



Castle Hill School

Progress Report
Spring Term 2023

*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.*

Contents

- Headlines
 - Overview
 - MAPP Breakdowns
- Spring Assessment Report CHIP Outcomes
- Assessment Timeline
- Target Setting
- Reporting
- Progress towards Targets
 - EYFS
 - KS1 – KS4
 - Sixth Form
- MAPP Analysis
 - Continuum of Skill Development
 - MAPP Ideal Curve
 - Example Spring Pupil Progress Document
 - All Pupils
 - Gender
 - Any Premium Ever
 - Ethnicity
- Appendices

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 2023 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, 84% of pupils (9 in total) are on-track for English and 100% are on-track for Maths within Birth to 5 Matters. The small cohort makes comparisons less meaningful, in addition, 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.

92% of KS1 pupils (13 in total) are on-track for English and 100% are on-track for Maths.

84% of KS2 pupils (35 in total) are on-track for English and 78% are on-track for Maths.

80% of KS3 pupils (28 in total) are on-track for English and 82% are on-track for Maths.

76% of KS4 pupils (16 in total) are on-track for English and 82% are on-track for Maths.

85% of KS5 pupils (18 in total) are on-track for English and 78% are on-track for Maths.

HEADLINE: 83% of pupils across school are on-track to meet their targets in English and 84% in Maths. Progress in English and Maths is comparable.

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

The data at this mid-point in the academic year shows that pupil progress towards targets is slightly higher than expected, when compared to the summer 2022 results, in which 70% of pupils met their end of year targets in English and 74% of pupils met their end of year targets in Maths. This outcome could be due to the development of Subject Lead interventions this academic year.

KS1 is a small cohort of only 13 pupils, as Year 1 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: There is a negligible difference in attendance in Spring 2023, compared to the two previous years (the gap is only 0.51 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 0.02 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. 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 2022 Assessment Report

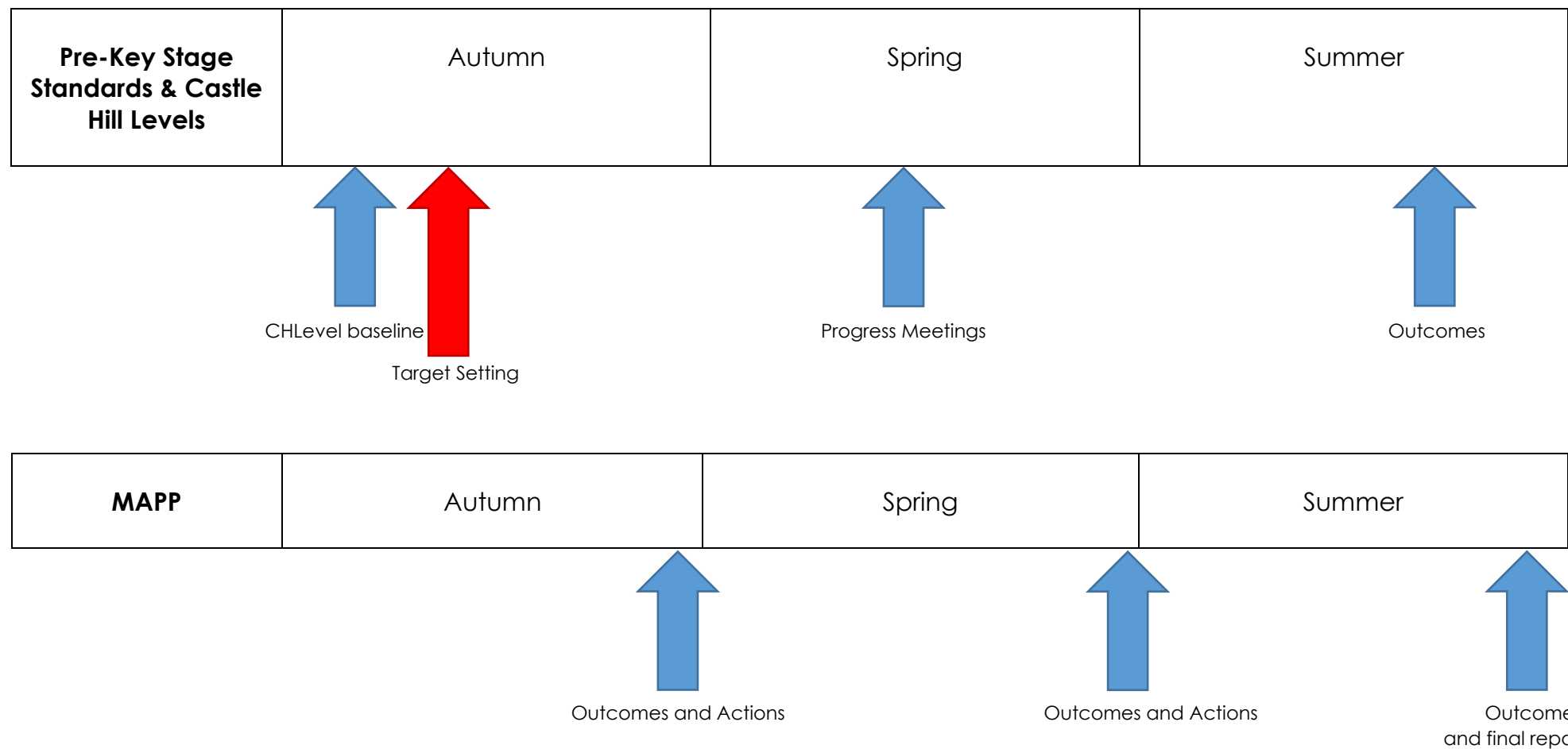
Intent: Raising performance outcomes and improving assessment processes through:

- 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
<p>- 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.</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>Existing Case Studies will continue. New Case Studies will now be developed for 22-23</p> <p>Key skill pathways to be updated on a regular basis</p>	KD / JA	<p>Collated case studies and tracking evidence</p> <p>PiP documents</p>
<p>- PiP/Pathway/CHL Moderation</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</p>	<p>PiP moderation sessions completed with teachers:</p> <p>28.09.2022 (Using and Applying CHL Moderation)</p> <p>19.10.2022 (PKS Standard Reading Moderation)</p>	KD / SB	<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>

<p>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>27.01.2023 (Phonics CHL Moderation) 01.03.2023 (PiP Subject-specific Bank of Statements) 17.05.2023 (CHL Moderation)</p>		<p>Collated case studies and tracking evidence</p>
<p>- The development Castle Hill Level Progression Guidance To extend the progression guidance process and apply it to the summer 2023 Castle Hill Level Attainment data.</p>	<p>Application of Progression Guidance to assist in target setting process Nov. 2022 and Spring progress towards targets meeting</p>	<p>PH / SB / Phase Leads / Maths Lead (KD), English Lead (JA), in partnership with CW</p>	<p>Monitoring of Pupil Progress Documents Monitoring through the Summer 2023 Assessment Report</p>
<p>Impact: 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 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, 70% of pupils met their end of year targets and in Maths 74% 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 (9)	84%	16%	100%	

Key Stage 1 to 4 – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
KS1 (13)	92%	8%	100%	
KS2 (35)	84%	16%	78%	22%
KS3 (28)	80%	20%	82%	18%
KS4 (16)	76%	24%	82%	18%

Sixth Form – Castle Hill Levels

	English		Maths	
	On-track	Off-track	On-track	Off-track
Sixth Form (18)	85%	15%	78%	22%

HEADLINE: 83% of pupils across school are on-track to meet their targets in English and 84% in Maths. Progress in English and Maths is comparable.

The small cohort in EYFS of 9 pupils makes comparisons less meaningful, in addition, the Birth – 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 13 pupils, as Year 1 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 93% of all pupils were on track in English in spring, compared to 75% in 2020-2021. In the previous academic year 92% of pupils were on track in Maths in spring, compared to 79% in 2020-2021. The induction of the Progression Guidance Graph (see Appendix 2) may have assisted in increasing challenge within the target setting process for 2022-2023.

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 2022 results, in which 70% of pupils met their end of year targets in English and 74% of pupils met their end of year targets in Maths. This outcome could be due to the development of Subject Lead interventions this 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	84% of EYFS pupils that are assessed using Birth to 5 Matters (of which there are 9 in total) are on-track for all Literacy targets and 100% of EYFS pupils are on-track for Maths. 1 pupil is not on-track in Literacy (specifically Speaking and Listening) 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. 1 pupil is not on track in Literacy (specifically Reading) due to their recent transition to education and completion of SALT assessments providing an amended baseline. All pupils are on track in all areas of Maths, this may be due to the smaller developmental steps within Birth to 5 Matters, the small cohort also makes comparisons less meaningful.
KS1	92% of KS1 pupils (of which there are 13 in total) are on-track for English and 100% of KS1 pupils are on-track for Maths. KS1 is a small cohort of only 13 pupils, making 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.
KS2	84% of KS2 pupils (of which there 35 in total) are on-track for English and 78% are on-track for Maths. 2 pupils are off-track in both English and Maths, they have both had extended periods of absence in the spring term which has limited their progress towards targets, however, both have accessed Outreach throughout their absence. 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 support regulation and engagement.
KS3	80% of KS3 pupils (of which there are 28 in total), are on-track in English skill areas and 82% are on-track for Maths skill areas. There is only 1 pupil who is off-track for all English and Maths skill areas, this is due to changes in health which has impacted on progress. 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	76% of KS4 pupils (of which there are 16 in total), are on-track in English skill areas and 82% are on-track for Maths skill areas. There are 2 pupils who are off-track for all English and Maths skill areas. For 1 pupil, this is due to some attendance issues, there is FLOSO support, and the pupil is currently receiving Subject Lead support in Sensory to develop their early exploratory play skills and Pupil Premium Champion 1:1 communication sessions. For the other pupil, there has been a decline in health, which has impacted on attendance and progress. This pupil is now being supported to maintain skills, and her MAPP and PiP targets have been amended accordingly.
Sixth Form	85% of KS5 pupils (of which there are 18 in total), are on-track in English skill areas and 78% are on-track for Maths skill areas. There are 2 pupils who are off-track for all English and all Maths skill areas, both due to extended absences arising from ill health. These pupils have amended timetables, including a shortened day and their targets have been reviewed and amended. 1 of the pupils has also received Physiotherapy input to support their transition to school

Overall
outcome

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 2022 results, in which 70% of pupils met their end of year targets in English and 74% of pupils met their end of year targets in Maths. This outcome could be due to the development of Subject Lead interventions this 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 2023 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-terminally 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

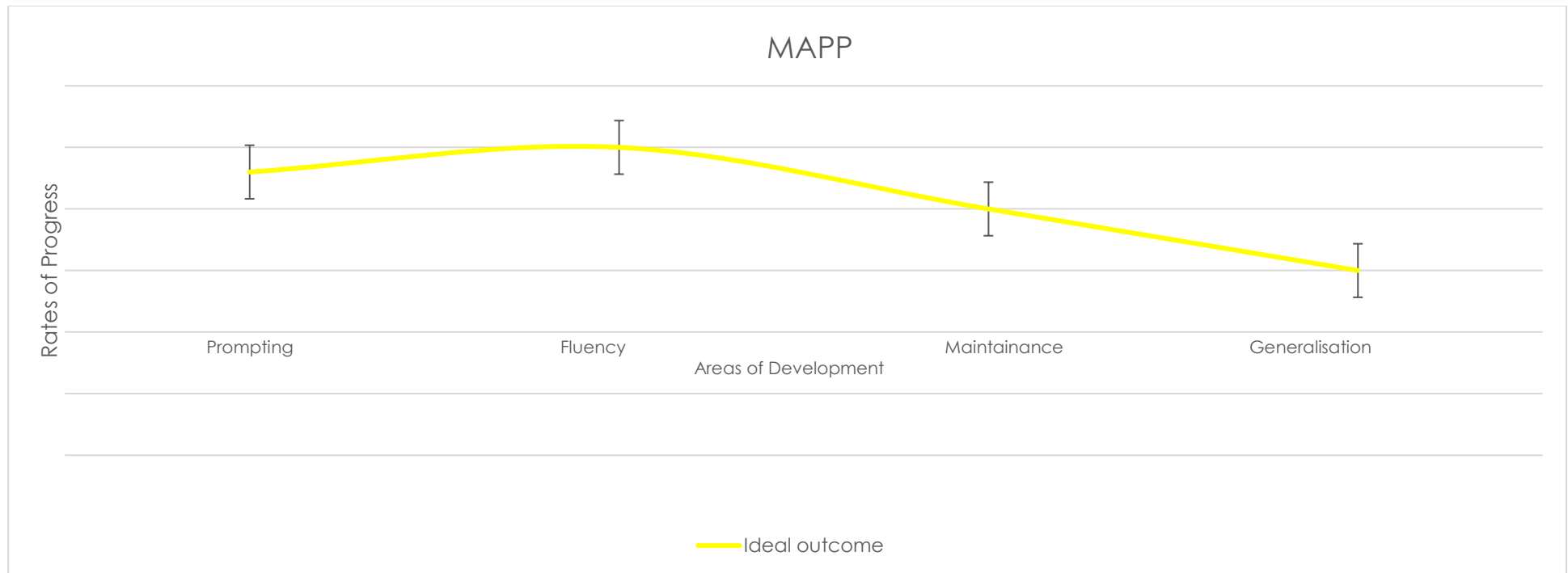
from approximate Fluency to accurate									
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, 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.



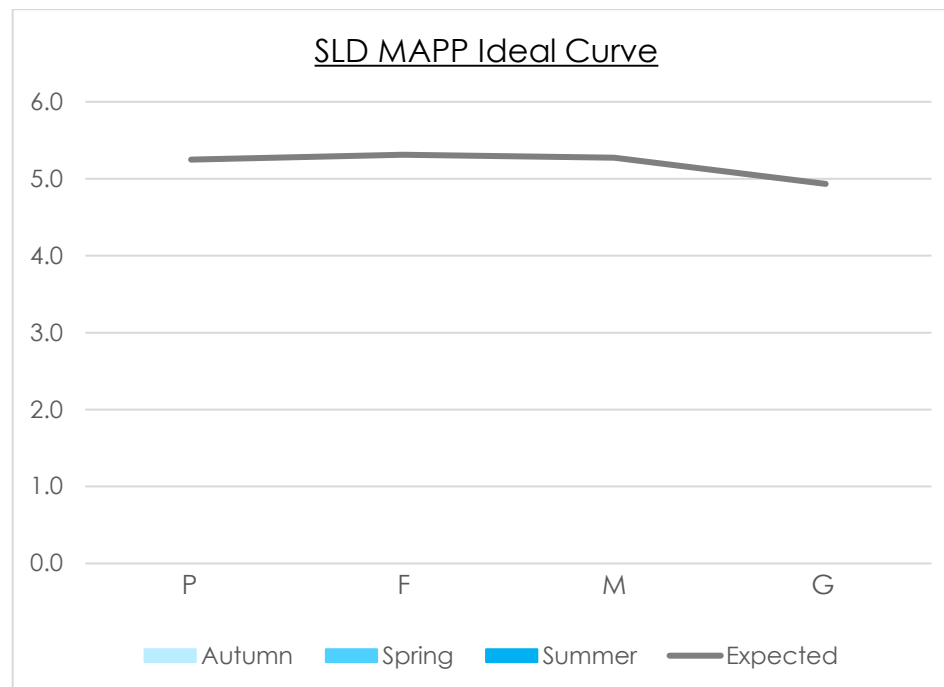
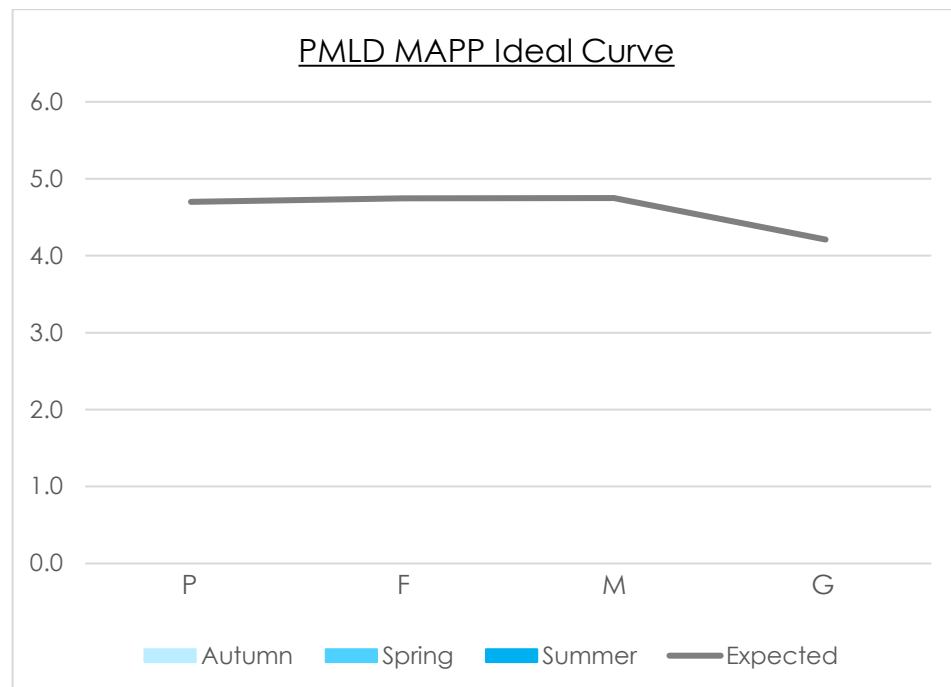
Prompting – the higher the line the greater the independence

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.



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.

Example Spring Pupil Progress Document

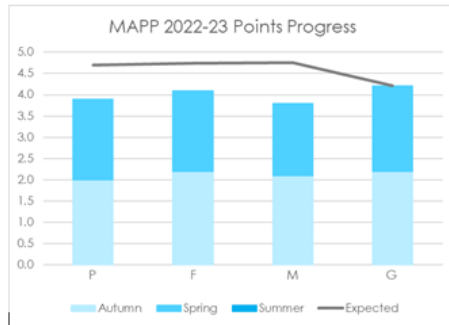
Pupil Progress Document 2022-2023



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
-----------------------------------	------------------------	----------

	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

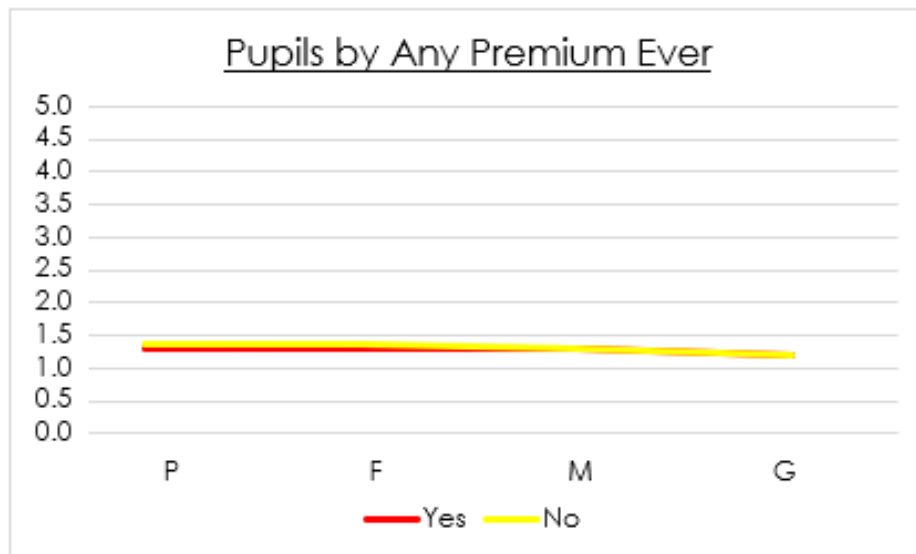
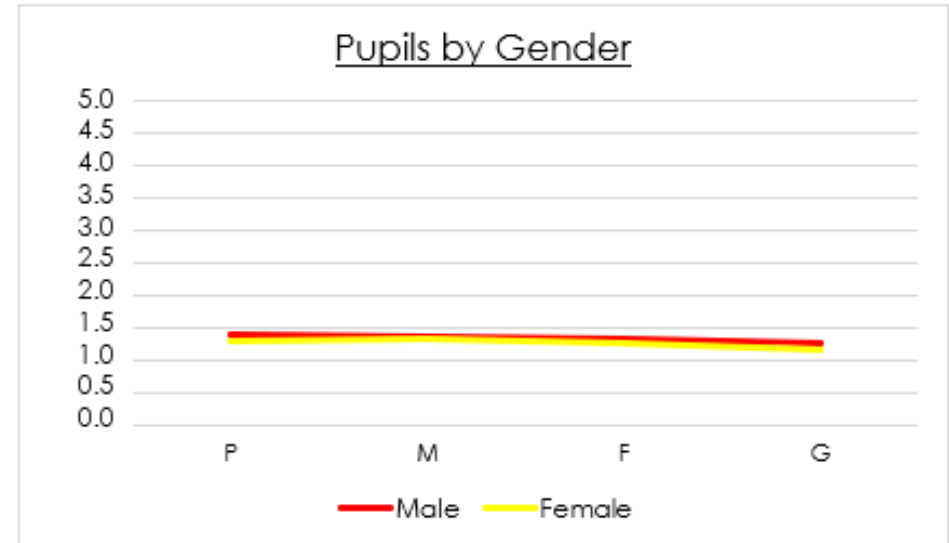
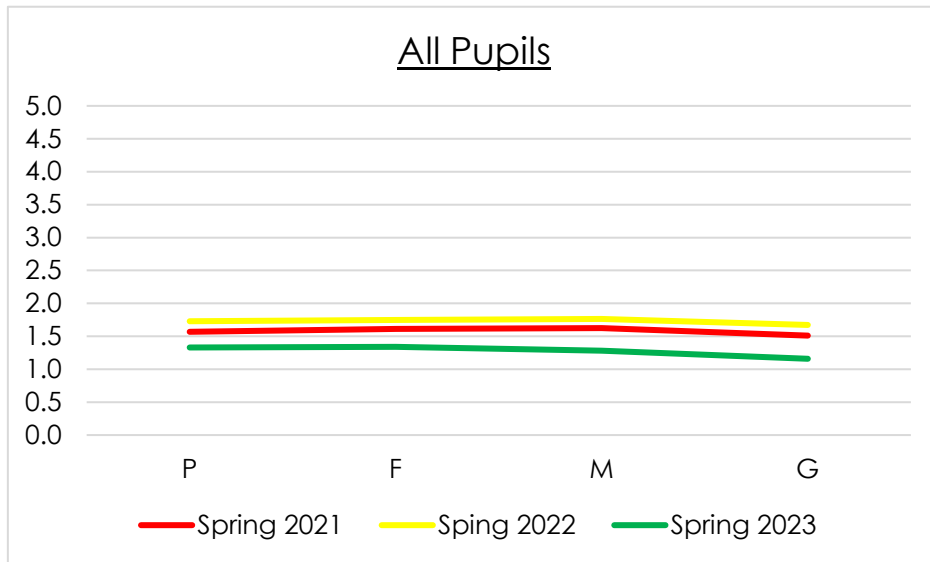
Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PIP turnover/direction, observation etc.

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.

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



The first graph shows progress made in the Spring 2023 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.

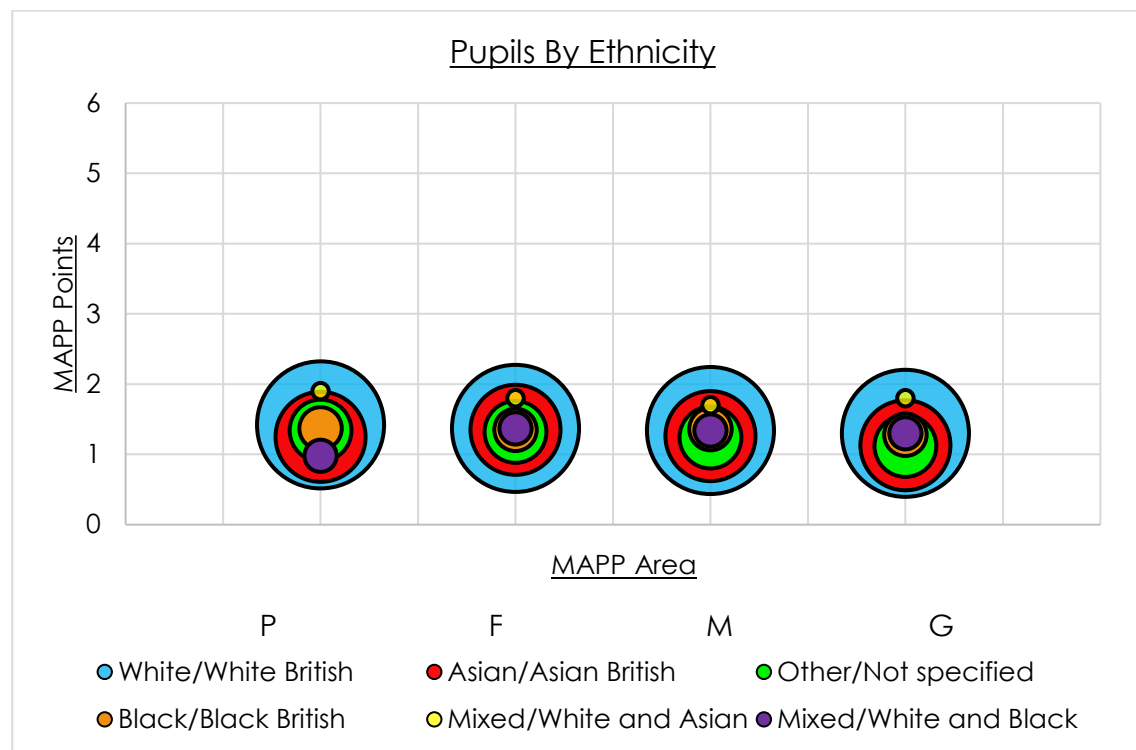
The third compares pupils who have been in receipt of any premium (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: There is a negligible difference in attendance in Spring 2023, compared to the two previous years (the gap is only 0.51 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 0.02 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. **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 – 64 pupils, Asian/Asian British – 32 pupils). Smaller groups fit around these two including The Other/Not specified category (15 pupils), Black/Black British (7 pupils), Mixed/White and Black (4 pupils) working slightly below for prompting, however, in line for the other areas 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 0.44 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:

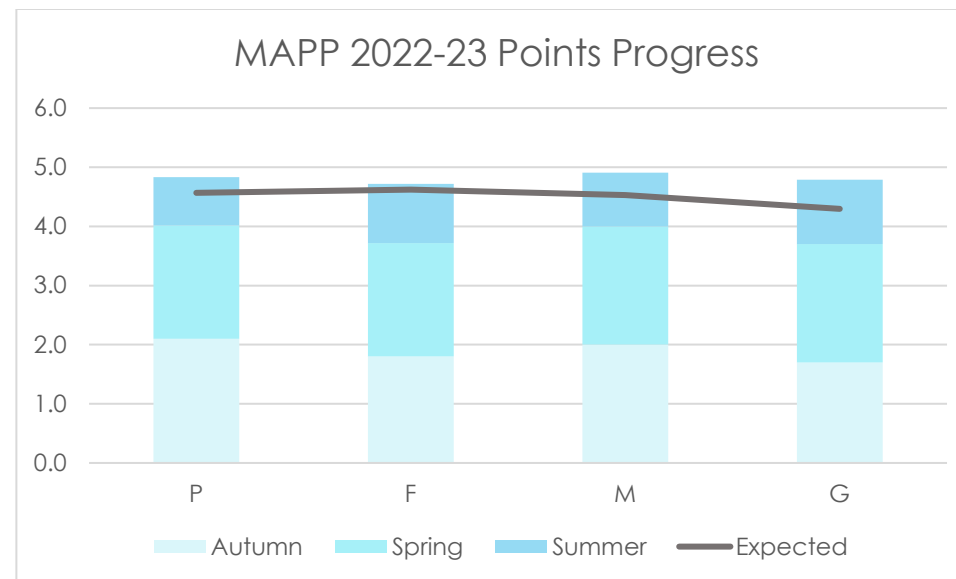
Start of the year

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
Reading							
Writing							
Speaking							

Listening							
Number							
Shape, Space & Measure							
Using & Applying							

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

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

Subject Intervention Monitoring

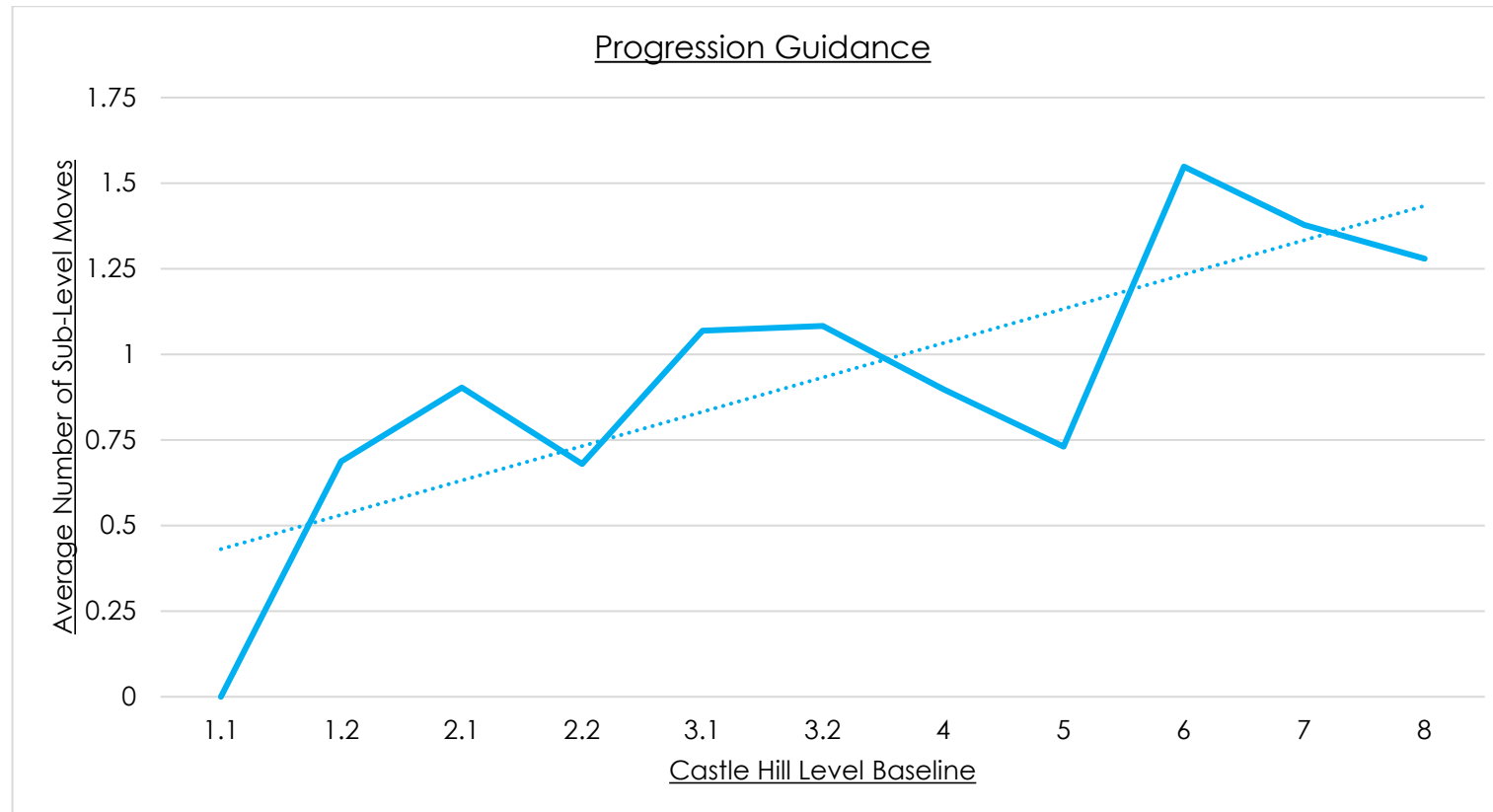
Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

English (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



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.