

### EPS Outcomes and Impact Data

Data was collected at two periods in the 2015-2016 academic year. Service outcome data is as follows:

September 2015 – February 2016 Data	March 2016- July 2016 Data
<p>Outcomes</p> <ul style="list-style-type: none"> <li>• 80% of primary aged children demonstrated <i>at least one</i> sub level of progress (or equivalent).</li> <li>• 55% of secondary aged children demonstrated <i>at least one</i> sub level of progress in Maths.</li> <li>• 64% of secondary aged children demonstrated <i>at least one</i> sub level of progress in English. 36% of secondary aged children demonstrated <i>two or more</i> sub levels of progress in English.</li> </ul>	<p>Outcomes</p> <ul style="list-style-type: none"> <li>• 96% of primary aged pupils demonstrated <i>at least one</i> sub level of progress.</li> <li>• 100% of primary aged pupils demonstrated <i>at least one</i> sub level of progress in Maths. 60% of primary aged pupils demonstrated <i>at least two</i> levels of progress in Reading. 59% of primary aged pupils demonstrated <i>at least two</i> levels of progress in Writing.</li> <li>• 100% of secondary aged pupils demonstrated at least two or more sub levels of progress in English and 50% of secondary aged pupils demonstrated <i>at least two or more</i> sub levels of progress in Maths.</li> </ul>

Service impact data is as follows:

Staff confidence in working with vulnerable children rose by at least 20% in 65% of Primary School cases, 79% of Secondary Schools cases and 80% of Special School cases.