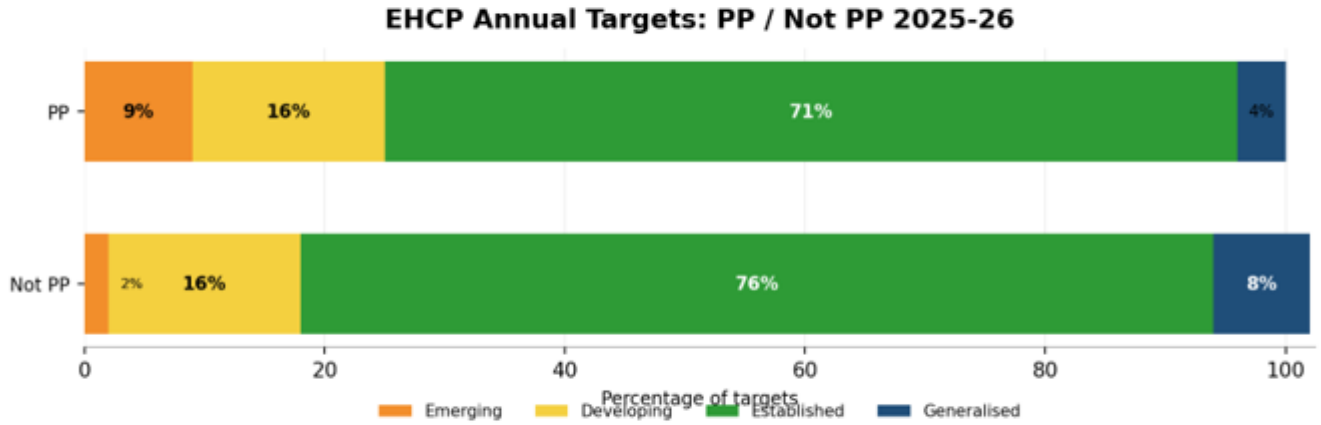
Impact Report 2025-26

EHCP data

EHCP PP / Not PP

Group	Emerging	Developing	Established	Generalised
PP	9%	16%	71%	4%
Not PP	2%	16%	76%	8%

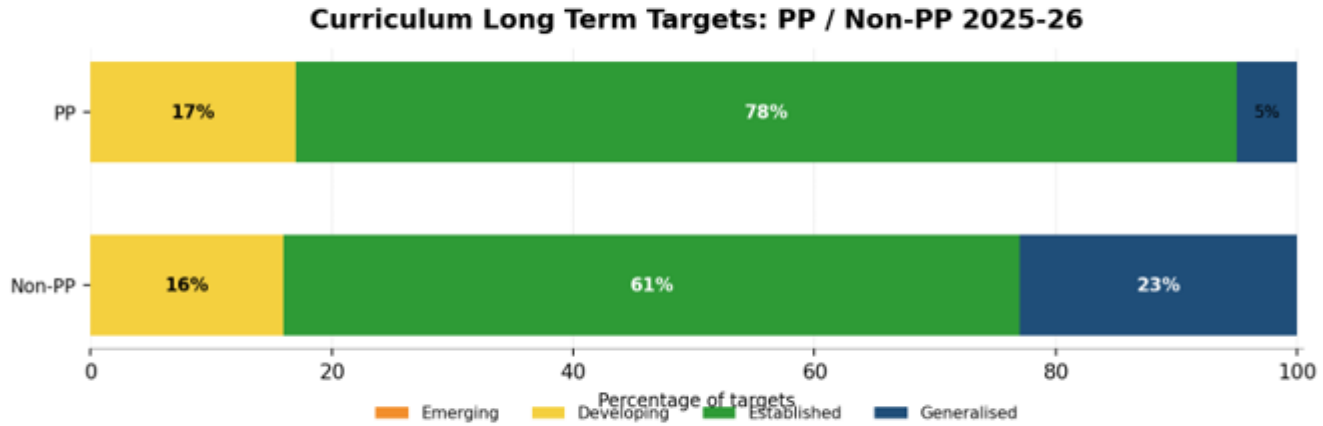


PP pupils have 71% Established and 4% Generalised, compared with 76% Established and 8% Generalised for non-PP pupils. This should be interpreted cautiously because a high proportion of PP pupils are in Godrevy. The class includes the attendance issues noted above and is taught by a new ECT who is receiving targeted leadership support with EHCP target setting and assessment, so the figures should not be read as a cohort-wide PP trend.

Curriculum Data

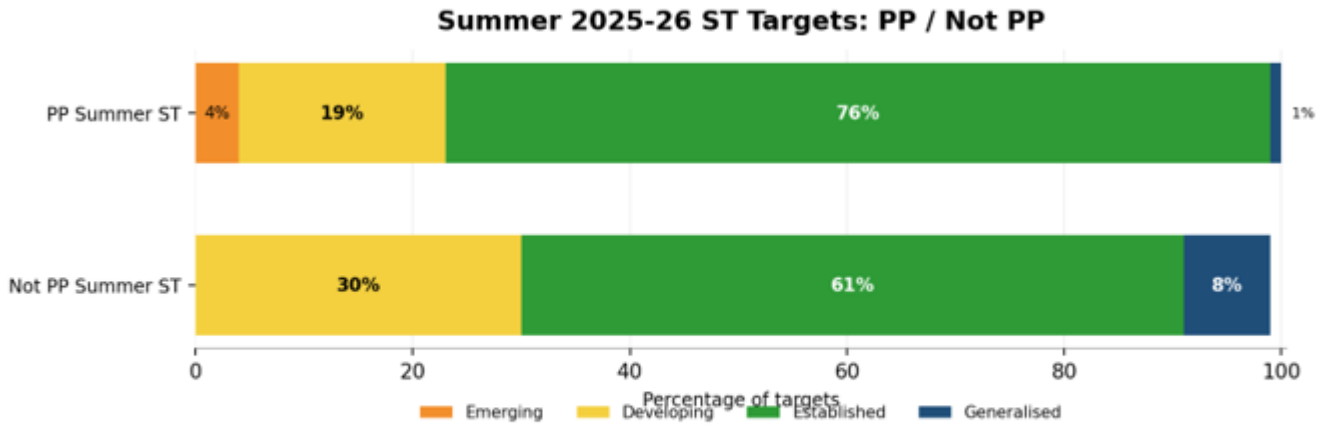
Long Term Curriculum Targets: PP / Non-PP

Group	Emerging	Developing	Established	Generalised
PP	0%	17%	78%	5%
Non-PP	0%	16%	61%	23%



PP pupils have 78% Established and 5% Generalised; non-PP pupils have 61% Established and 23% Generalised. When Established and Generalised are combined the overall picture is very similar (83% PP and 84% non-PP), so the difference is mainly where pupils sit between secure establishment and generalisation rather than a clear difference in overall progress.

Summer ST: PP / Not PP



PP pupils have 76% Established compared with 61% for non-PP pupils, with less Developing (19% compared with 30%). The PP cohort is small and two learners have a significant impact on the percentages, so this should not be interpreted as a cohort-wide trend.

Overall trends:

The overall trend is that PP and Non-PP data is very similar across EHCP and Curriculum targets. There is a little more emerging targets, linked to pupil attendance which does impact the PP data. There are also slightly less targets that have been generalised for PP pupils

Actions:

- Attendance lead and class teacher to look at pupil with low attendance and support/ strategies to be put in place to try and improve attendance over time.
- Assessment lead and class teachers to focus in at a pupil level to look at maximising the generalisation of targets wand where this could be increases through timely interventions.

Additional data

Physical development

PD Summer 2026 Whole School Data

Lower school	Emerging	Developing	Established	Generalised	Total no of targets (%)
Pupil Premium					
PE	0	5 (19%)	18 (69%)	3 (12%)	26 (33%)
EHCP Targets	0	0	12 (92%)	1 (8%)	13 (17%)
MOVE					
Yoga	0	2 (13%)	12 (81%)	1 (6%)	15 (19%)
Dance	0	1 (7%)	13 (86%)	1 (7%)	15 (19%)
Swimming	0	1 (20%)	3 (60%)	1 (20%)	5 (6%)
Water Skills	0	0	2 (50%)	2 (50%)	4 (5%)
Rebound					
	0	9 (12%)	60 (76%)	9 (12%)	78
Non-pupil Premium					
PE	0	8 (16%)	33 (65%)	10 (19%)	51 (37%)
EHCP Targets	0	1 (5%)	18 (90%)	1(5%)	20 (14%)
MOVE					
Yoga	0	3 (12%)	18 (69%)	5 (19%)	26 (19%)
Dance	0	4 (16%)	17 (65%)	5 (19%)	26 (19%)
Swimming	0	0	13 (100%)	0	13 (9%)
Water Skills	0	0	2 (100%)	0	2 (1%)
Rebound					
TOTALS	0	16 (12%)	101 (73%)	21 (15%)	138

Upper school	Emerging	Developing	Established	Generalised	Total no of targets (%)
Pupil Premium					
PE	2 (7%)	11 (38%)	15 (52%)	1 (3%)	29 (27%)
EHCP Targets	0	3 (14%)	17 (81%)	1 (5%)	21 (19%)
MOVE					
Yoga	2 (8%)	8 (32%)	14 (56%)	1 (4%)	25 (23%)
Dance	5 (20%)	2 (8%)	16 (64%)	2 (8%)	25 (23%)
Swimming	0	0	3 (75%)	1 (25%)	4 (4%)
Water Skills	0	0	4 (100%)	0	4 (4%)
Horse Riding	0	0	0	1 (100%)	1 (1%)
Rebound					
TOTALS	9 (8%)	24 (22%)	69 (63%)	7 (6%)	109
Non-Pupil Premium					
PE	4 (6%)	20 (29%)	42 (62%)	2 (3%)	68 (37%)
EHCP Targets	0	15 (33%)	29 (64%)	1 (3%)	45 (25%)
MOVE					
Yoga	1 (4%)	8 (29%)	17 (61%)	2 (7%)	28 (15%)
Dance	1 (5%)	9 (45%)	8 (40%)	2 (10%)	20 (11%)
Swimming	1 (10%)	2 (20%)	7 (70%)	0	10 (5%)
Water Skills	0	1 (10%)	9 (90%)	0	10 (5%)
Horse Riding	0	1 (35%)	0	2 (65%)	3 (2%)
Rebound					
TOTALS	7 (4%)	56 (31%)	111 (61%)	9 (4%)	182

Area	Current Findings	Next Steps
PP vs non-PP	Lower- Within Lower there is no definitive difference between Pupil and Non-Pupil Premium students. All are accessing the different activities with progression at expected. Upper- Within Upper there is more students making emerging and developing progress within Pupil Premium than Non-Pupil Premium.	Speak to teachers at Upper around engagement and targets. Are they too hard? Is it down to accessibility and absence? What can we do to support these students accessing the different activities and support their engagement.

PSHE/RSE

Whole School

	Number of targets Emerging	Number of targets Developing	Number of targets Expected	Number of targets Exceeded	Total
PP Pupils	0 – 0%	5 – 11%	37 – 78%	5 – 11%	47 – 100%
Non PP Pupils	2 – 3%	7 – 13%	35 – 63%	12 – 21%	56 – 100%
Total	2 – 2%	12 – 12%	72 – 70%	17 – 16%	103 – 100%

Narrative: The data for PP and non-PP pupils is very similar with less PP pupils making emerging or developing targets than non-PP pupils but more expected targets. Non-PP pupils however have a greater number of generalised targets. PSHE/RSE lead to analyse the data further to identify any gaps in learning, specific reasons around generalising of targets. This curriculum data when cross referenced with the SEMH area of need from the EHCP targets does not show any correlation between these two areas. The focus will be to look at PP pupils generalising more targets and what additional support/strategies within their learning needs to be identified and put in place.

Parental Engagement and the Impact of the Family Liaison Team

Results from the parent survey in the autumn term continue to be strong with the majority of parents strongly agreeing or agreeing with the statements within the survey. Below are key questions and responses from parents. We continue to work closely with all parents, providing strong transitions both into and out of school with our Family Liaison Team working with new pupils and their families and those leaving school and moving on to their next steps in education. The team have planned parent information and sign posting events as well as being reactive and supportive when issues or concerns arise.

	Strongly agree	Agree	Disagree	Strongly disagree
My child is happy at this school	94	6	0	0
My child feels safe at this school	92	8	0	0
The school gives my child the support they need to succeed	89	11	0	0
I would recommend this school to another parent	94	6	0	0

Vulnerability audit – Quality of Life Audit

All pupils have a vulnerability audit in the agreed format – September 2026. These have been renamed 'Quality of Life' audits and are now being completed and co-produced with parents through the EHCP annual review meeting. These audits will be reviewed termly within school to ensure that they stay relevant and up to date and annually with parents as part of the EHCP annual review cycle

We will be auditing the strategies, their relevance and impact over the year to ensure they are addressing barriers to learning and inclusion impacting positively on inclusion both within school and the wider community where relevant.

These moderation/monitoring sessions have been booked in termly to ensure there is ongoing monitoring and that the plan is up to date and impactful. At the end of the year we will create case studies to present the impact of the audit, as well as ensuring next steps are set and all information is reviewed.