

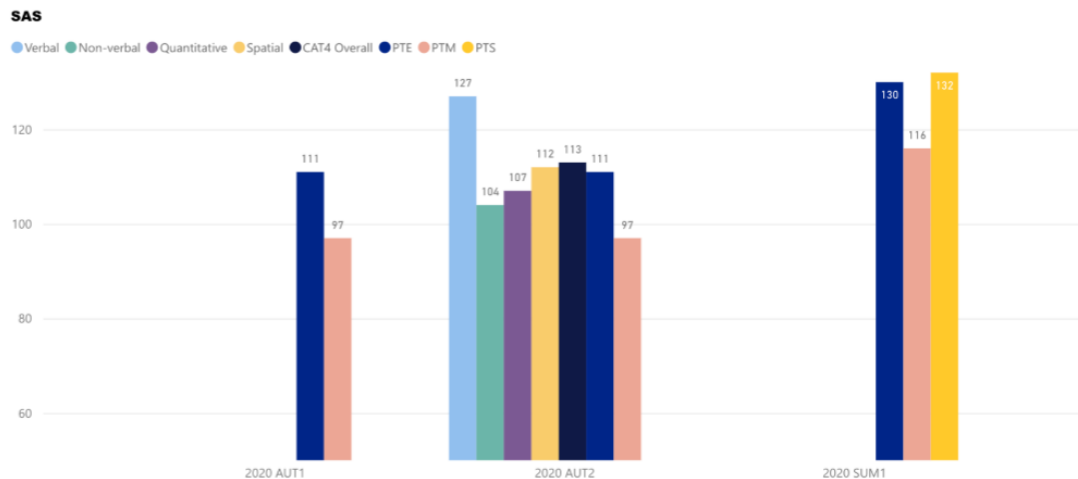


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4a – Pupil Progress Case Studies

Pupil A:

Pupil A joined us in Year 3 from a nearby prep school. He was having some challenges focussing in the classroom and became frustrated and distracted during independent tasks. Reviewing his CAT4 scores, we could identify an unusual profile which led to further assessment by our SENCo. Adjustments were made in the classroom to ensure they could fully access the curriculum and express himself, including use of a laptop. This pupil now engages well in lessons and finds managing distractions easier. His general attainment has significantly improved and he is now routinely attaining in line or above his CAT4 profile:



Pupils B:

Pupils B (both girls) joined us in Year 7 and Year 6 from a local school and were working at or slightly below their expected level for their CAT4 scores. This indicated they would be best placed in the lower third of our cohort. They both made significant progress in Maths across the course of a year with us, exceeding their quantitative CAT4 score.

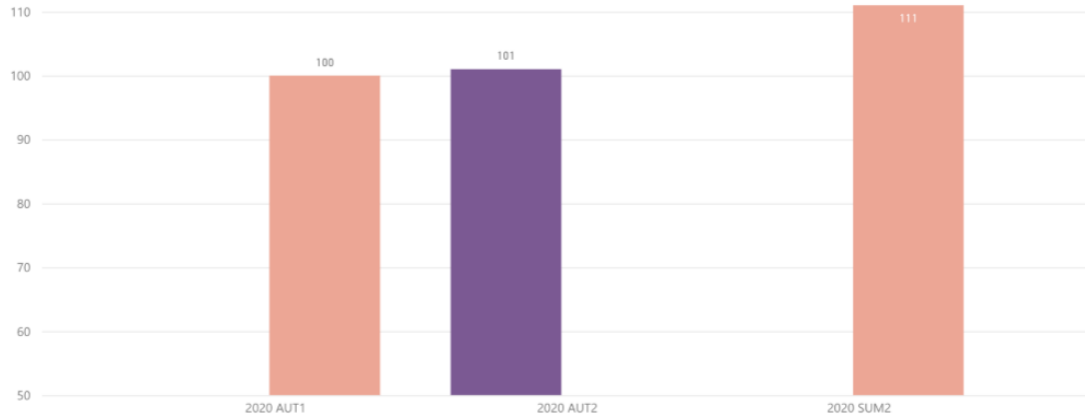




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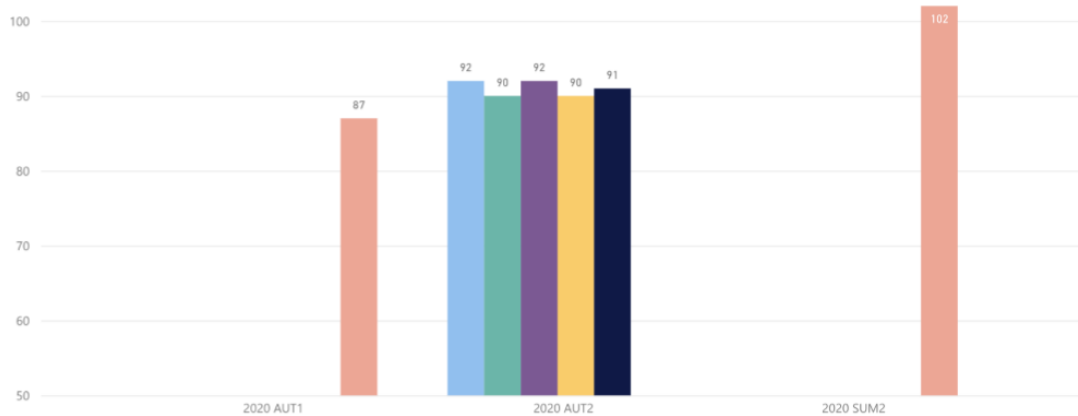
SAS

Quantitative PTM



SAS

Verbal Non-verbal Quantitative Spatial CAT4 Overall PTM



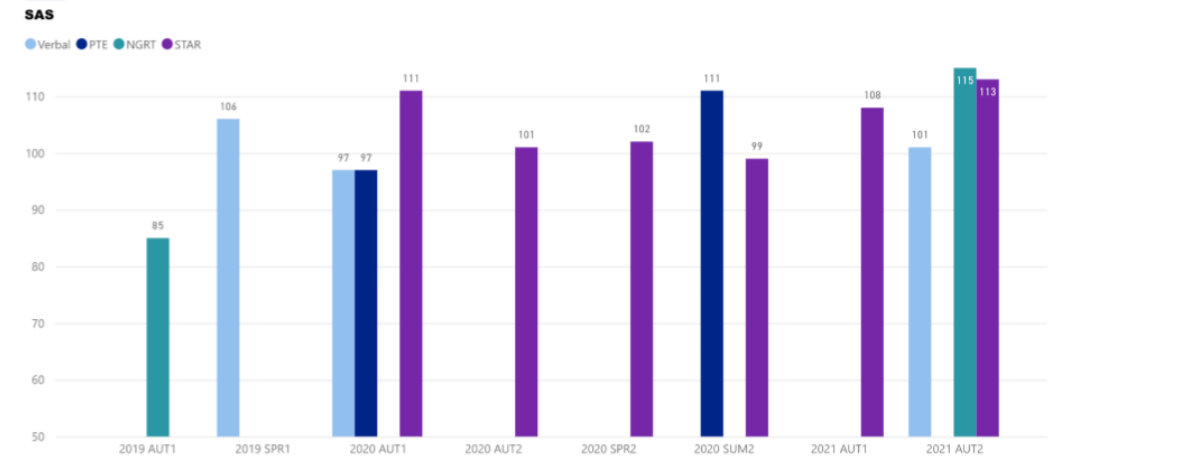
Pupil C:

Pupil C joined us from a local primary school in Year 5. He has made strong progress in English, particularly with his reading and core skills. He has benefited from regular high quality classroom teaching, careful monitoring and tracking by staff, and booster intervention where required. His reading SAS has increased from 85 to 115 (with a slight plateau around Covid), and PTE from 97 to 111 which compares to his average CAT Verbal score of 101.





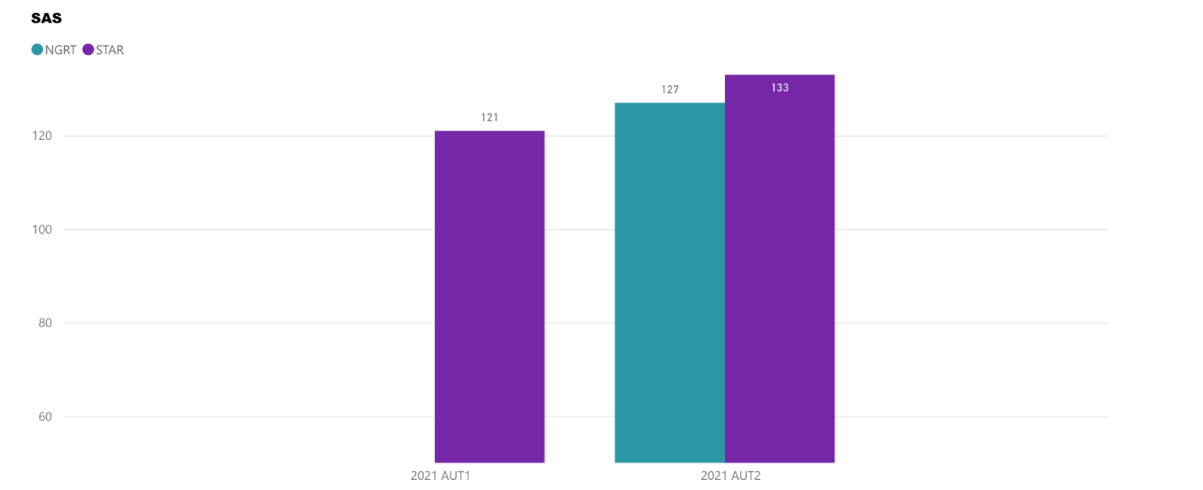
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Pupils D:

Joined us having been to a number of different schools previously. Regular benchmarking of reading shows the steady increase over a short space of time since joining us. Example 2 has a more recent score of 126, and Example 3 of 119 (not yet showing on our tracking tool) which has closed the gap seen between their reading level and verbal CAT4:

Example 1:



Example 2:

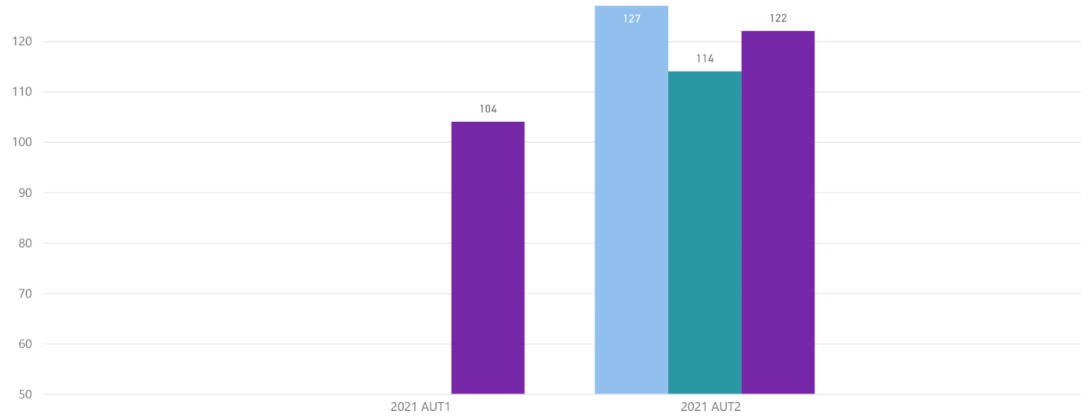




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SAS

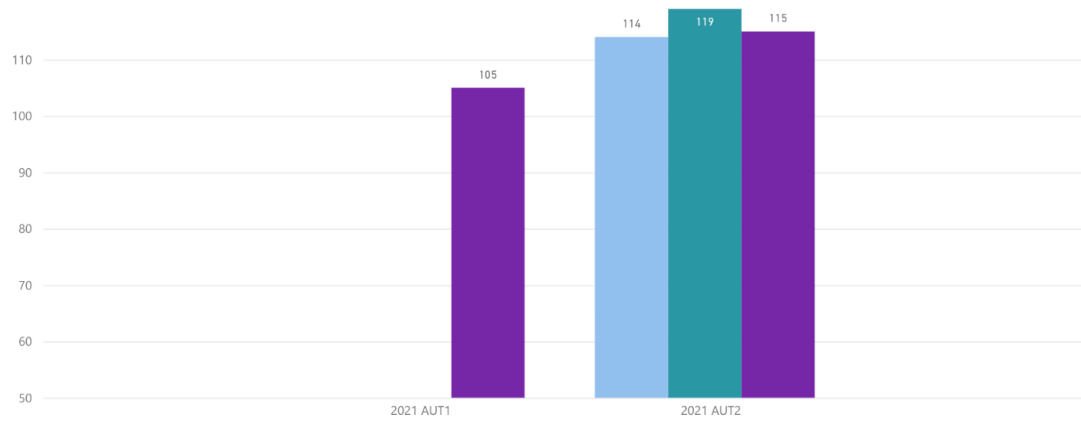
● Verbal ● NGRT ● STAR



Example 3:

SAS

● Verbal ● NGRT ● STAR





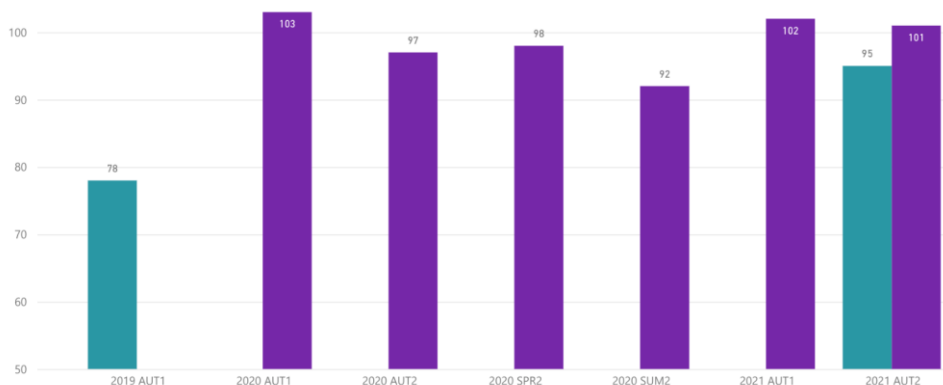
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Pupil E:

Pupil E has identified specific learning difficulties in Literacy. They benefit from targetted intervention in 1:1 Learning Support lessons with a specialist twice per week. With this additional support, they have made huge progress with their Literacy skills which has translated into the classroom and made it much easier for them to access the curriculum across subject areas. With the increase in these core skills, their confidence and ability to infer more generally has improved which has positively impacted subjects such as Maths.

Y7	May 2021	CA: 12:02	Internal HW/Typing Assessment	Handwriting	Notes: See Notes	
Y7	Apr 2021	CA: 12:02	York Secondary	Reading Rate	Standard Score: 107	
Y7	Apr 2021	CA: 12:02	York Secondary	Reading Rate	Age Equivalent: 14:08	+30 m
Y7	Apr 2021	CA: 12:02	York Secondary	Reading Comprehension	Standard Score: 103	
Y7	Apr 2021	CA: 12:02	York Secondary	Reading Comprehension	Age Equivalent: 12:00	-2 m
Y7	Apr 2021	CA: 12:02	York Secondary	Single Word Reading	Standard Score: 115	
Y7	Apr 2021	CA: 12:02	York Secondary	Single Word Reading	Age Equivalent: 15:06	+40 m
Y7	Sept 2020	CA: 11:07	York Secondary	Reading Rate	Standard Score: 110	
Y7	Sept 2020	CA: 11:07	York Secondary	Reading Rate	Age Equivalent: 14:08	+37 m
Y7	Sept 2020	CA: 11:07	York Secondary	Reading Comprehension	Standard Score: 105	
Y7	Sept 2020	CA: 11:07	York Secondary	Reading Comprehension	Age Equivalent: 12:10	+15 m
Y7	Sept 2020	CA: 11:07	York Secondary	Reading Fluency	Standard Score: 107	
Y7	Sept 2020	CA: 11:06	DASH	Handwriting	Standard Score: 90	
Y6	Sept 2019	CA: 10:07	SSRT	SSRT	Age Equivalent: 10:02	-5 m
Y6	Sept 2019	CA: 10:07	York Primary	Reading Accuracy	Standard Score: 112	
Y6	Sept 2019	CA: 10:07	York Primary	Reading Accuracy	Age Equivalent: 12:00	+17 m
Y6	Sept 2019	CA: 10:07	York Primary	Reading Rate	Standard Score: 114	
Y6	Sept 2019	CA: 10:07	York Primary	Reading Rate	Age Equivalent: 12:00	+17 m
Y6	Sept 2019	CA: 10:07	York Primary	Reading Comprehension	Age Equivalent: 12:00	Score: 90
Y5	May 2019	CA: 10:03	Internal HW/Typing Assessment	Handwriting	Y5 - CA 9Y 7M	
Y5	May 2019	CA: 10:03	York Primary	Reading Accuracy	Accuracy AE 12y+	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Accuracy	Reading Rate AE 12y+	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Rate	Y5 - CA 10Y 3M	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Rate	Accuracy - 12y+	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Rate	Reading Rate 12y+	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Comprehension	Y6 - CA 10Y 7M	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Comprehension	Accuracy - 12y+	Score: 110
Y5	May 2019	CA: 10:03	York Primary	Reading Comprehension	Reading Rate 12y+	Score: 110
Y5	Sept 2018	CA: 9:07	Internal HW/Typing Assessment	Handwriting		
Y5	Sept 2018	CA: 9:07	York Primary	Reading Accuracy	Standard Score: 110	
Y5	Sept 2018	CA: 9:07	York Primary	Reading Accuracy	Age Equivalent: 12:00	+29 m
Y5	Sept 2018	CA: 9:07	York Primary	Reading Rate	Standard Score: 114	
Y5	Sept 2018	CA: 9:07	York Primary	Reading Rate	Age Equivalent: 12:00	+29 m
Y5	Sept 2018	CA: 9:07	York Primary	Reading Comprehension	Standard Score: 100	
Y5	Sept 2018	CA: 9:07	York Primary	Reading Comprehension	Age Equivalent: 9:07	0 m
Y4	Sept 2017	CA: 8:07	York Primary	Reading Accuracy	Standard Score: 115	
Y4	Sept 2017	CA: 8:07	York Primary	Reading Accuracy	Age Equivalent: 11:03	+32 m
Y4	Sept 2017	CA: 8:07	York Primary	Reading Rate	Standard Score: 115	

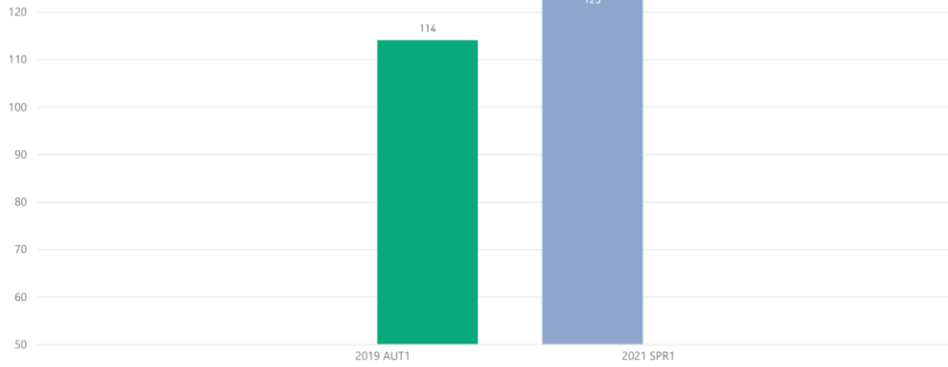
● NGRT ● STAR



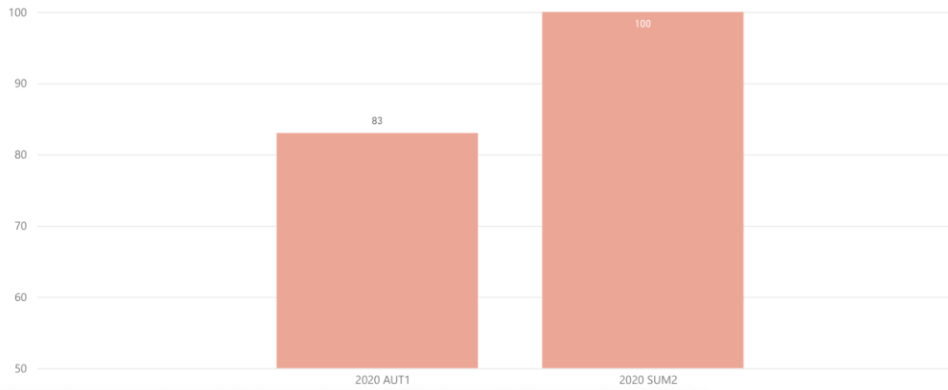


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● NGST ● SWST



● PTM



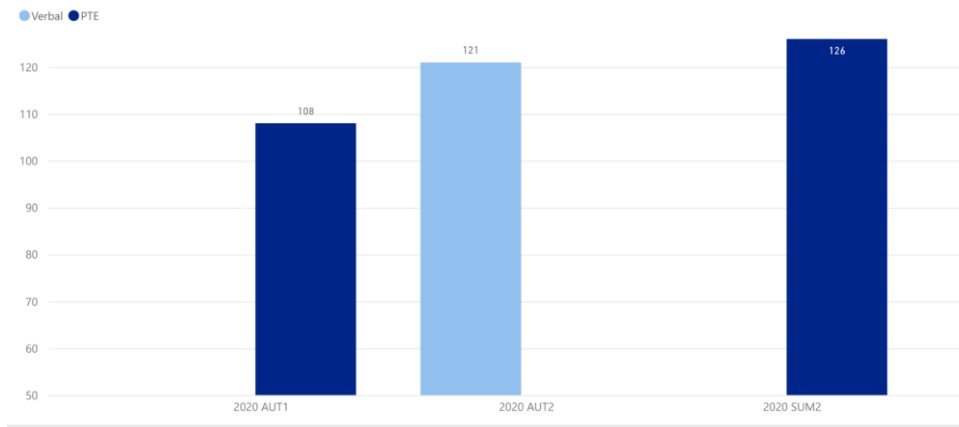
Pupil F:

Pupil F joined us in Year 6 from a local school and was working below his expected level in literacy for his CAT4 scores. This pupil has been diagnosed with auditory processing difficulties. The pupil then received individual weekly literacy lessons with a specialist learning support teacher. He also received intervention from a Speech and Language Therapist to develop his language skills and the strategies that were recommended have been implemented in class and in the Boarding House. He has made significant progress in English across the course of a year with us, exceeding his verbal CAT4 score. He also went on to gain Academic Scholarship to his senior school.



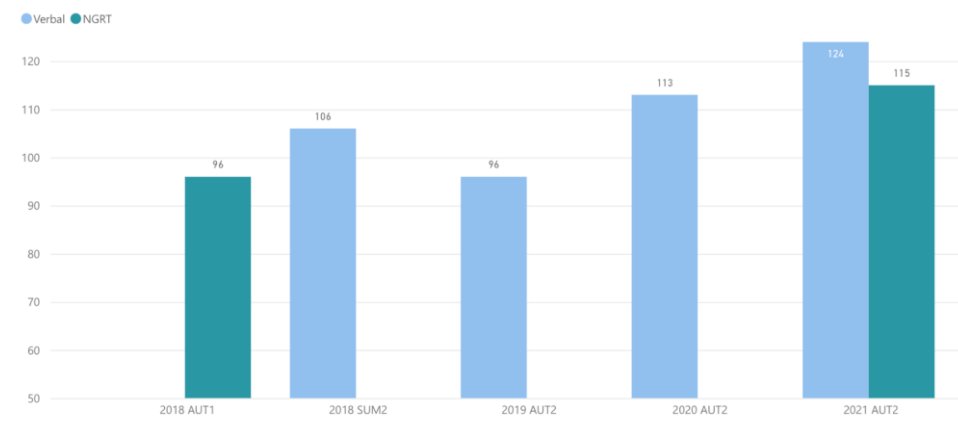


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Pupil G:

Pupil G joined us in Year 3 from an international school and was working below his expected level in literacy for his verbal CAT4 scores. This pupil then received individual weekly EAL lessons with a specialist EAL teacher. He has made significant progress in English, especially reading, and his verbal CAT4 score. This has enabled him to catch up with his peers and no longer need EAL lessons. He has recently gained a place at a local grammar school.



Pupil H:

Pupil H joined us at the start of the 2021-22 academic year into Year 2 from a school in the United States. He had limited pre-existing phonic knowledge and very weak reading and writing skills, significantly below those of the rest of his class and cohort. With differentiated classroom teaching and focussed intervention outside of the classroom, he has made good progress with his literacy skills which we expect to continue.





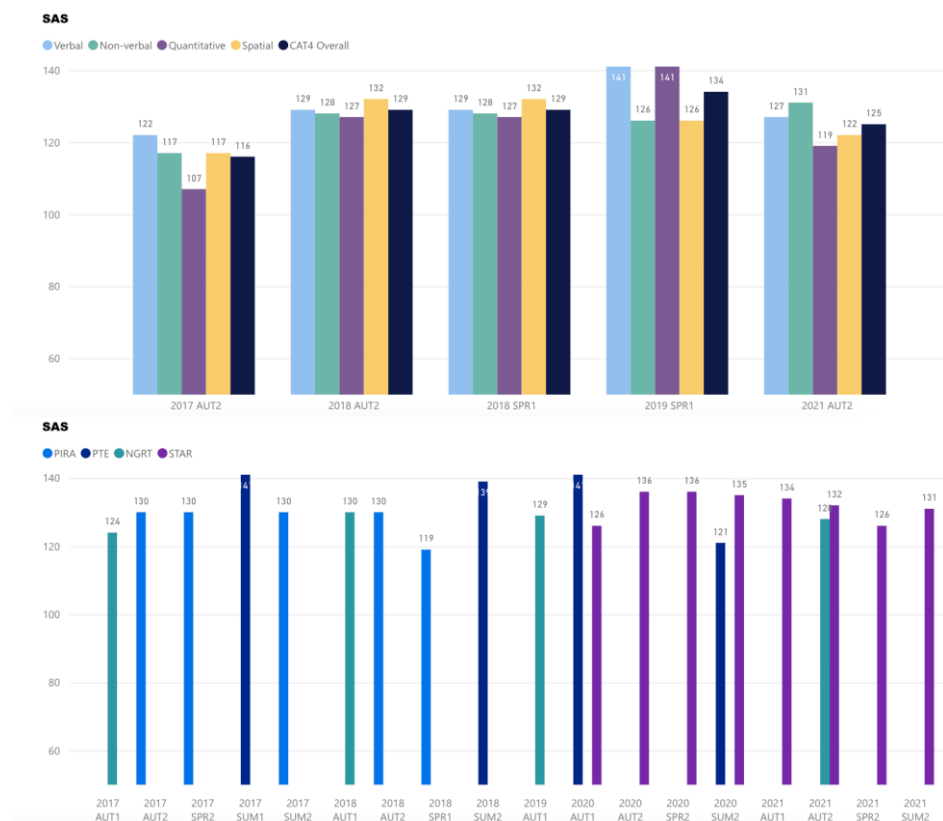
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	Test date	Age at time of test	Raw score	National Average SS	SS*	Age-SS †	Hodder Scale Score	Reading Age
New PiRA Y2 Aut	23/11/2021	6:9	4	100	74	76	1.2	<6:1
New PiRA Y2 Spr	14/03/2022	7:1	8	100	81	82	1.8	<6:5
New PiRA Y2 Sum	16/05/2022	7:3	9	100	84	86	2.3	<6:8

*SS: Standardised Score † Age-SS: Age-Standardised Score

Pupil I:

Pupil I has demonstrated mid to high CAT4 scores. They have routinely performed at or in excess of these across the curriculum. For instance, in English disciplines, they have made excellent levels of progress and achieving well across a sustained period of time demonstrating an example of our most able children's attainment. They have started the 2022-23 academic year in our Scholarship Preparation stream and are preparing for exams to their senior school of choice.



Pupil J:

Pupil J joined us as a more able pupil. Since arrival, they have routinely increased their level of attainment in Maths now aligning with their also increased CAT scores. They demonstrate how our





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more able pupils regularly make excellent levels of progress and attain highly. This child is now preparing for entry to some of the countries most elite schools, including Eton.

