

Analysis of Progress using CASPA (Ignoring Learning Difficulty Norms)
2017 - 2018

Key Stage	Number of Pupils			% Pupils who achieved median or upper quartile progress			% Pupils who achieved median or upper quartile progress			% Pupils who achieved median or upper quartile progress			% Pupils who achieved median or upper quartile progress		
	Pre-Formal	Semi-Formal	Formal	LITERACY			NUMERACY			SCIENCE			PSHE		
1	9	2	1	44%	100%	100%	33%	100%	100%	44%	100% (50% UQ)	100%	8%	100%	100%
	All Pupils			All Pupils			All Pupils			All Pupils			All Pupils		
	12			58%			50%			58% (8% UQ)			33%		

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	Pre-Formal	Semi-Formal	Formal	LITERACY			NUMERACY			SCIENCE			PSHE		
2	10	7	9	100%	100%	100%	100%	100%	89%	100%	100%	89%	80%	100%	89%
						(89% UQ)		(43% UQ)	(63% UQ)		(4% UQ)	(44% UQ)		(57% UQ)	(44% UQ)
	All Pupils			All Pupils			All Pupils			All Pupils			All Pupils		
	26			100% (31% UQ)			96% (31% UQ)			96% (19% UQ)			89% (31% UQ)		

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			LITERACY		NUMERACY		SCIENCE		PSHE	
3	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal
	6	10	100%	100% (50% UQ)	100%	100% (30% UQ)	100%	100% (20% UQ)	100%	90% (30% UQ)
	<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>	
	16		100% (31% UQ)		100% (19% UQ)		100% (13% UQ)		94% (19% UQ)	

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			LITERACY		NUMERACY		SCIENCE		PSHE	
4	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal	Pre-Formal	Formal
	4	8	100%	100% (38% UQ)	100%	100% (13% UQ)	100%	100% (13% UQ)	100%	100% (38% UQ)
	<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>		<u>All Pupils</u>	
	12		100% (25% UQ)		100% (8% UQ)		100% (8% UQ)		100% (34% UQ)	

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Progress against CASPA (Ignoring Learning Difficulty Norms)

This analysis is against CASPA expectations, ignoring the learning difficulty norms. 100% of Clare School pupils have additional factors to consider, such as sensory impairments, physical difficulties, complex medical conditions and life limiting or degenerative conditions.