**St Andrews Academy**

**Assessment and Performance Information 2024/2025**

* Across all subjects and terms, the vast majority of students consistently perform at their expected level ('On Target').
* Reading stands out as a particular strength, with the highest and most consistent rates of students performing 'On' or 'Above' target.
* The most significant area for development is Maths, which sees a notable increase in students falling 'Below' target in the Summer Term.

# **Reading Data**

Reading is a strong and stable subject for the cohort. The percentage of students performing 'Below' target remains low and consistent throughout the year, while over 87% of students are consistently meeting or exceeding their targets

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| --- | --- | --- | --- |
| **Term** | **% Above Target** | **% On Target** | **% Below Target** |
| **Autumn** | 7.3% | 87.6% | 5.1% |
| **Spring** | 9.0% | 84.7% | 6.2% |
| **Summer** | 5.7% | 89.2% | 5.1% |

# **English Data**

English performance is also strong, with a large majority meeting their targets. However, there is a slight but steady increase in the percentage of students rated 'Below' target as the academic year progresses

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **% Above Target** | **% On Target** | **% Below Target** |
| **Autumn** | 6.2% | 87.0% | 6.8% |
| **Spring** | 3.4% | 89.8% | 6.8% |
| **Summer** | 2.8% | 88.7% | 8.5% |

# **Maths Data**

While performance in Maths is solid for the first two terms, the Summer Term shows a significant increase in the number of students falling 'Below' target, rising to 9.6%. This suggests a potential area for curriculum review or targeted intervention towards the end of the academic year

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **% Above Target** | **% On Target** | **% Below Target** |
| **Autumn** | 6.2% | 88.1% | 5.6% |
| **Spring** | 2.8% | 90.4% | 6.8% |
| **Summer** | 2.3% | 88.1% | 9.6% |

# **EHCP Outcomes Data**

|  |  |
| --- | --- |
|  **EHCP Area** | **% On or Above Target (Summer Term)** |
| **Cognition & Learning** | **93.8%** |
| **Communication & Interaction** | **94.4%** |
| **Social, Emotional & Mental Health** | **94.4%** |
| **Sensory and/or Physical** | **93.2%** |
| **EHCP Overall Judgement** | **94.4%** |

The most significant finding is the consistently strong performance across all EHCP areas, with over 92% of students meeting or exceeding their individual targets by the end of the academic year. This indicates that the provision and support strategies in place are effective for the vast majority of the student population.

# **Pupil Premium**

The data reveals a distinct and significant difference in performance between the two groups.

* Academic Performance Gap: In the core academic subjects of Reading and Maths, Pupil Premium students are performing below their non-PP peers. The most considerable gap is in Reading, where 86.8% of PP students are on or above target compared to 94.4% of their peers. Performance in English is nearly identical for both groups.
* Strong EHCP Performance (Positive Gap): In stark contrast, Pupil Premium students significantly outperform their non-PP peers across all assessed EHCP categories. This "positive performance gap" is largest in areas like Communication & Interaction and Social, Emotional & Mental Health, where over 98% of PP students are meeting or exceeding their targets

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Subject | % On or Above Target (Pupil Premium Students) | % On or Above Target (Non-Pupil Premium Students) | Performance Gap |
| **Reading** | **86.8%** | **94.4%** | **-7.6%** |
| **English** | **92.5%** | **93.5%** | **-1.0%** |
| **Maths** | **84.9%** | **91.9%** | **-7.0%** |

|  |  |  |
| --- | --- | --- |
|  | % On or Above Target (Pupil Premium Students) | % On or Above Target (Non-Pupil Premium Students) |
| **Cognition & Learning** | **96.2%** | **91.9%** | **+4.3%** |
| **Communication & Interaction** | **98.1%** | **92.7%** | **+5.4%** |
| **Social, Emotional & Mental Health** | **98.1%** | **91.9%** | **+6.2%** |
| **Sensory and/or Physical** | **96.2%** | **91.9%** | **+4.3%** |
| **EHCP Overall Judgement** | **98.1%** | **91.9%** | **+6.2%** |

# **Next Steps and Recommendations**

The new tracker's ability to create personalised flightpaths will be most impactful when applied to the student groups that require the most urgent attention.

**Prioritise the Pupil Premium Academic Gap in Reading and Maths.**

Use the new EfL Insights dashboard to immediately focus on the PP students who were rated 'Below' target in the Summer Term for Reading. Their initial progress data should be closely monitored to determine if they are 'Slightly', 'Moderately', or 'Significantly' below their new personalised targets, triggering appropriate intervention.

**Investigate the Summer Term Decline in Mathematics.**

Conduct a specific analysis of the students whose Maths performance declined in the Summer Term. Use the new tracker to examine their term-on-term 'steps of progress' to identify precisely when and why this dip occurred. This can inform whether the issue is related to curriculum content, teaching, or assessment practices towards the end of the year.

**Enhance Moderation with Objective Progress Data.**

During the planned half-termly moderation sessions, use the EfL Insights dashboard to flag students whose progress is outside the personalised ±25% margin. These cases—whether showing unexpectedly high or low progress—should be the focus of professional discussion to ensure the underlying assessment data is accurate and that judgements are consistent across the school.

**Leverage the "Rolling Average" to Understand Atypical Progress.**

The new tracker's design, which uses a rolling average to avoid skewing data, is perfect for managing such cases. Use this feature to maintain a stable and realistic 'expected range' for these students. Furthermore, use these instances as learning opportunities to investigate the external factors (e.g., health, attendance) that your new system is designed to accommodate.