

Castle Hill School
Innovating, Communicating, Empowering

Progress Report

Spring Term 2025

*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 2025 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 new 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 new 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. 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. KS1 is a small cohort of 5 pupils, as Year 1 and 2 pupils within EYFS are assessed using Birth to 5 Matters, making comparisons less meaningful.

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 2) 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 a newly integrated sub-level system.

EYFS pupils (of which there are 17 in total) are on-track for 82% of their English targets and 100% of their Maths targets.

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

KS1 pupils (of which there are 5 in total) are on-track for 100% of their English targets and 100% for their Maths targets.

KS2 pupils (of which there are 39 in total) are on-track for 90% of their English targets and 93% for their Maths targets.

KS3 pupils (of which there are 29 in total) are on-track for 74% of their English targets and 75% for their Maths targets.

KS4 pupils (of which there are 16 in total) are on-track for 78% of their English targets and 75% for their Maths targets.

KS5 pupils (of which there are 24 in total) are on-track for 94% of their English targets and 93% for their Maths targets.

HEADLINE: Pupils across school are on-track to meet 85% of their targets in English and 88% of their targets in Maths. Progress in English and Maths is comparable and in line with results from the same point in the previous academic year (85% and 84% respectively). The expected range of progress is 75%-79%, which is achieved at this mid-point in KS3 and KS4 but not yet school-wide, demonstrating that further challenge will need to be a focus in the target setting process, notably in the remaining Key Stages and EYFS. The Subject Lead for Maths will analyse the comparatively high number of pupils that are on-track in Maths in EYFS to review challenge within target setting.

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 a negligible difference in attainment in Spring 2025, compared to the four 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, although boys are achieving a negligible amount more than the girls (the gap when at its greatest is only 0.13 points). **HEADLINE: There is a negligible difference in attainment across gender.**

Pupils who have been in receipt of any premium and those who have not, share near identical MAPP curves (the gap when at its greatest is only 0.06 points). This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets. **HEADLINE: There is a near to no 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 0.28 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 apply lessons learnt from previous Assessment Reports			
Intent: Improving assessment processes through: - The gathering of qualitative data (case studies) to support quantitative data outcomes - Moderation to quality assure descriptors of progress - the development of progression guidance -the development of Birth to 5 Matters assessment			
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 To provide an ongoing forum for discussion regarding the setting of targets through dedicated time within Teachers Meetings	Moderation dates to be confirmed for the Autumn, Spring term 2024-25 16.10.24 - Reading – CH Levels 5+ 05.02.25 - Maths – CH Levels 3.2-7 05.03.25 - PIP moderation – Focus on Transition targets	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 successful outcomes from the target setting process
Birth to 5 Matters framework To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework	Further understanding of small steps of progression Sub-dividing of Emerging, Developing and Secure into three: 'c/b/a', in line with CHLs (nine sub-levels in total per Range). KD met with SB - 13.06.24, 25.06.24 to moderate judgements for all pupils in EYs for start and end of year, 2023-24. Pupils given a numerical score in all areas to input into whole-school Assessment Report.	KD	More effective Birth to 5 Matters assessment

Target-setting: All pupils in EYs baselined with end of year and end of KS targets set, using new, more defined assessment steps, e.g. ,1Dc, 2Sa.

Assessment Report: KD to meet with PH, DP, 18.11.24, to clarify EYs data needed for whole-school report.

EY assessment: KD to produce clear protocol around EYs assessment (links with SIP visit report 06.11.24)

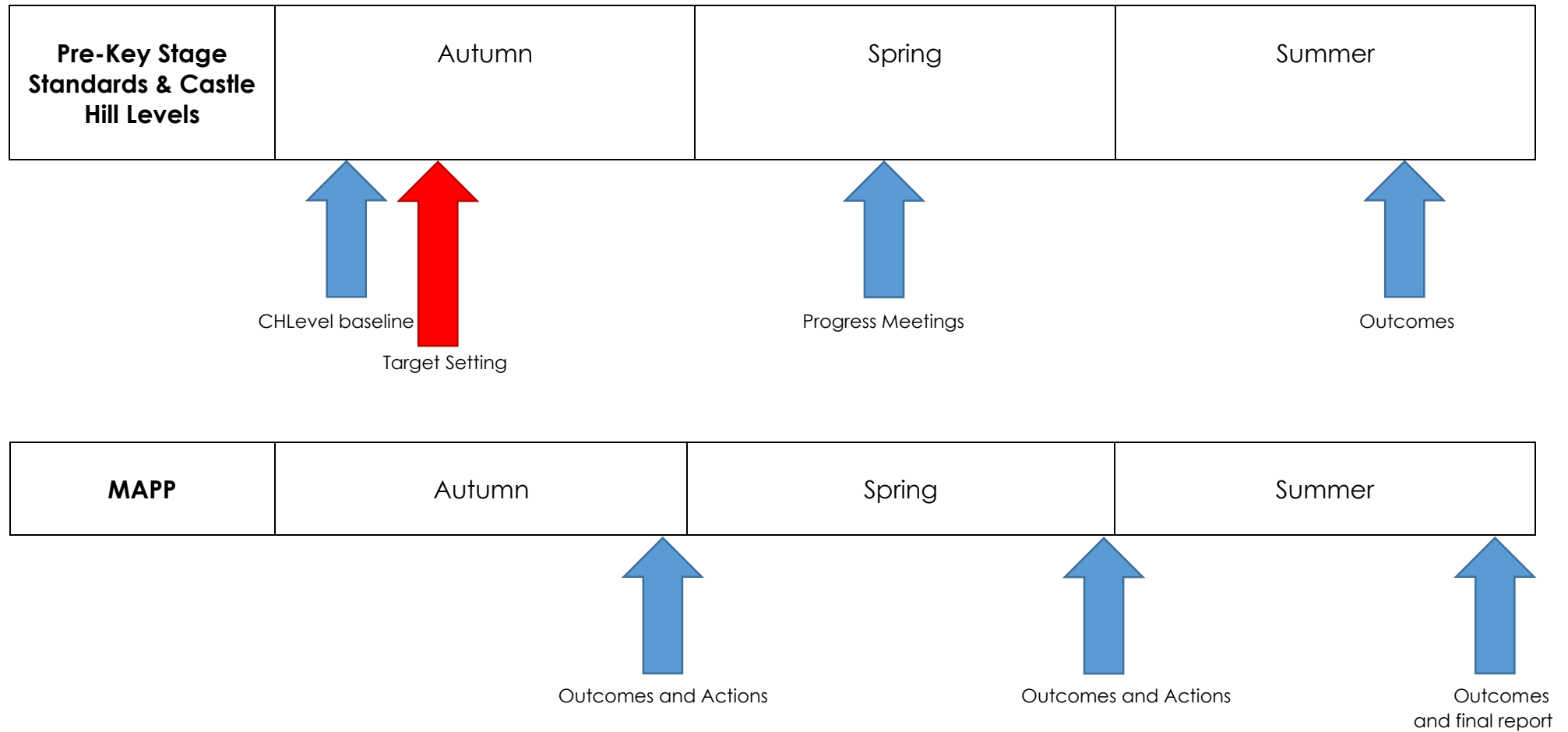
Pupil Progress Documents (PPD) discussed with DP.

Autumn Whole-school Assessment Report

One page report detailing EYs assessment protocol

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 three academic years (2021-2022, 2022-2023, and 2023-2024) 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 on average, 85% of pupils met their end of year targets and in Maths 84% of pupils met their end of year targets. The expected range of progress is 75%-79%, further challenge is, therefore, a focus in the target setting process. The application of Progression Guidance is an essential part of this process.**

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 (17)	82%	18%	100%	0%

Sixth Form – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
Sixth Form (24)	94%	6%	93%	7%

Key Stage 1 to 4 – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
KS1 (5)	100%	0	100%	0%
KS2 (39)	90%	10%	93%	7%
KS3 (29)	74%	26%	75%	35%
KS4 (16)	78%	22%	75%	25%

HEADLINE: 85% of pupils across school are on-track to meet their targets in English and 88% in Maths. Progress in English and Maths is comparable and in line with results from the same point in the previous academic year (85% and 84% respectively).

A new 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 new sub-level system provides opportunities to demonstrate further progression with support within the range.

KS1 is a small cohort of 5 pupils, as Year 1 and 2 pupils within EYFS are assessed using Birth to 5 Matters, making comparisons less meaningful. The Subject Lead for Maths will analyse the comparatively high number of pupils that are on-track in Maths in EYFS to review challenge within target setting.

Since the introduction of the Progression Guidance Graph (see Appendix 2) 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.

The data at this mid-point for this academic year shows that pupil progress towards targets is comparable to the summer 2024 results, in which 85% of pupils met their end of year targets in English and 84% of pupils met their end of year targets in Maths.

HEADLINE: The expected range of progress is 75%-79%, which is achieved at this mid-point in KS3 and KS4 but not yet school-wide, demonstrating that further challenge will need to be a focus in the target setting process, notably in the remaining Key Stages and EYFS.

For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Outreach Teacher, 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.

Outcomes

Highlighted areas	Responses / Actions
EYFS	EYFS pupils that are assessed using Birth to 5 Matters (of which there are 17 in total) are on track for 82% of their English targets and 100% of their Maths targets. Some pupils are off-track for one or two areas within English (of which there are four areas) and Maths (of which there are three areas). One pupil is off-track for all four areas in English, he was part-time last academic year, and he is now beginning to show familiarity with some school-wide multisensory cues, he also receives additional interventions in the form of Dance Therapy and Music Therapy to support his communication. The Subject Lead for Maths will analyse the comparatively high number of pupils that are on-track in Maths in EYFS to review challenge within target setting. Progress Towards Targets (PTT) discussions will reevaluate all targets in the light of individual pupil outcomes.
KS1	KS1 pupils (of which there are 5 in total) are on-track for 100% of their English and Maths targets. KS1 is a small cohort of only 5 pupils, making comparisons less meaningful. PTT discussions will reevaluate all targets in the light of individual pupil outcomes.
KS2	KS2 pupils (of which there are 39 in total) are on-track for 90% of their English targets and 93% of their Maths targets. There are no significant cases where a pupil is off-track for all areas in English or all areas in Maths. In the cases where a pupil is off-track for specific elements of English or Maths, a variety of personalised intervention strategies are applied, such as, small group activities and interventions to support regulation and engagement. PTT discussions will reevaluate all targets in the light of individual pupil outcomes.
KS3	KS3 pupils (of which there are 29 in total), are on-track for 74% of their English targets and 75% for their Maths targets. There are five pupils who are off-track in all areas of English and Maths, all these pupils have had deterioration in health issues with impacted on attendance which is all below 50%, two of whom almost exclusively access Outreach to support their wellbeing and progress, and the other three receive specific interventions when in school to support their progress, for example, through Pupil Premium. PTT discussions will reevaluate all targets in the light of individual pupil outcomes.
KS4	KS4 pupils (of which there are 16 in total), are on-track for 78% of their English targets and 75% for their Maths targets. Two pupils are off-track for all areas in English and Maths, one is due to challenges in his attendance, Outreach has begun and FLOSO involvement with the aim of improving attendance. For the other pupil, she has had challenges in her regulation needs and support from the Positive Regulation Working Party is now proving effective in responding to her developing needs. PTT discussions will reevaluate all targets in the light of outcomes.
Sixth Form	KS5 pupils (of which there are 24 in total), are on-track for 94% of their English targets and 93% for their Maths targets. One Sixth Form pupil is off-track for all areas in English and Maths, due to continuing health issues, which have impacted on his readiness to learn, when alert staff focus on maintenance of his skills. PTT discussions will reevaluate all targets in the light of outcomes.
Overall outcome	The data at this mid-point for this academic year shows that pupil progress towards targets is comparable to the summer 2024 results, in which 85% of pupils met their end of year targets in English and 84% of pupils met their end of year targets in Maths.

	<p>HEADLINE: The expected range of progress is 75%-79%, which is achieved at this mid-point in KS3 and KS4 but not yet school-wide, demonstrating that further challenge will need to be a focus in the target setting process, notably in the remaining Key Stages and EYFS. For those pupils who are not on track, 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.</p>
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MAPP – Spring Term 2025 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-termly 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.	
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.	
1	2	3	4	5	6
					7
					8
					9
					10

□ □ →

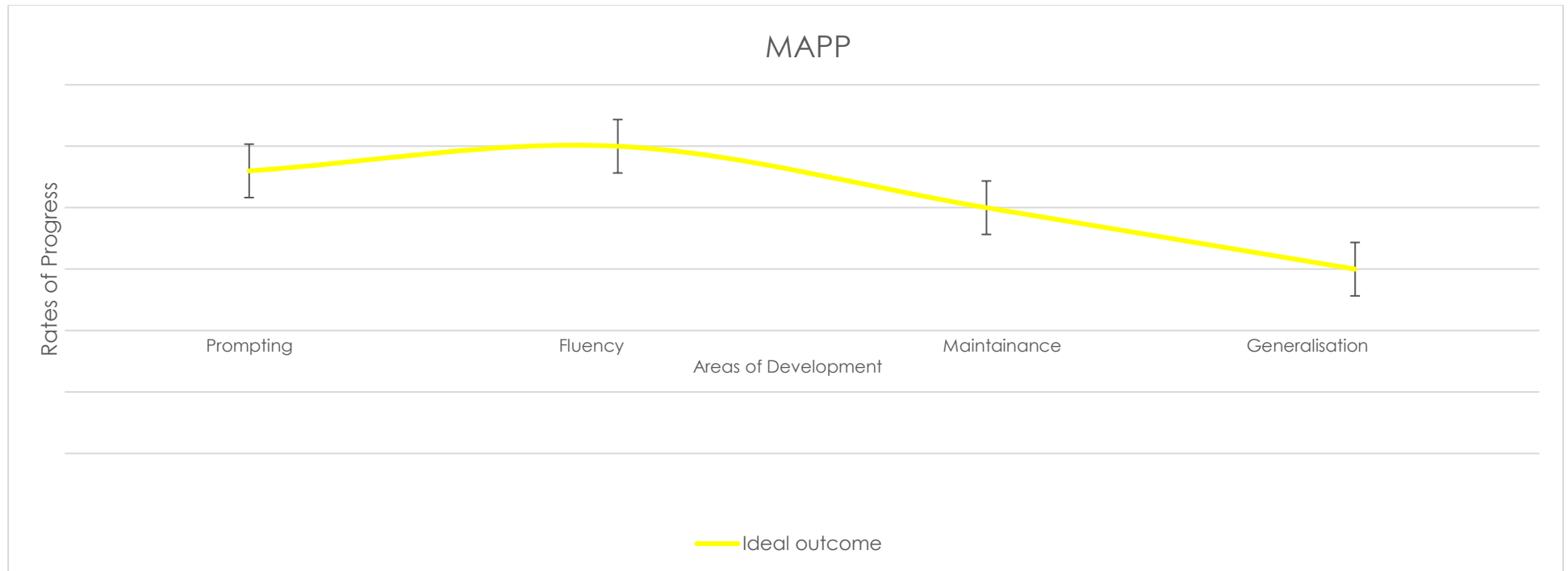
from inconsistent		Maintenance		to consistent	
Learners maintain competency over time through repetition. They remember how to do a task after a break.					
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.		The skill is reliably repeated but may need refreshing after a break.	
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 staff.	
				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.



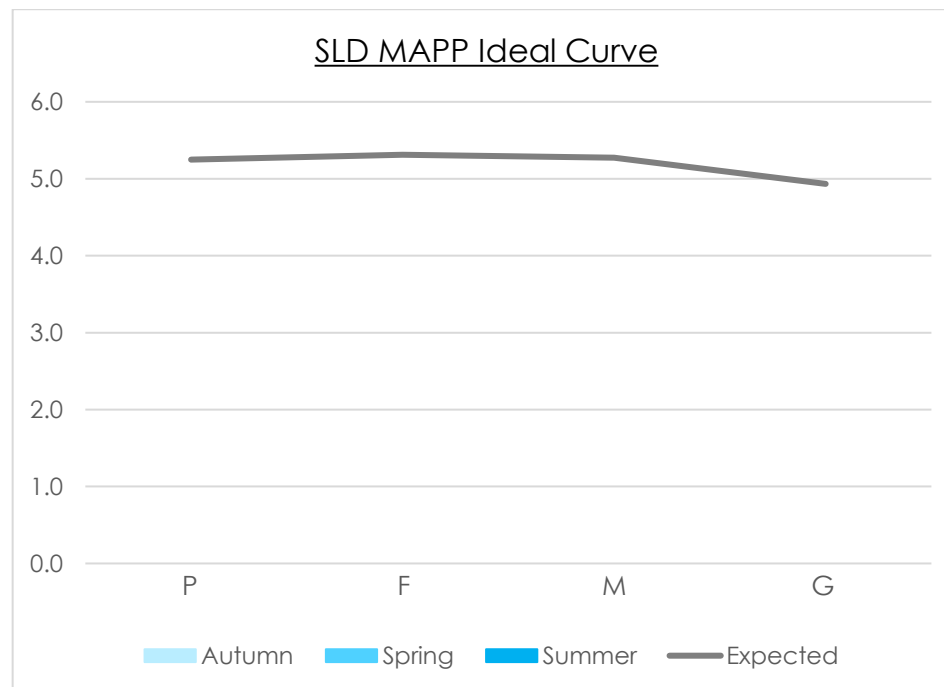
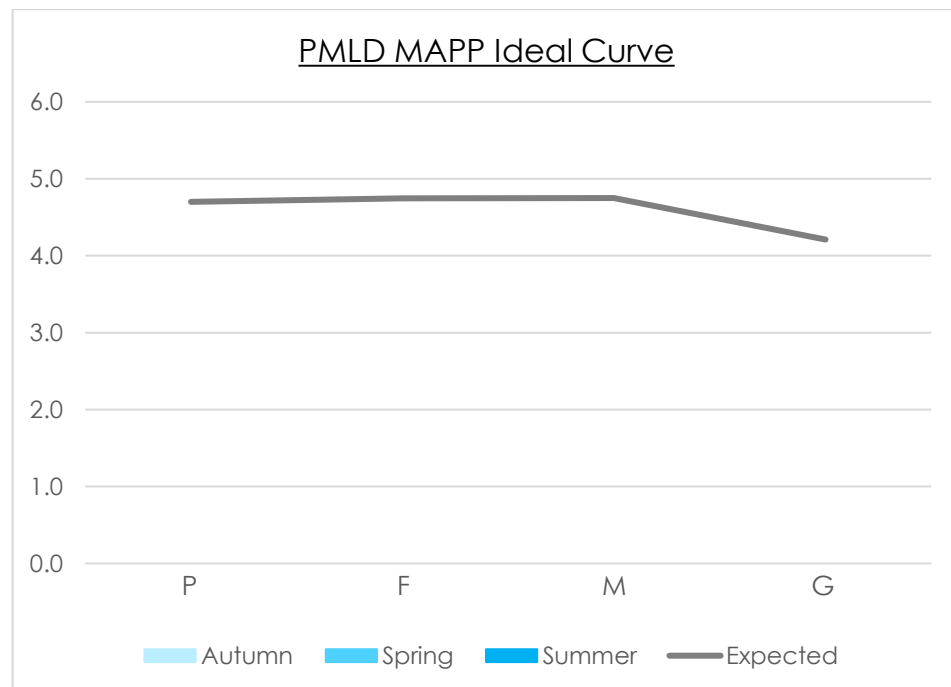
Prompting – the higher the line the greater the independence

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.

Example Spring Pupil Progress Document

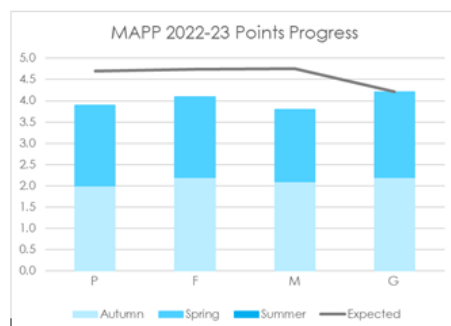
Pupil Progress Document 2022-2023



Pupil	Class	Year	Key Stage
Pupil X	P2	2	KS1

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	Responses, actions and	Outcomes
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	for improvement	interventions put in place	
Autumn	Pupil X has made great progress in all areas of her learning. She is enthusiastic and demonstrated curiosity and anticipation in all sessions. Pupil X has recently developed effective communication of her wants and needs through photo and gesture. She explores a variety of schemas both when modelled and independently. She has also begun to realise the peers around her when they initiate interactions, extending through a Total Communication Approach.	Pupil X benefits from repetition and a structured routine. Staff are conscious of assessing her regulation levels and provide her with coregulation techniques to support her when dysregulated.	Pupil X is developing in all areas as a result of repetition as well as consistent structure and routine. She continues to be supported when coregulation is needed and staff work towards discovering successful ways of supporting Pupil X on these occasions.
Spring	Pupil X continues to make steady progress in all areas. Her engagement levels are spiky in reflection of her changing sensory seeking behaviours. She is becoming an effective communicator, consistently using objects of reference and gestures to express her wants and needs.	Close supervision is required to support Pupil X's safety as her sensory seeking behaviours change following development. Sessions should be adapted to support her interests to promote engagement.	
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	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Speaking	3.2c	3.2b	3.2b				
Listening	3.2c	3.2b	3.2b				
Reading	3.1b	3.1a	3.1a				
Writing	3.1a	3.2c	3.2c				
Shape, Space & Measure	3.2b	3.2a	3.2a				
Using & Applying	3.2b	3.2a	3.2a				
Number	3.2b	3.2a	3.2a				

	Is the pupil on track to meet targets? If not, please detail actions and interventions that have and can be put in place. E.g. engagement profiling, discussions with family, attendance intervention. * Complete this section with reference to the progress within the PIP document.
Autumn	Pupil X is on track to meet her targets. Please see PIP document for reference and commentary.
Spring	Pupil X continues to be on track to meet her targets. Please see PIP document for reference and commentary.
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	Pupil X received Pupil Premium. She accesses weekly dance sessions, sometimes realising the adult reciprocating her moves. She also received pupil premium time which incorporates the attention bucket. Pupil X's pupil premium progress document shows that she has developed her attention skills in these sessions

	and demonstrated increased sustained engagement. She has a love for music and gravitates towards Richard when he arrives, exploring his guitar as well as many instruments, such as a drum.
Spring	Pupil X continues to receive Pupil premium input. She particularly enjoys music therapy, becoming an active participant throughout the sessions. Pupil X is developing increasing realisation of adults reciprocating her moves in dance.
Summer	

Subject Intervention Monitoring

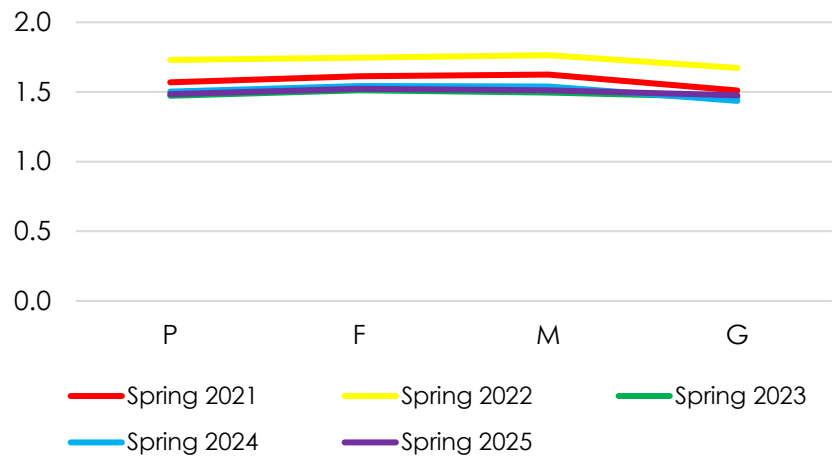
Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PIP turnover/direction, observation etc.

English (including Community Languages): Jayne, Catherine	RE/Collective Worship: Sophia	Geography/History: Dom
Maths: Kiersti	Science: Michael	Art, Drama and Dance: Kate, Katrina
PE: Alistair	ICT: Victoria	Music: Robyn
PSHE: Dan	Sensory: Zoe, Pippa	DT: Leanne

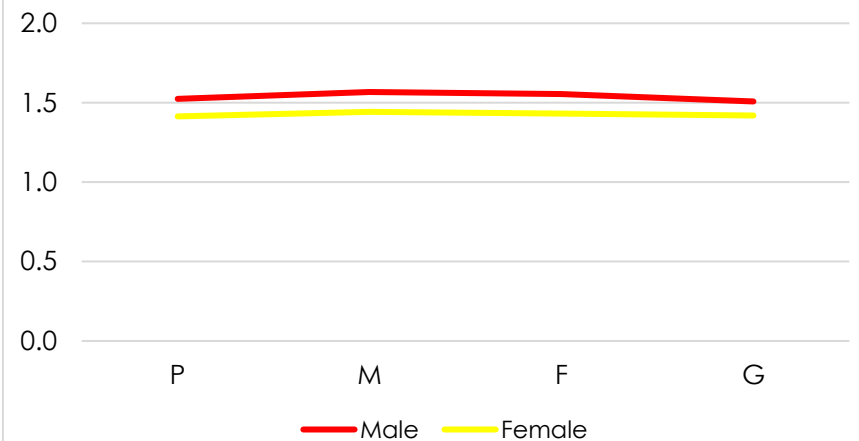
Do you require any advice and guidance from the Subject Leads regarding interventions for this student?

Autumn	
Yes	No
Comment:	Comment: Pupil X is demonstrating sustained engagement in all aspects of learning.
Spring	
Yes	No
Comment:	
Pupil X has recently developed a sensory seeking behaviour climbing. PE intervention input may support this.	

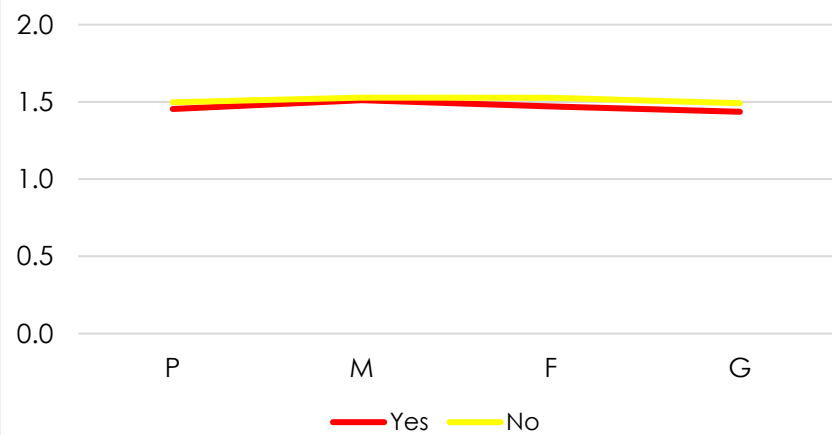
All Pupils



Pupils by Gender



Pupils by Any Premium Ever



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.

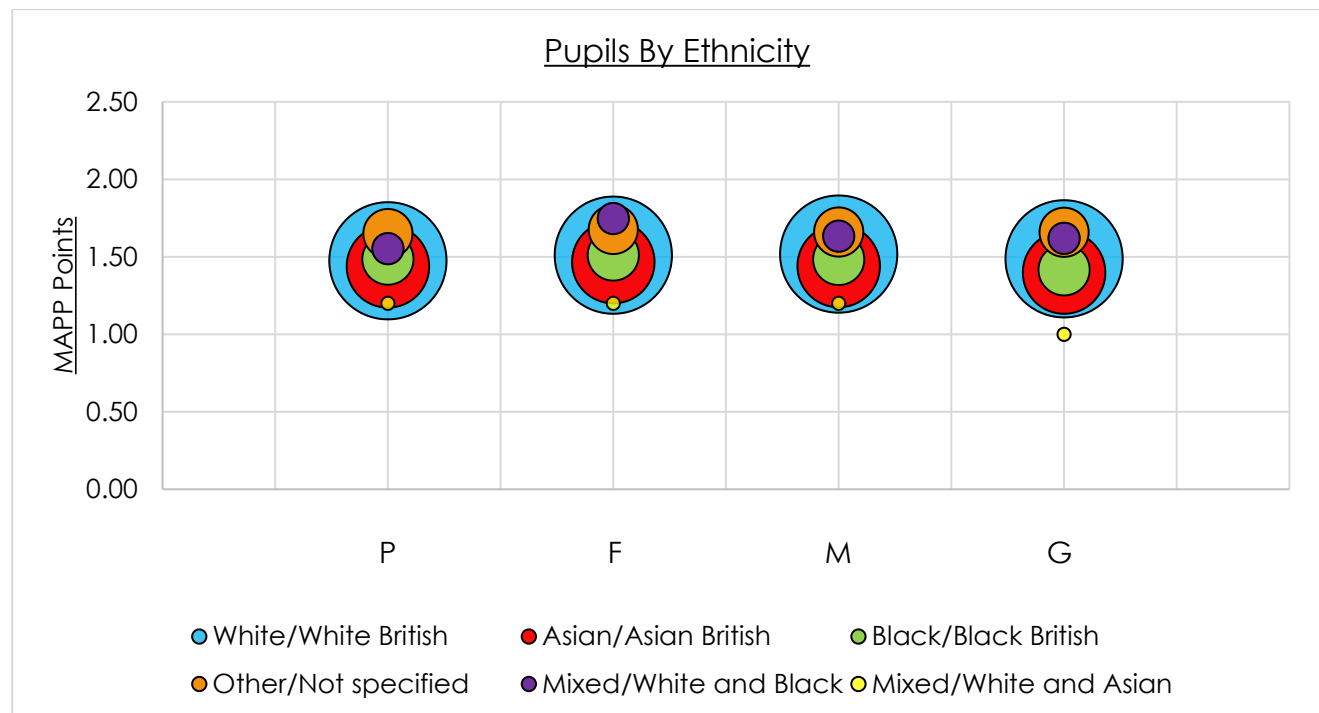
The third compares pupils who have been in receipt of any premium (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: There is a negligible difference in attainment in Spring 2025, compared to the four 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, although males are achieving a negligible amount more than the females (the gap when at its greatest is only 0.13 points). 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 negligible difference in attainment across gender.**

Pupils who have been in receipt of any premium and those who have not, share near identical MAPP curves. 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 0.06 points). **HEADLINE: There is a near to no 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 – 65 pupils, Asian/Asian British – 33 pupils). Smaller groups fit around these two including The Other/Not specified category (13 pupils), Mixed/White and Black (5 pupils), Black/Black British (13 pupils) working slightly below and Mixed/White and Asian (1 pupil) working above.

Aside from the Mixed/White and Asian group (1 pupil), all other groups follow similar patterns of progress and are within 0.28 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.

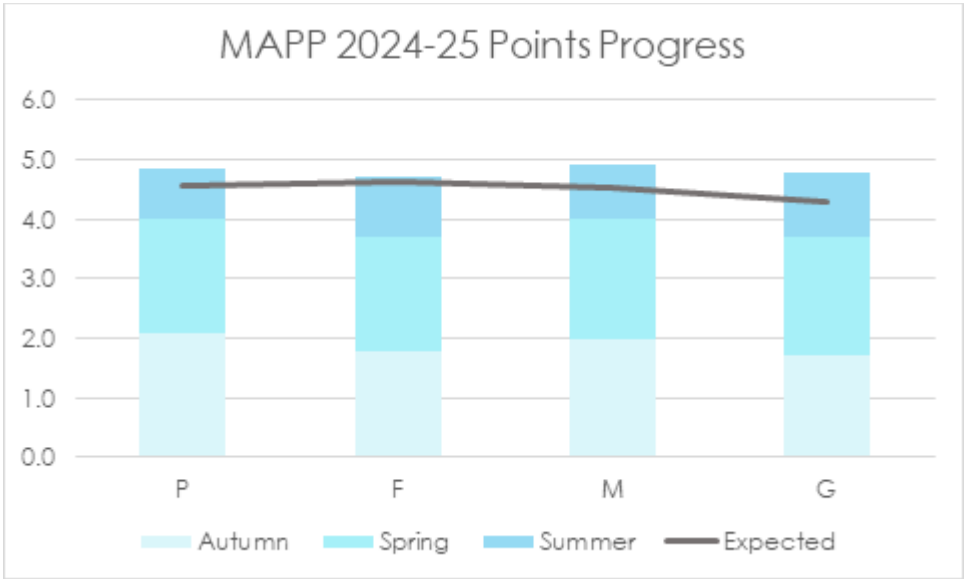
Appendices

Appendix 1 – Pupil Progress Document Template

Pupil	Class	Year	Key Stage
<Insert Name>	<Insert Class>	<Insert Year Group>	<Insert 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	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Speaking							
Listening							
Reading							
Writing							
Shape, Space & Measure							
Using & Applying							
Number							

	Is the pupil on track to meet targets? If not, please detail actions and interventions that have and can be put in place. E.g. engagement profiling, discussions with family, attendance intervention. * Complete this section with reference to the progress within the PiP document.
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

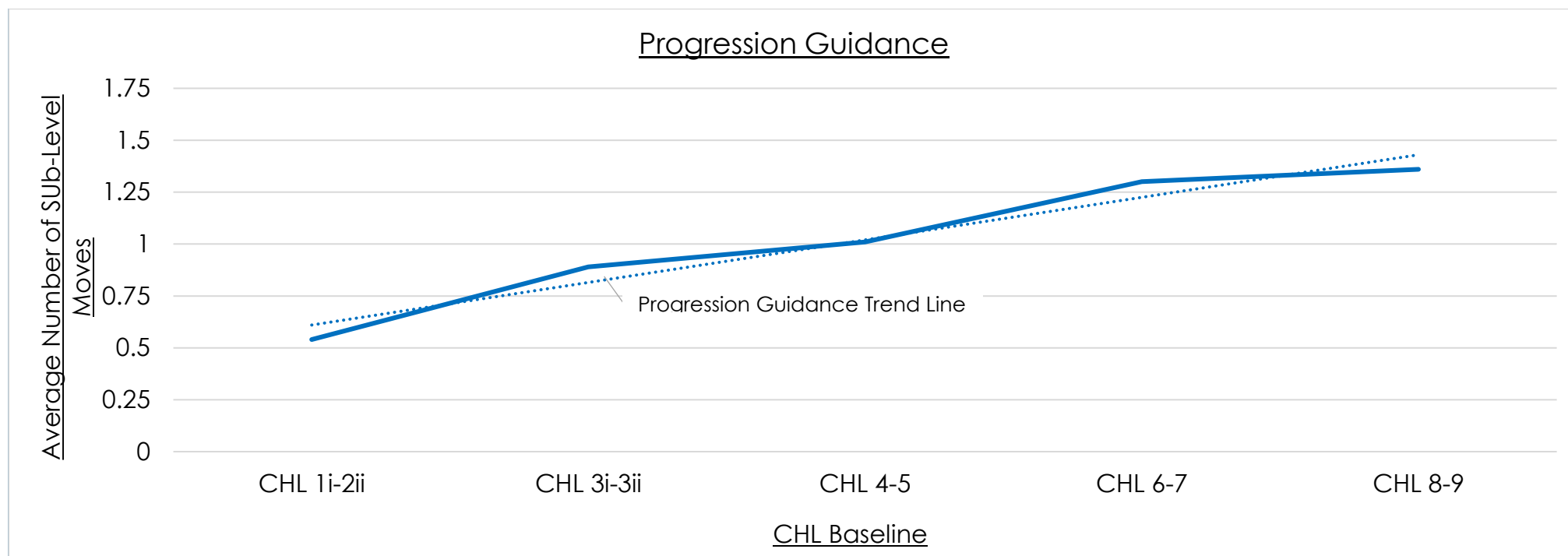
Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

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

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

Yes	No
	Comment:

Appendix 2 – 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 three academic years (2021-2022, 2022-2023, and 2023-2024) 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.