# Achievement Summary and Tracking Progress for Groups of Vulnerable Learners

## Early Years Foundation Stage: Attainment and Progress Summary

What proportion of children are working at age expected for **this point** in the year? (‘Typical’ on entry data 30-50 months secure)

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| **Total number of children:** | **% working at or above age related expectations (40-60 months)** | | | | | | **% made sufficient progress at this point in the year in relation to baseline** | | | | | | **% NOT made sufficient progress at this point in the year in relation to baseline** | | | | | |
| **No. of children with SEND:** | Aut All | Aut SEND | Spr All | Spr SEND | Sum All | Sum SEND | Aut All | Aut SEND | Spr All | Spr SEND | Sum All | Sum SEND | Aut All | Aut SEND | Spr All | Spr SEND | Sum All | Sum SEND |
| Listening & Attention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Self-confidence self-awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moving & handling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Health and Self care |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **% children on track to achieve GLD** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Total number of children:** | **% working at or above age related expectations (40-60 months)** | | | | | | **% made sufficient progress at this point in the year in relation to baseline** | | | | | | **% NOT made sufficient progress at this point in the year in relation to baseline** | | | | | |
| **No. of children eligible for FSM:** | Aut FSM | Aut Non FSM | Spr FSM | Spr Non-FSM | Sum FSM | Sum Non-FSM | Aut FSM | Aut Non FSM | Spr FSM | Spr Non-FSM | Sum FSM | Sum Non-FSM | Aut FSM | Aut Non FSM | Spr FSM | Spr Non-FSM | Sum FSM | Sum Non-FSM |
| Listening & Attention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Self-confidence self-awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moving & handling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Health and Self care |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **% children on track to achieve GLD** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*Delete rows as required

**Summary findings**

Strengths in provision:

Priorities for improvement:

Actions to bring about improvements:

## Key Stage 1: Attainment and Progress Summary

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| **Year 1**  **No. on roll:** | **% working at or above Age Related Expectations** | | | | | | **% made sufficient progress from end of EYFS** | | | | | | **% NOT made sufficient progress from end of EYFS** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **No. of children with SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Number of pupils** | Autumn | | | | | | Spring | | | | | | Summer | | | | | |
| All | | | SEND | | | All | | | SEND | | | All | | | SEND | | |
| Phonics – Phase 2 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 3 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 4 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 5 |  | | |  | | |  | | |  | | |  | | |  | | |

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| **Year 1**  **No. on roll:** | **% working at or above Age Related Expectations** | | | | | | **% made sufficient progress from end of EYFS** | | | | | | **% NOT made sufficient progress from end of EYFS** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **No. of children eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Number of pupils** | Autumn | | | | | | Spring | | | | | | Summer | | | | | |
| PP | | | Non-PP | | | PP | | | Non-PP | | | PP | | | Non-PP | | |
| Phonics – Phase 2 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 3 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 4 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 5 |  | | |  | | |  | | |  | | |  | | |  | | |

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| **Year 2**  **No. on roll:** | **% working at or above Age Related Expectations** | | | | | | **% made sufficient progress from end of EYFS** | | | | | | **% not made sufficient progress from end of EYFS** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **No. of children with SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Number of pupils** | Autumn | | | | | | Spring | | | | | | Summer | | | | | |
| All | | | SEND | | | All | | | SEND | | | All | | | SEND | | |
| Phonics – Phase 2 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 3 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 4 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 5 |  | | |  | | |  | | |  | | |  | | |  | | |

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| **Year 2**  **No. on roll:** | **% working at or above Age Related Expectations** | | | | | | **% made sufficient progress from end of EYFS** | | | | | | **% NOT made sufficient progress from end of EYFS** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **No. of children eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Number of pupils** | Autumn | | | | | | Spring | | | | | | Summer | | | | | |
| PP | | | Non-PP | | | PP | | | Non-PP | | | PP | | | Non-PP | | |
| Phonics – Phase 2 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 3 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 4 |  | | |  | | |  | | |  | | |  | | |  | | |
| Phase 5 |  | | |  | | |  | | |  | | |  | | |  | | |

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| **CLA pupils**  **KS1 total:** | **% working at or above Age Related Expectations** | **% working below Age Related Expectations** | **% made sufficient progress from end of EYFS** | **% NOT made sufficient progress from end of EYFS** |
| Phonics |  |  |  |  |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Mathematics |  |  |  |  |

**Summary findings**

**Strengths in provision:**

**Priorities for improvement:**

**Actions to bring about improvements:**

## Key Stage 2: Attainment and Progress Summary

What proportion of children are working at age expected for **this point** in the year?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **% working at or above Age Related Expectations** | | | | | | **% made sufficient progress from end of KS1** | | | | | | **% NOT made sufficient progress from end of KS1** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **Year 3 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Year 5 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **% working at or above Age Related Expectations** | | | | | | | | | **% made sufficient progress from end of KS1** | | | | | | | | | **% NOT made sufficient progress from end of KS1** | | | | | | | |
|  | Autumn | | | Spring | | | Summer | | | Autumn | | | Spring | | | Summer | | | Autumn | | | Spring | | | Summer | |
| **Year 3 total:**  **No. eligible for PP:** | PP | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | |
| Reading |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| Writing |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| EGPS |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| Mathematics |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| **Year 4 total:**  **No. eligible for PP:** | PP | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | PP | | Non-PP | |
| Reading |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| Writing |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| EGPS |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |
| Mathematics |  |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  | |

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| **Year 5 total:**  **No. eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6 total:**  **No. eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EGPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*Delete years as appropriate, add row for Science if required.

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| **CLA pupils**  **KS2 total:** | **% working at or above Age Related Expectations** | **% working below Age Related Expectations** | **% made sufficient progress from end of KS1** | **% NOT made sufficient progress from end of KS1** |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| EGPS |  |  |  |  |
| Mathematics |  |  |  |  |

**Summary findings**

Strengths in provision:

Priorities for improvement:

Actions to bring about improvements:

## Key Stage 3: Attainment and Progress Summary

What proportion of students are working at age expected for **this point** in the year?

Add rows for additional foundation subjects if sufficient data exists. Delete Year Groups as needed.

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|  | **% working at or above Age Related Expectations** | | | | | | | | **% made at least expected progress from end of KS2** | | | | | | | | **% NOT made expected progress from end of KS2** | | | | | | | |
| Autumn | | | Spring | | | Summer | | Autumn | | Spring | | | | Summer | | Autumn | | | | Spring | | Summer | |
| **Year 7 total:**  **No. SEND:** | All | SEND | All | | SEND | All | | SEND | All | SEND | | All | SEND | All | | SEND | | All | SEND | All | | SEND | All | SEND | |
| English |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
| Mathematics |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
| Science |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
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| **Year 8 total:**  **No. SEND:** | All | SEND | All | | SEND | All | | SEND | All | SEND | | All | SEND | All | | SEND | | All | SEND | All | | SEND | All | SEND | |
| English |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
| Mathematics |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
| Science |  |  |  | |  |  | |  |  |  | |  |  |  | |  | |  |  |  | |  |  |  | |
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| **Year 9 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **% working at or above Age Related Expectations** | | | | | | **% made at least expected progress from end of KS2** | | | | | | **% NOT made expected progress from end of KS2** | | | | | |
| Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **Year 7 total:**  **No. eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Year 8 total:**  **No. eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Year 9 total:**  **No. eligible for PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **CLA pupils**  **KS3 total:** | **% working at or above Age Related Expectations** | **% made at least expected progress from end of KS2** | **% making at least expected progress from end of KS2** | **% NOT made expected progress from end of KS2** |
| English |  |  |  |  |
| Mathematics |  |  |  |  |
| Science |  |  |  |  |
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**Summary findings**

Strengths in provision:

Priorities for improvement:

Actions to bring about improvements:

## Key Stage 4: Attainment and Progress Summary

What proportion of students are working at age expected for **this point** in the year? Add rows for additional foundation subjects if sufficient data exists. Add Year 9 if following a three-year KS4.

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|  | **% on track to achieve GCSE targets/>45 at A8** | | | | | | **% making at least expected progress since KS2/+P8** | | | | | | **% not making at least expected progress since KS2** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **Year 10 total:**  **No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attainment 8 overall > 45 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| + Progress 8 overall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **% on track to achieve GCSE targets/>45 at A8** | | | | | | **% making at least expected progress since KS2/+P8** | | | | | | **% not making at least expected progress since KS2** | | | | | |
|  | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | | Autumn | | Spring | | Summer | |
| **Year 11 total: No. SEND:** | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND | All | SEND |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attainment 8 overall > 45 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| + Progress 8 overall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **% on track to achieve GCSE targets/>45 at A8** | | | | | | **% making at least expected progress since KS2/+P8** | | | | | | **% not making at least expected progress since KS2** | | | | | |
|  | Summer | | Spring | | Summer | | Summer | | Spring | | Summer | | Summer | | Spring | | Summer | |
| **Year 10 total:**  **No. PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attainment 8 overall > 45 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| + Progress 8 overall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **% on track to achieve GCSE targets/>45 at A8** | | | | | | **% making at least expected progress since KS2/+P8** | | | | | | **% not making at least expected progress since KS2** | | | | | |
|  | Summer | | Spring | | Summer | | Summer | | Spring | | Summer | | Summer | | Spring | | Summer | |
| **Year 11 total:**  **No. PP:** | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attainment 8 overall > 45 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| + Progress 8 overall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **CLA students**  **KS4 total:** | **% on track to achieve GCSE targets/>45 at A8** | **% not on track to achieve GCSE targets/< 45 at A8** | **% making at least expected progress since KS2/+P8** | **% not making at least expected progress since KS2** |
| English |  |  |  |  |
| Mathematics |  |  |  |  |
| Attainment 8 overall > 45 |  |  |  |  |
| + Progress 8 overall |  |  |  |  |

**Summary findings**

Strengths in provision:

Priorities for improvement:

Actions to bring about improvements:

## Attendance and Exclusions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attendance 2017-18** | **School** | | **National average** | |
| % of sessions missed due to Overall Absence | All pupils: | | All pupils: | |
| SEN Support | EHCP | SEN Support | EHCP |
|  |  |  |  |
| FSM | Non-FSM | FSM | Non-FSM |
|  |  |  |  |
| Persistent absentees -  absent for 10% or more sessions | All pupils: | | All pupils: | |
| SEN Support | EHCP | SEN Support | EHCP |
|  |  |  |  |
| FSM | Non-FSM | FSM | Non-FSM |
|  |  |  |  |

|  |  |  |  |  |
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| **Exclusions 2017-18** | **School** | | **National average** | |
| Fixed term exclusions  as a percentage of the pupil group | All pupils: | | All pupils: | |
| SEN Support | EHCP | SEN Support | EHCP |
|  |  |  |  |
| FSM | Non-FSM | FSM | Non-FSM |
|  |  |  |  |
| Permanent exclusions  as a percentage of the pupil group | All pupils: | | All pupils: | |
| SEN Support | EHCP | SEN Support | EHCP |
|  |  |  |  |
| FSM | Non-FSM | FSM | Non-FSM |
|  |  |  |  |

**Summary findings**

Strengths in provision:

Priorities for improvement:

Actions to bring about improvements: