

SEN Support – 2017/18 – Progress and Attainment

17 pupils were on our SEN Register during 2017/18.

3 in Year R

1 in Year 2

5 in Year 3

8 in Year 4

Reading Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R	3/3	1/3	
1			
2	1/1	0/0	1 x GD
3	5/5	0/3	2 x GD
4	7/8	1/8	
Total	16/17 = 94.1%	2/14 =	14.3%

Reading Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R	1/3	0/3
1		
2	1/1	1/1
3	3/5	2/5
4	4/8	1/8
Total	9/17 = 52.9%	4/17 = 23.5%

Writing Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R	3/3	0/3	
1			
2	0/1	0/1	
3	5/5	0/3	2 x GD
4	8/8	0/8	
Total	16/17 = 94.1%	0/15 = 0%	

Writing Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R	0/3	0/3
1		
2	1/1	0/1
3	2/5	2/5
4	2/8	0/8
Total	5/17 = 29.4%	2/17 = 11.8%

Maths Progress

<u>Year</u>	<u>At least Expected</u>	<u>Better than Expected</u>	
R	3/3	1/3	
1			
2	1/1	0/0	1 x GD
3	5/5	0/4	1 x GD
4	8/8	0/8	
Total	17/17 = 100%	1/15 = 6.7%	

Maths Attainment

<u>Year</u>	<u>At least at ARE</u>	<u>Greater Depth</u>
R	1/3	0/3
1		
2	1/1	1/1
3	4/5	1/5
4	4/8	0/8
Total	10/17 = 58.8%	2/17 = 11.8%

Summary

A high proportion of our pupils who receive SEN Support ended the year working at least at ARE, particularly in Reading (53%) and Maths (59%). A reasonable proportion also ended the year working at least at ARE in Writing (29%). Some pupils who receive SEN Support even ended the year working at GD in Reading (4 /17), Writing (2/17) and Maths (2/17). We will continue to strive to raise the % of pupils who receive SEN support who attain ARE in Writing.

Almost all of our pupils who receive SEN Support made at least the level of progress that we expect (similar to that of their peers) in Reading, Writing and Maths despite the additional difficulties they faced. A small number even made rapid progress in Reading (2 pupils) and Maths (1 pupil).

Areas for Development

To continue to strive to raise the % of pupils who receive SEN support who attain ARE in Writing.

To strive to raise the % of pupils who make better than expected progress in Reading, Writing and Maths.