

Learner progress summary 2024-2025

EYFS

EYFS data set	Autumn 2 – 2025 Pupils on track to achieve their end of year targets	Summer 2 – 2025 Pupils on track to achieve their end of year targets
Communication and Language	55%	82%
Physical Development	82%	91%
Personal, Social, Emotional Development	36%	91%
Literacy	46%	82%
Mathematics	46%	82%
Understanding the World	64%	91%
Expressive Arts and Design	50%	80%

All our EYFS learners are emerging on the EYFSP however, the progress made by the vast majority is good based on their starting points. Starting points and assessment systems have been established to link to the learners' stage of development and personalised targets; these are closely monitored throughout the year.

The EYFS data demonstrates significant progress across all areas of learning between Autumn 2 and Summer 2, with particularly notable progress in Personal, Social and Emotional Development (from 36% to 91%) and Communication and Language (from 55% to 82%). Strong progress is also evident in Literacy and Mathematics, both rising from 46% to 82%, highlighting the impact of targeted interventions and high quality early years provision. The consistent improvement across all strands reflects a well embedded curriculum and effective teaching and learning strategies. While this progress is positive, continued focus on early assessment and teaching in the autumn term will be essential to sustain and accelerate outcomes from the earliest stages of the academic year.

Primary & Secondary

The data presented demonstrates the progress made for all of our school age learners at Calthorpe Academy during academic year 2024/2025.

Pathway	% Expected progress	% Expected progress
Engagement for Life	Social interaction	Cognition
Overall	90 %	90 %
Foundations for Life	Communication and Interaction	Problem Solving and Thinking Skills
Overall	70 %	60 %
Learning for life	Literacy	Numeracy
Overall	62 %	72 %

Learners within our *Engagement for Life Pathway* demonstrated excellent progress across all three terms during the 2024/2025 academic year. In social interaction, 90% of learners made expected progress, while 90% achieved the expected level in cognition. Our child in care learners within this pathway outperformed their peers in social interaction and cognition by

11%. In the previous academic year, male learners made greater progress in social interaction (+15%) and cognition (+13%). It is therefore particularly pleasing to report that, in 2024/25, female learners made comparable progress, indicating a more balanced outcome across genders.

Within our *Foundations for Life* pathway, 70% of learners made expected progress in communication and interaction, with female learners outperforming males by 10%. In the area of problem solving and thinking skills, 60% of learners achieved their end of year targets. Notably, female learners outperformed males by 30% in this strand. Additionally, pupil premium learners made greater progress than non-pupil premium learners in both strands, indicating effective use of targeted support strategies.

Overall, learners within our *Learning for Life* pathway made 72% progress in numeracy and 62% in literacy. A deeper analysis shows that pupil premium learners made comparable progress to non-pupil premium learners in literacy, and outperformed them in numeracy by 5%. In terms of gender, female learners made better progress than male learners in both subjects by 8%.

Across all pathways, a wide range of targeted interventions and multi-agency support has contributed to positive learner progress, particularly within the *Engagement for Life* pathway, where outcomes in social interaction and cognition have been especially strong. Pupil Premium funding has been effectively utilised to provide access to Speech and Language Therapy (SaLT), Occupational Therapy (OT), and Behaviour Support, enabling vulnerable learners to achieve progress that is broadly in line with, or better than, their peers.

While there are clear strengths in learner engagement and targeted support, analysis of data across *Learning for Life* and *Foundations for Life* pathways highlights the need to improve outcomes in literacy, numeracy, communication, and problem-solving. These areas have been identified as priorities for further development in the year ahead.

Sixth form

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

RARPA data against 80% success threshold Summer 2025	
Pathway	Percentage of learners on track over the 3 terms
Engagement	86%
Foundations	80%
Learning for life	86%

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. 2024-2025 destination data shows no NEET learners.

Focus of improvement in 2025-2026

- Prioritise enhancement of learner achievement in subjects where outcomes are currently below the expected trajectory.
- Narrow the progress gap between identified learner populations.
- Continue to share staff expertise in our assessment system across the school, with a particular focus on supporting new staff.