



Castle Hill School

Progress Report  
Spring Term 2022

*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 points. Further analysis is available on request including drilled down data looking at individual progress.*

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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 required
- Summer – Achievements and conclusions

**Previous years' target setting and assessment data is available on request for each pupil, providing evidence of a clear learning journey.**

# Spring 2022 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 Development 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 in November through professional conversations.

In EYFS, pupils are assessed against the Development Matters framework.

**In EYFS, 87% (13) of pupils (15) are on-track for all areas of Development Matters areas (p.9).**

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

**100% (8) of KS1 pupils (8) are on-track for English and Maths (p.9).**

**94% (32) of KS2 pupils (34) are on-track for English and 91% (31) are on-track for Maths (p.9).**

**90% (27) of KS3 pupils (30) are on-track for English and 93% (28) are on-track for Maths (p.9).**

**92% (12) of KS4 pupils (13) are on-track for English and Maths (p.9).**

**95% (20) of KS5 pupils (21) are on-track for English and 90% (19) are on-track for Maths (p.9).**

**HEADLINE: 93% of pupils across school are on-track to meet their targets in English and 92% in Maths. Progress in English and Maths is comparable.** KS1 is a small cohort of only 8 pupils, making comparisons less meaningful. In the previous academic year (2020-2021), in English 78% of pupils met their end of year targets, compared to 49% in 2020 and 81% in 2019. In Maths 80% of pupils met their end of year targets in 2021, compared to 40% in 2020 and 90% in 2019. The data at this mid-point for this academic year shows that pupil progress towards targets is higher than it was pre-pandemic and typically higher than would be anticipated; this could be due to a number of factors, such as, teachers becoming more confident in accurately predicting end of year targets and a

developed Outreach programme, to ensure continuity of student progression in the event of long-term absence from school. However, to ensure sufficient challenge within the target-setting process, end of year targets will undergo a process of group moderation in October. The developed Progression Guidance will also be applied to give teachers a guide in terms of end of year targets, based on current attainment.

## **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: Progress dipped slightly last year due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to pre-pandemic results.**

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 0.24 points). **HEADLINE: There is negligible difference in attainment across gender (p.16). HEADLINE: There is near to no difference in attainment dependent upon receipt of any Premium (p.16).**

The breakdown of progress in relation to ethnicity indicates that there is very little difference between most groups, especially for the two most populous. Smaller groups fit around these two. **HEADLINE: There is negligible difference in attainment across ethnicity (p.17).**

## Spring Assessment Report 2021 CHIP Outcomes:

### 1. **Priority:** To apply headlines from the Summer 21 Assessment Report

#### Success criteria:

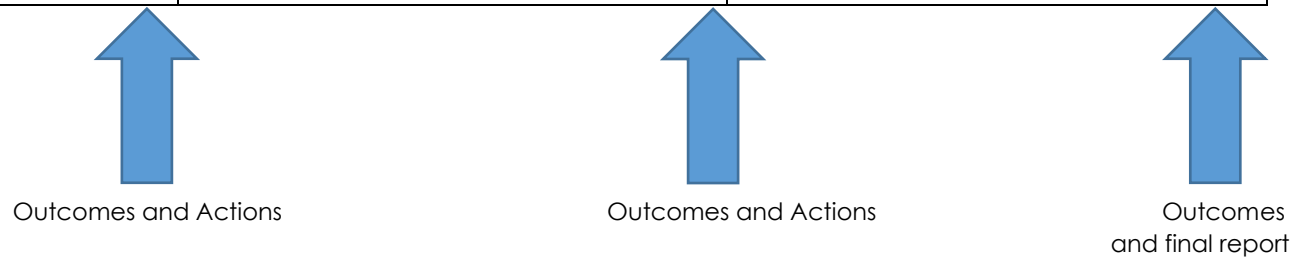
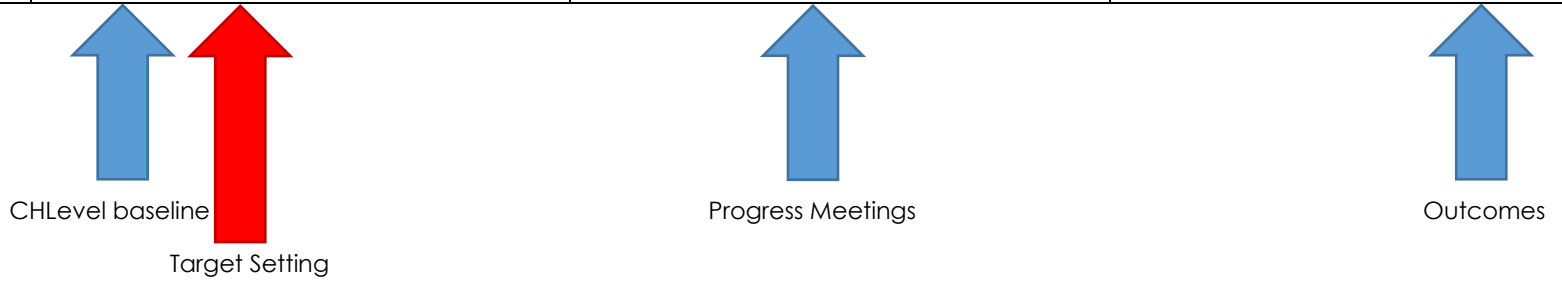
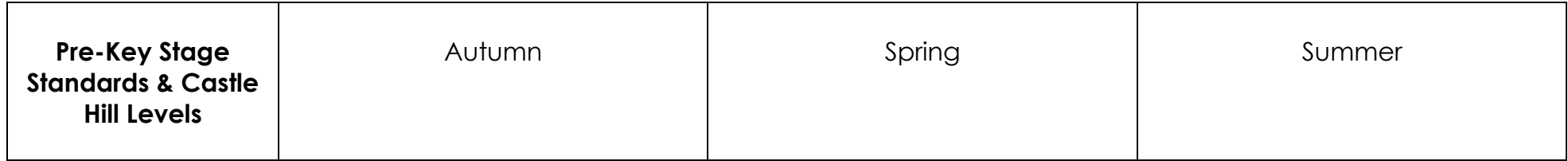
Raising performance outcomes and improving assessment processes through:

- the application and quality assurance of Key Skill Pathways
- PiP quality assurance and moderation
- the development of progression guidance

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through												
<p>- <b>Key skill Pathways application</b> 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.</p>	<p>Lesson observations completed in Autumn 2020-21 based on application of key skill pathways</p> <p>Tracking evidence outcomes</p> <p>12.03.21 - Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening.</p> <p>14.05.21 – Case Studies completed in Number, Space, Shape, and Measure and Using and Applying</p> <p>21.05.21 – Case Studies completed in Listening</p> <p>New Case Studies will now be developed for 21-22, existing Case Studies will continue</p>	<p>KD/JA</p>	<p>Outcomes positive with areas for development</p> <p>Collated case studies and tracking evidence</p> <p>Collated case studies and tracking evidence</p>												
<p>- <b>PiP/Pathway/CHL Moderation</b></p> <p>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.</p>	<p>PiP moderation sessions completed with teachers:</p> <table border="1"> <tr> <td>21/10/20</td> <td>29.09.21</td> </tr> <tr> <td>24/02/21</td> <td>20.10.21</td> </tr> <tr> <td>13/01/21</td> <td>19.01.22</td> </tr> <tr> <td>24/02/21</td> <td>02.03.22</td> </tr> <tr> <td>28.04.21</td> <td></td> </tr> <tr> <td>09.06.21</td> <td></td> </tr> </table>	21/10/20	29.09.21	24/02/21	20.10.21	13/01/21	19.01.22	24/02/21	02.03.22	28.04.21		09.06.21		<p>SB/KD and Working Party</p>	<p>Minutes of Working Party meetings</p> <p>Minutes of Teachers Meetings</p> <p>Amendment to practice for example differentiating PiP focus and context.</p>
21/10/20	29.09.21														
24/02/21	20.10.21														
13/01/21	19.01.22														
24/02/21	02.03.22														
28.04.21															
09.06.21															

<p>- <b>The application of Castle Hill Level Progression Guidance</b> To extend the progression guidance process and apply it to the summer 2022 Castle Hill Level Attainment data</p> <p>- <b>Group moderation within the target-setting process in October 2022</b> To ensure sufficient challenge within the target-setting process</p>	<p>Application of Progression Guidance to assist in the target-setting process in October 2022</p> <p>Application of a group moderation process within target setting in October 2022, including teachers, class leads, and SLT</p>	<p>PH/DP</p> <p>PH/DP</p>	<p>Monitoring of Pupil Progress Documents Monitoring through the Summer 2022 Assessment Report</p> <p>Minutes of Moderation meetings On track / Off track outcomes in Spring 2023 data</p>
<p><b>Impact:</b> Improved assessment processes and increased opportunities for learning</p>			

# Assessment Timeline



## 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 Development Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels. In Summer 2020, the Castle Hill Levels were brought in line with P levels to support collaborative practice and moderation with other schools.

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. **Headline: Progression guidance is created by RAG rating discrete blocks of data in the Summer Assessment Report to show progression trends. It provides a system that can be replicated year on year to show an overview of progression trends.** 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, 78% of pupils met their end of year targets and in Maths 80% 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 Yr9 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. Due to the Covid-19 pandemic, there was no requirement to report to the Department for Education on Pre-Key Stage Standards or the Engagement Model for summer 2021, this will commence in summer 2022.



## Progress Towards Target Setting for 2021 - 2022

### Early Years - Development Matters

	PSED		Physical Development		Communication & Language		Literacy		Maths	
	On-track	Off-track	On-track	Off-track	On-track	Off-track	On-track	Off-track	On-track	Off-track
<b>EYFS (15)</b>	15 (100%)		15 (100%)		13 (87%)	2 (13%)	14 (93%)	1 (7%)	14 (93%)	1 (7%)

### Key Stage 1 to 4 – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
<b>KS1 (8)</b>	8 (100%)		8 (100%)	
<b>KS2 (34)</b>	32 (94%)	4 (6%)	31 (91%)	3 (9%)
<b>KS3 (30)</b>	27 (90%)	3 (10%)	28 (93%)	2 (7%)
<b>KS4 (13)</b>	12 (92%)	1 (8%)	12 (92%)	1 (8%)

### Sixth Form – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
<b>Sixth Form (21)</b>	20 (95%)	1 (5%)	19 (90%)	2 (10%)

**HEADLINE: 93% of pupils across school are on-track to meet their targets in English and 92% in Maths. Progress in English and Maths is comparable.** The AFA class is included within the Key Stage data. KS1 is a small cohort of only 8 pupils, making comparisons less meaningful. In the previous academic year (2020-2021), 78% of pupils met their end of year targets in English, compared to 49% in 2020 and 81% in 2019. In Maths 80% of pupils met their end of year targets in 2021, compared to 40% in 2020 and 90% in 2019. The data at this mid-point for this academic year shows that pupil progress towards targets is higher than it was pre-pandemic and typically higher than would be anticipated; this could be due to a number of factors, such as teachers becoming more confident in accurately predicting end of year targets. However, to ensure sufficient challenge within the target-setting process, end of year targets will undergo a process of group moderation in October. The developed Progression Guidance will also be applied to give teachers a guide in terms of end of year targets, based on current attainment.

## Outcomes

Highlighted areas	Responses / Actions
EYFS	93% (14) of EYFS pupils (15) are on-track for Literacy and Maths. 1 pupil is not on track in literacy (specifically Listening and Understanding) due to health needs at times presenting a barrier to spontaneous movement, this pupil accesses a range of Physiotherapy, including Hydrotherapy to encourage more independent movement to sound. 1 pupil is not on track in all areas of maths, this pupil's targets are to be adjusted as supporting adults have determined an accurate assessment of their abilities in this area.
KS1	100% (8) of KS1 pupils (8) are on-track for English and Maths. KS1 is a small cohort of only 8 pupils, making comparisons less meaningful.
KS2	94% (32) of KS2 pupils (34) are on-track for English and 91% (31) are on-track for Maths. 1 pupil is off-track in both English and Maths, they had an extended period of absence in the Spring term which has limited their progress towards targets and were unable to access Outreach due to health needs. For the remaining pupils who are off-track in English / Maths a variety of personalised intervention strategies are being applied, such as, small group activities that focus on the initiation of exploration.
KS3	90% (27) of KS3 pupils (30) are on-track for English and 93% (28) are on-track for Maths. 1 pupil who is off-track in both English and Maths, had sporadic attendance in the Spring term, due to changes in health, which has also prevented Outreach. Another pupil who is off-track in both English was absent for most of the Autumn term, due to health, which also preventing Outreach, now back in school on a regular basis, this pupil is provided with 1:1 support to develop reading and writing linked to personalised and motivating themes. A further pupil who is off-track in both English and Maths was absent for the majority of the Spring term due to health. Outreach took place once the student was sufficiently well, and there has been an ongoing dialogue to support progress and wellbeing.
KS4	92% (12) of KS4 pupils (13) are on-track for English and Maths. 1 pupil is off-track in both English and Maths, their attendance has been sporadic in the Spring term, due to health. There has been a robust transition plan to support their reintegration into school following a long-term absence. However, at present, Outreach (with a focus on strategies to support a return to school) is deemed the most appropriate solution, to support progress and wellbeing.
Sixth Form	95% (20) of KS5 pupils (21) are on-track for English and 90% (19) are on-track for Maths. 1 pupil who is off-track in English is experiencing a degenerative health condition, which has had an adverse impact on progress, there is a focus on generalising skills to different settings and different adults, to prepare this pupil for their next provision after graduation. 1 pupil who is off-track in Maths is being supported to explore resources through the application of Intensive Interaction strategies to direct his attention to the resource, as a result, this pupil is now demonstrating increasing interest in Schema-based exploration.
Overall outcome	The data at this mid-point for this academic year shows that pupil progress towards targets is higher than it was pre-pandemic and typically higher than would be anticipated; this could be due to a number of factors, such as, teachers becoming more confident in accurately predicting end of year targets and an increased Outreach offer. However, to ensure sufficient challenge within the target-setting process, end of year targets will undergo a process of group moderation in October 2022.

	The developed Progression Guidance will also be applied to give teachers a guide in terms of end of year targets, based on current attainment.
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## **MAPP – Spring Term 2022 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



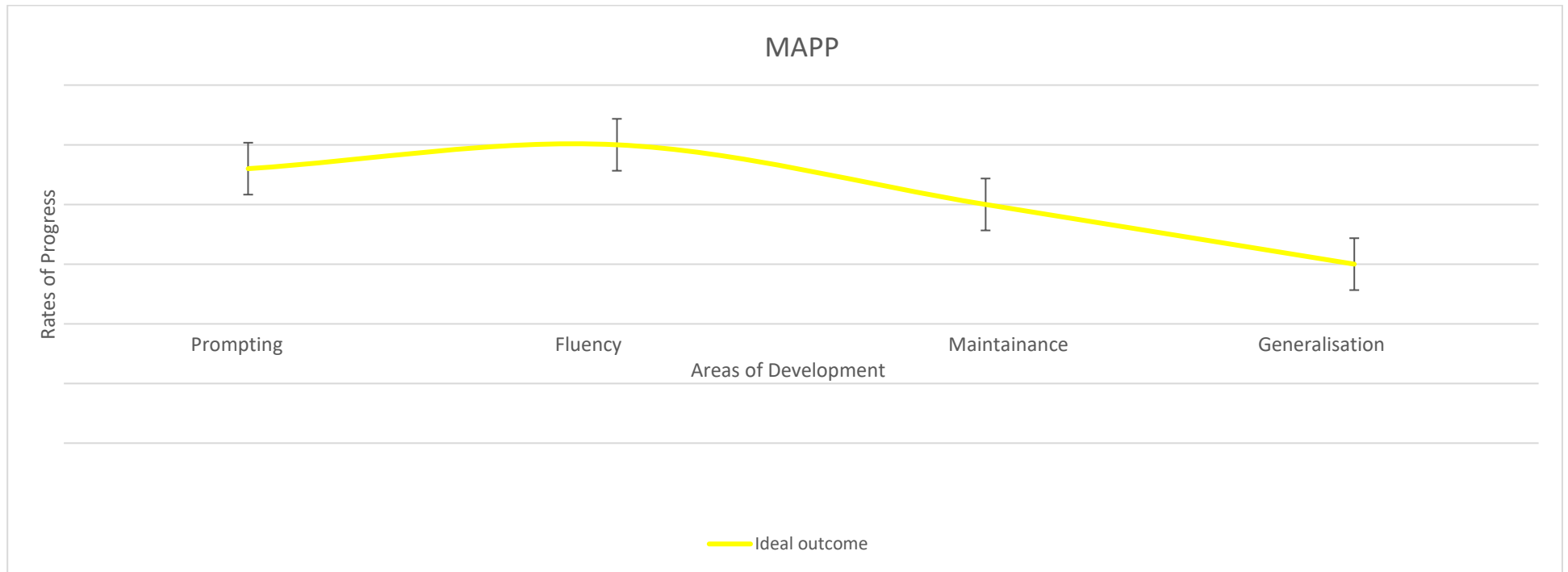
from inconsistent		Maintenance						to consistent	
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill 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 – this has been taken from end of year data for all types of learner

Although there will be variations in the rates of progress across each of the different types of learner the graph below is an example of the ideal curve that we would expect to see.



**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

Data presented here assumes that the rate and frequency of MAPP target change is an indicator of progress.

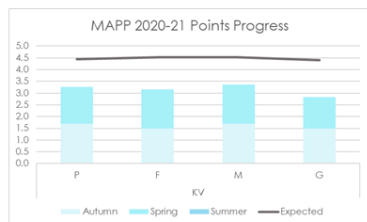
Part of the termly MAPP assessment process is to create an average MAPP score for each class. This allows us to compare progress against an expected hierarchy of achievement. Classes at Castle Hill School are generally set according to ability and need. Classes where the general pupil profile is moderate or severe learning need will tend to make more progress, than classes with pupils who have more profound need or multi-sensory impairment. The SLT as a whole will evaluate this data comparison and discuss outcomes, which will then inform discussions with class teachers.

The discussion is around each pupil's Progress Towards Targets document (PTT documents). This includes their cumulative MAPP progress graph and progress towards end of year Castle Hill Levels, alongside dialogue of actions, interventions, and recommendations. An example PTT document is presented below.

Pupil	Class	Year	Key Stage
Pupil X	Primary	4	2

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	Pupil X has had a settled	Pupil X will continue to access a	
Spring	transition with his new class. This has been heavily supported by the familiar learning environment, staff and peers. He is developing his understanding of key routines and can now identify symbols for daily routines, such as hello and snack. Pupil X can be insular at times and will often prefer to explore independently. He is currently working at the engagement level and enjoys physical activities such as schema exploration and dance. <b>Area for development: Fluency</b> Pupil X will often actively choose not to participate in focused learning activities and can require adult support to engage.	personalised curriculum bespoke to his learning targets. This will be led by his engagement profile and MAPP targets.  Continued use of the Engagement Model and case study work to expand the motivating activities Pupil X will engage with.	

	structured activities with adult support. A consistent approach is important for Pupil X, allowing for him to predict what will happen next.		
Summer			

Current progress towards end of Key Stage targets

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

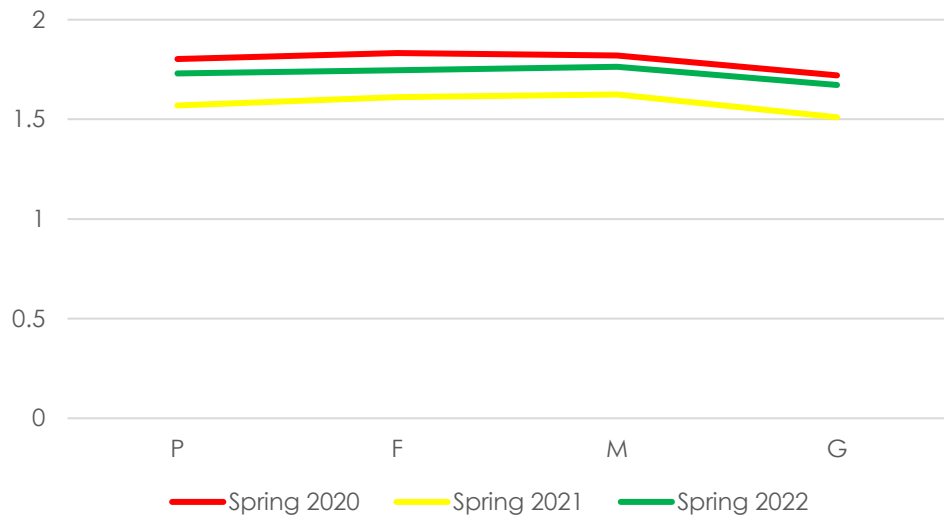
Subject	Current attainment	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Reading	3.1c	3.1b	4c				Pupil X does engage in a variety of activities, but only those that he is motivated by. Therefore, his target in writing for example is lower, as he is not as confident or motivated by these activities.
Writing	3.1b	3.1a	3.2a				
Speaking	3.2b	3.2a	4b				
Listening	3.1b	3.1a	4b				
Number	3.1a	3.2c	4c				
Shape, Space & Measure	3.2c	3.2b	4b				
Using & Applying	3.2c	3.2b	4b				

	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 his targets. Pupil X prefers to be in control of his own learning and will make it clear if he does not wish to participate in activities. It is important for Pupil X to have regular intervals to regulate, then short bursts of focused learning with engaging activities such as messy play and inset jigsaws.
Spring	Pupil X continues to be on track to meet his targets. Short bursts of engagement are becoming more regular as he accesses a wider variety of motivating activities. The use of the Engagement Model has really supported this.
Summer	

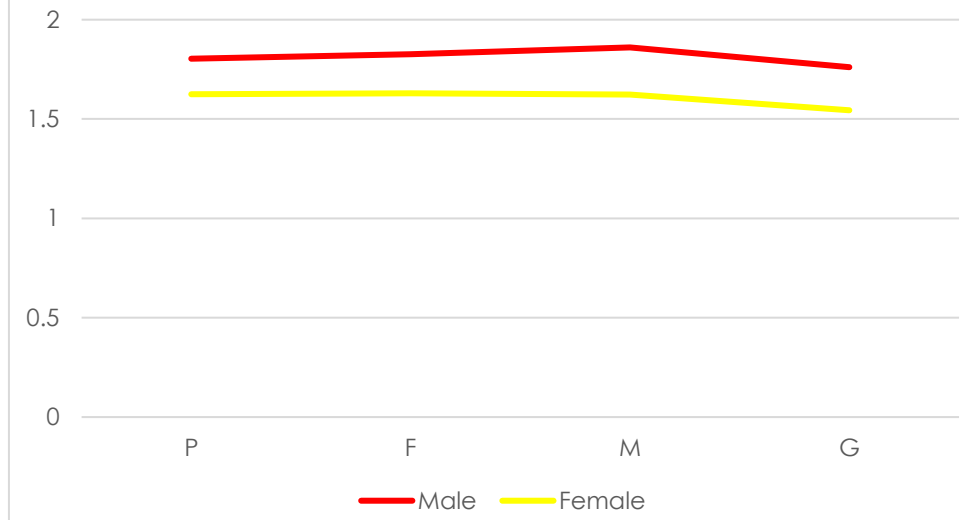
	Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g. use of therapy room
Autumn	Pupil X accesses Music Therapy as part of his PP entitlement. However, following reflection, he will begin to access targeted intervention with a focus on Communication and Interaction linked to his EHCP.
Spring	
Summer	

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

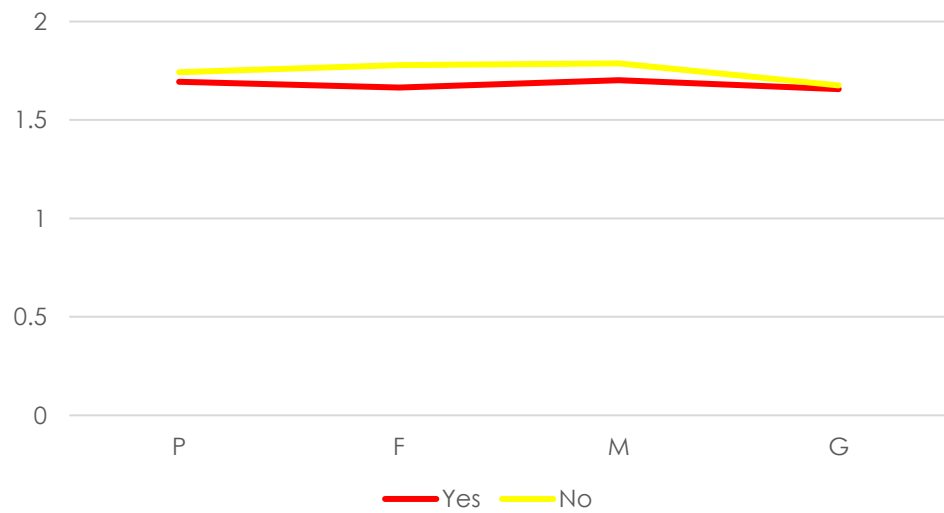
All pupils - Spring term



Pupils by gender



Pupils by any premium ever



The first graph shows progress made in the Spring 2022 term compared against the same term for the previous two 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+. LAC funding), compared against the rest of the school population.

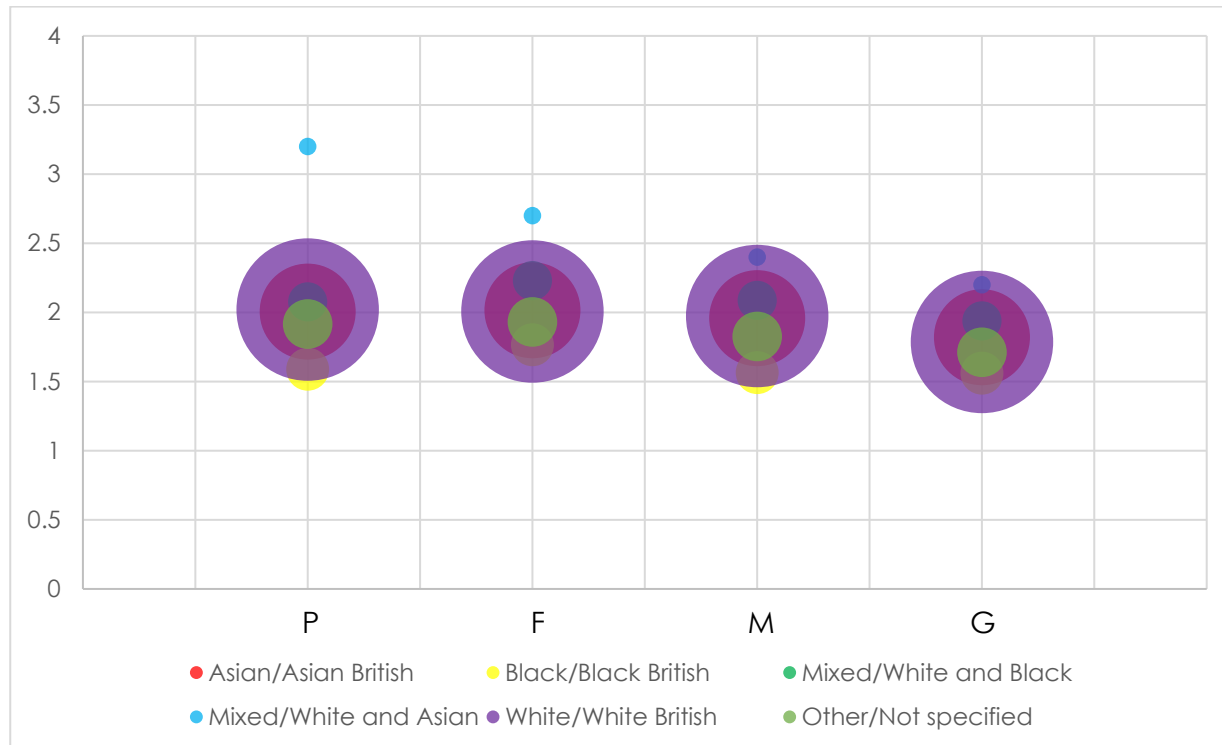
#### Outcomes:

The Spring term progress is higher than that of the previous year and is very similar to pre-pandemic results. It can be seen that during the pandemic, the Spring term progress dipped, but that progress has since recovered. **Headline: Progress dipped slightly last year due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to pre-pandemic results.**

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 0.24 points). There is a recognised 'gender gap' in education where girls achieve higher than boys. The document [Gender in education](#) gives an overview of these historic issues. **HEADLINE: There is negligible difference in attainment across gender.**

Pupils who have been in receipt of any premium, and those who have not, share remarkably 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. **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, especially for the two most populous (White/White British – 62 pupils, Asian/Asian British – 37 pupils). Smaller groups fit around these two with Black/Black British (5 pupils) working slightly below; Mixed/White and Black (4 pupils) working slightly above; and Mixed/White and Asian working above. The latter strand has a single pupil within the ethnic group, who has more profound needs, and therefore is less reliable as an average score. The Other/Not specified category (13 pupils) also have more complex needs. The other groups follow similar patterns of progress and are within 0.4 points of each other across all areas, showing that there is negligible difference in attainment across ethnicity.

**HEADLINE: There is 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:

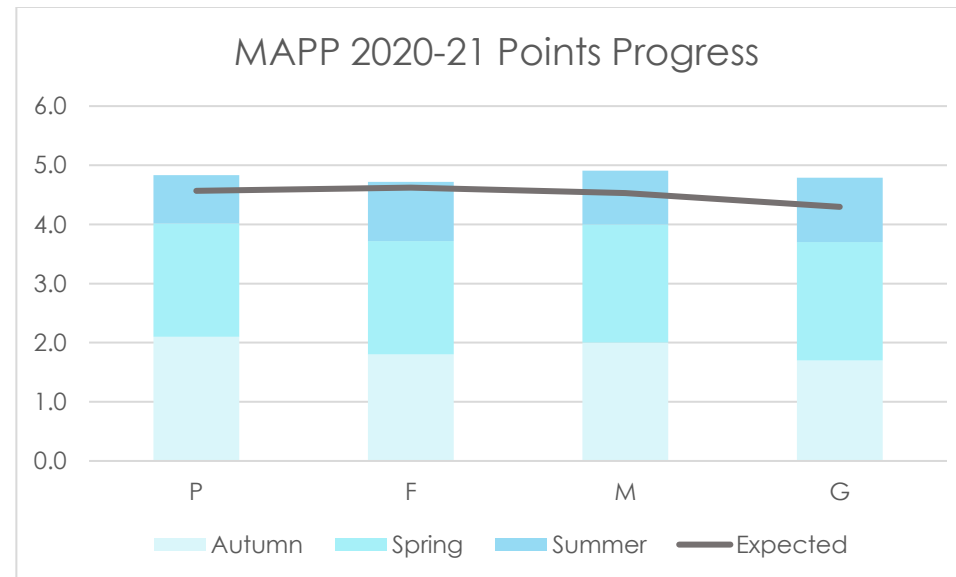
Start of the year

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
Reading							
Writing							
Speaking							

Listening							
Number							
Shape, Space & Measure							
Using & Applying							

	<p><b>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.</b></p> <p><b>* Complete this section with reference to the progress within the PiP document.</b></p>
<b>Autumn</b>	
<b>Spring</b>	
<b>Summer</b>	

	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	