2020-2021Summer Term Data Report

* Key OFSTED action: *‘Introduce an assessment system, which allows teachers to record clear evidence of progress against pupils’ personalised small steps of learning in their re-written Education, Health and Care Plans, reflecting the whole breadth of the curriculum in the school.’*
* The report is based on data returns for 172 of the 185 students on roll
* Teachers required to make two judgements:
  + For each EHCP target, is the student ‘on track’ to reach their ‘Expected Outcome’?
* If the student is ‘not on track’, why?
* Teachers’ deadline for submission of data was 2.7.21.
* Week commencing 12th July, AHT’s conducted learning conversation meetings with individual teachers in their pathway to:
  + Verify their returns.
  + Review the evidence-base for their judgements.
  + Agree strategies to address underachievement.
* The data presented in this report is analysed against the three criteria used in previous reports:
  + EHCP domain.
  + Pupil Premium/LAC.
  + Curriculum Pathway.
* Two new criteria are included:
  + Braided curriculum pathway added to the data set
  + Visual impairment.
* To aid Governors’ challenge, data from Autumn and Spring 20-21 is included.
* Covid update: During the summer term, the school managed Covid outbreaks by enforcing partial closures of classrooms. There were no whole school closures during this term.

**Section 1 – EHCP Domain**

**Autumn Term**

**Spring Term**

**Summer Term**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 115 | 476 | 31.3% |
| Independence | 100 | 271 | 19.7% |
| Physical and Sensory | 41 | 119 | 8.5% |
| Social, Emotional Wellbeing | 77 | 269 | 18.3% |
| Speech, Language and Communication | 89 | 330 | 22.2% |
| **Grand Total** | **422** | **1465** | **1887** |

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 193 | 412 | 31.8% |
| Independence | 130 | 248 | 19.9% |
| Physical and Sensory | 59 | 100 | 8.4% |
| Social, Emotional Wellbeing | 102 | 237 | 17.8% |
| Speech, Language and Communication | 125 | 296 | 22.1% |
| **Grand Total** | **609** | **1293** | **1902** |

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 67 | 516 | 583 |
| Independence | 68 | 300 | 368 |
| Physical and Sensory | 27 | 124 | 151 |
| Social, Emotional Wellbeing | 44 | 298 | 342 |
| Speech, Language and Communication | 59 | 352 | 411 |
| **Grand Total** | **265** | **1590** | **1855** |

**Comparison by Domain**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 2020-2021** | | **Spring 2020-2021** | |
| **EHCP Domains** | **Not On Track** | **On Track** | **Not On Track** | **On Track** |
| Cognition and Learning | 19.5% | 80.5% | 31.9% | 68.1% |
| Independence | 27.0% | 73.1% | 34.4% | 65.6% |
| Physical and Sensory | 25.6% | 74.4% | 37.1% | 62.9% |
| Social Emotional Wellbeing | 22.3% | 77.8% | 30.1% | 69.9% |
| Speech, Language and Communication | 21.2% | 78.8% | 29.7% | 70.3% |
| **Grand Total** | **22.5%** | **77.5%** | **32.0%** | **68.0%** |

|  |  |  |
| --- | --- | --- |
|  | **Summer 2020-2021** | |
| **EHCP Domains** | **Not On Track** | **On Track** |
| Cognition and Learning | 11.5% | 88.5% |
| Independence | 18.5% | 81.5% |
| Physical and Sensory | 17.9% | 82.1% |
| Social Emotional Wellbeing | 12.9% | 87.1% |
| Speech, Language and Communication | 14.4% | 85.6% |
| **Grand Total** | **14.3%** | **85.7%** |

* Steep decline in the proportion of targets ‘not on track’, from 32.0% to 14.3%
* The spread of targets across the 5 domains remains very similar, indicating a developing rigor to the data set as it grows over time.
* Summer’s best performing domain is Cognition and Learning (marginally). Spring’s best performing domain was speech, language and communication (70.3%).
* Summer’s least performing domain is Independence (81.5%), with the next least performing domain being physical and sensory. Spring’s least performing domain was physical and sensory (62.9%).

Rationale for weaker performance in independence domain:

* Although independence is the weakest domain, it has made a big increase in number of students on track (15.95%)
* The Physical and sensory domain doesn’t have clear oversight in terms of responsibility area, there is crossover throughout multiple bubbles.

**‘Not On Track’ Breakdown**  
**Key**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1-Attendance (Non-Covid) |  |  | Cognition and Learning | CL | |
| 2-Attendance (Covid) |  |  | Social Emotional Wellbeing | SEW | |
| 3-Medical (Non-Covid) |  |  | Independence | I | |
| 4-Emotional (Non-Covid) |  |  | Physical and Sensory | PC | |
| 5-Emotional (Covid) |  |  | Speech, Language and Communication | SLC | |
| 6-Resources / Training |  |  |  | |  | |
| 7-Inappropriate Expectations |  |  |  | |  | |
| 8-Other |  |  |  | |  | |

‘Attendance COVID’ is the most significant reason for underperformance, with over a third of all ‘not on track’ targets attributed to this factor. 19% of pupil’s not on track were provided with the reason ‘other’ with a large majority of this relating to lack of consistent staffing within school, as a result of Covid absences.

**Section 2: Pupil Premium and LAC**

Pupil Premium v non-Pupil Premium

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 2020-2021** | | **Spring 2020-2021** | |
|  | **Non Pupil Premium** | **Pupil Premium** | **Non Pupil Premium** | **Pupil Premium** |
| Not On Track | 16.9% | 21.6% | 29.9% | 37.4% |
| On Track | 83.1% | 78.4% | 70.1% | 62.6% |

|  |  |  |
| --- | --- | --- |
|  | **Summer 2020-2021** | |
|  | **Non Pupil Premium** | **Pupil Premium** |
| Not On Track | 14.6% | 15.4% |
| On Track | 85.4% | 84.6% |

Summer 20/21 Domain Breakdown

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Non Pupil Premium** | | **Pupil Premium** | |
|  | **On Track** | **Not On Track** | **On Track** | **Not On Track** |
| CL | 89.1% | 10.9% | 90.2% | 9.8% |
| I | 75.9% | 24.1% | 84% | 16% |
| PS | 92.9% | 7.1% | 82.6% | 17.4% |
| SEW | 88.7% | 11.3% | 84.8% | 15.2% |
| SLC | 78.6% | 21.4% | 84.6% | 15.4% |

In Autumn, the difference in attainment gap between the two cohorts was 4.7 %, in favour of non-Pupil Premium, this increased to 7.5 % in Spring. In the summer term the difference in attainment gap is less than 1%.

This demonstrates the positive impact that pupil premium spend has had on closing the gap. There is a correlation between the reduction in absences – Covid related and the reduced attainment gap between pupil premium and non-pupil premium students. This supports the evidence collection and rationale in the Autumn and Spring’s data drop, stating the negative impact of Covid related absences on pupil premium students.

LAC Students v non-LAC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number** | **Not on Track** | **On Track** | **Grand Total** |
| Non LAC | 163 | 14.05% | 85.95% | 100% |
| LAC Students | 9 | 18.27% | 81.73% | 100% |

**Section 3: Pathways**

**Comparison by Pathway**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 2020-2021** | | **Spring 2020-2021** | |
|  | **Not on Track** | **On Track** | **Not on Track** | **On Track** |
| Formal | 18.1% | 81.9% | 16.3% | 83.8% |
| Pre Formal | 16.8% | 83.2% | 40.7% | 59.3% |
| Semi Formal | 25.9% | 74.1% | 38.0% | 62.0% |
| **Grand Total** | **22.4%** | **77.6%** | **32.0%** | **68.0%** |

|  |  |  |
| --- | --- | --- |
|  | **Summer 2020-2021** | |
|  | **Not on Track** | **On Track** |
| Formal | 3.3% | 96.7% |
| Semi Formal | 20% | 80% |
| Braided | 12.8% | 87.2% |
| Pre Formal | 21.1% | 78.9% |
| **Grand Total** | **14.3%** | **85.7%** |

In Autumn, the best performing pathway was Pre-Formal (83.9%). In Spring, the least performing pathway is Pre-Formal (59.3%). This demonstrates the disproportionate impact of COVID on the educational outcomes of our most vulnerable and complex learners. Data from the summer term suggests that pre-formal learners are the least performing pathway.

This is the first term that the ‘braided’ pathway have been recognised and analysed as a separate group of learners. This is a huge achievement at The Meadows School and one that must be celebrated.

**Section 5: Visual impairment**

All three reports for Autumn, Spring and the current Summer 20-21 report have identified the two domains of ‘Physical and Sensory’ and ‘Independence’ contain a higher proportion of ‘not on track’ targets, compared to the other three domains. Additionally, an action within the Autumn report was: ‘Pull out ‘areas/subjects’ (for example: emotional regulation, reading, maths…) from the data set, to support the implementation of ‘deep dives’. Visual Impairment (VI) directly related to these two domains, therefore an analysis was conducted regarding the students with VI.

For the VI cohort a breakdown of their ‘on track’ compared to their ‘not on track’ targets was generated. This was compared to the cohort of students without VI.

**Actions**

|  |  |  |
| --- | --- | --- |
| Action from Spring | Update | Actions from Summer |
| Target our deployment of the Pupil Premium Fund and the new COVID Catch-Up Fund on the promotion of Remote Education as well as high-quality on-site provision. | Lockdown delayed the start of some initiatives. Sports Coach now started and on site provisions are underway e.g. drama therapy, sensory packs, art therapy | Continuation |
| Work with our Multi-Agency colleagues to maximise their attendance and impact. | More engagement from multi-agency team, team are back in school and working within their service level agreement. | Continuation |
| Monitor the comparative performance of the three pathways. Consider the development of a fourth pathway, separating SLD and Complex ASC. | Achieved.  Braided curriculum has now been implemented and data sets have been reported on. | Explore the options for the Braided Pathway to ensure MAPP is the most effective tool for measuring progress. |
| Establish the new role of SENCo to improve oversight and co-ordination of colleagues from Sensory Support Service.  Release and task newly qualified QTVI, to improve provision for students with sensory impairment and monitor their progress | VI Analysis.  Spring term’s ‘alarming’ findings appears to be a blip (only one term within a very unusual year), as summer data demonstrates a reduction in 29% for ‘not on track’ VI students. However, compared to non-VI students this is still higher. | Continue to analyse VI data sets this year to ensure the Gap in attainment continues to close. |

Additional Actions

AHT’s to work alongside the ‘independence’ and ‘physical and sensory’ bubble leaders to improve provision and ultimately close the gap in attainment within these areas. This will include; SLT to look at the current bubble structure and responsibility areas, specifically ‘physical and sensory’.