

Pupil Progress Report Autumn Term 2024

Personalised Pupil Progress is robustly monitored through a plan-do-review system and annotated case study formative evidence. The pupils academic progress is across all subject areas of our new curriculum, using an online school system. Teachers submitted their professional judgements for all individual pupils in the following areas;

My Language and Literacy
My Social Emotional Wellbeing
My Creativity
Understanding My World
My Thinking
My Body

Teachers are asked to submit these judgments three times a year. In the Autumn, Spring and Summer terms teachers meet with the Deputy Head or Assistant Heads, so that judgements are moderated by the Senior Leadership Team.

For this report, progress comparisons have been made between the following groups;

6 Curriculum areas

Curriculum Areas comparison Autumn Term 23 - Autumn Term 24

Disadvantaged pupils /Non - Disadvantaged pupils

Male/Female

Residential Pupils /Non Residential pupils

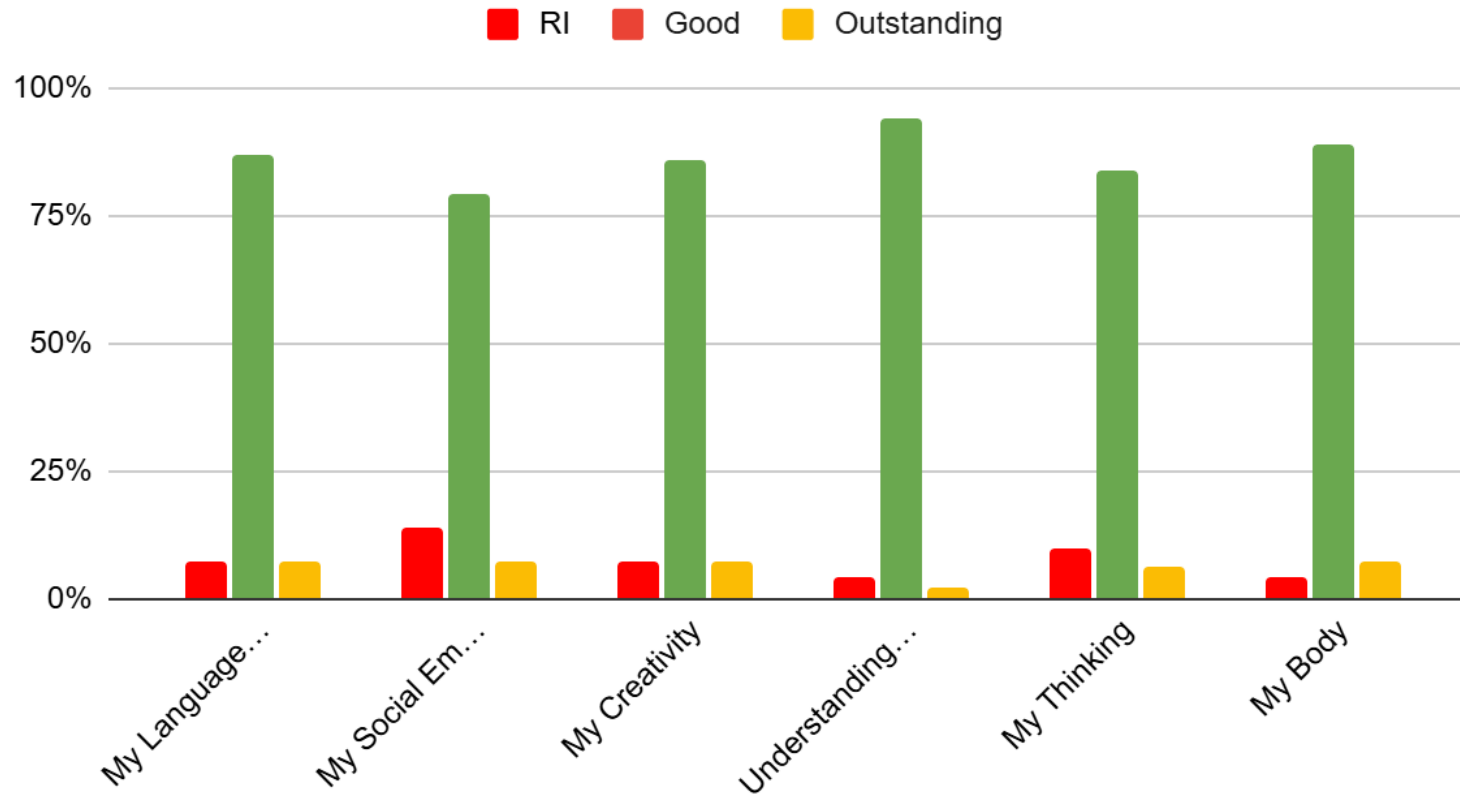
Pupils in care/not in care

EAL/ NON EAL

Stone Bay leadership team have a robust calendar of monitoring and moderation to ensure that all pupils have aspirational and challenging targets and curriculum provision.

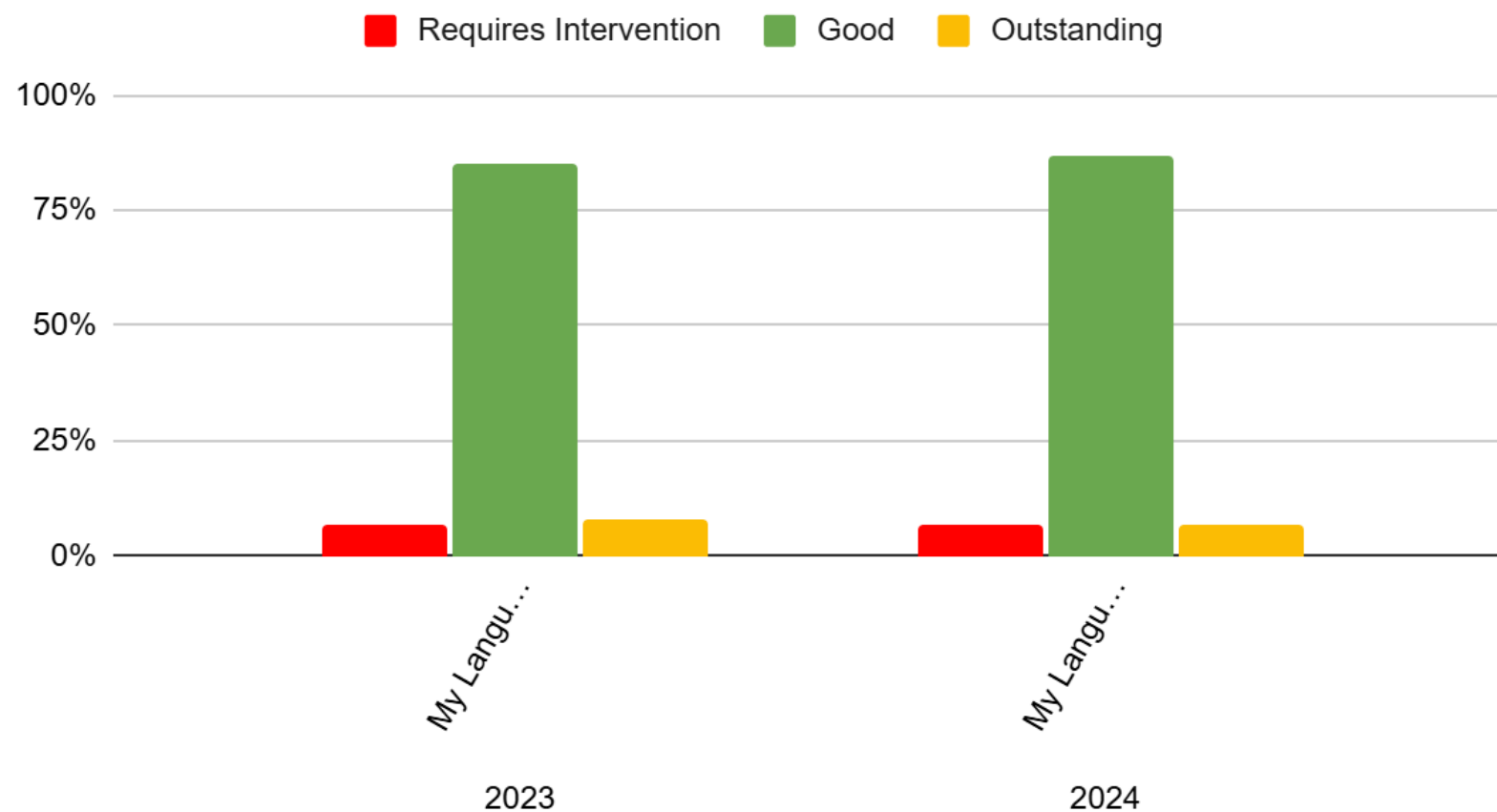
Key Red - Requires Intervention Green- Good Yellow - Outstanding

Progress across 6 Curriculum areas Autumn Term 2024



Whole school progress in the Autumn Term 2024. In all 6 curriculum areas the majority of pupils are making Good progress. 14% of pupils Require Intervention in My Social Emotional Wellbeing compared to 21% in the Autumn term last year. 10% of pupils Require Intervention in My Thinking, which compared to last year is 3% higher.

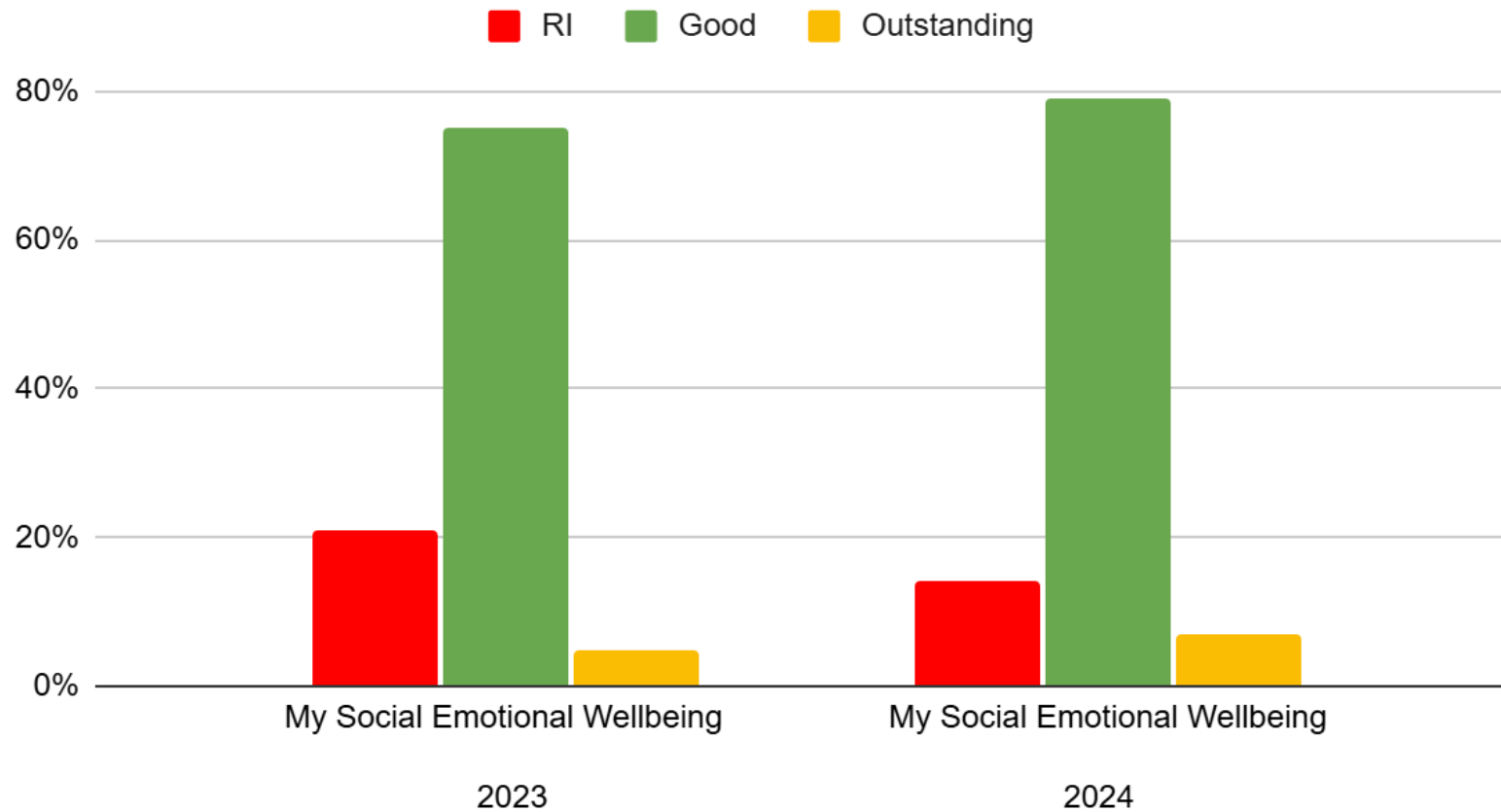
My Language and Literacy Autumn Term 23 & 24



The majority of pupils across the school are making Good Progress in My Language and Literacy 87% in Autumn Term 2024 compared to 85% in Autumn 2023.

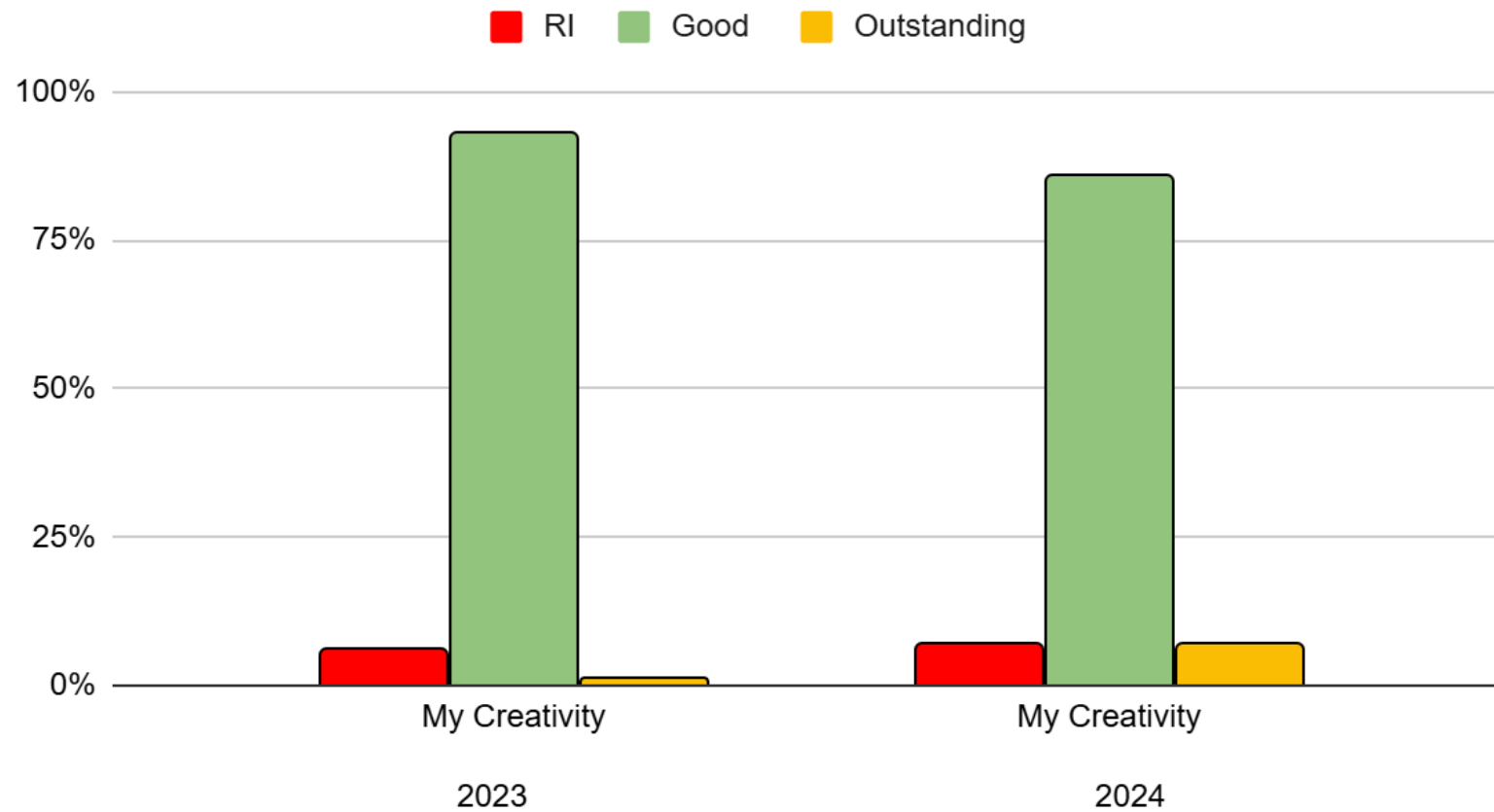
In both the Autumn Term 2023 and 2024 7% of pupils Require Intervention, 8% of pupils were making Outstanding progress in 2023 compared to 7% in 2024.

My Social Emotional Wellbeing Autumn Term 23 & 24



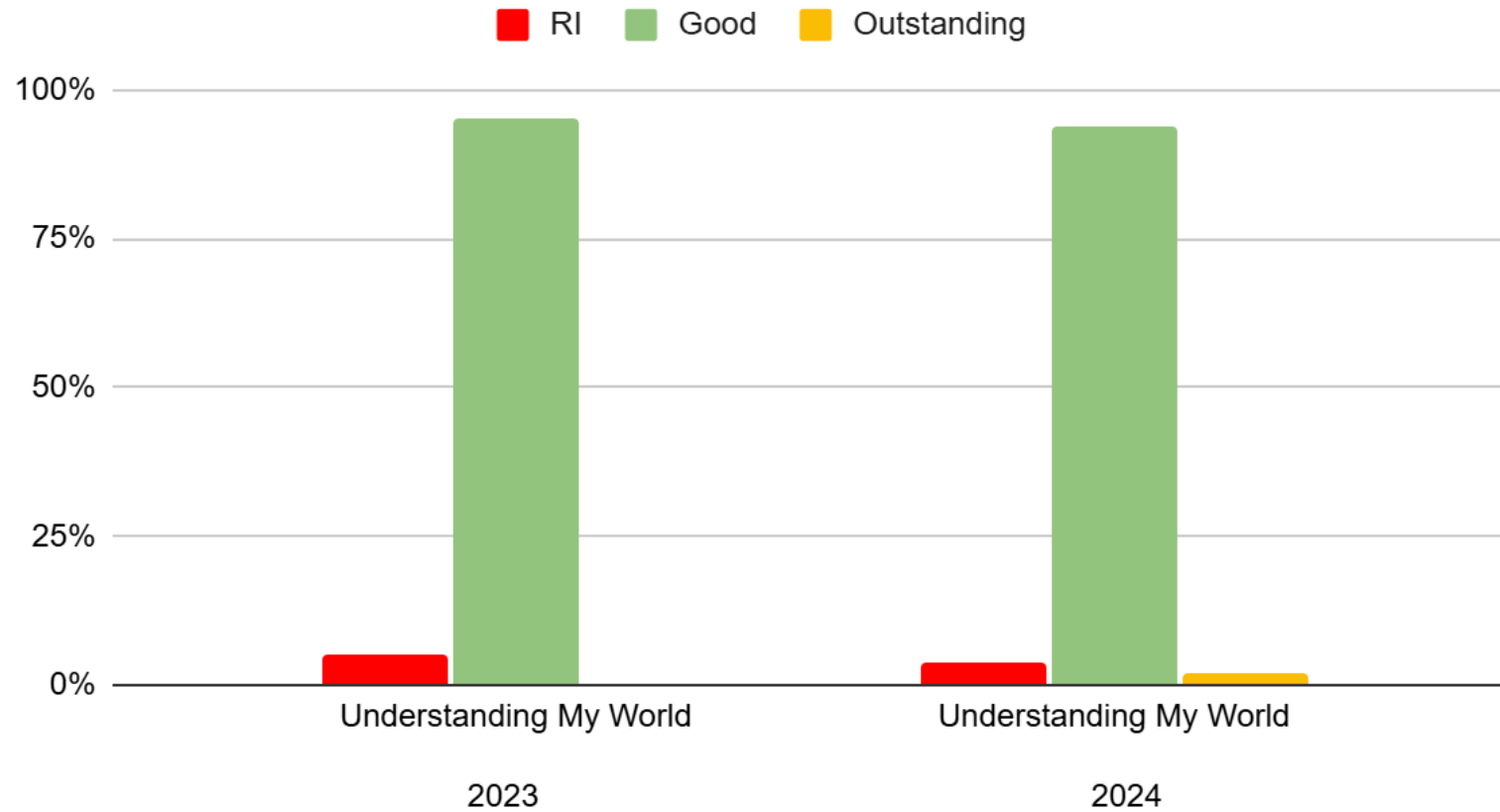
The majority of pupils across the school are making Good progress in My Social Emotional Wellbeing, however MSEW still remains the curriculum area with the highest number of pupils who Require Intervention. In the Autumn Term 2023 21% of pupils Required Intervention, in the Autumn Term 2024 this was reduced to 14% of pupils.

My Creativity Autumn Term 2023 & 2024



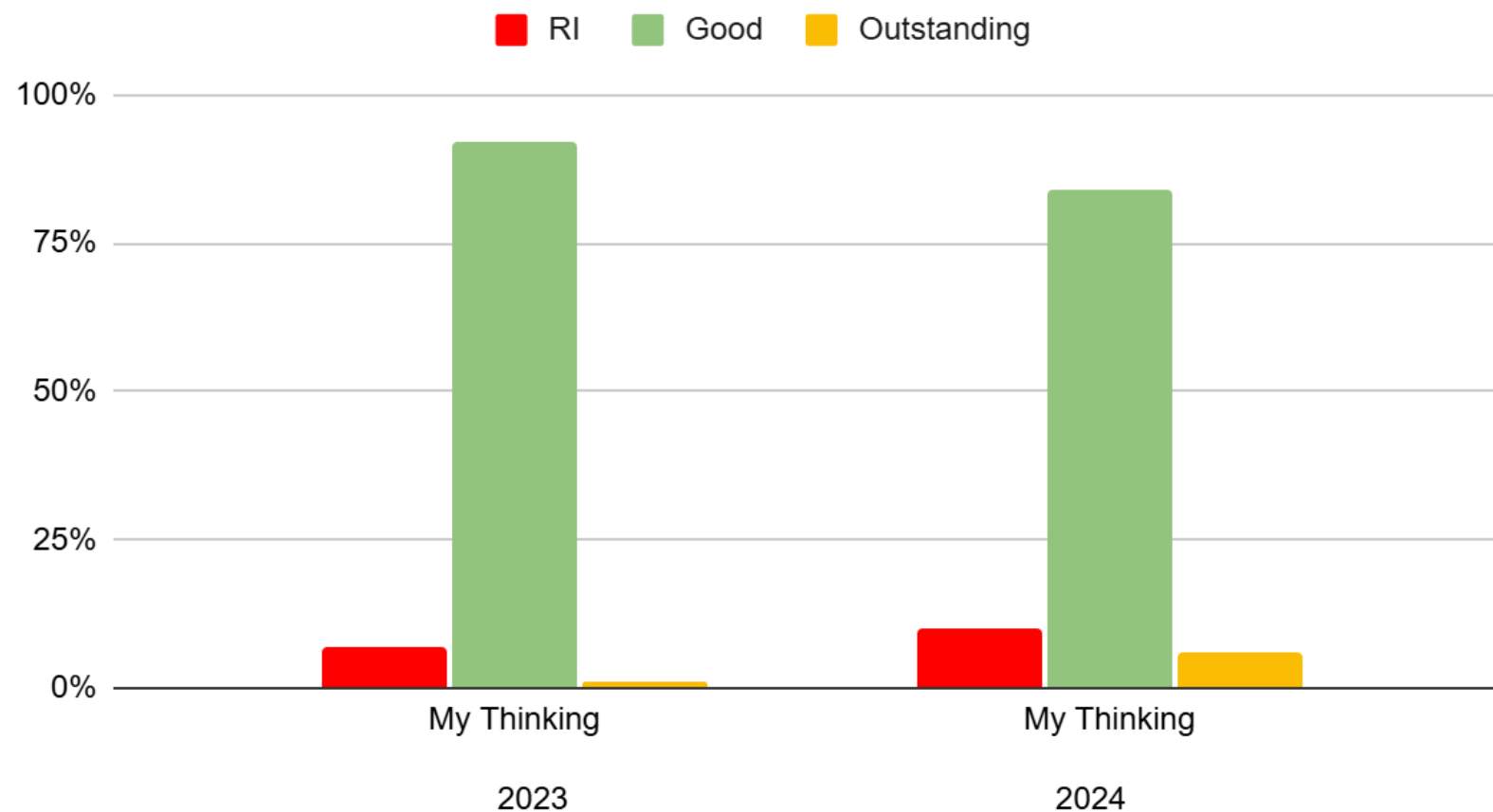
In My Creativity, the majority of pupils are making Good progress. 7% of pupils are making Outstanding progress this year compared to 1% last year. 7% of pupils Require Intervention this year compared to 6% last year.

Understanding My World Autumn Term 2023 & 2024



The majority of pupils are making Good progress in Understanding my World, 2% of pupils are now making Outstanding progress compared to 0% last year. 4% of pupils Require Intervention compared to 5% last year.

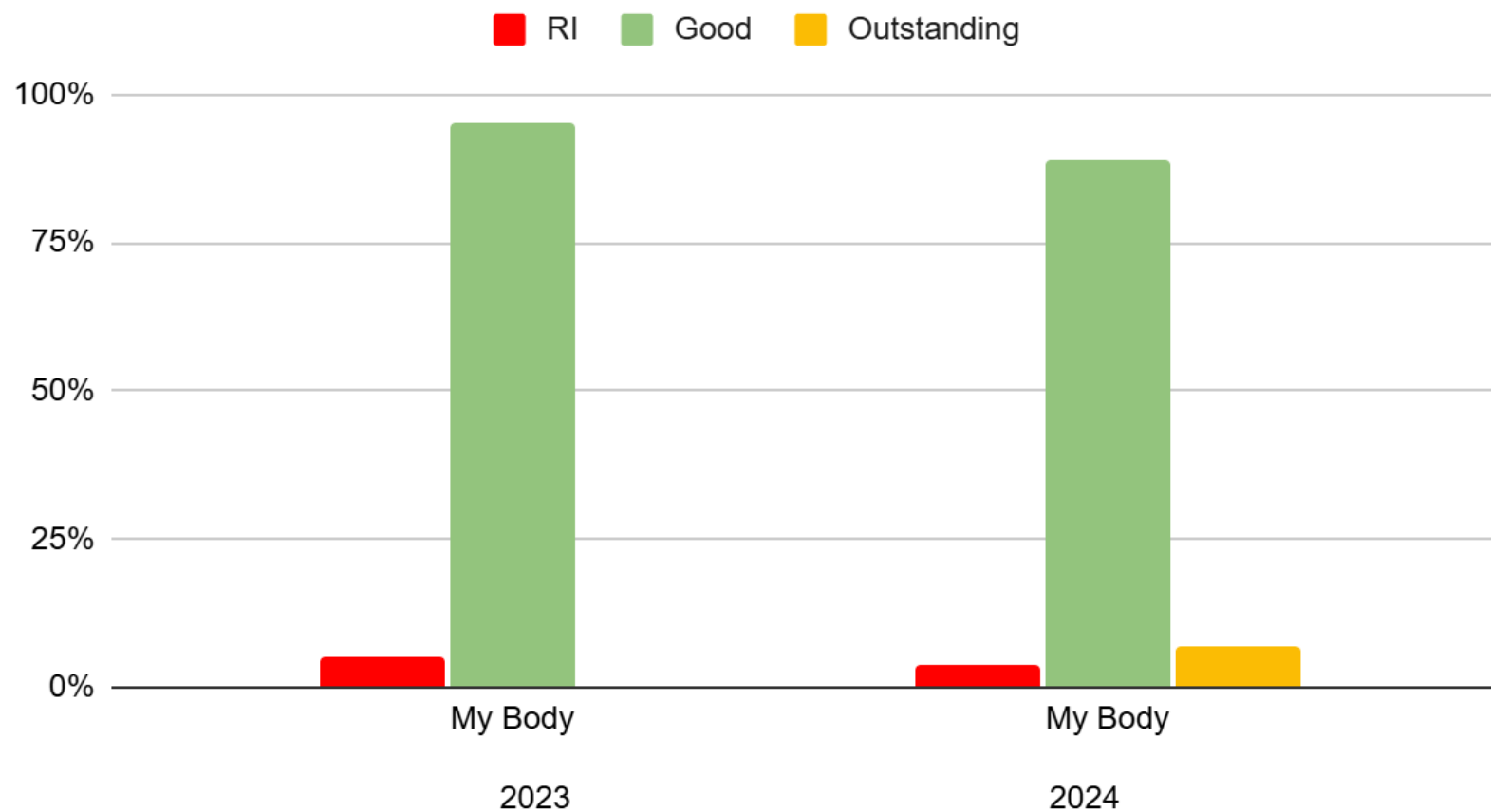
My Thinking Autumn Term 2023 & 2024



The majority of pupils are making Good progress in My Thinking. There has been a rise in the amount of pupils Requiring Intervention over the last year, in 2023 7% of pupils Required Intervention compared to 10% this year.

There has also been an increase in the amount of pupils making outstanding progress this year compared to last year , 1% in 2023 6% this year.

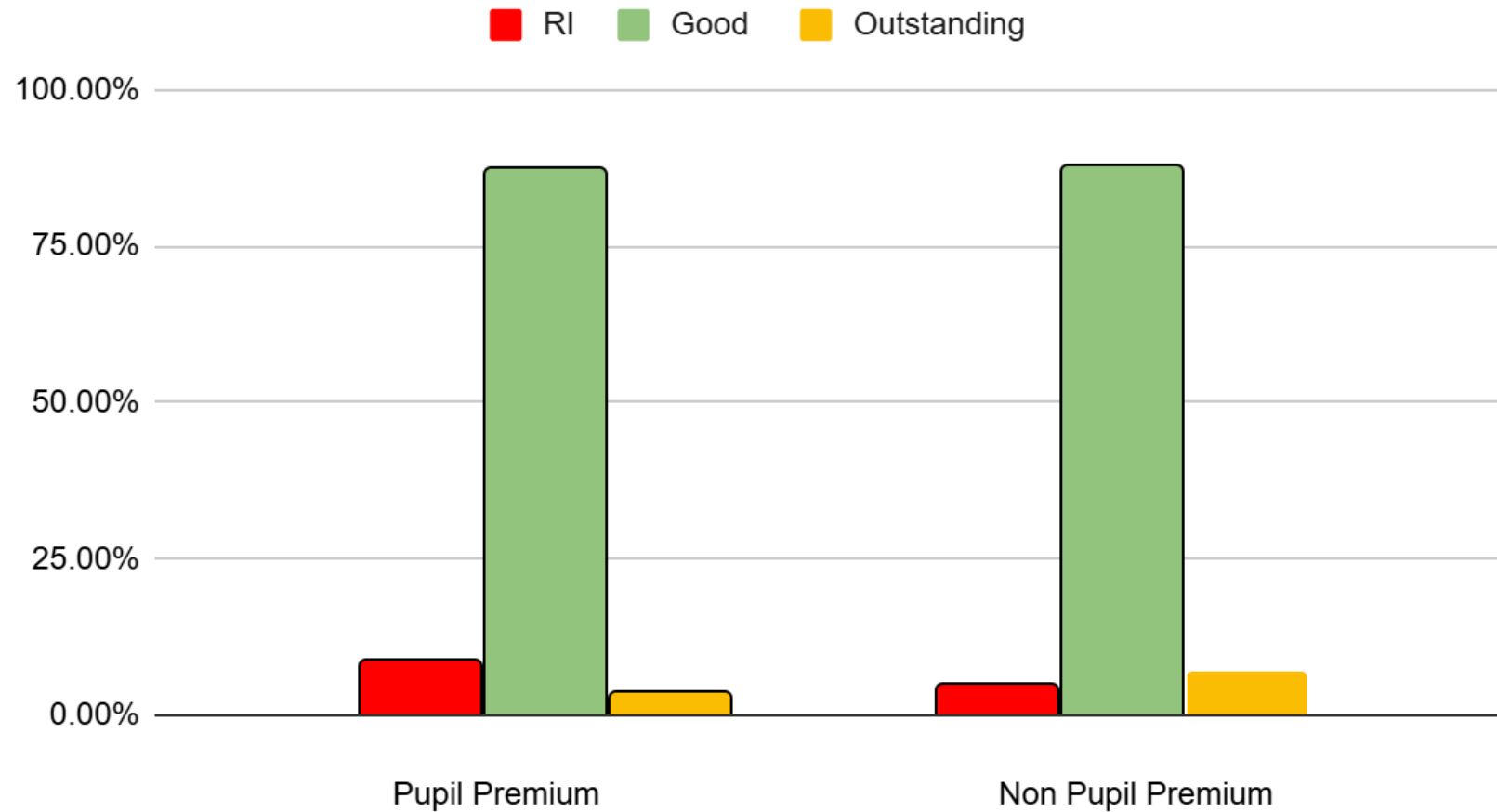
My Body Autumn Term 2023 & 2024



The majority of pupils are making Good progress in My Body. There has been an increase in the amount of pupils who are making Outstanding progress this year compared to last year 7% in 2024 compared to 0% last year.

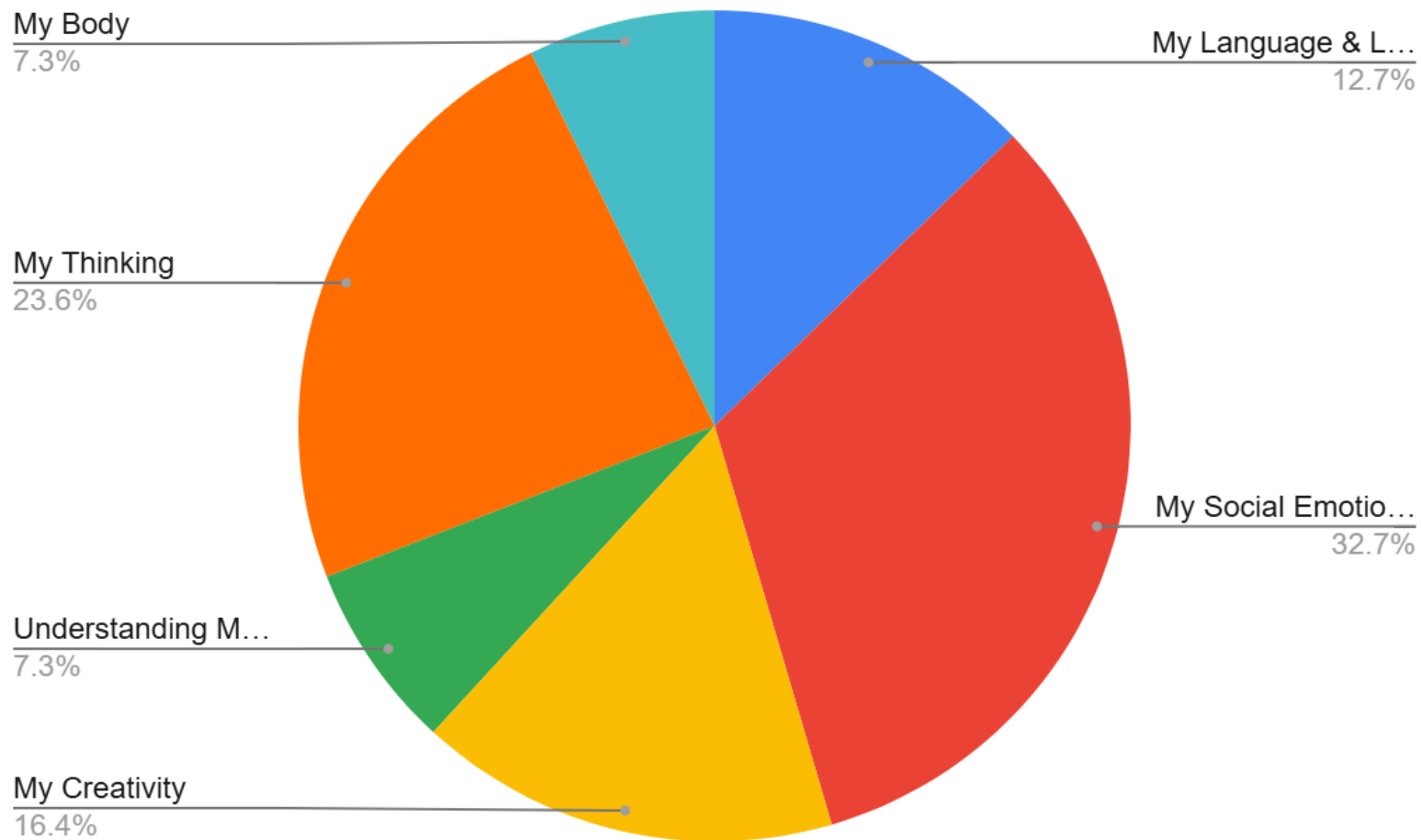
There has been a 1% drop in the number of pupils Requiring Intervention this year compared to last year 5% last year compared to 4% this year.

Pupil Premium - Non Pupil Premium Autumn Term 2024

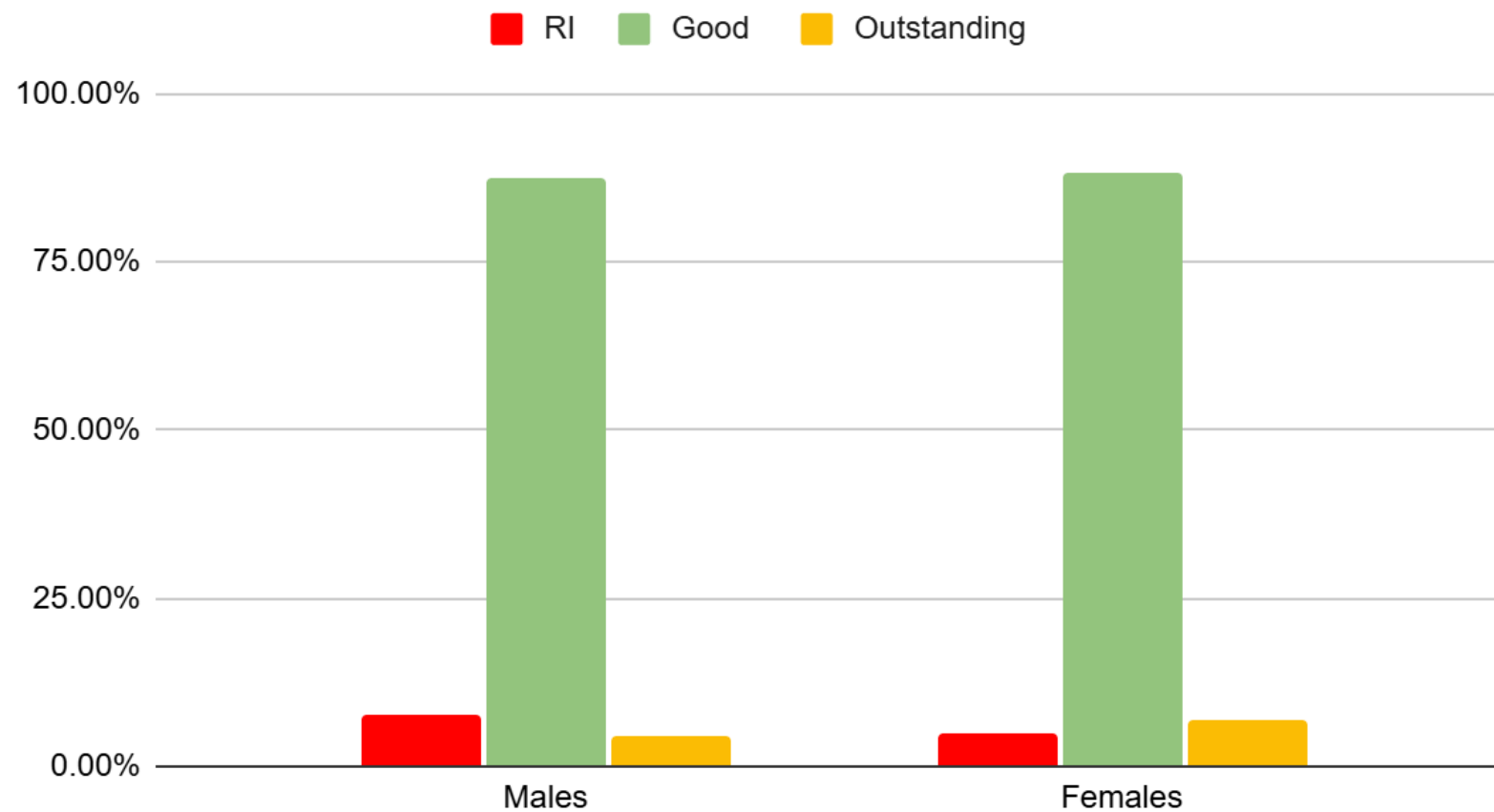


The majority of pupils receiving additional government funding are making Good progress. 3.9% more pupils in receipt of Pupil Premium funding Require Intervention compared to their peers. 7.1 % of pupils not in receipt of the PP funding are making Outstanding progress compared to 3.6% of pupils who are receiving the funding.

These are the curriculum areas pupils receiving the Pupil Premium funding 'Require Intervention' in.

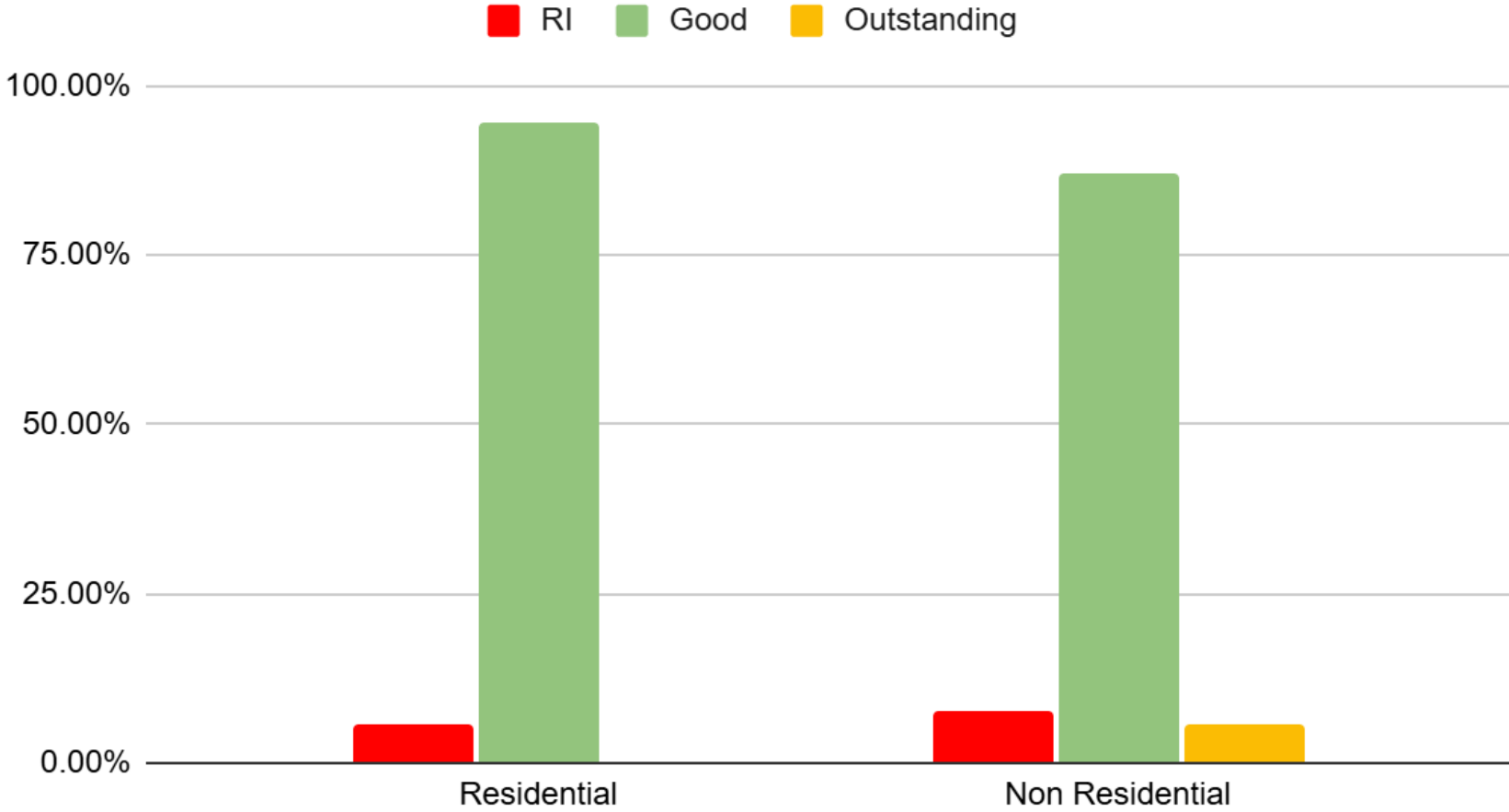


Male compared to Female progress Autumn Term 2024



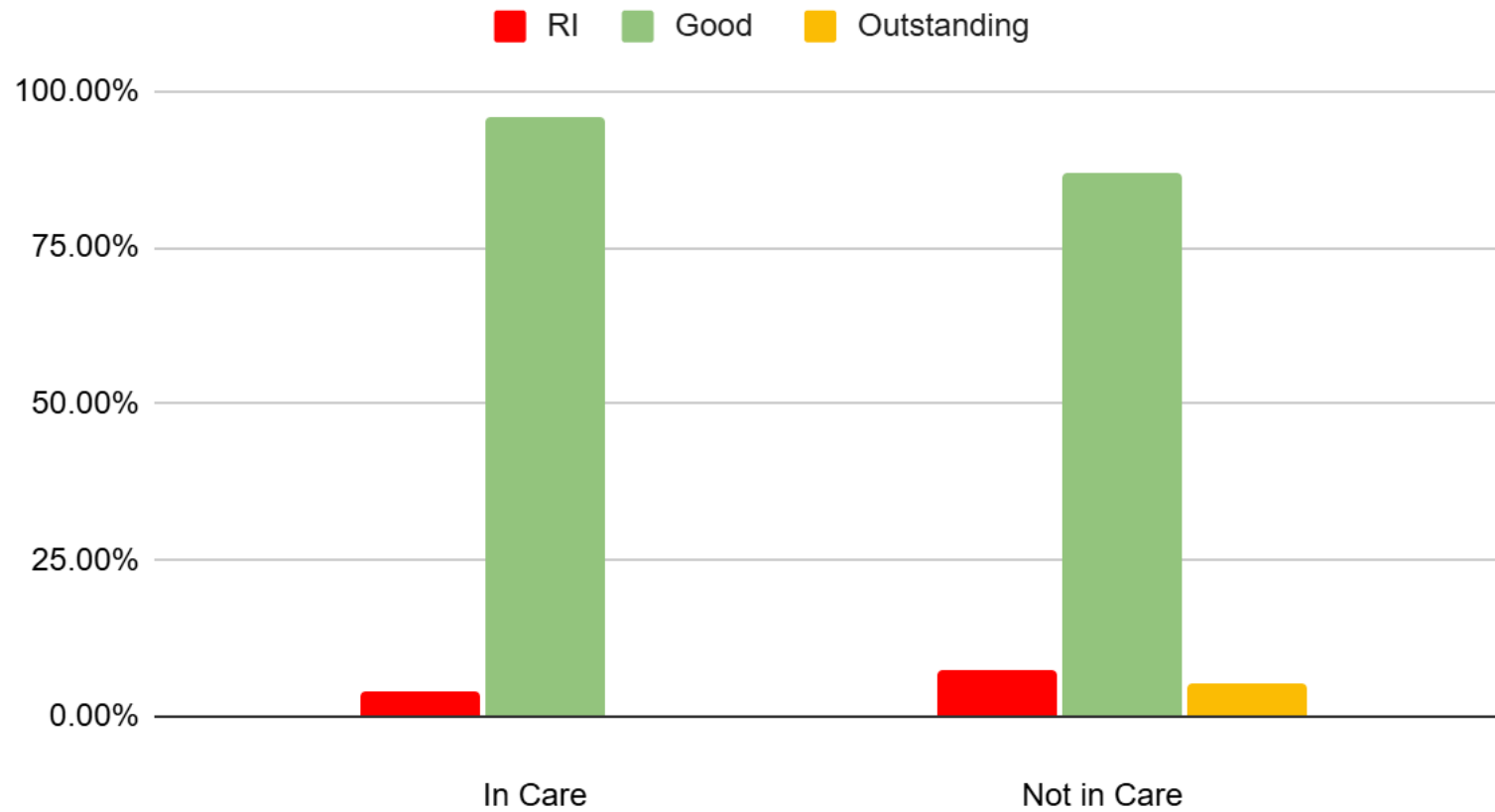
88.2% of female pupils are making Good progress compared to 87.5% of male pupils. 7.8% of male pupils Require Intervention compared to 4.9% of female pupils. 6.9% of female pupils are making Outstanding progress compared to 4.7% of male pupils.

Residential - Non Residential Progress Autumn Term 2024



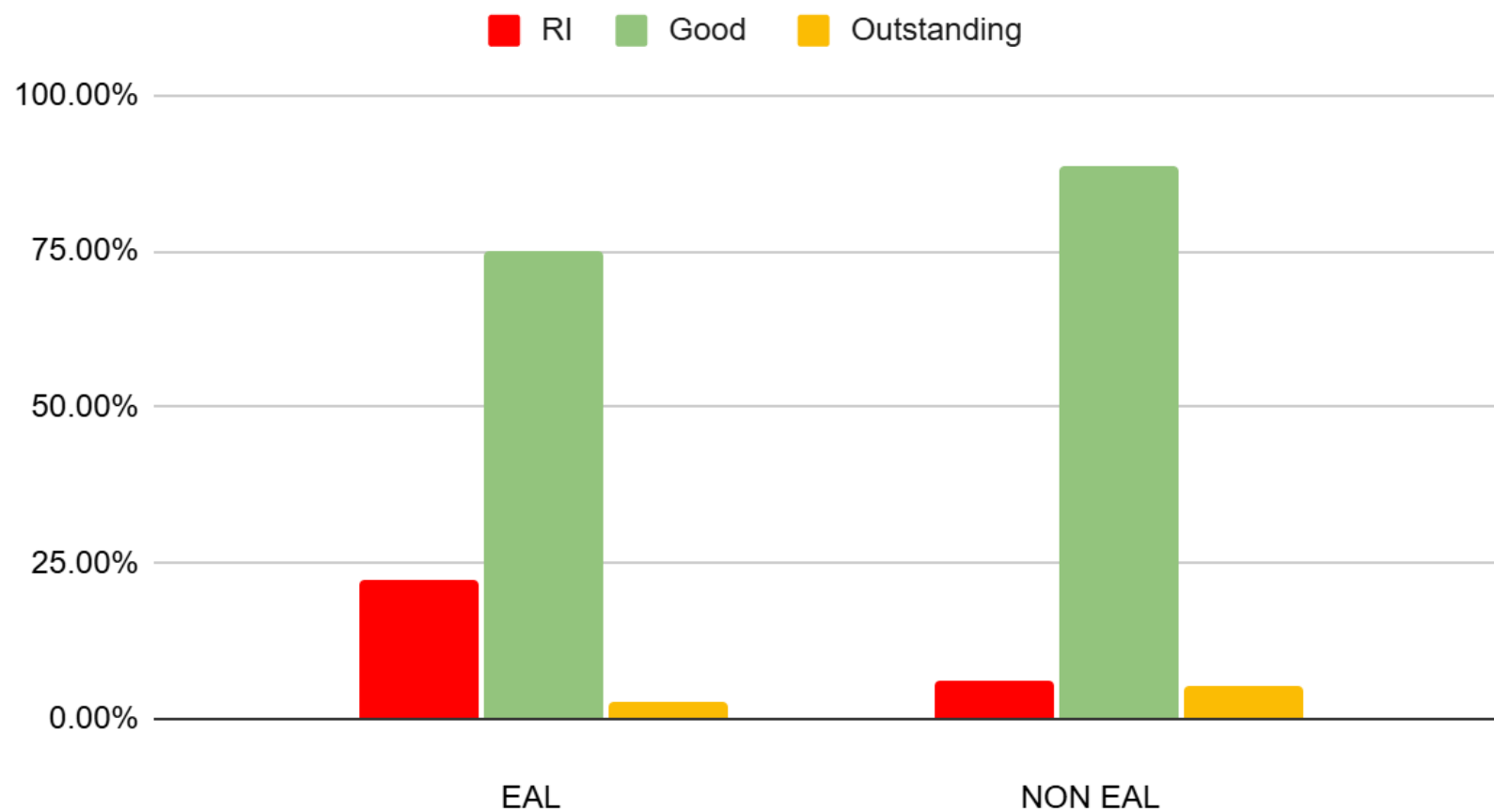
There are currently 13 Residential pupils.

Pupils In Care - Not in Care Autumn Term 2024



There are currently 12 pupils In Care. 95.8% of pupils in Care are making Good progress compared to 86.9% of their peers who are not in Care. 5.5% of pupils Not in Care are making Outstanding progress.

EAL - NON EAL Autumn Term 2024



There are currently 5 pupils registered as EAL on the school roll. 75% of EAL pupils are making Good progress across all curriculum areas compared to 88.5%% of their peers. 22.2% of EAL pupils Require Intervention compared to 6.3% of their peers. 2.8% of EAL pupils are making outstanding progress compared to 5.2% of their peers.

Next Steps for Quality of Education Spring Term 2025 onwards

Continue to work with a team of Therapists to support the pupil's progress in the area of My Social Emotional Wellbeing. ELSA, Educational Psychology, Occupational Therapy, Rebound Therapy, Drawing and Talking Therapy, Play Therapy, Block Therapy, Music Therapy. Cover for staff to deliver therapy sessions is being organised through the current recruitment process. ELSA support is being prioritised for 2 pupils not attending school.

To continue to target Pupil Premium Pupils to close the academic gap between them and their non disadvantaged peers. (My Social Emotional Wellbeing priority curriculum area)

To review the curriculum provision, starting with a meeting with curriculum leads

To continue to develop teachers and TA's subject knowledge through a robust curriculum training programme, delivered by SLT and Specialist Therapists.

Leadership team to continue to monitor Quality of Education through a robust monitoring calendar.

Residential to continue to embed curriculum into their evening routines

Evidence Me monitoring to be set up for Residential provision.

Residential staff regularly share feedback of pupils' progress with teachers. - Once a term to link with PLI reviews

To continue to work towards a Healthy school award, RRSA Silver.

Fully staffed and stable workforce

Share latest Observation findings (Term 2) with all teaching staff - embed Attention Autism approach across the school

Teaching staff - Appraisal targets set - classroom environments and lesson activities and content - teacher monitoring through drop ins, observations, support and regular feedback.