

Pupil Progress Report

Summer term 2023

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Introduction

This report has been produced for the Education Sub-Committee and demonstrates analysis of academic and PLG data and highlights recommendations through identified actions.

How do we assess the pupils and moderate the evidence

- Moderation by the teaching staff, Curriculum Leaders & the Senior Management Team.
- A review and validation of data by the Teaching team, Deputy Head teacher and Head teacher, including review of:
 - Assessment and monitoring systems at each Key Stage
 - Outcomes in core areas and the wider curriculum
 - EHCP outcomes
- Validation of data through:
 - Work scrutiny
 - Pupil evidence
 - Pupil progress meetings
 - Tracking & assessment data

What software do we use to collect and produce data

At the Pace centre Evidence for Learning software is used to store and analyse information regarding pupil progress.

Throughout the year, transdisciplinary team members collate a range of assessment material which is used to conduct a formative assessment against the PLG's (Personal Learning Goals) and agreed EHCP outcomes. Goal Attainment Scaling (GAS) is used to measure progress in relation to the PLG's.

GAS:

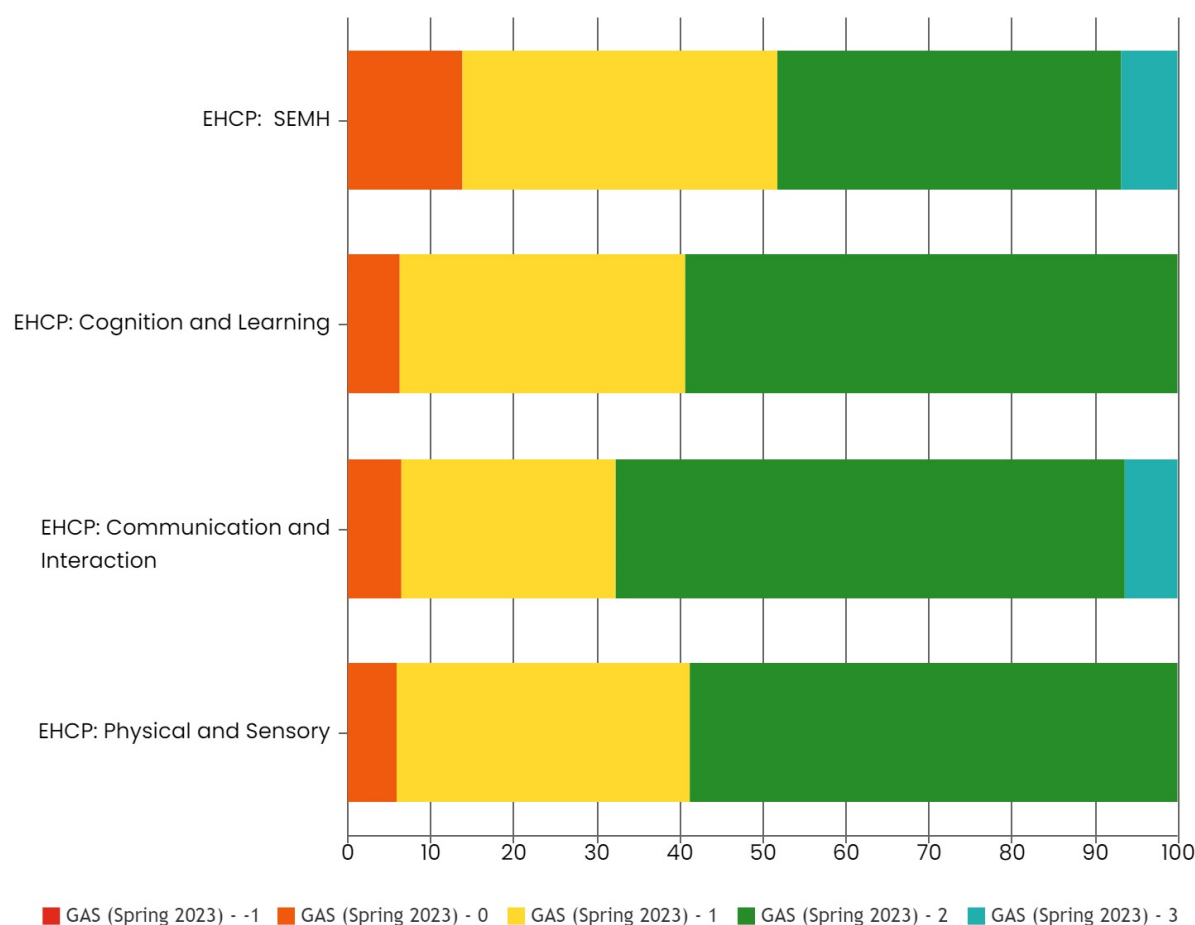
-1	-1 = regression
0	0 = remained at baseline
1	1 = some progress made, but expected progress not met
2	2 = expected progress made
3	3 = exceeded expectations

Assessment cycle – frequency and format

In the weeks leading up to the termly pupil progress meetings, a two-week block of assessment weeks are scheduled across the centre. During this time, groups are given the flexibility to deviate from their regular timetable in order to conduct any assessments required for the individuals in their group. At this time PLG's evidence are evaluated, goals are reviewed and scored. New PLG's are set within Evidence for Learning.

Evidence of progress is kept on our Evidence for Learning platform and will build a long-term picture of a pupil's learning journey at Pace.

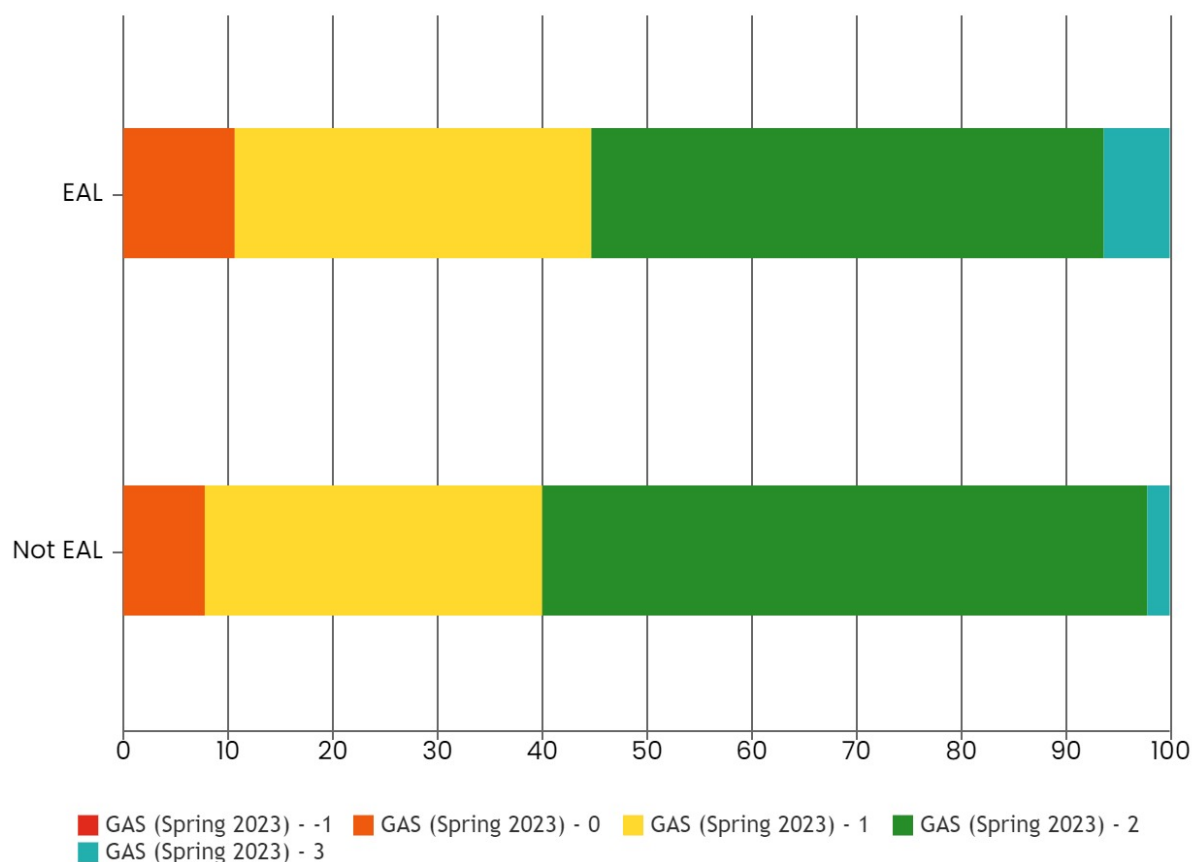
EHCP – All areas Summer term 2023



Impact

- 93% of all pupils made progress, with 61% of pupils making expected progress within communication and interaction. In addition 6% of pupils made exceeding progress. Each class group has integrated Speech and Language therapy alongside a full time Communication assistant who enables each child to work towards their individual goals.
- 86% of all pupils made progress, with 41% of pupils making expected progress within SEMH. In addition 7% of all pupils made exceeding progress. We have incorporated a new and bespoke PSHE curriculum, allowing for pupils to have opportunities to 'speak out' and talk about their feelings.
- 94% of all pupils made progress, with 59% of pupils making expected progress within cognition and learning, this is due to the new PPM strategy (Spring term CPD) of looking into how the pupils can make significant steps in curriculum based lessons.
- 94% of all pupils made progress, with 59% of pupils making expected progress within physical and sensory. Our transdisciplinary approach where the OT, Conductor and Physio plan together to deliver the physical movement programmes. Constant feedback is given at team meetings to enable the sessions to constantly evolve.

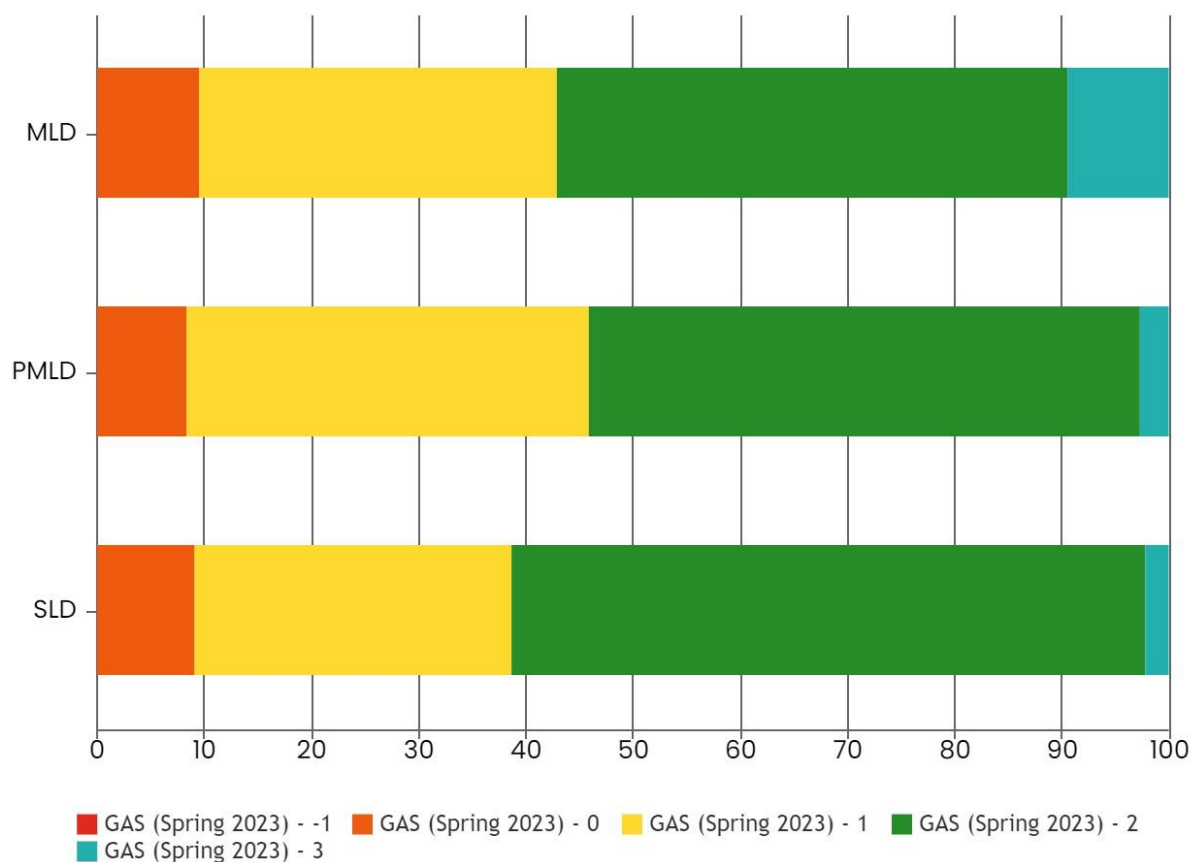
EAL – Summer term 2023



Impact

- 89% of all pupils made progress, with 49% of pupils making expected progress with EAL. In addition 6% of all pupils made exceeding progress.
- 92% of all pupils made progress, with 57% of pupils without EAL making expected progress. In addition, 2% of pupils made exceeding progress. Our extensive 1-1 provision and communication programme has enabled our EAL pupils to communicate effectively within the classroom environment.

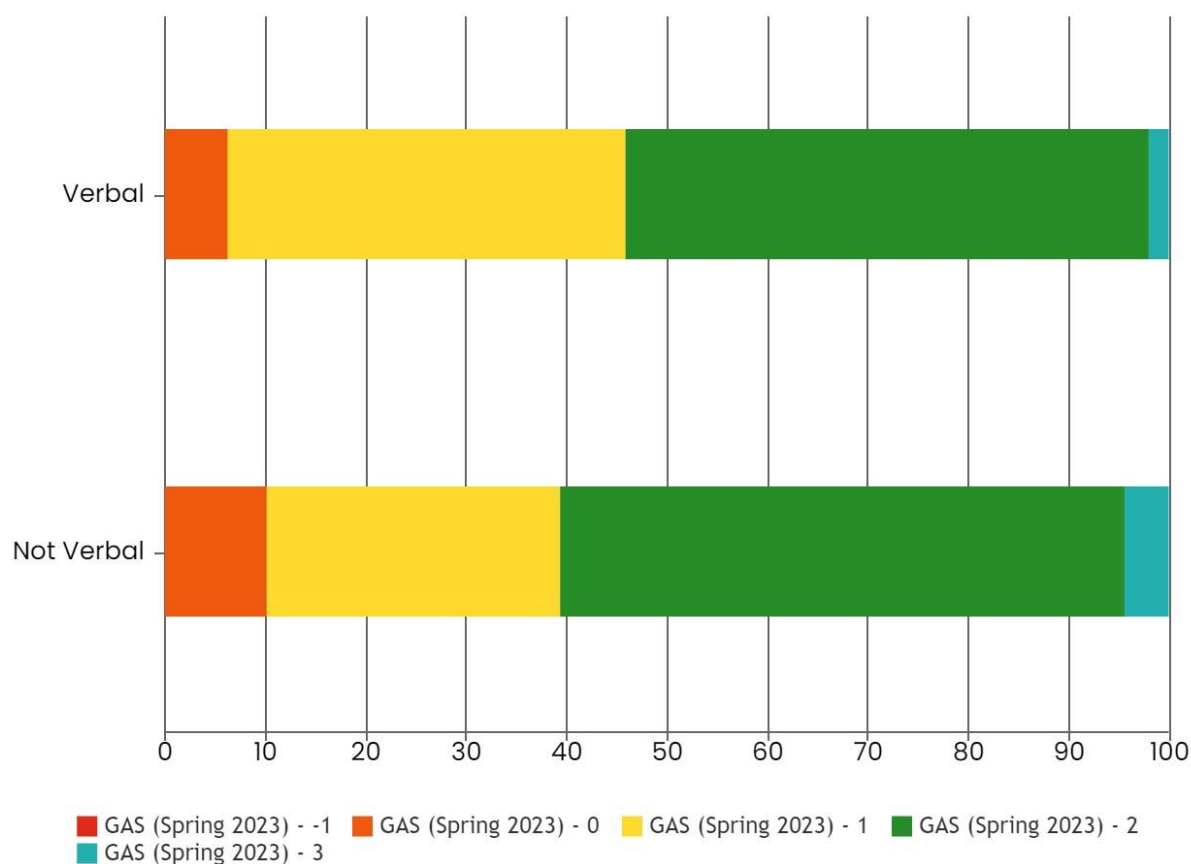
Learning – Summer term 2023



Impact

- 91% of all pupils made progress, with 48% of pupils with MLD making expected progress. In addition 10% of all pupils made exceeding progress. The approach at PACE in our formal groups is to follow NC frameworks, allowing for streaming of pupils in relation to working in academic and more sociable groupings.
- 92% of all pupils made progress, with 51% of pupils with PMLD making expected progress. In addition 3% of all pupils made exceeding progress. Our Pre-Formal groups follow a bespoke curriculum, allowing for individual plans for the pupils in relation to working towards their PLG termly and EHCP goals.
- 91% of all pupils made progress, with 59% of all pupils with SLD making expected progress. In addition 2% of all pupils made exceeding progress. Our Pre-Formal and Semi-Formal groups follow a bespoke curriculum, allowing for individual plans for the pupils in relation to working towards their PLG termly and EHCP goals.

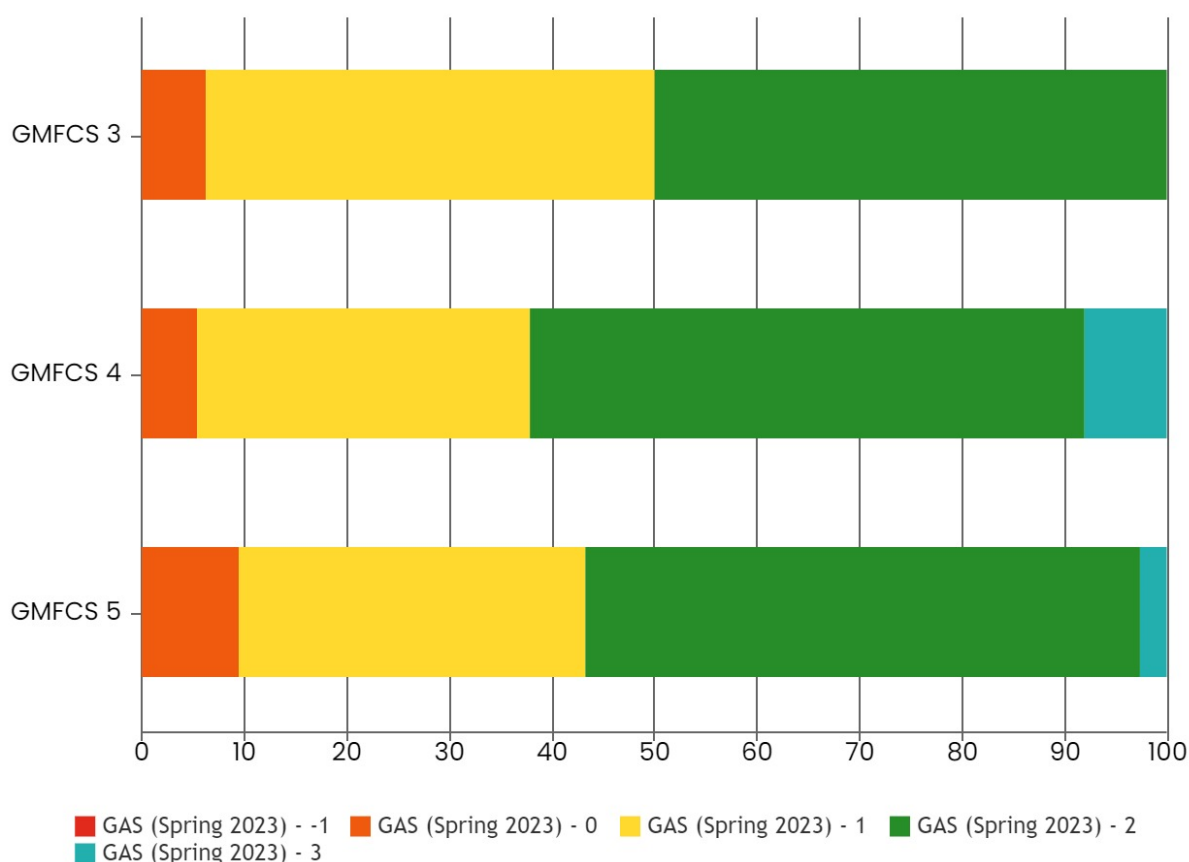
Verbal – Summer term 2023



Impact

- 94% of all verbal pupils made progress, with 51% of pupils making expected progress. In addition 2% of all pupils made exceeding progress. Our verbal pupils all have bespoke speech and language support as well as a variety of communicative devices/equipment to simulate responses.
- 90% of all non-verbal pupils made progress, with 56% of pupils making expected progress. In addition 4% of all pupils made exceeding progress. 56% of all Non-Verbal pupils made expected progress, with 4% making exceeded progress. All our pupils who are non-verbal have access to a variety of communication devices; PODD books, Eye Gazes, switches and a variety of 'yes & no' responses.

GMFCS – Summer term 2023



Impact

- 95% of all pupils with GMFCS 4 made progress, with 54% of pupils making expected progress. In addition 8% of all pupils made exceeding progress. All pupils within GMFCS 4 have a bespoke and individualised morning programme, where the emphasis is on working on a variety of the PLG's and creating evidence to support the goals.
- 91% of all pupils with GMFCS 5 made progress, with 54% of pupils making expected progress. In addition 3% of all pupils made exceeding progress. All pupils within GMFCS 5 have a bespoke and individualised morning programme, where the emphasis is on working on a variety of the PLG's and creating evidence to support the goals.
- 94% of all pupils with GMFCS 3 made expected progress, with 50% of all pupils making expected progress.

Case study – JS



Personal information

JS was born prematurely at thirty-four weeks and has cerebral palsy, which affects all areas but particularly his left side. He has general developmental delay, which is apparent in all areas, including motor skills, language, play and self-care.

Strengths

- JS has confidently demonstrated his knowledge of the Year 4 Sound objectives in Science lessons this term through his verbal responses.
- Maths – uses maths knowledge to solve problems quickly.
- Understanding and knowledge that he is able to show through his spoken language.
- Increased his reading age by 4 months in 3 months.

Academic progress – Summer 2022–Spring 2023

- 100% progress made in all core subjects in a 12 month period.
- Progress of 3 National Curriculum levels in spoken language over a 12 month period.

JS	Baseline	Summer 2022	Autumn 2022	Spring 2023
Spoken Language	Y1	Y2	Y3	Y4
Reading	S3	S3	Y1	Y2
Writing	S3	S3	Y1	Y1
Maths Number	S3	Y1	Y2	Y2
Maths Topic	S3	Y1	Y1	Y2
Maths Statistics	Y1	Y2	Y3	Y3
Science	P8	Y1	Y2	Y3

Literacy

JS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
Writing Year 1	56.8%	56.8%	65.1%	8.3%
Writing Year 2	29.1%	29.1%	32.2%	3.1%
Writing Year 2 Composition	43.2%	43.2%	52%	9.8%
Writing Standard 3	90.5%	90.5%	94.5%	4%
Word Reading Year 2	37.5%	37.5%	51.9%	14.4%
NC Year 5&6 Reading Comprehension	98.1%	98.1%	98.5%	0.4%

Numeracy

BSS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
Measurement Year 1	86.5%	86.5%	89.4%	2.9%
Measurement Year 2	48.8%	48.8%	66.9%	18.1%
Measurement Year 3	12.9%	12.9%	20%	7.1%
Number Year 1	90.7%	90.7%	93.7%	3%
Number Year 2	65.8%	65.8%	78.8%	13%
Number Year 3	22.9%	22.9%	28.2%	5.3%

Science

JS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
NC Year 1	85.4%	85.4%	89%	3.6%
NC Year 2	76.6%	76.6%	80.7%	4.1%
NC Year 3	13.5%	13.5%	25%	11.5%
NC Year 4	33.4%	33.4%	33.4%	

Impact

- JS made excellent progress in all areas of the national curriculum throughout the past 12 months.
- New class teacher with 'high expertise' in Numeracy has enabled JS to make significant progress in all areas of Numeracy.
- 1-1 support from class teacher has enabled JS to make significant progress in 'measurement', resulting in the progress to a higher National Curriculum level.
- Extensive speech & Language support has enabled JS to become a more confident reader and therefore made significant progress in 'word reading' and comprehension.
- JS has confidently demonstrated his knowledge of the Year 4 Sound objectives in Science lessons this term through his verbal responses. Speech and Language support in lessons, with both lead therapist and class communication assistant has been invaluable.
- Extra phonics lessons and support in class by SLT have enabled JS to make significant progress in his 'word reading' assessments. Joey has made progress of 3 National Curriculum levels within a twelve month period.

PLG – Summer term progress

JS PLG Progress Overview

Good Progress – P&S:

- ✓ In Autumn 2022, Joey regressed in his P&S goal. His goal for Spring was carefully planned to challenge him while also recognising his new baseline. He fully achieved the goal in Spring 2023. He was able to initiate rising to stand 4 times in 10 seconds.
- ✓ Despite his increased difficulty in movement, he has shown that he is able to maintain some independence in this area

JS - PLG Spring 2023

PLG Progress – How do we know?

- ✓ Evidence in his book and EFL
- ✓ Engagement in lessons – lesson plan review.
- ✓ Information on clinical notes

Progress made towards PLG, but not fully achieved – C&I:

- Joey is able to identify and comment on how someone may be feeling by looking at their body language, though this is not always consistent with different people in different situations.
- He is not always sensitive to others feelings and his next goal will focus on how he will interact with others who are dysregulating him.

JS PLG Progress – What's next?

Where does Joey need to go next?

- C&L – articulate (internally or aloud) his whole phrase/sentence and then type what he has produced using accessibility features as needed.
- C&I – use a simple phrase in a neutral tone to communicate with a peer when he is dysregulated by their actions.
- SEMH – engage in the use of a pain scale before and after an episode of pain to indicate the level of pain he is experiencing.
- P&S – Take the lead in transfers including safety awareness with verbal prompts.

How do we intend to get them there?

- Plan opportunities into lessons and other times in the day eg pre-plinth, lunch time.
- Ensure the curriculum is engaging and pitched at the right level of challenge for Joey cognitively to support motivation.
- Encourage Joey to plan what he wants to record first, allowing time to think ideas through verbally or internally (to minimise fatigue).
- Continue to develop phonic knowledge to enable him to type the beginning of the word needed for predictive text.
- Continue to look at position and how many things are being focussed on eg sitting on a bench or typing – target PLG focus for each session to ensure coverage across the week.

Impact

- Due to extensive 1-1 support within the classroom JS is now able to identify and make comments on how someone is feeling. The implementation of the bespoke PACE PSHE curriculum has enabled JS to understand 'how people change when they are dealing with various issues, which may result in a change of body language'.
- A daily morning programme, led by a conductor/physio has enabled JS to be able to achieve his Physical and sensory goal – to initiate rising to stand for ten seconds. Although JS has had surgery and pain issues this year, the bespoke and individually adapted plan has enabled him to maintain some independence within this area.
- A bespoke individualised timetable and positive reinforcement of his learning outcomes has enabled JS to make expected progress towards his Cognition and Learning goal. Having a full time teacher and part-time conductor has therefore enabled JS to receive 1-1 support in every lesson to fully reinforce his learning.

Case study – BSS



Personal information

BS is ten years old and is currently in Willow class. BS was born 11 weeks early by emergency C section. Diagnosed with quadriplegic cerebral palsy just before her first birthday. BS initially attended PACE for 3 mornings each week from September 2015. BS now attends school on a full-time basis and is an integral part of the class.

Strengths

- Communication; BS will consistently initiate conversation with adults and often responds appropriately with adults. She also asks students in her class questions about their day/weekend and is starting to understand why other students' communication is slower than hers.
- BS is a fantastic reader. She knows a lot of words by sight and is also able to decode phonetically.
- BS is manipulating numbers to 50 confidently, although she finds subtraction tricky when crossing the tens boundary.

Academic progress – Summer 2022–Spring 2023

Literacy

BSS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
English pre-key stage working towards	84.8%	88.1%	89.5%	4.7%
Writing Year 1	13.6%	15.2%	20%	6.4%
Writing Year 2		0.9%	3.8%	2.9%
Writing p5	25%	30%	30%	5%
Writing Year p6	10%	10%	10%	
Writing Year p8	60%	65%	72.5%	12.5%
Speaking Years 1-6	78.4%	82.5%	88.3%	9.9%
Speaking p7	96.3%	96.3%	100%	3.7%
Speaking p8	78.8%	95%	100%	21.2%
Listening p8	95%	95%	100%	5%
Word Reading Year 1	67.1%	82.1%	92.7%	25.6%
Word Reading Year 2	8.3%	11.7%	27.4%	19.1%
Reading p8	100%	100%	100%	
Comprehension Year 2		11.7%	43%	31.3%

Numeracy

BSS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
Maths pre-key stage standard 4	49.3%	50%	51.8%	2.5%
Number Year 1	12.8%	17.4%	22.2%	9.4%
Number Year 2	3.9%	5.8%	10.5%	6.6%
Measurement Year 1	13.8%	19.2%	19.2%	5.4%
Geometry Year 1	35%	46.7%	90%	55%
Geometry Year 2	13.3%	20%	25%	11.7%
Statistics Year 2	23.3%	33.3%	33.3%	10%
Maths Number p8	96%	96%	96%	
Maths Topic p8	83.8%	83.8%	83.8%	

Science

BSS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
Working Scientifically Year 1 & 2	16.7%	28.2%	41.7%	25%
Science Year 1	23.8%	33.1%	46.9%	23.1%
Science Year 2	45.7%	50.9%	58.2%	12.5%

Additional subjects

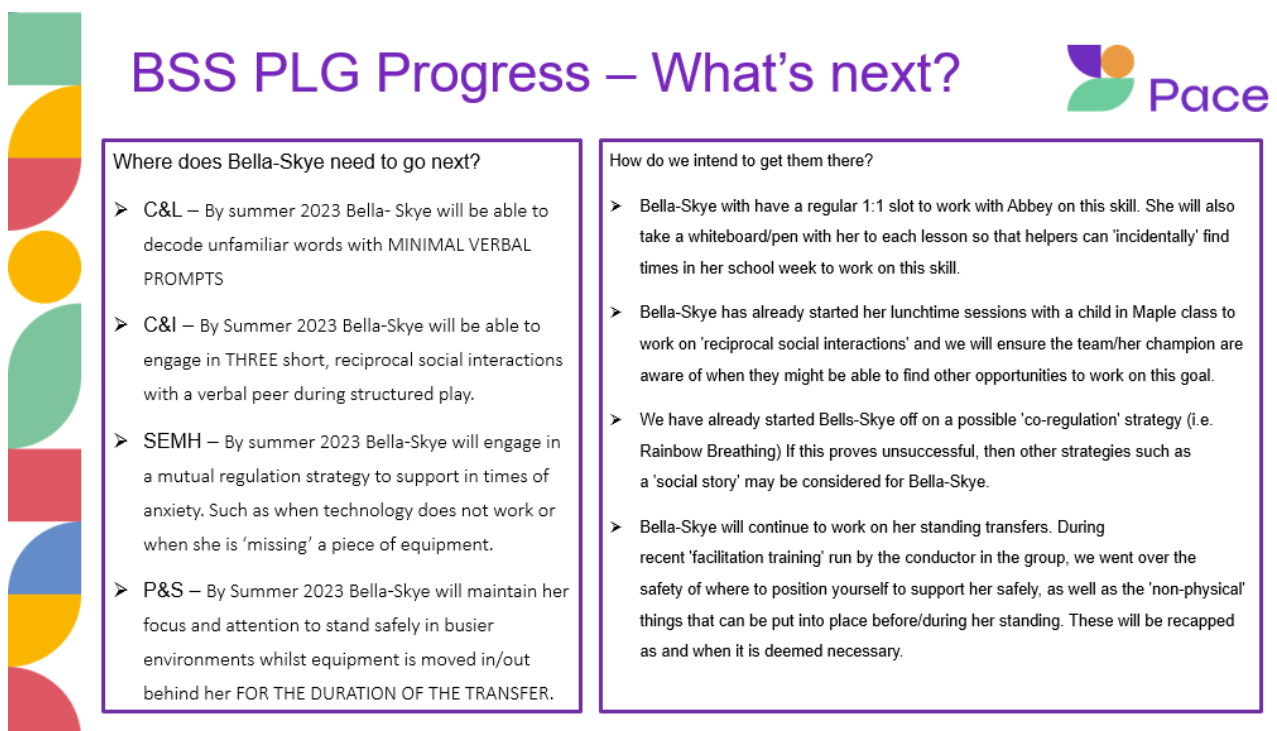
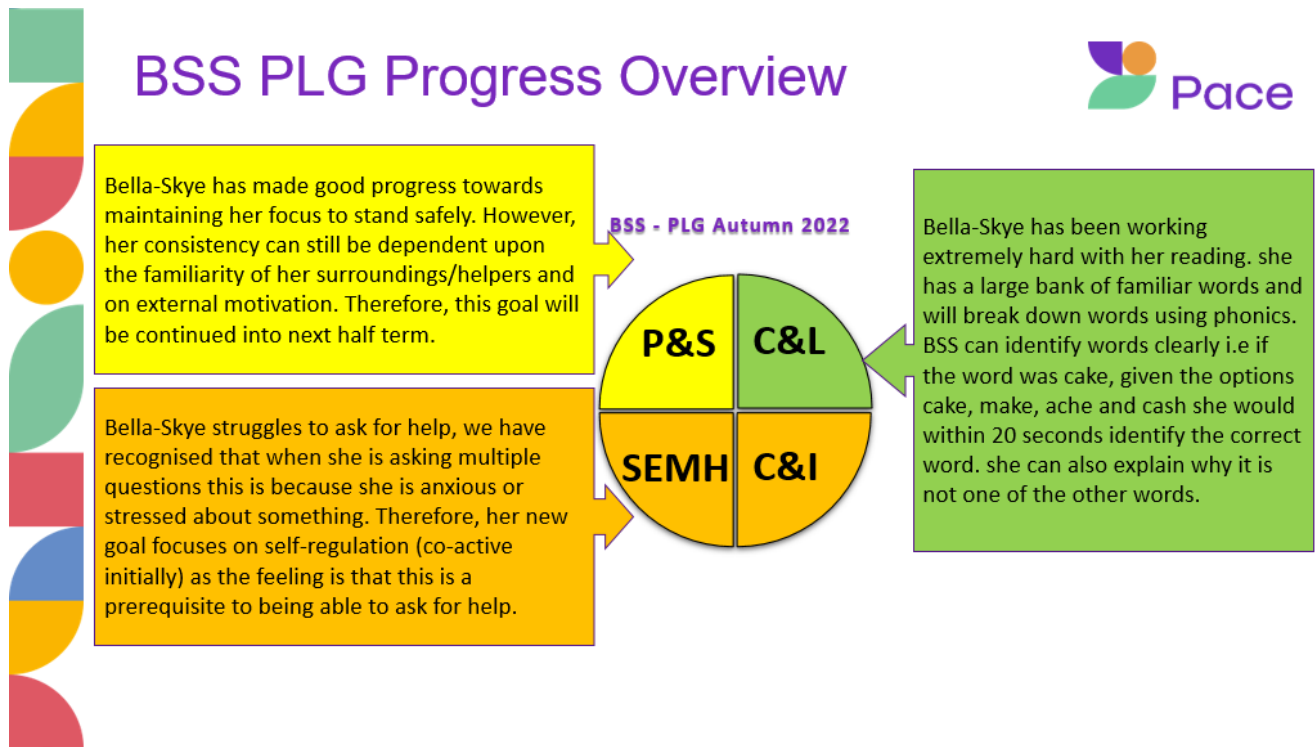
BSS	Summer 2022	Autumn 2022	Spring 2023	% increase over 12 months
Art & Design	45.3%	47.1%	47.9%	2.6%
ICT	69.4%	76.7%	87.9%	18.5%
Design & Technology	85.3%	88.1%	100%	14.7%
Geography p8	69.8%	69.8%	98%	28.2%
History p8	100%	100%	100%	
Religious Studies p7	92.5%	92.5%	92.5%	
PSHE p8	100%	100%	100%	
Physical Education p8	59%	63%	91%	22%
Music p8	28.5%	38%	38%	9.5%

Impact

- BS has made 31.3% progress during the spring term in 'year 2 Reading comprehension', this is due to an increased focus on spending twenty minutes each day in a 1-1 environment reading various books.
- BS has made 22.1% progress in 'P8 Speaking' throughout a twelve month period. This is due to extensive speech & Language support which has enabled BS to become a more confident reader and therefore made significant progress in word reading, comprehension and speaking.
- Support from class teacher (recruited for spring term) who has vast experience in Science has enabled BS to make significant progress in all areas of the curriculum. BS has made 13.0% progress in working scientifically (Year 1 & 2).

- An increased focus on Geography, with both lead teacher and class communication assistant has been invaluable and has led to a 28.2% increase in progress during the spring term.

PLG – Summer term progress



Impact

- A daily morning programme, led by a conductor/physio has enabled BS to be able to make great strides in achieving her Physical and sensory goal – to be able to stand independently. Although BS has made good progress, it shows the importance of surrounding herself with familiar staff.
- A bespoke individualised timetable and positive reinforcement of her learning outcomes has enabled BS to make expected progress towards her Cognition and Learning goal. Having a full-time teacher and part-time conductor has therefore enabled BS to receive 1-1 support in every lesson to fully reinforce her learning. This is due to an increased focus on spending twenty minutes each day in a 1-1 environment reading various books.
- Rainbow Breathing is helping BS with her co-regulation in relation to working towards her SEMH goal – asking for help during lessons.
- Timetabled 1-1 session with class teacher has enabled BS to decode unfamiliar words (Cognition & Learning goal).