

SEN Support – 2015/16 – Progress and Attainment

	Reading				Writing				Maths			
	At least Expected Progress	Better than Exp progress	At or above ARE	Above ARE	At least Expected Progress	Better than Exp progress	At or above ARE	Above ARE	At least Expected Progress	Better than Exp progress	At or above ARE	Above ARE
Yr 1 – 4 pupils	3 – 75%	1 – 25%	2 – 50%	1 – 25%	3 – 75%	3 – 75%	3 – 75%	1 – 25%	3 – 75%	1 – 25%	3 – 75%	1 – 25%
Yr 2 – 4 9 pupils	7 – 78%	2 – 22%	4 – 44%	0 – 0%	5 – 56%	1 – 11%	0 – 0%	0 – 0%	7 – 78%	0 – 0%	2 – 22%	0 – 0%
Overall – 13 pupils	10 – 77%	3 – 23%	6 – 46%	1 – 8%	8 – 62%	4 – 31%	3 – 23%	1 – 8%	10 – 77%	1 – 8%	5 – 38%	1 – 8%

Summary

A high % of our pupils who receive SEN Support made at least expected progress in Reading and Maths and a reasonable % made better than expected progress in Reading and Writing. We need to try to raise the % of pupils who receive SEN Support who make at least expected progress in Writing and who make better than expected progress in Maths.

We will also strive to raise the % of pupils who receive SEN Support who make at least expected progress and better than expected progress in all 3 areas.

We will also try to raise the % of pupils who receive SEN Support who are working at least at ARE in Writing and Maths.

Areas for Development

To raise the % of pupils who receive SEN Support who make at least expected progress in Writing and who make better than expected progress in Maths.

To raise the % of pupils who receive SEN Support who are working at least at ARE in Writing and Maths.

We will also continue to strive to raise the % of pupils who receive SEN Support who make at least expected progress and better than expected progress in all 3 areas.