

# Whole School Data 2021-22 - Subject Specific Learning

Yr	Maths					Writing					Reading					Speaking and Listening					English				
	Whole Cohort as %	Number of Pupils	VA	Above Expected as %	Number of Pupils	Whole Cohort as %	Number of Pupils	VA	Above Expected	Number of Pupils	Whole Cohort as %	Number of Pupils	VA	Above Expected	Number of Pupils	Whole Cohort as %	Number of Pupils	VA	Above Expected as %	Number of Pupils	Whole Cohort as %	Number of Pupils	VA	Above Expected as %	Number of Pupils
1	75	9	0.45	0	0	83.3	10	-0.38	0	0	100	12	-0.29	0	0	91.7	11	-0.42	0	0					
2	100	16	0.46	0	0	100	16	-0.34	0	0	100	16	-0.19	0	0	100	16	-0.25	0	0					
3	88.2	15	0.32	11.8	2	70.6	12	-0.12	23.4	4	82.4	14	0.03	5.9	2	64.7	11	0.5	36.3	5					
4	68.8	11	0.44	25	4	88.2	15	-0.12	5.9	1	87.5	14	0	5.3	1	76.5	13	0.41	23.5	4					
5	78.3	18	0.28	17.4	4	97	20	-0.2	13	3	87	20	-0.02	8.3	2	100	22	-0.2	0	0					
6	81	17	-0.07	4.7	1	96	19	-0.3	0	0	85	17	-0.08	10	2	90	18	-0.08	5	1					
KS1/2	81.88	86	0.31	54.98	11	89.18	92	-0.24	37.38	8	90.31	93	0	4.91	7	87.15	91	-0.24	9.96	10					
7	87.5	14	-0.34	0	0																92.9	13	-0.07	7.1	1
8	85.7	18	-0.39	0	0																90	18	-0.35	0	0
9	84.2	16	-0.29	5.3	1																84.2	16	-0.37	0	0
10	63.2	12	-0.55	0	0																63.2	12	-0.34	5.2	1
11	50	8		6.3	1																50	8		6.3	1

			-0.53													
KS3/4	74.2	68	-0.42	5.8	2							76.06	67	-0.2	0.1	3
Wwhole School	78.04	154	-0.06	0.8	14							76.06	67	-0.2	0.1	3

	Below Expected	Expected	Above Expected	Number of pupils with results*
<b>Maths</b>	1	28	167	196
<b>English</b>	0	18	70	88
<b>Reading</b>	3	93	8	104
<b>Writing</b>	5	92	8	105
<b>S&amp;L</b>	3	91	10	104

	Below Expected	Expected	Above Expected
<b>Maths</b>	0.51%	14.29%	85.20%
<b>English</b>	0.00%	20.45%	79.55%
<b>Reading</b>	2.88%	89.42%	7.69%
<b>Writing</b>	4.76%	87.62%	7.62%
<b>S&amp;L</b>	2.88%	87.50%	9.62%

\* this only includes those with results in Pupil Asset.

Despite our pupils having had disrupted learning over the last academic year, in the wake of Covid 19 restrictions and challenges, our pupils at Ifield have largely met or exceeded their targets in subject specific areas of learning. It is also worth mentioning at this juncture, that data will look very different for pupils at the end of this current academic year, as we have taken on a new assessment system, moving away from Pupil Asset, to reflect the changes in the need types of our cohorts, to B Squared.

When scrutinising the data, you will note that currently our primary pupils are more regularly meeting their targets across all subject areas. To this end, additional resourcing has been implemented for the academic year 2022/23, to enable additional targeted intervention to take place with identified pupils in key stages 3 and 4, that will take place beyond the classroom. Additionally, subject leaders have been assigned to all curricular areas in order to improve monitoring and progress, along with longer periods of curriculum reviewing, which will replace last years subject 'Deep Dives'.

Reading is a relative strength within the primary department. This again should be strengthened with the introduction and implementation of Little Wandle, our systematic, synthetic phonics programme, for pupils who are accessing subject specific learning and Foundations for Literacy, a programme designed by our Literacy lead and Head Speech and Language Therapist, to further support the development and acquisition of early literacy skills. These schemes are running across the school and need types, as appropriate to individuals.

Key stages 3 and 4 have also made good progress against their individual targets according to the data. Approximately 75% in both English and maths are reaching and or exceeding their targets. Targeted provision and intervention will be devised and closely monitored in line with the baseline that has taken place using B Squared to increase capacity for additional progress and attainment.

Additionally, the school cohort have now been assigned to different 'pathways' to reflect their stage of development. The pathways are Innovate, which will most closely reflect 'traditional' teaching and learning, albeit supported. Discover are again looking to be accessing subject specific learning but with a far more scaffolded approach. Explore pathway will be looking at their experiential learning that is not generally subject specific and is more tailored to meet their individual needs, closely aligned to their EHCP targets. Sense Pathway will be engaged in sensory learning that is not subject specific and is very much focused on the progression towards meeting EHCP targets. Again, B Squared will be able to closely track progress and small steps of progress for all pupil across the school. Pupil progress meeting agenda's have additionally been adjusted to reflect the changes to pathways across the school to look more closely at individual and adapted learning opportunities.