SEND End of Year Report 2023/2024

Introduction

This year Stokes Wood Primary School had an average of 480 pupils on roll with quite a lot of mobility this year (pupils coming in and then leaving). By the the end of the academic year, 16 children had an Educational Health Care Plan (EHCP) in the mainstream classes plus 12 children in the DSP, 50 children are classed as Special Educational Needs and Disability Support (SEND) and a further 51 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 7 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.

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	586	Operation encompass	15
Behaviour	995	Prejudicial	11
Bullying	18	Red Card	27
EHC	223	Safeguarding	452
Early Help	23	SEN	693
Home	876	Suspension	7
Medical	477	Team Teach	9
Online Safety	6	Wellbeing	648

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 7 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

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 23-24 is as follows:

Whole-school Attendance for 2023-24	
Key Stage 1 and Key Stage 2	
All pupils	94.0%
SEN	90.8%
Pupil Premium	92.4%
Non-Pupil Premium	95.2%
EAL	92.8%
Ethnic minority	94.8%
White British	92.5%
Reception, Key Stage 1 and Key Stage 2	
All pupils	93.7%
SEN	90.8%
Pupil Premium	91.8%
Non-Pupil Premium	95.0%
EAL	94.8%
Ethnic minority	94.7%
White British	92.1%

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. Many of these meetings have 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 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 28 children with an EHCP in the 2023-24 academic year including 12 who attended the DSP.

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

We receive extra funding for 16 children with EHCPs and 9 SEN Support pupils through Element 3 funding to support their SEND needs and to provide 1:1 or small class/group support. DSP funding is provided separately.

The school is working closely with other agencies to support all our children and families.

Academic Year 2023-24

year	SEN Support	Monitoring	EHCP	Total	% with SEN
N (32)	4	2	2	8	25%
R (53)	4	4	1	9	17%
1 (59)	6	7	1	14	24%
2 (57)	7	7	1	15	26%
3 (64)	(5 Galaxy) + 5	5	(4 in Galaxy)	19	30%
4 (59)	4	8	2	14	24%
5 (60)	6	11	4	21	35%
6 (63)	9	7	1	17	27%
DSP (11)			12	12	100%
	50	51	28	128	26%

Children in school	(480 inc DSP)	
Children on SEN register	128 50 SEN support (10.4%) 16 EHCP =3.3% (28 inc DSP=5.8%)	26%

Children on SEN monitoring register	51 (10.6%)	

Successes this academic year have included the accelerated progress of the Y6 children who were supported by additional staff and additional teacher and a DSP child who moved to mainstream full time.

Results of Y6 sats

Target Tracker

Progress Breakdown
Y6 - All Pupils (63 pupils)

Aut1 2023-24 to

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Mathematics
All Pupils	63 (100%)	59 (93.7%)	56 (88.9%)	59 (93.7%)
Pupil Premium	25 (39.7%)	24 (96.0%)	23 (92.0%)	24 (96.0%)
Not Pupil Premium	38 (60.3%)	35 (92.1%)	33 (86.8%)	35 (92.1%)
All SEN	11 (17.5%)	11 (100%)	11 (100%)	11 (100%)
Not SEN	52 (82.5%)	48 (92.3%)	45 (86.5%)	48 (92.3%)
SEN Support	9 (14.3%)	9 (100%)	9 (100%)	9 (100%)
EAL	17 (27.0%)	15 (88.2%)	15 (88.2%)	15 (88.2%)
Not EAL	46 (73.0%)	44 (95.7%)	41 (89.1%)	44 (95.7%)
Core Pupils Reception Aut1 or earlier	40 (63.5%)	40 (100%)	37 (92.5%)	40 (100%)
Core Pupils Reception Aut2 or later	23 (36.5%)	19 (82.6%)	19 (82.6%)	19 (82.6%)
Males	26 (41.3%)	24 (92.3%)	23 (88.5%)	24 (92.3%)
Females	37 (58.7%)	35 (94.6%)	33 (89.2%)	35 (94.6%)
FSM	25 (39.7%)	24 (96.0%)	23 (92.0%)	24 (96.0%)
Not FSM	38 (60.3%)	35 (92.1%)	33 (86.8%)	35 (92.1%)
Education, health and care plan	2 (3.2%)	2 (100%)	2 (100%)	2 (100%)
Birth Term Autumn	25 (39.7%)	25 (100%)	24 (96.0%)	25 (100%)
Birth Term Spring	15 (23.8%)	14 (93.3%)	12 (80.0%)	14 (93.3%)
Birth Term Summer	23 (36.5%)	20 (87.0%)	20 (87.0%)	20 (87.0%)
White British	28 (44.4%)	28 (100%)	27 (96.4%)	28 (100%)
Attendance <96 Y6 2023-24	26 (41.3%)	24 (92.3%)	23 (88.5%)	24 (92.3%)
Attendance <90 Y6 2023-24	9 (14.3%)	8 (88.9%)	8 (88.9%)	8 (88.9%)
Missing Data		4 (6.3%)	4 (6.3%)	4 (6.3%)

Year 6 (11 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)
Writing	0 (0%)	5 (45.5%)	6 (54.5%)	0 (0%)
Mathematics	0 (0%)	4 (36.4%)	7 (63.6%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)

Key: Number of Pupils (Percentage)
On Track - All pupils at ARE, including those at risk of working below
Higher - Pupils working above, or significantly above, ARE

1 Year 5 SEND pupil won a medal at the national athletics championships for SEND pupils in July 2024.

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 12 children with an additional 12 (Galaxy) 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 Galaxy join mainstream

classes for relevant and appropriate mainstream activities. For example : assemblies, school trips, music, science, art etc.

The Galaxy 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 groups 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 mainstream school. The children took part in city and county wide SEND sporting events both competitive and non-competitive.

1 child from the DSP group has moved on to a DSP in Year 7.

Rainbow Group

This year, due to having 3 reception children with significant learning needs and 1 Year 1 child, the school set up a provision to accommodate their needs. All 4 children have an EHCP and are awaiting specialist provision. 1 child has moved to Imperial DSP at the end of the academic year. The Rainbow group will be expanded further in 2024-25 to accommodate further children entering reception with EHCPs and awaiting specialist places.

Forest School Intervention

Children attending the Galaxy/Rainbows/DSP have received weekly Forest School sessions. There has 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 and communication skills. They have also had the opportunity to learn new practical skills, which have 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.

Nurture Group 2023-24

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, the children themselves and their family members.

Sessions run in the afternoons, 4 days a week.

Little Oaks is a small group of up to twelve children, staffed by two supportive and trained 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 half terms, but this isn't always the case, and some children could be in Little Oaks for the whole academic year.

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 parents are invited in during special activities to share nurture sessions with their children.

A typical day in little oaks

When the children enter the nurture room, they are welcomed with relaxing music playing quietly to give a calming environment. They choose a greeting at the door, either a high 5, hug, dance or a handshake. Children are encouraged to place their name against how they are feeling, this is then discussed with an emotional check in during the circle time session. This allows the children to express their feelings whilst nurture staff can address and provide the children with the tools to regulate.

Children will find a carpet spot and begin some breathing exercises, and some stretching to relax and unwind any stresses they may have encountered during their morning. The breathing exercises and stretches have evolved over time. We found children were coming in very excited to be in Little Oaks and so we started to do this to bring some children back down

to a "ready to engage" level. We also added positive affirmations onto the end of the breathing/stretching session with a self-hug and mantra "I love me" "I am amazing" "I have worked hard today".

The visual timetable is then shared with the children, including the day, date and weather as talking points. We discuss the focus for the week which is based on the Boxall strands A-E. We then select two special helpers through a wheel of names generator, which the children really enjoy. This also helps them to deal with not being chosen, but trying to understand that they will be chosen some time that week. We originally started with one special helper, but as the sessions progressed, we decided to increase it to two children, so they could be encouraged to work positively together and share responsibilities e.g. setting up for snack time jobs, washing or drying the pots after snack time and turning the lights on/off.

Speaking and Listening and Circle Time

Speaking and Listening is a greeting game that we choose to do for the week. In the early sessions of Little Oaks, we would do a different greeting every day, but this didn't give the quieter children a chance to build confidence to interact with their peers so we quickly changed it. This had a positive impact on the group as it was a more consistent approach. Some greeting games we do are pass the smile, ring ring goes the phone and speak from the centre. These games are all taken from the Nurturing Success book.

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

Our circle time activities can vary from fast paced/quick thinking to slower paced/concentration. We link the games with the focus e.g. Teamwork, we may build a tower or pass the balloon and race against the clock. Concentration, observation and looking games might include a spot the difference or what's missing? The children really enjoy the circle time activities and will often offer their own ideas.

Group Work (Curriculum)

Once the carpet time sessions are finished, we move onto Group Work. This is essentially the curriculum subjects that they miss from not being in the main classroom. The subjects covered can be Science, PSHE, RE, History, Geography, DT and towards the end of the year, Maths. After some deliberation we decided that it was best to work a week behind the class timetable, this enabled us to have some time to adapt the planning accordingly and would give us an insight as to how the session went in the main class. We could then deliver a shorter/concise input so that the group work slot was more efficient and didn't impede on their valuable free play.

Group work could be a problematic slot in the Little Oaks timetable, depending on the subject being covered. We felt that sometimes the children missed out on achieving their Boxall targets due to emphasis on curriculum more so than Boxall, but we understand the importance of both.

Activities (Free play)

Activities taking place are planned around the child's individual needs based on their Boxall profile score, along with the focus of the week and learning that's been happening in the main classroom e.g if learning about money, an activity would be money based.

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 child's behaviour, and how to plan accordingly.

Snack Time,

This is a very essential part of the Little Oaks routine and a part which the children very much enjoy. Snack time allows us to replicate a family time/food sharing opportunity. Children make their own placemat which they use every session. Snack consists of either a biscuit or fruit along with a drink. Whilst sitting around the table we can encourage conversation along with modelling table manners and appropriate behaviours. Special helpers are valuable during snack time. They set up the table, invite the children to the table, giving them hand sanitiser. Once everyone is seated, the special helpers will then offer the snacks using sentence stems Would you like a … It is highly encouraged that the children reply with manners before taking the snack.

To end snack time as a group we sing a goodbye song. This signals that the session is coming to a close and the special helpers will collect up the cups, mats and any leftovers and wash and dry the pots. Children that are not the special helpers will collect their home things and sit on the carpet to have a story before dismissal.

Summary

Some challenges faced were: -

Time: we were constantly working against the clock, trying to squeeze everything in. We would often miss the start time due to over-running in the classroom reading sessions. Unfortunately, the Little Oaks classroom is a distance from the main classroom.

Absentees: children being taken out for interventions or being off school.

Classroom: being a multi-purpose room, we encountered resources/chairs going missing. It also impacted our setting up/putting away regime as we locked things away.

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

A total of 15 children attended the Nurture Group at some time in 2023-24, this includes 2 emergency spaces.

The majority of children made the expected progress. For example: a child made 41 points progress (developmental) and 51 points progress (diagnostic).

4 children didn't develop under the diagnostic strands due to behaviours emerging as the year progressed.

3 children were reintegrated back into class fulltime, no longer requiring the Nurture Group intervention. At the end of the academic year a further 2 children were ready to be reintegrated and 1 child left the school.

2023/24 has been an enjoyable nurturing experience.

<u>SEND Actions for 2024-2025</u>

- To further utilise the Provision Map software to document the provisions SEND pupils have completed.
- To embed 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 and Galaxy pupils are integrated well into mainstream activities where appropriate.
- To review and further develop planning and assessment in the DSP.
- To further develop and use the expertise of staff in the DSP to support pupils and staff in the mainstream classes.
- To upskill the staff working in the new Rainbow group

<u>Data Section on following pages</u>

Target Tracker

Age Related Expectation Summary Report
Y1, Y2, Y3, Y4, Y5, Y6 - All SEN (54 pupils)

Year 1 (7 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)
Writing	1 (14.3%)	6 (100%)	0 (0%)	0 (0%)
Mathematics	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	1 (14.3%)	6 (100%)	0 (0%)	0 (0%)

Year 2 (6 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)
Writing	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)
Mathematics	0 (0%)	3 (50.0%)	3 (50.0%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)

Year 3 (13 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)
Writing	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)
Mathematics	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)

Year 4 (7 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	1 (14.3%)	4 (66.7%)	2 (33.3%)	0 (0%)
Writing	1 (14.3%)	4 (66.7%)	2 (33.3%)	0 (0%)
Mathematics	1 (14.3%)	3 (50.0%)	3 (50.0%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)

Year 5 (10 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)
Writing	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)
Mathematics	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	0 (0%)	10 (100%)	0 (0%)	0 (0%)

Year 6 (11 pupils) Sum2 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)
Writing	0 (0%)	5 (45.5%)	6 (54.5%)	0 (0%)
Mathematics	0 (0%)	4 (36.4%)	7 (63.6%)	0 (0%)
Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all
	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)

Key: Number of Pupils (Percentage)
On Track - All pupils at ARE, including those at risk of working below
Higher - Pupils working above, or significantly above, ARE

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

First table shows assessment for each child. 2nd table shows % of the group making progress.

	Reading			Writing			Mathematics		
	TA Yr1 Aut1	Tgt Y1	TA Yr1 Sum2	TA Yr1 Aut1	Tgt Y1	TA Yr1 Sum2	TA Yr1 Aut1	Tgt Y1	TA Yr1 Sum2
	Rec b (40-60b/P6)	1b	Rec s (40-60s/P8)	Rec b (40-60b/P6)	Rec w (40-60w/P7)	Rec w (40-60w/P7)	Rec b (40-60b/P6)	1b	1b
	Rec b+ (40-60b+)	Rec w+ (40-60w+)	Rec s (40-60s/P8)	Rec b+ (40-60b+)	Rec w+ (40-60w+)	Rec w+ (40-60w+)	Rec b+ (40-60b+)	1b+	1b
		Rec w (40-60w/P7)	1b+		Rec w (40-60w/P7)	1b		Rec s (40-60s/P8)	1b+
	Rec b+ (40-60b+)	1b+	1w	Rec b+ (40-60b+)	1b+	1w	Rec b+ (40-60b+)	1b+	1w
	Rec b+ (40-60b+)	1b+	1b+	Rec b+ (40-60b+)	1b+	Rec s+ (40-60s+)	Rec w+ (40-60w+)	1w+	1b+
	Rec b (40-60b/P6)	1b	1b+	Rec b (40-60b/P6)	1b	1b+	Rec b (40-60b/P6)	1b	1w
	Rec w+ (40-60w+)	1w+	1b+	Rec w+ (40-60w+)	1w+	1b+	Rec w+ (40-60w+)	1w+	1w
	Rec b (40-60b/P6)	1b	1b+	Rec b (40-60b/P6)	1b	1b	Rec b (40-60b/P6)	1b	1b
	Rec b (40-60b/P6)	Rec w (40-60w/P7)	Rec w+ (40-60w+)	Rec b (40-60b/P6)	Rec w (40-60w/P7)	Rec w+ (40-60w+)	Rec b (40-60b/P6)	Rec w (40-60w/P7)	1b
	Rec b+ (40-60b+)	1b+	Rec w+ (40-60w+)	Rec b+ (40-60b+)	Rec w+ (40-60w+)	Rec w (40-60w/P7)	Rec b+ (40-60b+)	1b+	Rec s+ (40-60s+)
	Rec b+ (40-60b+)	1b+	1w	Rec b+ (40-60b+)	Rec w+ (40-60w+)	1b+	Rec w+ (40-60w+)	1w+	1w
	Rec b+ (40-60b+)	1b+	1b+	Rec b+ (40-60b+)	1b+	1b+	Rec b+ (40-60b+)	1b+	1b+

All Pupils (12 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	6 (50.0%)	5 (41.7%)	6 (50.0%)	5.7 (47.2%)
Progressed by 5 steps or more	6 (50.0%)	5 (41.7%)	9 (75.0%)	6.7 (55.6%)
Progressed by 4 steps or more	8 (66.7%)	7 (58.3%)	11 (91.7%)	8.7 (72.2%)
Progressed by 3 steps or more	10 (83.3%)	8 (66.7%)	11 (91.7%)	9.7 (80.6%)
Progressed by 2 steps or more	11 (91.7%)	10 (83.3%)	11 (91.7%)	10.7 (88.9%)
Progressed by 1 step or more	11 (91.7%)	11 (91.7%)	11 (91.7%)	11.0 (91.7%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (8.3%)	1 (8.3%)	1 (8.3%)	1.0 (8.3%)

All Pupils (12 pupils)	Reading	Writing	Mathematics	Average
Exceeded end of year target	7 (58.3%)	5 (41.7%)	4 (33.3%)	5.3 (44.4%)
Met end of year target	2 (16.7%)	4 (33.3%)	3 (25.0%)	3.0 (25.0%)
Not met end of year target	3 (25.0%)	3 (25.0%)	5 (41.7%)	3.7 (30.6%)

Nurture pupils Boxhall Overview

Year/Class	EBP	Gender	DOB	Boxall	A	B	C	D	E	F	G	H	I	J	Total		Q	R	S	T	U	V	W	X	Y	Z	Total	
								Developmental (score should get higher)													Diagnostic (score should get lower)								
1SB	92D144	Male	29.04.18	15.09.23	13	4	7	10	4	7	8	9	3	5	70	29	6	4	3	11	4	2	5	5	4	5	49	22
				03.07.24	17	8	11	13	5	9	12	13	4	7	99		4	4	4	4	2	2	4	1	1	1	27	
1SB	3A7C1C	Female	29.01.18	18.12.23	10	4	5	11	4	7	5	13	3	5	67	20	7	7	3	5	5	3	8	4	8	2	52	-6
				01.07.24	16	7	8	13	6	9	8	10	5	5	87		4	6	5	4	5	3	13	7	7	4	58	
1EH	FBD3A9	Male	15.06.18	22.02.24	12	5	2	13	3	8	13	15	2	7	80	38	10	4	0	4	0	1	0	0	1	0	20	13
				02.07.24	19	10	11	17	6	12	14	18	3	8	118		2	0	0	1	1	0	1	1	0	1	7	
1EH	2BDCC4	Female	12.12.17	18.12.23	17	7	8	12	4	10	14	14	5	7	98	10	6	8	1	1	3	12	7	2	0	0	40	-4
				02.07.24	17	10	10	15	6	12	13	15	5	5	108		2	7	1	1	6	8	7	7	4	1	44	
1EH	0C3FF6	Female	25.07.18	17.01.24	17	7	8	13	2	12	14	15	6	7	101	13	3	7	0	0	2	3	2	5	1	1	24	2
				02.07.24	18	9	9	15	7	12	14	18	6	6	114		0	7	1	0	1	1	4	4	3	1	22	
h 1SB	760EFD	Female	17.08.18	15.09.23	9	3	4	6	1	3	9	9	2	6	52	16	7	6	4	3	2	4	7	6	2	0	41	-12
				01.07.24	10	4	8	9	3	9	9	9	3	4	68		7	7	5	5	5	4	9	7	2	2	53	
1EH	C1606C	Female	27.10.17	11.10.23	12	6	4	9	3	11	8	11	2	5	71	51	4	10	3	1	8	3	6	11	3	2	51	41
				22.02.24	20	12	8	18	7	12	14	18	6	7	122		0	3	0	0	1	0	2	2	1	1	10	
1SB	16D2D4	Male	02.11.17	06.09.23	9	3	3	7	2	4	6	6	2	4	46	22	11	1	3	2	0	6	2	2	0	0	27	2
				03.07.24	12	4	4	8	3	10	8	10	3	6	68		7	2	2	4	2	1	3	3	1	0	25	
1EH	000F75	Male	05.07.18	06.09.23	11	8	6	12	4	9	6	9	3	1	69	37	6	2	3	13	0	1	3	1	5	2	36	6
				01.07.24	16	9	11	19	6	11	9	14	5	6	106		3	3	4	11	0	0	2	2	2	3	30	
1EH	C11F4D	Male	11.09.17	13.09.23	11	9	6	14	7	9	7	9	6	5	83	29	6	11	0	3	4	11	7	7	8	0	57	16
				01.07.24	17	9	11	14	7	11	15	15	6	7	112		1	7	0	3	5	5	4	5	7	4	41	
e 1SB	9CFC68	Male	11.12.17	15.09.23	11	3	4	9	4	7	10	12	3	6	69	2	5	4	2	5	3	2	3	5	4	2	35	-12
				03.07.24	11	6	4	8	5	9	9	11	4	4	71		8	5	5	7	3	4	5	3	3	4	47	
1SB	F178A3	Female	31.08.18	15.09.23	12	3	2	13	3	9	7	16	4	6	75	44	4	4	6	5	0	1	0	2	0	3	25	8
				01.12.23	18	10	10	19	7	12	11	18	7	7	119		1	1	3	2	1	0	4	2	1	2	17	
1EH	2E81A3	Male	27.07.18	13.09.23	11	5	5	11	5	9	8	10	4	4	72	19	5	6	5	11	2	2	6	6	2	1	46	14
				19.12.23	14	7	6	14	6	12	11	12	4	5	91		1	4	2	6	4	2	5	4	2	2	32	

Attended from roughly October to December, to help with anxiety level as advised by Miss M Williams. Reintergrated and went on to participate in Play Therapy. No Boxall.

Attended from October to July, 3 sessions a week with his 1:1, to encourage speaking and social interaction as advised by Mrs S Woods. No Boxall.

The areas in green are the improvements.

Table 2 Showing Year 1 Phonics Screening Check Results

acker

Y1 Phonics Screening Check
Y1 - All Pupils (59 pupils)

Year 1 (59 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	59 (100%)	28.9	22 (37.3%)	36 (61.0%)
Pupil Premium	27 (45.8%)	26.8	12 (44.4%)	14 (51.9%)
Not Pupil Premium	32 (54.2%)	30.7	10 (31.3%)	22 (68.8%)
All SEN	7 (11.9%)	22.2	4 (57.1%)	2 (28.6%)
Not SEN	52 (88.1%)	29.7	18 (34.6%)	34 (65.4%)
SEN Support	6 (10.2%)	22.2	4 (66.7%)	2 (33.3%)
EAL	32 (54.2%)	29.0	10 (31.3%)	22 (68.8%)
Not EAL	27 (45.8%)	28.8	12 (44.4%)	14 (51.9%)
Core Pupils Reception Aut1 or earlier	43 (72.9%)	30.9	13 (30.2%)	29 (67.4%)
Core Pupils Reception Aut2 or later	16 (27.1%)	23.9	9 (56.3%)	7 (43.8%)
Males	26 (44.1%)	27.7	12 (46.2%)	14 (53.8%)
Females	33 (55.9%)	30.0	10 (30.3%)	22 (66.7%)
FSM	27 (45.8%)	26.8	12 (44.4%)	14 (51.9%)
Not FSM	32 (54.2%)	30.7	10 (31.3%)	22 (68.8%)
Education, health and care plan	1 (1.7%)	-	0 (0.0%)	0 (0.0%)
Birth Term Autumn	20 (33.9%)	30.8	6 (30.0%)	13 (65.0%)
Birth Term Spring	18 (30.5%)	30.5	7 (38.9%)	11 (61.1%)
Birth Term Summer	21 (35.6%)	25.9	9 (42.9%)	12 (57.1%)
White British	18 (30.5%)	28.0	9 (50.0%)	9 (50.0%)
Attendance <96 Y1 2023-24	33 (55.9%)	25.8	16 (48.5%)	16 (48.5%)
Attendance <90 Y1 2023-24	18 (30.5%)	24.9	8 (44.4%)	9 (50.0%)

Table 3 Showing Year 2 Phonics Screening Check Result

Tracker

Year 2 Phonics Screening Check
Y2 - All Pupils (58 pupils)

Year 2	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
All Pupils	58 (100%)	2	32.4	5 (8.9%)	48 (85.7%)
Pupil Premium	16 (27.6%)	-	33.1	2 (12.5%)	14 (87.5%)
Not Pupil Premium	42 (72.4%)	2	32.2	3 (7.5%)	34 (85.0%)
All SEN	6 (10.3%)	-	28.8	0 (0%)	5 (83.3%)
Not SEN	52 (89.7%)	2	32.9	5 (10.0%)	43 (86.0%)
SEN Support	6 (10.3%)	-	28.8	0 (0%)	5 (83.3%)
EAL	31 (53.4%)	1	30.8	4 (13.3%)	24 (80.0%)
Not EAL	27 (46.6%)	1	34.3	1 (3.8%)	24 (92.3%)
Core Pupils Reception Aut1 or earlier	28 (48.3%)	-	36.4	0 (0%)	28 (100%)
Core Pupils Reception Aut2 or later	30 (51.7%)	2	28.5	5 (17.9%)	20 (71.4%)
Males	22 (37.9%)	-	30.5	1 (4.5%)	18 (81.8%)
Females	36 (62.1%)	2	33.6	4 (11.8%)	30 (88.2%)
FSM	15 (25.9%)	-	32.8	2 (13.3%)	13 (86.7%)
Not FSM	43 (74.1%)	2	32.3	3 (7.3%)	35 (85.4%)
Education, health and care plan	0 (0%)	-	-	-	-
Birth Term Autumn	19 (32.8%)	-	33.8	0 (0%)	18 (94.7%)
Birth Term Spring	11 (19.0%)	-	33.2	2 (18.2%)	9 (81.8%)
Birth Term Summer	28 (48.3%)	2	31.1	3 (11.5%)	21 (80.8%)
White British	18 (31.0%)	-	35.1	1 (5.6%)	17 (94.4%)
Attendance <96 Y2 2023-24	30 (51.7%)	-	32.8	2 (6.7%)	26 (86.7%)
Attendance <90 Y2 2023-24	9 (15.5%)	-	31.2	0 (0%)	8 (88.9%)

Key:

Shading:

Below National	At or above National No value for Year 2

* The % Working At includes those pupils who were Working At in Yr1 and only those with a result

Year Groups for Comparision

Reading Year 1 (59 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	59 (15.8%)	2 (3.4%)	26 (45.6%)	31 (54.4%)	0 (0%)
EAL	32 (8.6%)	0 (0%)	14 (43.8%)	18 (56.3%)	0 (0%)
Pupil Premium	27 (7.2%)	2 (7.4%)	13 (52.0%)	12 (48.0%)	0 (0%)
Not Pupil Premium	32 (8.6%)	0 (0%)	13 (40.6%)	19 (59.4%)	0 (0%)
Core Pupils Reception Aut1 or earlier	43 (11.5%)	1 (2.3%)	16 (38.1%)	26 (61.9%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)

Writing Year 1 (59 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	59 (15.8%)	2 (3.4%)	27 (47.4%)	30 (52.6%)	0 (0%)
EAL	32 (8.6%)	0 (0%)	15 (46.9%)	17 (53.1%)	0 (0%)
Pupil Premium	27 (7.2%)	2 (7.4%)	13 (52.0%)	12 (48.0%)	0 (0%)
Not Pupil Premium	32 (8.6%)	0 (0%)	14 (43.8%)	18 (56.3%)	0 (0%)
Core Pupils Reception Aut1 or earlier	43 (11.5%)	1 (2.3%)	17 (40.5%)	25 (59.5%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	6 (100%)	0 (0%)	0 (0%)

Mathematics Year 1 (59 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	59 (15.8%)	2 (3.4%)	27 (47.4%)	30 (52.6%)	0 (0%)
EAL	32 (8.6%)	0 (0%)	15 (46.9%)	17 (53.1%)	0 (0%)
Pupil Premium	27 (7.2%)	2 (7.4%)	12 (48.0%)	13 (52.0%)	0 (0%)
Not Pupil Premium	32 (8.6%)	0 (0%)	15 (46.9%)	17 (53.1%)	0 (0%)
Core Pupils Reception Aut1 or earlier	43 (11.5%)	1 (2.3%)	17 (40.5%)	25 (59.5%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)

Combined Year 1 (59 pupils): Y1	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	59 (15.8%)	2 (3.4%)	30 (52.6%)	27 (47.4%)	0 (0%)
EAL	32 (8.6%)	0 (0%)	15 (46.9%)	17 (53.1%)	0 (0%)
Pupil Premium	27 (7.2%)	2 (7.4%)	15 (60.0%)	10 (40.0%)	0 (0%)
Not Pupil Premium	32 (8.6%)	0 (0%)	15 (46.9%)	17 (53.1%)	0 (0%)
Core Pupils Reception Aut1 or earlier	43 (11.5%)	1 (2.3%)	20 (47.6%)	22 (52.4%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	6 (100%)	0 (0%)	0 (0%)

Reading Year 2 (58 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	58 (15.5%)	3 (5.2%)	27 (49.1%)	28 (50.9%)	0 (0%)
EAL	31 (8.3%)	1 (3.2%)	19 (63.3%)	11 (36.7%)	0 (0%)
Pupil Premium	16 (4.3%)	0 (0%)	7 (43.8%)	9 (56.3%)	0 (0%)
Not Pupil Premium	42 (11.2%)	3 (7.1%)	20 (51.3%)	19 (48.7%)	0 (0%)
Core Pupils Reception Aut1 or earlier	28 (7.5%)	0 (0%)	8 (28.6%)	20 (71.4%)	0 (0%)
All SEN	6 (1.6%)	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)

Writing Year 2 (58 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	58 (15.5%)	6 (10.3%)	28 (53.8%)	24 (46.2%)	0 (0%)
EAL	31 (8.3%)	4 (12.9%)	15 (55.6%)	12 (44.4%)	0 (0%)
Pupil Premium	16 (4.3%)	1 (6.3%)	8 (53.3%)	7 (46.7%)	0 (0%)
Not Pupil Premium	42 (11.2%)	5 (11.9%)	20 (54.1%)	17 (45.9%)	0 (0%)
Core Pupils Reception Aut1 or earlier	28 (7.5%)	0 (0%)	13 (46.4%)	15 (53.6%)	0 (0%)
All SEN	6 (1.6%)	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)

Mathematics Year 2 (58 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	58 (15.5%)	3 (5.2%)	25 (45.5%)	30 (54.5%)	0 (0%)
EAL	31 (8.3%)	1 (3.2%)	18 (60.0%)	12 (40.0%)	0 (0%)
Pupil Premium	16 (4.3%)	0 (0%)	6 (37.5%)	10 (62.5%)	0 (0%)
Not Pupil Premium	42 (11.2%)	3 (7.1%)	19 (48.7%)	20 (51.3%)	0 (0%)
Core Pupils Reception Aut1 or earlier	28 (7.5%)	0 (0%)	8 (28.6%)	20 (71.4%)	0 (0%)
All SEN	6 (1.6%)	0 (0%)	3 (50.0%)	3 (50.0%)	0 (0%)

Combined Year 2 (58 pupils): Y2	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	58 (15.5%)	6 (10.3%)	29 (55.8%)	23 (44.2%)	0 (0%)
EAL	31 (8.3%)	4 (12.9%)	16 (59.3%)	11 (40.7%)	0 (0%)
Pupil Premium	16 (4.3%)	1 (6.3%)	8 (53.3%)	7 (46.7%)	0 (0%)
Not Pupil Premium	42 (11.2%)	5 (11.9%)	21 (56.8%)	16 (43.2%)	0 (0%)
Core Pupils Reception Aut1 or earlier	28 (7.5%)	0 (0%)	13 (46.4%)	15 (53.6%)	0 (0%)
All SEN	6 (1.6%)	0 (0%)	4 (66.7%)	2 (33.3%)	0 (0%)

Reading Year 3 (65 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	65 (17.4%)	1 (1.5%)	31 (48.4%)	33 (51.6%)	2 (3.1%)
EAL	34 (9.1%)	0 (0%)	14 (41.2%)	20 (58.8%)	2 (5.9%)
Pupil Premium	26 (7.0%)	0 (0%)	14 (53.8%)	12 (46.2%)	1 (3.8%)
Not Pupil Premium	39 (10.4%)	1 (2.6%)	17 (44.7%)	21 (55.3%)	1 (2.6%)
Core Pupils Reception Aut1 or earlier	42 (11.2%)	0 (0%)	14 (33.3%)	28 (66.7%)	1 (2.4%)
All SEN	13 (3.5%)	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)

Writing Year 3 (65 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	65 (17.4%)	1 (1.5%)	36 (56.3%)	28 (43.8%)	0 (0%)
EAL	34 (9.1%)	0 (0%)	15 (44.1%)	19 (55.9%)	0 (0%)
Pupil Premium	26 (7.0%)	0 (0%)	18 (69.2%)	8 (30.8%)	0 (0%)
Not Pupil Premium	39 (10.4%)	1 (2.6%)	18 (47.4%)	20 (52.6%)	0 (0%)
Core Pupils Reception Aut1 or earlier	42 (11.2%)	0 (0%)	18 (42.9%)	24 (57.1%)	0 (0%)
All SEN	13 (3.5%)	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)

Mathematics Year 3 (65 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	65 (17.4%)	1 (1.5%)	34 (53.1%)	30 (46.9%)	4 (6.3%)
EAL	34 (9.1%)	0 (0%)	16 (47.1%)	18 (52.9%)	3 (8.8%)
Pupil Premium	26 (7.0%)	0 (0%)	14 (53.8%)	12 (46.2%)	0 (0%)
Not Pupil Premium	39 (10.4%)	1 (2.6%)	20 (52.6%)	18 (47.4%)	4 (10.5%)
Core Pupils Reception Aut1 or earlier	42 (11.2%)	0 (0%)	16 (38.1%)	26 (61.9%)	4 (9.5%)
All SEN	13 (3.5%)	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)

Combined Year 3 (65 pupils): Y3	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	65 (17.4%)	1 (1.5%)	38 (59.4%)	26 (40.6%)	0 (0%)
EAL	34 (9.1%)	0 (0%)	17 (50.0%)	17 (50.0%)	0 (0%)
Pupil Premium	26 (7.0%)	0 (0%)	18 (69.2%)	8 (30.8%)	0 (0%)
Not Pupil Premium	39 (10.4%)	1 (2.6%)	20 (52.6%)	18 (47.4%)	0 (0%)
Core Pupils Reception Aut1 or earlier	42 (11.2%)	0 (0%)	18 (42.9%)	24 (57.1%)	0 (0%)
All SEN	13 (3.5%)	0 (0%)	11 (84.6%)	2 (15.4%)	0 (0%)

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Reading Year 4 (67 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	67 (17.9%)	9 (13.4%)	29 (50.0%)	29 (50.0%)	0 (0%)
EAL	36 (9.6%)	8 (22.2%)	15 (53.6%)	13 (46.4%)	0 (0%)
Pupil Premium	28 (7.5%)	3 (10.7%)	17 (68.0%)	8 (32.0%)	0 (0%)
Not Pupil Premium	39 (10.4%)	6 (15.4%)	12 (36.4%)	21 (63.6%)	0 (0%)
Core Pupils Reception Aut1 or earlier	27 (7.2%)	0 (0%)	9 (33.3%)	18 (66.7%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	4 (66.7%)	2 (33.3%)	0 (0%)

Writing Year 4 (67 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	67 (17.9%)	9 (13.4%)	33 (56.9%)	25 (43.1%)	0 (0%)
EAL	36 (9.6%)	8 (22.2%)	19 (67.9%)	9 (32.1%)	0 (0%)
Pupil Premium	28 (7.5%)	3 (10.7%)	19 (76.0%)	6 (24.0%)	0 (0%)
Not Pupil Premium	39 (10.4%)	6 (15.4%)	14 (42.4%)	19 (57.6%)	0 (0%)
Core Pupils Reception Aut1 or earlier	27 (7.2%)	0 (0%)	9 (33.3%)	18 (66.7%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	4 (66.7%)	2 (33.3%)	0 (0%)

Mathematics Year 4 (67 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	67 (17.9%)	9 (13.4%)	25 (43.1%)	33 (56.9%)	4 (6.9%)
EAL	36 (9.6%)	8 (22.2%)	12 (42.9%)	16 (57.1%)	2 (7.1%)
Pupil Premium	28 (7.5%)	3 (10.7%)	17 (68.0%)	8 (32.0%)	0 (0%)
Not Pupil Premium	39 (10.4%)	6 (15.4%)	8 (24.2%)	25 (75.8%)	4 (12.1%)
Core Pupils Reception Aut1 or earlier	27 (7.2%)	0 (0%)	7 (25.9%)	20 (74.1%)	4 (14.8%)
All SEN	7 (1.9%)	1 (14.3%)	3 (50.0%)	3 (50.0%)	0 (0%)

Combined Year 4 (67 pupils): Y4	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	67 (17.9%)	9 (13.4%)	37 (63.8%)	21 (36.2%)	0 (0%)
EAL	36 (9.6%)	8 (22.2%)	19 (67.9%)	9 (32.1%)	0 (0%)
Pupil Premium	28 (7.5%)	3 (10.7%)	21 (84.0%)	4 (16.0%)	0 (0%)
Not Pupil Premium	39 (10.4%)	6 (15.4%)	16 (48.5%)	17 (51.5%)	0 (0%)
Core Pupils Reception Aut1 or earlier	27 (7.2%)	0 (0%)	11 (40.7%)	16 (59.3%)	0 (0%)
All SEN	7 (1.9%)	1 (14.3%)	5 (83.3%)	1 (16.7%)	0 (0%)

Reading Year 5 (62 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	62 (16.6%)	2 (3.2%)	29 (48.3%)	31 (51.7%)	4 (6.7%)
EAL	33 (8.8%)	1 (3.0%)	13 (40.6%)	19 (59.4%)	3 (9.4%)
Pupil Premium	27 (7.2%)	1 (3.7%)	19 (73.1%)	7 (26.9%)	0 (0%)
Not Pupil Premium	35 (9.4%)	1 (2.9%)	10 (29.4%)	24 (70.6%)	4 (11.8%)
Core Pupils Reception Aut1 or earlier	34 (9.1%)	0 (0%)	15 (44.1%)	19 (55.9%)	2 (5.9%)
All SEN	10 (2.7%)	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)

Writing Year 5 (62 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	62 (16.6%)	2 (3.2%)	30 (50.0%)	30 (50.0%)	2 (3.3%)
EAL	33 (8.8%)	1 (3.0%)	14 (43.8%)	18 (56.3%)	1 (3.1%)
Pupil Premium	27 (7.2%)	1 (3.7%)	18 (69.2%)	8 (30.8%)	0 (0%)
Not Pupil Premium	35 (9.4%)	1 (2.9%)	12 (35.3%)	22 (64.7%)	2 (5.9%)
Core Pupils Reception Aut1 or earlier	34 (9.1%)	0 (0%)	16 (47.1%)	18 (52.9%)	1 (2.9%)
All SEN	10 (2.7%)	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)

Mathematics Year 5 (62 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	62 (16.6%)	2 (3.2%)	30 (50.0%)	30 (50.0%)	3 (5.0%)
EAL	33 (8.8%)	1 (3.0%)	14 (43.8%)	18 (56.3%)	2 (6.3%)
Pupil Premium	27 (7.2%)	1 (3.7%)	19 (73.1%)	7 (26.9%)	0 (0%)
Not Pupil Premium	35 (9.4%)	1 (2.9%)	11 (32.4%)	23 (67.6%)	3 (8.8%)
Core Pupils Reception Aut1 or earlier	34 (9.1%)	0 (0%)	17 (50.0%)	17 (50.0%)	2 (5.9%)
All SEN	10 (2.7%)	0 (0%)	9 (90.0%)	1 (10.0%)	0 (0%)

Combined Year 5 (62 pupils): Y5	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	62 (16.6%)	2 (3.2%)	38 (63.3%)	22 (36.7%)	1 (1.7%)
EAL	33 (8.8%)	1 (3.0%)	19 (59.4%)	13 (40.6%)	1 (3.1%)
Pupil Premium	27 (7.2%)	1 (3.7%)	22 (84.6%)	4 (15.4%)	0 (0%)
Not Pupil Premium	35 (9.4%)	1 (2.9%)	16 (47.1%)	18 (52.9%)	1 (2.9%)
Core Pupils Reception Aut1 or earlier	34 (9.1%)	0 (0%)	20 (58.8%)	14 (41.2%)	1 (2.9%)
All SEN	10 (2.7%)	0 (0%)	10 (100%)	0 (0%)	0 (0%)

Reading Year 6 (63 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	63 (16.8%)	0 (0%)	15 (23.8%)	48 (76.2%)	9 (14.3%)
EAL	17 (4.5%)	0 (0%)	4 (23.5%)	13 (76.5%)	4 (23.5%)
Pupil Premium	25 (6.7%)	0 (0%)	9 (36.0%)	16 (64.0%)	0 (0%)
Not Pupil Premium	38 (10.2%)	0 (0%)	6 (15.8%)	32 (84.2%)	9 (23.7%)
Core Pupils Reception Aut1 or earlier	40 (10.7%)	0 (0%)	2 (5.0%)	38 (95.0%)	7 (17.5%)
All SEN	11 (2.9%)	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)

Writing Year 6 (63 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	63 (16.8%)	0 (0%)	10 (15.9%)	53 (84.1%)	7 (11.1%)
EAL	17 (4.5%)	0 (0%)	3 (17.6%)	14 (82.4%)	3 (17.6%)
Pupil Premium	25 (6.7%)	0 (0%)	5 (20.0%)	20 (80.0%)	1 (4.0%)
Not Pupil Premium	38 (10.2%)	0 (0%)	5 (13.2%)	33 (86.8%)	6 (15.8%)
Core Pupils Reception Aut1 or earlier	40 (10.7%)	0 (0%)	2 (5.0%)	38 (95.0%)	6 (15.0%)
All SEN	11 (2.9%)	0 (0%)	5 (45.5%)	6 (54.5%)	0 (0%)

Mathematics Year 6 (63 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	63 (16.8%)	0 (0%)	8 (12.7%)	55 (87.3%)	8 (12.7%)
EAL	17 (4.5%)	0 (0%)	3 (17.6%)	14 (82.4%)	4 (23.5%)
Pupil Premium	25 (6.7%)	0 (0%)	4 (16.0%)	21 (84.0%)	1 (4.0%)
Not Pupil Premium	38 (10.2%)	0 (0%)	4 (10.5%)	34 (89.5%)	7 (18.4%)
Core Pupils Reception Aut1 or earlier	40 (10.7%)	0 (0%)	1 (2.5%)	39 (97.5%)	6 (15.0%)
All SEN	11 (2.9%)	0 (0%)	4 (36.4%)	7 (63.6%)	0 (0%)

Combined Year 6 (63 pupils): Y6	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	63 (16.8%)	0 (0%)	16 (25.4%)	47 (74.6%)	3 (4.8%)
EAL	17 (4.5%)	0 (0%)	4 (23.5%)	13 (76.5%)	2 (11.8%)
Pupil Premium	25 (6.7%)	0 (0%)	10 (40.0%)	15 (60.0%)	0 (0%)
Not Pupil Premium	38 (10.2%)	0 (0%)	6 (15.8%)	32 (84.2%)	3 (7.9%)
Core Pupils Reception Aut1 or earlier	40 (10.7%)	0 (0%)	3 (7.5%)	37 (92.5%)	2 (5.0%)
All SEN	11 (2.9%)	0 (0%)	7 (63.6%)	4 (36.4%)	0 (0%)

DSP progress report Summer 2023-24

Reading Jul-23 Benchmark	Jul-23 PKS Level	Jan-24 Benchmark	Jul-24 Benchmark	Jul-24 PKS Level	Writing Jul-23 PKS Level	Writing Jul-24 PKS Level	Maths Jul-23 Sandwell	Jul-23 Number sense	Jul-23 PKS Level	Jan-24 Sandwell	Jan-24 Number sense	Jul-24 Sandwell	Jul-24 Number sense	Jul-24 PKS Level	BPVS Jul-23	BPVS Jan-24	BPVS Jul-24
3	2	4	Red 4	3	2	4	5:00	49	1	5:04	49	5:07	65	3	54 (3:9)	52	61 (4:7)
5	2	7	Yellow 6	4	2	4	5:10	65	3	6:01	63	6:08	71	4	82 (5:6)	91 (6:00)	95 (6:3)
1	2	1	Pink 1	3	2	3	5:05	52	3	5:07	61	5:05	64	3	32	54 (3:09)	68 (4:10)
0	1	0	Pink 1	2	1	1	4:02	33	0	4:04	35	4:07	49	0	27	27	31
1	1	1	Pink 1	3	1	2	4:05	54	1	4:07	55	4:11	64	3	70 (4:11)		68 (4:10)
0	1	0	0	1	0	1	4:00	5	0	3:11	5	4:00	6	0	27	28	26
5	3	6	Yellow 6	5	2	3	5:11	65	3	6:01	71	7:02	71	4	68 (4:10)	77 (5:03)	65 (4:9)
3	2	3	Red 4	3	1	3	4:11	54	2	5:03	56	5:07	57	3	61 (4:7)	72 (5:00)	63 (4:8)
3	2	3	Red 4	2	2	3	5:00	55	1	5:00	56	4:11	64	3	49	55 (4:00)	54
10	5	14		6	3	5	6:02	64	3	6:06	61	7:00	70	4	124 (8:11)	132 (9:09)	134 (10:00)
		4	Yellow 6	3		3	5:00			5:00	56	5:07	71	3	71 (5:0)	84 (5:07)	55 (4:00)

DSP (Year 3-5) Summer 2023-24 — Progress from start of Autumn 1 2023 to Summer 2 2024

	Reading NA	Reading Pupils	Writing NA	Writing Pupils	Maths NA	Maths Pupils
	1	11	1	11	1	11
Progress made		8 — 80.0%		9 — 90.0%		7 — 70.0%
NA = Not Assessed						

Benchmark 1 — Read L1 or above but not achieve comprehension
Benchmark 0 — Not read L1 books
Age Y:M — Out of 71 — 53 is lowest score aged

Galaxy class report Summer 2023-24

Reading Sep-23 Benchmark	Jan-24 Benchmark	May-24 Benchmark	Writing Sep-23 PKS Level	Jul-24 PKS Level	Maths Sep-23 Sandwell	Sep-23 Number Sense	Sep-23 PKS Level	Jan-24 Sandwell	Jan-24 Number Sense	May-24 Sandwell	May-24 Number Sense	Jul-24 PKS Level	BPVS Sep-23	BPVS Jan-24	BPVS May-24	Phonics Jul-24
1	2	Red 4	2	2	4:03	9	1	4:03	12	5:03	18	3	58 (4:4)	(4:10)	90(5:11)	3
	2	Red 3	1	2	4:08	10	1	4:11	14	4:11	15	1	31	60(4:6)	84(5:7)	3
9	11	14	1	3	5:10	59	1	6:06	56	5:11	28	5	83 (5:6)	78(5:4)	114(8:5)	4
17	20	22	2	6	6:01	58	2	7:08		6:08	98	2	101 (7:0)	112(8:4)	104(7:5)	5
5	6	13	2	3	5:06	62	1	6:05	67		78	4	87 (5:9)	110(8:3)	136(10:5)	3
	1	N/A	1	N/A	N/A	13	1	N/A	N/A	N/A	N/A	N/A	68 (4:10)	100(6:9)	N/A	N/A
5	9	Orange 10	2	5	5:09	48	1	5:06	51	6:00	56	4	85 (5:7)	91(6:0)	135(10:3)	4
2	6	Green 9	1	4	4:03	31	1	5:03	49	6:01	72	3	32	76(5:2)	94 (6:2)	5

Galaxy (Year 3) — Progress from Autumn 1 2023 to Summer 2 2024

	Reading NA	Reading Pupils	Writing NA	Writing Pupils	Maths NA	Maths Pupils
	2	8	1	8	1	8
Progress made		6 — 100.0%		6 — 85.7%		5 — 71.4%
NA = Not Assessed						

Benchmark 1 — Read L1 or above but not achieve comprehension
Benchmark 0 — Not read L1 books
Age Y:M — Out of 71 — 53 is lowest score aged