

SEND End of Year Report 2022/2023

Introduction

This year Stokes Wood Primary School had 481 pupils on roll, a few less than the previous year. At the end of the academic year, 20 children had an Educational Health Care Plan (EHCP), 48 children are classed as Special Educational Needs and Disability Support (SEND) and a further 46 children are being monitored within school. SEND support children are those who are:

- Receiving support from external agencies,
- Have a diagnosis of Special Education Needs and or Disability (SEND),
- Require a key worker/teaching assistant,
- And/or those who are having a specialised curriculum within school, such as those within the nurture group (Little Oaks), Superstars and the Designated Specialist Provision (DSP) for language and communication.

If a child is being monitored, they will be on at least one intervention at school and the teacher may have requested that the child has a School Learning Assessment and/or a Medical Assessment if these interventions are not giving the expected accelerated progress/catch-up.

Before these assessments happen, the teacher will ensure they are discussed with the parents/carers. During this meeting, parents/carers can give their opinions regarding their child's learning. This meeting may take place at parents' evenings or at another arranged meeting.

The teacher, and in some cases parents, may be asked to complete Strengths and Difficulties Questionnaires (SDQs) and/or other checklists, dependent on the area of difficulty. Letters to support parents making medical referrals may also be completed.

During this academic year Sarah Woods, the Special Needs and Disabilities Coordinator (SENDCo), has completed 12 full Learning Assessments (full learning assessments are completed for pupils where there is concern about their academic progress in more than one area of the curriculum). The results support staff in using the graduated response in relation to our SEND children.

Stokes Wood Primary School has embedded the Provision Map program. This system helps to effectively monitor and create a cohesive overview of our interventions each academic year.

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CPOMS: Safeguarding and Child Protection Software for Schools

CPOMS has continued to be an effective and efficient way of recording and responding to incidents at Stokes Wood Primary School. The diagram below shows the number of incidents reported during the academic year (in each category).

Category	Incidents	Category	Incidents
Attendance	259	Medical	301
Behaviour	573	Operation encompass	20
Bullying	11	Racism	9
EHC	224	SEN	523
Early Help	15	Safeguarding	556
Time away/ suspension	18	Team Teach	3
Home	661	refer to social services	6
TAF	20	Red Card	25

These categories are unique to Stokes Wood Primary School and some incidents apply to more than one category.

Assessments

This academic year the SENDCo has completed 12 Learning Assessments for children at Stokes Wood Primary School. Once a set of assessments is completed, a report on the main findings is discussed with teacher(s) and parents/carers. A joint decision is then made about the next steps for the child.

For example, it could be decided that the child attends a specific intervention(s) and the child's progress is closely monitored (using Provision Map). Similarly, the parents/carers may be advised to take the child to the General Practitioner (GP) for a referral to paediatric services. We support parents with this process by either writing a report/letter to take to the GP or if requested, a member of the Pastoral Team may accompany the child and parent to a GP appointment.

From the internal assessments, we have been able to identify which children would benefit from further support from external agencies. In addition to school-based assessments, some

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children were referred to the Learning Communication and Interaction Team (LCI) for further assessments.

Attendance

Throughout this academic year, Stokes Wood Primary School's pastoral team has continued to monitor attendance closely. Attendance for the academic year 22-23 is as follows:

Reception, Key Stage 1 and Key Stage 2	
All pupils	93.2%
SEND	91.64%
Pupil Premium	91.04%
Non-Pupil Premium	94.36%
EAL	94.10%
Ethnic minority	93.59%
White British	92.23%

The pastoral team and the attendance officer liaise regularly to ensure all children's attendance is monitored closely at Stokes Wood Primary School. If a child is absent from school without a known reason, a text will be sent from the school office. If it is a family known to the pastoral team or children are regular non-attenders, a member of the pastoral team may call the family to ensure the children are safe and ask if we can support getting the child/children into school.

When there are problems or difficulties for families with attendance, the school can offer the walking bus, if appropriate. The school can discuss medical issues with parents and refer to the school nurse or support parents with any other issues from home.

If a child's attendance drops below 95% without good reason, we request an attendance panel meeting with our Education Welfare Officer. During the academic year, 35 children were referred to the Educational Welfare Officer. As a result of the meetings where a parent or carer attended, we could support the family by e.g. offering the walking bus if lateness was an issue, completing a school nurse referral if illness was the main concern. These meetings took place with a member of the pastoral team present in a supportive way. At many of these meetings it has enabled parents/carers to discuss underlying issues from home that the school could also support with. A record is kept in school with full details of the meetings and outcomes.

Attendance is also discussed at parents' evenings and review meetings with parents. Parents/carers are also given an attendance certificate with their child's end of year report. Finally, a letter is sent to Reception parents at the end of the academic year highlighting the

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importance of good attendance in Key Stage 1 and the policies and procedures in place for poor attendance.

Education Health and Care Plans

Stokes Wood Primary School has had 20 children with an EHCP this academic year including 11 who attend the DSP.

Regular reviews are held with parents and professionals to discuss the children's achievements and further support that is needed.

SEND children across the school

Children in school	470 (481 inc DSP)	
Children on SEN register	103 (114 inc DSP). 48 SEN support (10%) 9 EHCP =2% (20 inc DSP=4%)	22% (24%)
Children on SEN monitoring register	49 (10%)	

	EHCP	SEN SUPPORT	EHCP and Support %	SEN monitoring	Total	% with SEN
Nursery (41)	0	1	0.02%	6	7	17%
Reception (58)	1	5	10%	3	8	14%
Year 1 (48)	0	3	6%	6	9	19%
Year 2 (59)	0	12	20%	5	17	29%
Year 3 (60)	2	3	8%	5	10	17%
Year 4 (62)	3 (2 in SStars)	8	18%	12	21	34%
Year 5 (61)	0	8	13%	7	15	25%
Year 6 (81)	3 (3 in SStars)	8	14%	5	16	20%
DSP	11		100%		(11)	100%
TOTALS (470 + 11DSP)	20 (11 in DSP)	48		49= 10%	103 (114)	22% (24% with DSP)

Successes this academic year have included the accelerated progress of the Y6 children who were attending the morning interventions for the previous 2 years and joined main stream classes this year.

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Results of Y6 sats

3 Year 6 SEND pupils won medals at the national athletics championships for SEND pupils in July 2023.

DSP

The DSP (Superstars group) is led and planned for by Sarah Woods (SENDCo) and Chloe Pollock (DSP teacher) with support from TAs who also have knowledge of Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Speech and Language support. The DSP accommodates 11 children with an additional 5 children who are able to work alongside and access the provision due to the similar needs. It is a provision for children who are not able to access the main curriculum in the classroom and need learning adapted to a significant level. Children from the DSP and Superstars join mainstream classes for relevant and appropriate mainstream activities. For example : assemblies, school trips, music, science, art etc.

The Superstars group accesses curriculum activities based on a combined Year 2-3 curriculum, using mostly practical and sensory approaches to learning. This is completed alongside specific interventions that include Attention Autism, Parallel Play, Fine Motor skills, Language for Thinking, Let's Talk, Emotional Language, Precision Teaching, Fun Time, Memory Games, and Language games.

The group attend weekly Forest School for a whole afternoon with a trained Forest school teacher.

The children were also able to participate in a variety of sporting activities, both those aimed at children with SEND, and alongside the rest of the school. The children took part in city and county wide SEND sporting events both competitive and non-competitive.

3 children from the Superstars group have moved on to Specialist settings in Year 7. 1 child has moved to a specialist setting in Y5 and 1 child has moved to mainstream in Stokes Wood Year 6.

Forest School Intervention

Children attending the Superstars/DSP have received weekly Forest School sessions. There have also been a selected group of mainstream children with SEND who have also benefitted from this intervention. Some have attended throughout the academic year, others more occasionally as required for their educational or emotional and social needs.

Children attending have had the opportunity to take part in a variety of activities that enabled them to build on their physical, Personal Social Health Education (PSHE), emotional

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and communication skills. They have also had the opportunity to learn new practical skills, which has allowed children to develop their independence.

Teaching staff supported the children when trying things for the first time such as climbing a tree and sitting in the hammock. Teachers helped the children to feel confident in this new environment. Very quickly, children needed less and less support and were accessing these activities independently. Once they were confident in the surroundings, all children were able to self-explore and self-select what they wanted to do.

There was again, an improved level of communication between the children and staff and after a few weeks several children showed a higher level of interaction and language between themselves. New pairings were developed and they showed the ability to work together without seeking direction from adults.

Children that had attended the previous academic year were more open to taking part in the adult led activities and did this with increased levels of enthusiasm and sophistication. The level of attention, commitment and general pride shown in their work had increased significantly.

During adult directed Forest School activities such as tool use and campfires, the children all followed the rules and after a couple of sessions, were able to talk about/demonstrate the rules and safety measures independently. Pupils that had previously attended needed very few reminders at the beginning of the academic year. More experienced children confidently showed the new children what was expected.

Activities have included:

- Den making with tarpaulin, pegs and rope
- Den making with natural resources
- Clay faces
- Wind chimes
- Natural picture frames
- Campfire activities (marshmallows, popcorn, toast, omelettes)
- Tool use (Bow saw, folding saw, secateurs, hammers)
- Nature trails
- Scavenger hunts
- Mud kitchen play
- Gardening
- Care of the environment (weeding, planting etc)
- Variety of team games

This year, the pupils have consolidated acquisition of their previously learnt skills and their confidence levels have enabled them to share their skills with new pupils and help them take on further new challenges.

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Nurture Group

Little Oaks provides inclusive opportunities for all children while closing the attainment gap. Nurture offers a mechanism by which some of our most vulnerable children can be supported. 'Little Oaks' has shown to improve social and emotional functioning, attainment in Literacy and Numeracy as well as the foundation subject curriculum.

It is safe to say the operation of 'Little Oaks' has not been without its challenges but it has been extremely rewarding to see the progress children have made and to have received such positive comments from other staff, outside agencies and the children themselves.

Sessions run in the afternoons, 3 or 4 days a week.

Little Oaks is a small group of up to twelve children, staffed by two supportive adults. It offers a short-term focused intervention which addresses barriers to learning caused by social or emotional difficulties. Children remain part of their own class group and usually return to their own class full-time after a maximum of four terms.

Pupils learn in an environment where the furniture is a mixture of home and school, so the space is safe, consistent and predictable for the children.

The day is structured to provide opportunities to address specific skills needed to become successful learners upon returning to a mainstream class.

Parental involvement is encouraged and has a positive impact on the children. Parents are invited in during special activities to share children's achievements and successes.

A typical day in little oaks



When the children enter the nurture room they are encouraged to place their name against how they are feeling using the zones of regulation board.

This is then discussed during emotional check in. This allows the children to express their feelings whilst nurture staff can address and provide the children with the tools to regulate.

Circle Time

One of the greatest benefits a child can get from circle time is the opportunity to socialize. The activities are excellent ways for children to get along with other children and adults.

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They get to learn more about themselves as they relate to their fellow pupils as well as teachers. Nurturing a child's social skills early on is an important process which improves self-esteem, which in turn impacts on their learning.

Some children choose not to participate, which is accepted by nurture staff as we find that allowing them to decline their turn allows them to listen to others, gain confidence and realise it's a safe space to join in when they feel ready to.



Activities



After circle time we read a shared read using Rising Stars.

We find this is more beneficial for the children, as when we tried a guided read session it became apparent that the children were not ready for this due to the stage of phonics they were at and concentration levels were low.

After the children have settled into the structure of nurture, we start to introduce the foundation subjects for the afternoon. These are what the children would miss in the classroom during Little Oaks sessions.

The subjects covered science, PSHE and some literacy and maths. These sessions were shorter and within a small group and often included practical equipment allowing each child to complete the tasks given.

Other activities taking place are planned around the child's individual needs based on their Boxall profile score.

The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes. It provides staff with insights and suggests points of entry into the child's world, allowing teachers to think about what lies behind their student's behaviour, and how to plan accordingly.

On completion, the scores of each individual student are compared to the standardised emotional literacy scores of children and young people of a similar age group.

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Individualised, achievable targets for social and emotional aptitudes are then set for the student in the form of a personalised *Individual Learning Plan* which can be reviewed and re-assessed periodically as a whole-school approach.

At the end of the nurture intervention, children are reassessed to measure the progress made.

A total of 15 children attended the Nurture Group at some time in 2022-23.

All children made expected progress. For example : a child made 39 points progress (diagnostic)

19 points progress (developmental).

6 children were reintegrated back into class fulltime, no longer requiring the nurture group intervention.

SEND Actions for 2023-2024

- To further utilise the Provision Map software to document the provisions SEND pupils have completed.
- To develop the effective use of the BERA documents.
- To continue to monitor the role of Teaching Assistants in supporting 1:1/key children regarding the feedback they give to pupils.
- To ensure DSP pupils are integrated well into mainstream activities where appropriate.
- To review and further develop planning and assessment in the DSP.
- To use the expertise of staff in the DSP to support pupils and staff in the mainstream classes.
- To participate in whole school Staff Occupational Therapy CPD

Data Section on following pages

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Table 1 showing the progress made by Year 1 children in Nurture Provision (Little Oaks)

Nurture Group 2022-23	Reading		Writing		Mathematics	
Name (all Year 1 pupils)	Target	TA Sum2	Target	TA Sum2	Target	TA Sum2
Ivy Arnold-King	1w	1w	1w	1w+	1w+	1w+
Janette Clare	1s	1w+	1w+	1w+	1w+	1w+
Harmony Crackles	Rec w+ (40-60w+)	Rec s+ (40-60s+)	Rec w+ (40-60w+)	Rec s+ (40-60s+)	Rec b (40-60b/P6)	1b
Mariam El Ouakili *	1b	1w	1b	1w	1w+	1w
Nora Gallagher *	1b	1s	1b	1w+	1b	1w+
Emily-Rose Hanrahan *	1w+	1b+	1w+	1w	1w+	1w+
Edison Jagger *	1s	1s	1s	1s	1s	1s
Logan Johnson		Rec w+ (40-60w+)		Rec w (40-60w/P7)		Rec w (40-60w/P7)
Aihan Azeez Koorimannil Veetikamannil		Pre3 s+ (22-36s+)		Pre3 w (22-36w)		Pre3 b (22-36b)
Damajanti Makulova	Rec b (40-60b/P6)	1b+	Rec w (40-60w/P7)	1b+	Rec w (40-60w/P7)	1b+
Serenity Orchard *	1w+	1w	1w+	1w	1w+	1w+
Vinudi Paravithana		1b		1b		1b
Snigdha Sajith *	1w	1w+	1w+	1s	1w	1s
Esmee Takacs	1b	1b+	1b	1b+	1b	1b+
Goutham Vinay *	Rec b (40-60b/P6)	1w	Rec b (40-60b/P6)	1b+	Rec w (40-60w/P7)	1b+
Anais Wells *	1b	Rec w (40-60w/P7)	1b	Rec w+ (40-60w+)	Rec w (40-60w/P7)	Rec w+ (40-60w+)
Noah White	1s	1w+	1s	1w+	1s	1w+
* Reintegrated into Year 1 class						
Progress measured against target						
	Reading		Writing		Mathematics	
	Underachieved	5	Underachieved	4	Underachieved	2
	Met	2	Met	2	Met	5
	Exceeded	7	Exceeded	8	Exceeded	7
	No target set	3	No target set	3	No target set	3
	Met/Exceeded	64.3% (9/14)	Met/Exceeded	71.4% (10/14)	Met/Exceeded	85.7% (12/14)
* Pupils without target have been excluded from the percentages.						

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Nuture pupils Boxhall Overview

EBP	Year group	Class	Gender	Date	Kind	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
C5A009	Year 1	SH	M	08.03.2023	BP2017	19	12	12	18	7	12	14	17	4	6	0	2	0	1	0	0	1	3	2	2	3	4
9E55F6	Year 1	SH	F	21.06.2023	BP2017	18	9	10	17	8	12	18	18	6	7	0	3	0	0	5	0	1	1	2	2	1	4
70D355	Year 1	SH	F	15.02.2023	BP2017	20	10	12	19	7	12	15	19	8	8	0	2	0	0	4	1	4	1	0	0	0	2
B9A1E8	Year 1	SH	F	08.03.2023	BP2017	17	11	9	17	7	12	15	19	6	7	1	2	0	1	0	0	1	2	2	2	1	4
62D7F6	Year 2	EH	F	08.03.2023	BP2017	20	11	12	19	7	12	18	19	8	8	0	1	0	0	0	0	1	0	0	0	0	0
069847	Year 1	EH	F	16.06.2023	BP2017	20	12	12	18	7	11	11	16	6	7	0	7	1	1	1	1	3	4	6	2	2	8
E945FA	Year 1	EH	M	15.02.2023	BP2017	16	11	11	19	7	11	12	16	7	5	1	3	1	2	3	0	2	2	0	2	4	7
DA9945	Year 1	EH	F	21.06.2023	BP2017	15	8	7	15	6	12	8	16	7	5	3	6	3	3	6	1	3	7	2	3	8	9
8B70F9	Year 1	EH	F	08.02.2023	BP2017	19	11	12	19	7	12	16	19	6	7	0	3	0	0	3	0	4	3	2	3	0	6
1F061F	Year 1	EH	F	16.06.2023	BP2017	17	9	12	18	7	12	12	15	6	7	2	2	0	1	6	2	3	4	5	2	4	8
95419A	Year 1	EH	F	16.06.2023	BP2017	19	8	11	17	7	10	10	16	5	6											6	
726732	Year 1	EH	F	16.06.2023	BP2017	18	8	9	9	6	12	16	17	6	8	1	4	0	1	2	2	1	0	1	0	4	4
						4	5	1	2	2	1	5	7	2	4	2	6	3	7	8	2	6	7	7	8		

The areas in green are the improvements (originally red for high level needs).

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Table 2 Showing Year 1 Phonics Screening Check Results



Y1 Groups Phonics
Screening Check Repor



Y1 Phonics Screening Check Y1 - All Pupils (47 pupils)

23 July 2023

Year 1 (47 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	47 (100%)	32.5	10 (22.7%)	34 (77.3%)
Pupil Premium	13 (27.7%)	31.2	4 (30.8%)	9 (69.2%)
Not Pupil Premium	34 (72.3%)	33.1	6 (19.4%)	25 (80.6%)
All SEN	3 (6.4%)	25.5	1 (50.0%)	1 (50.0%)
Not SEN	44 (93.6%)	32.9	9 (21.4%)	33 (78.6%)
SEN Support	3 (6.4%)	25.5	1 (50.0%)	1 (50.0%)
EAL	24 (51.1%)	31.6	6 (28.6%)	15 (71.4%)
Not EAL	23 (48.9%)	33.4	4 (17.4%)	19 (82.6%)
Core Pupils Reception Aut1 or earlier	29 (61.7%)	34.1	6 (20.7%)	23 (79.3%)
Core Pupils Reception Aut2 or later	18 (38.3%)	29.5	4 (26.7%)	11 (73.3%)
Males	18 (38.3%)	32.2	3 (20.0%)	12 (80.0%)
Females	29 (61.7%)	32.7	7 (24.1%)	22 (75.9%)
FSM	12 (25.5%)	30.7	4 (33.3%)	8 (66.7%)
Not FSM	35 (74.5%)	33.3	6 (18.8%)	26 (81.3%)
Education, health and care plan	0 (0%)	-	-	-
Birth Term Autumn	16 (34.0%)	34.7	2 (13.3%)	13 (86.7%)
Birth Term Spring	12 (25.5%)	30.7	3 (27.3%)	8 (72.7%)
Birth Term Summer	19 (40.4%)	31.9	5 (27.8%)	13 (72.2%)
White British	16 (34.0%)	33.5	3 (18.8%)	13 (81.3%)
Y1 Less Than 96% Attendance	27 (57.4%)	29.7	10 (38.5%)	16 (61.5%)
Y1 Less Than 90% Attendance	9 (19.1%)	23.1	5 (55.6%)	4 (44.4%)

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Table 3 Showing Year 2 Phonics Screening Check Result



Year 2 Groups
Phonics Screening Che



Year 2 Phonics Screening Check

23 July 2023

Y2 - All Pupils (59 pupils)

Year 2	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
All Pupils	59 (100%)	3	32.6	8 (14.3%)	46 (82.1%)
Pupil Premium	23 (39.0%)	2	31.7	5 (23.8%)	16 (76.2%)
Not Pupil Premium	36 (61.0%)	1	33.2	3 (8.6%)	30 (85.7%)
All SEN	12 (20.3%)	-	16.1	8 (66.7%)	2 (16.7%)
Not SEN	47 (79.7%)	3	37.2	0 (0%)	44 (100%)
SEN Support	12 (20.3%)	-	16.1	8 (66.7%)	2 (16.7%)
EAL	31 (52.5%)	1	33.5	2 (6.7%)	26 (86.7%)
Not EAL	28 (47.5%)	2	31.7	6 (23.1%)	20 (76.9%)
Core Pupils Reception Aut1 or earlier	42 (71.2%)	-	34.9	3 (7.1%)	38 (90.5%)
Core Pupils Reception Aut2 or later	17 (28.8%)	3	25.9	5 (35.7%)	8 (57.1%)
Males	36 (61.0%)	1	31.8	6 (17.1%)	28 (80.0%)
Females	23 (39.0%)	2	34.1	2 (9.5%)	18 (85.7%)
FSM	22 (37.3%)	1	31.7	5 (23.8%)	16 (76.2%)
Not FSM	37 (62.7%)	2	33.2	3 (8.6%)	30 (85.7%)
Education, health and care plan	0 (0%)	-	-	-	-
Birth Term Autumn	16 (27.1%)	-	34.1	2 (12.5%)	14 (87.5%)
Birth Term Spring	21 (35.6%)	3	35.4	2 (11.1%)	16 (88.9%)
Birth Term Summer	22 (37.3%)	-	29.3	4 (18.2%)	16 (72.7%)
White British	21 (35.6%)	1	31.0	5 (25.0%)	15 (75.0%)
Y2 Less Than 96% Attendance	33 (55.9%)	-	31.8	6 (18.2%)	26 (78.8%)
Y2 Less Than 90% Attendance	5 (8.5%)	-	23.2	1 (20.0%)	3 (60.0%)

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Year 1 Groups for Comparison

YEAR 1 2022-23 All Pupils						
	READING		WRITING		Numbers	MATHS
	End Rec. 2021-22	Y1: 2022-23	End Rec. 2021-22	Y1: 2022-23	End Rec. 2021-22	Y1: 2022-23
GLD	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)
21 44.7%		7 15.6%		4 8.9%		11 24.4%
	Expected	At standard (w+)	Expected	At standard (w+)	Expected	At standard (w+)
Total Pupils 47	21 44.7%	17 37.8%	21 44.7%	20 44.4%	26 55.3%	18 40.0%
	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)
Missing 0	14 29.8%	14 31.1%	14 29.8%	14 31.1%	9 19.1%	12 26.7%
	Unable to Assess	Below the Band	Unable to Assess	Below the Band	Unable to Assess	Below the Band
	4 8.50%	7 15.6%	4 8.50%	7 15.6%	4 8.50%	4 8.9%
	Missing	Missing assessment	Missing	Missing assessment	Missing	Missing assessment
	8 17.0%	2 4.4%	8 17.0%	2 4.4%	8 17.0%	2 4.4%
	Total	Total number of pupils	Total	Total number of pupils	Total	Total number of pupils
	47 (100%)	47	47 (100%)	47	47 (100%)	47
	Exceeding or Expected	At or above (w+, s or s+)	Exceeding or Expected	At or above (w+, s or s+)	Exceeding or Expected	At or above (w+, s or s+)
		24 53.3%		24 53.3%		29 64.4%
COMBINED READING, WRITING and MATHS						
	End Rec. 2017-18	Y1: 2022-23				
	Exceeding or Expected in all aspects	At Age Related Expectation				
	21 44.7%	22 48.9%				

YEAR 1 SEND

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				YEAR 2 2022-23		All Pupils					
				READING				WRITING			
				End Rec. 2020-21		Y1: 2021-22		Y2: 2022-23		Numbers	
				Y1: 2021-22		Y2: 2022-23		End Rec. 2020-21		Y1: 2021-22	
				Y2: 2022-23				Y2: 2022-23		Y2: 2022-23	
				Exceeding		Above standard (s or s+)		Exceeding		Above standard (s or s+)	
				12		15		0		15	
				23.5%		25.9%		0.0%		25.9%	
				Expected		At standard (w+)		Expected		At standard (w+)	
				19		13		27		29	
				32.2%		25.5%		52.9%		56.9%	
				27.6%		34.5%		34.5%		31.0%	
				Emerging		Below in Band (b, b+ or w)		Emerging		Below in Band (b, b+ or w)	
				24		17		17		23	
				40.7%		33.3%		37.9%		39.0%	
				29.3%		33.3%		37.9%		31.0%	
				Missing		Missing assessment		Missing		Missing assessment	
				8		1		8		1	
				15.7%		1.7%		15.7%		1.7%	
				27.1%		1.7%		15.7%		1.7%	
				Total		Total number of pupils		Total		Total number of pupils	
				59 (100%)		59		59 (100%)		59	
				59		59		59		59	
				Exceeding or Expected		At or above (w+, s or s+)		Exceeding or Expected		At or above (w+, s or s+)	
				25		31		27		27	
				49.0%		53.4%		52.9%		46.6%	

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YEAR 2 2022-23 SEND										
READING				WRITING				Numbers	MATHS	
End Rec. 2020-21		Y1: 2021-22	Y2: 2022-23	End Rec. 2020-21		Y1: 2021-22	Y2: 2022-23	End Rec. 2020-21	Y1: 2021-22	Y2: 2022-23
GLD	Exceeding	Above standard (s or s+)		Exceeding	Above standard (s or s+)		Exceeding	Above standard (s or s+)		
0		0	0		0	0		0	0	
0.0%		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	
	Expected	At standard (w+)		Expected	At standard (w+)		Expected	At standard (w+)		
Total Pupils		1	2		1	2		1	2	
12		11.1%	16.7%		11.1%	16.7%		11.1%	16.7%	
	Emerging	Below in Band (b, b+ or w)		Emerging	Below in Band (b, b+ or w)		Emerging	Below in Band (b, b+ or w)		
Missing	6	1	0	7	3	1	7	5	3	
0	50.0%	11.1%	0.0%	58.3%	33.3%	8.3%	58.3%	55.6%	25.0%	
		Below the Band			Below the Band			Below the Band		
		7	10		5	9		3	7	
		77.8%	83.3%		55.6%	75.0%		33.3%	58.3%	
	Missing	Missing assessment		Missing	Missing assessment		Missing	Missing assessment		
	6	3	0	5	3	0	5	3	0	
	50.0%	33.3%	0.0%	41.7%	33.3%	0.0%	41.7%	33.3%	0.0%	
	Total	Total number of pupils		Total	Total number of pupils		Total	Total number of pupils		
	12 (20.3%)	12	12	12 (20.3%)	12	12	12 (20.3%)	12	12	
	Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)		
		1	2		1	2		1	2	
		11.1%	16.7%		11.1%	16.7%		11.1%	16.7%	
COMBINED READING, WRITING and MATHS										
End Rec. 2020-21		Y1: 2021-22	Y2: 2022-23							
Exceeding or Expected in all aspects		At Age Related Expectation								
		1	2							
		11.1%	16.7%							

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Year 3 groups for comparison

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Year 4 Groups for Comparision

YEAR 4 2022-23									
All Pupils									
READING					WRITING				
End Rec. 2018-19	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23	End Rec. 2018-19	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23
GLD	Exceeding	Above expected (s or s+)			Exceeding	Above expected (s or s+)			
27	7	0	1	7	6	0	1	6	5
54.0%	11.1%	0.0%	1.9%	12.1%	9.5%	0.0%	1.9%	10.3%	8.2%
	Expected	At expected (w+)			Expected	At expected (w+)			
Total Pupils	20	6	21	11	21	6	17	13	21
63	31.7%	12.8%	39.6%	19.0%	33.3%	12.8%	32.1%	22.4%	34.4%
	Emerging	Below in Band (b, b+ or w)			Emerging	Below in Band (b, b+ or w)			
Missing	23	22	14	0	23	25	21	0	0
13	36.5%	46.8%	26.4%	0.0%	36.5%	53.2%	39.6%	0.0%	0.0%
		Below the Band				Below the Band			
		19	17	40		16	14	39	35
		40.4%	32.1%	69.0%		34.0%	26.4%	67.2%	57.4%
	Missing	Missing assessment			Missing	Missing assessment			
	13	16	10	5		16	10	5	2
	20.6%	34.0%	18.9%	8.6%		34.0%	18.9%	8.6%	3.3%
	Total	Total number of pupils			Total	Total number of pupils			
	63 (100%)	63	63	63		63	63	63	63
	Exceeding or Expected	At or above (w+, s or s+)			Exceeding or Expected	At or above (w+, s or s+)			
	27	6	22	18		6	18	19	26
	42.9%	12.8%	41.5%	31.0%		12.8%	34.0%	32.8%	42.6%

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YEAR 4 2022-23										
SEND										
READING					WRITING					
End Rec. 2018-19	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23	End Rec. 2018-19	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23	
GLD	Exceeding	Above expected (s or s+)				Exceeding	Above expected (s or s+)			
2		0	0	0	0		0	0	0	
20.0%		0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
	Expected	At expected (w+)				Expected	At expected (w+)			
Total Pupils	2	0	0	0	1	2	0	0	0	
10	18.2%	0.0%	0.0%	0.0%	9.1%	18.2%	0.0%	0.0%	9.1%	
	Emerging	Below in Band (b, b+ or w)				Emerging	Below in Band (b, b+ or w)			
Missing	8	3	4	0	0	8	4	5	0	
0	72.7%	30.0%	36.4%	0.0%	0.0%	72.7%	40.0%	45.5%	0.0%	
		Below the Band					Below the Band			
		7	7	11	10		6	6	11	
		70.0%	63.6%	100.0%	90.9%		60.0%	54.5%	100.0%	
	Missing	Missing assessment				Missing	Missing assessment			
1		1	0	0	0	1	1	0	0	
9.1%		10.0%	0.0%	0.0%	0.0%	9.1%	10.0%	0.0%	0.0%	
	Total	Total number of pupils				Total	Total number of pupils			
11 (17.5%)		11	11	11	11	11 (17.5%)	11	11	11	
	Exceeding or Expected	At or above (w+, s or s+)				Exceeding or Expected	At or above (w+, s or s+)			
2		0	0	0	1	2	0	0	0	
18.2%		0.0%	0.0%	0.0%	9.1%	18.2%	0.0%	0.0%	9.1%	

MATHS				
End Rec. 2018-19	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23
Exceeding	Above expected (s or s+)			
	0	0	0	0
	0.0%	0.0%	0.0%	0.0%
Expected	At expected (w+)			
2	0	0	0	0
18.2%	0.0%	0.0%	0.0%	0.0%
Emerging	Below in Band (b, b+ or w)			
8	4	5	0	0
72.7%	40.0%	45.5%	0.0%	0.0%
	Below the Band			
	6	6	11	11
	60.0%	54.5%	100.0%	100.0%
Missing	Missing assessment			
1	1	0	0	0
9.1%	10.0%	0.0%	0.0%	0.0%
Total	Total number of pupils			
11 (17.5%)	11	11	11	11
Exceeding or Expected	At or above (w+, s or s+)			
2	0	0	0	0
18.2%	0.0%	0.0%	0.0%	0.0%

COMBINED READING, WRITING and MATHS				
End Rec. 2016-17	Y1: 2019-20	Y2: 2020-21	Y3: 2021-22	Y4: 2022-23
Exceeding or Expected in all aspects	At Age Related Expectation			
	0	0	0	0
	0.0%	0.0%	0.0%	0.0%
2				
18.2%				

Year 5 Groups for Comparision

23

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YEAR 5 2022-23											
SEND											
READING						WRITING					
End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	Y3: 2020-21	Y4: 2021-22	Y5: 2022-23	End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	Y3: 2020-21	Y4: 2021-22	Y5: 2022-23
GLD	Exceeding	Above standard (s or s+)				Exceeding	Above standard (s or s+)				
1	1 (11.1%)	0	0	0	0	1	0	0	0	0	0
20.0%		0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Expected	At standard (w+)				Expected	At standard (w+)				
Total Pupils 9		1	1	1	1	0	0	1	0	0	0
		20.0%	14.3%	12.5%	12.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%
	Emerging	Below within Band (b, b+ or w)				Emerging	Below within Band (b, b+ or w)				
Missing 4	4 (44.4%)	3	0	6	2	1 (11.1%)	3	1	0	3	3
		60.0%	0.0%	75.0%	25.0%	60.0%	14.3%	0.0%	37.5%	33.3%	33.3%
		Below the Band					Below the Band				
		1	6	1	5	1	6	7	5	6	6
		20.0%	85.7%	12.5%	62.5%	20.0%	85.7%	87.5%	62.5%	66.7%	66.7%
	Missing	Missing assessment				Missing	Missing assessment				
4 (44.4%)		4	2	1	1	4 (44.4%)	4	2	1	1	0
		80.0%	28.6%	12.5%	12.5%		80.0%	28.6%	12.5%	12.5%	0.0%
	Total	Total number of pupils				Total	Total number of pupils				
9 (14.8%)		9	9	9	9	9 (14.8%)	9	9	9	9	9
	Exceeding or Expected	At or above (w+, s or s+)				Exceeding or Expected	At or above (w+, s or s+)				
1 (11.1%)		1	1	1	1	1 (11.1%)	1	0	1	0	0
		20.0%	14.3%	12.5%	12.5%		20.0%	0.0%	12.5%	0.0%	0.0%

COMBINED READING, WRITING and MATHS					
End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	Y3: 2020-21	Y4: 2021-22	Y5: 2022-23
Exceeding	At Age Related Expectation				
or Expected in all aspects	1	0	1	0	0
1	20.0%	0.0%	12.5%	0.0%	0.0%
11.1%					

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Year 6 Groups for Comparison

		YEAR 6 2022-23																					
		READING						WRITING															
	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23	Numbers	MATHS							
	Exceeding	Above standard (s or s+)							Exceeding	Above standard (s or s+)							Exceeding	Above standard (s or s+)					
GLD	34	6	13	1	2	11	20	3	3	7	1	1	9	12	3	4	5	2	2	11	17		
	69.4%	4.8%	13.0%	22.8%	1.7%	3.0%	24.4%	3.6%	6.5%	12.3%	1.7%	1.5%	11.7%	14.6%	3.6%	8.7%	8.9%	3.4%	3.0%	14.3%	20.7%		
	Expected	At standard (w+)							Expected	At standard (w+)							Expected	At standard (w+)					
Total Pupils	30	18	16	10	18	18	35	31	16	16	6	13	16	52	33	18	24	8	12	27	53		
	84	39.1%	28.1%	16.9%	27.3%	23.4%	42.7%	36.9%	34.8%	28.1%	10.2%	19.7%	20.8%	63.4%	39.3%	39.1%	42.9%	13.6%	17.9%	35.1%	64.6%		
	Emerging	Below within Band (b, b+ or w)							Emerging	Below within Band (b, b+ or w)							Emerging	Below within Band (b, b+ or w)					
Missing	15	11	14	32	33	41	24	15	20	21	36	41	46	15	13	20	17	39	45	33	9		
	35	23.9%	24.6%	54.2%	50.0%	53.2%	29.3%	17.9%	43.5%	36.8%	61.0%	62.1%	59.7%	18.3%	15.5%	43.5%	30.4%	66.1%	67.2%	42.9%	11.0%		
		Below the Band								Below the Band								Below the Band					
		11	14	16	13	7	3		7	13	16	11	6	3		4	10	10	8	6	3		
		23.9%	24.6%	27.1%	19.7%	9.1%	3.7%		15.2%	22.8%	27.1%	16.7%	7.8%	3.7%		8.7%	17.9%	16.9%	11.9%	7.8%	3.7%		
	Missing	Missing assessment							Missing	Missing assessment							Missing	Missing assessment					
	35	38	27	25	18	7	2	35	38	27	25	18	7	2	35	38	28	25	17	7	2		
	41.7%	82.6%	47.4%	42.4%	27.3%	9.1%	2.4%	41.7%	82.6%	47.4%	42.4%	27.3%	9.1%	2.4%	41.7%	82.6%	50.0%	42.4%	25.4%	9.1%	2.4%		
	Total	Total number of pupils							Total	Total number of pupils							Total	Total number of pupils					
	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84		
	Exceeding or Expected	At or above (w+, s or s+)							Exceeding or Expected	At or above (w+, s or s+)							Exceeding or Expected	At or above (w+, s or s+)					
	34	24	29	11	20	29	55	34	19	23	7	14	25	64	36	22	29	10	14	38	70		
	40.5%	52.2%	50.9%	18.6%	30.3%	37.7%	67.1%	40.5%	41.3%	40.4%	11.9%	21.2%	32.5%	78.0%	42.9%	47.8%	51.8%	16.9%	20.9%	49.4%	85.4%		

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YEAR 6 2022-23													
READING							WRITING						
End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23
GLD	Exceeding	Above standard (s or s+)					Exceeding	Above standard (s or s+)					
2		0	0	0	0	0		0	0	0	0	0	0
28.6%		0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Expected	At standard (w+)					Expected	At standard (w+)					
Total Pupils	2	0	0	0	0	2	2	0	0	0	0	0	1
9	22.2%	0.0%	0.0%	0.0%	0.0%	22.2%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%
	Emerging	Below within Band (b, b+ or w)					Emerging	Below within Band (b, b+ or w)					
Missing	5	2	1	1	2	3	5	4	1	1	3	3	5
2	55.6%	33.3%	14.3%	14.3%	22.2%	33.3%	55.6%	66.7%	14.3%	14.3%	33.3%	33.3%	55.6%
		Below the Band						Below the Band					
		4	6	6	7	6		2	6	6	6	6	3
		66.7%	85.7%	85.7%	77.8%	66.7%		33.3%	85.7%	85.7%	66.7%	66.7%	33.3%
	Missing	Missing assessment					Missing	Missing assessment					
	2	3	2	2	0	0	2	3	2	2	0	0	0
	22.2%	50.0%	28.6%	28.6%	0.0%	0.0%	22.2%	50.0%	28.6%	28.6%	0.0%	0.0%	0.0%
	Total	Total number of pupils					Total	Total number of pupils					
	9 (10.7%)	9	9	9	9	9	9 (10.7%)	9	9	9	9	9	9
	Exceeding or Expected	At or above (w+, s or s+)					Exceeding or Expected	At or above (w+, s or s+)					
	2	0	0	0	0	0	2	0	0	0	0	0	1
	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%

MATHS						
End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23
Numbers	Exceeding	Above standard (s or s+)				
		0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%
	Expected	At standard (w+)				
	2	0	3	0	0	1
	22.2%	0.0%	42.9%	0.0%	0.0%	11.1%
	Emerging	Below within Band (b, b+ or w)				
	5	5	1	3	3	2
	55.6%	83.3%	14.3%	42.9%	33.3%	22.2%
		Below the Band				
		1	3	4	6	6
		16.7%	42.9%	57.1%	66.7%	66.7%
	Missing	Missing assessment				
	2	3	2	2	0	0
	22.2%	50.0%	28.6%	28.6%	0.0%	0.0%
	Total	Total number of pupils				
	9 (10.7%)	9	9	9	9	9
	Exceeding or Expected	At or above (w+, s or s+)				
	2	0	3	0	0	1
	22.2%	0.0%	42.9%	0.0%	0.0%	11.1%

COMBINED READING, WRITING and MATHS						
End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	Y3: 2019-20	Y4: 2020-21	Y5: 2021-22	Y6: 2022-23
Exceeding or Expected in all aspects	At Age Related Expectation					
	0	0	0	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%
	2					
	22.2%					

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DSP progress report

1		Reading						Writing			Maths									BPVS Raw Score			
2	Pupils	Sep-22		Jan-23		Jul-23		Sep-22		Jul-23		Sep-22		Jan-23			Jul-23			Sep-22	Jan-23	Jul-23	
3		Benchmark	PKS Level	Benchmark	PKS Level	Benchmark	PKS Level	PKS Level				Sandwell	PKS Level	Sandwell	PKS Level	Number sense	Sandwell	Number sense	PKS Level				
4	1	-1		1	2	3	2	2			2	05:00	0	04:07		24	05:00	49	1	35	38	54 (3:9)	
5	2	-1		1	2	5	2	1			2	NA	1	04:11		30	05:10	65	3	NA	73 (5:1)	82 (5:6)	
6	3	-1		2	-1	1	2	2			2	03:06	2	04:08		24	05:05	52	3	25	25	32	
7	4	0		1	0	0	1	0			1	NA	0	NA		10	04:02	33	0	0	23	27	
8	5	-1		1	1	1	1	1			1	04:03	0	04:06		26	04:05	54	1	44	43	70 (4:11)	
9	6	0		0	0	0	1	0			0	NA	0	NA		0	04:00	5	0	8	11	27	
10	7	-1		2	1	5	3	1			2	04:11	1	05:07		41	05:11	65	3	49	58 (4:4)	68 (4:10)	
11	8	-1		1	2	3	2	1			1	03:09	1	04:08		16	04:11	54	2	30	63(4:8)	61 (4:7)	
12	9	-1		1	-1	3	2	1			2	04:03	0	04:11		18	05:00	55	1	40	46	49	
13	10	NA	NA		10	4	10	5			3	NA	NA	05:03		3	40	06:02	64		NA	92 (6:1)	124 (8:11)
14	Those achieving -1 means they could read L1 or above but not achieve comprehension										Age Y:M		Out of 50			Out of 71			53 is lowest score given an age				
15	Those achieving 0 means they could not read Level 1 books																						
16																							
17																							
18																							