



Introduction

- Pupils have their progress measured against key and higher targets.
- The key and higher targets vary for different groups and therefore how progress is measured varies (see table below).
- Individual P-level or NC level targets in English, Maths and Science plus PIVATS targets in PSD are set using a combination of Progression Guidance, CASPA and professional judgement (of the class teacher and a member of SLT). This triangulation is used to ensure each pupil is set challenging, individualised targets.
- Key targets are set based on Progression Guidance median quartile or CASPA expected levels of progress. *Higher* targets are set based on Progression Guidance upper quartile or CASPA higher levels of progress (expected plus 30%).
- In addition to P level targets pupils with PMLD are set individualised targets based on Routes for Learning (RfL) or the Willoughby Progress Curriculum (WPC). This enables their specific progress to be measured accurately.
- Pupils in EYFS have their progress measured in the 7 areas of the EYFS using B squared.
- All pupils in KS 4 and 5 also have their progress measured against accreditation targets using OCR Life and Living Skills.
- A small number of SLD pupils in KS5 have their progress measured against individualised targets based on the Willoughby Progress Curriculum as this meets their specific needs more effectively.

Group	How progress is measured
EYFS	<ul style="list-style-type: none"> • In the 7 areas of the EYFS using B squared. • Also using individual targets from Routes for Learning for one PMLD pupil.
KS1-4 SLD	<ul style="list-style-type: none"> • Using individual P-level or NC level targets in English, Maths and Science. In each subject progress is measured in the subject overall as well as in each aspect of the subject (eg. Speaking, Number). • Using individual PIVATS targets in PSD.
KS5 SLD	<ul style="list-style-type: none"> • Using individual P-level or NC level targets in English and Maths. In each subject progress is measured in the subject overall as well as in each aspect of the subject (eg. Speaking, Number). • Using individual PIVATS targets in PSD. • For 3 less able students with SLD individual targets from Willoughby Progress Curriculum (WPC) are used instead of P levels/PSD PIVATS. • Using accreditation targets (OCR Life and Living Skills).

Overall progress of all pupils

This includes progress against P/NC level targets for the majority of pupils (36 pupils) and progress against EY targets (9 pupils)

	Number of pupils	Proportion
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on EYFS/KS5 WPC targets	13	29%
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on EYFS/KS5 WPC targets	19	42%
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on EYFS/KS5 WPC targets	13	29%

Summary of pupil progress against P/NC level targets

Proportion of pupils achieving key and higher targets KS 1-5

		Number of pupils	Percentage (excluding medical needs)
HH	Achieved all Higher targets (in all subjects and aspects)	3	8%
H	Achieved all Key targets and at least 50% of Higher targets	5	14%
TT	Achieved all Key targets (in all subjects and aspects)	5	14%
T	Achieved Key targets in all subjects and at least 70% of aspects of subjects	10	28%
N	Didn't achieve Key target in one subject, achieved Key targets in other subjects	9	25%
NN	Didn't achieve Key target in two or more subjects	4	11%
Total		36	100%

- 22% achieved an Outstanding level of progress (Achieved all Key targets and at least 50% of Higher targets).
- 42% achieved a Good level of progress (Achieved Key targets in all subjects and at least 70% of aspects of subjects).
- 36% didn't achieve a Good level of progress (didn't achieve Key target in at least one subject).

Summary of progress for pupils without P/NC level targets (EYFS)

	EYFS Number of pupils	EYFS %
Outstanding level of progress	5	55.5%
Good level of progress	4	44.5%
Not Good level of progress	0	0

- 55.5% of EYFS pupils achieved Outstanding progress
- 44.5% achieved Good progress.

Summary of progress on additional PMLD individualised targets (RfL or WPC)

All pupils included in this table has progress measured against the EFYS curriculum. They had additional PMLD individualised targets (based on RfL or WPC) to enable more specific progress which was relevant to their individual needs to be measured.

	Number of pupils	%
Outstanding level of progress	1	100%
Good level of progress	0	0%
Not Good level of progress	0	0%

- 100% of pupils working on additional PMLD individualised targets achieved Outstanding progress on these targets.

Progress of different groups

Key Stages

	1	2	3	4	5
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on KS5 WPC targets	4 pupils	1 pupil	X	2 pupils	1 pupil
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on KS5 WPC targets	4 pupils	3 pupils	2 pupils	2 pupils	4 pupils
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on KS5 WPC targets	2 pupils	5 pupils	5 pupils	X	1 pupil

Analysis

- Progress in KS3 is weaker with 14% (5 pupils) not achieving a Good level of progress and no pupils achieving an Outstanding level of progress.
- English may be weaker at KS2 and Science and weaker at KS3 as some pupils didn't achieve their key targets in each of these subjects. (KS2 – English = 6 pupils / KS3 – Science = 3 pupils)

Pupil Premium

	PP	Not PP
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on EYFS/KS5 WPC targets	7% (1 pupil)	33% (7 pupils)
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on EYFS/KS5 WPC targets	33% (5 pupils)	48% (10 pupils)
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on EYFS/KS5 WPC targets	60% (9 pupils)	19% (4 pupils)

Analysis

- The performance of Pupil Premium pupils against other pupils was much lower. A higher proportion of Pupil Premium pupils did not achieve a good level of progress.

Gender

	Boys	Girls
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on EYFS/KS5 WPC targets	14% (3 pupils)	36% (5 pupils)
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on EYFS/KS5 WPC targets	50% (11 pupils)	28% (4 pupils)
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on EYFS/KS5 WPC targets	36% (8 pupils)	36% (5 pupils)

Ethnic Minority Groups

	EMG	Not EMG
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on EYFS/KS5 WPC targets	50% (1 pupil)	21% (7 pupils)
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on EYFS/KS5 WPC targets	50% (1 pupil)	41% (14 pupils)
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on EYFS/KS5 WPC targets	0	38% (13 pupils)

English as an Additional Language

	EAL	Not EAL
Outstanding level of progress Achieved all Key targets and at least 50% of Higher targets, or achieved Higher level of progress on EYFS/KS5 WPC targets	0	23% (8 pupils)
Good level of progress Achieved Key targets in all subjects and at least 70% of aspects of subjects, or achieved Good level of progress on EYFS/KS5 WPC targets	100% (1 pupil)	40% (14 pupils)
Not Good level of progress Didn't achieve Key target in one or more subjects, or didn't achieve Good level of progress on EYFS/KS5 WPC targets	0	37% (13 pupils)

Analysis

- There appears to be some difference in the performance of boys and girls, with a smaller proportion of boys achieving outstanding progress. There is a similar proportion of each gender not achieving good progress overall.
- There are no concerns with the performance of pupils from Ethnic Minority Groups who perform broadly the same, if not better, than as pupils not from Ethnic Minority Groups.
- A smaller proportion of pupils with English as an Additional Language achieved Outstanding progress compared to other pupils so this should be looked at, however the one EAL pupil did achieve Good progress.

Areas to focus on in 2017-18

- English- KS2
- Maths- KS2
- English- Writing
- PSD- Interaction
- Progress in KS3 Science
- Proportion of pupils in KS2 achieving Good or Outstanding progress
- Progress of boys
- Progress of Pupil Premium pupils
- Proportion of pupils with English as an Additional Language achieving Outstanding progress