



2023-2024 Data Headlines



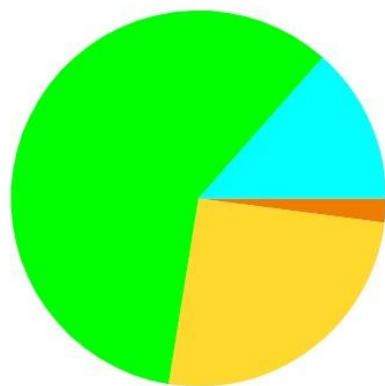
Whole school overview

Two assessment schemas are used. The first is for progress towards EHCP outcomes. The expectations for progress, alongside the colour key to the graphs below were as follows:

Emerging	Not present or only beginning to emerge/new target High level of prompt or support.
Developing	Evidence of progress. Lower level of prompt or support.
Established	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders/prompts.
Generalised	Consistently used an applied within a range of settings/context and with a range of people. Independent and unprompted.

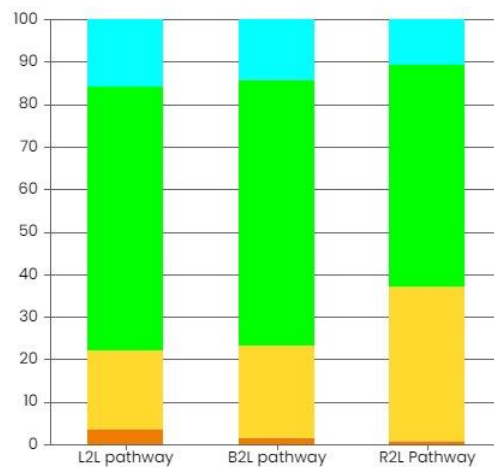
Across the Trust, the EHCP targets are broken down into annual targets, which are further used to set termly targets. The data contained in this report reflects progress towards the annual targets.

Whole school progress:



● Progress AT 23-24 - NP
 ● Progress AT 23-24 - 1 pt
● Progress AT 23-24 - 2 pt
 ● Progress AT 23-24 - 3 pt

Progress by pathway:



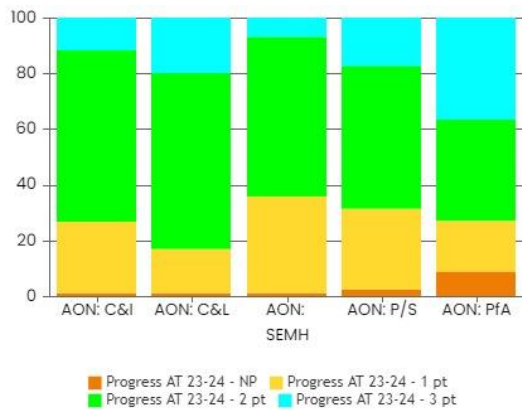
● Progress AT 23-24 - NP
 ● Progress AT 23-24 - 1 pt
● Progress AT 23-24 - 2 pt
 ● Progress AT 23-24 - 3 pt

98% of learners made expected or above progress towards their EHCP targets, with 14% exceeding expectations. Last year 97% of learners made expected or more progress with 7% exceeding expectations. There are also more learners achieving both established and generalised progress than previous years, which is a positive trend overall.

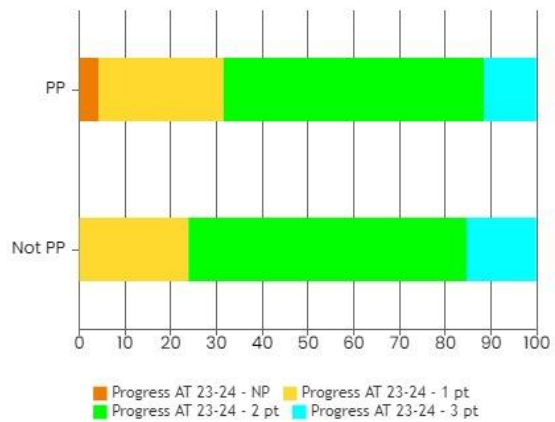
There is generally equity between the pathways, with 96% of all learners making progress in Learning to learn, 98% in Bridging to learn and 99% in Ready to Learn. There are more learners in

Both Bridging and Learning to Learn that made established or generalised progress than in Ready to Learn.

Whole school progress by Area of Need:



Pupil Premium vs None Pupil premium progress



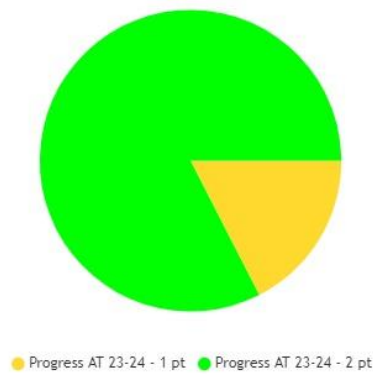
There was general equity between areas of need, with most progress being made within the Cognition and Learning strand. There are some differences within the Prefaring for Adulthood strand and these will be explored further below.

Learners without pupil premium indicators made slightly better progress than those with pupil premium indicators.

Progress towards ECHP outcomes by learning pathways

EYFS

EHCP/IEP progress:

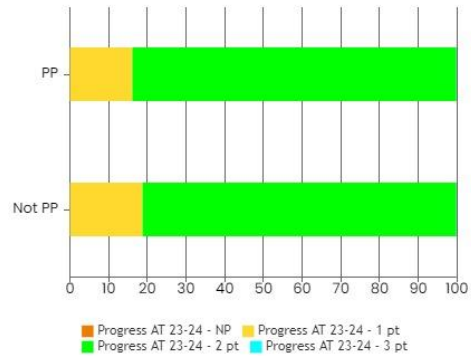
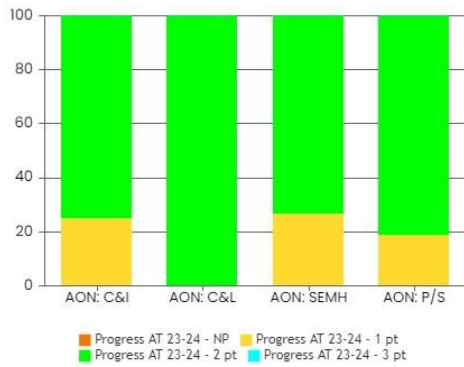


All learners made progress towards all EHCP out comes within this phase.

Progress towards EHCP/IEP outcomes, by area of need, for this cohort is as follows:

Progress by AON:

Pupil Premium vs None Pupil premium progress



Progress towards Cognition and Learning outcomes was a particular strength. For this phase of the school, learners with pupil premium indicators made slightly better progress than those without. This is much better progress than the previous year, where the cohort mainly achieved Developing progress, rather than Established, which the majority achieve this year.

Ready to Learn Pathway

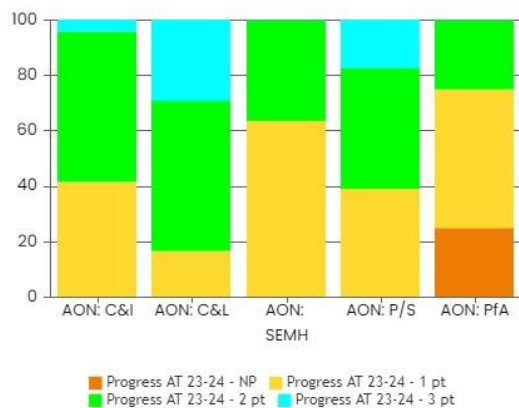
EHCP/IEP progress:



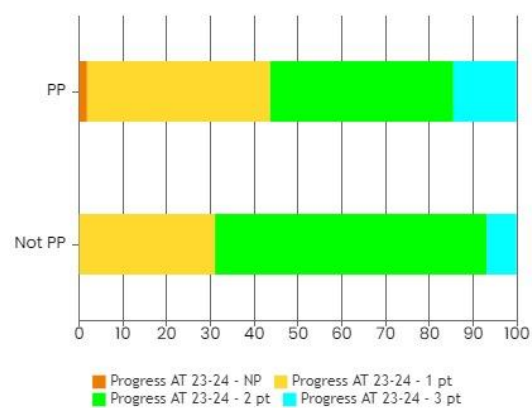
99% of all learners made expected or more progress, with 11% exceeding. There is an increase in the number of learners exceeding progress this year compared to last year where 8% exceeded expectations.

Progress towards EHCP/IEP outcomes, by area of need, for this cohort is as follows:

Progress by AON:



Pupil Premium vs Non-Pupil premium progress



Therefore the majority of pupils made expected or more progress in most areas of need with the exception of Preparing for adulthood. Learners without pupil premium indicators made slightly better progress than those with pupil premium indicators.

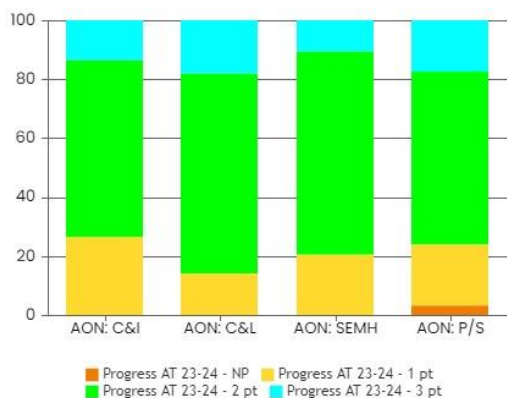
Bridging to Learn Pathway.

Overall progress:

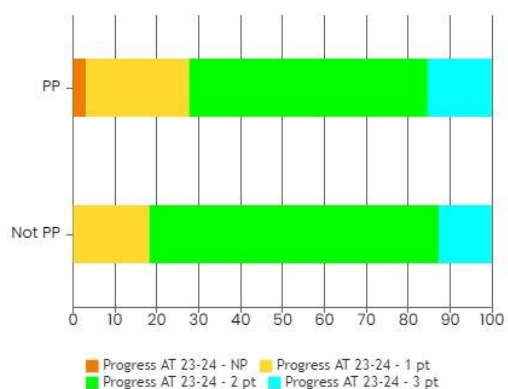


98% of learners in this pathway made expected or more progress, with 14% of learners making exceeding progress. There is a slight increase in the number of learners exceeding expectations but a large increase in the number of learners making established over developing progress which is a positive improvement overall.

Progress by AON:



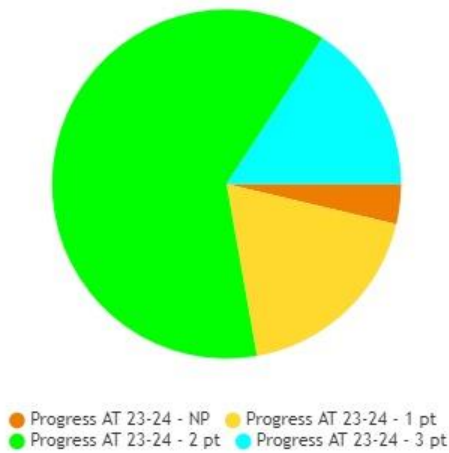
Pupil Premium vs None Pupil premium progress



Therefore the majority of learners made expected or above progress in all areas with the exception of Sensory and Physical. Learners without pupil premium indicators made slightly better progress than those with pupil premium indicators. There is better progress generally in all areas of need compared to last year, with more learners achieving Established and Generalised progress in all areas of need.

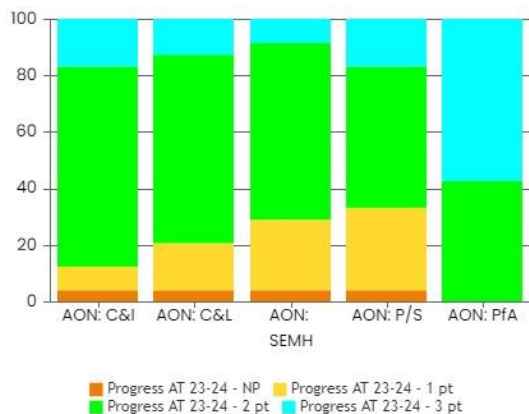
Learning to Learn pathway

Overall Progress:

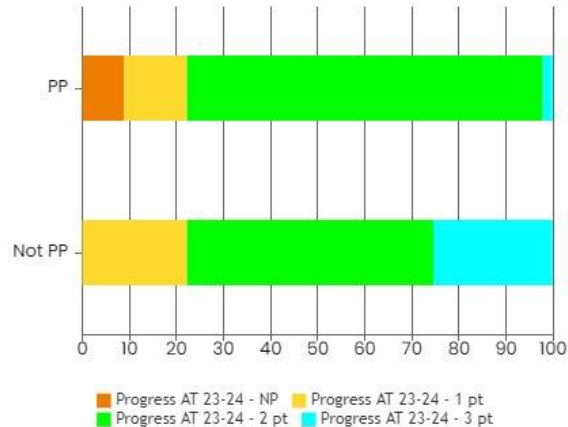


96% of learners made expected or more progress, with 16% making exceeding progress. This is an improvement in progress made compared to last year with 14% more learners exceeding expectations and more learners making Established rather than Developing progress overall. This is a positive trend.

Progress by AON:



Pupil Premium vs None Pupil premium progress:



Therefore, the majority of learners made expected or more progress in all areas with Preparing for Adulthood being a particular strength. More learners with pupil premium indicators made Established progress but fewer made Generalised progress than those without pupil premium indicators.

Curriculum progress

This is currently analysed termly.

There are termly reports available for this. We are currently trialling the Trust curriculum frameworks and these will be under further review in the autumn term 2024. We will be working with Evidence for Learning to analyse the learning over the course of the academic year, when the frameworks are embedded. Any analysis of this for the current academic year will have trends and

patterns confused with any issues within the current frameworks. This has been negated currently by responding to these and analysing on a termly bases with this response.

Summary:

Last year's areas for development:

- A whole school review of Annual Targets to ensure that these are purposeful and measurable, ensuring more learners are able to achieve established or generalised outcomes. Monitoring has shown this to be an area for development that will improve attainment overall. **This has been achieved, although accurate target setting will remain a school focus as part of our own internal self evaluation process.**
- For the more learners with pupil premium indicators to exceed expectations, equivalent to those without pupil premium indicators in the following areas: KS 1&2 – Ready to Learn reading, Bridging to Learn in all areas. Key stage 3 Bridging to Learn English – **see termly curriculum analysis.**
- In the Early Years, more pupils need to make established and generalised progress towards EHCP targets. **Achieved – there is a significant increase in the number of learners achieving Established. More need to achieve generalised.**

Areas of strength

- There is a significant improvement in the progress of our EYFS cohort with the majority now achieving Established progress.
- There is an increase in the number of learners in Bridging to Learn who make Established or Generalised progress.
- There is an increase in the number of learners in Learning to Learn who make Established or Generalised progress.
- There is an increase overall in the number of learners who exceed expectations in all pathways.

Areas for development

- There needs to be an improvement in the number of learners with pupil premium indicators making expected or above progress.
- For more learners in the EYFS phase to exceed expectations, to make them equitable with other pathways and phases.
- For more learners within the Ready to learn pathway to make Established progress, in line with the other pathways.
- For more learners in the Ready to Learn pathway to make better progress towards their Preparing for Adulthood targets.

These areas will be addressed through out school development plan for the forthcoming year.