and is a useful measure in identifying early progress in both reading and writing. Outcomes are published annually showing the average achievement of each primary school.

EARLY YEARS DATA HEADLINES:

- There were 2545 children in the city, included in the data analysis for Good Level of Development GLD in 2025.
- 67.4% (1685) of children achieved a Good Level of Development (GLD) at the end of their Reception year, an **improvement** of 0.7% from last year's average 66.7% and moving closer to national average 68.3%.
- Year 1 Phonics Screening Check (PSC) outcomes remain strong with 82.6% (2102) achieving the expected standard, an **increase** on 2024 city average 81.2%, and national average 80%.
- Children achieved **better** in both literacy and maths ELGs with 70.1% (1784) at expected standard in literacy (previous year 69.1%) and 78.9% (2008) in maths (previous year 77.6%)
- Children eligible for Free School Meals with a GLD was 52.3% which is 1.0pp **above** the national average of 51.3%.
- Children with SEN performed **less well** than nationally with 3.4% of children with an EHCP having a GLD compared to 4.0% nationally and 26.1% of children with SEN Support having GLD compared to 26.4% nationally.

Year 1 Phonics Screening Check (PSC)

- 82.6% of Year 1 pupils achieved the required standard (score 32) in the PSC (an improvement on previous year city 81.2%)
- 51.8% of children achieved a higher score (between 37- 40 marks) signifying strength in phonics across the city
- Positive outcomes in this area reflect the continued legacy of the Plymouth Oracy Project rolled out across the city by PTSA and generally strong practice in the teaching of early phonics, leading to an expectation of continued progress impacting on end of KS2 English writing outcomes.

Early Years Summary and Next Steps

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Key Stage 2

END OF KS2 OUTCOMES 2024-25:

A quick guide to Key Stage 2 statutory assessment measures

Progress measures - progress from Reception to end of KS2 is measured using the **Reception Baseline Assessment (RBA)**, a short online test children take during their first term in the Reception class – results of this test are not published but are used only as the primary phase progress measure starting point. DfE will resume publication of progress measures using this method in 2026.

End of Key Stage 2 national curriculum assessments are statutory measures of primary pupils' progress and attainment in English, maths and science. Formal tests (SATs) measure attainment at working towards standard, at expected standard, or working at greater depth within the standard in English reading and maths, and teacher assessment judgements made against the DfE KS2 Teacher Assessment Frameworks, measure achievement of pupils working

in English writing and Science. The following codes are used to describe attainment: WTS - working towards the standard; EXS – working at expected standard; GDS – working at greater depth within the standard. Teacher assessment in English writing is externally moderated each year.

School results are published by DfE to enable comparison between schools and across localities. The national average used to identify schools giving cause for concern is based on schools with a percentage of pupils failing to reach the expected standard in reading, writing and maths combined below the national average for that year. DfE use end of KS2 data results to calculate baselines for future Progress 8 scores and may use aggregated data to inform future policy and direct support and resources where it is needed.

KS2 DATA HEADLINES (measured using all Plymouth state-funded school)

Overall attainment for all pupils

- There were 2973 eligible pupils at the end of KS2 in the city in 2025
- 65% (1932) of pupils achieved EXS in reading, writing and maths combined, a local increase of 0.5% on the previous year and 2pp above the national figure of national 63%. 8% (238) at GDS, in line with national and a city increase of 0.7% on the previous year
- 75% (2230) (nat. 76%) achieved EXS in English reading, with 32%(951) achieving GDS (nat. 34%)
- 63%(1873) (nat. 73%) achieved EXS in English writing, with 12% (357) achieving GDS (nat. 13%)
- 74%(2200) (nat. 75%) achieved EXS in maths, with 26% (773) achieving GDS (nat. 27%)

Key points – overall attainment highlights English writing as a focus for subject level improvement

Gender – 52% (1546) boys 48% (1427) girls amongst all pupils

- In combined R, W, M 63% (974) of boys achieved EXS (nat. 59%) compared to 67% of girls (nat. 66%). Gap city 4%, nat. 7%.
- In reading 73% of boys achieved EXS (nat. 73%) compared to 78% (nat.79%) of girls, with 31% (nat. 32%) of boys and 33% (nat. 36%) of girls at GDS.
- In writing 60% (nat. 67%) of boys achieved EXS compared to 65% (nat. 79%) of girls, with 11% (nat.10%) of boys and 13% (nat. 16%) of girls at GDS.
- In maths 75% (nat. 75%) of boys achieved EXS compared to 74% (nat. 74%) of girls, with 30% (nat. 31%) of boys and 21% (nat. 22%) of girls at GDS.

Key points - In terms of gender overall, outcomes compare favourably with national averages. Boys achieve slightly less well in reading and writing with attainment gaps of -5% at EXS and -2% at GDS. In maths girls achieve slightly less by -1% at EXS but there is a greater gap of -10% at GDS.

Strengthening opportunities for deeper learning amongst girls in maths is recommended.

FSM - 32% (951) of all pupils

- In combined R, W, M 52%(494) of FSM pupils achieved EXS (nat. 48%) compared to 71% (nat. 69%) non-FSM, with 4% (nat. 4%) of FSM and 10% (nat. 11%) on non-FSM at GDS.
- In reading 64% (nat. 64%) FSM achieved EXS compared to 80% (nat. 81%) non-FSM, with 21% (nat. 21%) FSM and 38% (nat. 39%) non-FSM at GDS.
- In writing 63% (nat. 60%) FSM achieved EXS compared to 79% (nat. 78%) non-FSM, with 6% (nat. 7%) FSM and 14% (nat. 16%) non-FSM at GDS.
- In maths 62% (nat. 61%) FSM achieved EXS compared to 81% (nat. 81%) non-FSM, with 13% (nat. 15%) FSM and 32% (nat. 32%) non-FSM at GDS.

Key points - Across all areas of learning, FSM children present as being most disadvantaged locally (and nationally) with significant gaps in attainment. In combined R, W, M at EXS the gap for FSM achievement is -19% (nat. -21%) and -6% (nat. -7%) at GDS. Locally, in reading at EXS the FSM gap is -17%, in writing -16% and in maths -19.

Identifying FSM children as pivotal pupils with regard to progress monitoring and intervention is recommended as a key priority.

PUPIL PREMIUM – 38% (1130) of all pupils (national comparators not available)

- In combined R, W, M 56% (633) of PP pupils achieved EXS compared to 71% non-PP, with 4% PP and 10% non-PP at GDS.
- In reading 67% PP achieved EXS compared to 80% non-PP, with 24% PP and 38% non-PP at GDS.
- In writing 66% PP achieved EXS compared to 79% non-PP, with 7% PP and 15% non-PP at GDS.
- In maths 64% PP achieved EXS compared to 81% non-PP, with 16% PP and 32% non-PP at GDS.

Key points - The Pupil Premium gaps we see here in city data reflect those noted above for FSM children: in combined R, W, M at EXS the gap for PP achievement is -15% (and -6% at GDS; in reading at EXS the PP gap is -14%, in writing -13% and in maths -16.

This data again highlights economic disadvantage as a key priority in education.

SEN – 24% (714) of all pupils

- In combined R, W, M 26% (186) (nat. 24%) children with special educational needs (SEN) achieved EXS, compared to 77% non-SEN (nat. 74%) and 6% (nat. 9%) children with EHCPs.
- 1% (nat. 2%) SEN achieved GDS in combined R, W, M compared to 10% (nat. 10%) non-SEN and 1% (nat. 1%) of children with an EHCP
- In reading 43% (nat. 43%) SEN achieved EXS, 85% (nat. 88%) non-SEN (gap -42%) and 12% (nat. 16%) of children with an EHCP. 15% (nat. 13%) SEN, 38% (nat. 40%) non-SEN, and 4% (nat. 6%) (EHCP achieved GDS.

- In writing 35% (nat. 32%) SEN achieved EXS, 87% (nat. 85%) non-SEN (gap -52%) and 7% (nat. 11%) of children with an EHCP. 2% (nat. 3%) SEN, 15% (nat. 16%) non-SEN, and 1% (nat. 1%) EHCP achieved GDS
- In maths 40% (nat. 40%) SEN achieved EXS, 85% (nat. 85%) non-SEN (gap - 45%) and 11% of children with an EHCP. 9% (nat. 9%) SEN, 31% (32%) non-SEN, 3% (nat. 4%) EHCP achieved GDS

Key points - In all categories local and national outcomes for children with SEN are closely aligned with no areas showing significant difference despite gaps in attainment (many of which will be impacted by individual need/characteristics).

EAL (English as an Additional Language) - 11% (327) of all pupils

- 71%(232) (nat. 66%) of children with EAL achieved EXS in R, W, M combined, compared to 64% (nat. 62%) non-EAL, with 11% (nat. 10%) EAL and 8% (nat. 8%) non-EAL at GDS
- In reading 76% (nat. 76%) EAL achieved EXS compared to 75% (nat.76%) non-EAL with 30% (nat. 31%) EAL and 33% (nat. 34%) non-EAL at GDS
- In writing 82% (nat. 75%) EAL achieved EXS compared to 73% (nat. 72%) non-EAL with 30% (nat. 34%) EAL and 33% (nat. 34%) non-EAL at GDS
- In maths 82% (nat. 79%) EAL achieved EXS compared to 74% (nat. 73%) non-EAL with 31% (nat. 33%) EAL and 25% (nat. 25%) at GDS

Key points - Overall, EAL attainment at EXS is either in line with or above national averages in all areas reflecting accelerated progress amongst children who are largely new arrivals to the UK during the primary phase.

KS2 Summary and Next Steps

Outcomes at the end of KS2 continue to improve year on year across all key benchmarks across the city, whilst there continues to be distinct variance across schools. In the highest attaining schools as many as 91% of children achieve the expected standard across reading, writing and maths combined, in the lowest attaining as few as 27% meet this national standard. Disparity amongst schools is not always aligned with context, mobility or low cohort numbers, and therefore, working towards securing consistency in teaching standards across the city must be a key driver in the future citywide education improvement agenda.

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Most notably, economically disadvantaged children make up a significant percentage of the cohort in most of our mainstream schools, and pupil achievement gaps are greatest amongst children eligible for FSM. Without further improvements for disadvantaged children across key measures it is unlikely that as a city we can excel in standards that are noticeably above national averages. Strengthening school-based practice so that these children are consistently pivotal in

teaching and progress monitoring, within curriculum that engage learners in meaningful ways, and engaging parents so that aspirations are raised is key to reducing citywide disadvantage, and this can be achieved by creating opportunities for all schools to learn from those who excel in this area.

SECTION 2: SECONDARY PHASE

KEY STAGE 4

Specific 2025 Context

The GCSE results in 2025 should be seen in the context of a highly unusual educational journey for this year group.

These pupils were in Year 6 at the time of the first national lockdown in March 2020, which meant their final months of primary education and the transition into secondary school were both severely disrupted.

- No Key Stage 2 SATs were taken in 2020, so this cohort entered secondary school without the usual baseline data.
- Their Year 7 experience was also heavily affected by continued lockdowns and restrictions, with significant periods of remote learning and limited access to in-person teaching and wider school life.
- As a result, this is the first GCSE cohort without progress measures such as Progress 8. The Department for Education will not publish these figures because there is no Key Stage 2 baseline against which to measure progress from age 11 to 16.

This means that the 2025 results will be reported on attainment only (for example, the percentage achieving grade 4 and 5 or above in both English and Maths). Attainment provides an important snapshot, but on its own it does not capture the progress pupils have made, nor the challenges many of them faced in their disrupted early secondary years.

It is particularly important to recognise that Plymouth is a city of contrasts. Outcomes are strongly shaped by the community context in which schools operate. Schools serving communities with high levels of deprivation, poverty and additional barriers to learning may show lower raw attainment compared with those in more affluent areas. Normally, progress measures help to balance this picture, demonstrating the gains schools achieve for pupils irrespective of their starting points. With no progress data available this year, the risk is that comparisons will unfairly favour schools in more advantaged areas.

In short, these results provide a useful picture of attainment, but they must be interpreted with caution. They should not be seen as a straightforward reflection of school performance. What is not clearly visible in the national statistics is the hard work of pupils and staff, the resilience shown by this cohort, and the progress many young people have made despite the disruption and challenges of their educational journey.

A quick guide to Key Stage 4 assessment measures

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score

The **Basics measure (EM 4+ & 5+)** provides the percentage of children achieving either grades 4 – 9 or grades 5 – 9 in both English and maths. A pass at grade 4 is considered a standard pass, a pass at grade 5 is considered a strong pass.

Note: There is no **Progress 8** measure this year as there were no Key Stage 2 SATs were taken in 2020 to provide a baseline.

END OF KS4 OUTCOMES 2024-25:

Total number of pupils at the end of Key stage 4: 2873

Throughout this summary for KS4 outcomes, National data has been based on outcomes for *all* state-funded maintained schools (NCER*). Plymouth schools' data has been based only on maintained schools.

*NCER – National Consortium for Examination Results

Plymouth maintained overall outcomes 2025

	Plymouth 2024	Plymouth 2025	National 2025	Difference +/-	Statistical neighbour 2025	Difference +/-
Attainment 8 (All)	46.2	45.6	46.2	-0.6	44.8	+0.8
Attainment 8 (Disadvantaged)	34.2	34.2	35.1	-0.9	33.4	+0.8
Attainment 8 (All SEN)	30.3	29.0	28.2	+0.8	26.6	+2.4
English and Maths 5+ (All)	46.2%	45.9%	45.6%	+0.3pp	43.2%	+2.7pp
English and Maths 5+ (Disadvantaged)	23.6%	26.1%	25.9%	+0.2pp	23.0%	+3.1pp
English and Maths 5+ (All SEN)	20%	19.3%	18.0%	+1.3pp	15.3%	+4.0pp
EBacc 5+ (All)	14.5%	14.9%	18.8%	-3.9pp	15.8%	-0.9pp
EBacc 5+ (Disadvantaged)	4.9%	6.1%	8.7%	-2.6pp	6.3%	-0.2pp
EBacc 5+ (All SEN)	3.2%	4.6%	4.6%	0.0pp	3.4%	+1.3pp

pp – percentage points

Key Stage 4 headline outcomes

The overall headline measures the city-wide average performance has **declined** slightly in comparison to 2024. The figure for Attainment 8 is **below** the national figure but is **above** the corresponding figure for statistical neighbours. While the Basics 5+ measure is **higher** in Plymouth than national and our statistical neighbours. The headline measure of EBacc (to be removed in future following the government curriculum review) is below in Plymouth in comparison to both national and statistical neighbours - this is a reflection of the curriculum set by the schools within the city.

For disadvantaged pupils the Attainment 8 score remained consistent but the Basics 5+ **improved** in comparison to 2024. As with the overall figures Plymouth disadvantaged pupils had a slightly **lower** attainment in comparison to national but **higher** than statistical neighbours.

For SEN (All – this includes pupils with SEN support and those with an Education and Health care Plan - EHCP) Plymouth pupils' outcomes were **higher** than both national and statistical neighbours in both attainment 8 and Basics 5+. They were also equal to national and **higher** than statistical neighbours in EBacc 5+ despite the curriculum models.

As noted above Attainment and Basics measures are cohort dependant and as such comparison to previous years should be taken with this in mind, although within the whole city cohort, variation in underlying ability is unlikely to be significant.

Plymouth maintained outcomes for 'groups' 2025

	Cohort size	Attainment 8			English and Maths 5+			English and Maths 4+		
		Plymouth	National	Statistical neighbour	Plymouth	National	Statistical neighbour	Plymouth	National	Statistical neighbour
	2873									
Disadvantaged	798	45.6	46.2	44.8	26.1%	25.9%	23.0%	45.0%	43.7%	40.3%
Boys	1483	44.0	44.3	42.9	45.0%	44.1%	41.6%	65.0%	63.2%	61.1%
Girls	1390	47.4	48.3	46.8	47.0%	47.1%	45.0%	66.1%	67.0%	64.8%
All SEN	606	29.0	28.2	26.6	19.3%	18.0%	15.3%	34.3%	31.4%	27.0%
SEN Support	446	35.5	33.8	31.4	24.9%	22.4%	18.6%	43.7%	38.6%	32.6%
SEN EHCP	160	10.9	14.9	14.1	3.8%	7.5%	6.9%	8.1%	14.0%	12.5%
English as an Additional Language	243	53.7	49.5	48.0	59.3%	49.7%	46.9%	74.1%	68.3%	66.4%
Ethnicity - White	2551	44.8	44.8	43.8	44.4%	43.4%	41.9%	64.4%	63.3%	61.7%
Ethnicity – Non White*	322	52.5	49.5	48.2	58.1%	50.5%	47.9%	74.2%	69.0%	67.2%

*DfE characteristics subdivide ethnicity into Asian, Black, Mixed, Other, Unclassified and White. As the Plymouth cohort was 89% White separating the other ethnic groups (11%) would create statistically very small cohorts and so these groups have been combined for this analysis.

- The **improvements** we have seen since 2022 have continued to grow in 2025.
- Disadvantaged pupils have slightly **lower** Attainment 8 outcomes but **stronger** Basics (both 5+ and 4+) in comparison to national figures.
- Disadvantaged pupils have **stronger** outcomes in **all** measures in comparison to statistical neighbours figures.
- Boys follow the same pattern as disadvantaged with slightly **lower** Attainment 8 outcomes but **stronger** Basics (both 5+ and 4+) in comparison to national figures and **better** outcomes than in statistical neighbours.
- Girls as with last year, have performed **below** national averages in all 3 metrics but **better** than statistical neighbours. Girls perform more strongly than boys in Attainment and Basics which mirrors the national trend.
- Pupils with SEN (all – includes SEN support and those with an EHCP) perform **better** in comparison to national averages in all the measures and again are **higher** than statistical neighbours in all areas.
- The pattern is repeated for SEN support pupils, with an even greater **positive** difference. However, pupils with an EHCP perform **less** well than national figures and statistical neighbours in **all** areas.

- The performance of pupils who have English as an Additional Language is **strong** compared to all other pupils in the cohort which mirrors the national trend and is **better** than both national figures and statistical neighbours in all areas.
- In relation to ethnicity, 89% of the Plymouth cohort were White, Plymouth pupils performed as well as pupils nationally in terms of attainment 8 and **better** in the two basics measures. This cohort also performed **better** in **all** measures in comparison to statistical neighbours.
- Non- white pupils performed **better** than both national and statistical neighbours in **all** areas
- School leaders and their teams have had real impact and should be commended.

Plymouth mainstream secondary outcome comparison 2019 (pre Covid) vs 2025

Plymouth Overall

Measure	2019	2025	Difference +/-
A8 (All)	43.7	45.6	+1.9
A8 (DS)	31.4	34.2	+2.8
A8 (Any SEN)	24.9	29.0	+4.1pp
Basics 5+ (All)	37.6%	45.9%	+8.3pp
Basics 5+ (Disadvantaged)	17.2%	26.1%	+8.9pp
Basics 5+ (Any SEN)	12.2%	19.3%	+7.1pp

Basics = English and Maths

In comparison to pre-pandemic performance Plymouth has **improved** in the key headline metrics of Attainment and Basics 5+ for all pupils, disadvantaged pupils and SEN pupils.

West (Highest deprivation) *The following locality data excludes the Grammar School data as these schools are populated from across the city*

Measure	City (all schools*) average 2025	Locality 2025	Difference +/-
A8 (All)	45.6	39.5	-6.1
A8 (DS)	34.2	34.3	+0.1
A8 (Any SEN)	29.0	31.4	+2.4
Basics 5+ (All)	45.9%	31.1%	-14.8pp
Basics 5+ (Disadvantaged)	26.1%	22.2%	-3.9pp
Basics 5+ (Any SEN)	19.3%	17.5%	-1.8pp

North

Measure	City (all schools*) average 2025	Locality 2025	Difference +/-
A8 (All)	45.6	40.9	-4.7
A8 (DS)	34.2	35.6	+1.4
A8 (Any SEN)	29.0	30.4	+1.4

Basics 5+ (All)	45.9%	33.5%	-12.4pp
Basics 5+ (Disadvantaged)	26.1%	23.4%	-2.7pp
Basics 5+ (Any SEN)	19.3%	15.9%	-3.4pp

South

Measure	City (all schools*) average 2025	Locality 2025	Difference +/-
P8 (All)	45.6	41.8	-3.8
P8 (DS)	34.2	39.4	-5.2
A8 (Any SEN)	29.0	28.5	-0.5
Basics 5+ (All)	45.9%	41.8%	-4.1pp
Basics 5+ (Disadvantaged)	26.1%	34.7%	+8.6pp
Basics 5+ (Any SEN)	19.3%	9.4%	-9.9pp

East (Lowest deprivation)

Measure	City (all schools*) average 2025	Locality 2025	Difference +/-
P8 (All)	45.6	47.5	+1.9
P8 (DS)	34.2	38.7	+3.9
A8 (Any SEN)	29.0	33.7	+4.7
Basics 5+ (All)	45.9%	48.9%	+3.0pp
Basics 5+ (Disadvantaged)	26.1%	35.1%	+9.0pp
Basics 5+ (Any SEN)	19.3%	27.0%	+7.7

*all school figure includes special schools and grammar schools as per previous data

It must be noted that in dividing 16 city secondary schools (the grammar schools are excluded as they take pupils from across the city) into the 4 areas the numbers in each locality are small and due to the precise locations they are not evenly distributed. As such the statistics are open to considerable variation. In addition when comparison is made to the city average, this does include grammar school attainment and as such is skewed to be higher in the city average. However, the data is included as a guide.

The pattern of performance follows the levels of deprivation. With the absence of progress data this is as expected and is not a strong indicator of the impact schools are actually having in each locality. Attainment is highest where there is least deprivation with the well-established knowledge that pupils from more deprived areas have lower starting points and this follows to have lower attainment at the end of Key Stage 4. However it is notable that within both the West and North localities there are **positive** differences for Disadvantaged pupils indicating particularly strong practice for this cohort of pupils in the schools in these areas.

Plymouth school level data (does not include special schools)

Overall – All pupils

- 9 (47%) schools increased their Basics 5+ score year on year.
- 7 (37%) schools increased their Basics 4+ score year on year.
- 12 (63%) increased their Attainment 8 score year on year.
- Notable improvements (improvement in all 3 areas) were made at Marine Academy Plymouth (MAP), UTC, Millbay, Eggbuckland CC, Hele's, Plymstock and Plympton Academy.
- There was a notable reduction in performance at Scott Medical & Health Care College (SMHCC) however they have a relatively small cohort and as such a few pupils of lower ability can have a significant statistical impact, which was the case in 2025.
- Ofsted inspection data for Plymouth mainstream secondaries has substantially improved, over time, with most (16/19) schools now being graded 'Good', with no schools judged as 'Inadequate'.

Disadvantaged Pupils

Children are 'disadvantaged' if they have been eligible for free school meals (FSM) at any time in the last six years or are/have been looked after by the local authority

	2024	2025	Difference +/-	National 2025	Statistical neighbour 2025
English and Maths 5+ (Dis)	23.6%	26.1%	+2.5pp	25.9%	23.0%
English and Maths 4+ (Dis)	41.3%	45.0%	+3.7pp	43.9%	40.3%
Attainment 8 (Dis)	34.2	34.2	0.0	35.1	33.4

- The city percentage of disadvantaged children gaining the Basics at both 5+ and 4+ has **improved** in comparison to 2024
- Overall the percentage of disadvantaged pupils gaining the Basics at both 5+ and 4+ is **better** than national and the average for statistical neighbours
- 14 (74%) schools have **improved** the percentage of disadvantaged children gaining the Basics 5+
- 12 (63%) schools have **improved** the percentage of disadvantaged children gaining the Basics 4+
- 11 (58%) schools have **improved** the average attainment 8 score of disadvantaged children.
- The attainment 8 average for disadvantaged pupils in Plymouth is the same as in 2024. This is **lower** than national but **higher** than the average of disadvantaged pupils in statistical neighbours.
- 11 (58%) of schools have improved in the outcomes of disadvantaged pupils in all 3 areas in comparison to 2024. Notable improvements have happened in Plympton Academy, St Boniface's, Notre Dame, Coombe Dean, Eggbuckland, Millbay, UTC and All Saints.

SEN (Any) Pupils

There are 2 levels of SEN – children who receive ‘SEN Support’ as they have a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer and children with an Education, Health and Care Plan (EHCP). Any SEN is a combination of these 2 categories.

	2024	2025(provisional)	Difference +/-	National 2025	Statistical neighbour 2025
English and Maths 5+ (SEN Any)	20.1%	19.3%	-0.8pp	18.0%	15.3%
English and Maths 4+ (SEN Any)	34.2%	34.3%	+0.1pp	31.4%	27.0%
Attainment 8 (SEN Any)	30.3	29.0	-0.7	28.2	26.6

- The city percentage of SEN (any) children gaining the Basics 5+ has **reduced** compared to 2024, however at 4+ it has slightly **improved** in comparison to 2024.
- Overall, the percentage of SEN (any) pupils gaining the Basics at both 5+ and 4+ is **better** than national and the average for statistical neighbours.
- The attainment 8 average for SEN (any) pupils is the **less** than in 2024. However, this is **higher** than the average for both national and statistical neighbours.
- 10 (53%) schools have **improved** the percentage of SEN (any) children gaining the Basics 5+
- 10 (53%) schools have **improved** the percentage of SEN (any) children gaining the Basics 4+
- 8 (42%) schools have **improved** the average attainment 8 score of SEN (any) children.
- 6 (32%) of schools have improved in the outcomes of SEN (any) pupils in all 3 areas in comparison to 2024. Notable improvements have happened in St Boniface's, Notre Dame, Coombe Dean, Plymstock, Millbay and All Saints.

KS4 Summary

With no progress measure available this year there is no accounting for context in terms of outcomes against pupils' ability. In comparison to 2024 the performance of schools has fallen slightly in terms of overall attainment, where nationally it remained consistent, while there was also a drop in the Basics 5+ (English and maths) measure in the city, this matches a drop nationally, but Plymouth had a stronger figure than national. In comparison to statistical neighbours, Plymouth has performed better in the majority of the key benchmarks. Only being lower in the soon to be scrapped EBacc measure. Nationally the overall attainment 8 figure has fallen since 2019 (pre pandemic) by 0.8pp where as in Plymouth this figure has increased by 1.9pp.

When context such as ethnicity is considered, with the proportion of white pupils in the 2025 cohort being 89% this group is in line with their peers nationally in attainment 8 and better in both Basics measures. For the pupils that were non-white, this cohort exceeded the performance of their peers nationally.

In terms of the other key groups of children that are disadvantaged or those with SEN, they also performed in line with or better than these cohorts nationally. While the disadvantaged cohort had a lower attainment 8 average they performed better than national figures in the Basics measure (4+ & 5+).

They also outperformed the same cohort within statistical neighbours in all 3 measures. Children with SEN also performed better than their peers both nationally and within statistical neighbours in all measures.

However, it should be noted that children with an EHCP did not match the performance of their peers either nationally or statistical neighbours. While it is a small cohort and so subject to significant fluctuation this is an area to be explored in more detail with further improvements still need to be made.

Next Steps

In relation to the key area where Plymouth Pupils with and EHCP underperformed in comparison to their peers both nationally and within statistical neighbours:

- Follow up the analysis of attainment and progress data for pupils with EHCPs across all schools and settings, identifying trends, strengths, and areas of concern.
- Integrate EHCP outcomes monitoring within the LA's school effectiveness framework, ensuring that where standards for pupils with EHCPs are declining, schools receive both challenge and targeted support.
- Implement regular moderation and quality assurance processes to review: the quality of EHCP outcomes (noting that these are wider in scope than just attainment); curriculum adaptations; the impact of interventions and the quality of annual reviews to ensure that progress against outcomes is evaluated consistently and that changes to provision are evidence-based.
- Strengthen collaboration between SEND services, Plymouth City Council School Improvement Teams and MAT Schools Improvement Teams to ensure a shared focus on improving academic outcomes for children with EHCPs.

KEY STAGE 5

A quick guide to Key Stage 5 assessment measures and qualifications

Average point score (APS)

This is the average point score (APS) that pupils achieved per entry, Where an A level grade A* is 60 points, A is 50 points, B is 40 points, C is 30 points, D is 20 points and an E is 10 points.

A Level academic

A-Level qualifications such English language, mathematics, geography, French, physics etc.

Applied general

Level 3 qualifications with a vocational focus, including, Applied science, business, and health and social care, to accountancy and horticulture.

Tech Level

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels

The national picture

- Nationally there were 628,859 pupils at the end of 16-18 study in England in 2025 this is an increase from 2024 when there were 610,830 pupils. with grades determined by their performance in their exams and assessments. Overall, the 16-18 results across England were similar to 2024.

For state funded pupils:

- The A-level average point score per entry (APS) is slightly higher than 2024, from 34.38 points increasing to 34.85 points with the average grade of C+ remaining the same. (NB, for all level 3 qualifications a change in 1pt corresponds to a change of 1/10th of a grade; meaning this slight annual increase in A-level attainment of 0.3 pts translates into an increase of just 3/100ths of a grade).
- The Applied general average point score per entry (APS) is slightly higher than 2024, from 29.09 points increasing to 29.87 points with the average grade of Merit + remaining the same.
- The Tech level average point score per entry (APS) is slightly higher than 2024, from 28.11 points increasing to 28.81 points with the average grade of Merit + remaining the same.
- Gaps between disadvantaged and non-disadvantaged pupils remained broadly unchanged in comparison to last year for the level 3 cohorts.
- This year, the percentage of the A level cohort with an EHC plan is 0.6%, and the percentage with SEN support is 4.6%. The number of A level pupils with an EHC plan has increased by 9.2% compared to last year, and the number of pupils with SEN support has increased by 6.3%. The number of pupils with no identified SEN has fallen by 0.7%.
- In 2024/25, the A level average points score (APS) has risen by 1.3pts for pupils with an EHC plan compared with 2023/24, while the A-level APS has risen by 0.9pts for pupils with SEN support. Pupils with no identified SEN have also seen an increase in APS by 0.5pts.

The Plymouth picture

Overall

	Cohort 2025	2024	2025	Difference +/-	National 2025*
A level APS per entry	943 pupils	33.3	34.3	+1.0	34.8
Applied General APS per entry	586 pupils	28.3	28.5	+0.2	29.9
Tech Level APS per entry	124 pupils	27.7	27.4	-0.3	28.8

*National data is for state funded pupils

APS - Average Point Score Where an A level grade A* is 60 points, A is 50 points, B is 40 points, C is 30 points, D is 20 points and an E is 10 points.

- Across the city the Average Point Score (APS) for A level grades has **improved** year on year, with an increase of 1.0 points.
- The Applied General APS has **increased** slightly by 0.2 points, however the Tech Level APS has **decreased** by 0.3points, although this is a smaller cohort and thus variability and swings in outcomes in overall averages is more likely year on year.
- Plymouth is slightly **below** the national in all qualification types. The national A level APS is 34.8 (an improvement of 0.4 from 2024) but while Plymouth remains **below** the national figure, with the **gap has reduced**. In comparison to national the gap for Applied General APS has remained the same and increased for Tech Level but as noted this is a small cohort and subject to greater variation.
- The majority of young people in Plymouth studying Applied or Vocational courses, do so at City College Plymouth (included in these figures).

Disadvantaged

	Cohort 2025	2024	2025	Difference +/-	National 2025
A level APS per entry	103 pupils	30.1	30.9	+0.8	30.9
Applied General APS per entry	108 pupils	26.8	24.7	-2.1	28.2
Tech Level APS per entry	31 pupils	25.1	23.2	-1.9	26.5

- There is an **increase** in the performance of disadvantaged pupils within A-levels in comparison to the previous year, with performance now matching the national average.
- The gap between the A level APS for disadvantaged pupils and the overall average is **less than the national gap**.
- In both Applied General and Tech level APS there has been a **drop** in performance of disadvantaged pupils compared to 2024. The **gap has also increased** and is larger than the gap nationally for these two sets of qualifications.
- In all of the data for disadvantaged pupils the cohort size is small and individual performance can make a significant impact.

SEN Provision - Pupils with an EHCP

	Cohort 2025	2024	2025	Difference +/-	National 2025
A level APS per entry	12 pupils	32.8	31.9	-0.9	33.4
Applied General APS per entry	11 pupils	29.3	26.9	-2.4	27.2
Tech Level APS per entry	N/A	N/A	N/A	N/A	N/A

- While the cohorts are very small it is commended that pupils with an EHCP have had the opportunity to take Level 3 qualifications.
- There were **decreases** in the performance of pupils with an EHCP in comparison to the previous year, with performance **below** the national average.
- The gap between A level performance has increased compared to the overall average and is **larger than the national gap**, however for Applied General the **gap smaller than the national gap**.
- This mirrors the pattern at Key Stage 4, but with such small numbers caution is needed in use of this data

SEN Provision - Pupils with SEN Support

	Cohort 2025	2024	2025	Difference +/-	National 2025
A level APS per entry	47 pupils	30.9	31.7	+0.8	33.6
Applied General APS per entry	108 pupils	29.2	27.9	-1.3	27.9
Tech Level APS per entry	N/A	N/A	N/A	N/A	N/A

- There is an **increase** in the performance of SEN Support pupils within A-levels in comparison to the previous year, however performance is **below** the national average.
- The performance of SEN support pupils in Applied General qualifications has **dropped** compared to 2024 but is **in line with national**.
- The gap between the A level APS for SEN support pupils is similar to last year and **larger than the national gap**
- The gap between the Applied General APS for SEN support is **less than the national gap**

At the time of writing the final validated school level data and value added data is not available and is scheduled to be published by the DfE during February

KS5 Summary

While we await the publication of final validated outcomes which will include value added data comment can only be made on attainment, which with reduced cohort size is susceptible to variation year on year as cohorts vary. The largest Level 3 qualification type in the city is A levels with 943 pupils with 586 pupils taking Applied General Qualifications. The smallest cohort with 124 pupils is Tech Levels. This pattern mirrors the national picture but in Plymouth a larger proportion undertake Applied General qualifications. This greater focus on vocational reflects the developing needs within the city.

The overall performance of pupils in both A-level qualifications and Applied General qualifications has improved compared to the previous year but is below national performance, however the performance of this cohort in terms of attainment at GCSE (2023) was also below national performance. When Value Added (contextualised for prior performance) data is available this will give an indication of the progress made by this cohort.

While the performance within Tech Level qualifications has dropped slightly this is within a small cohort and variability is expected and definitive outcomes cannot be drawn.

The performance of groups within the cohort (Disadvantaged and SEN) are variable, with increases in some areas but decreases in others. Generally, in comparison with national the attainment is lower within the city, but as noted above this is to be expected with lower starting points. However, it should be noted that as is the case at KS4 (GCSE) children with an EHCP did not match the performance of their peers. Again, while it is a small cohort and so subject to significant fluctuation this is an area to be explored in more detail with further improvements still need to be made.

Next Steps

In relation to the key area where Plymouth Pupils with and EHCP underperformed in comparison to their peers both nationally and within statistical neighbours:

- Follow up the analysis of attainment and progress data for pupils with EHCPs at level 3 across all relevant schools and settings, identifying trends, strengths, and areas of concern.
- Implement regular moderation and quality assurance processes to review: the quality of EHCP outcomes (noting that these are wider in scope than just attainment); curriculum adaptations; the impact of interventions and the quality of annual reviews to ensure that progress against outcomes is evaluated consistently and that changes to provision are evidence-based.
- Strengthen collaboration between SEND services, Plymouth City Council School Improvement Teams and MAT Schools Improvement Teams to ensure a shared focus on improving academic outcomes for children with EHCPs.

SECTION 3: Children in Care**Primary – Early Years Foundation Stage (Reception)**

In total this cohort consists of 15 children, 9 of whom are boys (60%) and six (40%) are girls. Six children (40%) attend schools out of area (OOA) whilst nine (60%) attend Plymouth schools. Four pupils have an Education, Health and Care Plan (EHCP) (27%).

Early Learning Goals (ELG)

Schools assess children across 17 areas of learning in total. The following table shows the number and percentage of children achieving the early learning goals in the 12 areas of learning assessed for the pupil to attain a 'Good level of Development' (GLD) at the end of reception. National comparisons are not obtainable for CiC.

	All	Boys	Girls	In area	Out of area
Communication and language: Listening, attention and understanding	5/15 33%	3/9 33%	2/6 33%	3/9 33%	2/6 33%
Communication and language: Speaking	6/15 40%	3/9 33%	3/6 50%	4/9 44%	2/6 33%
Personal, social and emotional development: Self-regulation	6/15 40%	3/9 33%	3/6 50%	4/9 44%	2/6 33%
Personal, social and emotional development: Managing self	5/15 33%	3/9 33%	2/6 33%	3/9 33%	2/6 33%
Personal, social and emotional development: Building relationships	6/15 40%	3/9 33%	3/6 50%	4/9 44%	2/6 33%
Physical development: Gross motor skills	8/15 53%	5/9 56%	3/6 50%	5/9 56%	3/6 50%

Physical development: Fine motor skills	8/15 53%	5/9 56%	3/6 50%	5/9 56%	3/6 50%
Literacy: Word reading	5/15 33%	4/9 44%	1/6 17%	2/9 22%	3/6 50%
Literacy: Comprehension	5/15 33%	4/9 44%	1/6 17%	2/9 22%	3/6 50%
Literacy: Writing	5/15 33%	4/9 44%	1/6 17%	2/9 22%	3/6 50%
Maths: Number	5/15 33%	4/9 44%	1/6 17%	2/9 22%	3/6 50%
Maths: Numerical patterns	5/15 33%	4/9	1/6 17%	2/9 22%	3/6 50%

ELG key findings:

- Physical development (gross and fine motor skills) had the highest achievement rates, with over half the cohort meeting the ELGs (8/15).
- Communication and language skills showed moderate achievement, with 5–6 children meeting ELGs in listening, speaking, and self-regulation.
- Literacy and numeracy areas had lower achievement, with only 5 children meeting ELGs in word reading, writing, and number.
- Gender disparity is evident: boys consistently outperformed girls in literacy and numeracy, with 4 boys achieving ELGs in these areas compared to just 1 girl.
- Out-of-area pupils performed slightly better in literacy and numeracy than in-area pupils.

Good Level of Development (GLD)

The following table shows the number of children achieving GLD by the end of reception. This means they have achieved the early learning goals in all the areas learning listed above. National comparisons are not available for CiC. The national GLD average for ALL pupils was 67.7% in 2023-24.

Number of children achieving GLDs 2024-25					
	All CiC 23-24 7/18 39%	Boys	Girls	In area	Out of area
GLD	4/15 27%	3/9	1/6	2/9	2/6

GLD key findings

- Four of 15 children (27%) achieved a Good Level of Development (GLD), significantly below the national average for ALL of EYFS.
- Boys (33%) were more likely to achieve GLD than girls (17%), continuing the trend seen in individual ELG areas.
- Out-of-area pupils had a slightly higher GLD rate (33%) compared to in-area pupils (22%).
- There was a drop from the previous year's GLD rate (39% in 2023–24) although we must note the cohort size is very small.

EYFS next steps

- Improve the rigour around tracking progress from nursery onwards, identifying children at risk of not achieving GLD early.
- In discussions with schools, advocate for evidence-based early years interventions (e.g. NELI, Early Talk Boost) in settings with children in care.
- Through PEP meeting discussions ensure smooth transitions into Reception with enhanced support for children in care, including summer visits, social stories, and key person continuity where possible.
- Education Advocates to attend all PEP meetings ensuring targets and pupil premium funding focuses on priority needs.

Primary- Year One phonics screening check 2024-25

In total this cohort consists of 20 children, 11 of whom are boys (55%) and 9 (45%) are girls. Three children (15%) attend schools out of area (OOA) whilst 17 (85%) attend Plymouth schools. No pupils currently have an Education, Health and Care Plan (EHCP) however there are four who are currently undergoing the initial Education, Health and Care Needs Assessment process.

There is no national comparison data available for CiC and phonics screening. 81% of **all** children passed the Year One phonics screening in 2024 (2025 data not yet available).

	All (2023-24 43%)	Boys	Girls	In Area	Out of area
Number and % of children passing the phonic screening	8/20 40%	4/11 36%	4/9 44%	8/17 47%	0/3 0%

Headlines

- A higher percentage of girls passed phonics screening than boys (8%).
- There is a notable difference in the achievement with those pupils in area doing better than those out of area (Note two datasets cannot be reliably compared due to substantial differences in the pool sizes being measured).
- There is a marginal decrease from last year in the % of children passing the screening (-3%) which is equivalent to one child.

Actions

- Virtual School to target non passers with Lexia licenses (online literacy platform).
- The Virtual School Education Advocates to closely monitor phonics support and those children in Year Two needing to retake.
- Ensure phonics progress is closely monitored from Reception.

Primary CiC - KS2 SATS

This cohort consists of 32 children in care. The gender distribution is significantly girl dominant with 22 girls and 10 boys. In terms of placement, 18 children are placed within Plymouth, while 14 are placed out of area. Regarding special educational needs, 11 children (34%) have an Education, Health and Care Plan (EHCP) with 6 of these currently attending a special school. A further 2 pupils are starting their secondary phase of education at special school in September indicating a significant proportion (25%) of the cohort with significant additional learning needs. None of these 8 pupils were entered by the schools for the SATs.

Table to show key stage 2 SATs results for Children in care to Plymouth 2024-25

	Reading	Writing (Teacher assessment)	Maths	Grammar Punctuation and Spelling	Combined Reading, Writing and Maths
EXS & GDS (working at expected standard + greater depth standard)	17(53%)	16/ (50%)	13 (41%)	15 (47%)	12/32 (38%)
GDS- Greater depth standard	4 (12%)	2 (6%)	3/32 (9%)	5 (16%)	-
EXS- Expected standard	13 (41%)	14 (44%)	10 (31%)	10 (31%)	-
National CiC EXS (more than 12 months 2023-24)	53%	46%	47%	47%	34%

The 2024–25 Key Stage 2 SATs results for Children in Care (CiC) in Plymouth show that outcomes are broadly in line with national averages for looked-after children. In reading, 53% of pupils achieved the expected or greater depth standard, matching the national figure. Writing results were slightly higher than the national average, with 50% reaching the expected or greater depth standard compared to 46% nationally. In math and in grammar, punctuation, and spelling, 41% and 47% respectively achieved the expected or greater depth standard, both just below national outcomes (47%). Overall, 38% of Plymouth CiC

achieved the combined expected standard in reading, writing and math's, which is slightly above the national figure of 34%. These results indicate steady performance across core subjects against national expectations for this cohort group.

The following chart compares the outcomes for children in care to Plymouth in 2024-25 against the outcomes for the previous year 6 cohort 2023-24 and the national figures for children in care for more than 12 months.

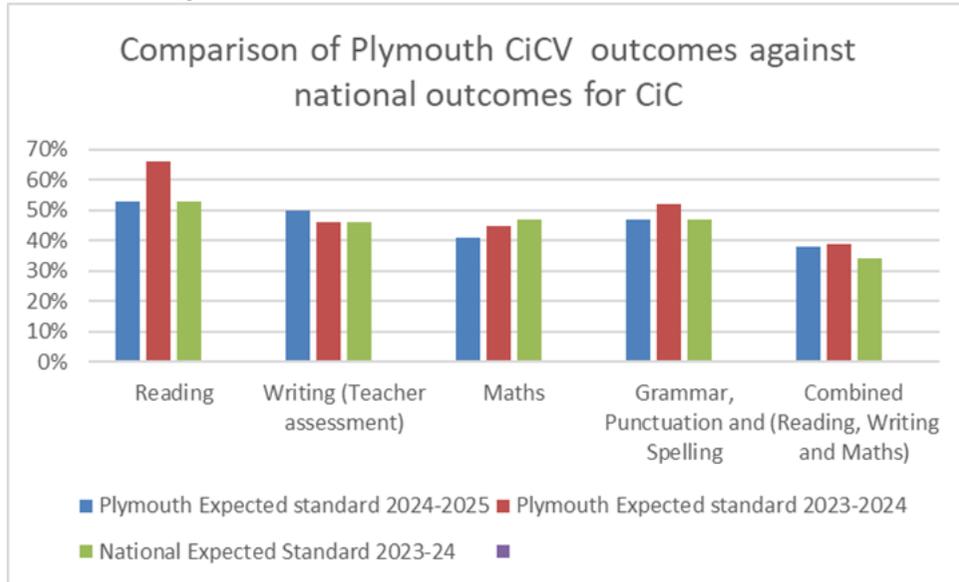


Table to further breakdown into pupil groups

Key Stage 2 SATs results 2024-25						
Subject	Girls (22)	Boys (10)	EHCP (11)	No EHCP (22)	In-area (18)	Out-of-area (14)
Maths	9 (40.9%)	4 (40%)	1 (9%)	12 (57%)	8 (44%)	5 (36%)
Reading	13 (59%)	4 (40%)	1 (9%)	16 (76%)	10 (56%)	7 (50%)
Grammar	11 (50%)	4 (40%)	1 (9%)	14 (67%)	9 (50%)	6 (43%)
Writing	13 (59%)	3 (30%)	0 (0%)	16 (76%)	10 (56%)	6 (43%)

Although the cohort has a higher proportion of girls, there is an equal distribution of boys and girls achieving the expected standard in reading. However, in all other subject areas, girls significantly outperform boys. As anticipated, pupils without an EHCP performed considerably better than those with an EHCP.

When comparing pupils living within the local area to those from outside the area, the in-area cohort outperformed their peers across all subject areas, with differences ranging from 6% to 13%.

Actions

- Education Advocates to attend all PEP meetings and especially monitor the progress of children living out of area and boys ensuring targets and pupil premium funding closely focus on priority needs.
- Improve the rigour around tracking progress across KS2, identifying children at risk of not achieving expected standards as early as possible.

Key Stage Four Year 11 CIC Results

The cohort for the academic year 2024/2025 was 64 Y11 pupils. This included 5 Separated (Unaccompanied) Asylum-Seeking children (UASC) who have been excluded from this data summary as they have focussed on developing their language skills through a different pathway. It should be noted however that all of the UASC young people have a confirmed place on an appropriate English for Speakers of Other Languages (ESOL) course for 2025-2026.

To breakdown this cohort further it comprises 27 Boys and 32 Girls, 21 pupils have an EHCP. 12 pupils attend a Plymouth based specialist provision or ACE; 17 pupils are educated out of area 11 of whom attend specialist provisions.

Overview of Year 11 CIC Results

	Number 24/25	% of those who sat the exam (24/25)	% of whole 24/25 Cohort	2023/24 (whole cohort)
Maths standard pass (GCSE 4)	7	19%	11%	13%
Maths strong pass (GCSE 5)	6	17%	9%	7%
GCSE 1-3 or Other Maths qualification (EL, FS)	31	69%	48%	39%
English standard pass (GCSE 4)	8	23%	13%	7%
English strong pass (GCSE 5)	6	17%	9%	9%
GCSE 1-3 or Other English qualification (EL, FS)	28	65%	44%	39%
Maths and English standard pass (GCSE 4 in both)	(<5)	14%	8%	9%
Maths and English strong pass (GCSE 5 in both)	(<5)	14%	8%	4%

- Post 16 destinations- 82% of the cohort have an Education or Training place secured. This includes all UASC pupils and all Plymouth based pupils with an EHCP requiring specialist provision. An increase of 14% on last year.
- A 21% reduction in those achieving no qualifications has been achieved through a focus on ensuring all Y11 who were predicted not to achieve at GCSE being provided with an alternative pathway and tuition from the Virtual School. The figure has reduced to 14% of the 24/25 cohort.
- 5% Increase in both boys and girls achieving a Grade 4 or above in GCSE English Language.
- The number of pupils achieving a standard or strong pass in English and Maths increased slightly to 8 pupils from 6 pupils last year.
- There is a slight uptick in those achieving a strong Maths pass and a standard English pass this year.
- The increase in those achieving “other” qualifications in English and Maths this year can be attributed to the increased number of this cohort who attended a specialist provision where Entry Level and Functional Skills pathways are more appropriate.

English:

English Lit	Grade 4 or Higher	Grade 1-3 or FS Level 1	EL1-3
Total	12%	29%	10%
Boys	4%	26%	11%
Girls	19%	31%	3%
EHCP	0%	5%	19%
No EHCP	6%	42%	5%
Plymouth mainstream	28%	40%	0%
Plymouth Specialist or ACE	0%	0%	42%
OOA mainstream	0%	67%	0%
OOA Specialist	0%	23%	8%

English Lang	Grade 4 or Higher	Grade 1-3 or FS Level 1	EL1-3
Total	22%	36%	10%
Boys	11%	37%	11%
Girls	31%	34%	9%
EHCP	0%	24%	19%
No EHCP	34%	45%	5%

Plymouth mainstream	38%	54%	0%
Plymouth Specialist or ACE	0%	42%	42%
OOA mainstream	50%	17%	0%
OOA Specialist	0%	15%	8%

- There is a continuing trend towards pupils being entered for GCSE English Language only when the student is finding English challenging.
- The percentage of boys achieving a Grade 4 or above in Literature was the same as last year, however improved performance by girls (11% last year and 19% this year) contributed to an overall improvement in total achieving a Grade 4 or above.
- In English Language there was an increase in the performance of boys, girls and those without an EHCP from last year.
- The outcomes in English literature for those attending Plymouth mainstream rose to 38%, a full 30% increase from last year.
- These improvements are attributed to additional Pupil Premium Plus funding for each student in Year 11 to for additional tuition.

Year 13 CIC cohort 24/25

The pie chart below shows the outcomes for the Year Thirteen cohort. 13% of the cohort were on an ESOL pathway either at City College Plymouth or Exeter College. 10% achieved a Level Three qualification, whilst 35% achieved a Level Two qualification, a further 25% achieved a level One qualification. 16% of the cohort did not achieve any qualification. This is an improving picture across the board with an increase in the percentages achieving Level 2 and Level 3 qualification and a significant reduction of those not achieving any qualification- this has reduced to 16% from 35% in the previous academic year.

Year 13 CIC Outcomes 24/25

