

Pupil Progress

We acknowledge that cohorts of learners in special schools are different year on year and we therefore place a strong emphasis on value added data, teacher assessment and our school assessment process which monitors individual and expected achievement. We also acknowledge that cohort size can have a significant impact on % figures when looking at progress.

- Teachers at Hill Top set challenging targets for pupils based upon their knowledge of the pupil and teacher assessment. Targets are set through CASPA in Maths, English (all ATs)
- Education Health and Care Plans – all pupils have annual targets set in English, Maths and PSD. These are shared with pupils and parents at Annual Review meetings.
- All staff continually research new opportunities for accreditation at Key Stage 4 and Post 16.

Overall Progress

Annual Progress : Using CASPA targets:2016 - 2017			
Annual Progress by Year Groups (pupils in year group)	Exceeded expected progress %	Expected progress %	Working towards target %
Overall 16-17			
Overall English(96 based on 94)	2	96	2 (2)
Overall Maths (96 based on 94)	1	94	5 (5)
Overall ICT (96 based on 94)	0	93	7 (7)
Overall PSD (96 based on 93)	2	88	10 (9)
Overall Science (96 based on 94)	2	94	4 (4)
Overall- ENG, MA,ICT,PSD	1	93	6 (6)

Annual Progress : Using CASPA targets:2015 - 2016			
Annual Progress by Year Groups (pupils in year group)	Exceeded expected progress %	Expected progress %	Working towards target %
Overall 15-16			
Overall English(89based on 81)	16	77	7 (6)
Overall Maths (89 based on 82)	9	65	27 (22)
Overall ICT (89 based on 81)	26	60	14 (11)
Overall PSD (89 based on 80)	34	56	10(8)
Overall- ENG, MA,ICT,PSD	18	60	22 (7)

Due to a change in data collection and target setting the decision was made to show data starting from the academic year 2015/16

Further actions have been identified to support our data analysis staff have regular meetings to discuss pupil progress, interventions and curriculum matters.

Annual Progress 2016-17: Using CASPA targets					
Annual Progress by Year Groups (number of pupils in year group excluding ASC)			Exceeded expected progress %	Expected progress %	Working towards target %
	No. Pupils		Inc. ASC	Inc. ASC	Inc. ASC
7	17 (3 ASC)	English		88	12 (2)
8	12 (4 ASC)	English	8	92	
9	17 (3 ASC, 2 OOR)	English		100	
10	22 (3 ASC)	English	5	95	
11	25 (3 ASC)	English		100	
ASC Base	18 (2 in 6 th form)	English		83	11 (2)
7	17 (3 ASC)	Maths		94	6 (1)
8	12 (4 ASC)	Maths		100	
9	17 (3 ASC, 2 OOR)	Maths		100	
10	22 (3 ASC)	Maths	5	86	9 (2)
11	25 (3 ASC)	Maths		92	8 (2)
ASC Base	18 (2 in 6 th form)	Maths		83	17 (3)
7	17 (3 ASC)	ICT		94	6 (1)
8	12 (4 ASC)	ICT		100	
9	17 (3 ASC, 2 OOR)	ICT		100	
10	22 (3 ASC)	ICT		82	18 (4)
11	25 (3 ASC)	ICT		92	8 (2)
ASC Base	18 (2 in 6 th form)	ICT		83	17 (3)
7	17 (3 ASC)	PSD		94	6(1)
8	12 (4 ASC)	PSD		100	
9	17 (3 ASC)	PSD		93	7 (1)
10	22 (3 ASC), 1OOR)	PSD	5	86	10 (2)
11	25 (3 ASC)	PSD	4	84	12 (3)
ASC Base	18 (2 in 6 th form)	PSD	6	61	33 (6)
7	17 (3 ASC)	Science		100	
8	12 (4 ASC)	Science		100	

9	17 (3 ASC, 2OOR)	Science		93	7 (1)
10	22 (3 ASC)	Science	5	91	5 (1)
11	25 (3 ASC)	Science	4	88	8 (2)
ASC base	18 (2 in 6 th form)	Science	6	83	11 (2)

We believe this years data shows a more accurate reflection of pupils progress due to the changes in target setting and data collection implemented in September 2016. Although there are fewer pupils in the exceeded target column there are also significantly fewer in the working towards target column. We have worked hard to ensure more challenging targets have been set therefore an increase in the number of students achieving their targets is evidence of better outcomes.

Pupils who are identified as 'working towards' their target at the end of the year are our starting point for intervention groups. Differentiation will be a whole school focus this year to ensure that all pupils are appropriately challenged. Pupil progress and individual needs are the focus for our half termly Achievement Team meetings and subject leader team discussions.

Pupil Premium

Performance of PPG pupils 2016-17	Non PPG	PPG
% of pupils making expected progress or better in English	97	98
% of pupils making expected progress or better in Maths	98	93
% of pupils making expected progress or better in ICT	95	89
% of pupils making expected progress or better in PSD	84	91
% of pupils making expected progress or better in Science	90	97
Performance of PPG pupils 2015-16	Non PPG	PPG
% of pupils making expected progress or better in English	92	96
% of pupils making expected progress or better in Maths	79	67
% of pupils making expected progress or better in ICT	88	85
% of pupils making expected progress or	90	90

better in PSD		
% of pupils making expected progress or better in Science	93	88

The gap between PPG and Non PPG has significantly closed this year with PPG pupils making expected progress or better in English, PSD and Science. The gap between PPG and Non PPG in Maths is closing compared to results from last year, however interventions will continue in Maths to ensure the gap is diminished.

Progress with different groups of pupils

FSM; Boys/girls; CLA; PPG

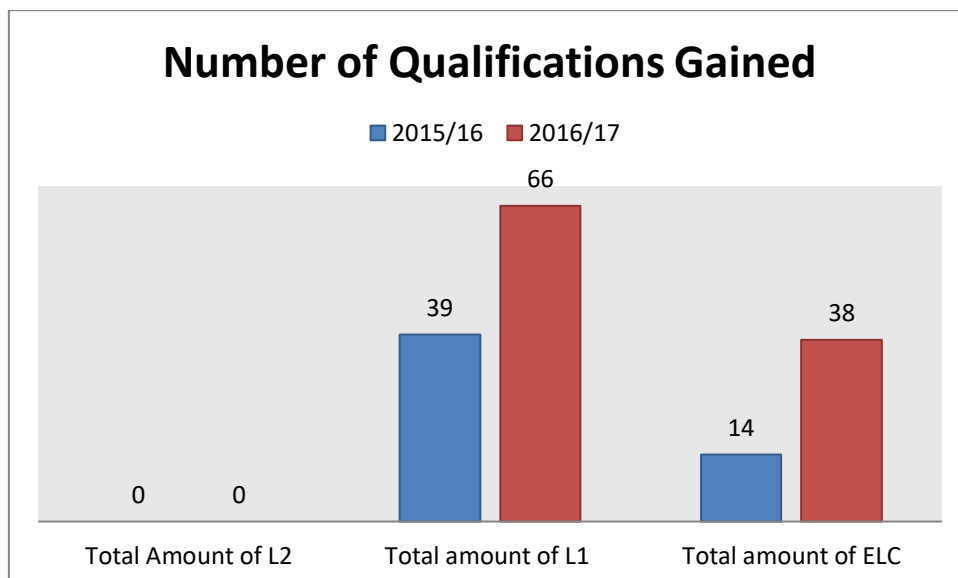
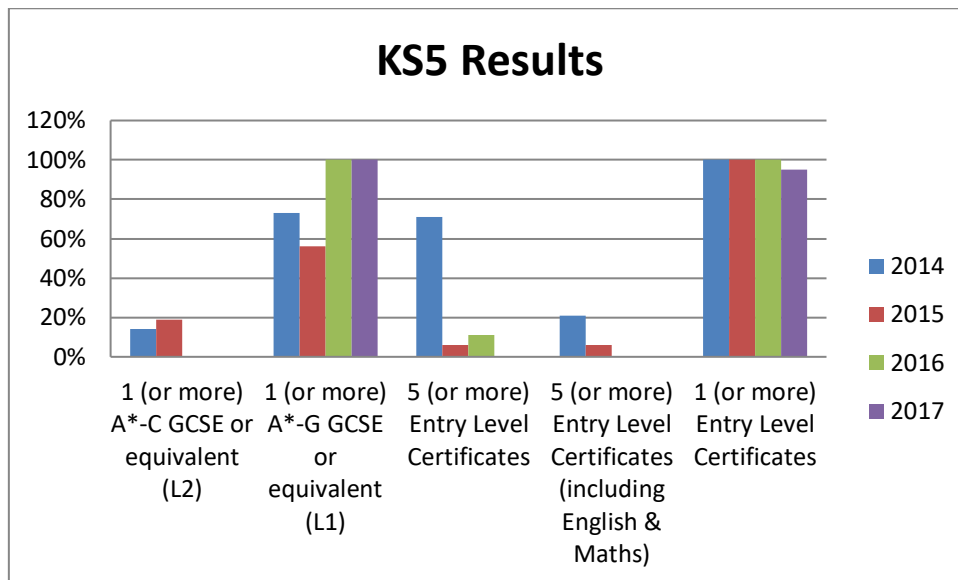
Overall Annual Progress 2016- 17: Using CASPA targets:						
	Exceeded expected progress %		Expected progress %		Working towards target %	
	EN	MA	EN	MA	EN	MA
Boys (69 based on 68)	1	0	97	97	1	3
Girls (27 based on 26)	4	4	92	85	4	12
FSM (32 based on 32)	0	0	100	91	0	9
Non-FSM (64 based on 62)	3	2	94	95	3	3
CLA (6 based on 6)	0	0	83	83	17	17
Non-CLA (90 based on 88)	2	1	97	94	1	5
Overall (96 based on 94)	2	1	96	94	2	5
PPG (56 based on 55)	0	0	98	93	2	7
NON PPG (40 based on 30)	5	3	92	95	3	3

Overall Annual Progress 2015- 16: Using CASPA targets:						
	Exceeded expected progress %		Expected progress %		Working towards target %	
	EN	MA	EN	MA	EN	MA
Boys (65 based on 60)	17	10	77	67	3	23
Girls (24 based on 21)	14	5	76	57	10	38
FSM (32 based on 29)	21	10	72	9	7	31
Non-FSM (57 based on 52)	13	8	79	68	8	25
CLA (8 based on 6)	0	67	100	0	0	33
Non-CLA (84 based on 75)	17	9	75	6	8	26
Overall (89 based on 82)	13	9	77	65	7	27
PPG (45 based on 42)	17	7	79	60	5	33
NON PPG (44 based on 39)	16	10	76	69	8	21

It is note worthy to state that during academic year 2015-16 there was a strong focus on English through intervention / focus groups.

6th Form

We have identified that for pupils in 6th form at Hill Top CASPA analysis is not appropriate as there is insufficient data sent back to CASPA at the level our pupils are working at for us to compare them. This year we are basing 6th form data on their exam results and we will be doing a body of work around linking pupil progress to the new Adult Outcomes.



	2016	2017
Pupils	18	19
Level 2	0	0
Level 1	39	66
Entry Level	14	38
Total	53	104
Average per pupil	3	5

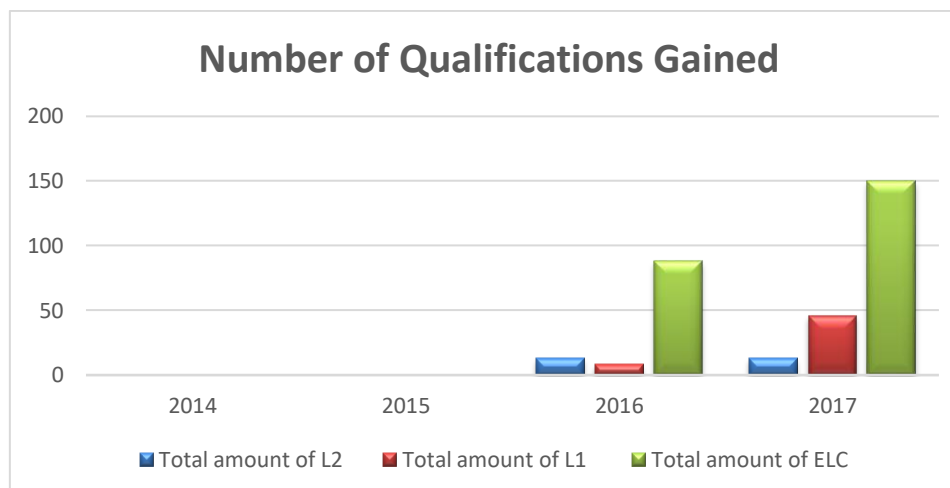
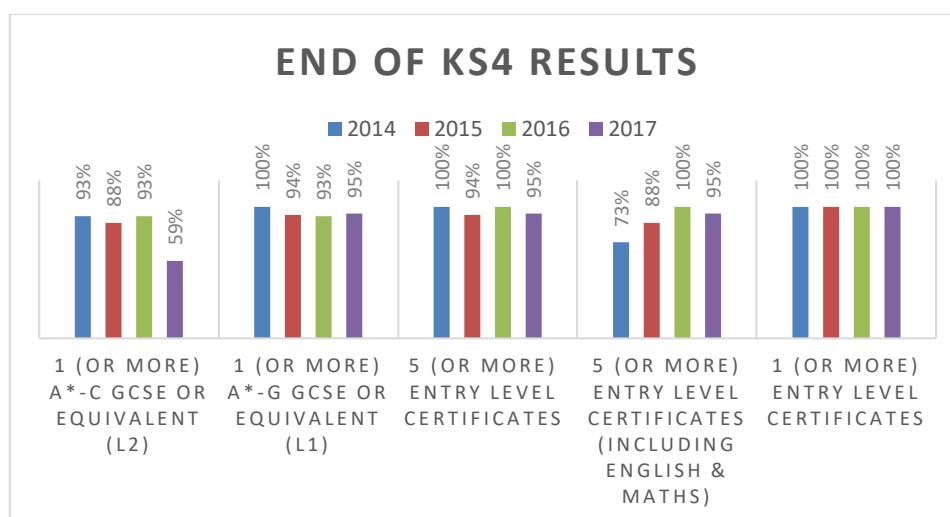
6th Form Progress <i>Courses 2016/17</i>	No Student s	% Pass	Courses	No Students	% Pass
ASDAN Short Courses	Cohort	18	AQA	3	0%
Science L1	6	83% (17% Gained credits toward the awards)	Functional Skills English L2		
Life skills E1	10	Results pending moderation	AQA Functional Skills English L1	3	100%
Adventure/ Residential L1	5	100%	AQA Functional Skills Maths L1	3	0
Enterprise L1	8	100%	PSHE Award (units L1)	5	100%
Sport L1	9	100%	PSHE Award (units E3)	10	100%
Hair & Beauty	12	100%			
Expressive Arts L1	8	100%			
Landbased studies L1	11	100%			
COPE	4	Results pending moderation			
Food Hygiene Certificate L2					
Basic First Aid					

In Key Stage 5 the number of qualifications gained has nearly doubled due to the amount of ASDAN qualifications being taught and the WJEC Entry Pathways credits were cashed in allowing pupils to gain a full qualification in these subjects. A small number of pupils were entered for Functional skills Maths and English at level 1 or 2 . Three pupils passed these qualifications. We will be investigating other options for pupils working at this level in order to ensure they can progress further; we will also be discussing how the changes in grade boundaries may affect future pupils in school.

School Leavers 2016-17 (Year groups 11, 12, 13)

As CASPA does not have sufficient data to compare the majority of our pupils working in KS5 (based upon their learning need) and also the vocational subjects in KS4 (our pupils are offered options), we use the results from the qualifications they have gained in order to monitor progress, alongside ongoing teacher assessment

Exam boards used this year include AQA, WJEC, ASDAN, OCR and Trinity (Arts Award). All pupils have different pathways which are appropriate to their end of KS3 data and personal interests.



	2016	2017
Pupils	14	22
Level 2	13	13
Level 1	8	46
Entry Level	88	150
Total	109	209
Average per pupil	7	10

The end of Key stage 4 results show an increase in the number of qualifications taken. This is due to our offer of a broad and varied curriculum where pupils can achieve a range of

qualifications at different levels to suit their individual needs. The number of pupils who have achieved Level 1 has increased significantly, particularly in ICT. A number of pupils have achieved at least 2 qualifications at Level 1. All pupils in Year 11 achieved a full ELC (Entry Level Certificate) or above in Maths and English.

School leavers; 11 pupils from Y13; 6 pupils from Y12; 9 pupils from Y11

Some destinations are:

10 pupils – Project Choice Stage 1

4 pupils – Vocational choices – Derwentside College

3 pupils – level 1 Vocational courses Gateshead College

1 Pupil – TA level 2 Apprenticeship, Hill Top School

1 Pupil – Interface, South Tyneside

1 Pupil – ESPA

1 Pupil – Nacro

1 Pupil – Mechanics, Newcastle College

It is very exciting that we have been able to provide an Apprenticeship to one of our pupils as a TA within Hill Top. A higher level of pupils have moved on to Project Choice at Gateshead College this year due to the limited choice of courses available at post 16 in general by external providers in the region.

Currently we have 18 pupils in our post 16 provision (3-Y13 & 15-Y12)

School Leavers 2015-16 (Year groups 11, 12, 13)

21 pupils stayed at Hill Top 10 went on to the following providers:

Interface, Gateshead College, Dilston /Gateshead partnership, Newcastle College, Project Choice.

1 pupil gained employment in a local factory making seatbelts for aeroplanes.

School Leavers 2014-15 (Year groups 11, 12, 13)

13 pupils stayed at Hill Top 14 pupils went on to the following providers : Project Choice, Gateshead College, South Tyneside ASD Provision, ESPA, Tyne Met.

TARGETS

Targets have been set for all pupils on an individual basis through CASPA. CASPA generated targets are bench marked across the country with schools for pupils with a similar ability to both Dryden and Hill Top this provides us with challenge and rigour. Across this year (17-18) There will be a strong focus on differentiation and ensuring that all pupils have

challenging targets we expect the impact of this will be a higher proportion of pupils exceeding expectation by summer 2018. Through our Achievement Team meetings pupils not making expected progress or above are identified, interventions discussed and implemented.

Progress for students this year at Hill Top is good over all. Due to the recent review of data collection and target setting systems we feel that progress for our students will become outstanding.