Data Summary – Summer 2026

Throughout our academic year school continually review our progress data in formal pupil progress meetings and less formally with class teachers and SLT, this is shared in the summer with a full evaluation and review. The initial analysis shows the average points progress across the school in each of the areas (Maths and English) has been made by the majority of our pupils working within the formal curriculum (following NC subjects). The children who were not on target within pupil progress meetings have accessed explicit strategies/ interventions throughout the year which have been implemented to support progress and enable visible achievement.

Formal Curriculum *NC subjects*	**156 pupils** 116 boys & 29 girls	*Reading*	*Writing*	*Maths*
Average points gain ~ Sonar Assessment		0.8	0.7	0.8
Pre-Formal Curriculum *Engagement Model*	**37 pupils** 28 boys & 9 girls	*CLL (English)*	*MD (Maths)*	*Physical Development*
Average progress gain ~ Cherry Garden Assessment.		0.9	0.7	0.7

Pre- NC and NC subject analysis ~ Gill Levis monitors and analyses the progress data across the Structured, Formal and Extended Formal Pathways (156 children in 2025-26). In these cohorts the children follow our adapted National Curriculum which is carefully differentiated and modified in order to meet the children's needs. We assess in all areas of the curriculum but evaluate Maths and English in more depth for the school and the DfE the data for the following cohorts in school:

Preformal Pathway – the children achieved the greatest progress in CLL (Communication, Language and Literature) which incorporates communication as well as early reading and mark making. SALT is vital and underpins everything we do to ensure the children have their preferred way to communicate their wants and needs.

Extended Pathway – the children achieved the highest average progress in Reading and writing, these results were also mirrored as an area of strength for our upper KS2 children (this is due to the majority of Y5 & Y6 children following the NC being within the Extended Pathway)

Formal Pathway – these children achieved high levels of progress in Maths but were below the school average in Reading, this was corroborated in the Lower KS2 data. Many of these children have this year moved across to the extended pathway - so school will closely monitor their progress and put in appropriate intervention strategies to support Reading development through the introduction of the new Phonics scheme.

Structured Pathway – these children achieved slightly lower levels of progress in comparison with the other 2 formal pathways this year. After analysis and discussion with the pathway lead, it was agreed that progress was good in comparison to national trends but as they learn in very different way it was difficult to show a fair analysis in comparison to the other cohorts.

This is the first year we have split analysis into pathways rather than year group cohorts and this has highlighted the differences in learning styles in addition to looking at how cohorts retain knowledge and build on this.

Data Summary – Summer 2026

Pupil Premium – these children have achieved on average higher levels in reading but the same levels of progress in both writing and maths – the number of PP children has dropped to approximately 1/3 in the formal pathway so the average is disproportionately weighted and doesn't therefore give a fully accurate view of the progress.

Children under the **TAC and/ or TAF** process achieved the school average across all curriculum areas which is an excellent result and shows that appropriate interventions to support their learning were successful.

EAL children achieved higher levels of progress in both reading and writing showing that the communication boards and visual support systems that we have put in place are supporting their overall English progress.

Gill Levis
Assessment Lead – formal Curriculum