

Pupil Progress – Summer 2021

Progress targets were set on SOLAR for pupils in January 2021 after they had been given time to settle back into school and adjust to learning during the Autumn term. Some pupils remained at home at this time by parental decision due to the country being in lockdown and targets were not set for these pupils as they were not in school. Therefore, the progress data is based on a smaller number of pupils than the full numbers on roll at Springwood. The progress of the pupils who have been in school has been affected by limited opportunities to generalise learning due to the majority of learning taking place in the classroom and not being generalised to other locations around school. A number of pupils started at Craig Hall in January and staff carried out baseline assessments during the Spring term so these pupils are also not included in this data.

The progress reported needs to be viewed with the understanding that it is not going to reflect the progress expected from our pupils in non-Covid conditions.

SOLAR

All assessment evidence is entered on SOLAR within the curriculum that the pupil is working on (Wilson Stuart P Steps or Early Years Steps). Individual progress targets are set on SOLAR for each pupil. 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)
- PSHE

Key Stage 1 (63 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	1 2%	8 13%	42 66%	12 19%
WS P Steps Literacy - Reading	4 6%	7 11%	35 56%	17 27%
WS P Steps Literacy - Writing	3 5%	4 6%	40 64%	16 25%
WS P Steps Numeracy - Number	4 6%	8 13%	30 48%	21 33%
WS P Steps Numeracy - Shape	2 3%	8 13%	37 59%	16 25%
WS P Steps Numeracy - Using, Applying, Statistics	6 10%	9 14%	35 55%	13 21%
WS P Steps PSHE	17 30%	2 4%	23 41%	14 25%
	1 33%	1 34%	0 0%	1 33%

Key Stage 2 (82 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	1 1%	3 4%	52 63%	26 32%
WS P Steps Literacy - Reading	1 1%	4 5%	49 60%	28 34%
WS P Steps Literacy - Writing	1 1%	6 7%	47 58%	28 34%
WS P Steps Numeracy - Number	4 5%	9 11%	49 60%	20 24%
WS P Steps Numeracy - Shape	0 0%	14 17%	49 61%	18 22%
WS P Steps Numeracy - Using, Applying, Statistics	1 1%	10 13%	45 56%	24 30%
WS P Steps PSHE	16 20%	11 14%	48 60%	5 6%

Actions to improve progress:

- Additional focused provision for those pupils who are struggling to make progress in particular areas, eg early number concepts (JWS/English and Maths leads)
- Review the PSHE statements on Wilson Stuart and ensure they link to the RHE curriculum / Life Skills Curriculum (JP/PSHE leads)

Boys (110 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	1 1%	9 8%	71 65%	29 26%
WS P Steps Literacy - Reading	4 4%	7 6%	68 62%	31 28%
WS P Steps Literacy - Writing	1 1%	8 7%	67 61%	34 31%
WS P Steps Numeracy - Number	3 3%	15 14%	60 54%	32 29%
WS P Steps Numeracy - Shape	0 0%	19 17%	67 61%	24 22%
WS P Steps Numeracy - Using, Applying, Statistics	5 5%	16 15%	60 54%	28 26%
WS P Steps PSHE	25 24%	10 10%	54 51%	16 15%

Girls (35 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	1 3%	2 6%	23 65%	9 26%
WS P Steps Literacy - Reading	1 3%	4 11%	16 46%	14 40%
WS P Steps Literacy - Writing	3 9%	2 6%	20 56%	10 29%
WS P Steps Numeracy - Number	5 14%	2 6%	19 54%	9 26%
WS P Steps Numeracy - Shape	2 6%	3 9%	19 56%	10 29%
WS P Steps Numeracy - Using, Applying, Statistics	2 6%	3 9%	20 59%	9 26%
WS P Steps PSHE	8 26%	3 10%	17 54%	3 10%

MLD (5 pupils)

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

SLD (138 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	2 1%	11 8%	89 65%	36 26%
WS P Steps Literacy - Reading	5 4%	9 7%	82 59%	42 30%
WS P Steps Literacy - Writing	4 3%	8 6%	84 61%	42 30%
WS P Steps Numeracy - Number	8 6%	16 12%	75 54%	39 28%
WS P Steps Numeracy - Shape	2 1%	20 15%	82 60%	33 24%
WS P Steps Numeracy - Using, Applying, Statistics	7 5%	17 13%	77 56%	35 26%
WS P Steps PSHE	30 23%	12 9%	68 53%	19 15%

ASD (81 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	2 2%	7 9%	48 59%	24 30%
WS P Steps Literacy - Reading	4 5%	5 6%	43 53%	29 36%
WS P Steps Literacy - Writing	2 2%	4 5%	47 58%	28 35%
WS P Steps Numeracy - Number	7 9%	10 12%	41 51%	23 28%
WS P Steps Numeracy - Shape	1 1%	15 19%	43 53%	22 27%
WS P Steps Numeracy - Using, Applying, Statistics	4 5%	11 14%	43 53%	22 28%
WS P Steps PSHE	21 28%	6 8%	35 47%	13 17%

Pupil Premium (70 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
WS P Steps Literacy - Communication, Vocabulary, Grammar and Punctuation	2 3%	4 6%	40 57%	24 34%
WS P Steps Literacy - Reading	3 4%	5 7%	41 59%	21 30%
WS P Steps Literacy - Writing	3 4%	8 11%	39 56%	20 29%
WS P Steps Numeracy - Number	2 3%	7 10%	40 57%	21 30%
WS P Steps Numeracy - Shape	1 1%	12 17%	40 58%	17 24%
WS P Steps Numeracy - Using, Applying, Statistics	4 6%	10 14%	39 57%	16 23%
WS P Steps PSHE	15 23%	8 12%	37 56%	6 9%

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 (6 pupils)

Subject	Below Target	Just Below Target	On Target	Exceeded Target
Early Years Steps CL - Listening and Attention	0 0%	0 0%	2 33%	4 67%
Early Years Steps CL - Speaking	1 17%	0 0%	4 66%	1 17%
Early Years Steps CL - Understanding	0 0%	1 17%	5 83%	0 0%
Early Years Steps PD - Health and Self-Care	1 17%	2 33%	2 33%	1 17%
Early Years Steps PD - Moving and Handling	1 17%	0 0%	4 66%	1 17%
Early Years Steps PSED - Making relationships	2 33%	0 0%	4 67%	0 0%
Early Years Steps PSED - Managing feelings and behaviour	1 17%	0 0%	5 83%	0 0%
Early Years Steps PSED - Self Confidence & Self Awareness	1 17%	0 0%	5 83%	0 0%

Pre-formal pupils

Pupils on the pre-formal curriculum pathway are being assessed on their progress towards their EHCP / IEP objectives. Staff have started recording observations of the Areas of Engagement during IEP related activities. See example below:

Areas of Engagement – Pupil Observation



+	Name: Frankie Thomson	Objectives: To access play activities appropriately with minimal adult support. (4)
	Date and time:	
	Activity: Sensory room – exploration session	

Engagement Area	What happened?	Possible future adaptation
Exploration	Explored optic fibres with both hands, grasping them and pulling them to his face. Releasing and grasping again. Moved up to bubbles tubes and placed both hands on the tube. Placed face on tube and smiled.	
Realisation	Smiled on entering sensory room. Sat down straight away to take off shoes. Once shoes were removed got up and started to explore. Relaxed and happy in environment Looked over to bubbles when staff turned them off.	
Anticipation	Sits at colour changing machine and stills when waiting for the colours to change. Focus stays strong When staff turns bubble machines on and off shows anticipation by bringing hands to face and laughing, excitement grows with verbal input of "ready, steady, go..."	
Persistence	Moves back over to the bubble tubes and fibre optics throughout session. Grasping and releasing optic fibres.	
Initiation	Staff supported with symbols/sign but not much interest paid	