SCHOOL CONTEXT – 2020/21

Number of pupils on roll	94 (+19N)	Number of pupils eligible for pupil premium FSM6	55 (59%)	Number of pupils with an education, health and care (EHC) plan	3 (3%)
Percentage of KS2 pupils meeting expected standard/attainment targets in 2019 *(No published data for 2020* Cohort of 5 children:* **2020 TA data: R/GPS 80%; M 100%**	*R: 89%* *W: 79%* *M: 79%*	*Percentage of KS2 pupils exceeding expected standard/attainment targets in 2019* *(No published data for 2020* Cohort of 5 children)* **2020 TA data: R/GPS 60%; M 60%**	*R: 47%* *W: 42%* *M: 37%*	**Most recent Ofsted grade**	Good – Feb 2018
Percentage of pupils with English as an additional language (EAL)	0%	*2019 Pupil achievement for whole cohort (average progress scores for KS2)*	*Reading 1.3; Writing 4.5; Maths 3.5*		
Overall attendance 18-19 *Attendance 2019-EO March 2020*	*94.6%* *93.9%*	*Persistent absence 18-19* *Persistent absence 19-EO March 20 -*	*17%* *13%*		
Key Ofsted actions from last report (Feb 18)	• The teaching of writing and mathematics enables a higher proportion of children to make faster progress to catch up to the expected standard for their age by the end of the Reception Year. • Boys' progress accelerates, so that a greater proportion reach and exceed the expected standard for their age across key stages 1 and 2. • Support for new middle leaders continues so that they can play a full role in improving the quality of teaching and the outcomes achieved by pupils. • Governors have the skills they need to accurately review the progress made by pupils from their different starting points.				

AREAS FOR WHOLE SCHOOL DEVELOPMENT 2020/21

1. To ensure the school has in place a robust remote contingency curriculum that caters for individual and group isolation from school so that effective learning can continue.

2. To improve pupils' mental health and wellbeing.

3. Attendance: reduce proportion of persistent absentees to be closer to National Average.

4. To use catch up funding to ensure any gaps in learning resulting from the partial closure of schools are effectively addressed.

5. Staff report appropriate levels of support for workload and wellbeing issues.