

Alfreton Park Community Special School
Learning Together for Personal Success
National Progression Analysis 2015

Introduction

- National Progression is advice given to schools focusing on the use of attainment and progress data where learners are working below expected levels.
- We use the DfEs datasets to determine how well our pupils have progressed over a key stage when they have finished year 6, year 9 and year 11.
- This document compares progress in relation to National Progression data for different groups that completed Key Stages in July 2015.
- At the end of a key stage all pupils will fall into one of three groups based on the progress they have made:

Lower Quartile (LQ)	Median Quartiles (M)	Upper Quartile (UQ)
Below Expected Progress	Expected Progress	Above Expected Progress
Bottom 25% of pupils nationally	Middle 50% of pupils nationally	Top 25% of pupils nationally

- In addition, each pupil is given an end of key stage attainment score based on their completed level.
- This score can be used to help identify whether there is any significant differences in attainment; the greater the score the higher the attainment
- It can also be used to compare the progress made by calculating the difference between a pupils' score at the start and at the end of a key stage.
- Again, the greater the score in the greater the progress made over the key stage.

Summary of Key Findings

- Cohorts are too small to draw reliable conclusions.
- Pupil Premium eligibility is not a determining factor; there is no attainment gap between Pupil Premium and non-Pupil Premium pupils.
- Gender is not a determining factor; there is no attainment gap between male and female pupils.
- Primary need is not a determining factor; there is not an attainment gap between pupils' differing primary needs.
- The gap in attainment between maths and English is narrowing as a result of an effective communication strategy.

Overall Comparison

2015	English		Maths	
Key Stages 1 to 2 Cohort = 4 pupils	UQ	25% (1 pupil)	UQ	75% (3 pupils)
	M	75% (3 pupils)	M	0% (0 pupils)
	LQ	0% (0 pupils)	LQ	25% (1 pupil)
Key Stages 2 to 3 Cohort = 2 pupils	UQ	50% (1 pupil)	UQ	100% (2 pupils)
	M	50% (1 pupil)	M	0% (0 pupils)
	LQ	0% (0 pupils)	LQ	0% (0 pupils)
Key Stages 3 to 4 Cohort = 2 pupils	UQ	100% (2 pupils)	UQ	50% (1 pupil)
	M	0% (0 pupils)	M	50% (1 pupil)
	LQ	0% (0 pupils)	LQ	0% (0 pupils)
Key Stages Combined Cohort = 8 pupils	UQ	50% (4 pupils)	UQ	75% (6 pupils)
	M	50% (4 pupils)	M	12.5% (1 pupil)
	LQ	0% (0 pupils)	LQ	12.5% (1 pupil)

Observation, Analysis and Conclusions

- Overall there was less underperformance (LQ) in English than in maths, although this accounts for one pupil in KS1-2.
- However, there was also greater proportion of pupils making expected or above progress (M and UQ).
- Cohorts are too small to draw reliable conclusions.

Pupil Premium Comparison

Due to the small cohort size this comparison combines free school meal pupils and looked after children

English	KS 1-2				KS 2-3		KS 3-4		KEY STAGES COMBINED			
	PP		Non-PP		PP	Non-PP	PP	Non-PP	PP		Non-PP	
UQ	1	33%	0	0%	No PP pupils in cohort		No non-PP pupils in cohort		3	60%	1	33%
M	2	67%	1	100%					2	40%	2	67%
LQ	0	0%	0	0%					0	0%	0	0%

Maths	KS 1-2				KS 2-3		KS 3-4		KEY STAGES COMBINED			
	PP		Non-PP		PP	Non-PP	PP	Non-PP	PP		Non-PP	
UQ	2	67%	1	100%	No PP pupils in cohort		No non-PP pupils in cohort		3	60%	3	100%
M	0	0%	0	0%					1	20%	0	0%
LQ	1	33%	0	0%					1	20%	0	0%

Observation, Analysis and Conclusions

- The combined cohort consists of 5 Pupil Premium pupils and 3 non-Pupil Premium pupils.
- Pupil Premium pupils appear to have performed very marginally better in English than in maths.
- The pupil that made below expected (LQ) progress in maths made expected progress (M) in English.
- However, the amount of progress this pupil made in each subject was similar (120% in maths and 140% in English).
- This also equates to an attainment score of 12 points in both English and maths as outlined in national progression datasets.
- Progression Guidance is very clear that “...*a pupil only achieving the lower quartile target may be making good progress*”.
- As a consequence we regard this as excellent progress for this pupil.
- There is no significant difference between Pupil Premium pupils and non-Pupil Premium pupils.
- Pupil Premium eligibility is not a determining factor; there is no attainment gap between Pupil Premium and non-Pupil Premium pupils.

Gender Comparison

English	KS 1-2		KS 2-3				KS 3-4		KEY STAGES COMBINED			
	M	F	M		F		M	F	M		F	
UQ	No female pupils in cohort		0	0%	1	100%	No female pupils in cohort		3	43%	1	100%
M			1	100%	0	0%			4	57%	0	0%
LQ			0	0%	0	0%			0	0%	0	0%

Maths	KS 1-2		KS 2-3				KS 3-4		KEY STAGES COMBINED			
	M	F	M		F		M	F	M		F	
UQ	No female pupils in cohort		1	100%	1	100%	No female pupils in cohort		5	71%	1	100%
M			0	0%	0	0%			1	14%	0	0%
LQ			0	0%	0	0%			1	14%	0	0%

Observation, Analysis and Conclusions

- The combined cohort consists of 7 male pupils and 1 female pupil, making reliable comparison challenging.
- Female pupils marginally outperformed male pupils in KS2-3 maths, although this relates to 1 pupil who still made expected (M) progress.
- The male pupil making expected (M) progress is non-verbal and therefore has not made as much progress within the speaking strand.
- This difference relates specifically to the individual's specific learning needs rather than any difference in the provision between the pupils.
- There are no female pupils in KS1-2 and KS3-4 cohorts so comparisons cannot be made.
- Gender is not a determining factor; there is no attainment gap between male and female pupils.

Primary Need Comparison

English	KS 1-2			KS 2-3			KS 3-4			KEY STAGES COMBINED						
	ASD	SLD	PMLD	ASD	SLD	PMLD	ASD	SLD	PMLD	ASD	SLD	PMLD				
UQ	1	50%	0	0%	No SLD/PMLD to enable comparison		1	100%	1	100%	3	60%	1	33%	No PMLD	
M	1	50%	2	100%			No PMLD	0	0%	0	0%	2	40%	2		67%
LQ	0	0%	0	0%			0	0%	0	0%	0	0%	0	0%		

Maths	KS 1-2			KS 2-3			KS 3-4			KEY STAGES COMBINED						
	ASD	SLD	PMLD	ASD	SLD	PMLD	ASD	SLD	PMLD	ASD	SLD	PMLD				
UQ	1	50%	2	100%	No SLD/PMLD to enable comparison		0	0%	1	100%	3	60%	3	100%	No PMLD	
M	0	0%	0	0%			No PMLD	1	100%	0	0%	1	20%	0		0%
LQ	1	50%	0	0%			0	0%	0	0%	1	20%	0	0%		

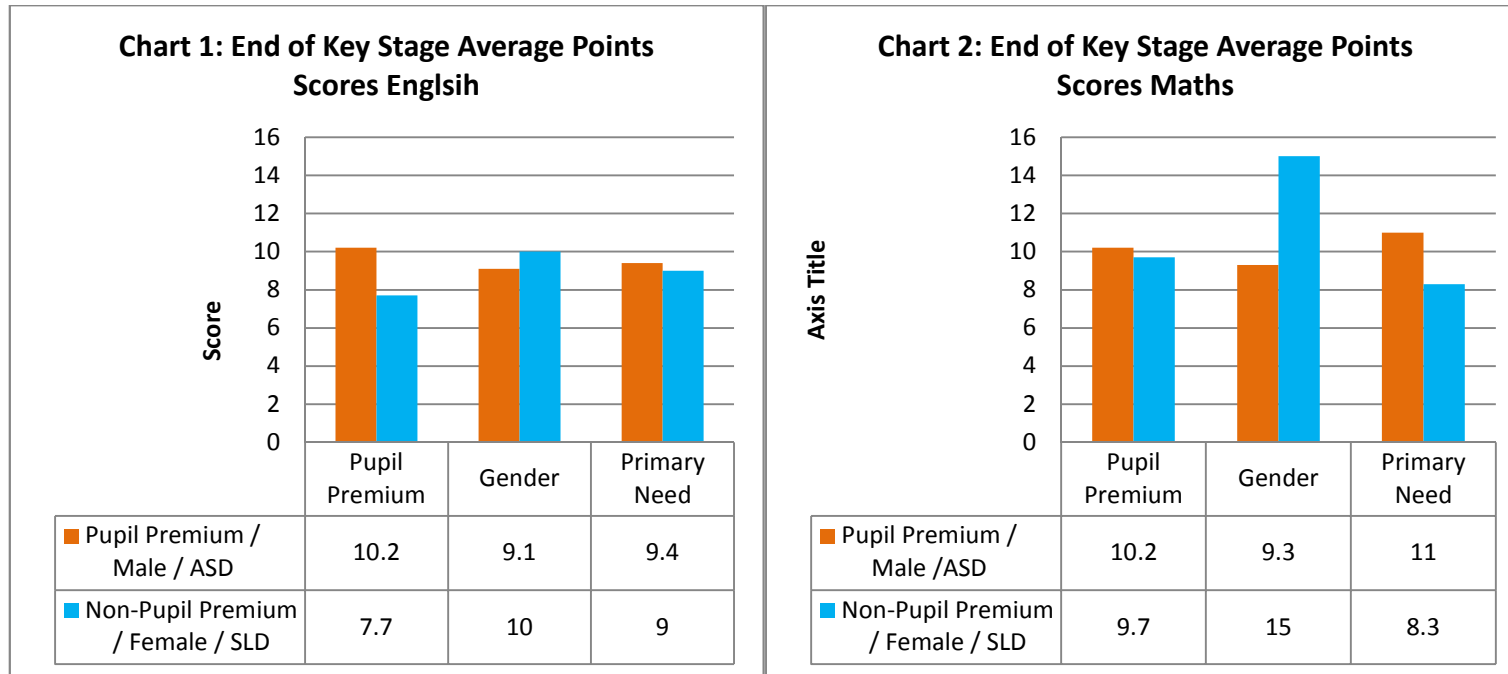
Observation, Analysis and Conclusions

- The combined cohort consists of 5 pupils with ASD and 3 pupils with SLD – there were no pupils with PMLD in the cohort.
- Overall ASD pupils marginally outperform SLD pupils in English, which is testimony to our commitment to an effective communication strategy.
- Overall SLD pupils marginally outperform ASD pupils in maths.
- However, this difference is not significant given the amount of progress made by the LQ pupil (120% - see Pupil Premium Comparison).
- Primary need is not a determining factor; there is not an attainment gap between pupils' differing primary needs. .

End of Key Stage Attainment Scores

- A score is attributed to each whole level completed at the end of a key stage in line with National Progression datasets.
- The higher the level attained the higher the score attributed to that pupil.
- This provides us with another way to identify patterns and trends by comparing the average points score for each cohort.

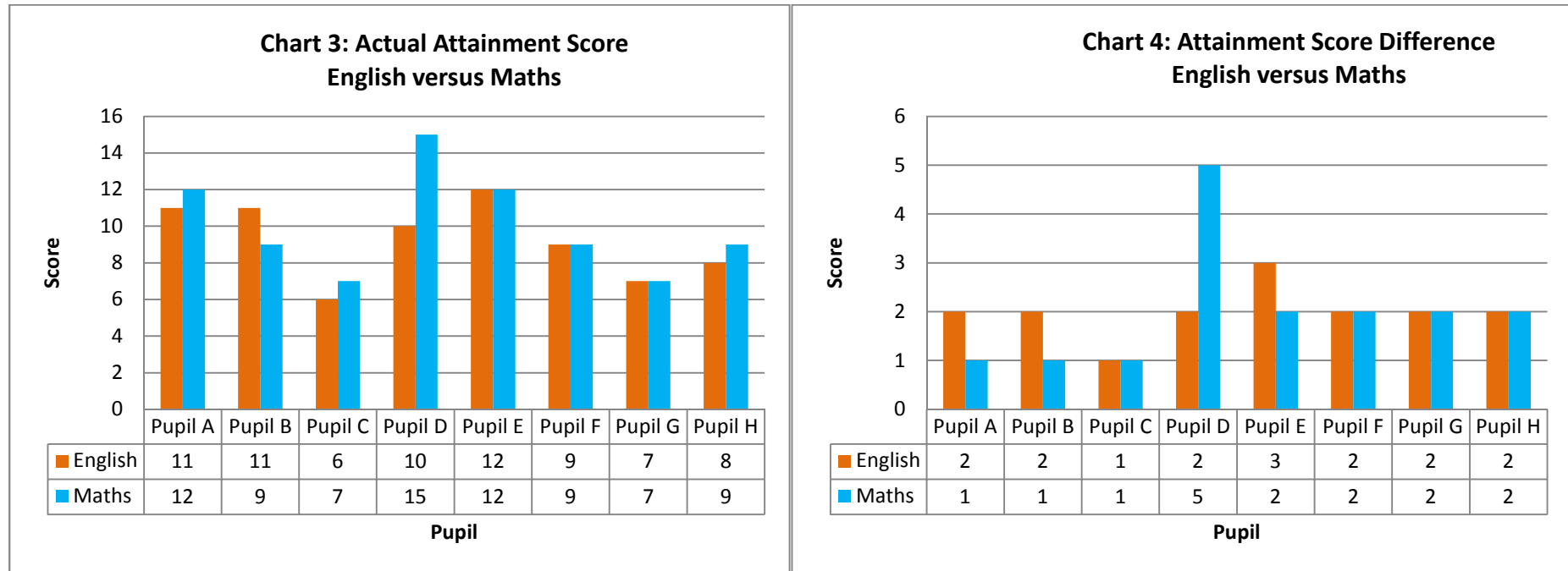
Average Attainment



Observation, Analysis and Conclusion

- Generally, the charts above indicate that there is very little difference between the attainment of pupils in English and maths.
- In both English and maths our Pupil Premium pupils are attaining more than our non-Pupil Premium pupils.
- Female pupils attained more in both English and maths, although this accounts for one pupil that started in year 7.
- This progress could be attributed to inaccurate assessments received from the mainstream placement, thus skewing the data.
- Based on these charts there is no significant attainment gap between our different cohorts of pupils.

Individual Pupil Attainment Scores



Relationship between attainment and progress across the key stages:

'Best' Area	Attainment	Progress
Performed best in English	12.5% (1 pupil)	37.5% (3 pupils)
Performed the same in English and maths	37.5% (3 pupils)	50% (4 pupils)
Performed best in Maths	50% (4 pupils)	12.5% (1 pupil)

Observation, Analysis and Conclusion

- The vast majority of pupils attained between 6 and 12 points in both English and maths.
- In general most pupils made between 1 and 2 points progress across the key stage in English and maths.
- More pupils attained more in maths than in English; however, more pupils made most progress in English.
- The data suggests that the attainment gap between the English and maths is getting smaller.
- This can be attributed to the effective and diverse communication strategy that underpins the entire curriculum.