

## Analysis of Pupil Progress Data in Key Stages 1, 2 and 3 for 2015/16

### Key stage 1

5 students (3x y1, 2xy2)

	Speaking	Reading	Writing	Number
Students <b>exceeding targets</b>	5 (100%)	4 (80%)	5 (100%)	4 (80%)
Students <b>meeting targets</b>	0 (0%)	1 (20%)	0 (0%)	1 (20%)
Students <b>just below</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)

### Analysis

The majority of students made upper quartile progress in both English and Maths. The student who achieved median progress in number and reading has been assessed using the ImpACTS profiling system and will be following the ImpACTS curriculum from September 2016.

### Key stage 2

18 students (2x y3, 6x y4, 1x y5, 9x Y6 )

	Speaking	Reading	Writing	Number
Students <b>exceeding targets</b>	5 (28%)	4 (23%)	0 (0%)	4 (23%)
Students <b>meeting targets</b>	12 (67%)	8 (44%)	15 (83%)	8 (44%)
Students <b>just below</b>	1 (5%)	6 (33%)	3 (17%)	6 (33%)

### Analysis

The majority of students are on track to meet their targets. 5 students in Comet class have been identified to follow the ImpACTS curriculum from September 2016 to ensure that they have a curriculum which best suits their cognition and communication skills. Also continued incorporation of the Read Write Inc program will help support key stage 2 students with their reading and writing.

### **Key stage 3**

26 students (7x y7, 10x y8, 9x Y9 )

	Speaking	Reading	Writing	Number
Students <b>exceeding targets</b>	13 (50%)	12 (46%)	6 (23%)	17 (65%)
Students <b>meeting targets</b>	9 (35%)	13 (50%)	8 (31%)	9 (35%)
Students <b>just below</b>	4 (15%)	1 (4%)	12 (46%)	0 (0%)

### **Analysis**

The majority of students are on track to exceed their targets in speaking and number. A majority of students are on track to meet their targets in reading with almost half the cohort exceeding their targets. Writing remains an area where a majority of students are just below their targets by the end of the academic year. 8 out of the 26 students in key stage 3 have been identified to follow the ImPACTS curriculum from September 2016 to ensure that they have a curriculum which best suits their cognition and communication skills.

Also continued incorporation of the Fresh Start Reading program will help support key stage 3 students with their reading (and writing).