

Castle Hill School
Innovating, Communicating, Empowering

Progress Report

Spring Term 2026

*This report has been compiled to provide all stakeholders with a comprehensive view of **whole school data** on a termly basis. The report includes charts to evidence the data and a summary of the key headlines. Further analysis is available on request including previous Assessment Reports and Individual Pupil Progress documents, providing evidence of a clear learning journey.*

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The termly Progress Reports, when compared over the academic year, show the progress of the pupils at Castle Hill School. The Progress Reports largely follow the following cycle:

- Autumn – Baselines and target setting
- Spring – Progress towards targets and interventions
- Summer – Achievements and conclusions

Spring 2026 Headlines from EYFS, Castle Hill Level, MAPP/ PiP and Target Setting Analysis.

Brief Overview:

EYFS: All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. A sub-level system has been integrated within the ranges of the Birth to 5 Framework, as prior to this, there were greater steps of development between the ranges which created disproportionate challenge for pupils with complex learning and physical needs to independently initiate exploration above range 1. The sub-level system provides opportunities to demonstrate further progression with support within the range. In the spring term, pupil progress is rag-rated, areas for development are identified and interventions are applied.

Castle Hill Level Data: All pupils in KS1 to KS5 have been baselined using Castle Hill Levels (excluding those in EYFS). This data provides an indicator of each pupil's Castle Hill Level achievement at the beginning of the autumn term, giving an overview of population ability. In the spring term, pupil progress is rag-rated. Areas for development are identified, and interventions are applied.

MAPP/PiP: (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long-term EHCP outcomes. The use of PiP (Progress in Provision) targets ensures pupils progress towards the completion of MAPP targets, through the completion of small steps of progress. In the spring term, areas of strength and areas for improvement are identified, subsequently responses, actions and interventions are put in place.

Target Setting: The cycle for Target Setting begins at the start of the Key Stage, when an end of year and an end of Key Stage target is set for each pupil. Target setting is completed through professional conversations with SLT to ensure challenging and aspirational targets (see Appendix 1). Progression Guidance was developed in 2021-2022 (see Appendix 1) by analysing the average number of sub-level moves, relative to the CHL baselines for all pupils for all skill areas in both English and Maths. The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year. Progression Guidance is used to inform but not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual strengths and areas for development ultimately lead the target setting process.

At Castle Hill School we apply a two-fold assessment process, the Castle Hill levels have been designed and applied to assess pupils across literacy and maths skill areas and they offer a guide for developmental next steps in learning. We realise the limitations of this assessment system in identifying the many different ways pupils with complex learning needs progress. Therefore, MAPP and PiP targets are used in conjunction with Castle Hill Levels for a child-centred approach to learning, assessment, and planning next steps.

Birth to 5 and Castle Hill Level Breakdowns

In EYFS, pupils are assessed against the Birth to 5 Matters framework (with an integrated sub-level system), therefore, they are not included in the KS1 Castle Hill Level data, this means that there are no pupils represented within KS1 Castle Hill Level data. **As the Early Years cohort now typically includes more pupils in older year groups in order to meet pupil need, in the next academic year, all pupils in Year 1 and above will be assessed using Castle Hill Levels.** All pupils in Early Years will also continue to be assessed using Birth to 5 Matters as this assessment tool reflects a holistic view of early child development appropriate to the needs of pupils at this stage.

EYFS pupils (of which there are 18 in total) are on track for 75% of their English targets and 61% of their Maths targets.

Primary, Secondary and Sixth Form pupils are assessed against Castle Hill Levels.

KS2 pupils (of which there are 43 in total) are on track for 90% of their English targets and 95% for their Maths targets.

KS3 pupils (of which there are 27 in total) are on track for 66% of their English targets and 60% for their Maths targets.

KS4 pupils (of which there are 16 in total) are on track for 64% of their English targets and 74% for their Maths targets.

KS5 pupils (of which there are 27 in total) are on track for 73% of their English targets and 74% for their Maths targets.

HEADLINE: The data at this mid-point for this academic year shows that 76% of pupils across school are on track to meet their targets in English and 76% in Maths, with some variation across the Key Stages, which is typical and in line with previous academic years. Pupil progress towards targets is comparable to the summer 2025 results, in which 79% of pupils met their end of year targets in English and Maths and in line with the expected range of progress of 75%-79%.

HEADLINE: A new horizontal progression element has been applied in the 2025-26 academic year for a specific cohort of pupils (13 in total) for whom linear progression proves particularly challenging owing to a range of factors, such as, progressive health conditions. It was determined that for this cohort, the standard target setting process would no longer be applied, rather a horizontal progression element in their Pupil Progress Documents (see Appendix 2), that highlights how the pupil will be challenged within their Castle Hill Level range and the impact of the strategies applied. If this cohort of pupils is withdrawn from the on-track / off-track data, the whole-school figures increase slightly to 79% of pupils on track to meet their targets in English and 79% in Maths. As would be anticipated, when the horizontal progression cohort are included, there is a slight reduction in the overall on-track percentage from 79% to 76%, as on average these pupils tend to make less progress towards their targets due to the additional factors that affect their cognition and retention of skills. The analysis of the on-track data demonstrates the need for the change of approach with regards to target setting for these pupils.

HEADLINE: KS2 on-track / off-track data for spring is higher than the other Key Stages, 90% for English and 95% for Maths (last academic year, the figures were similar at 90% and 93% respectively). **Contributing factors may include a faster rate of progress relative to younger pupils, the changing nature of cohorts across the Key Stages and there being two teachers in KS2 who are at an earlier level in terms of their experience, compared to other teachers across school. PTT discussions will reevaluate targets in light of individual pupil outcomes and support KS2 teachers further in terms of challenge within target setting.**

HEADLINE: For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Outreach Teacher or Therapist (e.g., Physiotherapist, Dance Therapist or Music Therapist), as appropriate (see individual Pupil Progress Documents, available upon request), **to support progress towards targets.**

MAPP Breakdowns

Pupil specific: Termly individualised MAPP outcomes are analysed in professional discussion, as part of the ongoing assessment process. This ensures the SLT and teachers have a clear understanding as to the learning pathway for each pupil (outcomes are available on request). **HEADLINE: There is an increase in attainment in Spring 2026 which is at its highest since 2022. compared to the five previous years (the gap is only 0.25 at its greatest).**

The gender split in the data shows that both groups share near identical MAPP curves. There is a recognised 'gender gap' in education where females achieve higher than males. The document [Gender in education](#) gives an overview of these historic issues. **HEADLINE: There is a near to no difference in attainment across gender.**

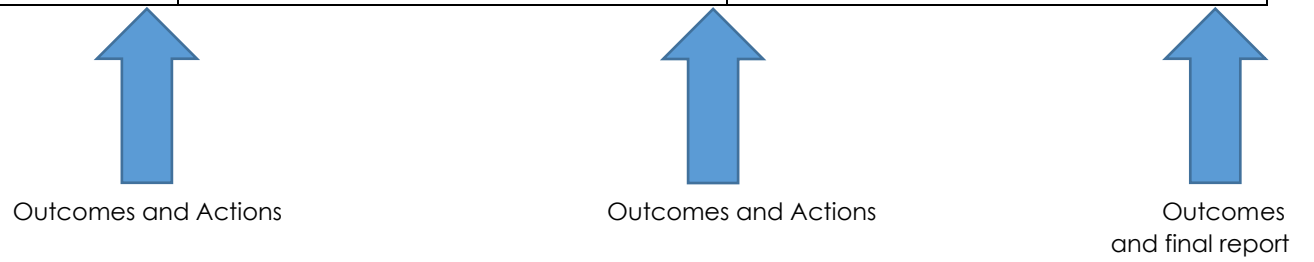
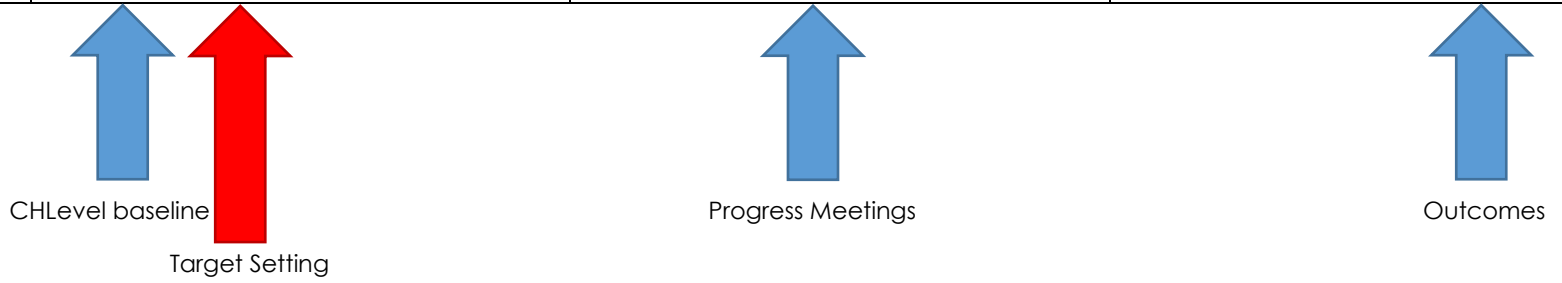
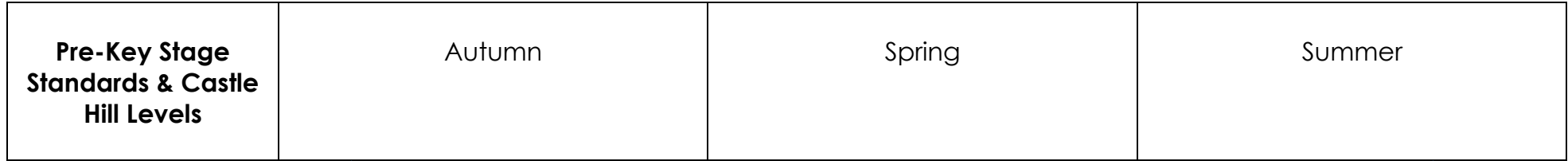
Pupils who have been in receipt of any premium and those who have not, share near identical MAPP curves, although those not in receipt of any premium are achieving a negligible amount more than those that are. This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets (the gap when at its greatest is only 0.2 points). **HEADLINE: There is a negligible difference in attainment dependent upon receipt of any premium.**

The breakdown of progress in relation to ethnicity indicates that there is very little difference between most groups. They follow similar patterns of progress and are within 0.36 points of each other across all areas. **HEADLINE: There is a negligible difference in attainment across ethnicity.**

Spring Assessment Report CHIP Outcomes:

| 1. Priority: To improve our assessment process, through moderation and the development and application of new progression guidance. | | | |
|---|--|---------------------|---|
| Intent: Improving assessment processes through: | | | |
| <ul style="list-style-type: none"> - The gathering of qualitative data (case studies) to support quantitative data outcomes - Moderation to quality assure descriptors of progress - the development of progression guidance | | | |
| Implementation | Outcomes, progress, timeline | Lead Persons | Monitoring through |
| Case studies will track and support outcomes | Ongoing collation of long- and short-term case studies | PH / JA | Collated Case Studies |
| CHL Moderation 25-26 To provide an ongoing forum for discussion regarding assessment outcomes through dedicated time within Teachers Meetings Moderation sessions include CHS levels, PiP targets and also discussions with other schools. | Application of lessons learnt by the teachers within assessment processes. | KD / VL | Minutes of Teachers Meetings |
| The development Castle Hill Level Progression Guidance To develop progression guidance, to inform the target setting process | Application of Progression Guidance to assist in target setting process | PH / DP / RW | Analysis of outcomes from the target setting process within the Summer Assessment Report on an annual basis |
| The Assessment of all pupils in Year 1 and above using Castle Hill Levels, including those in Early Years. (All Early Years pupils will be assessed using Birth to 5 Matters in addition to this.) | The inclusion of Year 1 and above data in Castle Hill Level assessments for Early Years Pupils | PH | Assessment Reports Pupil Progress Documents |
| To identify and support classes where MAPP progress is below expectations | Increased frequency of assessment for identified classes | DP | Assessment Reports MAPP assessment |
| Impact: Improved assessment processes and increased opportunities for learning | | | |

Assessment Timeline



Target Setting

The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate and challenging targets. For all pupils, target setting is completed in November and is quality assured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets (see Appendix 1 – Pupil Progress Document Template). The CHL baselines for all pupils for all skill areas in both English and Maths have been analysed over the most recent four academic years (2021-2022, 2022-2023, 2023-2024 and 2024-2025) to determine the average number of sub-level moves. **HEADLINE: The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year.** The Progression Guidance graph informs but does not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual pupil strengths and areas for development ultimately lead the target setting process. The Progression Guidance graph develops on an annual basis, as new data becomes available, to become further refined. In addition, through the assessment cycle, we are able to develop averages for the numbers of pupils who achieve their targets on a yearly basis. **HEADLINE: Last academic year, the assessment cycle showed that in English 79% of pupils met their end of year targets and in Maths 79% of pupils met their end of year targets. These figures are in line with expected range of progress of 75%-79%.**

During the EHCP review process, end of Key Stage, long-term targets are set for each pupil, in conjunction with families and other professionals. From these targets medium-term MAPP targets are developed, which form part of the assessment process. From the MAPP targets, short, smart, PiP (Progress in Provision) targets are derived, which are updated on a frequent basis. Further evidence of progress can be found in the Evidence of Learning Files, Orange Observation Books, as well as in the MAPP assessments and PiP documents. Progression and challenge towards these targets is evidenced through the recording of MAPP and PiP outcomes. For further guidance on this process please refer to the school website: Assessment, Progress and Planning page:

<https://castlehillschool.org.uk/learning/assessment-planning-and-progress>

Case studies evidencing progress towards EHCP targets are available on request.

Reporting

Castle Hill School reports at the end of Y2 and Y6 (statutory) and Y9 and Y11 (non-statutory), using Pre-Key Stage Standards for those pupils who are engaging in subject specific learning. As the Pre-Key Stage Standards are amalgamated into Castle Hill School Levels, teachers are adept at assessing using both means. Teachers also participate in Pre-Key Stage Standards moderation and have provided their own moderation material.

Progress Towards Targets

Early Years - Birth to 5 Matters

| | English | | Maths | |
|------------------|----------|-----------|----------|-----------|
| | On-track | Off-track | On-track | Off-track |
| EYFS (18) | 75% | 25% | 61% | 39% |

Sixth Form – Castle Hill Levels

| | English | | Maths | |
|------------------------|----------|-----------|----------|-----------|
| | On-track | Off-track | On-track | Off-track |
| Sixth Form (27) | 73% | 27% | 74% | 26% |

Key Stage 1 to 4 – Castle Hill Levels

| | English | | Maths | |
|-----------------|----------|-----------|----------|-----------|
| | On-track | Off-track | On-track | Off-track |
| KS2 (43) | 90% | 10% | 95% | 5% |
| KS3 (27) | 66% | 34% | 60% | 40% |
| KS4 (16) | 64% | 36% | 74% | 26% |

HEADLINE: 76% of pupils across school are on track to meet their targets in English and 76% in Maths, with some variation across the Key Stages, which is typical. These figures are comparable to the percentage of pupils who achieved their targets in summer 2025 (79% in both English and Maths). The on-track data for spring is also in line with the expected range of progress of 75%-79%.

HEADLINE: A new horizontal progression element has been applied in the 2025-26 academic year for a specific cohort of pupils (13 in total) for whom linear progression proves particularly challenging owing to a range of factors, such as, progressive health conditions. It was determined that for this cohort, the standard target setting process would no longer be applied, rather a horizontal progression element in their Pupil Progress Documents (see Appendix 2), that highlights how the pupil will be challenged within their Castle Hill Level range and the impact of the strategies applied. Without the horizontal progression cohort included in the assessment process, 79% of the population are on track to meet their targets in English and Maths. As would be anticipated, when the horizontal progression cohort are included, there is a slight reduction in the overall on-track percentage from 79% to 76%, as on average these pupils tend to make less progress towards their targets due to the additional factors that affect their cognition and retention of skills. The analysis of the on-track data demonstrates the need for the change of approach with regards to target setting for these pupils.

Early Years pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the KS1 Castle Hill Level data, this means that there are no pupils represented within KS1 Castle Hill Level data. **HEADLINE: As the Early Years cohort now typically includes more pupils in older year groups in order to meet pupil need, in the next academic year, all pupils in Year 1 and above will be assessed using Castle Hill Levels.** All pupils in Early Years will also be assessed using Birth to 5 Matters as this assessment tool reflects a holistic view of early child development appropriate to the needs of pupils at this stage.

HEADLINE: KS2 on-track / off-track data for spring is higher than the other Key Stages, 90% for English and 95% for Maths (last academic year, the figures were similar at 90% and 93% respectively). **Contributing factors may include a faster rate of progress relative to younger pupils, the changing nature of cohorts across the Key Stages and there being two teachers in KS2 who are at an earlier level in terms of their experience, compared to other teachers across school. PTT discussions will reevaluate targets in light of individual pupil outcomes and support KS2 teachers further in terms of challenge within target setting.**

Since the introduction of the Progression Guidance Graph (see Appendix 1) in the academic 2022-2023, the data at this mid-point is now consistently under 90%, whereas prior to this, it was often above, demonstrating that the Progression Guidance Graph may have assisted in increasing challenge within the target setting process.

HEADLINE: For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Outreach Teacher or Therapist (e.g., Physiotherapist, Dance Therapist or Music Therapist), as appropriate (see individual Pupil Progress Documents, available upon request), to support progress towards targets.

Outcomes

| Highlighted areas | Responses / Actions |
|-------------------|--|
| EYFS | EYFS pupils are assessed using Birth to 5 Matters. There are 18 EYFS pupils in total, 75% are on track for English compared to 61% for Maths. The EYFS Lead / Maths Lead will analyse if further Maths interventions are necessary to increase progress in Maths. Progress Towards Targets (PTT) discussions in April 2026 will reevaluate targets in light of individual pupil outcomes. |
| KS1 | EYFS pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the KS1 Castle Hill Level data, this means that there are no pupils represented within KS1 Castle Hill Level data. As the Early Years cohort now typically includes more pupils in older year groups in order to meet pupil need, in the next academic year, all pupils in Year 1 and above will be assessed using Castle Hill Levels. PTT discussions will reevaluate targets in light of individual pupil outcomes. |
| KS2 | KS2 pupils (of which there are 43 in total) are on track for 90% of their English targets and 95% of their Maths targets. KS2 on-track / off-track data for spring is higher than the other Key Stages (last academic year, the figures were similar at 90% and 93% respectively). Contributing factors may include a faster rate of progress relative to younger pupils, the changing nature of cohorts across the Key Stages and there being two teachers in KS2 who are at an earlier level in terms of their experience, compared to other teachers across school. PTT discussions will reevaluate targets in light of individual pupil outcomes and support KS2 teachers further in terms of challenge within target setting. |
| KS3 | KS3 pupils (of which there are 27 in total) are on track for 66% of their English targets and 60% for their Maths targets. In KS3, there are four pupils for whom the horizontal progression element has been applied. One of these pupils exclusively accesses Outreach to support their wellbeing and progress, owing to a progressive health condition. If the four pupils are withdrawn from the on-track / off-track data, the KS3 figures increase to 70% of pupils on track to meet their targets in English and 64% in Maths. The Phase Lead and Maths Lead will analyse if further Maths interventions are necessary to increase progress in Maths. PTT discussions will reevaluate targets in light of individual pupil outcomes. |
| KS4 | KS4 pupils (of which there are 16 in total) are on track for 64% of their English targets and 74% for their Maths targets. In KS4, there are six pupils for whom the horizontal progression element has been applied. One of these pupils almost exclusively accesses Outreach to support their wellbeing and progress, owing to a progressive health condition. If the six pupils are withdrawn from the on-track / off-track data, the KS4 figures increase to 66% of pupils on track to meet their targets in English and 76% in Maths. The Phase Lead and English Lead will analyse if further English interventions are necessary to increase progress in English. PTT discussions will reevaluate targets in light of individual pupil outcomes. |
| Sixth Form | KS5 pupils (of which there are 27 in total), are on track for 73% of their English targets and 74% for their Maths targets. In KS3, there are three pupils for whom the horizontal progression element has been applied. One of these pupils currently receives ongoing Outreach to support their wellbeing and progress owing to a health condition which has prevented access to on-site education for an extended period of time. If the three pupils are withdrawn from the on-track / off-track data, the KS5 figures |

| | |
|-----------------|---|
| | increase to 82% of pupils on track to meet their targets in English and 83% in Maths. PTT discussions will reevaluate targets in light of individual pupil outcomes. |
| Overall outcome | HEADLINES: The data at this mid-point for this academic year shows that 76% of pupils across school are on track to meet their targets in English and 76% in Maths, with some variation across the Key Stages, which is typical. Pupil progress towards targets is comparable to the summer 2025 results, in which 79% of pupils met their end of year targets in English and Maths and in line with the expected range of progress of 75%-79%. If the cohort of 13 pupils for whom the new horizontal progression element is applied are withdrawn from the on-track / off-track data, the whole-school figures increase slightly to 79% of pupils on track to meet their targets in English and 79% in Maths. For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Teacher or Therapist (e.g., Physiotherapist, Dance Therapist or Music Therapist), as appropriate (see individual Pupil Progress Documents, available upon request), to support progress towards targets. |

MAPP – Spring Term 2026 Summary

MAPP targets are set in line with the EHCP objectives. Targets are set for Communication and Interaction, Cognition and Learning, Social and Emotional, Physical / Sensory, and Transition. Each target is given a baseline score of between 1-10 on the Continuum of Skill Development. The scores are updated half-terminly to show progression. Progress is collated in Evidence of Work Files and Learning Journals. In addition, observation notes are also recorded in the orange books and used to inform progress.

Below is the Continuum of Skill Development.

CONTINUUM OF SKILL DEVELOPMENT

| from dependent Prompting to independent | | | | | | | | | |
|--|---|--|---|---|--|---|---|---|----|
| Learners complete tasks independently | | | | | | | | | |
| The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help. | | Support is still provided but there is a reduction in the level or frequency of prompting given. | | | The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent. | | | The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

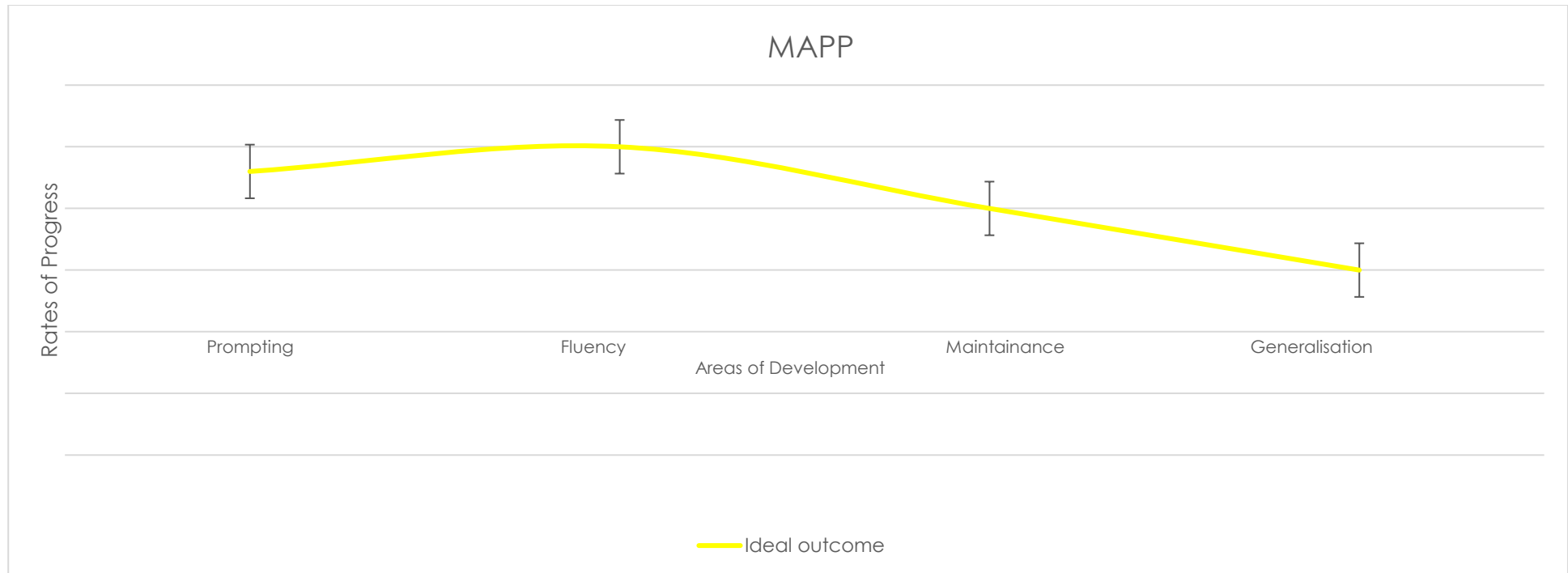
| from approximate Fluency to accurate | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|----|
| Learners reach a level of mastery combining speed and accuracy. | | | | | | | | | |
| The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. | | The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task. | | | The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation. | | | The skill is smooth, swift and accurate. No further refinement is needed. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| from inconsistent Maintenance to consistent | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|----|
| Learners maintain competency over time through repetition. They remember how to do a task after a break. | | | | | | | | | |
| The skill has been observed on a single occasion only. | | The skill is observed on more than one occasion but only intermittently. | | | The skill is reliably repeated but may need refreshing after a break. | | | The skill is consolidated and maintained over time. It is remembered after a break. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| from single context Generalisation to many contexts | | | | | | | | | |
|--|--|--|--|--|--|--|--|---|--|
| Learners achieve mastery in different settings or contexts, with different stimuli or with different staff. | | | | | | | | | |
| The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff. | | The skill is repeated but with some variation in setting, context, materials or staff. | | | The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different | | | Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff. | |

MAPP Ideal Curve

The MAPP ideal curve has been created using end of year data for all pupils. This data encompasses the rate and frequency of MAPP target change, which is an indicator of progress.



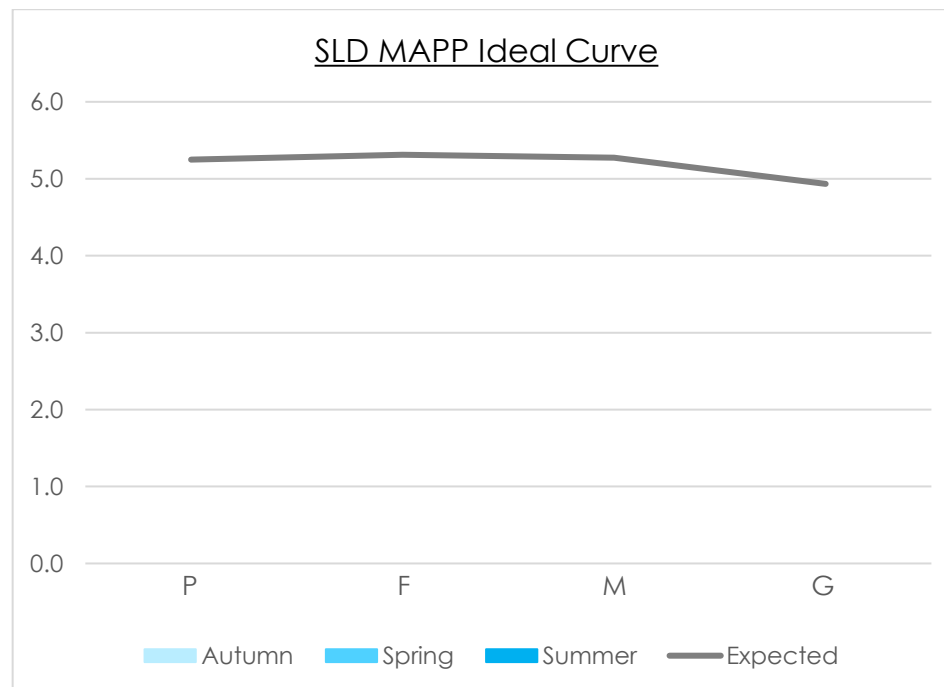
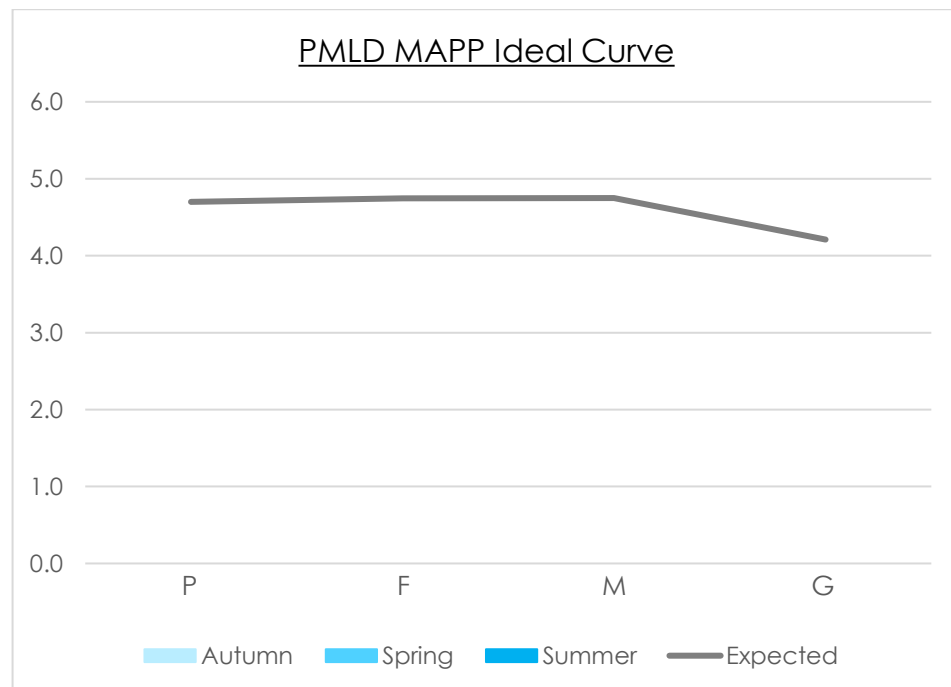
Prompting – the higher the line the greater the independence

Fluency – higher than the other 3 indicators would indicate initial understanding

Maintenance – slightly lower than fluency as the next step in progress would be to retain the skill

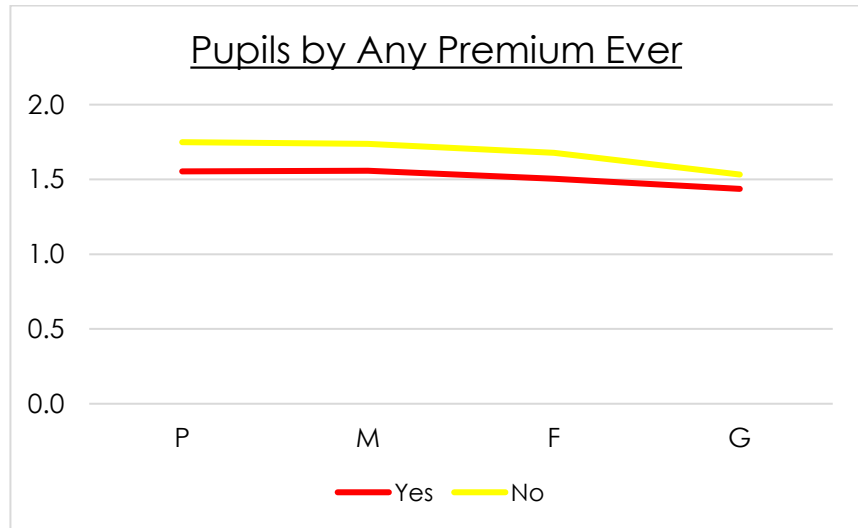
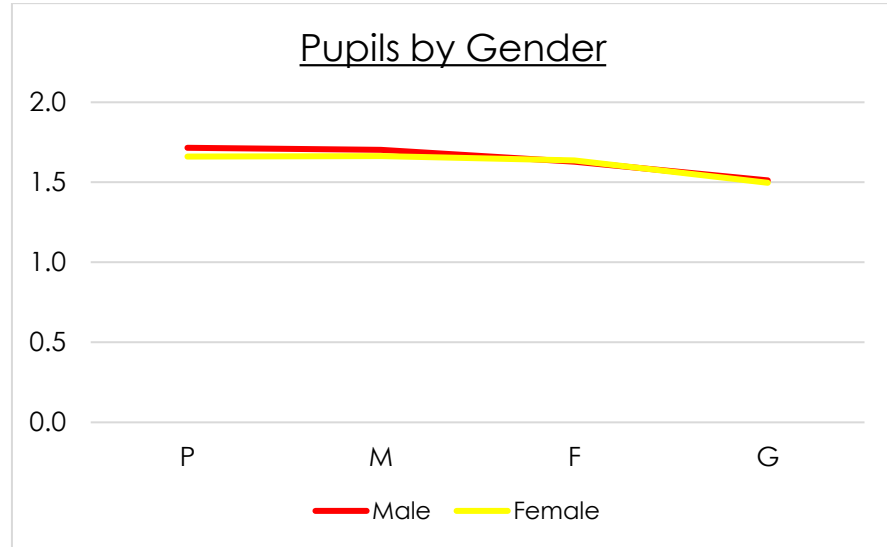
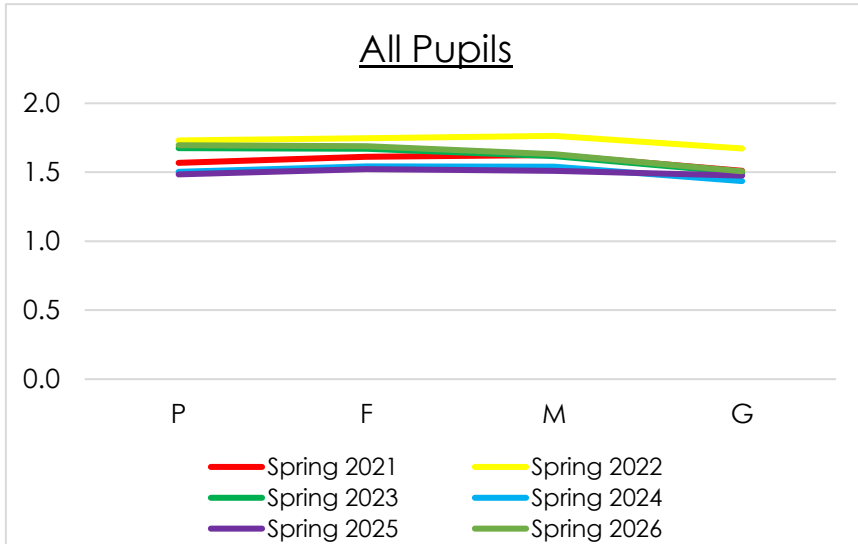
Generalisation – lower than fluency and maintenance, as the skill would need to be mastered in different environments

The MAPP ideal curve has been produced for two different groups of learners (PMLD and SLD), to reflect their different rates of expected progress. Individual Pupil Progress documents contain a MAPP ideal curve according to the group of learners that the pupil belongs to, to enable progress to be measured relative to pupils within that same group of learners.



Termly individualised MAPP outcomes are analysed in professional discussion, as part of the ongoing assessment process. This ensures the SLT and teachers have a clear understanding as to the learning pathway for each pupil. For those pupils who are not making expected progress, interventions are applied by the Class Lead, Subject Lead, Pupil Premium Champion or Therapist (e.g., Physiotherapist, Dance Therapist or Music Therapist), as appropriate (see individual Pupil Progress Documents, available upon request), to support progress towards targets.

HEADLINE: All pupils' individual MAPP learning journeys provide some evidence of progress.



The first graph shows progress made in the Spring 2025 term compared against the same term for the previous four academic years.

The second graph shows a comparison of the amount of progress made by male and female pupils.

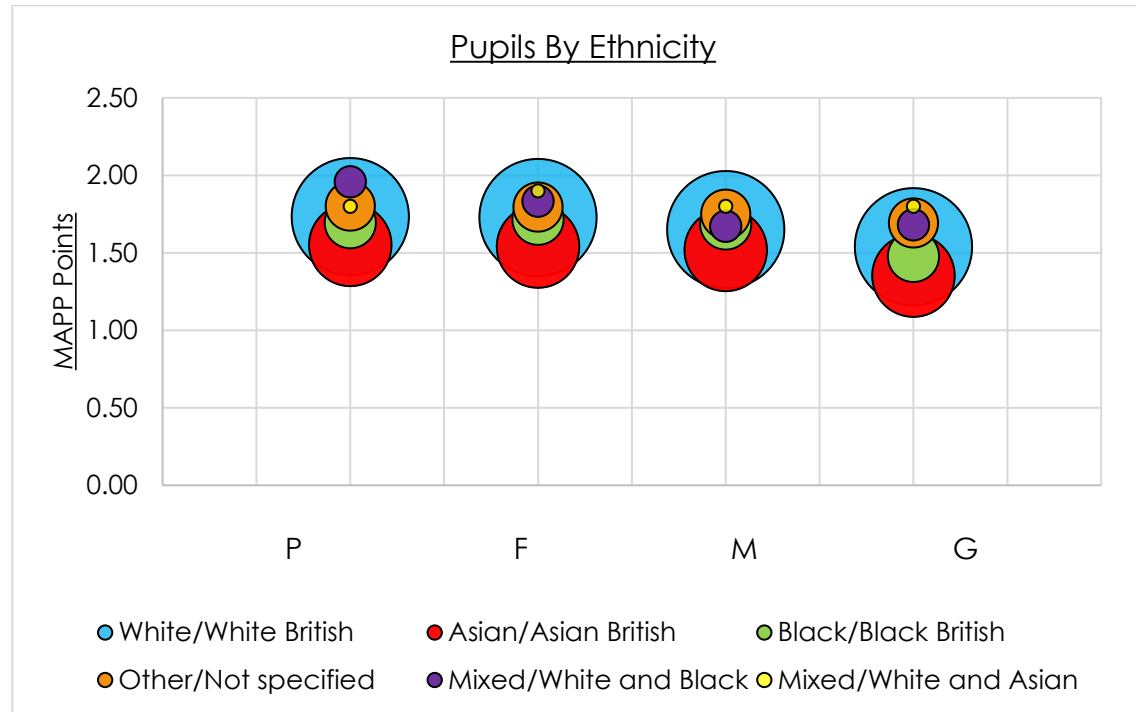
The third compares pupils who have been in receipt of any premium (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: There is an increase in attainment in Spring 2026 which is at it's highest since 2022. compared to the five previous years (the gap is only 0.25 at its greatest).

The gender split in the data shows that both groups share near identical MAPP curves. There is a recognised 'gender gap' in education where females achieve higher than males. The document [Gender in education](#) gives an overview of these historic issues. **HEADLINE: There is a near to no difference in attainment across gender.**

Pupils who have been in receipt of any premium and those who have not, share near identical MAPP curves, although those not in receipt of any premium are achieving a negligible amount more than those that are. This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets (the gap when at its greatest is only 0.2 points). **HEADLINE: There is a negligible difference in attainment dependent upon receipt of any premium.**



The graph shows a comparison of the amount of progress made by broad ethnic groups.

Outcomes:

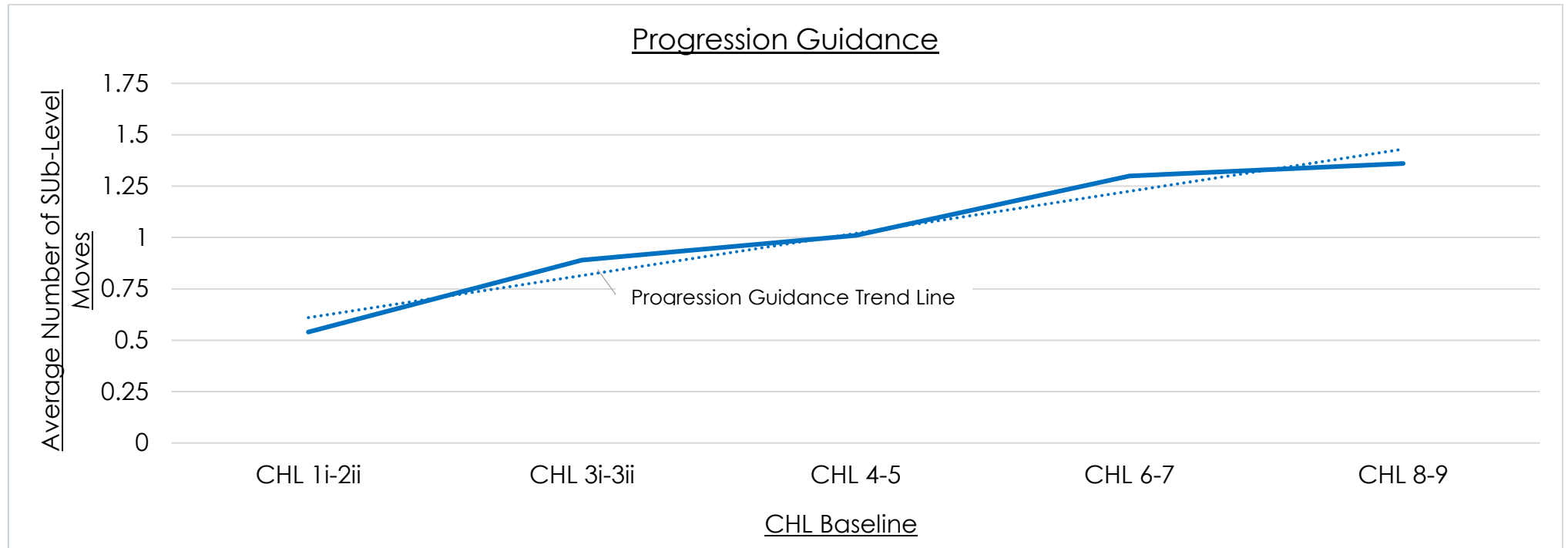
The breakdown of progress in relation to ethnicity indicates that there is very little difference between most groups, including for the two most populous (White/White British – 67 pupils, Asian/Asian British – 33 pupils). Smaller groups fit around these two including The Other/Not specified category (13 pupils), Mixed/White and Black (3 pupils), Black/Black British (12 pupils), and Mixed/White and Asian (1 pupil).

All groups follow similar patterns of progress and are within 0.36 points of each other across all areas, showing that there is a negligible difference in attainment across ethnicity.

HEADLINE: There is a negligible difference in attainment across ethnicity.

Appendices

Appendix 1 – The Progression Guidance Graph



The CHL baselines for all pupils for all skill areas in both English and Maths have been analysed over the most recent four academic years (2021-2022, 2022-2023, 2023-2024 and 2024-2025) to determine the average number of sub-level moves.

HEADLINE: The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year. The Progression Guidance graph informs but does not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual pupil strengths and areas for development ultimately lead the target setting process. The Progression Guidance graph develops on an annual basis, as new data becomes available, to become further refined.

Appendix 2 – Pupil Progress Document Template inc. New Horizontal Progression Element (see highlight)

| Pupil | Class | Year | Key Stage |
|-------|-------|------|-----------|
| | | | |

To be completed:

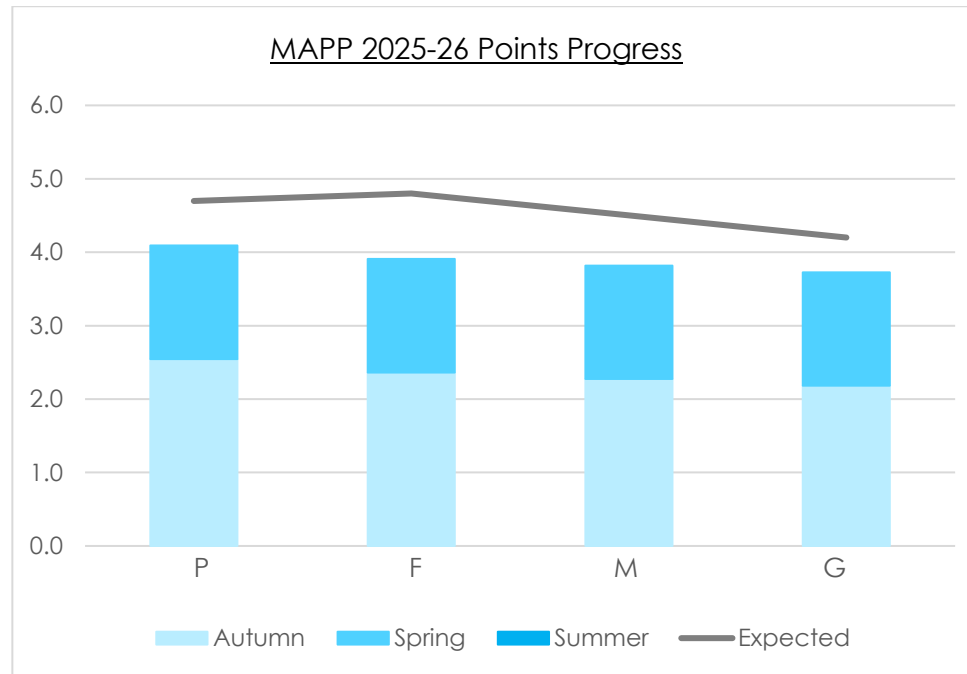
Start of the year

End of Autumn

End of Spring

End of Summer

Current cumulative MAPP graph



The above graph shows an **average** of pupil progress towards their MAPP targets. As a result, there may be areas of strength and areas for improvement for the pupil that the graph does not show. Please record below areas of strengths and areas for improvement, along with any actions put in place.

| | Highlighted areas of strength and for improvement | Responses, actions and interventions put in place | Outcomes |
|--------|---|---|----------|
| Autumn | | | |
| Spring | | | |
| Summer | | | |

Current progress towards end of Key Stage targets

Please complete the table below using Castle Hill Levels and **RAG** rate the termly progress.

| Subject | Current attainment | On track to maintain Autumn | On track to maintain Spring | On track to maintain Summer | Notes |
|-----------|--------------------|-----------------------------|-----------------------------|-----------------------------|-------|
| Speaking | | | | | |
| Listening | | | | | |
| Reading | | | | | |

| | | | | | |
|------------------------|--|--|--|--|--|
| Writing | | | | | |
| Shape, Space & Measure | | | | | |
| Using & Applying | | | | | |
| Number | | | | | |

Horizontal Progression Statement

A CHL end of year / key stage target has not been set for this pupil due to the following reason(s) in consultation with SLT.

Example statement: Due to his complex and progressive health conditions necessitating now a HCA, the focus is on the maintenance of skills and horizontal progression within the limits of pupil X's conditions. The maintenance of skills in itself is a challenge.

Comment on how the pupil will be challenged within their current level e.g., variation of resource, skill area, environment and people, and the impact of these strategies on their progress.

Example statement: Pupil X will be challenged to maintain his physical skills by accessing his supine standing frame on a daily basis when his health and energy levels allow. Pupil X will be challenged to generalise his skills through variation of resources (changing through the topics to include less familiar objects), as well as demonstrating his skills in less familiar environments, such as, ReWorks and when in the community. Pupil X will be challenged to maintain a range of means of making his wants and needs known, to stand him in good stead as his conditions develop, so that he has alternative means of communication, e.g., vocalisation.

| | |
|---------------|--|
| | <p>Is the pupil on track to maintain their current level? If not, please detail actions and interventions that have and can be put in place. E.g. engagement profiling, discussions with family, attendance intervention.</p> <p>* Complete this section with reference to the progress within the PIP document.</p> |
| Autumn | |

| | |
|---------------|--|
| | |
| Spring | |
| Summer | |

| | |
|---------------|--|
| | Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g. use of therapy room |
| Autumn | |
| Spring | |
| Summer | |

Subject Intervention Monitoring

Are there any indicators that progress in a particular subject area is slow or challenged? Please highlight in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

| | | |
|---|---------------------------------------|---|
| English (inc. Community Languages): Jayne, Beth | RE/Collective Worship: Rory | Geography/History: Dom |
| Maths: Kiersti | Science: Catherine | DT: Drew |
| PE: Alistair | ICT: Ali | Art, Drama and Dance: Eleanor |
| PSHE: Dan, Victoria | Sensory: Pippa | Music: Robyn |

Do you require any advice and guidance from the Subject Leads regarding interventions for this student?

| | |
|-----|----|
| Yes | No |
|-----|----|