

Cedars Academy Mid-Year Assessment and Progress Summary Presentation to Governing Body May 2017



1. Scores for **English** across the school at the mid-year point indicate that **87%** of students will either meet their end of year target or exceed it.
2. Our analysis shows that **12%** of students (15 students in total) were **not on track** to meet their **English** target when assessed in February.
3. In **maths**, **85%** of the population across KS1-4 were either on track to meet their end of year target or exceed it.
4. **15%** of students (17 students in total) were **not on track** to meet their **maths** target when assessed in February.
5. The 15 students not making expected progress in English and the 17 students not making expected progress in maths have all been identified. Actions taken:
 - Teaching and Learning leads have held progress meetings with subject teachers, key persons for each child and the AtL team to draw up a specific list of interventions for each child to move them back on track.
 - An IPAR (Individual Pupil Achievement Record) has been completed for each student identifying their rates of progress, their targets for English, maths and PSD and the interventions in place for them.
 - An intervention timetable has been drawn up so that specialist TAs can work with targeted students on specific areas to close the progress gap.
 - Students where social, emotional or mental health (**SEMH**) difficulties are at the root of their difficulties have been identified by AtL and each case reviewed so that referral to external agencies or the counsellor can be pursued if needed.
 - AtL are working closely with families where attendance may be affecting the progress of an individual.
6. At the time of this report, reassessments are being carried out to check on the effectiveness of the actions above.

Specific Groups:

7. The students identified with **SEMH** barriers to learning are following whole school trend of progress with **90%** of SEMH students either **exceeding or meeting expectations** for this point in the year for **English** and **86%** either **exceeding or meeting expectations** for this point in the year in **maths**. This is encouraging as this group have been the focus of a range of interventions and strategies in light of the data from July 2016.
8. **100%** of students we have identified as '**Most Able**' are **exceeding or reaching the expected level** for this point of the year in **maths**. **86%** of **Most Able** students are **exceeding or reaching expectations** for this point in the year in **English**. This trend is expected as we know our more able students tend to have strengths and specific interest in mathematics.
9. Students identified with an **ASC** category of need are not yet progressing at the same rate as other groups in English and maths. **86%** of ASC students have **reached or exceeded expectations** for this point in the year in **English**. **77%** of **ASC** students have **reached or exceeded expectations** for this point in the year in **maths**. This is **13% lower** (equates roughly to 2 students) than the average progress across the range of needs for maths. When analysing each student's performance closely with a the T&L and AtL teams, the one or two individuals not making expected progress have comorbid SEMH needs that impact on attendance and ability to focus on learning. These needs are being addressed at an individual level for each student.
10. Students with Physical needs are not following the whole school trend for progress in English. **78%** have **reached or exceeded expected levels** for this point in the year. 3 students in this small group have had extended periods away from school for surgery in the last term and this will affect progress. We will work closely with families to ensure they have the correct resources, strategies and support to help keep their child on track whilst at home.

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11. Our mid-year analysis tells us that students entitled to the **Pupil Premium** grant are working slightly behind the whole school trend. **84%** of PP students have exceed or reach expected levels in English compared to **92%** of non-PP students. **83%** of PP students have either **met or exceeded expected levels** in maths compared to **89%** in the rest of the school population. Individual interventions highlighted above are in place for each learner with regular monitoring in place to ensure the rate of progress increases for this group.