2022-2023 Autumn 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 212 of the 215 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 9.12.22
* Week commencing 9th January, AHT’s 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 three criteria used in previous reports:
  + EHCP domain.
  + Pupil Premium/LAC.
  + Curriculum Pathway.
* Learning conversation template has been adapted to track underperformance/interventions to ensure students who are identified as ‘not on track’ are being monitored

**Section 1 – EHCP Domain**

**Autumn Term 22/23**

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| --- | --- | --- | --- |
| **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** |

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 64 (11%) | 528 (89%) | 592 |
| Independence | 42 (11%) | 328 (89% | 370 |
| Physical and Sensory | 11 (11%) | 94 (89%) | 105 |
| Social, Emotional Wellbeing | 38 (10%) | 330 (90%) | 368 |
| Speech, Language and Communication | 47 (8%) | 534 (92%) | 581 |
| **Grand Total** | **202 (10%)** | **1814 (90%)** | **2016** |

**Summer Term 21/22**

|  |  |  |  |
| --- | --- | --- | --- |
| **EHCP Domains** | **Not on Track** | **On Track** | **Grand Total** |
| Cognition and Learning | 117 (17%) | 538 (83%) | 655 |
| Independence | 55 (13%) | 356 (87%) | 411 |
| Physical and Sensory | 22 (15%) | 125 (85%) | 147 |
| Social, Emotional Wellbeing | 66 (16%) | 335 (84%) | 401 |
| Speech, Language and Communication | 60 (12%) | 453 (88%) | 513 |
| **Grand Total** | **320 (15%)** | **1807 (85%)** | **2127** |

**Spring Term 21/22**

The physical and sensory domain has the most students who are ‘not on track’ for the Autumn term. This is the smallest domain cohort, with only 95 targets in total across the whole school. 65% of the 17 ‘not on track’ targets are due to ‘attendance.’ This is largely attributed to 7 students who have attendance figures ranging from 0% to 81% in the autumn term. 41% of students reported as ‘not on track’ in this domain are within the preformal cohort with complex medical needs.

The physical and sensory domain has reduced in quantity of targets over the past academic year due to appointing a TLR holder who has taken responsibility for this domain. She has completed a whole school register, audit and provided guidance to ensure this domain is solely for the purpose of physical and sensory needs, when previously there has been confusion.

The best performing domain in the autumn term is ‘speech, language and communication.’ This is the largest domain area with 671 targets in total. There has recently been a whole school communication strategy developed and an audit has been completed to quality assure PLG targets in this area to support learning and student progress.

|  |  |
| --- | --- |
| Attendance | 102 |
| Medical | 3 |
| Emotional | 38 |
| Resources/training | 9 |
| Inappropriate expectation | 44 |
| Unable to make provision | 11 |
| Staffing inconsistencies | 57 |
| **Grand Total** | **264** |

**‘Not On Track’ Breakdown**

In response to change in circumstances with the global pandemic, covid categories have now been removed from reason codes. Due to a lack of clarity and overuse of the ‘other’ reason code in previous data reports, this category has also been removed.

‘Attendance’ is the most common reason for students not being on track with 39% of underperformance attributing to this factor. 102 targets that have been recorded as ‘not on track’ comprise of 21 students.

The next most commonly used reason code for underperformance is ‘staffing inconsistencies.’

SLT have acknowledged the concerns around staffing inconsistencies and numerous attempts have been made to fill recruitment gaps within school.

**Section 2: Pupil Premium and LAC**

Pupil Premium v non-Pupil Premium

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| --- | --- | --- | --- | --- |
|  | **Autumn 2022-2023** | | **Summer 2021-2022** | |
|  | **Non pupil premium** | **Pupil premium** | **Non pupil premium** | **Pupil premium** |
| Not On Track | 12% | 8% | 6.7% | 13.6% |
| On Track | 88% | 92% | 93.3% | 86.4% |

|  |  |
| --- | --- |
| **Spring 2021-2022** | |
| **Non Pupil Premium** | **Pupil Premium** |
| 10.2% | 15.5% |
| 89.8% | 84.5% |

LAC Autumn term

|  |  |  |
| --- | --- | --- |
|  | **Not On Target** | **On Target** |
| **Non LAC** | 12% | 88% |
| **LAC** | 6.6% | 93% |
| **Total** | 12% | 88% |

Autumn 22/23 Domain Breakdown

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Non Pupil Premium** | | **Pupil Premium** | |
|  | **On Track** | **Not On Track** | **On Track** | **Not On Track** |
| CL | 90.5% | 9.5% | 90.9% | 9.1% |
| I | 84.2% | 15.8% | 93.4% | 6.6% |
| PS | 78.6% | 21.4% | 85.7% | 14.3% |
| SEW | 88.4% | 11.6% | 93.2% | 6.8% |
| SLC | 89.1% | 10.9% | 94.3% | 5.7% |

In Autumn, data demonstrates a 4% overall attainment gap between pupil premium and non pupil premium students., this has reduced from the attainment gap of 6.9% in the summer term 2021-2022.

The domain that represents the biggest difference between non-pupil premium and pupil premium students is independence. There is an 9.2 % difference in ‘not on track’ students when comparing the two cohorts.

Following the recent termly pupil premium impact report, it has been identified that additional grant allocations will provided to support increased offsite provision at malthouse stables and warrens hall riding school. This aimed at reducing the attainment gap between pupil premium and non-pupil premium within the ‘my independence’ domain.

**Comparison by Pathway**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 2022-2023** | | **Summer 2021-2022** | |
|  | **Not on Track** | **On Track** | **Not on Track** | **On Track** |
| Formal | 4.6% | 95.4% | 14.7% | 85.3% |
| Semi Formal | 13.6% | 86.4% | 8.8% | 91.2% |
| Braided | 11.4% | 88.6% | 8.6% | 91.4% |
| Pre Formal | 24.4% | 75.6% | 10.4% | 89.6% |
| **Grand Total** | **12%** | **88%** | **10.0%** | **90.0%** |

|  |  |  |
| --- | --- | --- |
|  | **Spring 2021-2022** | |
|  | **Not on Track** | **On Track** |
| Formal | 17.6% | 82.4% |
| Semi Formal | 16.9% | 83.1% |
| Braided | 13.3% | 86.7% |
| Pre Formal | 6% | 94% |
| **Grand Total** | **15%** | **85%** |

The best performing pathway for the Autumn term is the ‘formal’ cohort. The summer data report showed that the formal cohort were the least performing pathway which was attributed to staffing inconsistencies mainly in one class.

An action taken from last terms data report stated:

1. Ensure formal cohort have adequate staffing to support provision and curriculum delivery

This has been achieved in the autumn term and will continue to be monitored.

**Actions**

|  |  |  |
| --- | --- | --- |
| Action from Summer | Update | Actions from Autumn |
| Ensure middle leaders play an active role in all elements of the monitoring cycle | Middle leaders have led/shadowed learning conversations, conducted paired observations and work scrutiny with senior leaders. | Ensure all middle leaders have the opportunity to lead learning conversations |
| Ongoing monitoring of PLG’s by pathway lead | AHT preformal pathway lead has been absent, other pathway leads have led learning conversations/PLG’s in this area to support.  Braided PLG handover has been completed | Realignment of responsibilities within SLT.  Maternity AHT cover will now lead on semi formal/formal |
| Transfer to INSIGHTS, collaborative work with data manager and ICT support | Training received by AHT’s and data manger. Decision made by SLT that the transfer to INSIGHTS will be on hold until stability with SLT has improved | Visit other schools – WS/CO to create an action plan of transferal for the meadows. |
| Ongoing moderation of TAGS as advised by SIA | Trawl completed, unused tags removed | Whole school procedures and TAG revamp to be completed. |
| Ensure formal cohort have adequate staffing to support provision and curriculum delivery | Consistency provided in formal class who were most affected by staffing inconsistencies | Ongoing review by SLT |

Additional Actions

1. Attendance – If this reason code is selected, SLT will input exact figures on learning conversation overview using SIMS. Referral to attendance team if required.
2. Physical and sensory TLR holder to share domain overisght with all middle leaders, development of domain registers in all areas to support monitoring.