

SEND Report and Development Plan
Academic Year 2021-2022



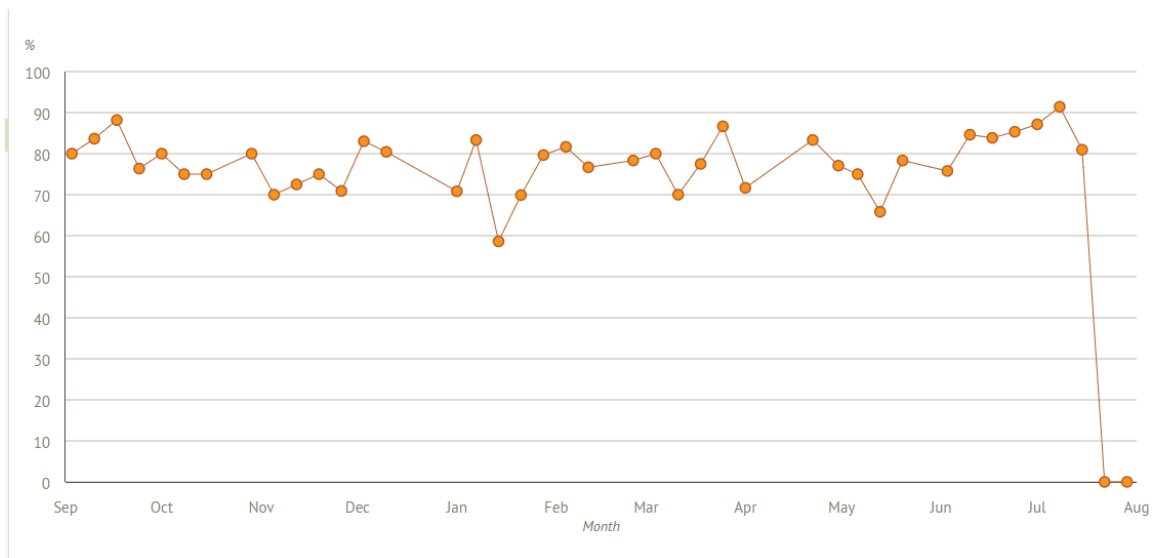
July 2022

Overview

Pupils on roll* 20-21	35	%
Pupils in primary unit	15	43%
Primary pupils with EHC plans	15	100%

*Accurate for end of academic year

Average Attendance – 80.14%



End of year progress

Students	Baseline avg.	Working at avg.
All students	17.5	21.1

Progress from baseline	Target avg.	At or Above
3.6 Steps	21.1	81.82%

Maths

Student ↓	Attendance	Year Group	Academic Year	Summer Term 2	Academic Year
			Baseline	Primary Mathematics	Year Target
Weetman Elijah	95.81%	Year 7	5B	5S+	5S+
Speirs Kai	93.32%	Year 6	4W+	5W+	5W+
Sheehan Michael	59.31%	Year 8	4W+	4S+	5B
Scott-Trotter Jaymes	86.61%	Year 4	1W	3B	3B
Pearson Damien	96.17%	Year 3	1W	2W	2B+
Oxley Alan	87.45%	Year 8	1S+	2S	2W
Mounsey Daniel	88.71%	Year 6	3W+	4B+	4B+
Kinghorn Aaron	86.36%	Year 7	4W+	5W+	5W
Johnson Jayden	83.16%	Year 10	4W+	5B	5B
Johnson Price Millie Jo	97.01%	Year 5		1U	1U
Huntington Junior	6.6%	Year 8	4S	4S	5B
Frost Junior	69.23%	Year 5		5B	5B
Cunningham Aidan	97.14%	Year 8	5B+	6B	6B
Bowes Tyler	82.05%	Year 5		5B	5B

Average number of steps made by children in primary unit*	5
Average number of steps made by children in primary unit with EHC plans	5
Average Expected Attainment**	5
Difference	=

*Figures showing data collected from students who attend school. Including non-attender and late start data 4.2

English

Student ↓	Attendance	Year Group	Academic Year	Summer Term 2	Academic Year
			Baseline	Primary English	Year Target
Weetman Elijah	95.81%	Year 7	5B+	6B	6B
Speirs Kai	93.32%	Year 6	4S	5W+	5W+
Sheehan Michael	59.31%	Year 8	4W+	4S+	5B
Scott-Trotter Jaymes	86.61%	Year 4	1B+	3B	3B
Pearson Damien	96.17%	Year 3	1B+	2W	2B+
Oxley Alan	87.45%	Year 8	1S+	2W+	2W
Mounsey Daniel	88.71%	Year 6	3S	4W	4W
Kinghorn Aaron	86.36%	Year 7	4W+	5W	5W
Johnson Jayden	83.16%	Year 10	4W+	5B+	5B
Johnson Price Millie Jo	97.01%	Year 5		1U	1U
Huntington Junior	6.6%	Year 8	5B+	5B+	5S
Frost Junior	69.23%	Year 5		5B	5B
Cunningham Aidan	97.14%	Year 8	5W+	6W	6W
Bowes Tyler	82.05%	Year 5		5B	5B

Average number of steps made by children in primary unit*	5.09
Average number of steps made by children in primary unit with EHC plans	5.09
Average Expected Attainment**	5
Difference	+0.09

*Figures showing data collected from students who attend school. Including non-attender and late start data 4.3

**Expected attainment calculated as such; 1 National Curriculum Year is typically covered over 6 half terms. 1 step of progress per half term equates to Mastery of given National Curriculum Year. 5 Steps of progress equates to a Secure knowledge of current National Curriculum Year.

Summary

Overall

This year has been the first to return to a form of normality following the Covid19 pandemic. Attendance has improved on last year and so has academic attainment. There has been one significant change of teaching staff following a member of staff going on maternity leave. The enrolment of more primary pupils has led to the decision to split the cohort into three classes with the employment of a further teacher. Furthermore, following advice from Ofsted, more focus will be placed on non-core subjects next year with 4 classes being taught per day rather than 3.

Attendance

Research suggests that attendance is an important factor in achievement. Attendance has improved when viewing the cohort as a whole. Individually, most pupils' attendance has improved, one pupil is a persistent non-attender, and one pupil has sporadic periods of attendance. All other students have attendance that is above 83%, 5 students have attendance above 90%.

Maths

Attainment in maths has improved from last year and is in line with average expected attainment. Last year, more emphasis was placed on reading interventions and there was a discrepancy between maths and English attainment. This year more emphasis was placed on maintaining maths intervention to narrow the gap and this has been successful.

English

Outcomes for English are slightly above average expected attainment. Intervention work has focussed on reading and writing as in the previous year as this proved to be successful in ensuring good academic progress.

SEND Development Plan

Point	Action	By	When
<p>Although attendance is improving, we would like to see the average increase to 90%. Frequent non-attenders make a significant impact on averages.</p>	<p>Shorter intervals for attendance incentives as end of year reward has been a successful motivator for some pupils.</p>	<p>SLT</p>	<p>End of year</p>
<p>Interventions in Maths have been successful in narrowing the attainment gap between Maths and English. Interventions should continue to support academic achievement.</p>	<p>Continued intervention work for all pupils across both Maths and English.</p>	<p>Teaching and support staff.</p>	<p>End of year</p>
<p>Ofsted highlighted the non-core curriculum offer could be improved.</p>	<p>Timetable revised creating time for extra afternoon lesson by shortening afternoon classes. More subjects available to be covered.</p>	<p>SLT & Teaching Staff</p>	<p>End of year</p>