

Elmwood School



Summer Term 2021-2022 Target Group Monitoring Document

FSM & LAC % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (21+7)	71%	82%	82%	89%
KS4 (17+7)	96%		100%	78%

NFSM % working at or above expected progress				
Year Group	Reading	Writing	Maths	Science
KS3 (10)	70%	60%	80%	100%
KS4 (4)		100%	100%	100%

Closing the Gap % needed to make 0 gap					% weightage
Year Group	Reading	Writing	Maths	Science	
KS3 (39)	1	22	2	-11	4% = 1 pupil
KS4 (30)	-4		0	-22	4% = 1 pupil

Positives:
KS3 FSM progress within math's and science falls within the judgement of working above expected progress.

KS3 LAC writing and science progress has remained a strength.

KS4 FSM have made significant progress from Aut 2021 and SPT 2022 within science.

KS4 FSM has maintained the majority of pupils working above expected progress across 3 terms.

KS4 LAC pupils have shown at least expected progress from Aut 2021, showing a consistent picture.

Improvements / Challenges:

KS3 writing for those previously identified as working below expected progress have made accelerated progress, but a cohort of pupils previously working above have significantly regressed.

Monitor Y9 cohort (writing component) as they progress into KS4.

Reading progress within KS3 LAC cohort is at expected progress. This is due to 2 / 3 pupils working below have significant cognition and learning difficulties and a specialist intervention is required.

1 LAC pupil isn't making expected progress in science - this is a priority area for their Post-16 destination. LAC attendance / school refusal has been managed this year through extractions and modified timetables - this isn't sustainable into 2022-23.

Positives:
Small cohort in both KS3 and KS4. KS4 an area of strength of in school population and progress.

Improvements / Challenges:
KS3 writing cohort (4 pupils working below expected progress). 2 of these pupils are in 9a and have made a significant regression from SPT 2022.

Improvements / Challenges:

Review previous steps:

1. Monitor reading progress within 8b and 9b [secondary need of Cognition and Learning]. 8b pupils (FSM) 50% were able to maintain above expected progress and 50% were able to achieve expected progress of LAPS for that term (but due to limited progress in Aut 2021, it needed to be accelerated). 9b pupils (FSM) 60% were able to maintain above expected progress, 20% were able to achieve expected progress of LAPS for that term (but due to limited progress in Aut 2021, it needed to be accelerated) and 20% of pupils regressed on the SPT 2022 - this was due to persistent damage to their glasses.

2. Monitor 2 pupils in 7a (Confidence in own ability). The pupils identified in 7a have improved confidence in their ability, resulting in positive progress across the core curriculum.

3. 10b FSM pupil didn't complete English assessment fully - due to time. Potential Access Arrangements required?

10b pupil had made significant progress from SPT 2022 and is becoming more confident within the assessment process. Continue to secure evidence for access arrangements for Yr11.

4. 7 x Year 10 FSM pupils have made progress on Aut 2021, but still looking to catch up from prior learning/assessment in Y9 (poor engagement/behaviour). Progress has remained positive for the Yr10 FSM cohort.

Next Steps:

1. Yr11 cohort to secure Gateway qualifications by Easter 2023, due to potential attendance concerns / engagement.

2. Year 9-10 cohort (FSM and NFSM) confidence around working independently and accepting stretch and challenge (resilience is low).

3. Develop greater opportunities to write independently and for prolonged periods in Year 9 and KS4.

4. Transitioning Year 9 to KS4 in science and looking at appropriate curriculum.

5. Reading interventions as well as high quality teaching for pupils with significant cognition and learning difficulties within Reading.