2019-20 Spring Term Data Report

* Second report based on EHCP targets, not the obsolete P-Levels and National Progression Guidance.
* 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’ judgements required to be evidence-based.
* The data presented in this report is analysed against three criteria: EHCP domain, Pathway (in line with our curriculum model) and by Pupil Premium.
* The report is based on data returns for 164 students, compared to Autumn’s data set of 128. The small number of students not included in the report are new starters, or on roll but have not attended the site for a considerable period (predominantly for medical issues), or suffering from degenerative conditions.
* To aid analysis, data from Autumn’s Governors’ report is included.

**Section 1 – EHCP Domain**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 35 | 492 | 31.3% |
| Independence | 40 | 282 | 19.1% |
| Physical and Sensory | 28 | 142 | 10.0% |
| Social, Emotional Wellbeing | 18 | 290 | 18.3% |
| Speech, Language and Communication | 28 | 330 | 21.3% |
| **Grand Total** | **147** | **1536** | **1683** |

Across all domains, there has been a 1.6% improvement in students ‘on track’, compared to Autumn.

**Comparison by domain**

|  |  |  |
| --- | --- | --- |
|  | **Autumn** | **Spring** |
| **EHCP Domains** | **Not On Track** | **On Track** | **Not On Track** | **On Track** |
| Cognition and Learning  | 12.47% | 87.53% | 6.64% | 93.36% |
| Independence | 9.28% | 90.72% | 12.42% | 87.58% |
| Physical and Sensory | 13.64% | 86.36% | 15.48% | 84.52% |
| Social Emotional Wellbeing  | 6.38% | 93.62% | 5.84% | 94.16% |
| Speech, Language and Communication | 9.65% | 90.35% | 7.82% | 92.81% |
| **Grand Total** | **10.27%** | **89.73%** | **8.73%** | **91.27%** |

For Autumn, Social, Emotional Wellbeing had the highest proportion of targets ‘on track’ and Physical and Sensory had the lowest. This has remained the case for Spring. Similarly, the performance of these two domains has only marginally changed. Cognition and Learning is the most improved domain, an increase of 5.9%, followed by Speech Language and Communication with an increase of 2.5%. Independence has fallen by 3.1%

**‘Not On Track’ Breakdown**

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| --- |
| **Key** |
|  | Attendance |
|  | Medical |
|  | Behaviour |
|  | Resources / Training |
|  | Inappropriate Expectations |
|  | Other |

As was the case in Autumn, ‘Inappropriate Expectation’ remains the most significant reason for underperformance, however its significance has also remained constant (36% in Autumn). This would indicate that the work already started to strengthen target setting and moderation, needed to continue.

**Section 2: Pupil Premium**

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|  | **Autumn** | **Spring** |
|  | **Non Pupil Premium** | **Pupil Premium** | **Non Pupil Premium** | **Pupil Premium** |
| Not On Track | 7.1% | 12.7% | 11.0% | 11.5% |
| On Track | 92.9% | 87.3% | 89.0% | 88.6% |

Autumn Results

|  |  |  |
| --- | --- | --- |
|  | **Pupil Premium** | **Non Pupil Premium** |
|  | **On Track** | **Not On Track** | **On Track** | **Not On Track** |
| CL | 83.7% | 16.3% | 92.1% | 7.9% |
| I | 91.7% | 8.3% | 93.1% | 6.9% |
| PS | 80.7% | 19.4% | 91.3% | 8.7% |
| SEW | 91.4% | 8.6% | 98.5% | 1.5% |
| SLC | 89.0% | 11.0% | 89.7% | 10.3% |

Spring Results

|  |  |  |
| --- | --- | --- |
|  | **Pupil Premium** | **Non Pupil Premium** |
|  | **On Track** | **Not On Track** | **On Track** | **Not On Track** |
| CL | 91.5% | 8.6% | 92.1% | 8.0% |
| I | 82.5% | 17.5% | 84.9% | 15.2% |
| PS | 77.6% | 22.4% | 85.0% | 15.0% |
| SEW | 91.9% | 8.1% | 93.7% | 6.3% |
| SLC | 91.1% | 8.9% | 86.0% | 14.0% |

Across all domains, Spring’s data demonstrates that Pupil Premium students and non-Pupil Premium students are performing at the same level. There is no overall attainment gap between the two cohorts.

This represents a different position compared with Autumn; non-PP students were out-performing PP students by 5.6%.

A factor in this higher rate of progress for PP students across the Spring Term, is the 7.8% improvement in the proportion of students ‘on track’ to achieve their Cognition and Learning targets. Additionally, PP students have outperformed their non-PP counterparts in Speech, Language and Communication.

For both cohorts, Physical and Sensory is the lowest performing domain. Plus it represents the largest attainment gap of 7.4%.

**Section 3: Pathways**

**Comparison by Pathway**

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| --- | --- | --- |
|  | **Autumn** | **Spring** |
| **Pathway** | **Not on Track** | **On Track** | **Not on Track** | **On Track** |
| F | 9.39% | 90.61% | 7.51% | 92.49% |
| PF | 9.76% | 90.24% | 9.46% | 90.54% |
| SF | 10.76% | 89.24% | 9.19% | 90.81% |
| **Grand Total** | **10.27%** | **89.73%** | **8.73%** | **91.27%** |

It is pleasing that the proportion and performance of the three pathways have remained very similar, even though an additional 36 students and 427 targets were incorporated into the Spring assessment. This indicates a developing rigor to the data set as it grows over time.

**Actions**

* As stated previously, this is only the second data report based on the new assessment model. Therefore, we must be cautious to derive hard conclusions; trends need to develop over time. However, we are now in a position of reporting on a complete data set for the entire school population (with the caveat outlined in the report’s introduction).
* Due to the current difficulties presented by COVID-19, Termly Progress Meetings between AHT and individual class teachers have not taken place.
* These Progress Meetings provide the best opportunity to drill down and answer some of the key questions presented by this data set: Why has Cognition and Learning improved? Why has Independence dropped? Why has Physical and Sensory remained the lowest performing domain?
* In relation to this last question, there are some important points to consider:
* Physical and Sensory has the smallest sample-size, therefore each target carries greater statistical significance, compared to the other domains.
* Within Physical and Sensory, 50% of the reasons for ‘not on track’ are attributed to ‘other’. This demonstrates how personalised the targets are in this domain and how difficult it is to come to generalised findings.
* ‘Not on track’ Physical and Sensory targets are generated by 25 students. This is a manageable cohort to focus upon and set personalised interventions, once school normality is resumed. Teachers can begin this work, during lock down.

Finally, it must be noted that any continuation of school closure related to COVID-19, will obvious have a significant impact on our students outcomes. Teachers are working hard to set online work, via their class page on the website, however this cannot replicate the quality of the provision students would be receiving if they were in school. Knowledge, understanding and skills will be lost and once we return to school, time must be allocated to carefully re-baseline. Understandably, this disruption to students’ education will be reflected in subsequent data reports.

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