

Pupil progress and outcomes 2017-18

Whole school one-page summary

KS2 Progress across all subjects 2017-2018

Cohort	Below-expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall Schools headline Average 2013-17	8%	31%	61%	92%
2017- 2018	3%	42%	55%	97%
Comparative data from outstanding Special school The Beacon School Kent	9%	30%	61%	91%
Comparative National expectations from Progression Guidance	25%	50%	25%	75%

KS1 Progress across all subjects 2017-2018

Cohort	Below-expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall Schools headline Average 2013-17	8%	33%	59%	92%
2017- 2018	0%	10%	87%	100%
Comparative data from outstanding Special school The Beacon School Kent	6%	23%	71%	94%
Comparative National expectations from Progression Guidance	25%	50%	25%	75%

- Headline progress data across all subjects demonstrates that the vast majority of learners are making at least expected progress (for this definition see rationale below) across the curriculum and over 50% are making accelerated progress in all subjects.
- Disadvantaged pupils and those who receive the Pupil Premium Grant (PPG) are progressing as well or in some case even better than their peers, which evidences the success of the planned interventions we put in place for these pupils utilising the grant.
- The performance is consistent across all subjects and there is no noticeable cohort in school who are performing less well than others.
- Individual aspirational progress targets are set each year and the pupils progress is tracked closely each term at formal progress meetings where individualised interventions to enhance progress are put in place when required and these are closely monitored.
- The school is rich in data, regarding the progress across key subjects for each pupil from the early years until the end of KS2 when pupils leave to start their secondary education.
- Each year group's progress is analysed (in this report) to compare progress against: our own expectations and external benchmarks. This is used to identify potential whole school issues, further drive school improvement and raise individual pupil outcomes further.
- The school is also committed to monitoring and reporting on non-academic and non-linear progress especially related to personal development and wellbeing. Parents, carers and pupils are central to this progress through a structured programme of reviews linked to closely to the EHCP outcomes. This is also integrated with our curriculum.
- Pupils successes are celebrated and are evident in the purposeful and positive learning environment across the school.

1. DETAILED ANALYSIS

EVIDENCE

School APP Tracking data which incorporates learning outcomes from the National Curriculum (NC) Programmes of Study (PoS) and also P levels. school Upper Quartile targets derived from the National Progression Guidance. External assessments and reports. school analysis and Governors' reports.

RATIONALE

- Overall attainment remains well below the national average for all groups of pupils due to their special educational needs and disabilities.
- However, the school's own assessment system, based on the National Progression Guidance (only available for English and Maths) and further developed through our participation in the DfE trial of evidence for the Pre Key Stage Standards (which are now integrated into our assessment framework -see context section below) provides clear evidence that the progress made by pupils at Fort Royal is higher than that found in similar schools and can be considered outstanding for the majority of our pupils. This level of progress has been consistently high for the last 5 years.
- For the last three years a continuing comparison of pupil's progress has been made with a similar and Outstanding Special School who use an equivalent assessment system which is utilised by all Kent Special schools (KASS) using National Progression Guidance derived quartile ranges. The Key Stage progress outcomes have been extremely congruous between our two schools over this period.

RECENT DEVELOPMENTS

- Since our last Ofsted inspection in October 2016 we have also begun to analyse our pupil progress data across the wider curriculum beyond Numeracy, Literacy and Communication (see below) and have made judgements on their progress within our own Science, Knowledge and Understanding of the World (foundation subjects) and Creative Arts Curricula.
- These are assessed using the Programme of Study (PoS) aim statements from the National Curriculum subjects of ICT, DT, History, Geography, RE, PE, Music, Art and Science and then also differentiated utilising the corresponding P level statements with bridging levels implemented from P8 to the beginning of year one POS.
- We have also started to track progress across our new PSHE, Wellbeing and Independence curriculum which also incorporate its own assessment framework. Progress measures for these areas will be available in July 2019 after its first full annual cycle of curriculum coverage.
- This PSHE & Well-being curriculum and assessment framework have also been utilised to inform the relevant outcomes and short-term targets (identification of priority areas, next steps and tracking of progress) within each pupil's Individual Provision Map (IPM) in their Education, Health and Care Plan (EHCP).
- We believe this will help us to meet some of the new statutory assessment requirements outlined within the Rochford Review recommendations (once they are adopted) as well as providing a broader understanding of our pupil's progress and provide a clear focus for more targeted development across all areas most relevant to individual/personal development, wellbeing and preparedness for their lives ahead.

PUPIL PROGRESS REPORT AND ANALYSIS 2017-2018

The following tables are presented in comparative context with:

- a. National progress Data
- b. Progress data of comparable Outstanding special school,
- c. School's own data from the previous year's 2013-2016

CONTEXT

- Prior to 2014-15, the school used a consistent method of tracking progress based on its own Assessing Pupil Progress (APP) format incorporating P Levels and National Curriculum Levels and based on expected levels of progress from various starting points as outlined the National Progression Guidance.
- During 2014-15, following the retention of P levels but the removal of National Curriculum levels, the school revised these APP grids to incorporate the new school year-related expectations and developed bridging levels to cover the gap between P8 and the Year 1 expectations. This was a major development linked to the introduction of a revised curriculum which has now been introduced across the school.
- APP grids are kept at the front of each pupil's workbook so that progress can be directly tracked on a fortnightly basis and related to evidence in the books, once each half term this data is transferred to an online system. Class teams are provided with directed time to complete these assessments as a team.
- The evidence in these APP grids informs the teacher judgement of a level, which is made at the end of each term and then moderated at a progress meeting and termly moderation events.

"The APP sheets in the front of pupils' workbooks show progress over time and in an inspection, senior leaders would need to direct inspector's attention to these. The workbooks are of very high quality. SIP Report May 2016

- This assessment framework is explained more fully in the School's Assessment Policy. This also includes tables which indicate the level progress required each year and by the end of each key stage to attain the relative quartile ranges. These tables are used to make judgements of quartile progress at the end of each Key stage.
- An analysis of the progress data is made at the mid-year point and at the end of the year and is used to make judgements on the quality of outcomes for pupils, groups of pupils and the relative performance between subjects. It is summarised in this SEF report which is also the progress report which is presented to governors and is published on the school website. Information from this analysis informs the School Improvement Plan.
- Pupils who are not progressing as expected are identified at progress meetings and at the mid and end of year analysis stages. They are sign-posted to individual interventions or provisions in order to maximise their attainment and their progress is carefully monitored.
- Assessment information is used as the basis of the termly Pupil Progress Meetings with the Head or member of the SLT.
- Annual Targets based on previous performance and end of Key Stage expectations are set that the progress meeting at the start of each school year
- These Annual progress targets are generally set at levels that will result in an Upper Quartile progress score by the end of the Key Stage but are altered to take account of teacher judgements and are increased during Pupil Progress meetings if exceeded.
- Individual Pupil Progress data is available in school in a database which can be filtered to review the progress of various different cohorts and groups in school.
- Termly Moderation sessions both within the school and with other Special and Mainstream schools ensures consistency of assessment judgements have previously taken place. Moderation of levels also occurs at pupils progress meetings.
- We also participated in the National trial of the Dfe Pre-Key Stage Interim Standards, these have now been integrated within our APP framework and have been used to standardise our own judgments and further develop our understanding of expected progress from the pupil's various starting points.
- We offer an outreach service to mainstream schools which include our assessment and APP progress tracking framework and it is utilised by other schools. We regularly attend the Worcester city Primary SENCOs meetings and have provided them with training on our assessment framework

and senior staff deliver lectures/seminars at the University of Worcester SENCO course on assessing the progress of pupils who are working below the standard of the national tests.

- Data is discussed with Governors who regularly ask for clarification or additional information. Governors are also linked to each key stage and monitor and track individual pupil's progress and their books during their monitoring visits. It was also the main focus during a Governors' Day in March 2015.

“The standard of presentation of pupils' work in their books and the evidence of learning is outstanding. Governors monitor pupils' books and parents make comments in them. Pupils have started to self-assess their work more regularly, where appropriate. Many pupils learn to become more independent learners. Assessment and the use of APP is excellent and informs future teaching.” SIP Report June 2016

- The School Improvement Officer from Babcock Prime lead an Annual Performance Review in January 2018 and found the assessment system to be robust and effective and concluded that:

“the evidence presented prior to and during this initial visit, the school is performing well; increased rigor in monitoring and evaluation processes enables leaders to gain an accurate view of the school's strengths and areas for development”

Key Stage 2

English 2017-18

Cohort (NB 1 pupil =3%)	NOR	Below- expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall Schools headline Average 2013-18	136	8%	33%	59%	92%
2018	34	0%	44%	56%	100%
2017	21	11%	33%	56%	89%
2016	17	0%	32%	68%	100%
2015	26	4%	15%	81%	96%
2014	14	21%	57%	22%	79%
2013	25	12%	19%	69%	88%
Comparative data from outstanding Special school The Beacon School Kent	2017	12%	28%	60%	88%
	2018	11%	19%	70%	89%
Comparative National expectations from Progression Guidance	Nation al	25%	50%	25%	75%

High view comparative data available here: <http://thebeacon.kent.sch.uk/media/sites/2/Beacon-Whole-School-Summary-2018.pdf>

Maths 2017-18

Cohort (NB 1 pupil =3%)	NOR	Below-expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall headline Average figure 2013- 17	136	8%	28%	63%	92%
2018	34	1%	38%	61%	99%
2017	21	12%	28%	60%	88%
2016	17	0%	32%	68%	100%
2015	26	4%	25%	71%	96%
2014	14	14%	35%	51%	86%
2013	25	12%	21%	67%	88%
Comparative data from outstanding Special school The Beacon School Kent (2018)	2017	10%	23%	68%	90%
	2018	4%	20%	76%	96%
National expectations from Progression Guidance	Nation al	25%	50%	25%	75%

Conclusion- Key Stage 2

- The progress of pupils in KS2 has been constantly strong with good to outstanding progress for the last 5 consecutive years.
- Many fewer pupils are making below-expected progress (lower quartile) than would be suggested from the national data and more than double of the pupils are progressing within the Upper quartile range.
- The proportion of pupils making expected or above expected progress has risen this year, this can be attributed to the specific action of raising attainment to this level stated in last year's progress analysis and was achieved through identifying pupils who were at risk of below expected progress and planning actions with individual improvement plans which were monitored through the year at progress meetings.
- The progress of FRS pupils is highly comparable with the outstanding progress made by pupils at The Beacon Outstanding Special School in Kent which has a similar pupil group to our own.
- This higher than expected level of progress is also exemplified in the pupils' workbooks and is clearly tracked in the APP sheets attached to the front of each pupil's workbook as was noted by the School improvement Partner in his school improvement visit in May 2016 and also at the School Annual Performance Review with the Babcock SIA in January 2018.
- This use of consistent APP assessment has resulted in all staff having a clear basis for assessing and tracking progress and identifying next steps in learning
- The results for 2018 are on par with the 5-year average
- This can be attributed to robust target setting (mostly) against upper quartile ranges /above expected (see School Assessment policy) and careful termly monitoring of progress at progress meetings.
- Pupils who are falling behind their targets are identified and individual intervention plans are put in place. This work has clearly moved more pupils into the mid quartile range and also maintained the higher than expected presence in the upper quartile band.
- The progress Pupils made in English and Maths is consistent.

KS2 Progress within Core Subject Strands 2018

Subject	Below-expected progress	Expected progress	Exceeding expected progress
Overall headline Average figure for all subjects 2013-17	9%	34%	57%
Reading	0%	44%	56%
Writing	0%	41%	59%
Speaking	6%	50%	44%
Listening	3%	50%	47%
Number	0%	41%	59%
Measure	3%	35%	62%

Conclusion KS2 subject comparison

- Upper Quartile scores in Speaking and listening were targeted for improvement after last years analyses
- It was hypothesized that relative lower scores in this year was due to the increasing population of pupils on the Autistic spectrum who are entering the school in all year groups (speaking and listening is clearly a significant barrier to learning for this group). The fact that speaking (expression) was at a lower level than listening (reception) further supported this hypothesis.
- **These Speaking and listening scores are improved there are now very few pupils who are performing below expectations (was 15% last year) but there is still a relatively smaller proportion who are achieving above the above expected levels compared to other subjects.**
- An action from last year's analyses was too arranged for a whole staff twilight training package from the Speech and Language. After the advice of the SIA in January 2018 we also devised some training and a staff development project in the summer term to ensure environments are language rich and clearly reflect the topic/theme/text through words and visuals, particularly in Early Years and outdoor learning areas. **It is clear that we are now seeing the impact of this work in terms of pupil progress in Speaking and Listening, but further development and embedment is still required.**
- The school has now also purchased additional Speech and Language therapy service which started in September 2017 so that SALTs are able to support class staff in class with agreed communication targets and also support running of language groups this additional support will also continue.
- The relative strength in writing compared to other English subjects is likely due to the dedicated "writing" time that has been utilised in most classes for last 3 years.
- Maths strands perform better than English strands in most years. This is likely due to the fact that the more concrete concepts in maths learning suits the learning style of many of our learners.

ACTION

- **Continue to supplement and extend the Speech and Language provision in school by an extra therapy day per week to allow more therapist contact and support time for each class**
- **Continue with another programme of SALT training for all staff – with focus on early and expressive language skills.**
- **Continue to embed work to develop the language rich learning environment in school and closely monitor individual class application of learnt skills against pupils performance date in Speaking and Listening.**
- **Continue weekly targeted cross grouped speaking and listening interventions lead by class staff and monitor progress using the APP.**

Progress of Pupil cohorts in KS2

Pupil Premium 2017-18

English

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress		Total expected or better	
	PP	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP
Overall headline Average figure 2013-17	43 (51%)	39 (49%)	7%	9%	25%	39%	67%	52%	93%	91%
2018	18 (53%)	16 (47%)	0%	0%	35%	43%	65%	57%	100%	100%
2017	7(35%)	14(65%)	11%	12%	18%	40%	71%	48%	89%	88%
2016	11 (65%)	6 (35%)	0%	0%	27%	41%	73%	59%	100%	100%
2015	18 (69%)	8 (31%)	5%	0%	11%	25%	83%	75%	95%	100%
2014	6 (43%)	8 (57%)	17%	13%	50%	75%	33%	13%	83%	87%
2013	8 (32%)	17 (68%)	6%	21%	18%	15%	75%	64%	94%	79%

Maths

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress		Total expected or better	
	PP	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP
Overall headline Average figure 2013-16	43 (51%)	39 (49%)	8%	11%	27%	28%	64%	61%	92%	89%
2018	18 (53%)	16 (47%)	0	4	44	36	56	60	100%	96%
2017	7(35%)	14(65%)	0%	15%	43%	31%	57%	54%	100%	85%
2016	11 (65%)	6 (35%)	0%	0%	32%	33%	68%	67%	100%	100%
2015	18 (69%)	8 (31%)	11%	0%	5%	14%	83%	87%	89%	100%
2014	6 (43%)	8 (57%)	17%	25%	50%	37%	33%	37%	83%	75%
2013	8 (32%)	17 (68%)	14%	17%	7%	23%	79%	60%	86%	83%

Conclusion

- In the last 5 years, the cohort of pupils who receive the Pupil Premium (PPG) has risen in numbers, they are now a larger cohort than those who do not receive the PPG.
- In the spring term of 2016 the school, worked extensively with an external independent advisor (D. Sobel. www.inclusionexpert.com) to further develop the school's provision for pupils who received the Pupil premium and also its vulnerable pupils.
- Systems were refined and developed further but initially the advisor found that :

"The sheer quantity and high-quality provisions at Fort Royal School is unusual and outstanding" D. Sobel February 2016

- An analysis of the progress data (see tables above) shows **that pupils who receive the PPG perform in line and more often better (especially in English) than their peers** who do not receive PPG.
- This performance has been consistent for the last 4 years.
- **This is evidence that the strategies and provisions that the school has developed to support PPG and other vulnerable pupils are effective (see Rationale document)**
- This view is supported by external review:

Progress by gender

English

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
2018	9	25	9%	0%	27%	47%	73%	53%
2017	4	16	33%	6%	33%	31%	33%	63%
2016	4	13	0%	0%	50%	73%	50%	73%
2015	5	21	0%	5%	0%	19%	100%	76%
2014	5	9	20%	11%	60%	67%	20%	23%
2013	5	20	30%	20%	10%	14%	60%	69%

Maths

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
2018	9	25	4%	2%	23%	43%	73%	55%
2017	4	16	25%	6%	50%	31%	25%	63%
2016	4	13	0%	0%	50%	73%	50%	73%
2015	5	21	0%	5%	0%	19%	100%	76%
2014	5	9	20%	11%	60%	67%	20%	22%
2013	5	20	50%	14%	30%	18%	20%	69%

- Further analysis by gender, LAC and attendance is available in school. This analysis demonstrates that it is difficult to identify underperforming groups in school. This is due to the overriding significance of individual disability on performance, the generic nature of the school and the significantly greater number of boys than girls.
- For this reason, the school focuses on individual progress and identifies individuals for specific additional interventions taking account their individual vulnerability and performance against expectations.
- The outstanding progress individuals have made is evidence of the success of the extensive package of interventions based on access to learning for vulnerable learners that school has developed over the years and then further rationalised with the support of external consultation

Key Stage 2 progress across the wider curriculum

Knowledge and Understanding of the World (KSUW) and Expressive Arts (EA)

- KSUW and EA are taught on a 2 year cycle. Therefore coverage of the objectives from the National Curriculum Programme Of Study (POS) take place over a 2 year period.

- The objectives are skills based and similarly to English and Maths need to be observed in different contexts, with different adults and independently in order for them to be highlighted as achieved.
- Both of these subjects are taught as part of a creative curriculum and link to each half terms key text.
- Our KSUW & EA curriculum covers the National Curriculum foundation subjects (ICT, DT, History, Geography, RE, PE, Music, Art and Science). They are not taught discretely and instead are modelled on an early year's curriculum approach where skills are taught across all subjects to build links and consolidate skills more effectively.
- As there is no National data from which to draw comparison and as we run this curriculum over a two year cycle we have devised our own progress table table (see below) to indicate what expected progress in this area should look like based on the progress made by different cohorts as they move through the school. This will be updated as each cohort passes through.
- This progress table is based on progress scores utilising our own subject specific P levels but drawn from the National Progression level expectations of progress for core subjects but has been adapted with our own pupil cohort data.
- We use this table to make the judgement of whether each pupil's progress has been as expected, above expected or below expected levels. These can be related to the Quartile measures seen above.

Annual Progress table and target Setting Tool for KSUW and EA		
Start/baseline level	P level progress needed per 2 year for MQ attainment	P level progress needed per 2 year cycle for UQ attainment
P1i	0.3	0.3
P1ii	0.3	0.5
P2i	0.3	0.5
P2ii	0.3	0.5
P3i	0.3	0.5
P3ii upper/lower	0.3	0.5
P4	0.3	0.8
P5	0.5	0.8
P6	0.8	1.2
P7	0.8	1.2
P8+	1	1.2

Science, KSUW and EA Scores 2017-18

Science	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 34 pupils	0%	50%	50%	100%
2017 -NOR 21 pupils	10%	38%	52%	90%

Knowledge, Skills And Understanding of the World	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 34 pupils	12%	35%	53%	88%

2017-NOR 21 pupils	10%	38%	52%	90%
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Expressive Arts	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 34 pupils	12%	47%	41%	88%
2017- NOR 21 pupils	5%	43%	52%	95%

Conclusions

- Our pupils' progress in this wider curriculum is very consistent with their progress made in the Core English and Maths Stands.
- This would indicate that similar judgments on the good to outstanding progress can also be made in this area.
- There does not seem to be any indication that any particular interventions or significant changes to the curriculum or accompanying assessment framework are required at this stage.
- We can be confident that the curriculum covers the range and coverage of the POS required by the National Curriculum but is differentiated appropriately for our learners.
- The accompanying assessment framework indicates that pupils are generally progressing well or very well in the essential skills identified through the curriculum.

Key Stage 1 2017-18

Rational

- As there is no comparative national data from which to extrapolate quartile information for KS1 pupils with additional needs we have used the general progress expectations from the Progression Guidance in other Key stages to set our own progress expectations for this key stage.
- There is however comparative progress data from the Outstanding Kent special school which we have used to inform our judgements (see table below).
- As in the progression guidance the level of progress expected for each quartile is dependent on starting ability (baseline level at the start of Key stage 1) and works out at between 0.5 and 1 level of progress per year over the two years in KS2 (see school Assessment Policy).
- Pupils are set an end of year and end of Key stage targets using this Upper Quartile level and their progress at achieving these targets is monitored each term at progress meetings.

English

Cohort	Below-expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall headline Average figure 2013-16	8%	34%	58%	92%
Comparative data from outstanding Special school The Beacon School Kent 2018)	3%	13%	84%	97%
2018	0%	15%	85%	100%
2017	5%	29%	66%	95%
2016	3%	32%	65%	97%
2015	0%	50%	50%	100%
2014	14%	36%	50%	86%
2013	17%	25%	58%	83%

Maths

Cohort	Below-expected progress	Expected progress	Exceeding expected progress	Total expected or better
Overall headline Average figure 2013-16	8%	32%	60%	92%
Comparative data from outstanding Special school The Beacon School Kent 2018)	3%	13%	84%	97%
2018	0%	11%	89%	100%
2017	4%	31%	65%	96%
2016	7%	25%	68%	93%
2015	12%	37%	50%	88%
2014	9%	33%	57%	91%
2013	8%	33%	58%	92%

Conclusion

- Progress in KS1 has been consistently good to outstanding in both English and Maths with a very high number of pupils making progress within the upper quartile range and very few (and no pupils this year) continue to make less than expected progress.
- Our results are extremely contiguous with the Kent Outstanding Special School.

KS1 Progress within Subject Strands 2017-18

Subject	Below-expected progress	Expected progress	Exceeding expected progress
Reading	0%	15%	85%
Writing	0%	15%	85%
Speaking	4%	8%	88%
Listening	4%	15%	81%
Number	0%	7%	93%
Measure	0%	15%	85%

Conclusion

- The issues of relatively poor performance in Speaking and Listening in KS1 as in KS2 that were identified last year are not present this year and performance in this area in KS1 is congruous with other strands.
- This is evidence of the success of the strategies implemented after the progress evaluation and review last year.
- The 4% who achieved below expected progress in Speaking and listening is due to the performance of a single pupil. This pupil has been identified for specific individual intervention this academic year.
- As in KS2 the number strand has performed better than the English strands. This is likely due to the fact that the more concrete concepts in maths learning suits the learning style of many of our learners.

Progress of Pupil cohorts in KS1 2017-18

Pupil Premium

English

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress		Total expected or better	
	PP	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	Pupil Premium	Not PP	PP	Not PP
2018	8 (33%)	16 (67%)	0%	0%	25%	13%	75%	87%	100%	100%
2017	8 (31%)	18(69%)	0%	7%	47%	19%	53%	74%	100%	97%
2016	(%)	(%)	0%	0%	32%	32%	68%	68%	100%	100%
2015	(%)	(%)	0%	11%	43%	56%	57%	33%	100%	89%

Maths

year	NOR		Below-expected progress		Expected progress		Exceeding expected progress		Total expected or better	
	PP	Not PP	Pupil Premium	Not PP	PP	Not PP	Pupil Premium	Not PP	PP	Not PP
2018	8 (33%)	16 (67%)	0%	0%	18%	33%	82%	67%	100%	100%
2017	8 (31%)	18(69%)	0%	6%	37%	17%	63%	77%	100%	94%
2016	(%)	(%)	0%	13%	20%	29%	80%	58%	100%	87%
2015	(%)	(%)	0%	11%	57%	44%	43%	44%	100%	89%

Conclusion

- Last year the relative number of pupils who received the Pupil Premium Grant (PPG) in KS1 who exceed expected progress was not as high as those who did not receive the PPG. This year more PPG pupils exceeded expected progress in maths but fewer did in English.
- This year's KS1 PPG cohort is relatively small only 8 pupils so individual pupils are able to impact significantly on the whole cohorts' data.
- **It is possible, however to extrapolate that the progress of pupils in KS1 who receive the PPG is roughly equivalent to their peers who do not receive the PPG.**

KS1 Science, Knowledge and Understanding of the World (KSUW) and Expressive Arts (EA)

Rationale

- As for Key Stage 2 above

Science	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 24	0%	4%	96%	100%
2017 -NOR 21	11%	37%	52%	89%

Knowledge, Skills and Understanding of the World	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 24	0%	4%	96%	100%
2017 NOR 27	11%	37%	52%	89%

Expressive Arts	Below-expected progress	Expected progress	Exceeding expected progress	Total Expected or Better
2018-NOR 24	0%	4%	96%	100%
2017 NOR 27	14%	36%	50%	58%

Conclusions

- Our pupils' progress in this wider curriculum is very consistent with their progress made in the Core English and Maths Stands and also with pupils in Key Stage 2 (above)
- This would indicate that similar judgments on the good to outstanding progress can also be made in this area.
- There does not seem to be any indication that any particular interventions or significant changes to the curriculum or accompanying assessment framework are required at this stage.
- We can be confident that the curriculum covers the range and coverage of the POS required by the National Curriculum but is differentiated appropriately for our learners.
- The accompanying assessment framework indicates that pupils are generally progressing well or very well in the essential skills identified through the curriculum.

Evaluation of whole school actions suggested from last year's (2017-18) analysis and actions for this academic year suggested from this analysis:

Action agreed after last year's analysis	Evaluation and RAG	Next steps and actions for academic year 2018-2019
<p>1. Plan, implement and monitor individual interventions for identified pupils who have a 2+ Lower Quartile scores across all strands</p>	<ul style="list-style-type: none"> In KS2 the number of pupils who made below expected progress has moved from 11% to 0% in KS2 English and from 12% to 1% in Maths stands In KS1 it has moved from 5% to 0% in English and from 4% to 0% in Maths stands This indicates that the individual strategies planed and monitored at progress meeting have been successful 	<ul style="list-style-type: none"> Continue to plan individualised interventions for pupil's who progress causes concern and carefully monitor progress at progress meetings Set targets aimed at exceeding expected progress for majority of all pupils to ensure expectations remain consistently high.
<p>2. Develop programmes and individual objectives to continue to boost progress in Speaking & Listening across the school with additional SALT time in class and also staff training in Picture Exchange Communication Sayed (PECS)</p>	<ul style="list-style-type: none"> In KS2 the number of pupils who achieved below expected progress has fallen from 15% (in both speaking and listening) to 6% & 3% The number of pupils who at least made expected progress is now congruous with other strands. The number who exceed progress in Speaking and Listen however is still below that of other stands – an average of 45% compared to 59% In KS1 the progress in Speaking and listening is now congruous with other stands 	<ul style="list-style-type: none"> We are now seeing the impact of our work to develop Speaking and Listening in school but further embedment and development is still required. This will take form of continued extension of SALT training and support for all class staff Continue with cross phase language groups Continue work to embed the language rich environments in all learning areas.
<p>3. Develop specific individual interventions so are more UQ scores for learners who receive PPG (especially in last year's KS1 cohort)</p>	<ul style="list-style-type: none"> In KS2 the number of learners who receive the PPG who are exceeding expected progress now out pass their peers in both English and Maths Stands (67% to 52% in English and 64% to 61% in maths In KS11 maths the PPG pupils who exceed expectations out passed their peers in Maths 82% to 67% but did not do as well in English 75%-87% 	<ul style="list-style-type: none"> Set targets aimed at exceeding expected progress in English strands for all pupils but especially those in yr3 this year who receive the PPG and monitor closely at progress meetings to ensure progress is maximised.
<p>4. Continue to develop and refine our systems for tracking progress across the wider curriculum</p>	<ul style="list-style-type: none"> More learners are exceeding expected progress in Science, Knowledge and understanding of the World and in expressive arts than last year and their progress in congruous with that in the core stands. 	<ul style="list-style-type: none"> Continue to monitor closely to ensure this trend continues
<p>5. Track progress against the school's new PSHE and Wellbeing Curriculum once implemented and link this to help with setting individual EHCP targets and show progress where relevant.</p>	<ul style="list-style-type: none"> EHCP targets are bring set but comprehensive tracking is not possible until the annual cycles has been completed Comparative tracking against the new APP is not possible until one whole annual cycle has been completed which will be at the end of this academic year 	<ul style="list-style-type: none"> Continue with interim tacking of EHCP targets and PSHE APP completion Devise schools' own expectations of progress after analysis of data collected at the end of this academic year