

Pupil Progress Report 2022 - 2023

Personalised Pupil Progress is robustly monitored through a plan-do-review system and annotated case study formative evidence.

The pupils academic progress is across all subject areas of our new curriculum, using an online school system.

Teachers submitted their professional judgements for all individual pupils in the following areas;

My Language and Literacy
My Social Emotional Wellbeing
My Creativity
Understanding My World
My Thinking
My Body

Teachers are asked to submit these judgments three times a year. In the Autumn, Spring and Summer terms teachers meet with the Deputy Head or Assistant Heads, so that judgements are moderated.

This is inline with our curriculum subjects, therefore the analysis does not yet have comparative data from previous years.

This report will compare data from the Autumn Term 2022 and Summer Term 2023. For this report, comparisons have been made between the following groups:

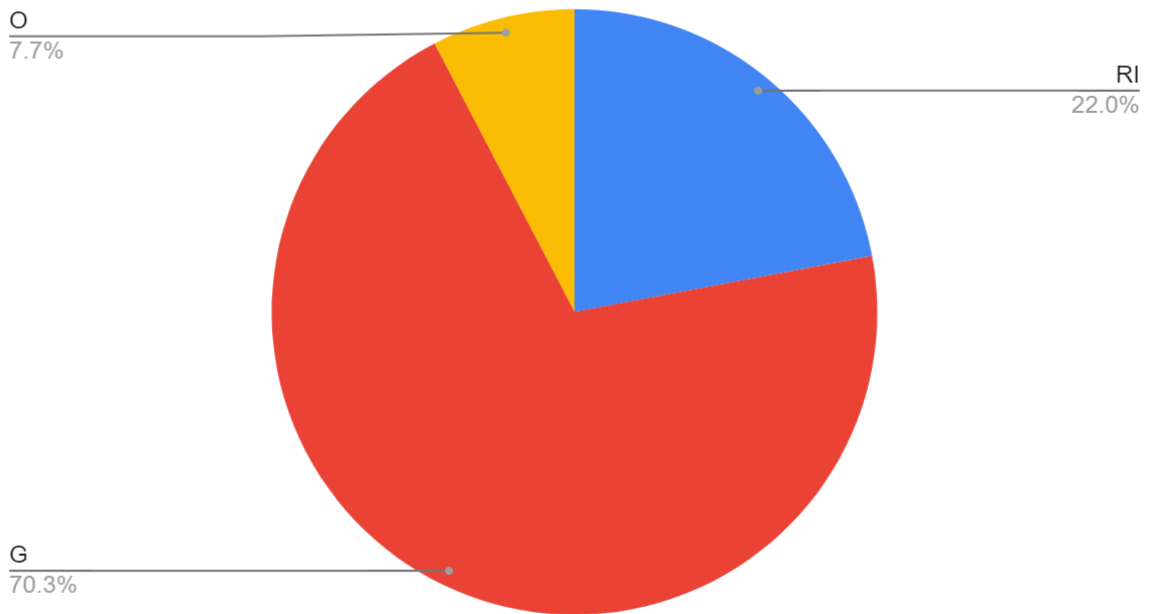
Year groups - Reception - Year 14
Disadvantaged pupils /Non - Disadvantaged pupils
Curriculum Areas Whole School
Pupils in Care/Pupils not in Care
Pupils in Residential/Not Residential
Girls
Boys
EAL
White English - Other Ethnicities

Stone Bay leadership team have a robust calendar of monitoring and moderation to ensure that all pupils have aspirational and challenging targets and curriculum provision.

[Monitoring Calendar](#)

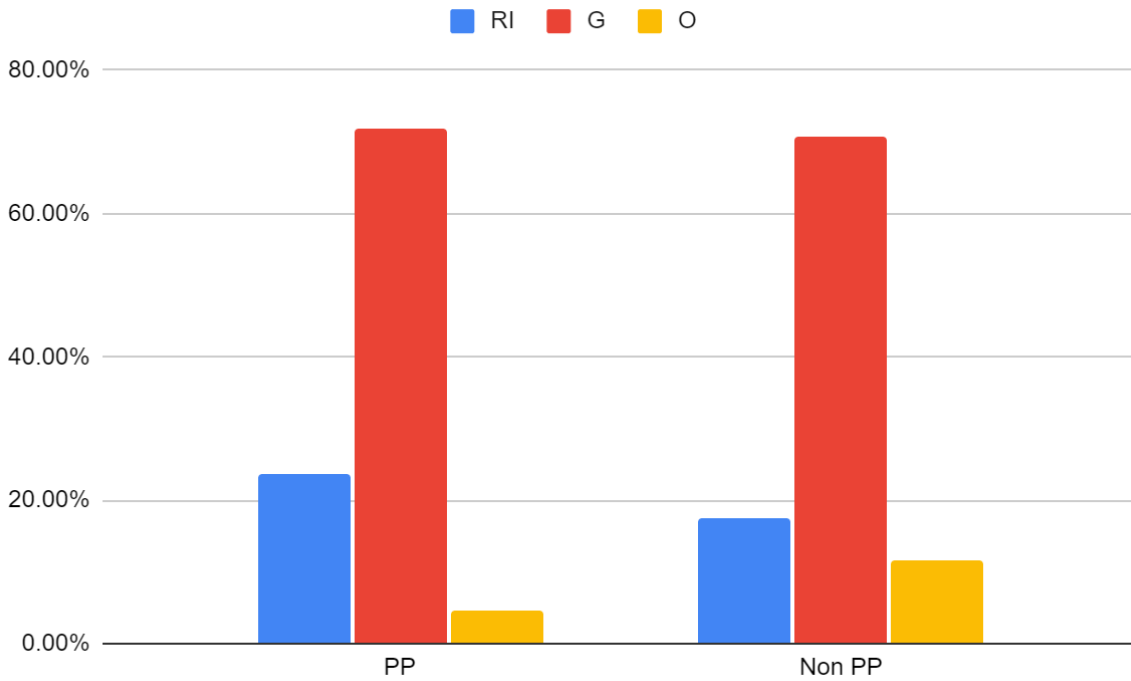
Whole School Progress - Academic year - 2022/23

Total Whole School



Data collected shows that the majority of pupils in the academic year 2022- 23 made Good progress. 7.7% of pupils made Outstanding progress and 22.0% require Intervention.

Progress of Disadvantaged/Non Disadvantaged Pupils Academic year 2022- 23



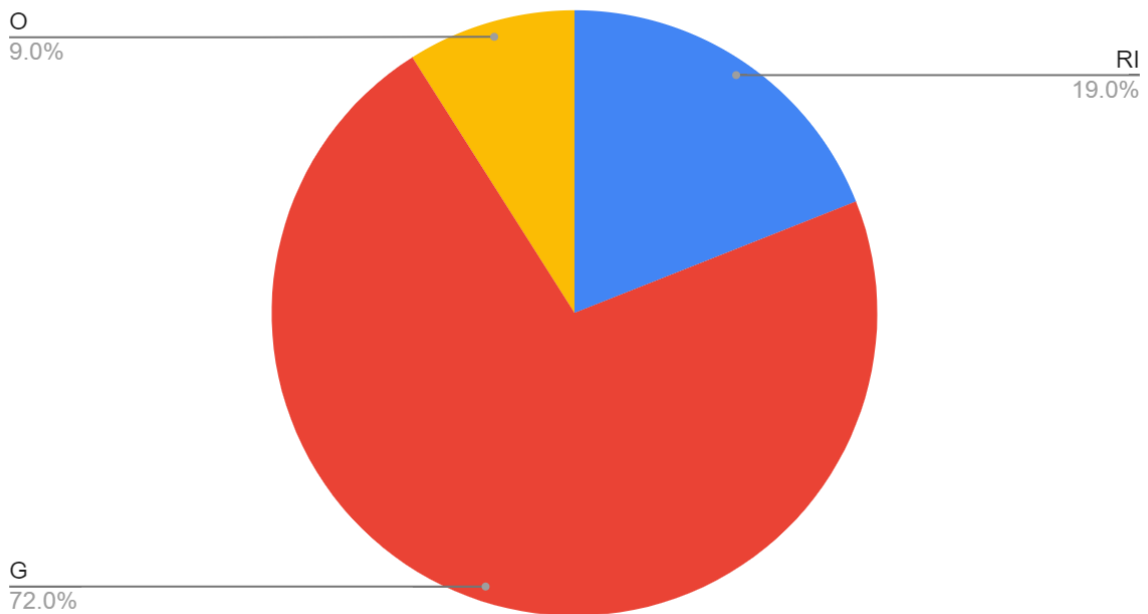
This chart shows the comparison between progress made by pupils in receipt of the Pupil Premium (PP) funding and their non-disadvantaged peers, over the academic year 2022 - 2023.

The majority of pupils in receipt of the Government funding made Good progress. More pupils in receipt of the funding require intervention compared to their non-disadvantaged peers. Slightly more Non disadvantaged pupils are making Outstanding progress compared to their peers.

Curriculum Areas

Language and Literacy Academic year 2022- 23

My Language & Literacy

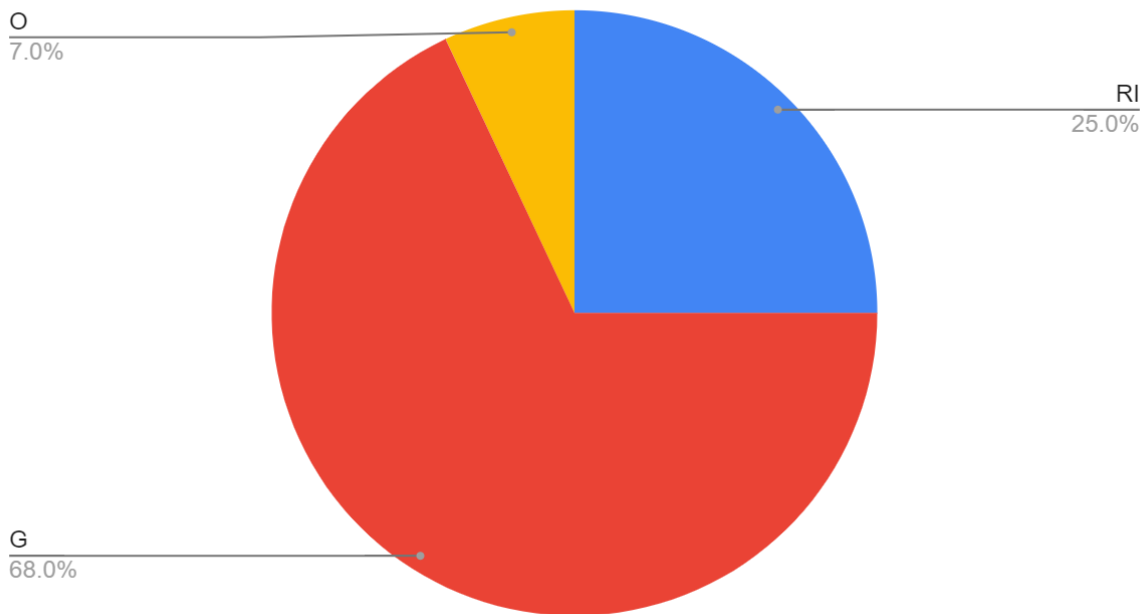


The majority of pupils have made 'Good' progress in Language and Literacy over the academic year.

72.0% made Good progress, 9.0% have made Outstanding progress and 19.0% have 'Required Intervention'

My Social Emotional and Mental Health progress academic year 2022 -23

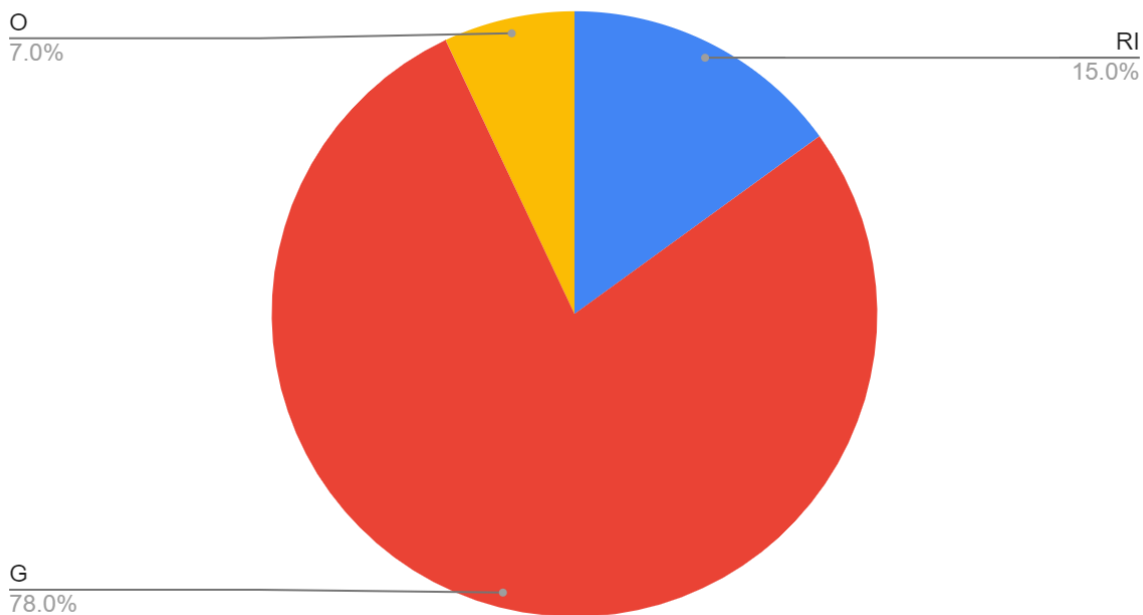
My Social Emotional Wellbeing



The majority of pupils have made Good progress in Social, Emotional Wellbeing. 68.0% made Good progress, 7.0% made Outstanding progress and 25.0% Required Intervention.

My Creativity and My Interests progress academic year 2022 - 23

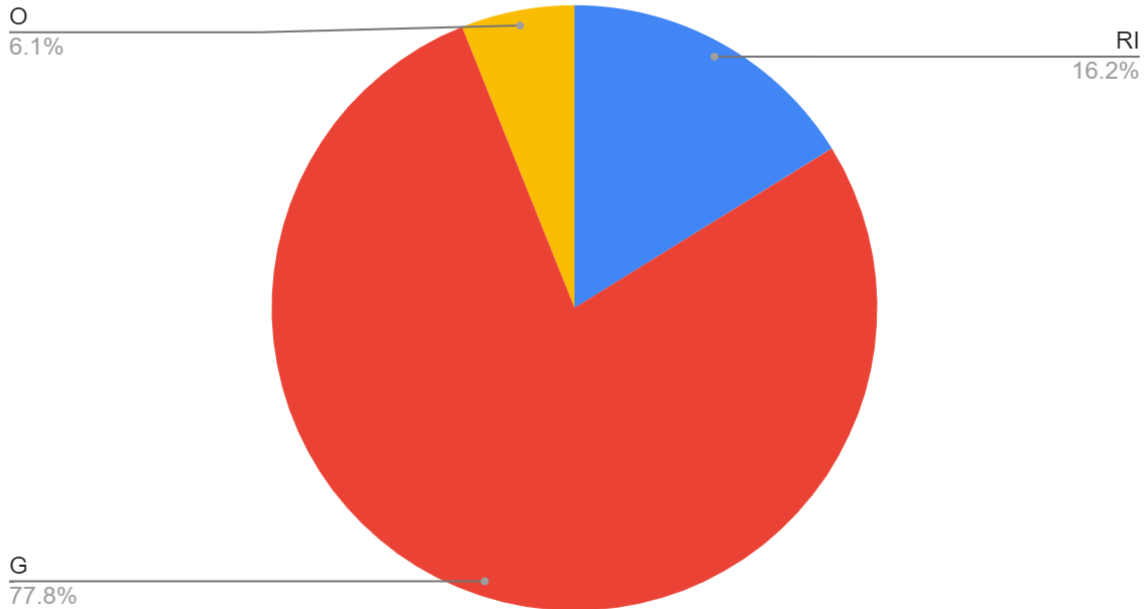
My Creativity



The majority of pupils have made Good progress in My Creativity. 78.0% have made Good progress, 7.0% have made Outstanding progress with 15.0% Requiring intervention.

Understanding My World Progress 2022 -2023

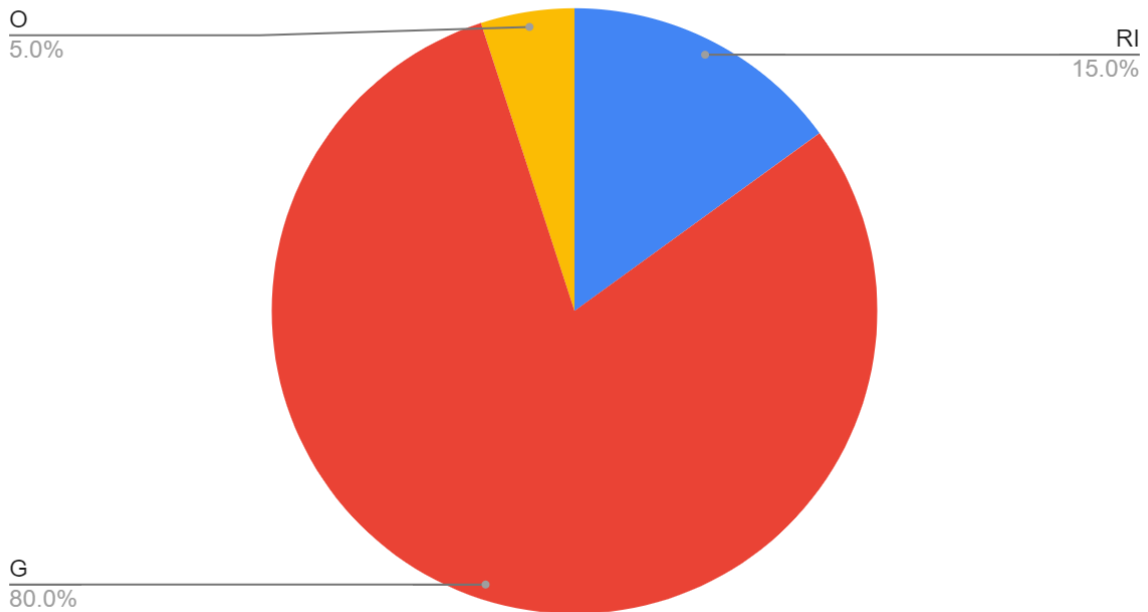
Understanding My World



The majority of pupils have made Good progress in the curriculum area of Understanding my World. 77.8% have made Good progress, 6.2% have made Outstanding progress, with 16.2% Requiring Intervention.

My Thinking Progress 2022- 2023

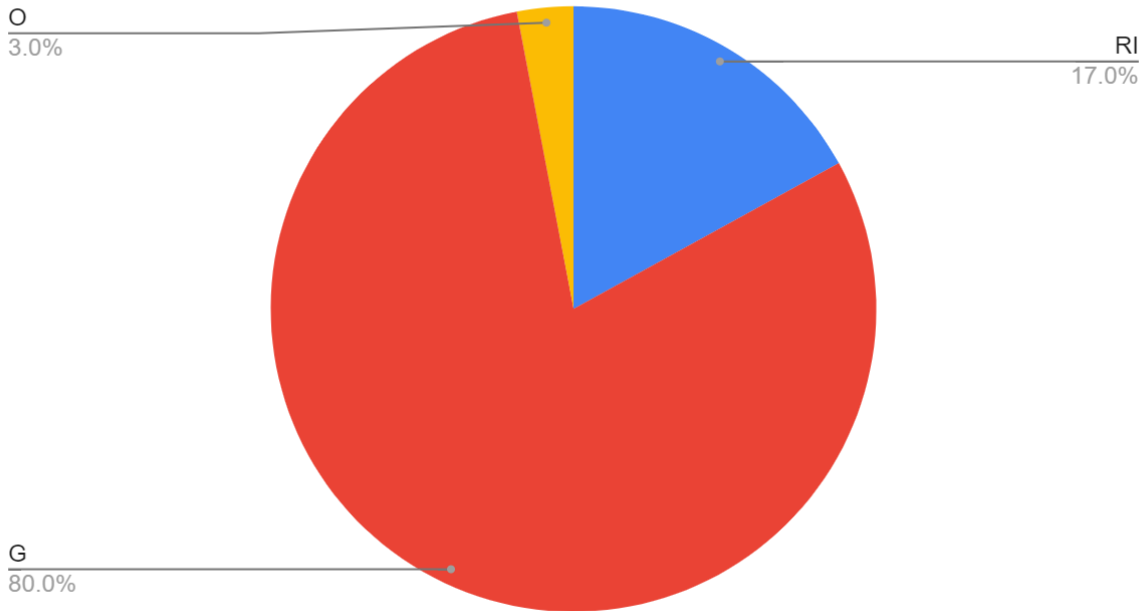
My Thinking



The majority of pupils have made Good progress in this area. 80.0% have made Good progress, 5.0% have made Outstanding progress and 15.0% Require Intervention.

My Body Progress 2022 -2023

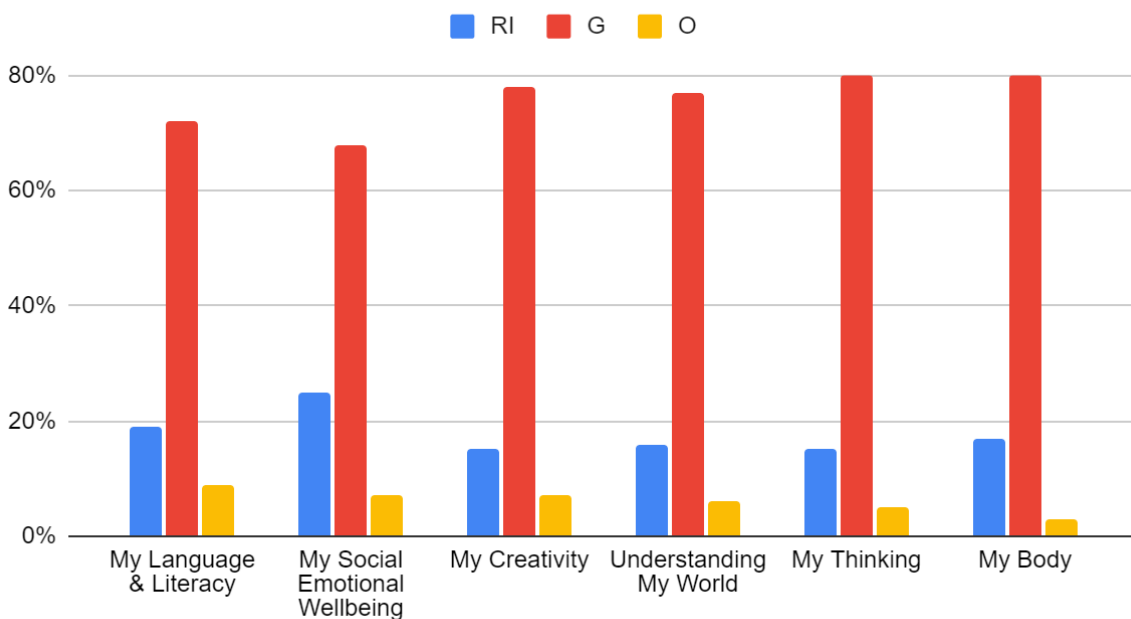
My Body



The majority of pupils have made Good progress in this curriculum area. 80.0% have made Good progress, 3.0% have made Outstanding progress and 17.0% Require Intervention.

Curriculum Progress 2022-23 Whole School

Curriculum Progress across whole school



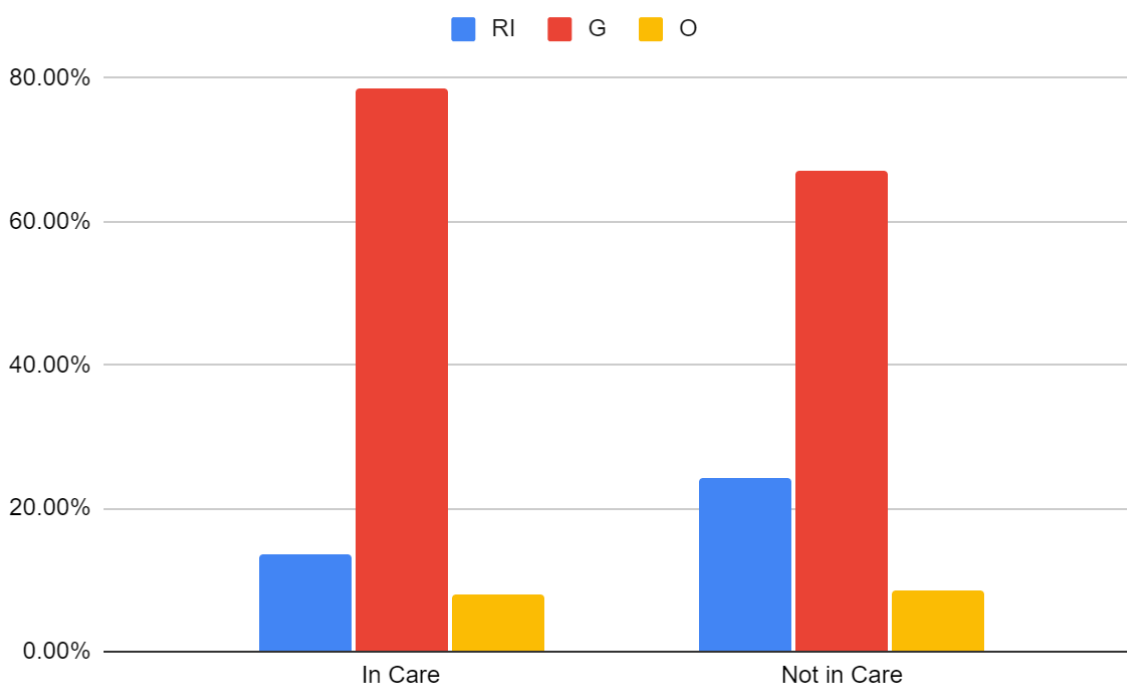
The majority of pupils across the school are making 'Good' progress in all curriculum subjects.

More pupils require intervention in the area of 'Social, Emotional Wellbeing'.

There is a strong focus on this curriculum area to improve progress.

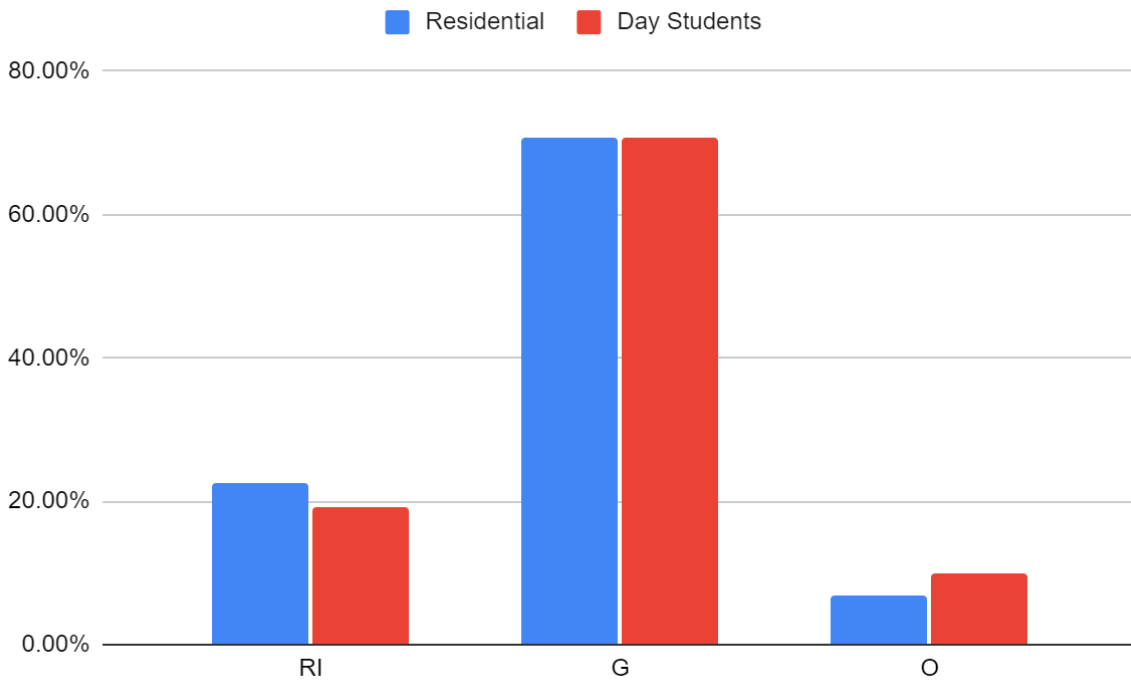
Interventions include ELSA support, Drawing and Talking Therapy, Lego Therapy, Educational Psychology support. Staff training has also been organised in 'Attachment and Adverse Childhood Experiences - ACES' delivered by the school's Educational Psychologist.

Pupils in Care/ Not in Care Progress



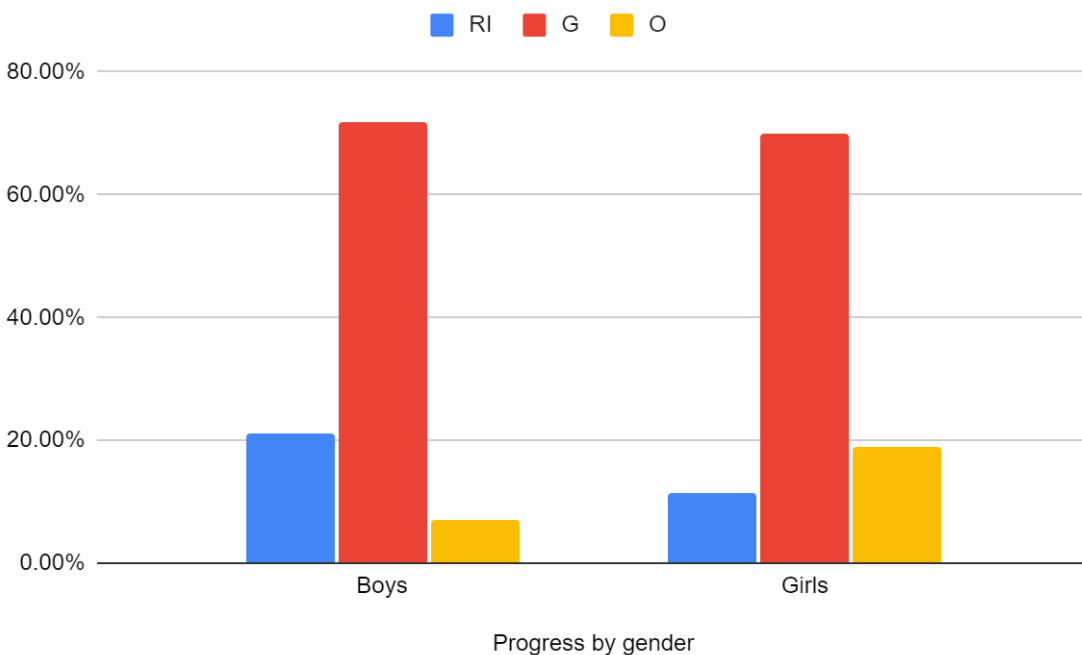
Progress data shows the majority of pupils in Care and not in Care are making Good progress. There is a slightly higher percentage of Pupils in Care who are making Good progress compared to their peers not in Care.

Pupil progress in Residential /Non Residential



Data shows the majority of pupils in Residential care at Stone Bay school are making Good progress. There are a few more pupils in the Residential provision who require intervention compared to pupils not in Residential. Fewer pupils in Residential provision are making Outstanding progress compared to their peers.

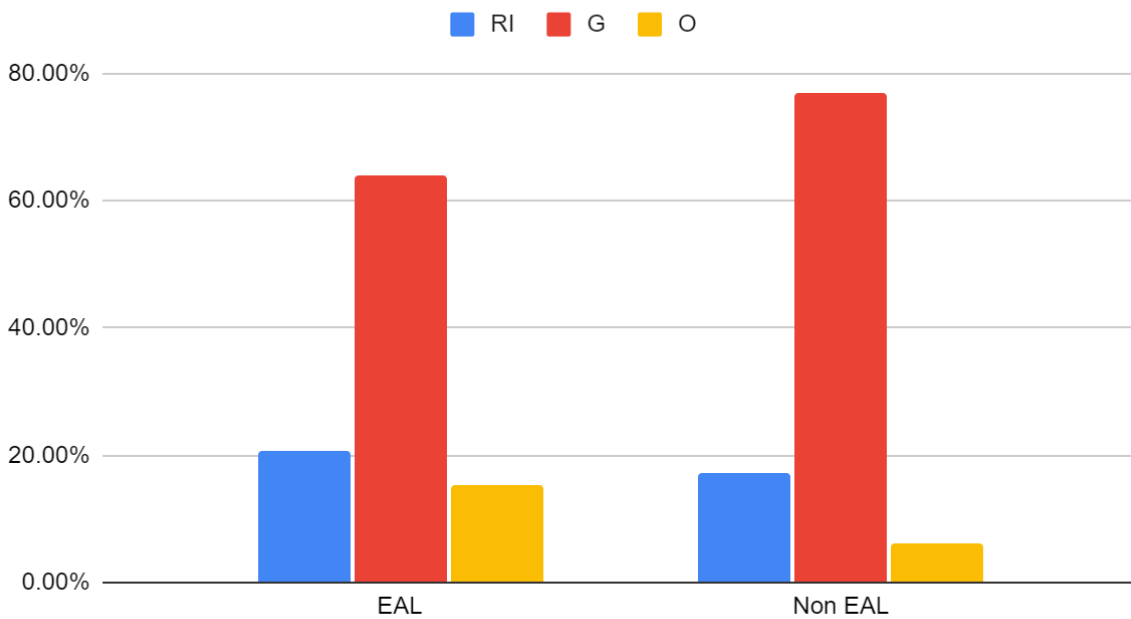
Progress by Gender Academic Year 2022 - 2023



Data shows there has been a 24.33% increase in the amount of boys making 'Good' progress in the Summer term compared to the Autumn term 2022. There has also been a 20.79% decrease in the amount of boys requiring intervention.

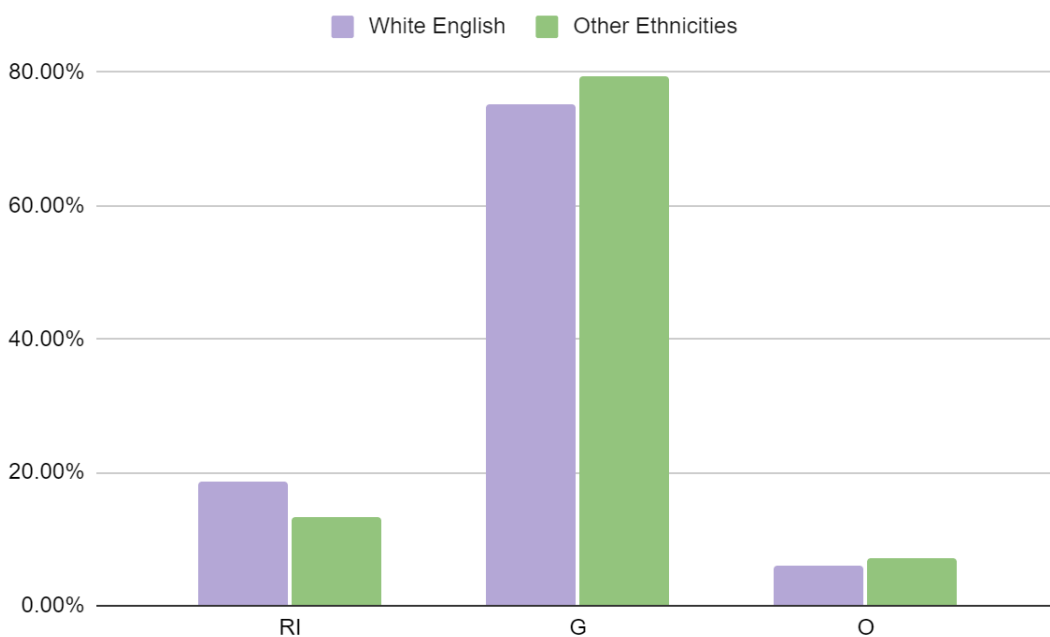
EAL pupils progress compared to Non EAL pupils over academic year 2022- 2023

Progress EAL - Non EAL



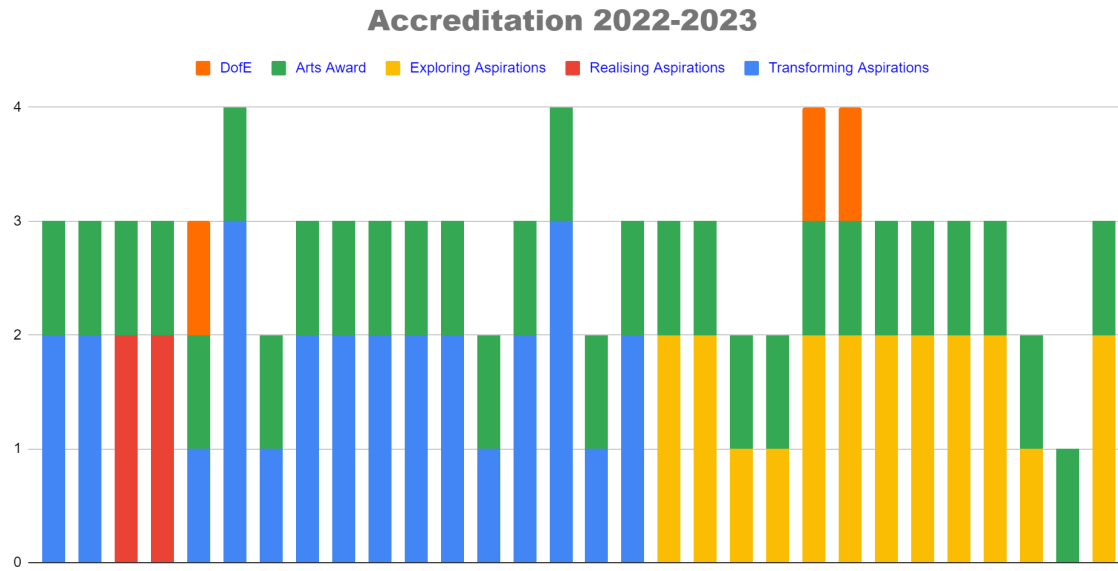
There are 4 pupils recorded as EAL in school.

White English compared to Other Ethnicities



25 pupils from across the school are recorded as other ethnicities.

Accreditation



This chart shows all accreditation pupils in years 7-14 have achieved in the academic year 2022-23. Duke of Edinburgh, Arts Award, ASDAN - Exploring Aspirations, Realising Aspirations and Transforming Aspirations.

Whole school Data Analysis

Whole School Pupil Progress data shows that an additional 24.88% of Pupils in the Summer Term are making 'Good' Progress in all areas of our new curriculum. There has been a 20.45% reduction in the amount of pupils across the school 'Requiring Intervention' since the Autumn term - (*Interventions put in place include ; Communication strategies, PECS, Now and Next boards, Individual schedules, Zones of Regulation, Specialist strategies - Fun with Food, Intensive Interaction, TAC PAC, Makaton, Identiplay, Attention Autism.*) in all curriculum areas.

Data collated from **Yr R - Yr 6** pupils in the Summer Term shows overall, pupils are making 'Good' progress. There has been a decrease in the amount of pupils requiring extra intervention since the Autumn term and more pupils making 'Outstanding' progress in all areas of the new school Curriculum.

It is important to consider that in Years 7-14 there are fewer pupils. In some years only 1 or 2 pupils in total.

Overall Pupils in **Yr 7 - 14** have made 'Good' progress in all curriculum areas since the Autumn term.

In Yrs 7 - 14, less pupils require extra interventions in curriculum subjects compared to the Autumn term.

There has been a 18.2% increase in the amount of progress disadvantaged pupils have made over the last academic year.

There is a 17.2% decrease of disadvantaged pupils requiring interventions in all Curriculum areas.

From the Autumn to Summer term **Pupil Premium (PP)** pupils have made 'Good' progress. It has been identified through data that 7 pupils in receipt of the PP funding Require Intervention in the Curriculum area of Social, Emotional Wellbeing. These pupils will be targeted through referrals to regular ELSA support.

It has also been identified through our data that 7 pupils in receipt of the PP funding Require Intervention in the curriculum area of My Body. These pupils will be targeted through Occupational Therapy support and interventions.

90.5% of **pupils in Care**, in the Summer term 2023 made Good progress. 83.21% of **pupils not in care** made Good progress.

75.7% of pupils in our **Residential provision** are making Good progress compared to 91.7% of pupils **not in Residential provision**.

Our new curriculum needs to be fully embedded in our Residential flats, alongside pupils' Individual Learning Intentions. Individual Learning Intentions are shared with both Residential flats and staff are aware of what pupils are working towards. This is evidenced through Evidence Me, both in the classrooms and Flats.

Pupils in our Residential provision are our most complex pupils with the most barriers to learning and high levels of distressed behaviours.

17 girls were on roll in the Autumn term and 16 in the Summer term.

Data shows that **girls** made 'Good' progress overall, with an increase of 21.11% making 'Good' progress in the Summer term compared to the Autumn term.

There was a 5.56% drop in the number of girls requiring intervention from the Autumn term to the Summer term.

Data shows there has been a 24.33% increase in the amount of **boys** making 'Good' progress in the Summer term compared to the Autumn term 2022.

There has also been a 20.79% decrease in the amount of boys requiring intervention.

Data for **Language and Literacy** shows there has been an increase in the amount of pupils making 'Good' progress compared to Autumn term 2022.

The introduction of a new phonics scheme has had a positive impact on the Language and Literacy curriculum. Teachers and support staff have completed Little Wandle training and are delivering sessions in class to all pupils as a regular daily activity. The development of the school library and introduction of new books and reading resources has helped to promote the enjoyment and love of reading across the school. The daily 'Drop Everything And Read (DEAR) sessions in all classes have also encouraged pupils to pick up books, explore, read and share with others. There are also topic books linked to the termly topic in the classroom and Reading for Pleasure books available for all children.

The data shows that more pupils are making 'Good' progress in the curriculum area of **Social Emotional and Mental Health (SEMH)**, since the Autumn term. Less pupils are requiring extra intervention since the Autumn term. There has been a focus on developing this area of the curriculum. The development of a Therapy team offering sessions for pupils has supported SEMH needs across the school e.g. Emotional Literacy Support (ELSA), Drawing and Talking therapy, Lego therapy, Rebound therapy and Music therapy, this will be continuing in the academic year 2023- 24. Staff training is also organised for Term 2 in Attachment and Adverse Childhood Experiences, delivered by the Educational Psychologist.

The data shows that the majority of pupils across the school are making 'Good' progress in the curriculum area of **My Creativity**. Less pupils are requiring extra intervention to access the curriculum area. The Arts Award has been reintroduced into Yrs 7 - 14. An Enterprise Hub has been set up for all pupils to share the space. This area will be used for computing, Art, cookery, Design & Technology projects. Due to building work in school this will not be in use until October 2023.

The data shows more pupils from across the school made 'Good' progress in **Understanding My World**, in the Summer term, compared to the Autumn term. KS4 -5 pupils have made positive progress in this curriculum area, less pupils require intervention and many more have made 'Good' progress. KS4 -5 pupils have been attending Work Experience sessions outside of school at TAG Pet Rescue, Garden Gate, More opportunities for Work Experience have now been created on the school site e.g. the Animal and Horticulture area, Air B&B setting up a home, cleaning.

The data shows the majority of pupils across the school are making 'Good' progress in the **My Body** curriculum area.

Less pupils require intervention compared to the Autumn term.

The introduction of the Healthy Schools Award and a focus on healthy lifestyles continues to have a positive impact on pupil progress.

This year we have also had RSE training for all staff working directly with pupils in the classrooms and residential flats.

Next steps for the Quality of Education

To target disadvantaged pupils to close the gap between them and their peers by the use of therapeutic interventions e.g. Music Therapy, OT, ELSA, Drawing and Talking, Rebound Therapy, Lego Therapy -to support the progress made in the Curriculum areas of My Social Emotional Wellbeing and My Body, (Healthy Schools Award). All teaching staff to be aware of PP pupils in their classes. Current list shared Term 1.

To continue to develop the Senior Curriculum Leads knowledge and understanding of our new curriculum areas to enhance the provision for all pupils.

To continue to develop Teachers and TA's subject knowledge through a robust curriculum training programme, delivered by SLT and senior subject leads. Develop and refresh staff understanding of Autism Education through delivery of Autism Education Trust (AET) training.

SLT to meet with Senior Curriculum Leads to give time to reflect on curriculum progress so far. Sharing current data in Curriculum areas.

Continue with a robust monitoring process. Term 1 focus 'My Creativity'.

Work alongside schools Educational Psychologists to support staff's understanding of pupils' individual needs.

Deliver high quality training to all education staff linked to SDP.

Fully embed school Curriculum and Individual Learning Intentions in Residential Flats - evidence of progress through Evidence Me. (Jan 24)