

Pupil Progress report 2020 – 2021

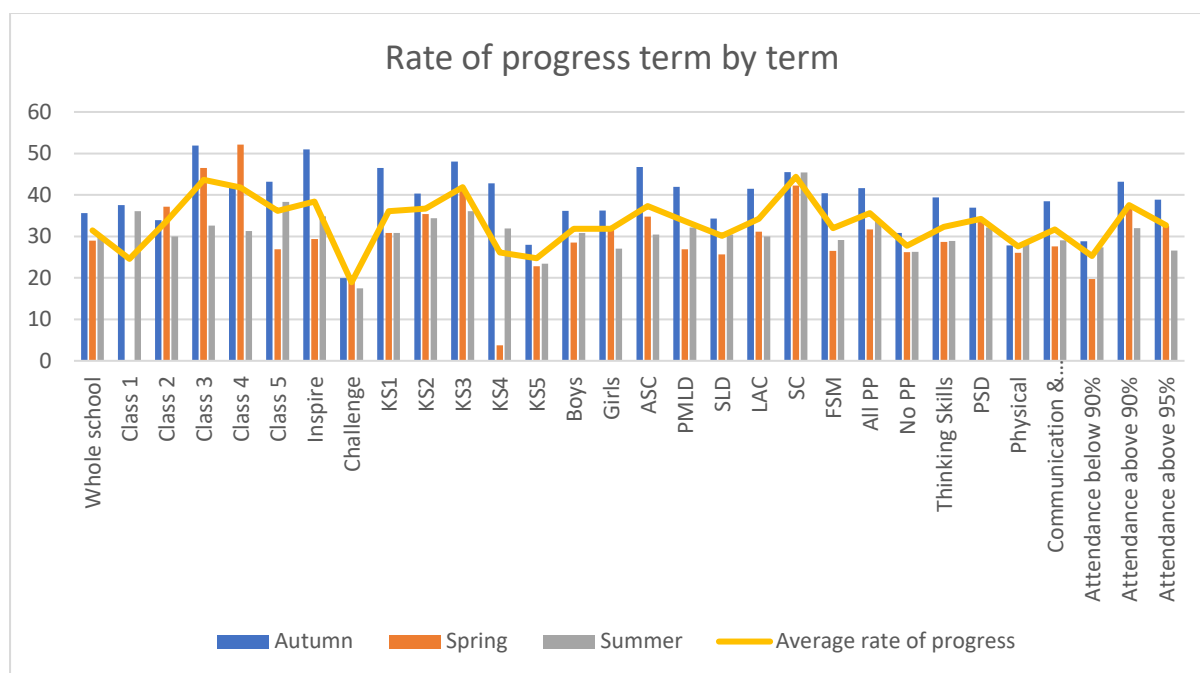
The Dales School

As for the rest of the country, academic year 2020 – 2021 brought many unprecedented challenges.

Complicating factors to consider when analysing the progress outcomes for pupils this year:

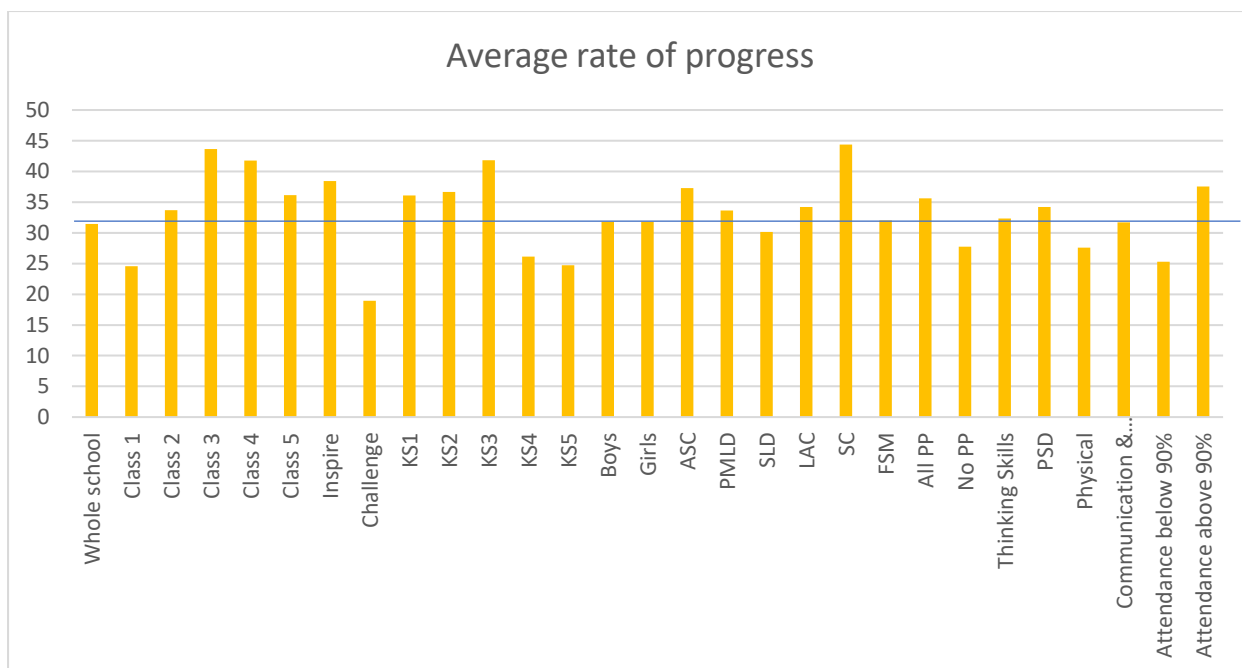
COVID pandemic and lockdown – school remained partially open throughout the pandemic, and so at all times some pupils were accessing school, and for the duration of the academic year a movable proportion of pupils were instead accessing blended home learning packages. This makes it difficult to qualify reasons for trends and so this report is more observational and less analytical than in more typical times.

Comparisons drawn throughout this report are more to illustrate the possible impact of this disruption to school attendance and therefore progress, and do not generally inform any strategic planning, unless stated.



The whole school average rate of progress is 31.43%, compared to 19-20 average of 40.54.

Interestingly, as can be seen above, the trend for higher rate of progress during the Autumn term than either the Spring or Summer term has been maintained. Given that all terms were affected in some way by lockdown, it is difficult to really validate this beyond a recognition that the trend has continued. Beyond that there is greater variation in outcomes that do not correlate with previous trends.



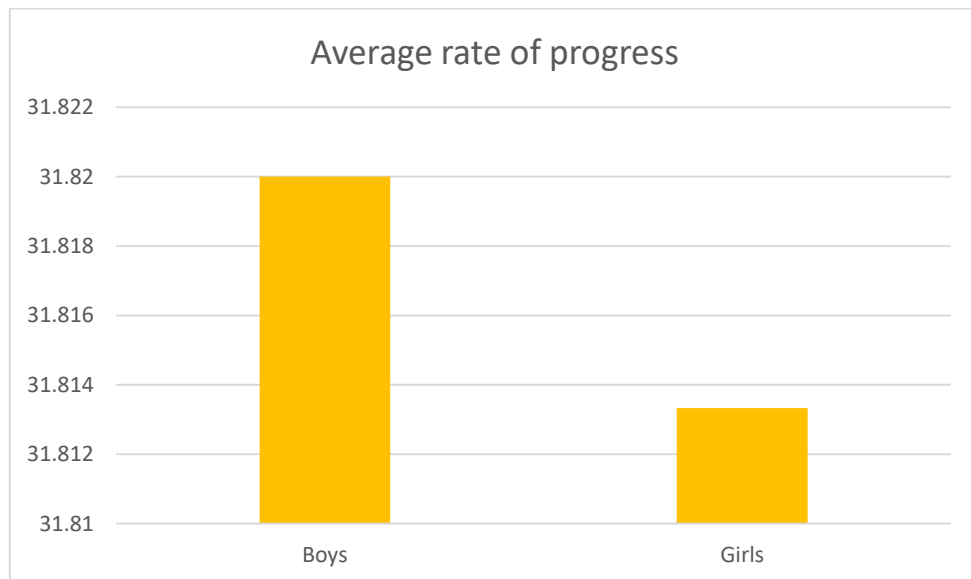
Groups performing in line with or above whole school average rate of progress:

- Class 2
- Class 3
- Class 4
- Class 5
- Inspire
- KS1
- KS2
- KS3
- Boys
- Girls
- ASC
- PMLD
- LAC
- SC
- Free School Meals
- (All PP)
- Thinking Skills
- PSD
- Communication
- Attendance above 90%

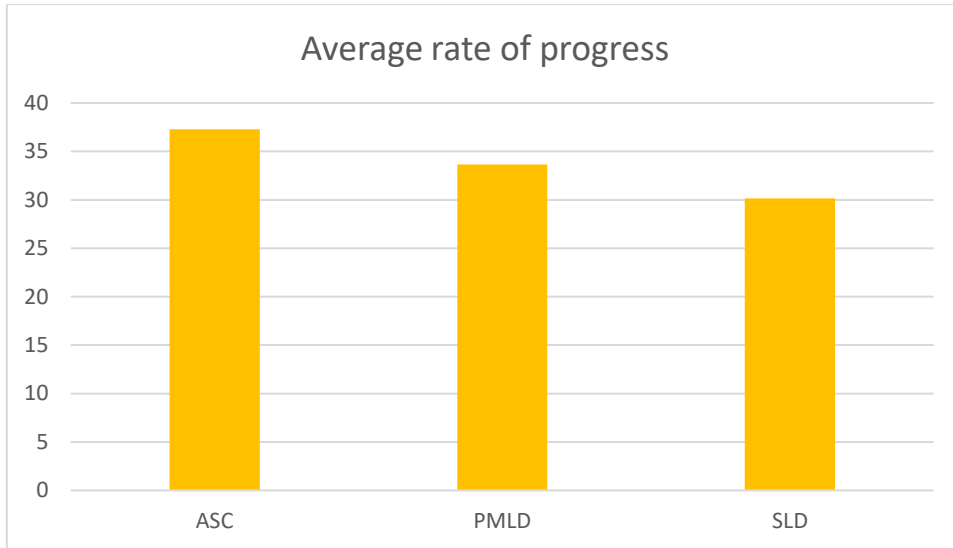
Groups performing below the whole school average rate of progress

- Class 1
- Challenge

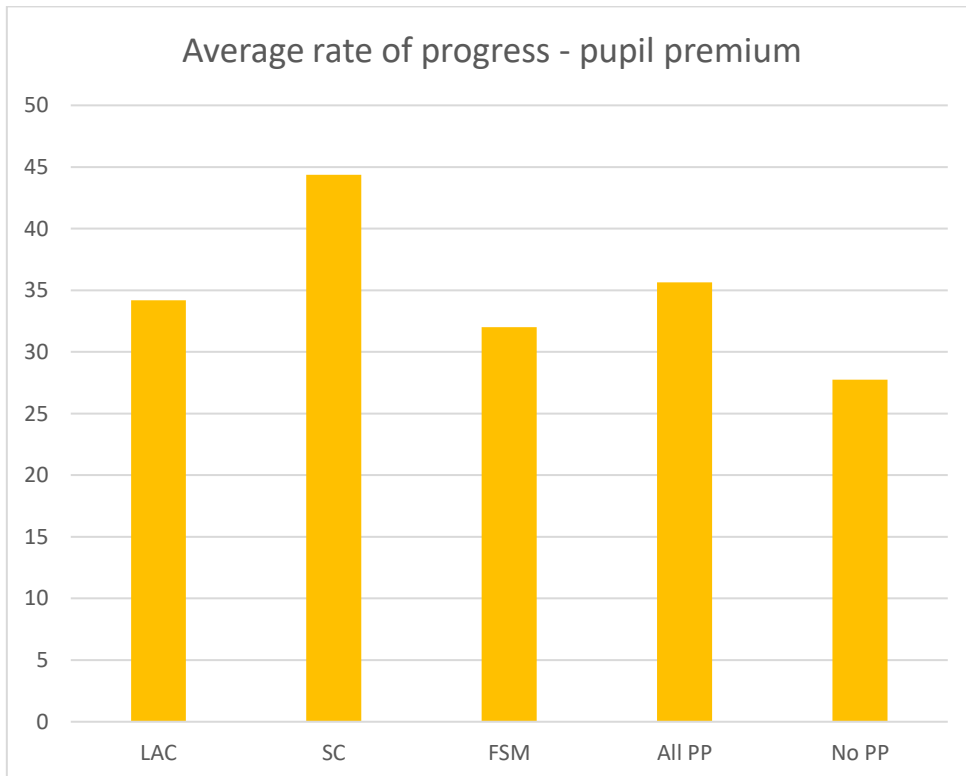
- KS4
- KS5
- SLD
- No PP – an interesting outcome, although with so many variables it is difficult to identify why this would be the case in terms of actionable remedy. Should this trend continue we would need to consider whether there was any scope for us to implement preventative measures to ensure that we don't observe positive discrimination without trying to rectify this in terms of pupil progress outcomes.
- Physical
- Attendance below 90% - this proves its own principle in terms of attendance correlating to pupil progress, and the attendance report will give further detail around measures in place in spite of the lock down and an adapted expectation during lockdown and how this has been captured.



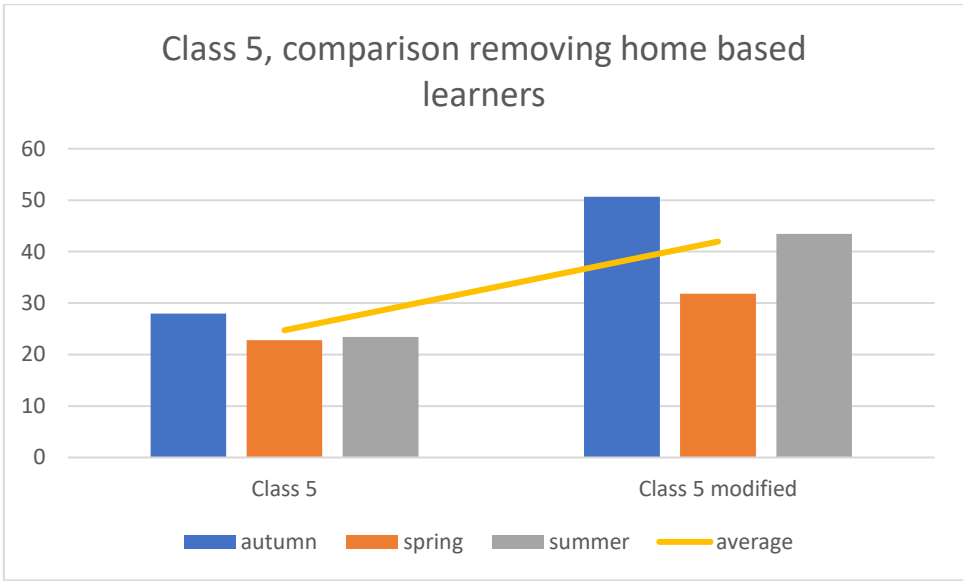
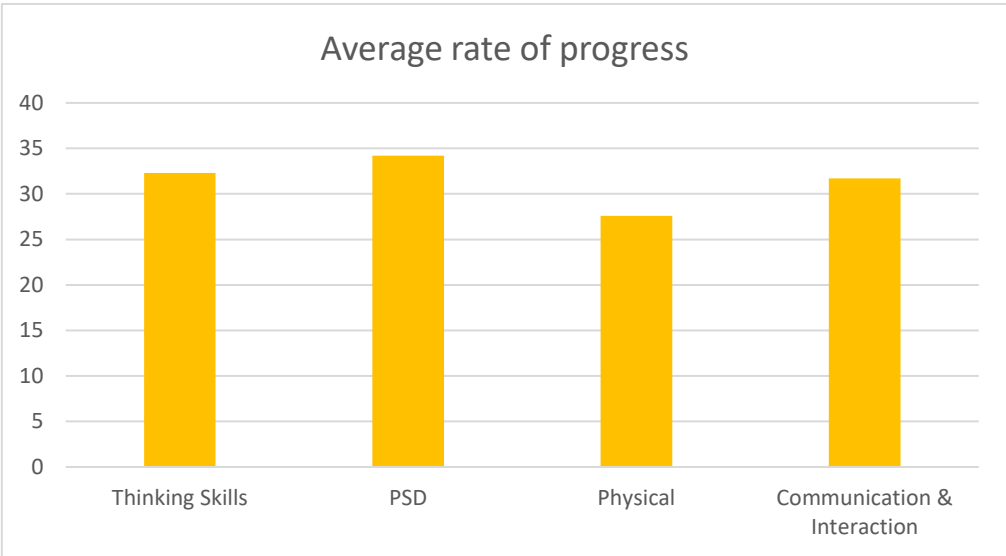
This only looks like a large differential because of the range listed on the data presented. Referring back to the original graph which documents all groups, the relativity is much more accurately portrayed, and demonstrates negligible differential.



Given the many variables at play this year, as stated at the beginning of this report, this data is not to form the basis of any identified interventions, certainly not in isolation. The only thought for consideration in this regard is around the primary class for pupils with a primary need of ASC having continued to access school throughout lockdown. Given that the general trend is that of a lower rate of progress, for this to be the highest performing category in terms of primary need, it might be considered that school attendance throughout lockdown has influenced the overall rate of progress in this category, which aligns to attendance data and makes perfect sense.



Pupils who are not eligible for pupil premium have not performed as strongly as those who are. Again, there are too many variables to account for this.



Attendance

