

## Birmingham International Dyslexia Learning Solutions (IDL) Numeracy Pilot

### Introduction

After the success of completing the IDL Literacy pilot in Summer 2018, Pupil and School Support service liaised with IDL in order to offer an opportunity to Birmingham Primary and Secondary schools to pilot the IDL Numeracy programme. This was for a period of ten weeks, with a focus on Number, Place Value, Addition and Subtraction. Schools selected pupils who had identified Special Educational Needs or who it was felt would benefit from targeted maths intervention.

The pilot study was completed during April to July 2019.

### Implementation

Schools were required to make the following commitments in order to take part in the pilot: -

- Must commit to training and regular timetabled usage of IDL.
- Minimum of 10 pupils to take part
- Had to attend half day training session
- Pupils would use IDL for a minimum 4 x 15-minute sessions per week, for a total of one hour per week
- Schools needed to use the Birmingham Maths Toolkit to track progress to provide pre and post assessment information
- Computer and headphones were required with internet access.

All schools attended training on the 27<sup>th</sup> March 2019. Initial tracking data was submitted on the 28<sup>th</sup> April 2019 and final tracking data on the 12<sup>th</sup> July 2019. Schools had a maximum time of 15 weeks with access to the program but were only required to complete 10 weeks of intervention.

Schools were asked to track pupils using the following threads of Birmingham's Maths Toolkit, focussing on the number element of the descriptors: -

- Number and Place Value
- Addition
- Subtraction

Of the fourteen schools which completed the pilot successfully ten were primary and four were secondary. A further six schools took part, but no data was available at the time of writing this report.

### **General Information regarding the Pilot Cohort**

Data regarding progress was collected for all the pupils who took part in the pilot. Information regarding the groups represented by the study was provided by all settings. See Appendix One for detailed data regarding the specific groups represented in the Pilot Study.

A total of 205 pupils were tracked using the Birmingham Language and Literacy toolkit. 66% were of primary age and 34% were of secondary age.

**Gender** – Data was provided for all pupils and of these 57% were girls and 43% boys.

**Year Groups** – 11% of pupils in the pilot were in Years 1 and 2 (KS1), 55% were in Years 3 – 6 (KS2) and 30% were in Years 7 - 9 (KS3) and 0% were in Years 10 & 11 (KS4).

**SEN Code of Practice** – Information was obtained regarding the level of support identified for the pupils on the SEN Code of Practice. Some pupils who participated in the pilot were not identified as SEN. This information was provided for 202 (98.5%) of the pupils in the pilot. Of this 140, 69% were identified as SEN support and 5% as having an Education, Health and Care Plan. 26% were identified as not having SEN needs.

**Pupil Premium** – Data regarding eligibility for Pupil Premium was provided for 205 pupils in the pilot. Of these 60% were eligible for this additional funding.

**Ethnic Groups** – Data regarding ethnic groups was provided for 205 of pupils in the pilot. Of this 34% - White British/English, 11% - Other Pakistani, 5% - White and Black Caribbean, 4% - any other white background, 4% - Bangladeshi, 4% - Any Other Asian background, 4% - Black Caribbean with the remaining 34% spread across another 27 categories. (For full details see Appendix One).

### **Assessment**

Schools were asked to track pupils using the Birmingham Maths Toolkit.

2 Bands progress over a year is considered to maintain the current gap between them and their peers.

3 Bands progress over a year is considered to be ‘accelerated’ progress and will begin to close the gap between them and their peers.

As the pilot took place over the equivalent of 10 weeks then any progress identified on the threads was considered as accelerated (‘closing the gap’) progress.

### **Results**

The results of the pilot were collated in several ways: -

- The number of bands progress made by all pupils in the pilot
- The number of bands progress made by girls
- The number of bands progress made by boys
- The number of bands progress made by pupils identified as SEN Support
- The number of bands progress made by pupils identified as having an EHCP
- The number of bands progress made by pupils identified as not on the Code of Practice
- The number of bands progress made by pupils identified as AOPK

- The number of bands progress made by pupils identified as WBRI/WENG
- The number of bands progress made by pupils identified as MWBC
- The number of bands progress made by pupils identified as ABAN
- The number of bands progress made by pupils identified as AOTH
- The number of bands progress made by pupils identified as BCRB
- The number of band progress made by pupils identified as in receipt of Pupil Premium funding.

**Tables detailing the results outlined above can be found in Appendix Two**

Results were also analysed to compare the progress made against pupils different starting points on the Maths Toolkit threads: -

- Number and Place Value
- Addition
- Subtraction

**Detailed results can be found in the tables in Appendix Three**

### Summary and Analysis of the Results

<b>Table to compare the accelerated progress made by different groups</b>			
<b>Group</b>	<b>% of the group making accelerated progress within the Number and Place Value thread</b>	<b>% of the group making accelerated progress within the Addition thread</b>	<b>% of the group making accelerated progress within the Subtraction thread</b>

<b>Total Pilot (160)</b>	<b>66%</b>	<b>64%</b>	<b>57%</b>
<b>SEN Support</b>	66%	<b>68%</b>	57%
<b>Not SEN</b>	69%	60%	<b>68%</b>
<b>Boys</b>	66%	<b>67%</b>	59%
<b>Girls</b>	66%	62%	55%
<b>WBRI/WENG</b>	<b>56%</b>	<b>59%</b>	<b>54%</b>
<b>AOPK</b>	<b>83%</b>	<b>87%</b>	<b>70%</b>
<b>MWBC</b>	66%	<b>50%</b>	<b>25%</b>
<b>AOTH</b>	<b>78%</b>	<b>56%</b>	<b>78%</b>
<b>BCRB</b>	<b>78%</b>	<b>67%</b>	67%
<b>Pupil Premium</b>	<b>64%</b>	65%	56%
<b>EHCP</b>	<b>60%</b>	60%	<b>50%</b>

**Top 3 groups that made accelerated progress**

**Lowest 3 groups that made the least accelerated progress**

The results of the pilot saw high numbers of pupils making accelerated progress particularly in the addition thread. There were some differences between the results of different groups, but the data indicates the program worked for all. Some differences to note are: -

- Pupils whose ethnicity was recorded as other Pakistani fell in the top three positions with the most progress recorded in all the threads
- Pupils whose ethnicity was identified as Black Caribbean and Other Asian Background showed greater levels of progress for two of the three threads assessed. These were Number and Place Value and Addition

- Pupils whose ethnicity was identified as White British or White English made the least amount of progress in all three threads assessed, ranging from 54% to 59%
- Pupils whose ethnicity was recorded as Mixed White and Black Caribbean showed lower levels of progress in the Subtraction thread (25%)
- At least 50% of pupils within the identified ethnic groups made accelerated progress in each thread, excluding those identified as Mixed White and Black Caribbean.

### **Analysis of progress made against starting points**

Progress was analysed in relation to the Maths Toolkit starting points to identify whether this impacted on the amount of progress made. (See Appendix Three).

### **Number and Place Value Thread**

The results on the Number and Place Value thread were very good as a whole. For the pupils who were assessed pre-intervention as working at bands 1 to 14, 74% made accelerated progress (1 band or more). Within this, a further 42% of pupils made between 2 to 6 bands of progress within the intervention period.

For those assessed at entry on bands 3 or 5, 100% of pupils made accelerated progress.

Pupils who started at bands 2 or 16 were not as successful, with a lower range of accelerated progress being made. It should be noted that there were smaller numbers of pupils recorded at these bands, so this data is not as reliable. (See Appendix Three for details around specific bands).

### **Addition Thread**

For the pupils who were assessed re-intervention as working at bands 1 or 4 to 14, 64% of pupils made accelerated (1 band or more) progress. Within this a further 31% of pupils made between 2 to 5 bands of progress within the intervention period.

100% of pupils whose starting points were at bands 1 or 4, made accelerated progress, with 94% of pupils making accelerated progress (whose starting point was band 6).

### **Subtraction Thread**

The results for the subtraction thread were also positive, with 55% of pupils making accelerated progress in entry bands 1, and 3 to 15. Within this a further 31% of pupils made between 2 to 5 bands of progress within the intervention period. A significant number of pupils starting at Bands 4 made 80% accelerated progress.

### **Conclusion**

The trial using maths IDL by both primary and secondary schools in Birmingham has been constructive and encouraging. Given that pupils had a maximum of 10 weeks using the programme the number of pupils who made accelerated progress was high, particularly when tracked against the Number and Place Value Thread.

The results suggest that this program works well for most of the pupils who are currently working on targets from Birmingham's Maths Toolkit. It also appears that the program has had better results for pupils who are male or have a recorded ethnicity of Other Pakistani, Black Caribbean or Any Other Asian Background.

The pupils identified as SEN Support made very similar levels of progress to the overall total number of pupils who participated.

Assessment analysis also indicated that the programme had a greater impact on the progress of Number and Place Value skills as well as Addition skills compared to those with a focus on Subtraction.

## Appendix One

### Data regarding groups Represented in the Pilot Study

#### Gender

Gender	Number of pupils identified	% of total pilot
<b>Girls</b>	117	<b>57%</b>
<b>Boys</b>	88	<b>43%</b>

#### Year Groups

Year Group	Number of Pupils	% of the pilot
<b>1</b>	3	<b>1%</b>
<b>2</b>	20	<b>10%</b>
<b>3</b>	31	<b>15%</b>
<b>4</b>	30	<b>15%</b>
<b>5</b>	29	<b>14%</b>
<b>6</b>	23	<b>11%</b>
<b>7</b>	5	<b>2%</b>
<b>8</b>	49	<b>24%</b>
<b>9</b>	15	<b>8%</b>



<b>10</b>	<b>0</b>	<b>0%</b>
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### SEN Code of Practice

SEN Code of Practice	Number of pupils identified	% of total pilot	% of those where information was provided
<b>EHCP</b>	10	5%	5%
<b>SEN Support</b>	140	68%	69%
<b>Not on Code</b>	52	25%	26%
<b>Data not provided*</b>	3	2%	

### Free School Meals/Pupil Premium

Identified as Free School Meals	Number of pupils	% of the pilot
<b>Yes</b>	124	60%
<b>No</b>	81	40%

### Ethnic Groups Represented

Ethnicity Codes	Number of pupils identified	% of the pilot identified
ABAN	8	4%

Bangladeshi		
AIND	3	1%
Indian		
AKPA	3	1%
Kashmiri Pakistani		
AMPK	6	3%
Mirpuri Pakistani		
AOPK	23	11%
Other Pakistani		
AOTH	9	4%
Any other Asian background		
BAFR	11	5%
Black African		
BAOF	7	3%
Other Black African		
BCON	1	1%
Black Congolese		
BCRB	9	4%
Black Caribbean		
BEUR	1	1%
Black European		
BOTH	2	1%

Any other Black Background		
BSOM Black Somali	4	2%
BSUD Black – Sudanese	1	1%
COCH Other Chinese	1	1%
MOTH Any other Mixed Background	1	1%
MWAS White and Asian	1	1%
MWBA White and Black African	4	2%
MWBC White and Black Caribbean	12	5%
OAFG Afghan	2	1%
OKRD Kurdish	1	1%
OOH Any other Ethnic group	1	1%
REFU	7	3%

Refused		
WBRI White British	43	21%
WEEU White Eastern European	6	3%
WENG White English	27	13%
WIRI White Irish	3	1%
WOTH Any other white background	8	4%

### Appendix Two – Tables of Results

#### Key to Colour

Red	No Progress
Blue	Unable to show progress
Green	Accelerated (closing the gap progress)

Table to show the number of Bands progress made by pupils in the pilot			
	Number of Pupils		
Number of Bands Progress on Birmingham	Thread Number and Place	Thread Addition	Thread Subtraction

Toolkit	Value		
-2	1	0	0
-1	2	1	4
0	67	72	85
1	69	67	53
2	46	50	41
3	14	12	15
4	4	2	6
5	1	1	1
6	1	0	0
<b>Total</b>	205	205	205
<b>% Making Accelerated progress</b>	66%	64%	57%

Table to Show Progress made by Girls			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
-1	1	0	4
0	39	44	49
1	42	38	28

2	25	27	23
3	5	6	7
4	3	1	5
5	1	1	1
6	1	0	0
<b>Total</b>	117	117	117
<b>% Making Accelerated progress</b>	66%	62%	55%

<b>Table to Show Progress made by Boys</b>			
	<b>Number of Pupils</b>		
<b>Number of Bands Progress on Birmingham Toolkit</b>	<b>Thread Number and Place Value</b>	<b>Thread Addition</b>	<b>Thread Subtraction</b>
-2	1	0	0
-1	1	1	0
0	28	28	36
1	27	29	25
2	21	23	18
3	9	6	8
4	1	1	1
<b>Total</b>	88	88	88

<b>% Making Accelerated progress</b>	66%	67%	59%
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<b>Table to Show Progress made by Pupils Identified as SEN Support</b>			
	<b>Number of Pupils</b>		
<b>Number of Bands Progress on Birmingham Toolkit</b>	<b>Thread Number and Place Value</b>	<b>Thread Addition</b>	<b>Thread Subtraction</b>
-2	1	0	0
-1	1	1	4
0	45	44	56
1	50	51	37
2	27	36	26
3	10	6	12
4	4	1	4
5	1	1	1
6	1	0	0
<b>Total</b>	140	140	140
<b>% Making Accelerated progress</b>	66%	68%	57%

<b>Table to Show Progress made by Pupils Identified as having an Education,</b>
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<b>Health and Care Plan</b>			
	<b>Number of Pupils</b>		
<b>Number of Bands Progress on Birmingham Toolkit</b>	<b>Thread Number and Place Value</b>	<b>Thread Addition</b>	<b>Thread Subtraction</b>
<b>0</b>	4	4	5
<b>1</b>	2	4	3
<b>2</b>	3	1	1
<b>3</b>	1	1	1
<b>Total</b>	10	10	10
<b>% Making Accelerated progress</b>	60%	60%	50%

<b>Table to Show Progress made by Pupils Identified as not on the Code of Practice</b>	
	<b>Number of Pupils</b>



Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
-1	1	0	0
0	15	21	21
1	17	12	13
2	16	13	14
3	3	5	2
4	0	1	2
<b>Total</b>	52	52	52
<b>% Making Accelerated progress</b>	69%	60%	60%

Table to Show Progress made by Pupils Identified as Other Pakistani (AOPK)			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction

Toolkit	Place Value		
-2	1	0	0
-1	0	0	0
0	3	3	7
1	8	11	9
2	10	7	2
3	1	2	5
<b>Total</b>	23	23	23
<b>% Making Accelerated progress</b>	83%	87%	70%

Table to Show Progress made by Pupils Identified as White British/English (WBRI/WENG)			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
-1	1	0	1
0	30	29	31
1	20	22	14
2	10	12	17
3	5	5	3

4	3	2	4
5	1	0	0
<b>Total</b>	70	70	70
<b>% Making Accelerated progress</b>	56%	59%	54%

<b>Table to Show Progress made by Pupils Identified as White and Black Caribbean (MWBC)</b>			
	<b>Number of Pupils</b>		
<b>Number of Bands Progress on Birmingham Toolkit</b>	<b>Thread Number and Place Value</b>	<b>Thread Addition</b>	<b>Thread Subtraction</b>
-1	0	0	1
0	4	6	8
1	4	4	2
2	4	2	0
3	0	0	1
<b>Total</b>	12	12	12
<b>% Making Accelerated progress</b>	66%	50%	25%

<b>Table to Show Progress made by Pupils Identified as Bangladeshi (ABAN)</b>
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	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
0	1	0	1
1	5	5	4
2	2	3	3
<b>Total</b>	8	8	8
<b>% Making Accelerated progress</b>	88%	100%	88%

Table to Show Progress made by Pupils Identified as Any Other Asian Background (AOTH)			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
-1	1	0	0
0	1	4	2
1	2	1	3
2	4	4	4
3	1	0	0

<b>Total</b>	9	9	9
<b>% Making Accelerated progress</b>	78%	56%	78%

<b>Table to Show Progress made by Pupils Identified as Black Caribbean (BCRB)</b>			
	<b>Number of Pupils</b>		
<b>Number of Bands Progress on Birmingham Toolkit</b>	<b>Thread Number and Place Value</b>	<b>Thread Addition</b>	<b>Thread Subtraction</b>
<b>0</b>	2	3	3
<b>1</b>	4	2	2
<b>2</b>	1	4	2
<b>3</b>	1	0	2
<b>4</b>	1	0	0
<b>Total</b>	9	9	9
<b>% Making Accelerated progress</b>	78%	67%	67%

<b>Table to show the number of Bands progress made pupils identified as Pupil Premium</b>	
	<b>Number of Pupils</b>

Number of Bands Progress on Birmingham Toolkit	Thread Number and Place Value	Thread Addition	Thread Subtraction
-1	1	1	2
0	44	42	53
1	37	40	29
2	25	29	24
3	11	9	10
4	4	2	5
5	1	1	1
6	1	0	0
<b>Total*</b>	124	124	124
<b>% Making Accelerated progress</b>	64%	65%	56%

**Appendix Three – Tables to compare progress made on the Maths Toolkit based on starting point**

Number and Place Value Thread		
Pre-Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 Band or more)

1	Unable to show progress = 1 pupil  1 Band progress = 2 pupils	$2/3 = 67\%$
2	Unable to show progress = 1 pupil	$0/1 = 0\%$
3	2 Bands progress = 2 pupils	$1/1 = 100\%$
4	Unable to show progress = 2 pupils  1 Band progress = 3 pupils  2 Bands progress = 3 pupils	$6/8 = 75\%$
5	1 Band progress = 4 pupils  2 Bands progress = 7 pupils  3 Bands progress = 1 pupil  6 Bands progress = 1 pupil	$13/13 = 100\%$
6	Unable to show progress = 4 pupils  1 Band progress = 7 pupils  2 Bands progress = 7 pupils  3 Bands progress = 1 pupil	$15/19 = 79\%$
7	Unable to show progress = 5 pupils  1 Band progress = 4 pupils  2 Bands progress = 6 pupil  3 Bands progress = 1 pupil  5 Bands of progress = 1 pupil	$12/17 = 71\%$

8	<p>Unable to show progress = 6 pupils</p> <p>1 Band progress = 7 pupils</p> <p>2 Bands progress = 1 pupil</p> <p>3 Bands progress = 3 pupils</p> <p>4 Bands progress = 1 pupil</p>	12/18 = 67%
9	<p>Unable to show progress = 9 pupils</p> <p>1 Band progress = 10 pupils</p> <p>2 Bands progress = 11 pupils</p> <p>3 Bands progress = 3 pupils</p> <p>4 Bands progress = 3 pupils</p>	27/36 = 75%
10	<p>Unable to show progress = 11 pupils</p> <p>1 Band progress = 1 pupil</p> <p>2 Bands progress = 2 pupils</p> <p>3 Bands progress = 4 pupils</p>	7/18 = 33%
11	<p>Unable to show progress = 13 pupils</p> <p>1 Band progress = 21 pupils</p> <p>2 Bands progress = 25 pupils</p> <p>3 Bands progress = 1 pupil</p>	27/40 = 68%
12	<p>Unable to show progress = 10 pupils</p> <p>1 Band progress = 9 pupil</p>	9/19 = 47%
13	<p>1 Band progress = 1 pupil</p> <p>2 Bands progress = 1 pupil</p>	2/6 = 33%



14	Unable to show progress = 3 pupils 2 Bands progress = 2 pupils	$2/5 = 40\%$
15	No pupils entered at this Band	
16	Unable to show progress = 1 pupil	$0/1 = 0\%$

Addition Thread		
Pre-Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 Band or more)
1	1 Band progress = 3 pupils	$3/3 = 100\%$
2	Unable to show progress = 1 pupil	$0/1 = 0\%$
3	No pupils entered at this Band	
4	1 Band progress = 4 pupils 2 Bands progress = 3 pupils 4 Bands progress = 1 pupil	$8/8 = 100\%$
5	Unable to show progress = 6 pupils 1 Band progress = 8 pupils 2 Bands progress = 4 pupils 3 Bands progress = 2 pupils	$14/20 = 70\%$
6	Unable to show progress = 1 pupil 1 Band progress = 8 pupils 2 Bands progress = 6 pupils	$16/17 = 94\%$

	<p>3 Bands progress = 1 pupil</p> <p>5 Bands progress = 1 pupil</p>	
7	<p>Unable to show progress = 5 pupils</p> <p>1 Band progress = 7 pupils</p> <p>2 Bands progress = 4 pupils</p>	11/16 = 69%
8	<p>Unable to show progress = 7 pupils</p> <p>1 Band progress = 9 pupils</p> <p>2 Bands progress = 2 pupils</p> <p>3 Bands progress = 5 pupils</p> <p>4 Bands progress = 1 pupil</p>	17/24 = 71%
9	<p>Unable to show progress = 6 pupils</p> <p>1 Band progress = 5 pupils</p> <p>2 Bands progress = 13 pupils</p> <p>3 Bands progress = 2 pupil</p>	20/26 = 77%
10	<p>Unable to show progress = 6 pupils</p> <p>1 Band progress = 8 pupils</p> <p>2 Bands progress = 4 pupils</p> <p>3 Bands progress = 1 pupil</p>	13/19 = 68%
11	<p>Unable to show progress = 20 pupils</p> <p>1 Band progress = 8 pupils</p> <p>2 Bands progress = 9 pupils</p> <p>3 Bands progress = 1 pupil</p>	18/38 = 47%

12	Unable to show progress = 12 pupils  1 Band progress = 5 pupils  2 Bands progress = 1 pupils	6/18= 33%
13	Unable to show progress = 5 pupils  1 Band progress = 1 pupil  2 Bands progress = 1 pupil	2/7 = 29%
14	Unable to show progress = 3 pupils  2 Bands progress = 3 pupils	3/6 = 50%
15	No pupils entered at this Band	
16	No pupils entered at this Band  (Top of Band, no further tracked progress can be made).	

<b>Subtraction Thread</b>		
Pre-Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 Band or more)
1	Unable to show progress = 1 pupil  1 Band progress = 2 pupils	2/3 = 67%
2	Unable to show progress = 1 pupil	0/1 = 0%
3	Unable to show progress = 1 pupil  1 Band progress = 1 pupil	1/2 = 50%

4	<p>Unable to show progress = 3 pupils</p> <p>1 Band progress = 6 pupils</p> <p>2 Bands progress = 3 pupils</p> <p>3 Bands progress = 3 pupils</p>	12/15 = 80%
5	<p>Unable to show progress = 5 pupils</p> <p>1 Band progress = 4 pupils</p> <p>2 Bands progress = 1 pupil</p> <p>3 Bands progress = 3 pupils</p>	8/13 = 62%
6	<p>Unable to show progress = 5 pupils</p> <p>1 Band progress = 7 pupils</p> <p>2 Bands progress = 6 pupils</p> <p>3 Bands progress = 2 pupils</p> <p>5 Bands progress = 1 pupil</p>	16/21 = 76%
7	<p>Unable to show progress = 8 pupils</p> <p>1 Band progress = 3 pupils</p> <p>2 Bands progress = 3 pupils</p>	6/14 = 43%
8	<p>Unable to show progress = 5 pupils</p> <p>1 Band progress = 8 pupils</p> <p>2 Bands progress = 2 pupils</p> <p>3 Bands progress = 4 pupils</p> <p>4 Bands progress = 3 pupil</p>	17/23 = 74%
9	<p>Unable to show progress = 17 pupils</p>	31/48 = 65%

	1 Band progress = 5 pupils 2 Bands progress = 20 pupils 3 Bands progress = 3 pupil 4 Bands progress = 3 pupils	
10	Unable to show progress = 7 pupils 1 Band progress = 6 pupil	$6/13 = 46\%$
11	Unable to show progress = 18 pupils 1 Band progress = 6 pupils 2 Bands progress = 3 pupils	$9/27 = 33\%$
12	Unable to show progress = 9 pupils 1 Band progress = 4 pupils	$4/13 = 31\%$
13	Unable to show progress = 5 pupils 2 Bands progress = 1 pupil	$1/6 = 17\%$
14	Unable to show progress = 2 pupils 2 Bands progress = 2 pupils	$2/4 = 50\%$
15	Unable to show progress = 1 pupil 1 Band progress = 1 pupil	$1/2 = 50\%$
16	No pupils entered at this Band (Top of Band, no further tracked progress can be made).	