



Dryden School

Business and Enterprise College

Annual Progress over 3 years : Using CASPA targets:			
Annual Progress by Year Groups (pupils in year group)	Exceeded expected progress %	Expected progress %	Below expected progress %
Overall 12 -13			
Overall English	17	75	8
Overall Maths	15	75	10
Overall ICT	7	88	5
Overall PSD	16	82	2
Overall- ENG, MA,ICT,PSE	37.25	48.5	14.25
Overall 13 -14			
Overall English	9	89	2
Overall Maths	11	84	5
Overall ICT	7	88	5
Overall PSD	16	82	2
Overall- ENG, MA,ICT,PSE	10.75	85.75	3.5
Overall 14 -15			
Overall English	63	23	15
Overall Maths	19	56	19
Overall ICT	0	23	77
Overall PSD	60	13	27
Overall- ENG, MA,ICT,PSE	35.5	29	34

Annual Progress 2014-15: Using CASPA targets:				
Annual Progress by Year Groups (pupils in year group)		Exceeded expected progress %	Expected progress %	Below expected progress %
7 (10)	English	40	40	20
8 (6)	English	33	33	33
9 (3)	English	67	33	0
10 (9)	English	67	0	33
11 (8)	English	75	25	0
12 (5)	English	100	0	0
13 (5)	English	60	40	0
14 (2)	English	100	0	0
7 (10)	Maths	60	20	20
8 (6)	Maths	67	33	0
9 (3)	Maths	67	33	0
10 (9)	Maths	11	22	67
11 (8)	Maths	88	12	0
12 (5)	Maths	60	40	0
13 (5)	Maths	60	20	20
14 (2)	Maths	50	50	0
7 (10)	ICT	0	0	100
8 (6)	ICT	0	0	100
9 (3)	ICT	0	0	100
10 (9)	ICT	0	22	78
11 (8)	ICT	0	25	75
12 (5)	ICT	0	40	60
13 (5)	ICT	0	80	20
14 (2)	ICT	0	50	50
7 (10)	PSD	60	20	20
8 (6)	PSD	33	0	67
9 (3)	PSD	33	0	67
10 (9)	PSD	78	0	22
11 (8)	PSD	38	25	38
12 (5)	PSD	20	40	40
13 (5)	PSD	100	0	0
14 (2)	PSD	100	0	0

2013 - 2014

- Overall 79% of pupils have achieved or exceeded their targets (English, Maths, PSD) with good (20%) and outstanding (59%) progress over the last year. 100% pupils made progress towards their targets.
- In English overall 86% of pupils achieved or exceeded their targets.
- In Maths overall 81 % of pupils achieved or exceeded their targets.
- In PSD overall 73% of pupils achieved or exceeded their targets.

- In ICT overall 24% of pupils achieved or exceeded their targets, 76% made progress towards their target.
- Over this academic year 1 year 9 pupil transferred to another school due to extreme and complex needs. Two of the year 9 pupils have ASD and the fourth Y9 pupil has significant Speech and Language difficulties making progress in PSD difficult to assess and an area to be targeted over the coming year.
- 1 Year 8 pupil with significant emotional difficulties has found it difficult to focus at different points in the year. Due to a range of circumstances this pupil is now CLA
- Through targeting individual groups of pupils we expect to see an increase in % of pupils making good and outstanding progress.
- ICT is an area identified as needing to be developed. The ICT Co-ordinator is in the process of further breaking down PIVATS levels for staff to enable them to see subtle differences between the ICT aspects which may also have a more positive and varied impact on raw PIVATS data and CASPA results.

Performance of PPG pupils 2014-15	Non PPG	PPG
% of pupils making expected progress or better in English	83	79
% of pupils who made progress in English	100	100
% of pupils making expected progress or better in Maths	72	80
% of pupils who made progress in Maths	100	100
% of pupils making expected progress or better in ICT	24	24
% of pupils who made progress in ICT	80	80
% of pupils making expected progress or better in PSD	72	76
% of pupils who made progress in PSD	100	96
Performance of PPG pupils 2013-14	Non PPG	PPG
% of pupils making expected progress or better in English	100	96
% of pupils making expected progress or better in Maths	96	96

% of pupils making expected progress or better in ICT	95	95
% of pupils making expected progress or better in PSD	100	96

Pupil Premium 2014-15

We have used some PPG funding to support small group or 1:1 interventions. We strongly feel that this has a positive impact for PPG pupils. This year the funding has been used to allow music therapy sessions to take place one day per week, provide support for rebound therapy focussing on communication, access to After School Clubs through providing transport home, as well as intensive physical support on daily basis for 1 pupil. We continue to track individual pupils who qualify for pupil premium and identify interventions. Case studies ensure focussed analysis, monitoring of progress and specific interventions. Summary reports of use of PPG are presented to governors annually and reported on the school website.

Progress with different groups of pupils

FSM; Boys/girls; CLA; More Able (MA) pupils; Medical

Overall Annual Progress 2014 – 15: Using CASPA targets:						
	Exceeded expected progress %		Expected progress %		Below expected progress %	
	EN	MA	EN	MA	EN	MA
Boys	57	61	21	18	21	21
Girls	67	48	24	33	10	19
FSM	52	60	28	20	20	20
Non-FSM	71	50	17	29	13	21
CLA	100	50	0	50	0	0
Non-CLA	60	55	23	23	17	21
More Able pupils	61	65	22	17	17	17
Overall	61	55	22	24	16	20
Medical needs	40	50	50	20	10	30
Non Medical Needs	67	55	15	26	18	18
PPG	52	60	20	20	20	20
NON PPG	17	50	17	29	13	21

Analysing progress of pupils according to different groups show us:

- Small numbers of pupils in these groups can make us very cautious of overall analysis and we do focus on progress of individual pupils.
- Although there is no significant difference between progress of boys and girls, there is a slight variation with number of boys exceeding expected progress in English and Maths.
- There is a higher % of boys not meeting English and Maths targets. We are providing intervention support.
- There is a higher % of pupils who receive FSM that are exceeding expected progress in both English and Maths than pupils who do not.

- Pupils (2) who are Looked After (CLA) make better progress than others- although none make outstanding progress and this group of pupils will have additional support to increase outstanding progress.
Pupils who we deem to be more able (MA – around or above 75th percentile) are, in the majority, making good progress, with a small percentage making outstanding progress particularly in Maths.

Reading

There is a focus on literacy and reading in all lessons. A learning walk with our Link Inspector showed that reading was promoted across all subjects. All staff have completed training in teaching of phonics to support reading development across the school. Reading can be seen in all literacy/English lessons, as well as reading being encouraged and planned for in all subject areas.

Key Stage 3 & 4

It is worth noting that when measuring progress by levels or in quartiles, account is only taken of progress in **whole levels** and not by any sublevels, therefore pupils who achieve 2.8 levels would only be credited with making 2 levels of progress.

Key Stage 3 Progress

<i>Progress in levels</i>		<i>2012 (Cohort 4)</i>		<i>2013 (Cohort 4)</i>		<i>2014 (Cohort 8)</i>	
		Incl 2 PMLD		Incl 2 PMLD		Incl 3 PMLD	
Key Stage 2-3		%		%		%	
ENGLISH	3 levels						
	2 levels			25%		11%	
	1 level	100%		75%		78%	
	Less than level					11%	
MATHS	3 levels						
	2 levels	25%				11%	
	1 level	25%		75%		56%	
	Less than level	50%				33%	
<i>Progress in quartiles</i>		<i>Upper</i>		<i>Median</i>		<i>Lower</i>	
Key Stage 2-3		En	Ma	En	Ma	En	Ma
June 2012 – 5 pupils		20%	20%	80%	40%	0%	40%
June 2013 – 8 pupils		50%	13%	50%	63%	0%	13%
June 2014 - 9 pupils		56%	22%	22%	56%	22%	22%
June 2015 – 3 pupils		33%	0	33%	66%	33%	33%

End of Key Stage 3 Progress June 2014

- Outstanding progress in English over 1 key stage with 66% in median and upper quartiles
- The pupils in the Lower Quartiles for Maths and English – we will consider additional support to increase pupils making good/outstanding progress.

Key Stage 4 Progress

- All staff continually keep up to date regarding new opportunities for appropriate accreditation at Key Stage 4 and Post 16.

Qualification Results				
	No of Pupils	%	No of Pupils	%
ASDAN Transition Challenge Modules	13	100%	2	100%
FULL AWARD		5/5	2/2	

Progress in levels		2013	2014	2015			
Using progression guidance:		(Cohort 3)	(Cohort 5)	(Cohort 8)			
		Incl 1 PMLD	Incl 2 PMLD	Incl 2 PMLD			
Key Stage 2-4		%	%				
ENGLISH	3 levels						
	2 levels	50%	80%	62.5%			
	1 level		20%	37.5%			
	Less than level	50%					
MATHS	3 levels						
	2 levels	25%	40%	62.5%			
	1 level	50%	60%	37.5%			
	Less than level	25%					
Progress in quartiles		Lower		Median		Upper	
Key Stage 3- 4		Ma	En	Ma	En	Ma	En
June 2012 – 2 pupils		50%	0%	0%	50%	0%	0%
June 2013 – 4 pupils		40%	0%	0%	40%	0%	0%
June 2014 - 5 pupils		40%	20%	0%	40%	20%	0%
June 2015 – 8 pupils		0%	37%	50%	26%	50%	37%

End of Key Stage 4 Progress

- Outstanding progress over 2 key stages in Maths and English with 50% and 37% respectively in the Upper Quartile.
- Good progress over 2 key stages in Maths and English with 76% in the Median Quartile.
- We need to further analyse and improve higher % in English achieving outstanding progress and plan additional support and or intervention for pupils in Median Quartile as they move to P16 provision.