

## **Outcomes for Pupils 2021-22**

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

For the purposes of this report in school progress data has been calculated throughout the Academic year 2021-22 however it must be noted that there has been significant disruption to pupils education caused by the COVID-19 Pandemic.

This is the first time in three years that formal testing and assessment has been required by the DfE

#### **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 is 3 pupils, two of three pupils came on roll at the beginning of the academic year and the third came on roll in March 2022.

Two pupils (one starting in September and the other in March 2022) did not reach the expected level to achieve the Early Learning Goals in any of the 17 areas however did make progress during this time from their starting point. One of the three pupils did meet the expected threshold in four of the seventeen areas; Speaking, Managing Self, Building Relationships and Comprehension

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

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

- Three pupils in Year 1 took the Phonics screening, 100% pupils were working below the pass mark threshold.
- In Year 2 nine pupils retook the phonics screening check, 22% pupils reached the pass mark threshold (2 pupils).

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 Integration 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 23 KASS school working together to develop and implement a common assessment framework along with the regular cross-school moderation gives strength to our judgements

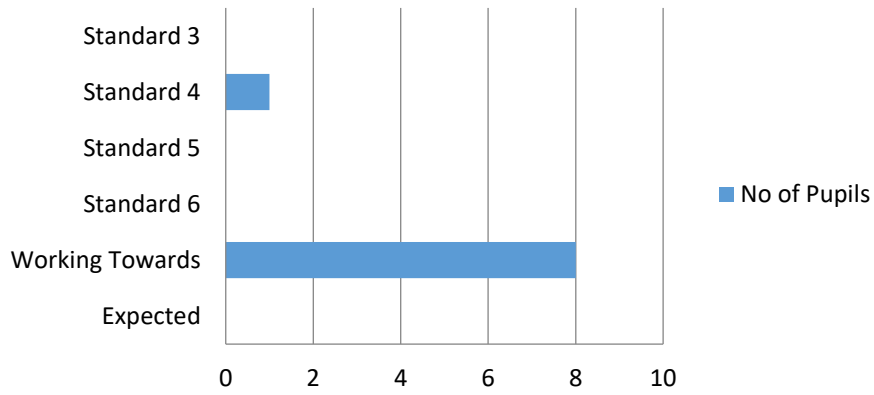
#### **End of Key Stage 1 Attainment**

Reporting progress in 2022 to the Department for Education.

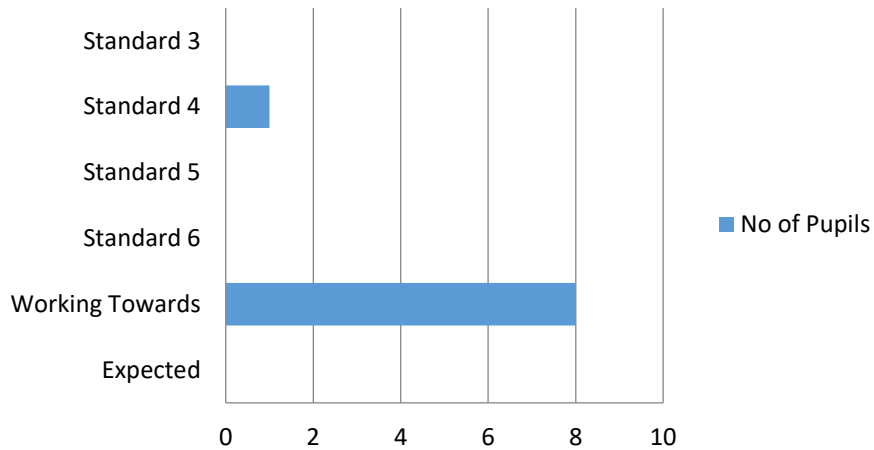
For pupils at Bower Grove School at Key Stage 1 the document, Assessment and Reporting Arrangements Guidance October 2021 was used.

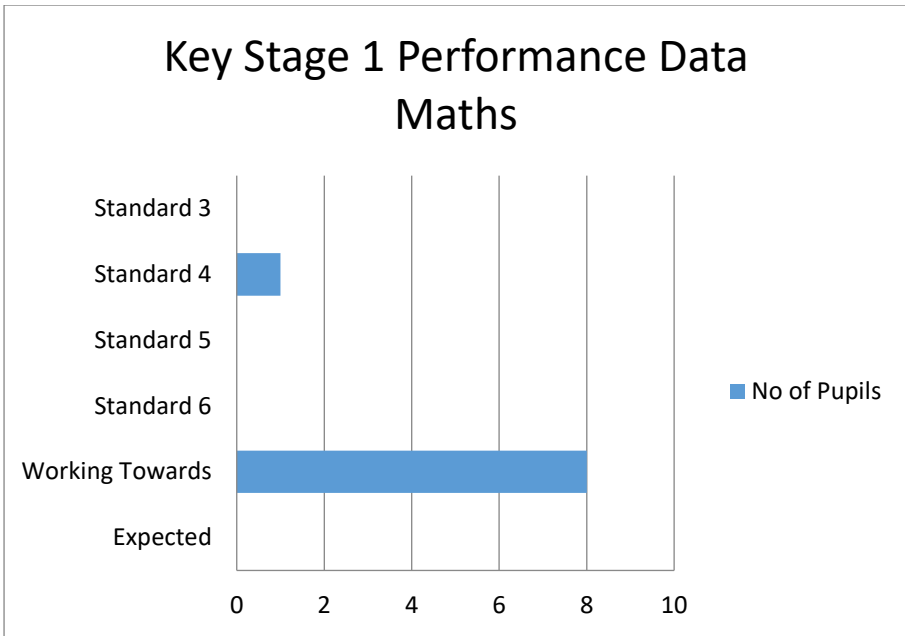
All pupils were working below the level of the tests so the Pre-key stage standards were used.

### Key Stage 1 Performance Data English Language, Comprehension & Reading

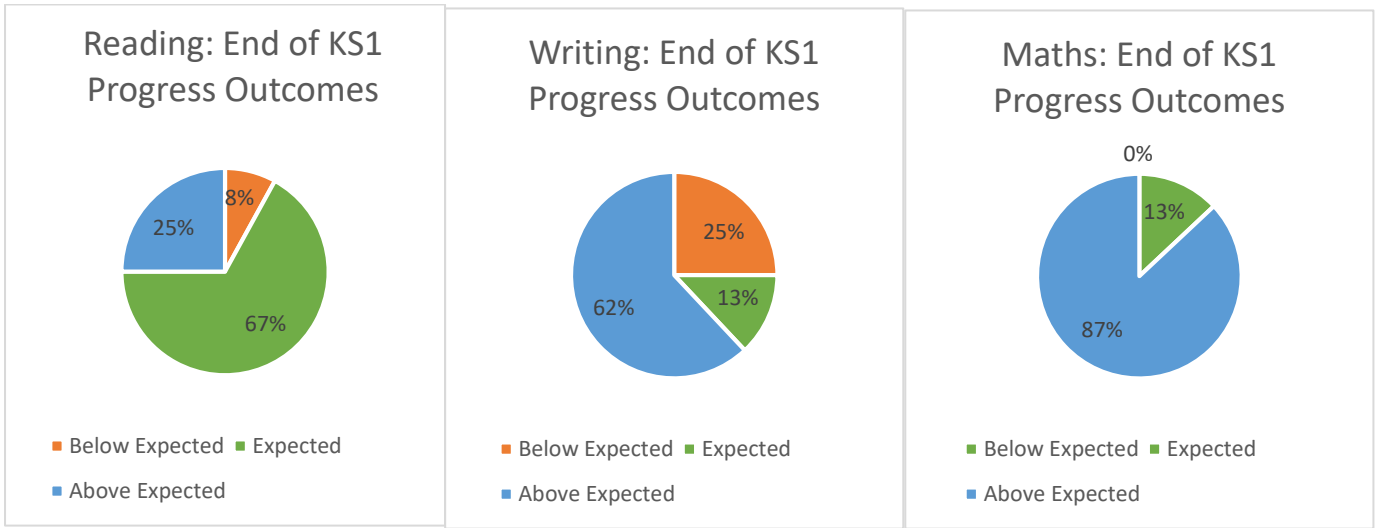


### Key Stage 1 Performance Data English: Writing





**End of Key Stage 1 Progress Outcomes**



**Reading and Writing**

- 75% 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 expected or above expected progress in Maths
- 87% 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.

**80% of pupils in receipt of pupil premium grant have made expected or better progress in Reading and Writing and 100% in Maths**

Detailed analysis is documented below;

Reading

Summary of Year 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-20	11 (9 with data)	11%	89%	0%	89%
2020-21	10	0%	30%	70%	100%
2021-22	9	25%	37%	38%	75%

Writing

Summary of Year 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-20	11 (9 with data)	22%	78%	0%	78%
2020-21	10	0%	20%	80%	100%
2021-22	9	25%	13%	62%	75%

Maths

Summary of Year 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-20	11 (9 with data)	0%	67%	33%	80%
2020-21	10	10%	10%	80%	100%
2021-22	9	0%	13%	87%	100%

Vulnerable Groups 2021-22

Total No of Pupils	Reading	Writing	Maths

All Pupils	9	75	75	100
Boys	9	75	75	100
Girls	0	N/A	N/A	N/A
Pupil Premium	6	80	80	100
Non Pupil Premium	3	67	67	100
Ever 6	6	80	80	100
Not Ever 6	3	67	67	100
Disadvantaged (Ever 6, PLAA or LAC)	6	80	80	100
Not Disadvantaged (Ever 6, PLAA or LAC)	3	67	67	100
Free School Meals	6	80	80	100
Not Free School Meals	3	67	67	100
LAC	0	N/A	N/A	N/A
Not LAC	9	75	75	100
Post Looked After (adopted from care)	0	N/A	N/A	N/A
Term of Birth: Autumn	5	100	75	100
Term of Birth: Spring	2	0	50	100
Term of Birth: Summer	2	100	100	100
English as an additional Language (EAL)	0	N/A	N/A	N/A
Not EAL	9	75	75	100
Services Child	0	N/A	N/A	N/A
Not Services Child	9	75	75	100

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

### End of Key Stage 2 Attainment

All four 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**

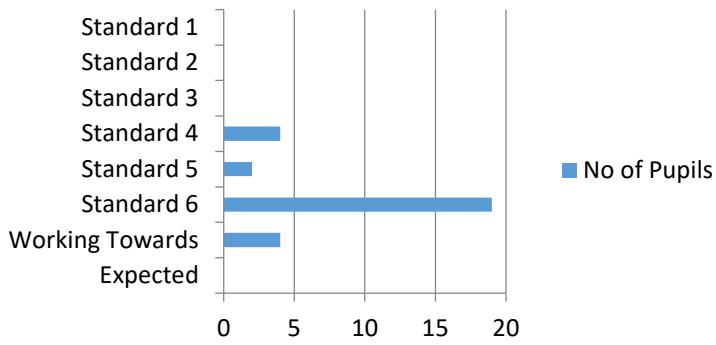
Test	Percentage of Pupils working at the required standard (AS)	Percentage of Pupils NOT working at the required standard (NS)
Grammar Punctuation and Spelling	25%	75% (2 pupils within two marks of pass threshold)
Reading	0%	100% (3 pupils within three marks of pass threshold)
Maths	25%	75% (1 pupils within one mark of pass threshold)

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 four pupils at the Satellite,

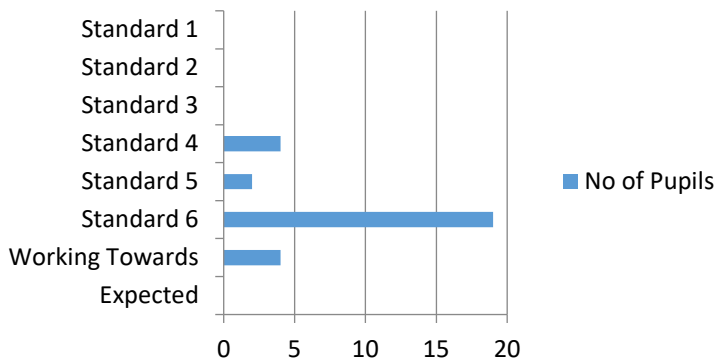
At the end of Year 6 there were 29 pupils on roll, twenty at the main school, five in our IMPACTS Pathway and four at the Satellite provision.

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

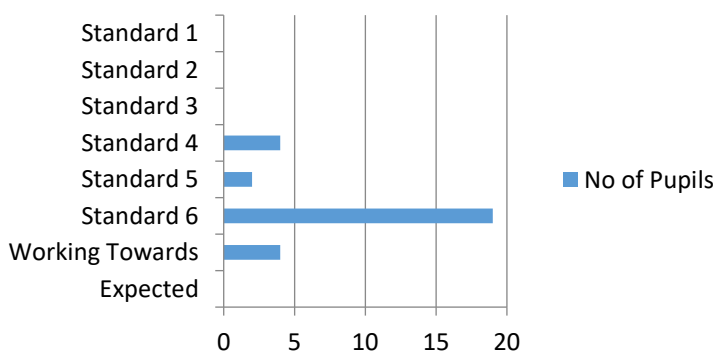
## KS2 Teacher Assessment Data English: Reading



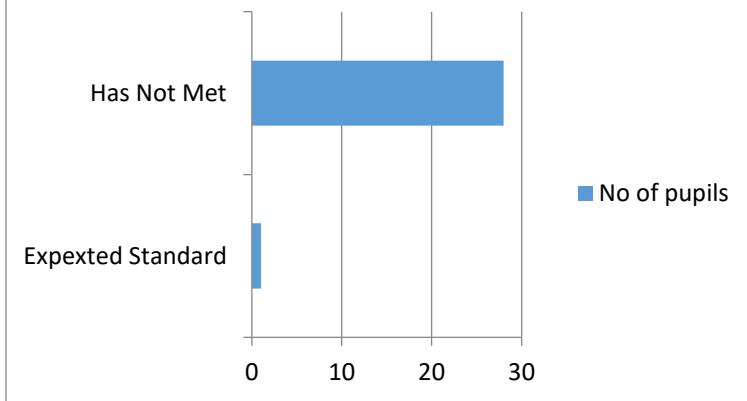
## KS2 Teacher Assessment English: Writing



## KS2 Teacher Assessment Maths

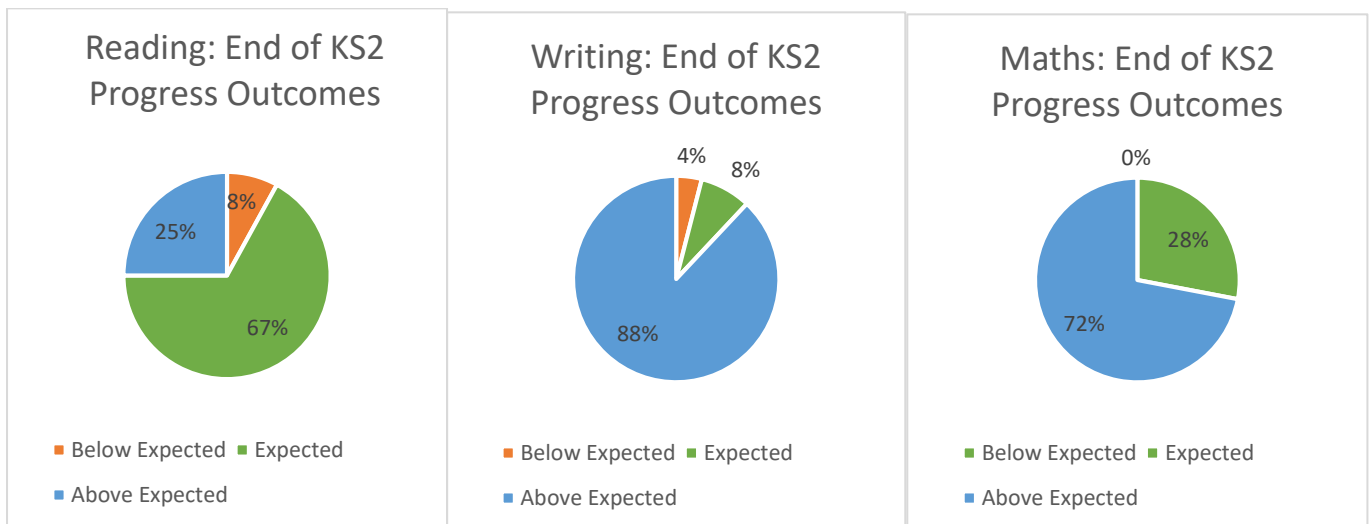


## KS2 Teacher Assessment Science



### Key Stage 2 Pupils Progress

There were twenty-nine pupils in year 6, twenty-five of those pupils have measurable comparison data. Out of those twenty-five pupils, fifteen were on roll at the beginning of Year 3 and eight joined mid key stage (two 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 = 4%

### Reading and Writing

- The delivery of Phonics and Reading was prioritised as a focus for this academic year (see School Development Plan). The percentage of pupils making expected or above expected progress in reading has risen significantly,



this may be attributed in part to pupil's attendance in the school setting increasing (post COVID) and the reading routines embedding once more.

- 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 co-ordinators 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.

Detailed analysis is documented below;

### Reading

Summary of Key Stage 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-2020	26 (25 with data)	44%	56%	0%	<b>56%</b>
2020-2021	27 (21 with comparable data)	14%	57%	29%	<b>86%</b>
2021-2022	29 (25 with comparable data)	0%	8%	92%	<b>100%</b>

### Writing

Summary of Key Stage 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-2020	26 (25 with data)	20%	80%	0%	<b>80%</b>
2020-2021	27 (21 with comparable data)	14%	57%	29%	<b>86%</b>
2021-2022	29 (25 with comparable data)	4%	8%	88%	<b>96%</b>

## Maths

### Summary of Key Stage 2 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-2020	26 (25 pupils with data)	16%	64%	20%	84%
2020-2021	29 (25 with comparable data)	14%	43%	43%	86%
2021-2022	25	0%	28%	72%	100%

### Vulnerable Groups 2021-2022

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

	No of Pupils	Reading	Writing	Maths
All Pupils	25	100%	96%	100%
Boys	23	100%	96%	100%
Girls	2	100%	100%	100%
Pupil Premium	14	100%	93%	100%
Non Pupil Premium	11	100%	100%	100%
Ever 6	13	100%	92%	100%
Not Ever 6	12	100%	100%	100%
Disadvantaged (Ever 6, PLAA or LAC)	14	100%	93%	100%
Not Disadvantaged (Ever 6, PLAA or LAC)	11	100%	100%	100%
Free School Meals	13	100%	92%	100%
Not Free School Meals	12	100%	100%	100%
LAC	1	100%	100%	100%
Not LAC	24	100%	96%	100%
Post Looked After (adopted from care)	0	N/A	N/A	N/A
Term of Birth: Autumn	6	100%	100%	100%
Term of Birth: Spring	6	100%	100%	100%
Term of Birth: Summer	13	100%	92%	100%

English as an additional Language (EAL)	0	N/A	N/A	N/A
Not EAL	25	100%	96%	100%
Services Child	0	N/A	N/A	N/A
Not Services Child	25	100%	96%	100%

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

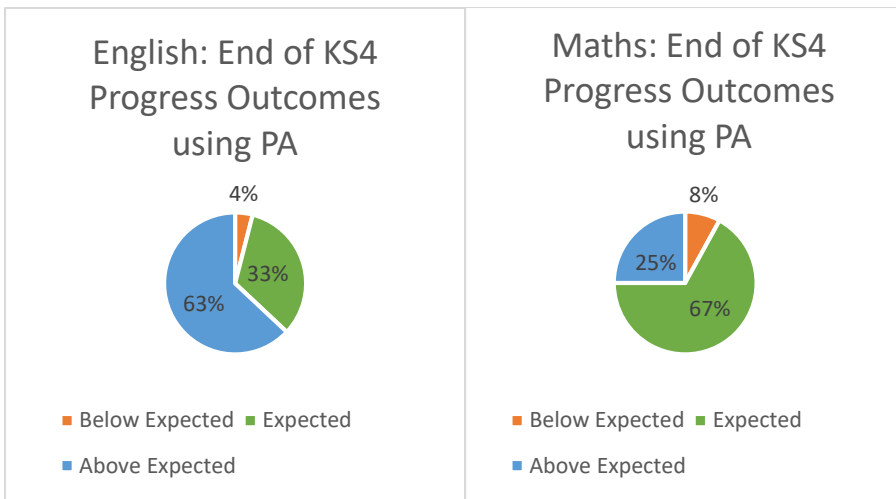
#### Key Stage 4 Pupil Progress

##### 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 Key Stage 4 Pupil Achievement and Progress 2019 -2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-2020	25 (24 with data)	17%	63%	21%	<b>84%</b>
2020-2021	23 (21 with data)	5%	10%	85%	<b>95%</b>
2021-2022	25 (24 with data)	4%	33%	63%	<b>96%</b>

Maths Summary of Key Stage 4 Pupil Achievement and Progress 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Below expected	Expected	Above expected	Total achieving Expected & above expected
2019-2020	25 (24 with data)	17%	54%	29%	<b>83%</b>
2020-2021	23 (21 with data)	24% (5 pupils)	24%	52%	<b>76%</b>
2021-2022	25 (24 with data)	8%	67%	25%	<b>92%</b>

\*1 pupil =4%

Vulnerable Groups 2021-22

	Total No of Pupils	English	Maths
All Pupils	24	92%	92%
Boys	23	91%	91%
Girls	1	100%	100%
Pupil Premium	15	93%	87%
Non Pupil Premium	9	89%	100%
Ever 6	13	100%	92%
Not Ever 6	11	82%	91%
Disadvantaged (Ever 6, PLAA or LAC)	15	93%	87%
Not Disadvantaged (Ever 6, PLAA or LAC)	9	89%	100%
Free School Meals	12	100%	92%
Not Free School Meals	12	83%	92%
LAC	2	50%	50%
Not LAC	22	96%	96%
Post Looked After (adopted from care)	0	N/A	N/A
Term of Birth: Autumn	6	100%	83%
Term of Birth: Spring	5	100%	100%
Term of Birth: Summer	13	85%	92%

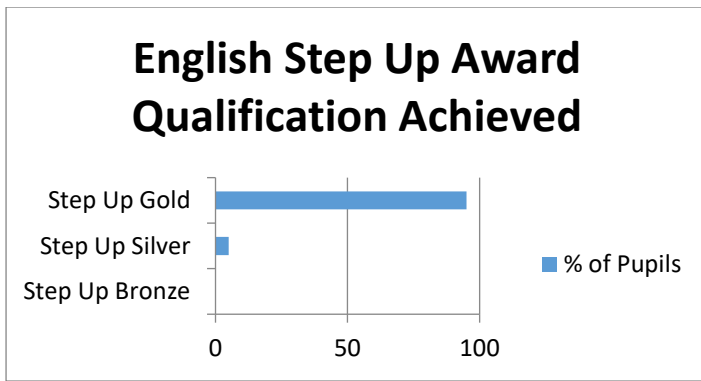
### **Accreditation at Key Stage 4 July 2021**

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

- 25% of pupils achieved GCSE passes in English.
- 54% of pupils achieved GCSE passes in Maths.
- 79% pupils left Bower Grove with a qualification in English, Maths, Science and ICT.

### **English**

- 20 pupils were entered for and achieved an Entry Level qualification in English.
- 95% pupils achieved Entry Level 3
- 83% of pupils achieved an entry level qualification or above in English (GCSE).



English Entry Level Accreditation achieved 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2019-2020	24	83%	5%	0%	95%
2020-2021	23	100%	N/A	N/A	100%
2021-2022	24	83%	0%	5%	95%

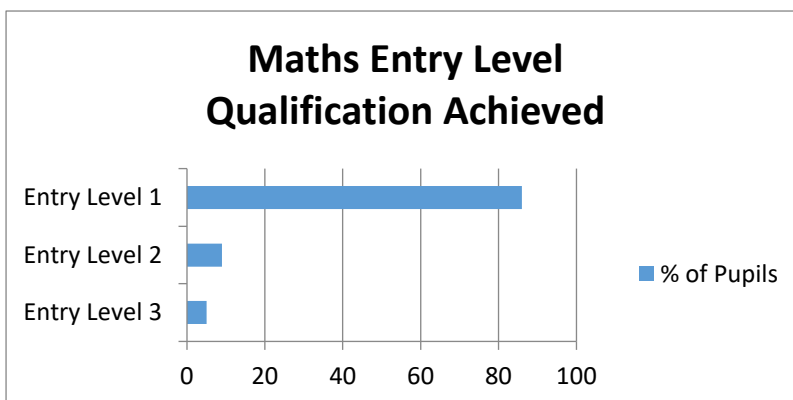
English GCSE

25% of the cohort were entered to take GCSE English (6 pupils). Of these;

- 67% achieved Grade 1-3 (4 pupils)
  - 33% achieved Grade 4 -9 (2 pupils).
- This percentage is a 16% increase from the previous year.
- 100% of those entered achieved a GCSE English grade

**Maths**

- 22 pupils were entered for and achieved an Entry Level qualification in Maths
- 5% pupils achieved Entry Level 1 (1 pupil)
- 9% pupils achieved Entry Level 2 (2 pupils)
- 86% of pupils in Year 11 achieved Entry Level 3 (19 pupils)
- 92% of pupils achieved an entry level qualification or GCSE in Maths.



## Maths Entry Level Accreditation achieved 2019-2020 and achievement 2021-2022

Academic Year	Cohort Size	Percentage of Cohort entered	Entry Level 1	Entry Level 2	Entry Level 3
2019-2020	24	83%	N/A	10%	90%
2020-2021	23	100%	N/A	4%	96%
2021-2022	24	92%	5%	9%	86%

## Maths GCSE

54% of the cohort were entered to take GCSE Maths (13 pupils). Of these;

- 77% achieved Grade 1-3 (10 pupils)
- 23% 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 2021-22

	GCSE (Grades 1-9)					
	5(C+)	4(C)	3(D)	2(E)	1(F)	U
<b>English Language</b> (16 pupils)	-	2	3	-	1	-
<b>Maths</b> (13 pupils)	2	1	2	1	7	-
<b>Science Dual Award</b> (10 Pupils)	4	4	5	5	2	-
<b>Art &amp; 3D Design</b> (9 pupils)	-	2	4	2	1	-

## 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.



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