

Data Analysis - January 2024

This document should be read in conjunction with the Pupil Performance overview which gives an outline of the level of attainment within core subjects and in comparison to national norms. The summary below is of analysis of core groups of learners to identify any possible disparity which may need additional provision, consideration or intervention. In general, on average, 81% of our pupils make at least the expected level of progress, with 31% of these being higher or much higher. This is compared to national figures of 75% making at least the expected level of progress, and 25% being higher or much higher.

More Able

Pupils who are More Able excel. In 2022-23, More Able pupils in examined subjects generally made expected or greater than expected levels of progress when compared to their CAT4 and previous Progress Tests. 82% of pupils made at least the expected level of progress, with 37% making higher or much higher levels of progress. 21% of these pupils made much higher than expected progress which compares to a national average 10%, demonstrating our pupils make exceptional progress. These figures are comparable with the 2021-22 statistics.

Gender

In standardised testing, both boys and girls achieve equally well and above the national average. 82% of girls attained at least the expected level of progress, with 32% being higher or much higher. 80% of boys attained at least the expected level of progress, with 30% being higher or much higher.

EAL

On average, 1% of our cohort have additional support for EAL (with 8% of the cohort having English as an additional language but not requiring additional support). Approximately 82% of these pupils make at least the expected levels of progress with 32% making higher or much higher levels of progress, exceeding national averages. This demonstrates pupils with additional language needs are generally accelerating their progress.

SEN

Pupils with special educational needs make at least expected levels of progress in the majority of cases. For example, in the last academic year, pupils with SEN followed the national trends with 14% making higher than expected level of progress and 11% much higher levels of progress. 85% of pupils with SEND are working at the expected level for their age or higher. Individually, every pupil with additional learning needs has made significant progress in their particular area of difficulty:

Year Group	Individual Progress
4	STAR SS108 to SS123
4	PTE SS102 to SS112
5	PTE SS99 to SS110
5	STAR SS 104 to SS112





CHELTENHAM
PREP SCHOOL

6	STAR reader SS79 to 92
6	PTM results from SS69 to SS83 STAR reader SS88 to SS94
6	PTE SS81 to SS89 STAR SS85 to SSSS92
6	PTE SS88 to SS100 STAR SS99 to SS120
6	STAR SS102 to SS121
7	STAR SS81 to SS113

Boarders

Boarders, whether Flexi or Full, make excellent levels of progress which are at least as good as and, in the majority of cases, better than Day pupils. 80% of boarders achieved at least the expected levels of progress, with 30% achieving higher or much higher levels of progress. Boarders are supported in having additional prep sessions to help support them completing their work outside of the classroom as required with the aim to replicate the additional support Day pupils would receive from their families. This is a flexible model which aims to foster independence so pupils develop accountability for the learning required of them outside of lessons. In addition, full boarders have a chosen Boarding Tutor to provide emotional and organisational support and encouragement. Pupils are facilitated with dialling in to parent meetings using school devices to ensure they can actively participate in the same way their day pupil peers do. The house team are routinely included in communications about the progress of individuals in the Boarding House, and staff have built excellent links with parents to ensure a joined up approach to the support of pupils living away from home.

