

Elmwood School

Summer Term 2020-2021 Target Group Monitoring Document



FSM & LAC % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (26+)	39%	73%	88%	52%
KS4 (16+5)	90%		90%	46%

NF5M % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (7)	71%	71%	86%	71%
KS4 (11)	100%		100%	89%

Closing the Gap % needed to make 0 gap					% weightage
Year Group	Reading	Writing	Maths	Science	
KS3 (40)	-32	2	2	-19	3% = 1 pupil
KS4 (32)	-10		-10	-43	3% = 1 pupil

Positives:

Progress across KS3 and KS4 LAC cohorts across all core subjects are at least expected).

Progress across KS3 FSM cohort in Writing and Maths are at least expected.

Maths is a strength.

Improvements / Challenges:

KS3 FSM cohort in reading and science are inadequate. RADY uplift (principles) during the Spring Term 2021 has had a negative impact on progress. Judgements in KS3 FSM Science, 3 pupils (15% of the cohort working below expected progress did make progress from Autumn Term, but not at the expected rate). Reading criterion assessments and the increased frequency of assessments have identified some gaps in fluency and comprehension. 4 pupils (12% of the cohort working below expected progress did make progress from the Autumn Term, but not at the expected rate).

Positives:

KS4 progress is above expected across all core subjects. Particular strengths within English and Maths. There is large percentage of pupils who are working above expected progress (showing stretch and challenge).

KS3 progress is at least at expected progress across all core subjects.

Improvements / Challenges:

2e pupil in science didn't make the expected levels of progress. However, upon attainment EKS4 significant progress was made due to a very strong revision timetable. Vulnerabilities with such small cohorts that 1 pupil doesn't make expected progress the judgements changes drastically at KS3.

Review previous steps:

- Teaching responsibilities changed with C&L pathway to secure above expected progress for all of this cohort in Year 11. This was effective re-deployment of staff and we also welcomed back our IT during the Summer Term adding greater capacity. The TA deployment and ownership of literacy awareness to support retrieval was also supportive and evidenced through PDSA.
- 10b science progress has occurred but not at the rate expected. The effective use of Alternative Provision has supported this level of progress and stabilised behaviours and expectations. They have also completed 1 accredited Gateway Unit in preparation for Year 11.
- RADY principles have supported maths but haven't supported science in the shorter term. Greater exposure to more science will enable for this to have the positive impact and maintain aspirations for all. English RADY didn't occur due to challenges within Reading that have emerged at KS3.
- Awaiting impact measured from NPQML around Literacy intervention.

Next Steps:

- RADY principles to be launched within Writing for September 2021.
- Science curriculum map (unit specification) to be clear to support early entry GCSE preparation and opportunities for Level 2 units to stretch Level 1 pupils.
- Year 9 class to be taught in the morning for 50% of the time to judge impact on the day on delivery.
- Reading interventions to be prioritised and identified within the PP Effectiveness Document.