



MAPLE TREE
PRIMARY SCHOOL

Climbing the branches of success

Maple Tree Primary School

Headteacher Report to Governors

Summer 2021



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Headteacher Report to Governors Summer 2021

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Introduction

This has been one of the most settled terms, but also the most challenging terms, we have had in over two years - we have been fortunate with the number of children who have had to be off for self-isolating/positive cases which has enabled staff to work hard with the children to reduce the impact that two lockdowns have had but with changes to government guidance and an ever changing risk assessment the focus has been split between ensuring the school community is settled for learning at the same time as being safe.

Within the classrooms, timetables resumed and classroom expectations remained high. Children have had a balance of informal testing and focused teaching and this term there has been a raft of intervention taking place across the school. Staff have worked well together to make sure that needs are met in a timely manner whilst at the same time adapting planning on a regular basis to ensure that children are not missing out on large chunks of knowledge and understanding.

The results of all this hard work are pleasing. The attainment of the children at the end of KS1 and KS2 show them to be broadly in line with the most recent National Averages and in some cases show children working at Greater Depth.

Alongside the teaching, staff have also been continuing on with curriculum and subject leadership development with positive results too. They have been looking at the statutory requirements and a number of staff have undertaken robust CPD to ensure that as a school we are clear as to our next steps, ready for a curriculum-focused year next year.

Staff should be incredibly proud of their achievements; they have shown extraordinary levels of resilience and adaptability. Our families also deserve thanks for their support too; for their patience and understanding through the most stressful of times. And finally, it would be wrong not to commend our fabulous children who make our jobs easier than they may otherwise be! All in all, it has been a great term with a tremendous amount of hard work throughout but the results reflect the effort and progress that has gone in.

Summary of Progress towards School Development Plan (SDP) Priorities

1. School Development Priority

Ensure robust leadership at every level in measuring effectiveness of all aspects of teaching, learning and the curriculum.

Progress

- Core subject leaders have taken part in a range of scrutinies this term including learning walks, observations, pupil voice, book looks, moderation, planning scrutiny. The findings have been shared in a timely way with staff and SLT.
- Data analysis has happened by class teachers as well as subject leaders to ensure that all are aware of gaps that need addressing and identify next steps for learning
- Supportive discussion with SIP re maths and opportunity to discuss 'Deep Dive' questions.
- Deputy Head sat within maths discussion to enable her to support the other core subject leaders with a similar experience.
- SIA conversation to go through APD using Ofsted Framework to base evidence on.
- Governor committees have worked hard to ensure that policies and procedure in school is adhered to and a small committee has supported school with the strategic oversight of Kids Club during the lockdown and subsequent furlough period.

- CPD has been attended by core subject leaders and senior leaders on elements of the curriculum.
- Staff workshops have been used to ensure a detailed transition has occurred and to cover other curriculum aspects such as vocabulary development and maths mastery.
- Curriculum progression grids have been created and shared amongst staff - these are ready for sharing on the website from September 2021.
- Catch up funding has been used to support a raft of interventions which ran over the summer term across the school in reading, maths, phonics, speech and language etc.
- Our Early Years Lead has been getting to grips with the new framework as an Early Adopter school.
- Subject leaders have supported class teachers with key priorities for learning following the adapting of plans following lockdown.
- RHE consultation was held with parents - limited respondents but elements are already in use and will continue from September 21 - staff training identified as an area of need for this.
- Adaptations made to some of the exercise books we have been using to ensure subjects are more transparent
- Year 6 were prepared for EOKS assessments even though they were cancelled. Children sat internal assessments instead but these were experienced as a SATs week would be.

Next Steps/Priorities for next year:

- Everyone a leader, everyone a learner focus
- Continue with development of non-core subject leaders to include monitoring and evaluation within the school schedule
- Ensure teacher subject knowledge is developing across all subject areas and at all stages
- Embed the new Early Years framework
- To undertake supportive deep dives (begin with core subjects and move onto foundation subjects)
- Sign up to Education Staff Wellbeing Charter

2. School Development Priority

Develop an effective curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Progress

- Recovery curriculum was built to support the children whilst in lockdown and on their return to school.
- Adaptations have been made to pare back plans for this term to ensure that the children have the opportunity to deepen their learning as opposed to trying to fit in all they might have missed.
- SEND children were supported well on their return to school in March and our SENDCo has worked hard to build relationships with parents as well as children. Further work will continue to ensure QFT is being used as a first strategy to limit the numbers of children on the SEND register at stage 1. We currently have 8 EHC children across the school with 2 pending. 4 of these children are moving to different provisions from September and their transition is being managed accordingly.
- Curriculum workshops have happened and we have a number of staff working on a couple of projects and have embarked on professional reading as part of this. Senior Leaders have also carried out a number of workshops and webinars to develop their own knowledge and understanding of the current primary school curriculum expectations in order to support whole staff CPD next year.

- Maths mastery has been a focus for this year and this is beginning to roll out across the school. Our maths subject leader is developing her action plans to take into account the current knowledge of the children along with revised expectations of the teachers to ensure that quality learning is happening consistently.
- We have an RHE scheme of work that meets statutory requirements and staff will be trained further on this next year.
- Resources have been provided for each key stage through the Covid Outbreak management fund which has enabled us to buy more reading books as well as appropriate classroom resources.
- Moderation has taken place in all year groups and some year groups have used the comparative judgement process in writing [No More Marking] which has been a good exercise and will continue next year.
- All years from 1-5 took part in PTE/M tests in June which were marked externally and gap analysis provided which has supported teachers with the next steps.
- Interventions have happened across the school and the effectiveness of these is being monitored and evaluated for next year.
- Pupil Progress meetings have happened and staff are actively being encouraged to do their own data analysis to ensure they understand what it is showing them. Some discrepancy between PT tests and TT data has been flagged and moderation as a whole school will be a focus within next year's development plan.
- We have continued with the RADY programme and have engaged with their 'Thinking differently' modules which focus on equity and equality.
- Opportunities for extended writing across the curriculum are apparent which is helping the children to sustain their writing as well as developing the skills required.

Next Steps/Priorities for next year:

- Writing focus across Reception and KS1
- Maths focus across KS2
- Maths fluency across the school
- Assessment in foundation subjects
- Scrutiny and training in teacher assessment/data tracking/moderation

3. School Development Priority

Re-establish behaviour for learning and uphold strong values and vision whilst supporting the physical, mental and emotional health and wellbeing of pupils and staff.

Progress

- Safeguarding cases have seen a sharp increase and as such we have created an additional DSL so the caseload can be spread.
- Weekly pastoral meetings happen between our safeguarding leads to ensure that all cases are discussed and relevant information shared.
- Behaviour is good. Children have been recognised within the wider community for showing values and are good role models.
- Children are focused and settled and show strong behaviour for learning.
- We have a small parent forum who meet half termly which is working well for 2 way conversations and we have had positive feedback that they appreciate us taking time to meet with them.
- Behaviour support plans are in place where required and are updated as needed.

- The school community has pulled together to ensure that our site remains safe during the pandemic and our risk assessment has been updated regularly to reflect changes in government guidance.

Next Steps/Priorities for next year:

- Priority 3 to be embedded within Priority 1 as Behaviour and Attitudes/Personal Development does not need a separate focus next year.
- Attendance will continue to be monitored in the wake of the pandemic. Strategies in place will continue. Updates will be provided termly to the Governing Body.

Pupil Update

Numbers on Roll

| | |
|-----------------------------|-----|
| Total Number on Roll | 279 |
| Mulberries | 56 |
| Reception | 30 |
| Year 1 | 31 |
| Year 2 | 26 |
| Year 3 | 39 |
| Year 4 | 30 |
| Year 5 | 27 |
| Year 6 | 40 |

Commentary: We lose one of our bulge years at the end of next year which takes us a step closer to single form entry. Year 1 will become one class and move forwards from here on in too. We have capped our numbers at 30 for all year groups and Year 3 will reduce in numbers as children leave.

Attendance

| Total Number on Roll 223 | School | Local | National |
|---|---------------|--------------|-----------------|
| Whole School Attendance | 96% | 96% | 95.3% |
| Authorised Absences | 3.1% | 3% | 3.7% |
| Unauthorised Absences | 0.7% | 1% | 1.1% |
| Number of Children with Persistent Absences | 1.3% | 7.9% | 13% |

Commentary: *These numbers show the attendance figures for children in Reception to Year 6. We have removed pre-school from the data for this year as not being statutory school age and with high levels of*

children self-isolating, they present a very different picture. **Illness absence** reduced. [Public Health England data](#) suggests that cases of flu and other seasonal respiratory illnesses have decreased and the absence data reflects this. Public Health England cite measures such as social distancing, wearing of masks and additional handwashing as contributing factors, as well as increased flu vaccinations for those shielding and for their households. Restrictions on travel and closures across the tourism sector have driven a reduction in **holiday absence**. Absence taken to attend **medical appointments** has also reduced, likely driven by lockdown restrictions and medical appointments being delayed unless in more urgent circumstances.

Admissions

| | Number | Percentage |
|--------------------------------------|--------|------------|
| Children Joining the School Mid-Year | 32 | 11% |
| Children Leaving the School Mid-Year | 15 | 5% |

Commentary: The above numbers includes children into our early years as well as other year groups as in-year admissions. Of the 15 children who left us before the end of the year, 5 were in pre-school who are moving to a different setting, 2 moved to a school in Biggleswade as a more suitable option for their children and the rest moved out of our catchment area/away from Sandy. Our admissions continue to be strong and in most year groups we are full.

Special Educational Needs and Disabilities (SEND) and Vulnerable Groups

| | Number | Percentage | National Percentage |
|---|--------|------------|---------------------|
| Children on SEND Register | 30 | 11 | 15 |
| Children with Educational Health Care Plan (EHCP) | 8 | 3 | 3 |
| Pupil Premium (PP) | 28 | 10 | 21 |
| Free School Meals (FSM) | 28 | 10 | 21 |
| Looked-After Children (LAC) | 1 | 0.4 | Not known |
| Children with English as an Additional Language (EAL) | | | 21 |

Commentary: At the end of this year, 4 of our EHC children are leaving to attend more suitable provision. These will be replaced in the coming year by at least another 4 who have already had their EHC applications earmarked for submission during the year.

Our Pupil Premium numbers continue to rise which is no surprise given the difficult economic climate that many families currently find themselves in. We are supporting families where needed with the application. A more detailed SEND and Pupil Premium report is included in the Appendix.

Pupil Outcomes and Performance

Attainment Data 2020-2021

The data below is attainment data for Reception, Year 2 Phonics screening, KS1 and Year 6 (EOKS2). Progress data will be analysed and shared with governors at the start of the Autumn term. This data has been shared with the School Improvement Professional (SIP), Bob Hopcraft.

EYFS

Context:

- This is a cohort of 30 children [11 girls, 19 boys]. There are 4 disadvantaged children (1 is also SEND) and a large proportion are currently showing SEND needs – 3 are on the Stage 2 register (though one has an EHC pending), 7 are at stage 1 but require a significant amount of time for speech and language intervention.
- We have been an Early Adopter school this year.
- As a result of the 2 lockdowns, some of these children have not yet spent a whole year in school which has had a significant impact on our overall results.

Results:

- 47% of the cohort achieved a Good level of Development [GLD] compared to a national average in 2019 of 72%.
- Overall attainment showed an APS of 32.1 which is just below the national average of 34.5. This is not a true reflection of how hard the children have worked this year or how much progress they have made.
- A higher proportion of girls [73%] than boys [32%] achieved a GLD in 2021.
- 50% of disadvantaged achieved a GLD
- 30% of SEND children achieved a GLD
- 97% of children met the ELG in comprehension compared to 63% of them who achieved the word reading ELG.
- 47% of them achieved the ELG in writing which is significantly below the national average of 2019 [74%].
- 67% achieved the ELG in number compared to 93% who achieved the ELG in numerical patterns.

Commentary. The writing was always going to be a challenge this year as developmentally this comes last and we had to ensure the children were reading first and foremost. There are a number who should achieve this early on in Year 1 and therefore should have made it if they had had the whole year in school. Transition for this cohort is being monitored extremely closely and an additional teacher will work between Reception and Year 1 to support the children in writing and completion of the ELG. The GLD/ELG will be looked at again in Pupil Progress meetings in the Autumn term. In comparison, Bedfordshire schools have typically shared results of 40-70% for GLD. We are not unique in our situation but are also well placed to support children to close the writing gaps at the start of Year 1.

Phonics (Y2 check)

Context:

- This is a cohort of 26 children [11 girls, 15 boys] with 2 disadvantaged children and 2 SEND. 1 of the SEND children is also a PP child, he has also been awarded an EHC this term and is leaving Maple Tree at the end of the year.
- There are 0 EAL children in this cohort.

Results:

- 81% of pupils met the expected standard in the Year 1 phonics screening at the start of Year 2 (Autumn 2020) which was above the LA average of 78%.
- The average mark for this group was 33.5/40 with 54% scoring between 37 and 40 marks.
- 5 retook in June 2021, 3 passed, 2 are SEND and although made an improvement in their overall scores, it was not enough to pass. Our final phonics for this cohort is 92%.
- No pupils with SEND met the standard but one has speech and language needs, the other has behavioural challenges.

Commentary. Our Phonics results continue to be above National Average and the LA average. The focus on phonics is high within EY and KS1 and teaching and support is strong.

End of Key Stage 1

Context:

- This is a cohort of 26 children [11 girls, 15 boys] with 2 disadvantaged children and 2 SEND. 1 of the SEND children is also a PP child, he has also been awarded an EHC this term and is leaving Maple Tree at the end of the year.
- There are 0 EAL children in this cohort.

Results:

- Attainment overall in reading, writing and maths combined is slightly below the most recent national average (2019 65%) with 58% achieving the expected standard or above and 8% at GD.
- In reading, 73% of the children met the expected standard which was broadly in line with the most recent national average of 75%. 15% of children achieved greater depth in reading.
- In writing, 69% achieved at the expected standard or above with 15% achieving at greater depth which is in line with national average.
- In maths, 69% of the cohort achieved the expected standard or above and 15% of children achieved greater depth. This is below national average and maths will be a focus for this cohort in Year 3.
- Girls attained above boys in reading, writing and maths.
- The SEND children are currently working towards in all areas.
- Of the 2 Pupil Premium children, one is working below expected and doesn't have the speech and language to use technical vocabulary accurately, and one is working well below.

Commentary: Maths and Writing are lower than hoped and as such, focused teaching and learning will be expected in Year 3 to ensure that interventions are chosen in a timely manner to support the children to continue to make progress. Detailed transition has already happened between the 2 teachers and open dialogue will continue between them at the start of next year.

End of Key Stage 2

Context:

- Cohort of 40 children [23 boys, 17 girls]. There are 4 disadvantaged children and 4 children who have SEND. 0 pupils are EAL. Children have been in 2 classes – one of higher ability and the other of low to average.

Results:

- In reading, 89% achieved the expected standard or better, with 38% achieving at Greater Depth. This was above the 2019 National Average. This was slightly above our teacher assessment data of 80% at EXS+ with 30% at GDS. Our average scaled score was 107.
- In writing, 70% of children were at EXS+ with 13% at GDS. This is slightly below the most recent National Average but was the hardest thing to continue to teach and feedback during lockdown periods so this reflects the difficulties the children have had this year. We took part in the comparative judgements for writing this year so submitted work that was externally compared and judged. The results were, again, in line with our own internal judgements but was a good source of moderation.
- In SPAG, 70% were at EXS+ with 28% being at GDS which is again below the National Average but matches our findings in writing. Our average scaled score was 105.
- In Maths, 65% were at EXS+ with 30% at GDS. Our average scaled score was 103.
- Attainment overall in reading, writing and maths combined is slightly below the most recent national average (2019 65%) with 60% achieving the expected standard or above and 13% at GD.(1 child = 4%)
- Girls did better than boys in writing and SPAG and were broadly equal in reading and maths.
- 50% of the PP achieved EXS+ in reading, writing and maths combined whilst 25% of SEND children achieved EXS+ in all subjects.

Commentary: All children sat the 2019 End of Key Stage 2 papers in reading, SPAG and maths in June 2021 which were internally marked using the provided mark scheme. A section of these were moderated for accuracy. As a set of results we are pleased with these and believe them to truly reflect the attainment of the Year 6 children. It is disappointing we are unable to use this as validated data as a primary school but will give us an internal benchmark to work towards for next year.

Staffing Update

Staffing Changes

| | |
|--|--|
| Staff Resignations | 1 and 2 others who leave at the end of temporary contracts/contracts attached to children. |
| Maternity and Other Leaves | None |
| New Appointments and Changes to Working Hours | New member of staff in the office |
| Vacancies | None |

Commentary: We currently have 2 additional teachers - 1 is being used to support lower down the school next year to support with speech and language/writing intervention and to support with transition across the school, the other for next year will be a non-class based SENDCo. We will look carefully at what happens in the following years and will use continual professional development to support staff who are looking to further their careers in other school.

Safeguarding, Child Protection, Welfare and Behaviour

Safeguarding and Child Protection Register

| | |
|---|---------------------------|
| Concerns logged by staff | 236 |
| Referrals Made to Social Care | 7 (3 families) |
| Children with Children in Need Plans | 1 (current) |
| Children Who Are Looked-After Children (LAC) | 0 |
| Children with Child Protection Plans | 1 (historic), 0 (current) |
| Children with Early Help Intervention | 5 (4 families) |
| Conferences Attended/Core Group/Children in Need Meetings Attended | 5 |
| Professionals Meetings Attended | 36 (7 families) |
| Allegations Made against Staff | 0 |

Commentary: This year there have been a high number of safeguarding concerns logged through myconcern (236) compared to last academic year (100), 7 of which resulted in referrals to children's services. Because of this we have trained our SENDCo as an additional DSL. There has only been one child under a Child Protection (CP) plan, who moved out of catchment and one child with a Child In Need (CIN) plan currently attending. The majority of the professionals' meetings held have been children open to Early Help, where the school have been the lead professionals.

Exclusions

| | |
|--|--|
| Number of Different Children Excluded | External – 2 Internal – 3 |
| Total Days of Exclusion | External - 1.5 days Internal – 3.5 days |

Commentary: There have been 2 external exclusions; one for half a day and the other for 1 day. There have been 4 internal exclusions for 3 pupils, one of which also received an external exclusion. There were two 1 day internal exclusions and 3 half day internal exclusions.

Bullying Incidents and Outcomes

| | |
|---|---|
| Incidents of Bullying Reported This Term | 0 |
|---|---|

Commentary: There have been no recorded bullying incidents this academic year.

Racist Incidents and Outcomes

| | |
|--|---|
| Racist Incidents Reported This Term | 0 |
|--|---|

Commentary: There have been no recorded racist incidents this academic year.

GDPR

| | |
|---|---|
| Data Breaches Reported This Term | 0 |
|---|---|

Commentary: There have been no recorded data breaches this academic year.

Health and Safety

We have kept a stringent risk assessment throughout this term which has enabled us to reduce transmission between staff and children. Staff have been communicated with regarding measures in place and reminders have been issued where necessary re social distancing etc. Staff have also continued with their twice weekly LFT tests. The risk assessment will be updated for the Autumn term and though government guidance shows a relaxing of most measures there will be some we keep in order to enable us to start the Autumn term safely.

Protocols have been followed regarding testing children with symptoms and advice given to parents or clarification sought from PHE.

Health and Safety walk between Head and Site Agent took place in the Summer term. Action list was created and has been revisited later in the term. Regular meetings happen between the School Business Manager and the Site Agent. Staff were given feedback re specific actions such as keeping fire doors closed.

Fire drill has taken place this term and has been recorded.

The Health and Safety policy has been updated and ratified. Alongside this we also have a new Absconding Policy as we have a couple of vulnerable children who require additional site safety and the policy for Supporting Children with Medical Conditions has also been updated this term.

Site team absence has put pressure on the team at various points this term but they have shown great adaptability to ensure that cleaning is not compromised.

Accidents and incidents have been reported according to policy.

Site and Premises Update

The Business Case has gone to the Local Authority to seek support for financing the toilet refurbishment which is urgently required.

3 new whiteboards are to be replaced in the classrooms which mean that all classrooms will have new smartboards installed by September.

Covid Outbreak Management Funding has been applied for and successfully received which has enabled us to purchase a new outdoor classroom and to provide a roof for our current structure.

Leadership and Management

Effectiveness of Leadership and Management

I am immensely grateful to all leaders in school for their continued support, commitment and hard work during these unprecedented times. SLT have played a key role in the strategic development and implementation of Covid-19 policies and practices; Key Stage Leaders have ensured their teams have remained focused on children's learning and well-being through on-site and remote education; subject leaders are playing an increasing role in providing curriculum support and advice to colleagues. Other support teams have provided invaluable services to ensure the school provides a safe, clean and efficient service to children, staff, visitors and families.

Thank you also to governors for your continued commitment during these challenging times. I am looking forward to being able to welcome you back in person for meetings and learning walks next academic year.

Communication has been key this year - more so than ever - and we keep our communications with families tight - weekly newsletter, Parentmail, MarvellousMe - as well as our small Parent Forum who have represented the lower age groups. We are hoping to develop this further next year. Our parent survey will be sent out before the end of the term to canvas parent opinion and the findings shared with the school

community in September.

Resources and Budget

The Covid 'Catch-Up' funding has been put to good use in supporting children across the school in reducing the impact of the lockdowns. The impact report is on our website and the strategies used will be evaluated at the end of the term before findings are shared with governors in the Autumn Term. Staff will consider the interventions used for their impact and usefulness and this information will be used to map out support for small groups of children next year.

It has been very apparent that these small group interventions have benefited a large number of children, not just with their academic work, but also with their social and emotional interaction with others. We have seen children's confidence and self-esteem improving which has enabled them to participate in whole class lessons more easily than they may otherwise have done.

Early Years

As an Early Adopter school this year, the focus has very much been on getting to know the new framework and beginning to make adaptations as to what is required of us. A great deal of research has taken place and links have been made with other schools through an Early Adopters group led by the local authority. Our Early Years Lead has taken part in moderation events and has also supported our current Early Years staff with training and in-house CPD.

We successfully reduced our PAN (Pupil Admission Number) to 30 in Reception this year and have had a class full of bright and bubbly children. We have also had a very large number of children come through our pre-school which has enabled us to fill our Reception places for next year. We still have some vacancies to fill in our pre-school next year but places are reducing.

New reading books have been purchased for Reception so that the children can have reading books matched to the phonics that they are learning, resources have been provided to Reception and the pre-school through the Covid Outbreak Management Funding which have been gratefully received and are earmarked for additional resources which will stop the children having to share so widely which reduces the risk of transmission of the virus between them.

Behaviour in Early Years is good and the majority of children engage with the activities they are presented with, with enthusiasm and high levels of engagement. They are happy to share what they have been learning and they are keen to talk about their experiences. Planning is led by the children and staff work hard to produce meaningful learning opportunities which match the needs and interests of the children.

Our writing results were lower than we would have liked but this year group is where we see the most significant disruption to their learning following the pandemic as the children require specific intervention to enable them to develop these skills. There are a number of children who, had they been in school for the whole year, would have made the progress in this and we will support them in the Autumn Term to ensure they reach their goals.

Next steps:

Successful implementation of the new framework including tracking systems and recording of evidence.
Use of new documentation to support CPD for early years staff.

Quality of Teaching and Learning

Curriculum

- Staff have had to redefine some of the curriculum plans for the Summer term following our last lockdown. They were quick to assess where children's gaps were which has allowed them to adapt current plans and expectations. We have used the KPIs for the core subjects to ensure that the core areas of learning are still being covered but there have been tweaks made where curriculum content will be revisited at a later date for example.
- Behaviour for learning in classes is good and children are keen to share what they are learning and can talk about new concepts using technical vocabulary.
- Staff have also been working on statutory documentation that is required for curriculum subjects in readiness for mass roll out in September. They have also had a brief training session on the use of knowledge organisers to support the children with the knowledge that they will be taught. There will be more on this in September.
- Weekly staff workshop sessions have begun in earnest - this half term the focus is mainly on transition but we are also including some curriculum sessions such as maths moderation and vocabulary.
- Maths mastery - coming to the end of our 1st year with this. Not quite as far forward as would have liked but no school is due to lockdown. There are positive results within the year groups that this has been rolled out in (Y3 and 6) and this will continue to other year groups through training for teachers next year by the maths subject leader.
- Comparative writing - have trialled using this year - children have a piece of writing which is uploaded and then is compared nationally with hundreds of other peers. This then gives us a scaled score and shows us how the children and cohort compare to national. This has been really useful in identifying gender gaps as well in order to support the needs of the children. We are hoping that we will continue to use this next year.
- NELI (Nuffield Early Language Intervention) - we have staff who are trained but some school wide absence has inevitably impacted on the availability of staff. We are going to roll this into Year 1 next year as an intervention for those in need.
- RADY (Raising Attainment for Disadvantaged Youngsters) - we have continued with our focus on pupil premium children this year. There has been a set of 6 training modules which staff have had to watch covering assessment, transition and equity vs equality
- PTE/M tests were purchased for all children in Years 1-5 and gap analysis and detailed feedback has been provided. This information has informed staff re next steps teaching as well as forming discussions regarding transition. Teachers have carried out their own analysis too in order to ensure that they are aware of the performance of their own classes and core subject leaders have used the same data to create whole school pictures.

Teaching Strengths and Areas for Development

Core subject leaders have carried out a variety of scrutinies including books looks and learning walks as has the Computing lead. The Humanities lead has carried out book scrutiny. SLT have also carried out learning walks across the school.

| Strengths | Areas for Development |
|---|---|
| <ul style="list-style-type: none"> • Good range of opportunities for writing across the curriculum - evident across the school • Writing is generally well presented • Questioning and talk for learning • Age appropriate work • Children engaging well with the learning • Use of interventions to support the learning | <ul style="list-style-type: none"> • Further opportunities for peer marking to be developed in certain areas of the school • Discussion on use of worksheets across the school • Fluency and reasoning - use of stem sentences in maths • Develop use of knowledge organisers/'sticky knowledge' • Use of data tracking system |

| | |
|--|--|
| <ul style="list-style-type: none"> • 3 tiered approach - universal, targeted and specialist support • Use of manipulatives | <ul style="list-style-type: none"> • Slim down curriculum content - less is more! - adapt off the shelf plans to not reinvent the wheel |
|--|--|

Continuing Professional Development

| Training/INSET | When? | Who? |
|--|-------------|-------------------------------------|
| Working Together to Safeguard Children | Summer Term | DSL (Designated Safeguarding Leads) |
| Maths Mastery training | Summer Term | Tanya Cassidy/Julia Scott |
| Reading Fluency training | Summer Term | Clarice Champion |
| Curriculum Thinking: 6 masterclasses | Summer Term | Cath Bainbridge/Amy Hyde |
| Supporting pupils who are non-verbal and have significant learning needs | Summer Term | Pre-school staff |
| SENDCo Study Groups, new EY Framework in relation to SEND pupils | Summer Term | Chris Pond |

Commentary: We have made the most of the opportunities that have been presented to access free/low cost training to support staff with leadership expectations or curriculum knowledge. Some of our TAs have undertaken specific training to support SEND needs, our DSLs have all had updated Safeguarding training and subject leaders have attended training linked to writing and maths. Senior Leaders have also been involved in a number of webinars relating to the curriculum in order to support our curriculum development.

APPENDICES

SENDCO SUMMER TERM 2021

REPORT TO GOVERNORS

1. Current numbers of the SEN register at the different stages and their progress

There are currently 32 children in school with identified SEND at Stage 2 or with EHC plans. This constitutes 8% of our school population (the national average is 12.2%). 2.5% of the school population have an EHC plan (the national average is 3.7%).

Current numbers of pupils at each SEND stage (July 2021):

| | |
|---------------------------|-----------|
| School Support 1 | 47 |
| School Support 2 | 22 |
| Statement/EHC Plan | 8 |
| Overall | 77 |

Current main presenting need of pupils with SEND within the school – Stage 2 and 3 (July 2021):

| | |
|--|----|
| Communication and Interaction | 15 |
| Cognition and Learning | 10 |
| Social, Emotional and Mental Health Difficulties | 3 |
| Sensory and Physical Needs | 2 |

The above children on the register who have more than 1 area of need but these figures are for the main presenting need.

SEND Profile by Year

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|---------|-----------|--------|--------|--------|--------|--------|--------|
| SEN Support | 6 | 2 | 3 | 3 | 2 | 1 | 2 | 3 |
| EHC | NA | NA | 3 | NA | 1 | 3 | 1 | NA |

NA = Not Applicable

Progress of Children with SEND

The following chart shows progress of children identified with SEND needs and the progress they have made over the year (average would be 2 points progress for Years Nursery, YR and Y1 whilst Years 2-4 should be 4 points). Please note that these pupils are working within their individualised attainment levels in comparison to their age group:

Reading

| | PreSchool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|-----------|-----------|--------|--------|--------|--------|--------|
| SEN Support | NA | NA | 4 | 3 | 3 | 3 | 1 |
| EHC | NA | NA | 4 | NA | 1 | 3 | 1 |
| Not SEN | | | | | | | |

Writing

| | PreSchool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|-----------|-----------|--------|--------|--------|--------|--------|
| SEN Support | NA | NA | 2 | 3 | 2 | 3 | 0 |
| EHC | NA | NA | 3 | NA | 0 | 1 | 1 |
| Not SEN | | | | | | | |

Maths

| | PreSchool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|-----------|-----------|--------|--------|--------|--------|--------|
| SEN Support | | | 3 | 2 | 2 | 1 | 0 |
| EHC | | | 2 | NA | 0 | 1 | 1 |
| Not SEN | | | | | | | |

2. Staffing arrangements for children with SEN

Stage 3 – EHC: (8 pupils)

Pupils with an EHC Plan are supported by a 1:1 Assistant for their identified needs as outlined by their EHC Plans. Currently 5 of these children have dedicated 1:1 Assistants and three further pupils with EHC Plans are working with two supporting adults for core lessons and other subjects. 5 pupils have had special provision placements agreed and will leave Maple Tree at the end of this summer term.

Submitted EHC requests this academic year = 7:

One EHC is now final and 4 have been agreed (draft EHC Plans are pending are due to be final either this term or in the Autumn Term, one of these pupils has had full-time 1:1 support using the notional SEND budget).

One of these agreed EHC requests is for a current Year 2 pupil who is leaving at the end of this summer term, this pupil has had full 1:1 support funded by an Inclusion Grant.

Two EHC requests have been submitted and are waiting to be agreed.

Stage 2: (22 pupils)

Two pupils who are currently at Stage 2 have been identified as having prolonged significant learning needs and evidence is being gathered for these pupils for EHC request submissions in the Autumn Term. Pupils at Stage 2 who have identified needs outlined in a SEND Support Plan (SSP) have tracked individualised daily interventions which have been undertaken by our SEND Support Teaching Assistants who work with children across the school.

This has been very difficult to manage this year due to adhering to working with pupils in bubble groups and there has been a shift in the behaviour of a couple of children which has taken time from planned interventions, not only by our SEND TAs but also our Pupil Wellbeing Worker who is supporting a Year 5 pupil on a reduced timetable, therefore unable to have adequate time that has been previously afforded to pupils with mental health concerns. For example, this staff member usually supports children with identified social, emotional or well-being needs as and when required and offers emotional literacy, nurture groups and lunchtime support.

Three pupils in Preschool have 1:1 adult support funded by Exceptional Needs Funding (2 pupils and Stage 2 funding (1 pupil).

Stage 1: (47 pupils)

Pupils at Stage 1 requiring a short-term frequent intervention are supported by the class Teacher and Teaching Assistants.

3. Staff Training

The SENDCO has undertaken several courses including SENDCo Study Groups, new EY Framework in relation to SEND pupils and has advised on decision-making on a Central Beds SEND Panel.

SEND TAs have attended several virtual training sessions provided for free this year by Ivel Valley Outreach.

Several TAs have completed a Level 2 qualification in Certificate in Special Education Needs and Disability.

Preschool staff have had training about supporting pupils who are non-verbal and have significant learning needs.

There has been some virtual Jigsaw training about Restorative approaches which was undertaken by all staff.

Team Teach training is to be arranged for 12 staff as soon as possible.

Preschool staff have had updated diabetic training to support a pupil with significant needs due to their medical condition and as this pupil moves to full-time education, training is to be received before the end of this Summer Term for Reception teaching staff.

4. Budget Allocation

As is expected the school provides the first £6000 for a child with SEN. The majority of this is spent on staffing and resources though outside agencies are also acquired where there has been a need. We have new tracking sheets which we will be using from the new financial year onwards to show how the budget is spent and to allow us to evaluate the impact.

5. Provision being made for individuals

Despite the school being a mainstream setting, all pupils are treated as individuals in their own right and should any one of these pupils require an additional support, whether SEND or wellbeing, we endeavour to provide this in school, or where more appropriate, request support from outside agencies.

6. Progress on any parts of the School Improvement Plan relating to SEN

The progress of pupils who are at Stage 1, 2 and 3 are monitored on Target Tracker which enables staff to see at a glance what a pupil's current attainment is and whether progress is on track or not. Children identified to be making little or no progress can be discussed further and their SEN support amended or further outside support can be sought.

7. Whether statutory reporting requirements are being met

EHC Annual reviews have been undertaken in the required time frame and all SEND Support Plans are reviewed termly. The SEND register is regularly updated in order for the School Census to be accurate.

8. Liaison with external agencies and support services

We continue to maintain strong links with a number of agencies and support services which are accessed through referrals. This list includes:

- Jigsaw Outreach
- Educational Psychology
- Early Help Assessment
- Child Development Centre (Paediatrician, Physiotherapist, Occupational Therapist)
- CHUMS
- Speech and Language Therapy
- Schools Nursing Team
- Visual Impairment Team (HAST)
- Early Years SEND Support Team CBC
- Ivel Valley Outreach Support
- SEND Team CBC
- BRIF (Building Relationships In Families)

Communication with parents

The SENDCo is available via email/phone and also contacts parents of all pupils with SEND through a dedicated school SEND email group with information about SEND news, courses, training and resources that parents might find useful.

Class teachers meet with parents termly (this is currently done virtually or by phone) to review the SEND Support Plans and touch base regularly where need dictates. Parents are included as much as possible to form close relationships with school and develop their child's plan.

Conclusions

We have a large number of children receiving interventions and the onus is on teachers who now deal with SEND difficulties at Stage 1 as part of quality first teaching (QFT) or utilising their TA to support class based activities. Children at Stage 2 with SEND support plans and specific targets are still being supported as and when identified through the Graduated Approach document.

The time that Chris has to fulfil her SENDCo role has been a struggle and the 1.5 days per week she currently has are full to bursting, despite looking at ways to help her to prioritise. The main issue is that all SEND meetings/phone calls are scheduled in this time and there is little or no time to complete all the essential paperwork (this being completed outside of school hours) that SEND pupils generate, particularly as the register continues to increase and supporting pupils with significant needs has led to 7 EHC requests in this academic year. However moving forward, she will be a non-class based SENDCo from September in order to focus on her role more effectively.

Recommendations /Action Required

- To continue to support pupils as effectively as possible at Stage 1 to avoid pupils moving to Stage 2 and beyond.
- To ensure that all SEND pupils are able to access the full curriculum.

Pupil Premium Report Summer 2021

Written by Mrs Dani Vickery-Cox (Pupil Premium Lead)

Uptake:

The number of children and families registered as Pupil Premium has again risen this year. There were newsletters sent out with the details to apply as we knew that there had been reported hardship due to the implications of Covid19. There was uptake with this and parents were supported in connecting with the council to be approved. **Our current numbers are 28 on roll.** Next year there will be a drop off as we are losing several families due to becoming year 7 and moving out of area or to SEN schools. We need to be mindful of this.

Lockdown:

During the spring lockdown, **6** of our children remained in school and were mostly in full time. Throughout this time, they were able to benefit from small group work and even had the opportunity to have 1-1 interventions. **14** of the remaining children were consistent with the work set on Google Classroom and kept up with allocated work. Families were offered the laptops provided by the Government but only **2** of our families accepted these. **6** families were provided with work that had been printed ready for completion, this ensured that every family had access to the learning.

Interventions:

Each child has been given additional support across the year. The amount and type of intervention/support is monitored and recorded on a provision sheet that teaching staff update every half term. This ensures that the appropriateness and need for the support being offered is valuable and purposeful. This information is shared with me and currently shows that there is a range of phonics, extra reading, writing and maths being offered on a daily or weekly basis.

Data:

The data shows that they have mostly made multiple steps progress across the year and are comparable to their non-PP peers. The only discrepancy are the children with **SEND** needs of which we have **10** children. It may be useful to know that **6** of these children will be leaving at the end of this academic year.

Trips:

Thankfully within the current restrictions we have been able to send Year 6 on 2 school trips and the PP money has been used to subsidise the cost for our children therefore giving them the opportunity for the children to attend.

Extra Curricula clubs:

As after school clubs have begun we have encouraged our PP children to attend and to date **6** have attended. This cost is being covered by the money received from the PP funding.

Uniforms:

Currently we are in the process of buying a jumper/cardigan. PE T-shirt and tie for each of our children ready for their return next year. It is important for the children to have the opportunity to attend in the correct attire to help feel unified within the school.

RADY:

As a school we continue to work with the RADY project and this year the foci has been working through several online virtual modules explaining the importance of understanding our practice with our disadvantaged learners. Each teacher has been taking part in these modules.

Wellbeing worker:

The wellbeing worker has worked closely with individuals to help increase and improve attendance of a couple of our PP/SEN children as well as putting in social support for our PP children to access and work within the curriculum and to value school. This has helped our children to engage in their learning.