

Learner progress summary 2023-2024

EYFS

EYFS data set	Autumn 2-2023 Learners on track to achieve their end of year targets	Summer 2 – 2024 Learners on track to achieve their end of year targets
Communication and Language	44%	100%
Physical Development	67%	100%
Personal, Social, Emotional Development	56%	100%
Literacy	56%	100%
Mathematics	56%	89%
Understanding the World	56%	100%
Expressive Arts and Design	56%	100%

All of our EYFS learners are currently emerging on the EYFSP. However, the progress made by all learners is exceptional, considering their starting points. The strategies implemented to develop early literacy skills, combined with a learner-centred approach, have led to a 44% increase in the number of learners on track in literacy from Autumn 2 to Summer 2.

Our continued focus on improving the teaching of mathematics through staff CPD has resulted in a 33% rise in the number of learners on track from Autumn 2 to Summer 2. To support this, we have invested in additional resources aimed at teaching early mathematics skills and fostering cognitive development. These resources have promoted critical thinking, encouraged problem-solving, and enhanced learners' understanding of mathematical concepts.

Learner progress data for the 2022/23 academic year identified 'Understanding the World' as an area for improvement. It is pleasing to report that the strategies implemented during the 2023/24 academic year have resulted in all learners achieving their targets in this area.

Primary & Secondary

The data presented demonstrates the progress made for all of our school age learners at Calthorpe Academy during academic year 2023/2024.

Pathway	Number of Learners who made expected progress	Number of Learners who made below expected progress	Expected progress	Number of Learners who made expected progress	Number of Learners who made below expected progress	Expected progress
Engagement for Life	Social interaction			Cognition		
Overall	40	7	85%	37	10	79%
Foundations for Life	Communication and Interaction			Problem Solving and Thinking Skills		
Overall	108	16	87%	100	24	81%
Learning for life	Literacy			Numeracy		
Overall	88	35	72%	98	25	80%

Learners within our *Engagement for Life Pathway* demonstrated steady progress across all three terms during the 2023/2024 academic year. In social interaction, 85% of learners made expected progress, while 79% achieved the expected level in cognition. Our looked-after learners within this pathway outperformed their peers in social interaction by 17%, and made comparable progress in cognition. Male learners showed greater progress in both social interaction (+15%) and cognition (+13%), though female learners have successfully narrowed the gap compared to the previous academic year.

Learners within our *Foundations for Life Pathway* made strong progress in communication and interaction, with 87% of learners meeting expectations. There was a 4% increase in learners making expected progress from Term 1 to Term 3, with both male and female learners progressing at similar rates. In the area of problem-solving and thinking skills, 81% of learners achieved their end-of-year targets. Notably, female learners outperformed males by 6% in this strand. Additionally, pupil premium learners made progress comparable to non-pupil premium learners in both strands, successfully closing the gap when compared to the previous academic year.

Overall, learners in our *Learning for Life Pathway* made 80% progress in numeracy and 72% in literacy. A deeper analysis shows that in numeracy, females have significantly closed the gap compared to the previous academic year, with both males and females now making similar progress. In literacy, however, females outperform males by 15%.

The increase in learner progress from Term 1 to Term 3 can be attributed to the strategies implemented by extended leaders. The continuation of group and individual intervention plans has effectively identified solutions to enhance learner progress. To further support our most vulnerable learners, pupil premium and LAC funding has been strategically utilised. This has included input from Speech and Language Therapy (SaLT), Occupational Therapy (OT), and the Behaviour Support Team, which has enabled both pupil premium and looked-after children to make better or comparable progress to their peers in most areas.

Sixth form

Our learners make significant progress from their identified starting points in their study programmes. Early interventions have had a positive impact on outcomes, ensuring excellent progress is consistently achieved. This is evident in both non-accredited and accredited outcomes. Notably, 100% of Year 14 learners achieved their ASDAN qualification. Additionally, RARPA data at the end of the academic year, measured against an 80% success threshold, further highlights the outstanding progress learners are making in Post 16.

RARPA data against 80% success threshold Summer 2024	
Pathway	Percentage of learners on track
Engagement	90%
Foundations	97%
Learning for life	95%

Learners have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. 2023-2024 destination data shows no NEET learners. [2023 2024 destination data](#)

Focus of improvement in 2024-2025

- Continue to share staff expertise in our assessment system across the school, with a particular focus on supporting new staff.
- Narrow the progress gap between identified learner populations.
- Further enhance the implementation of efficient intervention strategies throughout the academic year, targeting both learners who are off track and those who are more able, ensuring they are stretched and challenged.