

Pupil Progress – Spring 2020

School closing two weeks before the end of the Spring term due to Covid-19 has had an impact on the data for this term, particularly for those pupils who were close to achieving an objective and would have done so with further practice over those two weeks. Some of the pupils who are just below target may have made expected progress if they had had that extra input and other pupils may have moved up from one category to the next.

SOLAR

All assessment evidence is entered on SOLAR within the curriculum that the pupil is working on (Wilson Stuart P Steps / Early Years Steps / Extended P Scales). Individual progress targets are set on SOLAR for each pupil, apart from those on Extended P Scales as this shows lateral progress rather than vertical progression. Progress data is analysed as:

- Exceeding target – more than 10% above target
- On target – from target to 10% above
- Just below target – from target to 10% below
- Below target – more than 10% below target

Wilson Stuart P Steps

Pupils working at P3 upwards are assessed using Wilson Stuart P Steps. It incorporates the original P levels at the lower end and continues on to the mainstream National Curriculum allowing for continuous progress for our pupils. P9 and P10 cover the gap that existed between P8 and National Curriculum Level 1. WSP Steps has assessments for all areas of the curriculum. At Springwood we set individual pupil targets in the following areas:

- English (Communication, Vocabulary, Grammar and Punctuation / Reading / Writing)
- Maths (Number / Shape / Using, Applying, Statistics)
- SMSC (combining RE and PSHE)

Key Stage 1 (68 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 0 0% | 8 12% | 46 68% | 14 21% |
| WS P Steps Literacy - Reading | 1 1% | 5 7% | 47 69% | 15 22% |
| WS P Steps Literacy - Writing | 1 1% | 5 7% | 49 72% | 13 19% |
| WS P Steps Numeracy - Number | 4 6% | 9 13% | 31 46% | 24 35% |
| WS P Steps Numeracy - Shape | 1 1% | 15 22% | 29 43% | 23 34% |
| WS P Steps Numeracy - Using, Applying, Statistics | 6 9% | 12 18% | 33 49% | 17 25% |
| WS P Steps PSHE | 3 5% | 8 13% | 39 64% | 11 18% |

One pupil who is just below target in most areas has a regressive condition and, therefore, has done well to make progress. There are 4 pupils whose low attendance has had a consequent impact on their progress - one continues to have high levels of absence due to her medical condition; one only attends school on a part time basis; one was absent for a large part of the Spring B half term; the other pupil has been absent for a large part of the Spring term due to a medical issue.

A larger number of pupils are below target in the strands of Maths rather than English. In many cases, this is due to pupils struggling with a particular concept, eg understanding of number; 1 and lots; big and small; sorting and pattern work. Another issues appears to be that when pupils are near to achieving 80% of a level, there are certain objectives for which they would need individual input in order to achieve the level. If these objectives relate to one particular aspect of Maths that the pupil struggles with, it would be worthwhile to give some extra teaching time to this. However, it is also valid to work in the next level for some aspects of Maths and return to this level at the appropriate time. If teaching had continued as in normal circumstances, the pupils may have had time to complete the remaining objectives within the particular level.

Actions to improve progress:

- Provide a bank of intervention activities for additional learning in the early Maths concepts that some pupils struggle with (Maths Subject Leaders)
- Close monitoring of progress for pupils who have not made expected progress during this term (Appraisal Lead)
- Add Key Performance Indicators to Wilson Stuart P Steps to ensure that key concepts are achieved before moving on to the next level (JP/Subject leads)

Key Stage 2 (114 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 8 7% | 14 12% | 85 75% | 7 6% |
| WS P Steps Literacy - Reading | 15 13% | 20 18% | 64 56% | 15 13% |
| WS P Steps Literacy - Writing | 8 7% | 20 18% | 71 62% | 15 13% |
| WS P Steps Numeracy - Number | 12 11% | 14 12% | 72 63% | 16 14% |
| WS P Steps Numeracy - Shape | 15 13% | 12 11% | 78 68% | 9 8% |
| WS P Steps Numeracy - Using, Applying, Statistics | 9 8% | 17 15% | 77 68% | 10 9% |
| WS P Steps PSHE | 5 6% | 9 8% | 85 79% | 8 7% |

One class of more challenging pupils has had a difficult term partly due to a change of staffing which has an impact on pupil behaviour. This has had a consequent impact on the pupils' progress. One pupil has had some significant medical issues that has resulted in some regression of skills. Some pupils have had an increased level of absence which has impacted on their progress.

The pupils in one class have not had their assessments updated for the end of the Spring term due to teacher absence.

Continued issues with the understanding of early number concepts for some pupils and the lack of understanding of phonics in reading are a barrier to progress for some pupils. A need for more dedicated time in school to hear the more able pupils read has also been identified.

Actions to improve progress:

- Reduce expected progress for one class to 25% of a level over the school year as the pupils are making progress but at a slower rate (AHT)
- Close monitoring of progress for pupils who have not made expected progress during this term (Appraisal Lead)
- Add Key Performance Indicators to Wilson Stuart P Steps to ensure that key concepts are achieved before moving on to the next level (JP/Subject leads)
- Consider additional focused provision for those pupils who are struggling to make progress in particular areas, eg early number concepts; understanding of phonics (JP/English and Maths leads)

Boys (145 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 6 4% | 17 12% | 105 72% | 17 12% |
| WS P Steps Literacy - Reading | 13 9% | 17 12% | 90 62% | 25 17% |
| WS P Steps Literacy - Writing | 5 3% | 17 12% | 98 68% | 25 17% |
| WS P Steps Numeracy - Number | 10 7% | 18 12% | 82 57% | 35 24% |
| WS P Steps Numeracy - Shape | 14 10% | 24 17% | 79 54% | 28 19% |
| WS P Steps Numeracy - Using, Applying, Statistics | 10 7% | 24 17% | 89 62% | 21 15% |
| WS P Steps PSHE | 8 6% | 15 11% | 96 70% | 18 13% |

Girls (37 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 2 5% | 5 14% | 26 70% | 4 11% |
| WS P Steps Literacy - Reading | 3 8% | 8 22% | 21 57% | 5 14% |
| WS P Steps Literacy - Writing | 4 11% | 8 22% | 22 59% | 3 8% |
| WS P Steps Numeracy - Number | 6 16% | 5 14% | 21 57% | 5 14% |
| WS P Steps Numeracy - Shape | 2 5% | 3 8% | 28 76% | 4 11% |
| WS P Steps Numeracy - Using, Applying, Statistics | 5 14% | 5 14% | 21 57% | 6 16% |
| WS P Steps PSHE | 1 3% | 5 14% | 29 80% | 1 3% |

MLD (11 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 1 9% | 1 9% | 8 73% | 1 9% |
| WS P Steps Literacy - Reading | 2 18% | 1 9% | 6 55% | 2 18% |
| WS P Steps Literacy - Writing | 1 9% | 0 0% | 8 73% | 2 18% |
| WS P Steps Numeracy - Number | 2 18% | 0 0% | 7 64% | 2 18% |
| WS P Steps Numeracy - Shape | 2 18% | 2 18% | 6 55% | 1 9% |
| WS P Steps Numeracy - Using, Applying, Statistics | 0 0% | 2 18% | 7 64% | 2 18% |
| WS P Steps PSHE | 0 0% | 3 27% | 7 64% | 1 9% |

SLD (158 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 7 4% | 18 11% | 114 72% | 19 12% |
| WS P Steps Literacy - Reading | 12 8% | 23 15% | 97 61% | 26 16% |
| WS P Steps Literacy - Writing | 8 5% | 20 13% | 106 67% | 24 15% |
| WS P Steps Numeracy - Number | 14 9% | 21 13% | 87 55% | 36 23% |
| WS P Steps Numeracy - Shape | 13 8% | 22 14% | 94 59% | 29 18% |
| WS P Steps Numeracy - Using, Applying, Statistics | 14 9% | 25 16% | 94 60% | 24 15% |
| WS P Steps PSHE | 9 6% | 14 9% | 111 74% | 17 11% |

PMLD (5 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 0 0% | 1 20% | 4 80% | 0 0% |
| WS P Steps Literacy - Reading | 1 20% | 0 0% | 3 60% | 1 20% |
| WS P Steps Literacy - Writing | 0 0% | 3 60% | 1 20% | 1 20% |
| WS P Steps Numeracy - Number | 0 0% | 2 40% | 3 60% | 0 0% |
| WS P Steps Numeracy - Shape | 0 0% | 3 60% | 2 40% | 0 0% |
| WS P Steps Numeracy - Using, Applying, Statistics | 1 20% | 1 20% | 2 40% | 1 20% |
| WS P Steps PSHE | 0 0% | 2 50% | 2 50% | 0 0% |

ASD (96 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 4 4% | 10 10% | 67 70% | 15 16% |
| WS P Steps Literacy - Reading | 10 10% | 10 10% | 56 58% | 20 21% |
| WS P Steps Literacy - Writing | 5 5% | 8 8% | 63 66% | 20 21% |
| WS P Steps Numeracy - Number | 8 8% | 9 9% | 56 58% | 23 24% |
| WS P Steps Numeracy - Shape | 12 13% | 11 11% | 46 48% | 27 28% |
| WS P Steps Numeracy - Using, Applying, Statistics | 9 9% | 15 16% | 52 55% | 19 20% |
| WS P Steps PSHE | 5 6% | 10 11% | 62 70% | 12 13% |

LAC (6 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 0 0% | 2 33% | 4 67% | 0 0% |
| WS P Steps Literacy - Reading | 0 0% | 2 33% | 4 67% | 0 0% |
| WS P Steps Literacy - Writing | 0 0% | 1 17% | 5 83% | 0 0% |
| WS P Steps Numeracy - Number | 0 0% | 2 33% | 4 67% | 0 0% |
| WS P Steps Numeracy - Shape | 0 0% | 2 33% | 4 67% | 0 0% |
| WS P Steps Numeracy - Using, Applying, Statistics | 1 17% | 1 17% | 4 67% | 0 0% |
| WS P Steps PSHE | 0 0% | 1 17% | 5 83% | 0 0% |

EAL (25 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 0 0% | 5 20% | 17 68% | 3 12% |
| WS P Steps Literacy - Reading | 2 8% | 6 24% | 13 52% | 4 16% |
| WS P Steps Literacy - Writing | 1 4% | 8 32% | 10 40% | 6 24% |
| WS P Steps Numeracy - Number | 4 16% | 3 12% | 12 48% | 6 24% |
| WS P Steps Numeracy - Shape | 0 0% | 5 20% | 17 68% | 3 12% |
| WS P Steps Numeracy - Using, Applying, Statistics | 4 17% | 5 21% | 12 50% | 3 13% |
| WS P Steps PSHE | 1 5% | 2 9% | 13 59% | 6 27% |

Pupil Premium (103 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|--|---------------------|--------------------------|------------------|------------------------|
| WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation | 5 5% | 12 12% | 76 74% | 10 10% |
| WS P Steps Literacy - Reading | 11 11% | 11 11% | 66 64% | 15 15% |
| WS P Steps Literacy - Writing | 4 4% | 16 16% | 71 69% | 12 12% |
| WS P Steps Numeracy - Number | 9 9% | 11 11% | 62 60% | 21 20% |
| WS P Steps Numeracy - Shape | 10 10% | 15 15% | 64 62% | 14 14% |
| WS P Steps Numeracy - Using, Applying, Statistics | 9 9% | 14 14% | 68 66% | 12 12% |
| WS P Steps PSHE | 3 3% | 12 12% | 77 77% | 8 8% |

Early Years Steps

Early Years Step breaks down the 6 bands within each of the 7 areas of the Early Years Foundation Stage into targets which demonstrate the smaller steps of progress within each band. At Springwood, we set individual pupil targets in the following areas:

- Communication and Language (CL) – Listening and Attention, Speaking, Understanding
- Physical Development (PD) – Health and Self-Care, Moving and Handling
- Personal, Social and Emotional Development (PSED) – Making relationships, Managing feelings and behaviour, Self-confidence and self-awareness

EYFS (25 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|---------------------|--------------------------|------------------|------------------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 1 4% | 24 96% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 3 12% | 21 84% | 1 4% |
| Early Years Steps CL - Understanding | 0 0% | 2 8% | 22 88% | 1 4% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 4 16% | 20 80% | 1 4% |
| Early Years Steps PD - Moving and Handling | 0 0% | 1 4% | 23 92% | 1 4% |
| Early Years Steps PSED - Making relationships | 1 4% | 0 0% | 20 80% | 4 16% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 1 4% | 22 88% | 2 8% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 1 4% | 22 88% | 2 8% |

The majority of pupils have made expected progress. There are two pupils in particular who have not made expected progress. One has had periods of absence due to illness which have impacted on his progress. The other pupil needs a lot of support to engage with learning and is making slow steps of progress.

Boys (19 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|--------------|-------------------|-----------|-----------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 1 5% | 18 95% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 2 11% | 17 89% | 0 0% |
| Early Years Steps CL - Understanding | 0 0% | 2 11% | 16 84% | 1 5% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 3 16% | 15 79% | 1 5% |
| Early Years Steps PD - Moving and Handling | 0 0% | 0 0% | 18 95% | 1 5% |
| Early Years Steps PSED - Making relationships | 1 5% | 0 0% | 14 74% | 4 21% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 1 5% | 17 89% | 1 5% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 1 5% | 17 89% | 1 5% |

Girls (6 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|--------------|-------------------|-----------|-----------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 0 0% | 6 100% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 1 17% | 4 67% | 1 17% |
| Early Years Steps CL - Understanding | 0 0% | 0 0% | 6 100% | 0 0% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 1 17% | 5 83% | 0 0% |
| Early Years Steps PD - Moving and Handling | 0 0% | 1 17% | 5 83% | 0 0% |
| Early Years Steps PSED - Making relationships | 0 0% | 0 0% | 6 100% | 0 0% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 0 0% | 5 83% | 1 17% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 0 0% | 5 83% | 1 17% |

SLD (25 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|--------------|-------------------|-----------|-----------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 1 4% | 24 96% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 3 12% | 21 84% | 1 4% |
| Early Years Steps CL - Understanding | 0 0% | 2 8% | 22 88% | 1 4% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 4 16% | 20 80% | 1 4% |
| Early Years Steps PD - Moving and Handling | 0 0% | 1 4% | 23 92% | 1 4% |
| Early Years Steps PSED - Making relationships | 1 4% | 0 0% | 20 80% | 4 16% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 1 4% | 22 88% | 2 8% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 1 4% | 22 88% | 2 8% |

ASD (12 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|--------------|-------------------|-----------|-----------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 0 0% | 12 100% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 1 8% | 11 92% | 0 0% |
| Early Years Steps CL - Understanding | 0 0% | 1 8% | 10 83% | 1 8% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 3 25% | 8 67% | 1 8% |
| Early Years Steps PD - Moving and Handling | 0 0% | 1 8% | 10 83% | 1 8% |
| Early Years Steps PSED - Making relationships | 0 0% | 0 0% | 8 67% | 4 33% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 0 0% | 11 92% | 1 8% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 0 0% | 11 92% | 1 8% |

EAL (4 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|---------------------|--------------------------|------------------|------------------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 0 0% | 2 100% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 1 50% | 1 50% | 0 0% |
| Early Years Steps CL - Understanding | 0 0% | 0 0% | 2 100% | 0 0% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 1 50% | 1 50% | 0 0% |
| Early Years Steps PD - Moving and Handling | 0 0% | 0 0% | 2 100% | 0 0% |
| Early Years Steps PSED - Making relationships | 0 0% | 0 0% | 1 50% | 1 50% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 0 0% | 2 100% | 0 0% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 0 0% | 2 100% | 0 0% |

Pupil Premium (8 pupils)

| Subject | Below Target | Just Below Target | On Target | Exceeded Target |
|---|---------------------|--------------------------|------------------|------------------------|
| Early Years Steps CL - Listening and Attention | 0 0% | 0 0% | 8 100% | 0 0% |
| Early Years Steps CL - Speaking | 0 0% | 1 13% | 7 88% | 0 0% |
| Early Years Steps CL - Understanding | 0 0% | 0 0% | 7 88% | 1 13% |
| Early Years Steps PD - Health and Self-Care | 0 0% | 2 25% | 5 63% | 1 13% |
| Early Years Steps PD - Moving and Handling | 0 0% | 1 13% | 7 88% | 0 0% |
| Early Years Steps PSED - Making relationships | 0 0% | 0 0% | 6 75% | 2 25% |
| Early Years Steps PSED - Managing feelings and behaviour | 0 0% | 0 0% | 8 100% | 0 0% |
| Early Years Steps PSED - Self Confidence & Self Awareness | 0 0% | 0 0% | 7 88% | 1 13% |

Extended P Scales

Extended P Scales are used to assess the progress of our pupils working within P1-3. The Extended P Scales allow for more lateral progress to be evidenced within a level as these pupils make very small steps of progress. Targets are in 5 main areas:

- Communication
- Life Skills
- Motor Development
- Sensory Cognitive
- Social Development

Within each of these 5 areas, there are a number of strands. Springwood's expectation for each pupil being assessed on Extended P Scales is that they achieve 4 targets within each of the 5 areas, making a total of 20 targets. (As some pupils can have limitations in certain areas, eg motor development, the targets within an individual area can be negotiated but it is still expected that a pupil achieves a total of 20 targets).

PMLD (29 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 12 / 41% | 14 / 48% | 3 / 11% |
| Life Skills | 16 / 55% | 11 / 38% | 2 / 7% |
| Sensory Cognitive | 10 / 34% | 11 / 38% | 8 / 28% |
| Social Development | 17 / 59% | 9 / 30% | 3 / 11% |
| Motor Development | 12 / 41% | 15 / 52% | 2 / 7% |

A number of pupils have not made expected progress on Extended P Scales. Most progress has been made in Sensory Cognitive, possibly because these targets are more accessible during semi-formal lessons when a pre-formal child is within a class of semi-formal pupils. Social Development is an area of difficulty for many of our pre-formal pupils. Progress towards Life Skills can also be limited. Mobile pre-formal pupils may have skills beyond those within Motor Development but those with physical difficulties again have limited progress.

Aspects of Engagement will be used with our pre-formal pupils starting next school year and, with this, there is an emphasis on addressing EHCP / IEP outcomes and objectives. Therefore, it may be more productive for our pre-formal pupils to move away from Extended P Scales and have more emphasis on their engagement with their IEP objectives.

Actions to improve progress:

- Introduce Aspects of Engagement with an emphasis on EHCP / IEP outcomes and objectives (AHT / Pre-formal teachers)

Early Years (4 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 1 / 25% | 0 / 0% | 3 / 75% |
| Life Skills | 2 / 50% | 1 / 25% | 1 / 25% |
| Sensory Cognitive | 1 / 25% | 1 / 25% | 2 / 50% |
| Social Development | 2 / 50% | 1 / 25% | 1 / 25% |
| Motor Development | 0 / 0% | 3 / 75% | 1 / 25% |

Key Stage 1 (15 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 7 / 47% | 8 / 53% | 0 / 0% |
| Life Skills | 10 / 67% | 4 / 26% | 1 / 7% |
| Sensory Cognitive | 9 / 60% | 3 / 20% | 3 / 20% |
| Social Development | 10 / 67% | 3 / 20% | 2 / 13% |
| Motor Development | 8 / 53% | 6 / 40% | 1 / 7% |

Key Stage 2 (10 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 4 / 40% | 6 / 60% | 0 / 0% |
| Life Skills | 4 / 40% | 6 / 60% | 0 / 0% |
| Sensory Cognitive | 0 / 0% | 7 / 70% | 3 / 30% |
| Social Development | 5 / 50% | 5 / 50% | 0 / 0% |
| Motor Development | 4 / 40% | 6 / 60% | 0 / 0% |

Boys (20 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 7 / 35% | 10 / 50% | 3 / 15% |
| Life Skills | 9 / 45% | 9 / 45% | 2 / 10% |
| Sensory Cognitive | 6 / 30% | 7 / 35% | 7 / 35% |
| Social Development | 9 / 45% | 8 / 40% | 3 / 15% |
| Motor Development | 7 / 35% | 12 / 60% | 1 / 5% |

Girls (9 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 5 / 56% | 4 / 44% | 0 / 0% |
| Life Skills | 7 / 78% | 2 / 22% | 0 / 0% |
| Sensory Cognitive | 4 / 44% | 4 / 44% | 1 / 12% |
| Social Development | 7 / 78% | 2 / 22% | 0 / 0% |
| Motor Development | 6 / 66% | 2 / 22% | 1 / 12% |

EAL (4 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|--------------|-----------|-----------------|
| Communication | 2 / 50% | 1 / 25% | 1 / 25% |
| Life Skills | 3 / 75% | 1 / 25% | 0 / 0% |
| Sensory Cognitive | 3 / 75% | 0 / 0% | 1 / 25% |
| Social Development | 4 / 100% | 0 / 0% | 0 / 0% |
| Motor Development | 2 / 50% | 2 / 50% | 0 / 0% |

Pupil Premium (10 pupils)

| Subject | Below Target | On Target | Exceeded Target |
|--------------------|---------------------|------------------|------------------------|
| Communication | 3 / 30% | 6 / 60% | 1 / 10% |
| Life Skills | 4 / 40% | 6 / 60% | 0 / 0% |
| Sensory Cognitive | 4 / 40% | 3 / 30% | 3 / 30% |
| Social Development | 6 / 60% | 3 / 30% | 1 / 10% |
| Motor Development | 3 / 30% | 7 / 70% | 0 / 0% |