

I'm writing to request information under the Freedom of Information Act 2000. I would like to request the following information:

1) How many CLA made 'expected progress' at end of Autumn term 2021?

*\*Progress is measured in different ways in each setting. To enable the Virtual School to have a consistent approach to analysing data for our CLA, schools are asked to answer the same question. To provide a response to this request, the following data fields in the Personal Education Plans have been used;*

*For GLD, 'is the child expected to achieve GLD at the end of Reception'*

*For KS1, KS2, and KS3, 'please indicate the child's current level of attainment against age-related expectations'*

*For KS4, the end of KS4 prediction compared to FFT predictions.*

*The data below is based on the number of PEPs returned at the time of the data collection point so may not reflect a full cohort of children.*

#### **Reception children:**

- 11/22 (50%) of children on track to achieve GLD at the end of the academic year

#### **KS1 children:**

- 14/49 working within expected standards in Reading
- 12/49 working within expected standards in Writing
- 17/49 working within expected standards in Maths

#### **KS2 children:**

- 31/88 working within expected standards in Reading
- 18/88 working within expected standards in Writing
- 24/88 working within/above expected standards in Maths

#### **KS3 children:**

- 49/11 working within/above expected standards in English
- 49/11 working within/above expected standards in Maths

#### **KS4 children:**

- 64/102 on track to achieve minimum FFT at the end of KS4 in English Language
- 53/102 on track to achieve minimum FFT at the end of KS4 in English Literature
- 51/102 on track to achieve minimum FFT at the end of KS4 in Maths

2) How many CLA made 'expected progress' at end of Autumn term 2022?

This data is not available until all of the autumn 2022 PEPs have been returned and there is a data set to analyse. This is likely to be the beginning of the spring term.