

## **Outcomes for Pupils 2022-23**

### **Academic Attainment, Progress and Outcomes**

For the purposes of this report in school progress data has been calculated throughout the Academic year 2022-23.

#### **Early Years Foundation Stage**

Our end of year EYFS profile attainment data captures a wide range of pupils learning and development outcomes in each of the 17 areas. Our EYFS cohort for the above academic year is 1 pupil, this pupil came on roll in April of the academic year and whilst did make progress from their starting point did not achieve the Early Learning Goals.

#### **Summary of End of Key Stage 1 Pupil Achievement and Progress**

##### **Phonics Screening Check**

- Four pupils in Year 1 took the Phonics screening, 100% pupils were working below the pass mark threshold.
- In Year 2 seven pupils retook the phonics screening check, 100% pupils were working below the pass mark threshold.

In Key Stage 1 and 2 focus is given to ensuring pupils develop the necessary behaviours for learning, there is also a strong emphasis on interventions to address pupils Social, Emotional and Mental Health needs, Communication and Interaction difficulties, Physical and Sensory Needs as well as their Cognition and Learning difficulties.

Subjects taught explicitly are; English (Reading, Writing and Spoken Language), Maths, Science, Computing, Physical Education and Personal Social, Health Education. Pupils receive experiences of the remaining foundation subjects.

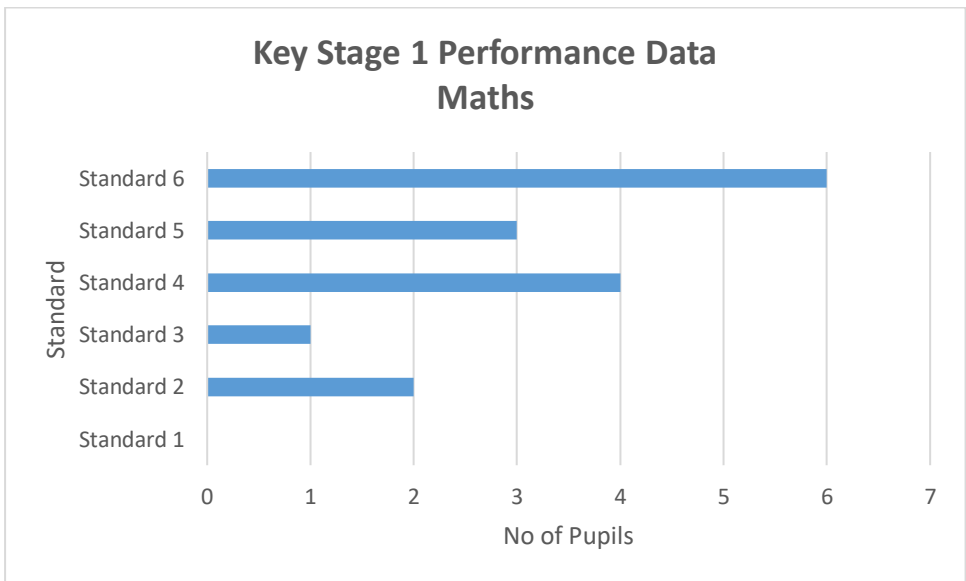
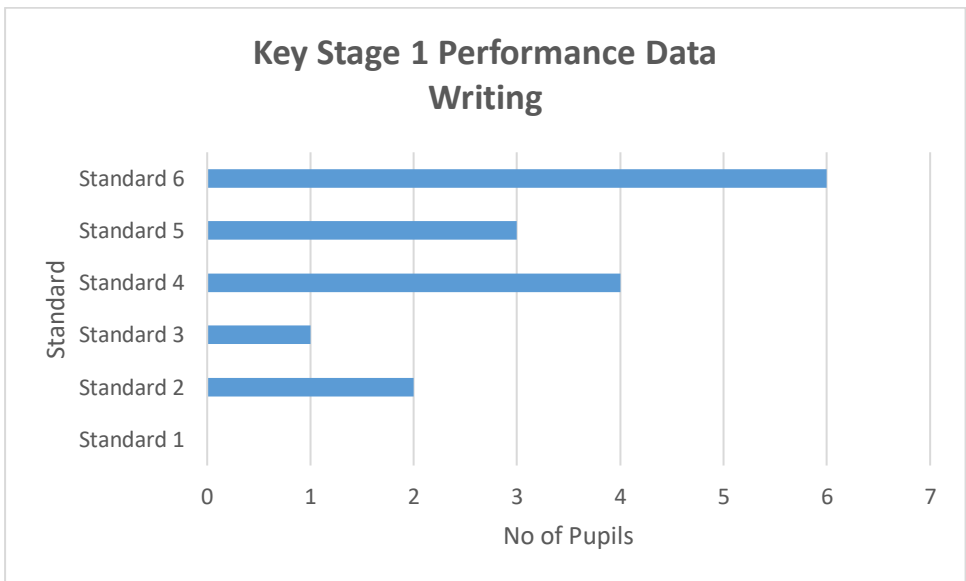
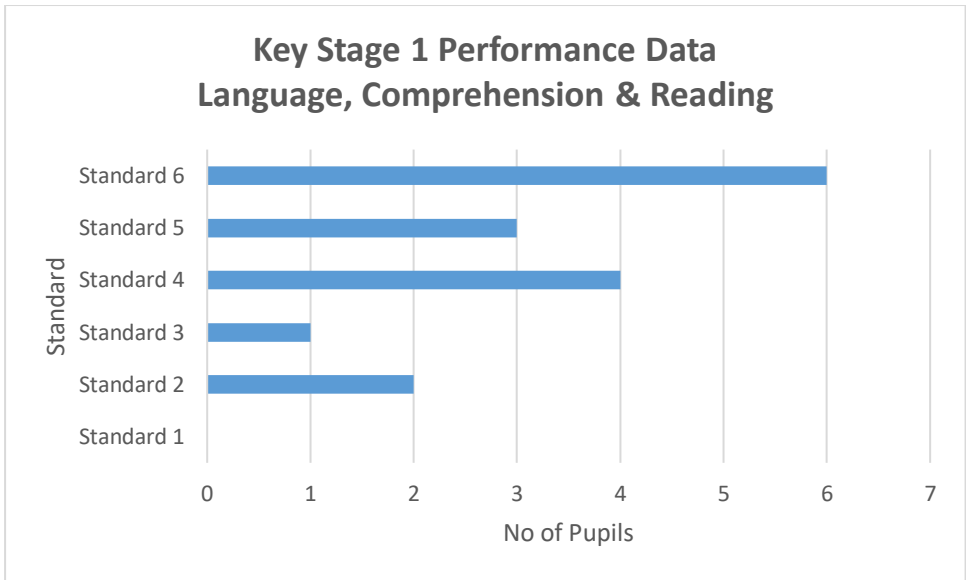
Progress has been measured from pupils individual starting points based on the expected progress algorithm within Pupil Asset, this was developed by the KSENT Data group based on three year historic pupil data from a range of KSENT schools and is reviewed annually to ensure that, as the data set grows, expectations remain challenging. The collaborative work of all KSENT SEMH and C&I schools working together to develop and implement a common assessment framework along with the regular cross-school moderation gives strength to our judgements, these are moderated within these KSENT groups termly.

#### **End of Key Stage 1 Attainment**

Reporting progress in 2023 to the Department for Education.

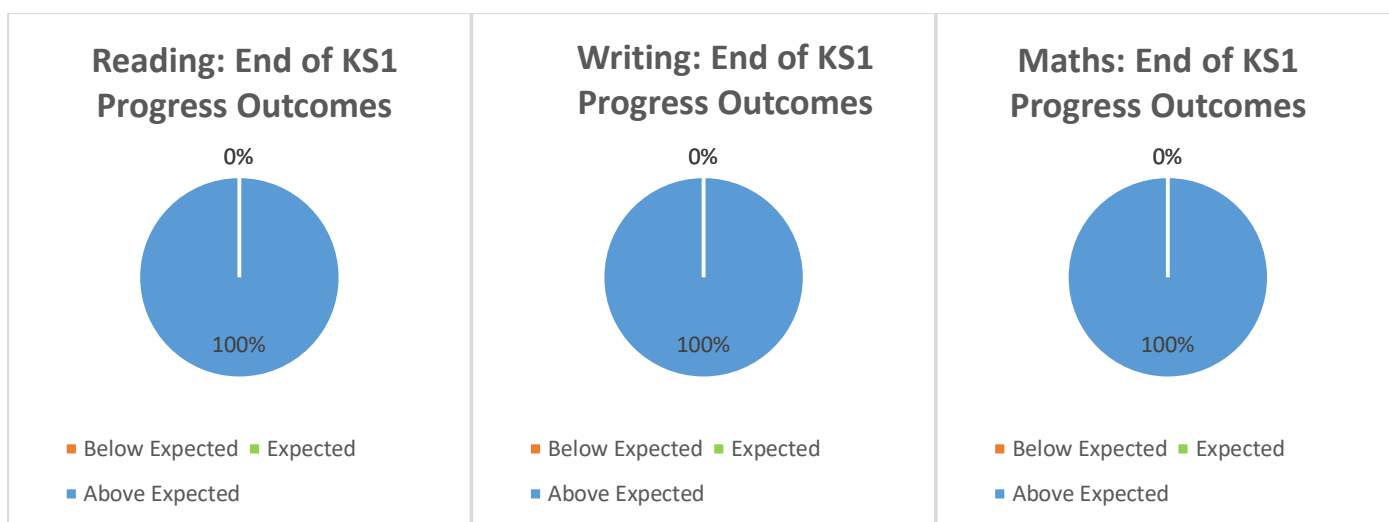
For pupils at Bower Grove School at Key Stage 1 the document, Assessment and Reporting Arrangements Guidance October 2021 was used.

All pupils were working below the level of the tests so the Pre-key stage standards were used.



All KS2 pupils were working below the expected standard in Science.

## End of Key Stage 1 Progress Outcomes



### Reading and Writing

- 100% pupils made expected and/or better progress in English: Reading and Writing when compared with their starting points.
- Regular opportunities have been built into all areas of the Key Stage 1 curriculum to ensure that pupils are reading and writing regularly both for pleasure as well as their own development.

### Maths

- 100% of pupils made above expected progress in Maths
- As a school the Maths co-ordinators have worked tirelessly to ensure all staff understand White Rose and that staff are equipped with the Singapore methods of teaching to support pupils. Dedicated time has been allocated throughout the year to ensure assessments are accurate; both in school and across the KSENT collaboration. It is expected that pupils will build on their understanding of these new approaches and that progress will improve further as skills embed.

**100% of pupils in receipt of pupil premium grant have made above expected progress in Reading, Writing and Maths**

Detailed analysis is documented below;

### Reading

Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-21	10	0%	30%	70%	100%
2021-22	9	25%	37%	38%	75%
2022-23	7	0%	0%	100%	100%

## Writing

### Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-21	10	0%	20%	80%	100%
2021-22	9	25%	13%	62%	75%
2022-23	7	0%	0%	100%	100%

## Maths

### Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-21	10	10%	10%	80%	100%
2021-22	9	0%	13%	87%	100%
2022-23	7	0%	0%	100%	100%

## **Vulnerable Groups 2022-23**

Percentage of pupils making at least expected progress at the end of Key Stage 1;

	Total No of Pupils	Reading	Writing	Maths
All Pupils	7	100%	100%	100%
Boys	6	100%	100%	100%
Girls	1	100%	100%	100%
Pupil Premium	4	100%	100%	100%
Non Pupil Premium	3	100%	100%	100%
Ever 6	4	100%	100%	100%
Not Ever 6	3	100%	100%	100%
Disadvantaged (Ever 6, PLAA or LAC)	4	100%	100%	100%
Not Disadvantaged (Ever 6, PLAA or LAC)	3	100%	100%	100%
Free School Meals	4	100%	100%	100%
Not Free School Meals	3	100%	100%	100%
LAC	0	N/A	N/A	N/A

Not LAC	7	100%	100%	100%
Post Looked After (adopted from care)	1	100%	100%	100%
Term of Birth: Autumn	5	100%	100%	100%
Term of Birth: Spring	1	100%	100%	100%
Term of Birth: Summer	1	100%	100%	100%
English as an additional Language (EAL)	0	N/A	N/A	N/A
Not EAL	7	100%	100%	100%
Services Child	0	N/A	N/A	N/A
Not Services Child	7	100%	100%	100%

## Summary of End of Key Stage 2 Pupil Attainment and Progress

### End of Key Stage 2 Attainment

Two year 6 pupils at our Satellite provision sat the End of Key Stage 2 Standard Assessment Tasks (SATs). The Satellite is a provision for pupils whose primary diagnosis is Autism and who can access a mainstream curriculum and environment with support. Pupils on roll at the Bower Grove site were all working below the level of the SAT's and therefore did not take these tests.

### **SATS Results July 2022 (Satellite Pupils)**

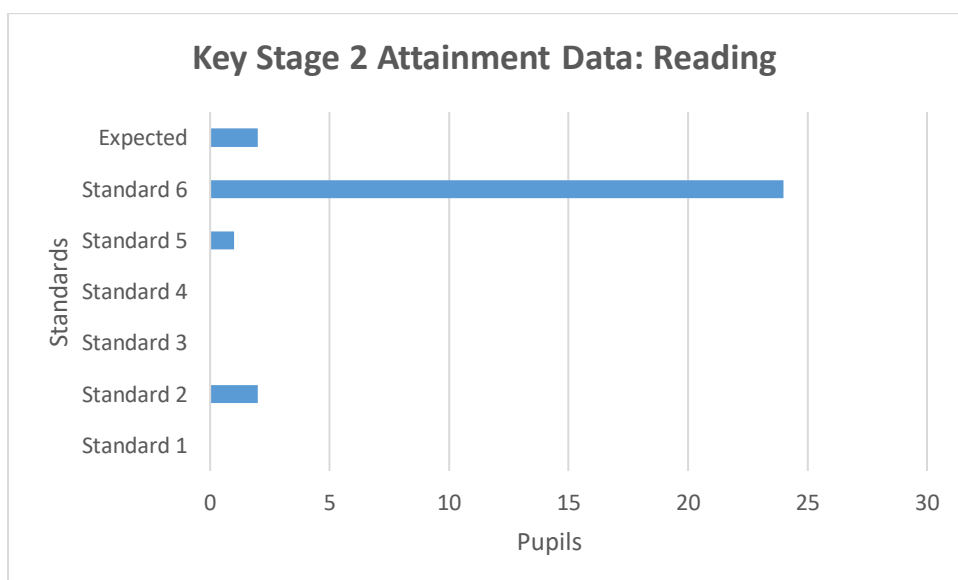
Test	Percentage of Pupils working at the required standard (AS)	Percentage of Pupils NOT working at the required standard (NS)
Grammar Punctuation and Spelling	100%	0%
Reading	100%	0%
Maths	100%	0%

One year 6 pupils attending the Satellite provision sat and passed their Kent Test and has been deemed appropriate to attend a selective school from September 2023.

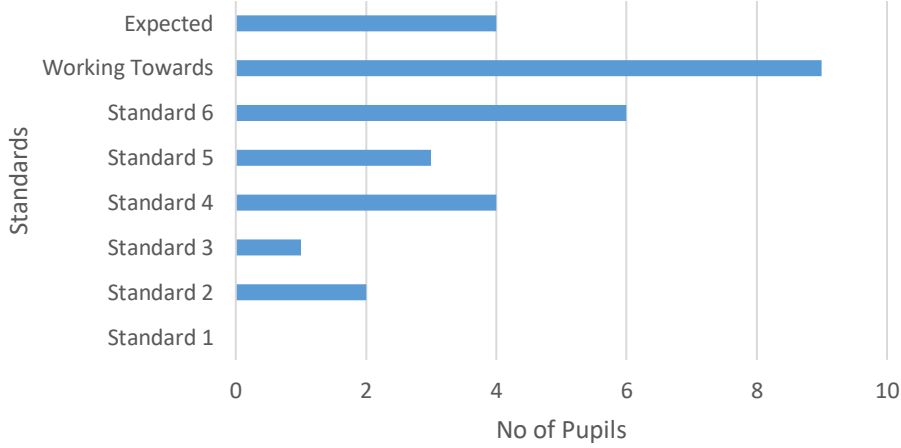
Pupils on roll at the Bower Grove site were all working below the level of the SAT's tests so the Pre-key stage standards were used. The data below includes the two pupils at the Satellite.

At the end of Year 6 there were 29 pupils on roll, twenty seven at the main school (incl three in our IMPACTS Pathway) and two at the Satellite provision.

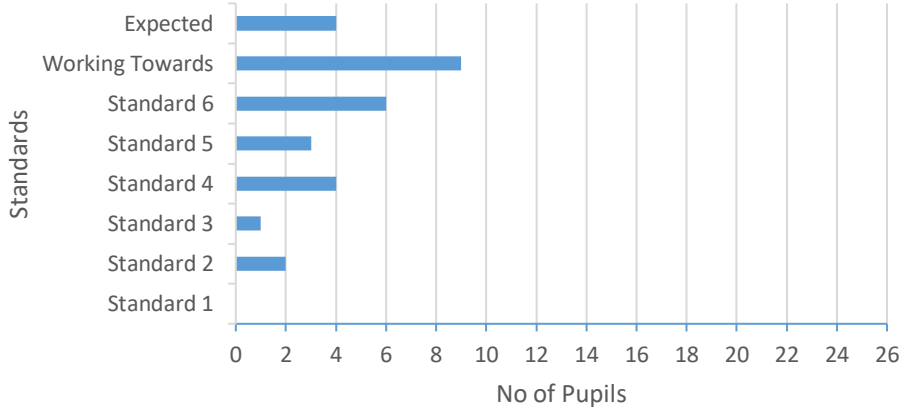
End of Key Stage 2 Teacher Assessments submitted to the DfE were;



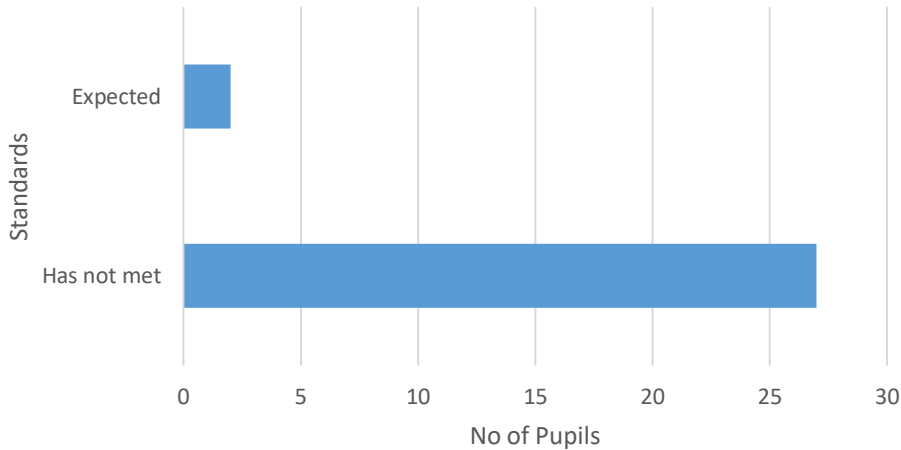
### Key Stage 2 Attainment Data: Writing



### KS2 Attainment Data: Maths

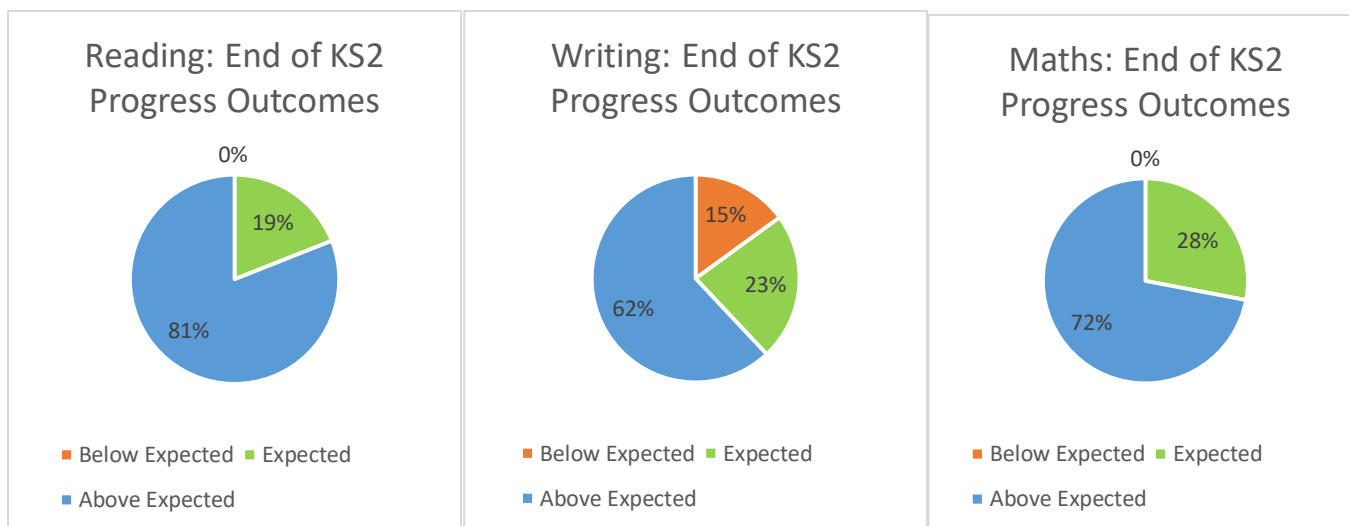


### Key Stage 2 Attainment Data: Science



## Key Stage 2 Pupils Progress

There were twenty-nine pupils in year 6, twenty-six of those pupils have measurable comparison data. Out of those twenty-six pupils, sixteen were on roll at the beginning of Year 3 and ten joined mid key stage (three joined during Year 6). The Pupil Asset algorithm enables us to set targets for pupils joining mid key stage to enable progress to be calculated. This has been used to show expected progress from Key Stage 1 to Key Stage 2.



*NB: 1 pupil = 3.8%*

### Reading and Writing

- The delivery of Phonics and Reading was prioritised as a focus for this academic year with the embedding of Little Wandle following its introduction the previous year. The percentage of pupils making expected or above expected progress in reading continues to be outstanding, this may be attributed in part to the embedding of the new phonics scheme and the continued focus on reading and story time.
- There is no discernible difference between the progress of pupils in receipt of Pupil Premium Grant and those who were not, this is as a direct result of the pupil premium grant and the opportunities and interventions the school has been able to offer its disadvantaged pupils.

### Maths

- The percentage of pupils making expected and above expected progress continues to be outstanding, this is as a result of embedding the mastery curriculum. Pupils have built on their understanding of the new approaches and progress has been made.
- As a school the Maths (STEM) department have worked tirelessly to ensure White Rose Maths is understood and implemented consistently across all areas of the school, teachers mathematical knowledge has increased significantly through regular INSET, resources have also been purchased to ensure pupils have the manipulatives to support their progress across the Maths curriculum.
- The introduction of a STEM Pathway Lead to oversee Maths and Science across the school continues to see expectations rise which we would expect to see evidenced in our progress outcomes at the end of 2023-24.



Detailed analysis is documented below;

### Reading

Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-2021	27 (21 with comparable data)	14%	57%	29%	86%
2021-2022	29 (25 with comparable data)	0%	8%	92%	100%
2022-2023	29 (26 with comparable data)	0%	19%	81%	100%

### Writing

Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-2021	27 (21 with comparable data)	14%	57%	29%	86%
2021-2022	29 (25 with comparable data)	4%	8%	88%	96%
2022-2023	29 (26 with comparable data)	15%	23%	62%	85%

### Maths

Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-2021	27 (21 with comparable data)	14%	43%	43%	86%
2021-2022	29 (25 with comparable data)	0%	28%	72%	100%
2022-2023	29 (26 with comparable data)	19%	39%	42%	81%

## Vulnerable Groups 2022-2023

Percentage of pupils making at least expected progress at the end of Key Stage 2;

	No of Pupils	Reading	Writing	Maths
All Pupils	26	100%	85%	81%
Boys	24	100%	83%	81%
Girls	2	100%	50% (1pupil)	100%
Pupil Premium	15	100%	93%	87%
Non Pupil Premium	11	100%	83%	82%
Ever 6	15	100%	93%	85%
Not Ever 6	11	100%	83%	83%
Disadvantaged (Ever 6, PLAA or LAC)	16	100%	94%	81%
Not Disadvantaged (Ever 6, PLAA or LAC)	10	100%	60%	80%
Free School Meals	15	100%	73%	85%
Not Free School Meals	11	100%	91%	83%
LAC	0	N/A	N/A	N/A
Not LAC	26	100%	85%	81%
Post Looked After (adopted from care)	1	100%	100%	100%
Term of Birth: Autumn	10	100%	90%	73%
Term of Birth: Spring	9	100%	89%	91%
Term of Birth: Summer	7	75%	70%	100%
English as an additional Language (EAL)	0	N/A	N/A	N/A
Not EAL	26	100%	85%	81%
Services Child	0	N/A	N/A	N/A
Not Services Child	26	100%	85%	81%

## Summary of End of Key Stage 4 Pupil Achievement and Progress

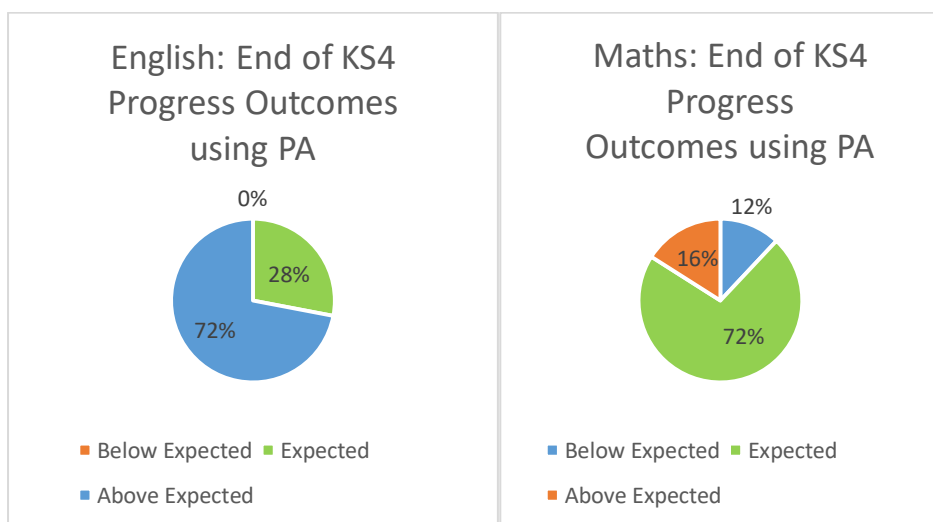
### Key Stage 4 Pupil Progress

#### English

- The sustained improvement in English outcomes over the last five years continues and is now embedded.
- There is no significant difference between genders.
- Pupils entitled to pupil premium outperformed their peers.
- The current Pupil Asset algorithm is showing **92% pupils achieved expected or better end of Key Stage 4 outcomes.**

#### Maths

- The sustained improvement over the last three years has been maintained.
- There is no significant difference between genders.
- The current Pupil Asset algorithm is showing that **92% of pupils achieved above expected or better outcomes in Maths from their starting points.**



#### English: Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-2021	23 (21 with comparison data)	5%	10%	85%	<b>95%</b>
2021-2022	25 (24 with comparison data)	4%	33%	63%	<b>96%</b>
2022-2023	31 (25 with comparison data)	0%	28%	72%	<b>100%</b>

Maths: Summary of Year 2 Pupil Achievement and Progress 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2020-2021	23 (21 with comparison data)	24% (5 pupils)	24%	52%	<b>76%</b>
2021-2022	25 (24 with comparison data)	8%	67%	25%	<b>92%</b>
2022-2023	31 (25 with comparison data)	12%	72%	16%	<b>88%</b>

\*1 pupil =4%

Vulnerable Groups 2022-23

	Total No of Pupils	English	Maths
All Pupils	25	100%	92%
Boys	24	100%	91%
Girls	1	100%	100%
Pupil Premium	16	100%	87%
Non Pupil Premium	9	100%	100%
Ever 6	16	100%	92%
Not Ever 6	9	100%	91%
Disadvantaged (Ever 6, PLAA or LAC)	16	100%	87%
Not Disadvantaged (Ever 6, PLAA or LAC)	8	100%	100%
Free School Meals	16	100%	92%
Not Free School Meals	9	100%	92%
LAC	2	100%	50%
Not LAC	23	100%	96%
Post Looked After (adopted from care)	0	N/A	N/A
Term of Birth: Autumn	7	100%	83%
Term of Birth: Spring	8	100%	100%
Term of Birth: Summer	10	100%	92%

## Accreditation at Key Stage 4 July 2021

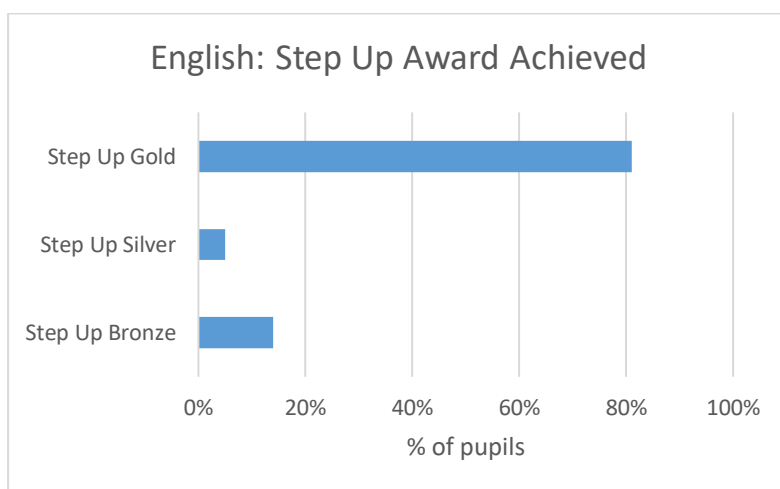
The Accreditation achieved by pupils in Key Stage 4 is outstanding because;

- 42% of pupils achieved GCSE passes in English.
- 45% of pupils achieved GCSE passes in Maths.

## English

### **Step Up Award**

- 27 pupils were entered for and achieved an Entry Level qualification in English.
- 81% pupils achieved Entry Level 3
- 81% of pupils achieved an entry level qualification or above in English (GCSE).



English Entry Level Accreditation achieved 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2020-2021	23	100%	N/A	N/A	100%
2021-2022	24	83%	0%	5%	95%
2022-2023	31	27	14%	5%	81%

### **English GCSE**

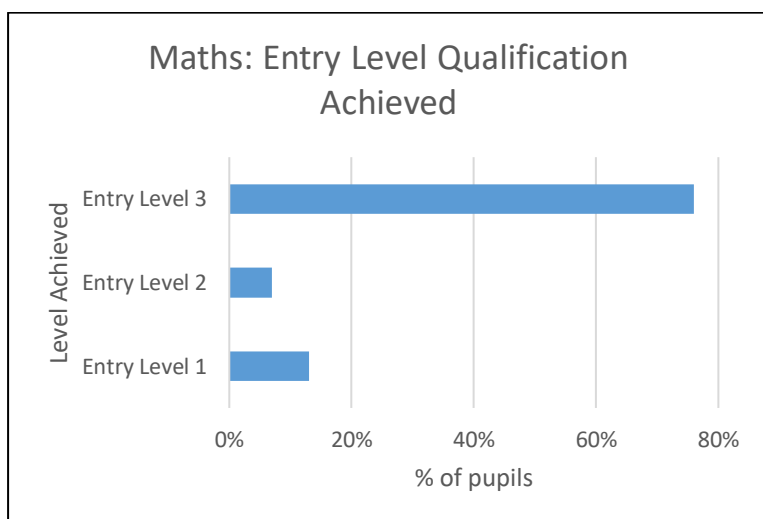
45% of the cohort were entered to take GCSE English (14 pupils). Of these;

- 69% achieved Grade 1-3 (9 pupils)
- 31% achieved Grade 4 -9 (4 pupils).  
This percentage is a 16% increase from the year 2020-21 and a further 17% increase from the previous year.
- 100% of those entered achieved a GCSE English grade

## Maths

### Entry Level

- 30 pupils were entered for an Entry Level qualification in Maths with 29 of these successfully gaining this qualification.
- 13% pupils achieved Entry Level 1 (4 pupils)
- 7% pupils achieved Entry Level 2 (2 pupils)
- 76% of pupils in Year 11 achieved Entry Level 3 (23 pupils)
- 92% of pupils achieved an entry level qualification or GCSE in Maths.



### Maths Entry Level Accreditation achieved 2020-21, 2021-22 and 2022-23

Academic Year	Cohort Size	Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2020-2021	23	100%	N/A	4%	96%
2021-2022	24	92%	5%	9%	86%
2022-2023	31	30	13%	7%	76%

### Maths GCSE

45% of the cohort were entered to take GCSE Maths (14 pupils). Of these;

- 79% achieved Grade 1-3 (11 pupils)
- 21% achieved Grade 4 -9 (3 pupils).
- 100% of those entered achieved a GCSE Maths grade  
*\*One pupil also achieved a Grade 5 in Statistics*

### Summary of GCSE results achieved 2022-23

	GCSE (Grades 1-9)						
	6 (B)	5(C+)	4(C)	3(D)	2(E)	1(F)	U
<b>English Language</b> <i>(16 pupils)</i>	-	1	2	5	3	2	-
<b>Maths</b> <i>(13 pupils)</i>	1	-	2	4	6	1	-
<b>Science Dual Award</b> <i>(12 Pupils)</i>		3	3	7	10	1	-

In Summary 87% pupils left Bower Grove with a qualification in English, Maths and Science, this is an increase of 8% on the previous year.

### Summary of Key Stage 4 Achievement

Pupils at the end of Key Stage 4 leave Bower Grove School equipped with the necessary skills and qualifications to prepare them for the next phase in their education.

Next step planning is built into all key stages to ensure pupils are thoroughly prepared for adulthood both in terms of the education qualification package they achieve and the life skills to enable them to positively interact with the world around them.