

## Learner progress summary 2021-2022

### EYFS

| EYFS data set                              | Autumn 2 -2021<br>Learners on track<br>to achieve their<br>end of year targets | Summer 2 – 2022<br>Learners on track<br>to achieve their<br>end of year<br>targets |
|--|--|--|
| Communication and Language                 | 83.3%  | 100 %  |
| Physical Development                       | 83.3%  | 92 %   |
| Personal, Social, Emotional<br>Development | 66.7%  | 92 %   |
| Literacy                                   | 58.3%  | 91.7%  |
| Mathematics                                | 58.3%  | 83.3 %   |
| Understanding the World                    | 75%  | 83.3 %   |
| Expressive Arts and Design                 | 58.3%  | 91.7 %   |

All our EYFS learners are emerging on the EYFSP however, the progress made by the vast majority is good based on their starting points. Where learners are identified as making less than expected progress, the school has implemented a range of intervention strategies. The investment made in PD resources, curriculum time, and staff CPD, has had a significant impact on learners' overall experience and progress. For example, the number of learners on track from autumn 2 to summer 2 in literacy increased by 33.4% and for mathematics 25% demonstrating the successful impact of in year strategies.

### Primary & Secondary

The data presented demonstrates the progress made for all learners of school age at Calthorpe Academy for academic year 2021/2022. Targets were set at the beginning of the year based on the progress made by the top 25% of learners of the same need on CASPA (Most up to date database of 140 000 pupils).

| Pathway                         | Number of<br>Learners<br>who made<br>expected<br>progress | Number of<br>Learners<br>who made<br>below<br>expected<br>progress | Expected<br>progress | Number of<br>Learners<br>who<br>made<br>expected<br>progress | Number of<br>Learners<br>who made<br>below<br>expected<br>progress | Expected<br>progress |
|---------------------------------|---|--|----------------------|--|--|----------------------|
| <b>Engagement<br/>for Life</b>  | <b>Social interaction</b>                                 |  |                      | <b>Cognitive</b>   |  |                      |
| <b>Overall</b>                  | <b>47</b>   | <b>8</b>   | <b>85%</b>           | <b>46</b>  | <b>9</b>   | <b>84%</b>           |
| <b>Foundations<br/>for Life</b> | <b>Communication and Interaction</b>                      |  |                      | <b>Problem Solving and Thinking Skills</b>                   |  |                      |
| <b>Overall</b>                  | <b>120</b>  | <b>4</b>   | <b>97%</b>           | <b>115</b>   | <b>9</b>   | <b>93%</b>           |
| <b>Learning for<br/>life</b>    | <b>Literacy</b>   |  |                      | <b>Numeracy</b>  |  |                      |
| <b>Overall</b>                  | <b>102</b>  | <b>23</b>  | <b>82%</b>           | <b>111</b>   | <b>14</b>  | <b>89%</b>           |

The overall progress for social interaction is good (85%). There has been an 18% increase in learners making the expected progress from term 1 to term 3. For cognition 84% of our learners have made the expected progress with an increase of 15% from term 1 to term 3.

Learners within our Foundations pathway have made excellent progress for communication and interaction (97%). There has been a 21% increase in learners making the expected progress from term 1 to term 3. For problem solving and thinking skills, learners have made

good progress with 93% of learners making the expected progress with a 26% increase from term 1 to term 3.

The overall progress our Learning for Life learners have made in numeracy is good (89%). There has been a 14% increase in learners making the expected progress from term 1 to term 3. For literacy 82% of our learners have made the expected progress with an increase of 20% from term 1 to term 3.

The increase in learner progress from term 1 to 3 can be attributed to strategies implemented by middle leaders. Individual targeted learner support occurs through implementation of intervention plans that identifies solutions to improve learner progress. To support our most vulnerable learners, pupil premium and LAC funding has been utilised strategically to support further progress, for example, input from SaLT, OT, and the behaviour support team have assisted in 88% of pupil premium learners meeting literacy targets and 91% in numeracy.

### **Sixth form**

Our learners make substantial and sustained progress from their identified and recorded starting points in their study programmes. Early interventions have had a positive impact on outcomes ensuring excellent progress is being made. This is reflected in non-accredited and accredited outcomes. 90% of learners have obtained their ASDAN qualification and 100% have achieved their AQA entry level English and Maths qualifications. Current RARPA data against an 80% success threshold also supports the outstanding progress learners are making in Post 16.

| <b><u>Current RARPA data against 80% success threshold summer 2022</u></b> |                                 |
|--|---------------------------------|
| Pathway  | Percentage of learners on track |
| Engagement   | 87%                             |
| Foundations  | 92%                             |
| Learning for life  | 94%                             |

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. To support this:

- 2021-2022 destination data shows no NEET learners. [2021 2022 destination data](#)
- 73% of leavers have achieved their first choice transition destinations. This a 12% increase on the previous academic year.

### **Focus for improvement in 2022-2023**

- Speed up progress learners are making in term 1.
- Further develop and monitor the efficient intervention strategies that are in place across the school.
- Share staff expertise in our assessment system across the school and particularly for new staff.