Castle Hill School

Innovating, Communicating, Empowering

Progress Report

Spring Term 2024

*This report has been complied 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 2024 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. 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.

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 the 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.
In EYFS, pupils (16 in total) are on-track for 72% of their English targets and 81% of their Maths targets. The Birth to 5 Framework identifies greater steps of development between the ranges creating challenge for pupils with complex learning and physical

needs to independently initiate exploration above range 1. Opportunities to demonstrate progress with support will be provided through a sub-level system within the range for the next academic year.

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 95% of their English targets and 100% for their Maths targets.
KS2 pupils (of which there are 40 in total) are on-track for 89% of their English targets and 89% for their Maths targets.
KS3 pupils (of which there are 28 in total) are on-track for 88% of their English targets and 83% for their Maths targets.
KS4 pupils (of which there are 19 in total) are on-track for 76% of their English targets and 84% for their Maths targets.
KS5 pupils (of which there are 19 in total) are on-track for 91% of their English targets and 89% for their Maths targets.

HEADLINE: Pupils across school are on-track to meet 85% of their targets in English and 86% of their Maths targets. Progress in English and Maths is comparable.

In the previous academic year 83% of all pupils were on track in English in spring, compared to 93% in 2021-2022. In the previous academic year 84% of pupils were on track in Maths in spring, compared to 92% in 2021-2022. The induction of the Progression Guidance Graph (see Appendix 2) may have assisted in increasing challenge within the target setting process for 2022-2023 and has continued through to this year.

The data at this mid-point for this academic year shows that pupil progress towards targets is slightly higher than expected, when compared to the summer 2023 results, in which 79% of pupils met their end of year targets in English and 71% of pupils met their end of year targets in Maths. This outcome could be due to the input of Subject Lead interventions this academic year. It should be noted that this is however comparable to the expectations at the same point in the last academic year.

KS1 is a small cohort of only 5 pupils, as Year 1 and 2 pupils are assessed using Birth to 5 Matters within EYFS. This makes comparisons less meaningful. The challenge within KS1 Maths targets will be discussed in Pupil Progress meetings with SLT in April 2023 and reviewed by the Subject Lead for Maths.

For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Pupil Premium Champion or 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: The is a negligible difference in attendance in Spring 2024, compared to the three previous years (the gap is only 0.22 at its greatest).
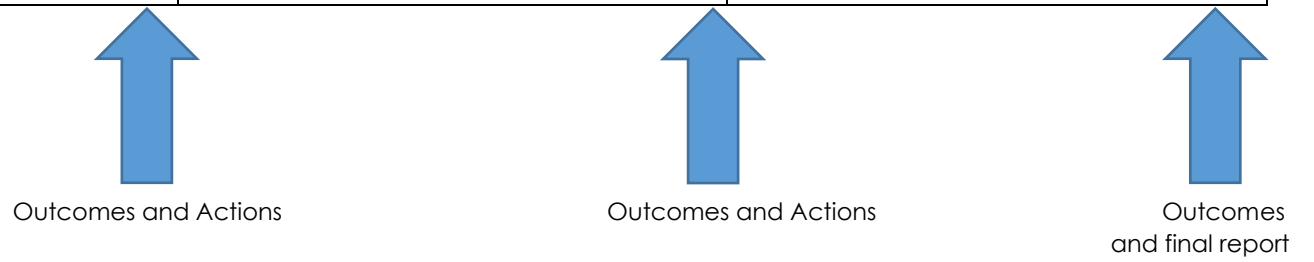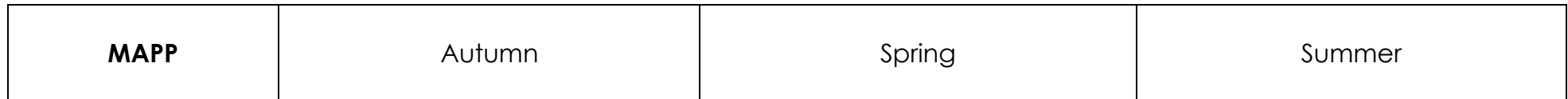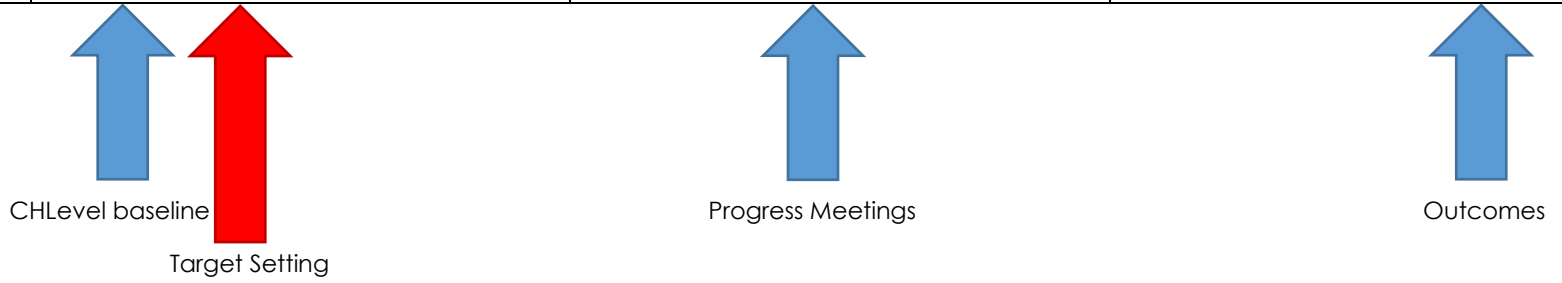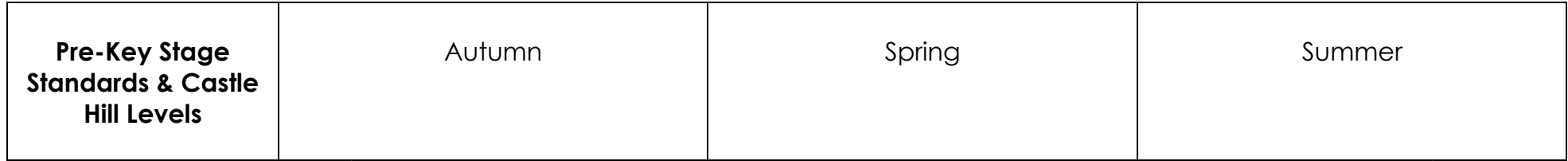
The gender split in the data shows that both groups share near identical MAPP curves, although girls are achieving a negligible amount more than the boys (the gap when at its greatest is only 0.13 points). **HEADLINE: There is a negligible difference in attainment across gender.**

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 0.04 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.**

Spring Assessment Report CHIP Outcomes:

1. Priority: To apply headlines from the Summer 2023 Assessment Report			
Intent: Raising performance outcomes and improving assessment processes through: - the application and quality assurance of Key Skill Pathways - PiP quality assurance and moderation - the development of progression guidance			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
- **Key skill Pathways application** to be quality assured for pupils engaged in subject-specific study. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application.	Existing Case Studies will continue. New Case Studies in development for 23-24 beginning with EYFS pupils Key skill pathways to be updated on a regular basis	KD / JA	Collated Case Studies and tracking evidence PiP documents
- **PiP/Pathway/CHL Moderation** The PiP Moderation Working Party will provide an ongoing forum for discussion regarding the setting of PiP targets, as well as dedicated time within Teachers Meetings. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.	PiP/Pathway/CHL moderation sessions completed with teachers: 21.10.20 20.10.21 24.02.21 19.01.22 13.01.21 02.03.22 24.02.21 17.05.23 28.04.21 27.09.23 09.06.21 18.10.23 29.09. 21 28.02.24 Moderation dates to be confirmed for the summer term 2024	KD / VL	Minutes of Working Party meetings Minutes of Teachers Meetings Amendment to practice for example differentiating PiP focus and context. Collated Case Studies and tracking evidence
- **The development Castle Hill Level Progression Guidance** To develop progression guidance, apply it to the summer 2023 Castle Hill Level attainment data and extend its application to summer 2024 CHL attainment data, making the process more refined. To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework.	Application of Progression Guidance to assist in target setting process in autumn 2022 and spring 2023 progress towards targets meeting. Data shows the Progression Guidance Graph may have assisted in increasing challenge within the target setting process for 2022-2023. Application of Progression Guidance to assist in target setting process autumn 2023 and review on targets throughout the year.	PH / DP / Phase Leads / Maths Lead (KD), English Lead (JA), in partnership with CW	Analysis of Pupil Progress Documents Monitoring through the Summer 2024 Assessment Report and subsequent reports
Impact: Improved assessment processes and increased opportunities for learning			

Assessment Timeline

Pre-Key Stage Standards & Castle Hill Levels	Autumn	Spring	Summer

CHLevel baseline

Target Setting

Progress Meetings

Outcomes

MAPP	Autumn	Spring	Summer

Outcomes and Actions

Outcomes and Actions

Outcomes and final report

Target Setting

In response to the Rochford Review (October 2016) and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process was reviewed in 2017. A new assessment system of Castle Hill Levels was devised which is a developmental pathway for all pupils up to KS5, taking into consideration progression through Birth to 5 Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels.

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 SLT to ensure challenging and aspirational targets (see Appendix). Progression Guidance was developed in 2021-2022 and has been applied thereafter 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. **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** (see Appendix 2). Progression Guidance data 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. The Progression Guidance graph will develop 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, 79% of pupils met their end of year targets and in Maths 71% of pupils met their end of year targets.** These figures are being developed on a year-by-year basis, to form a guide in terms of expectations for target achievement.

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://www.castlehillschool.org.uk/school-life/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 (16)	72%	28%	81%	19%

Sixth Form – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
Sixth Form (19)	72%	28%	81%	19%

Key Stage 1 to 4 – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
KS1 (5)	95%	5%	100%	0%
KS2 (40)	89%	11%	89%	11%
KS3 (28)	88%	12%	83%	17%
KS4 (19)	76%	24%	84%	16%

HEADLINE: 85% of pupils across school are on-track to meet their targets in English and 86% in Maths. Progress in English and Maths is comparable and in line with results from the same point in the previous academic year (83% and 84% respectively).

The Birth to 5 Framework identifies greater steps of development between the ranges creating challenge for pupils with complex learning and physical needs to independently initiate exploration above range 1. Opportunities to demonstrate progression with support will be provided through a sub-level system within the range for the next academic year.

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

In the previous academic year 83% of all pupils were on track in English in spring, compared to 93% in 2021-2022. In the previous academic year 84% of pupils were on track in Maths in spring, compared to 92% in 2021-2022. The induction of the Progression Guidance Graph (see Appendix 2) may have assisted in increasing challenge within the target setting process for 2022-2023 and has continued through to this year.

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The data at this mid-point for this academic year shows that pupil progress towards targets is slightly higher than expected when compared to the summer 2023 results, in which 79% of pupils met their end of year targets in English and 71% of pupils met their end of year targets in Maths. This outcome could be due to the input of Subject Lead interventions this academic year. It should be noted that this is however comparable to the expectations at the same point in the last academic year.

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.

Outcomes

Highlighted areas	Responses / Actions
EYFS	The EYFS pupils that are assessed using Birth to 5 Matters (of which there are 16 in total) are 72% on-track for their English targets and 81% on-track for Maths. Some pupils will be off-track on one or two areas within English or Maths. Significant cases where pupils are off-track: 1 pupil is off track in all areas. It should be noted that this student attends nursery and as such only attends school 2 days per week. Actions: extra input from the Communication Teacher and liaising with parents with regards to motivators. 2 further pupils are off-track in Maths. 1 is due to health needs at times presenting a barrier to spontaneous movement and responses to cues, this pupil accesses a range of Physiotherapy to encourage more independent movement to sound and targeted Intensive Interaction support. The other pupil is making progress, but at a slower rate than anticipated. The pupil is new to school this year, and targets may have been set too high. Progress Towards Targets (PTT) discussions will reevaluate all targets in the light of outcomes.
KS1	KS1 pupils (of which there are 5 in total) are on-track for 95% of their English targets and 100% for their 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 outcomes.
KS2	KS2 pupils (of which there are 40 in total) are on-track for 89% of both their English and Maths targets. Some pupils will be off-track on one or two areas within English or Maths. There are only two significant cases where a pupil off-track in both English and Maths. These pupils have had extremely limited or sporadic attendance due to their severe health needs. One pupil has been absent all year – the class teacher is in close contact with family and they are in receipt of Outreach sessions. The other pupil's attendance is improving, but generally doesn't arrive until later in the day as he suffers from frequent seizures. Another pupil is off-track in all areas of Maths – this pupil had a transition to a new class – as they settle in progress is expected to increase. For the remaining pupils who are off-track in English or Maths a variety of personalised intervention strategies are being applied, such as, small group activities that focus on the initiation of exploration and adaptations to the learning environment to supp ort regulation and engagement. PTT discussions will reevaluate all targets in the light of outcomes.
KS3	KS3 pupils (of which there are 28 in total), are on-track for 87% of their English targets and 84% for their Maths targets. There are 3 pupils who are off-track for all English and Maths skill areas. For one pupil this is due to changes in health which has resulted in several hospital stays which has impacted on progress. A second pupil has had frequent absence due to a sleep disorder. Both these pupils are expected to return to school in the summer term where the class leads will apply a pupil-centred approach to catching-up. There is only 1 pupil whose targets are to maintain attainment; this is due to changes in health which has meant that this pupil exclusively accesses Outreach. This pupil is now working on maintaining his skills and his MAPP and PiP targets have been adjusted accordingly.
KS4	KS4 pupils (of which there are 19 in total), are on-track for 91% of their English targets and 89% for their Maths targets. Some pupils will be off-track on one or two areas within English or Maths. There are 3 pupils who are off-track for their English skill areas. For 1 pupil, this is due to a decline in health, which has impacted on attendance and progress. For the other 2 pupils,

	support from the English lead will be applied. Progress Towards Targets (PTT) discussions will reevaluate all targets in the light of outcomes.
Sixth Form	KS5 pupils (of which there are 19 in total), are on-track for 91% of their English targets and 89% for their Maths targets. There are some pupils who are off-track on one or two areas within English or Maths, but there are only 3 with significant areas. Two pupils have had extended absences arising from ill health, and the other pupil has had increased health complications which has impeded progress. Interventions for these pupils have included outreach, amended timetables, including a shortened day, reviewed targets, and input from the FLOSO. Progress Towards Targets (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 slightly higher than expected, **85% are on-track for English and 86% are on-track for Maths,** when compared to the summer 2023 results, in which 79% of pupils met their end of year targets in English and 71% of pupils met their end of year targets in Maths. This outcome could be due to the input of Subject Lead interventions this academic year. It should be noted that this is however comparable to the expectations at the same point in the last academic year. 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.

MAPP – Spring Term 2024 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.	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 staff.	Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.
1 2	3 4 5	6 7 8	9 10

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.
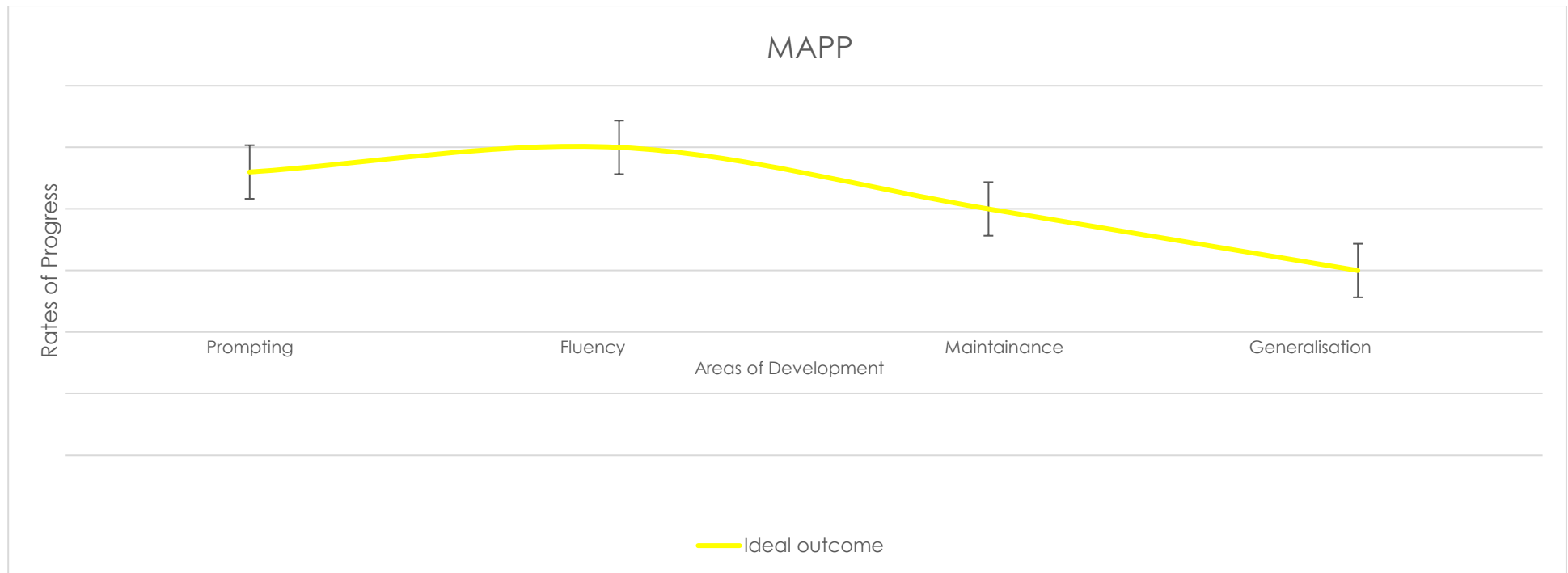

Prompting – the higher the line the greater the independence

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.
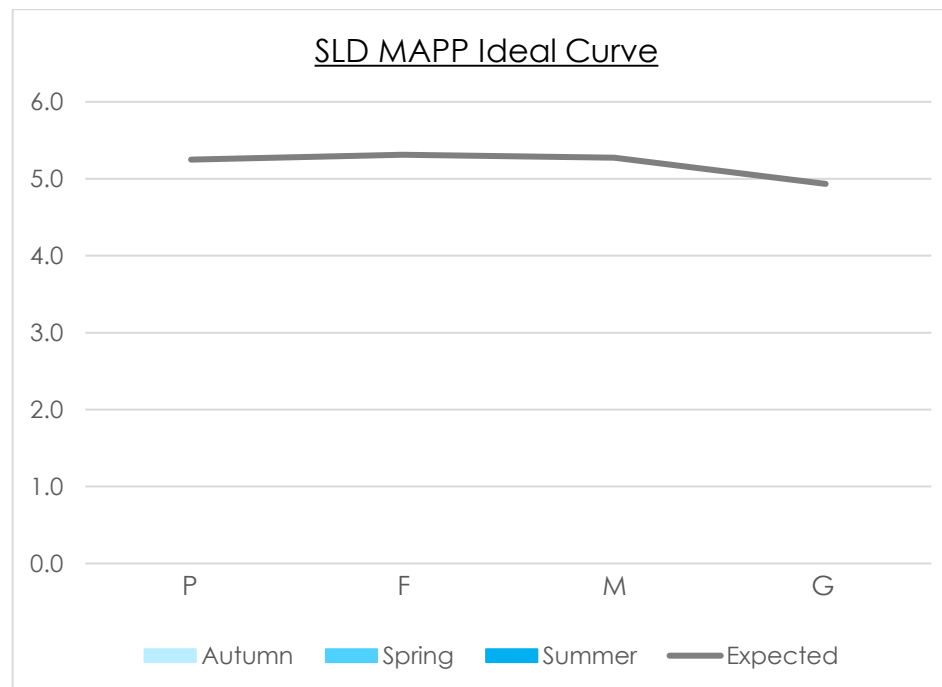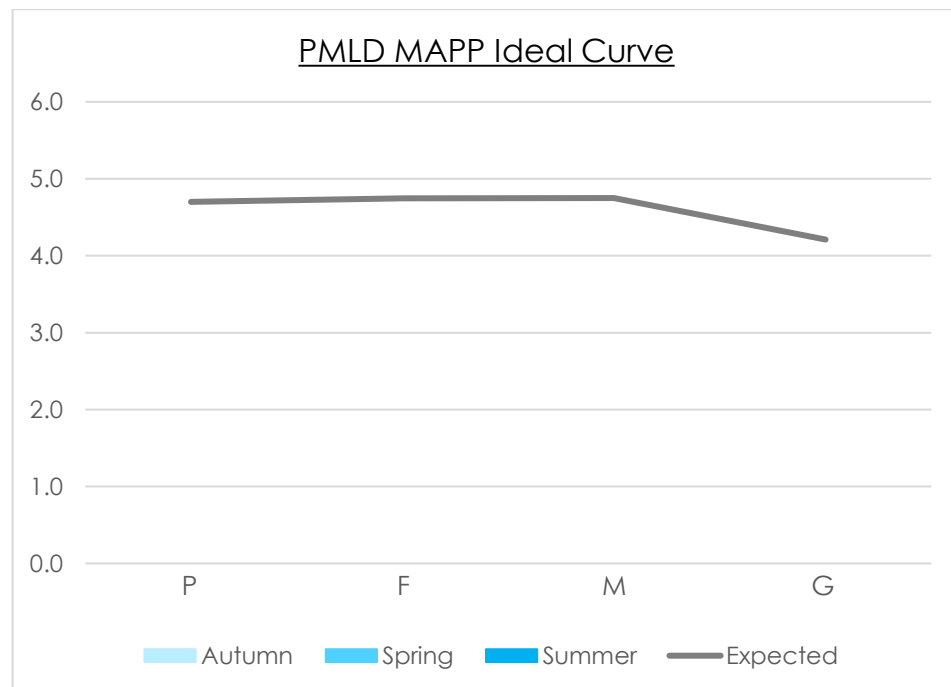
PMLD MAPP Ideal Curve

SLD MAPP Ideal Curve

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.
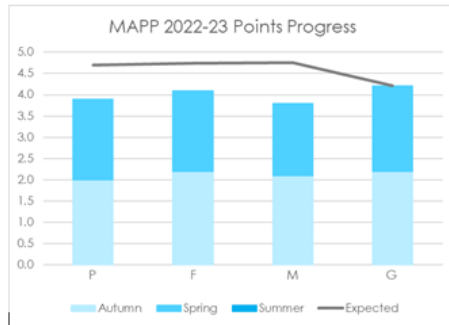
Example Spring Pupil Progress Document

Pupil Progress Document 2022-2023

Castle Hill School

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

MAPP 2022-23 Points Progress

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	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?

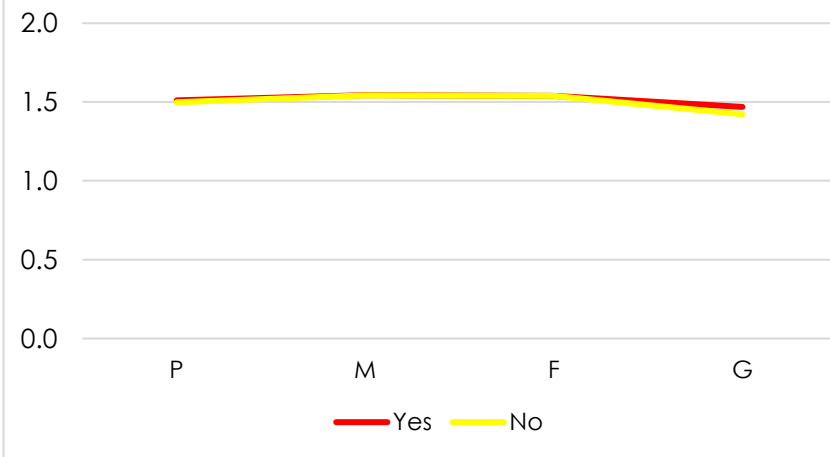| Autumn	
Yes	No
Comment:	Comment: Pupil X is demonstrating sustained engagement in all aspects of learning.
Spring	
Yes	No
Comment: Pupil X has recently developed a sensory seeking behaviour climbing. PE intervention input may support this.	

All Pupils

Legend: Spring 2021, Sping 2022, Spring 2023, Spring 2024

Pupils by Gender

Legend: Male, Female
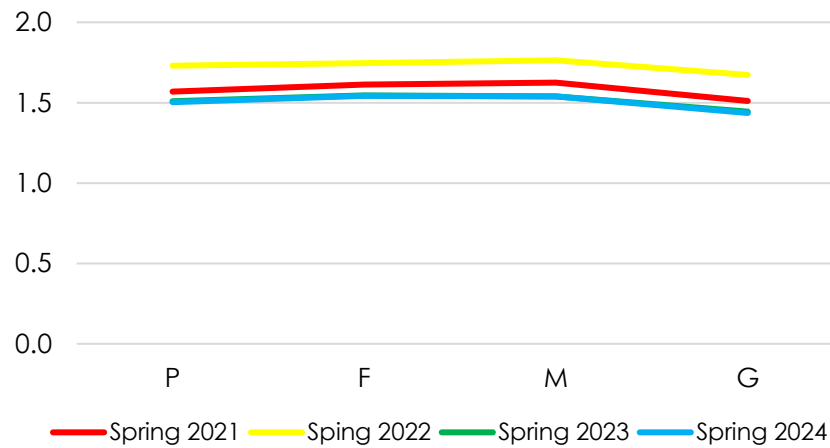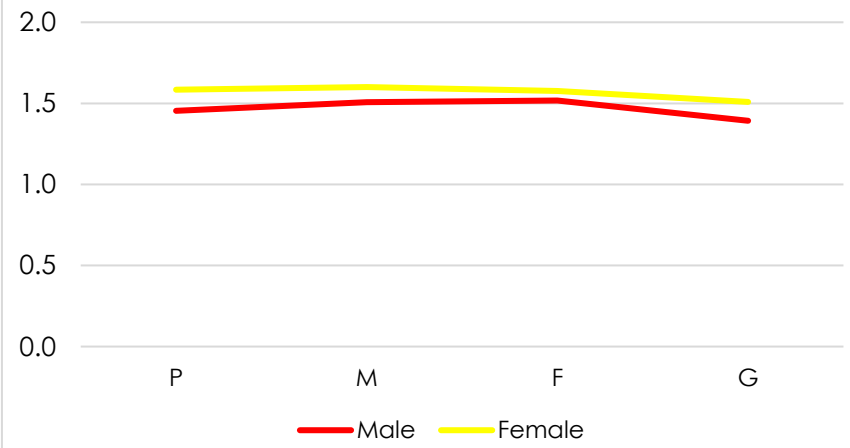
Pupils by any Premium Ever

Legend: Yes, No

The first graph shows progress made in the Spring 2024 term compared against the same term for the previous three academic years.

The second graph shows a comparison of the amount of progress made by male and female pupils.
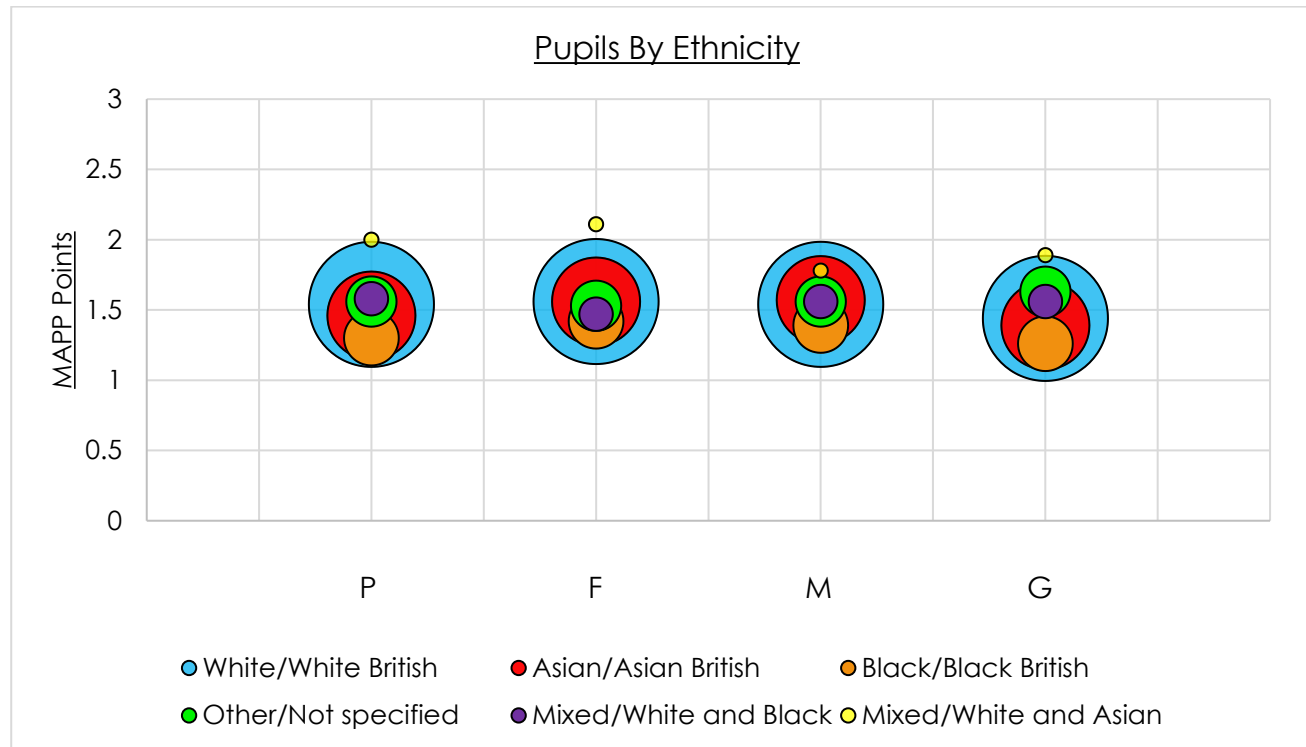
The third compares pupils who have been in receipt of any premium (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: There is a negligible difference in attainment in Spring 2024, compared to the three previous years (the gap is only 0.22 at its greatest).

The gender split in the data shows that both groups share near identical MAPP curves, although females are achieving a negligible amount more than the males (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 0.04 points). **HEADLINE: There is a near to no difference in attainment dependent upon receipt of any Premium.**

Pupils By Ethnicity

Legend:
- White/White British
- Asian/Asian British
- Black/Black British
- Other/Not specified
- Mixed/White and Black
- Mixed/White and Asian

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 – 66 pupils, Asian/Asian British – 33 pupils). Smaller groups fit around these two including The Other/Not specified category (11 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 0.37 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.

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Appendices

Appendix 1 – Pupil Progress Document Template

Pupil	Class	Year	Key Stage
<Insert Name>	<Insert Class>	<Insert Year Group>	<Insert Key Stage>

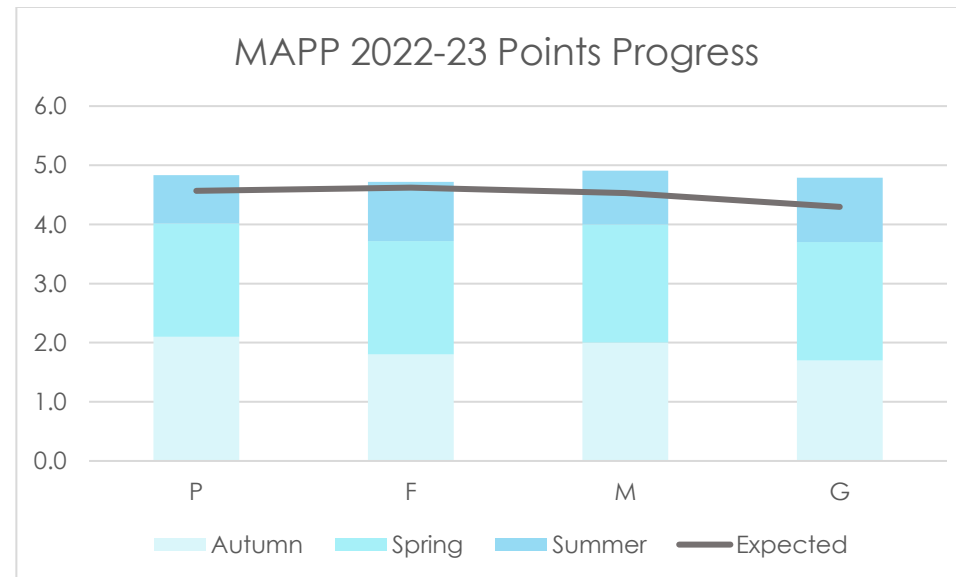**To be completed:**   Start of the year   End of Autumn   End of Spring   End of Summer

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
Reading							
Writing							
Speaking							

Listening							
Number							
Shape, Space & Measure							
Using & Applying							

	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 <mark>highlight</mark> 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**: Polly, Katrina
PE: Alistair	**ICT**: Victoria	**Music**: Robyn
PSHE: Dan	**Sensory**: Pippa	**DT**: Leanne

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

Yes	No
Comment:	Comment:

Appendix 2 – The Progression Guidance Graph

Progression Guidance
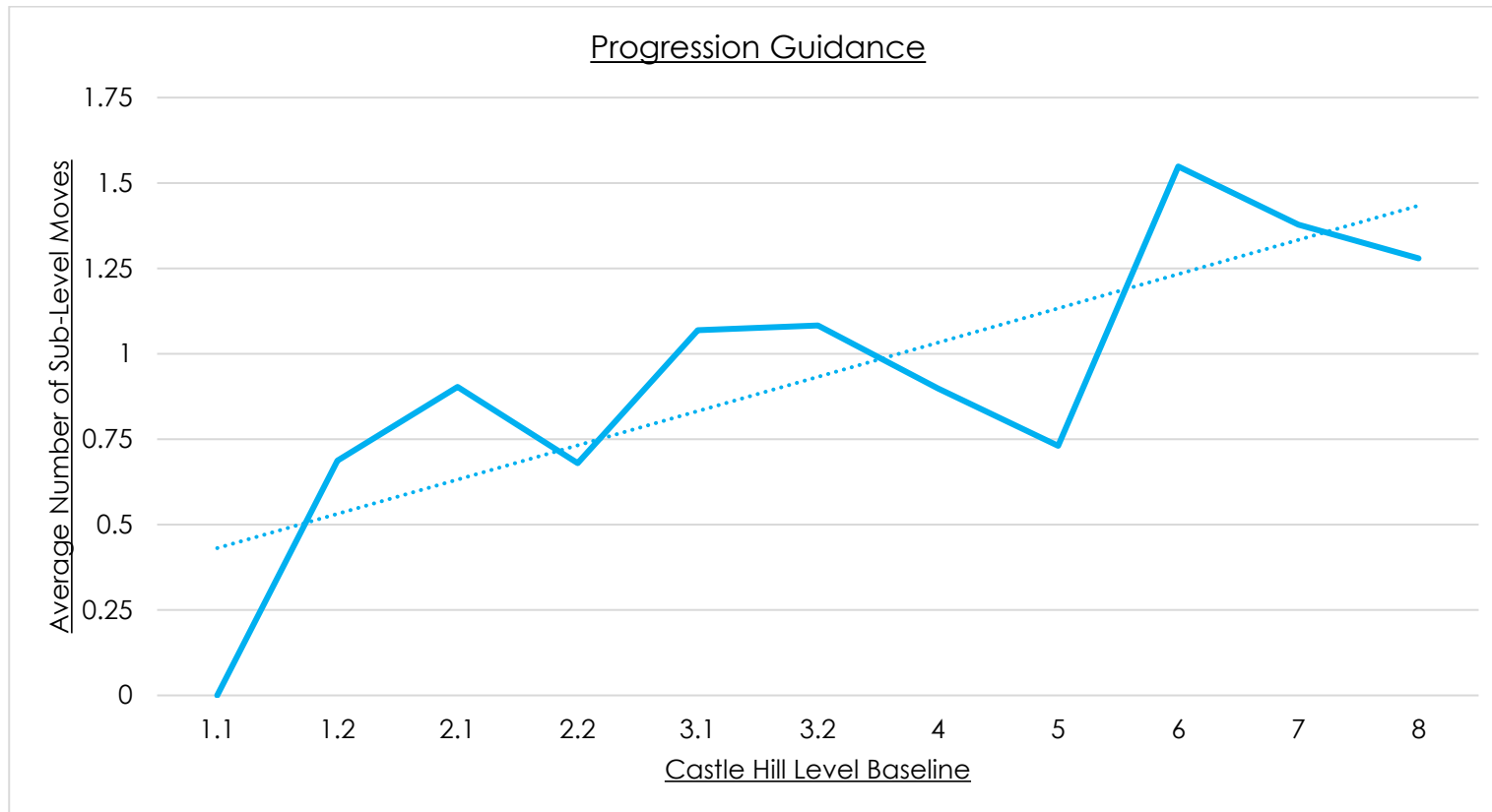
For the academic year 2021-2022 the CHL baselines for all pupils for all skill areas in both English and Maths were analysed to determine the average number of sub-level moves. It can be seen from the trend line (dashed line) that the higher the Castle Hill Level baseline, the higher the average number of sub-level moves over the course of the academic year.

The graph above acts as progression guidance to inform but 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 will develop on an annual basis, as new data becomes available, to become further refined.