2022-2023 Spring 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 208 of the 213 students on roll
* Teachers are 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 24.03.23
* Week commencing 27.03.23, AHTs and middle leaders 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
  + Review last terms underachievement
* The data presented in this report is analysed against the four criteria used in previous reports:
  + EHCP domain
  + Pupil Premium/LAC
  + Curriculum Pathway
  + Reading and Maths

**Section 1 – EHCP Domain**

**Spring Term 22/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 47 (7.8%) | 555 (92.2%) | 602 |
| Independence | 21 (4.9%) | 405 (95.1%) | 426 |
| Physical and Sensory | 12 (12.6%) | 83 (87.4%) | 95 |
| Social, Emotional Wellbeing | 30 (7.8%) | 353 (92.2%) | 383 |
| Speech, Language and Communication | 48 (7.2%) | 619 (92.8%) | 667 |
| **Grand Total** | **158 (7.3%)** | **2015 (92.7%)** | **2173** |

**Autumn Term 22/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 73 (12%) | 546 (88%) | 619 |
| Independence | 52 (13%) | 355 (87%) | 407 |
| Physical and Sensory | 17(18%) | 78 (82%) | 95 |
| Social, Emotional Wellbeing | 47 (12%) | 339 (88%) | 386 |
| Speech, Language and Communication | 75 (11%) | 596 (89%) | 671 |
| **Grand Total** | **264 (12%)** | **1914 (88%)** | **2178** |

Assessment data from the Spring Term would suggest there has been improvement across all domains; with the proportion of targets being identified as ‘On track’ increasing.

The best performing domain in the Spring term is ‘Independence’, which is the first time that this has been the case. Independence has been placed at the forefront of our Curriculum Intent and Implementation in recent months; where functional and independent living skills were identified as an area for development. This has informed long-term and medium-term planning, as well as monitoring in this area and the data indicates progress in this domain.

In line with the Autumn Term, Physical and Sensory remains the domain with the largest proportion of targets identified as being ‘Not on Track’. This is the domain with the smallest number of targets; with only 95 targets in total across the whole school. 5 of the 12 ‘Not on Track’ targets are due to ‘attendance’. This is attributed to 3 students; whose medical conditions have impacted their attendance.

|  |  |
| --- | --- |
| Attendance | 33 |
| Emotional | 21 |
| Resources/training | 6 |
| Inappropriate expectation | 28 |
| Unable to make provision | 7 |
| Staffing inconsistencies | 63 |
| **Grand Total** | **158** |

Staffing inconsistencies have been identified as the main reason for why targets are ‘Not on Track’. The school has continued to face significant challenges with regards to staffing, with both a high level of absenteeism and a difficulty in recruitment. Whilst being a national issue, staffing inconsistencies prove particularly detrimental to our students due to their additional needs. The school has been proactive in its recruitment strategy and its implementation of Local Authority procedures with regards to absence. Staffing continues to remain a challenge for the school but will hopefully stabilise moving forwards.

**Section 2: Pupil Premium and LAC**

Pupil Premium v non-Pupil Premium

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring 2022-23** | | **Autumn 2022-2023** | |
|  | **Non pupil premium** | **Pupil premium** | **Non pupil premium** | **Pupil premium** |
| Not On Track | 6.8% | 2.6% | 12% | 8% |
| On Track | 93.2% | 97.4% | 88% | 92% |

Positively, the data demonstrates that the Pupil Premium cohort continue to outperform the non-pupil premium, in relation to the proportion of targets ‘On Track’. It must be acknowledged that social deprivation is not the main barrier to learning for students with complex learning difficulties, however the data indicates there has been an effective use of the Pupil Premium funding. This funding has allowed the school to provide multiple learning opportunities and additional provision.

LAC Spring Term

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Spring 2022-23** | | |
|  | **Non LAC** | **LAC** | **Total** |
| Not On Track | 7% | 14% | 7.3% |
| On Track | 93% | 86% | 92.7% |

Although there is an attainment gap between LAC and non-LAC students at The Meadows, the data is still positive in comparison with national statistics. Educational outcomes for our LAC students are monitored by the Virtual School within their termly PEP meetings. Pupil Premium Plus spend is deployed to deliver targeted support to enable the students to meet their targets.

**Comparison by Pathway**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring 2022-2023** | | **Autumn 2022-2023** | |
|  | **Not on Track** | **On Track** | **Not on Track** | **On Track** |
| Formal | 4.1% | 95.9% | 4.6% | 95.4% |
| Semi Formal | 9.7% | 90.3% | 13.6% | 86.4% |
| Braided | 4.8% | 95.2% | 11.4% | 88.6% |
| Pre Formal | 8.6% | 91.4% | 24.4% | 75.6% |
| **Grand Total** | **7.3%** | **92.7%** | **12%** | **88%** |

Across all the domains, the data shows an improvement in the proportion of targets identified as being ‘On Track’; with the most significant improvement within the Preformal Pathway.

The Preformal Pathway has recently been subject to a full review and restructure; including the removal of accreditation, the removal of chronological age groups and the embedding of the EQUALS curriculum. Provision and target setting has become more appropriate in this area.

**Analysis of Maths and Reading Targets**

In response to advice from the School Improvement Advisor, subject-specific analysis has taken place for the first time in the Spring Term. The school will continue to analyse assessment data from Maths and Reading in order for the school to drive improvements in these key areas.

Analysing the data from the two subjects, indicates Maths and Reading sit slightly below the overall school performance. However, there is little disparity between the subjects.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Spring 2022-23** | | |
|  | **Maths** | **Reading** | **Overall School Performance** |
| Not On Track | 9.34% | 11.11% | 7.3% |
| On Track | 90.66% | 88.89% | 92.7% |