A logo with colorful dots

Description automatically generated

**EHCP Data 2023- 2024**

Data meetings are held termly with the class teacher and line manager as part of the school’s performance management process.

During this meeting each pupil’s progress is discussed in relation to their own individual starting point and the progress they have made against their EHCP targets. Pupils are identified as being on target or making smaller steps of progress.

Judgements are made in a professional capacity based on historic data that the school holds and understands how pupils with cognition and learning barriers learn best.

What do we mean by a pupil on target:

* Challenging long term targets have been set with multi professionals in the line with the EHCP process.
* Teachers and class teams have broken the longer term done into smaller targets using a range of frameworks appropriate to the induvial pupil.
* Targets are approved by Key Stage leads ensuring they are challenging and appropriate.
* Targets are delivered through all parts of the school day including but not exclusive to curriculum lessons.
* Progress is recorded against the target through a personal learning record which shows a minimum of 3 distinct stages.
* Progress is analysed by DHT’s and HT’s and termly discussions are held to review each child’s progress to ensure it is in line with their own personal journey based on previous and historical data.
* If a child is making smaller steps of progress reasons will be outlined and recorded on the feedback documentation.

**Term 1**

**EFYS / KS1 / KS2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **TERM 1** | | **TERM 2** | | **TERM 3** | |
| **Class** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** |
| 1AJ | 10 | 0 | 9 | 1 | 9 | 1 |
| 1BR | 9 | 0 | 9 | 0 | 9 | 0 |
| 1RF | 10 | 0 | 5 | 5 | 8 | 2 |
| 1SS | 9 | 0 | 7 | 2 | 5 | 3 |
| 2BW | 9 | 0 | 9 | 0 | 9 | 0 |
| 2CB | 9 | 0 | 7 | 2 | 7 | 2 |
| 2CM | 6 | 2 | 6 | 2 | 6 | 2 |
| 2LB | 6 | 3 | 6 | 3 | 5 | 4 |
| 2MD (PMLD) | 5 | 3 | 5 | 3 | 5 | 3 |
| 2THNS | 5 | 0 | 5 | 0 | 5 | 0 |
| APOLLO | 16 | 0 | 14 | 2 | 14 | 2 |
| 1CW | N/A | N/A | 6 | 2 | 7 | 1 |

**KS3 / KS4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **TERM 1** | | **TERM 2** | | **TERM 3** | |
| **Class** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** |
| 3CW | 6 | 0 | 5 | 1 |  |  |
| 3LB | 6 | 0 | 6 | 0 | 6 | 0 |
| 3LP | 8 | 0 | 4 | 4 | 4 | 4 |
| 3LS | 6 | 5 | 10 | 1 | 11 | 0 |
| 3MW | 0 | 10 | 9 | 1 | 9 | 1 |
| 4AP | 8 | 0 | 8 | 0 | 8 | 0 |
| 4HM | 0 | 5 | 3 | 2 | 3 | 2 |
| 4LC | 5 | 5 | 10 | 0 | 10 | 0 |
| 4LW | 2 | 6 | 6 | 3 | 6 | 3 |

**KS5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **TERM 1** | | **TERM 2** | | **TERM 3** | |
| **Class** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** | **Pupils making appropriate progress** | **Pupils making smaller steps of progress** |
| 6AO | 10 | 0 | 10 | 0 | 10 | 0 |
| 6MH | 10 | 0 | 10 | 0 | 10 | 0 |