

## Learner progress summary 2022-2023

### EYFS

EYFS data set	Autumn 2 -2022 Learners on track to achieve their end of year targets	Summer 2 – 2023 Learners on track to achieve their end of year targets
Communication and Language	83%	83 %
Physical Development	83%	83 %
Personal, Social, Emotional Development	83%	83%
Literacy	66%	83%
Mathematics	66%	83 %
Understanding the World	83%	75 %
Expressive Arts and Design	83%	83%

All our EYFS learners are emerging on the EYFSP however, the progress made by the vast majority is good based on their starting points.

The strategies used to develop early literacy skills and our learner centred staffing structure has increased the number of learners on track in literacy from autumn 2 to summer 2 by 17%. Our focus on developing the teaching of Mathematics in EYFS using staff CPD has increased the number of learners on track from autumn 2 to summer 2 by 17%. To support this we have invested in resources to teach early mathematics skills and cognitive development. These resources have promoted critical thinking, encouraged problem solving and developed learners understanding of mathematical concepts.

Understanding the world is an area where further progress could be made, and interventions are in place to support underachieving learners. Leaders have also looked at context for each and this will support our improvement strategy next year for this area of learning.

### Primary & Secondary

The data presented demonstrates the progress made for all of our school age learners at Calthorpe Academy during academic year 2022/2023.

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	53	11	83%	52	12	81%
Foundations for Life	Communication and Interaction			Problem Solving and Thinking Skills		
Overall	98	11	89%	95	14	86%
Learning for life	Literacy			Numeracy		
Overall	81	20	78%	87	14	89%

Learners within our *Engagement for Life Pathway* demonstrated steady progress across the 3 terms where the overall progress for social interaction is 83% and for cognition, 81% of our learners made the expected progress. Male learners within this pathway make better progress for social interaction (18%+) and cognition (21%+).

Learners within our *Foundations for Life Pathway* made good progress for communication and interaction (89%). There has been a 22% increase in learners making the expected progress from term 1 to term 3. For problem solving and thinking skills, learners made similar progress with 86% of learners making the expected progress with an 18% increase from term 1 to term 3. Female learners made better progress than males in both communication & interaction (6%+) and problem solving (9%+). Furthermore, non-pupil premium learners made better progress in communication & interaction (5%+) in comparison to pupil premium learners.

The overall progress our *Learning for Life* learners made in numeracy is good (89%). There has been an 8% increase in learners making the expected progress from term 1 to term 3. For literacy, 78% of our learners are making the expected progress with an increase of 17% from term 1 to term 3. Further analysis of the data highlights in numeracy, males are making better progress (23%+) than females. In comparison to PMLD learners, a higher percentage of SLD learners (9%+) and ASD learners (17%+) made better progress in numeracy.

The increase in learner progress from term 1 to 3 can be attributed to strategies implemented by extended 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 both of these groups making better or similar progress than their peers in the majority of areas.

### **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. 100% of learners in year 14 achieved their ASDAN qualification and 100% of Post 16 learners who studied for the level 1 Sports Leadership Award, were successful in achieving the qualification. End of academic year RARPA data against an 80% success threshold also supports the outstanding progress learners are making in Post 16.

<b>RARPA data against 80% success threshold Summer 2023</b>	
<i>Pathway</i>	<i>Percentage of learners on track</i>
Engagement	<b>86%</b>
Foundations	<b>95 %</b>
Learning for life	<b>95 %</b>

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. 2022-2023 destination data shows no NEET learners. [2022 2023 destination data](#)

### **Focus of improvement in 2023-2024**

- Continue to share staff expertise in our assessment system across the school and particularly for new staff.
- Narrow the progress gap between the identified populations.
- Further enhance the implementation of efficient intervention strategies within the academic year for those learners off track and to stretch and challenge the more able.
- Development of assessment tool with private companies to review effectiveness of our curriculum through learner progress.