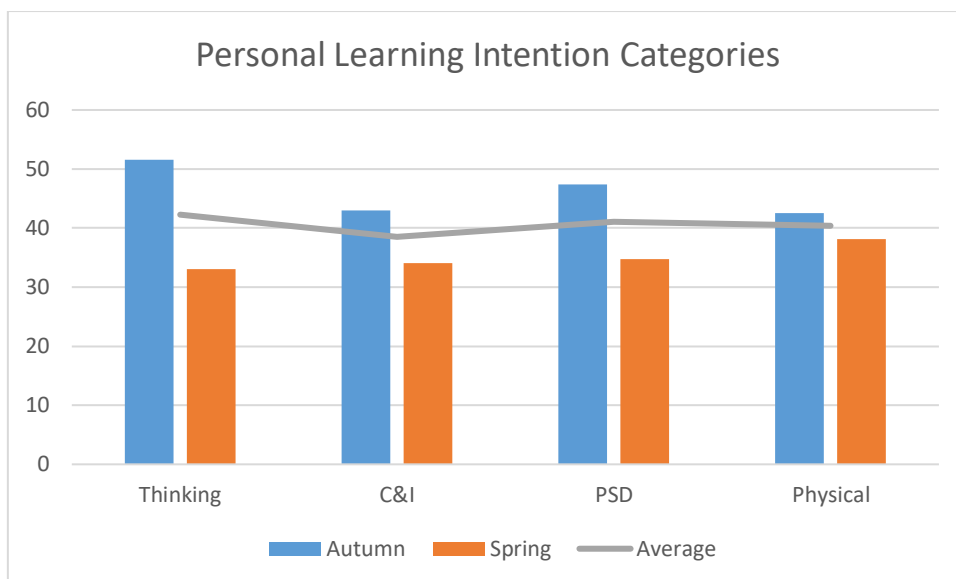


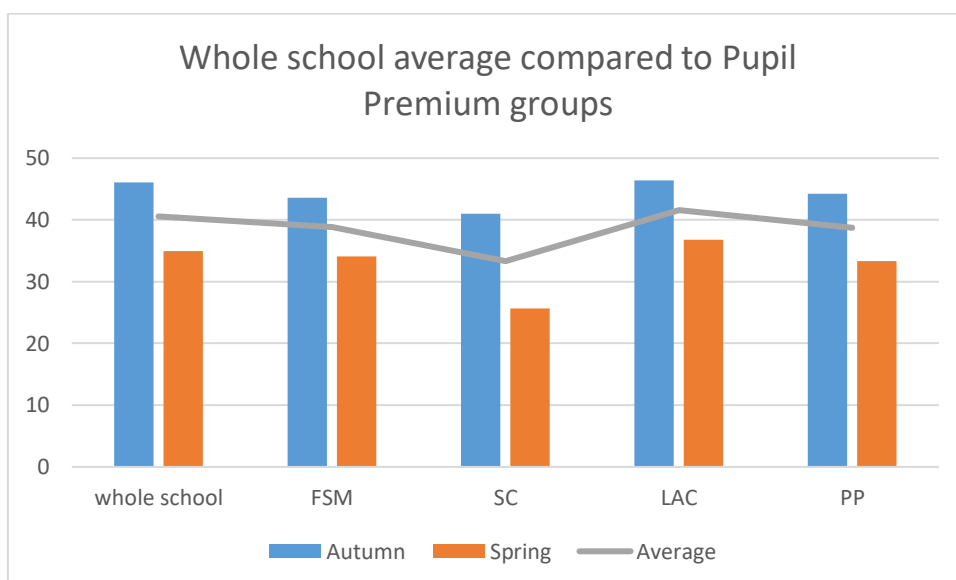
This has certainly been a unique, challenging year. In order to demonstrate progress in an accurate and standardised format for all pupils, LMT have taken the decision to report against the first two terms of the MAPP cycle for 19-20, recognising that the curriculum offer for pupils during the pandemic was, whilst still highly personalised, so varied in its delivery, that it would not be fair to analyse pupil progress during this time.

The whole school average rate of progress is 40.54%



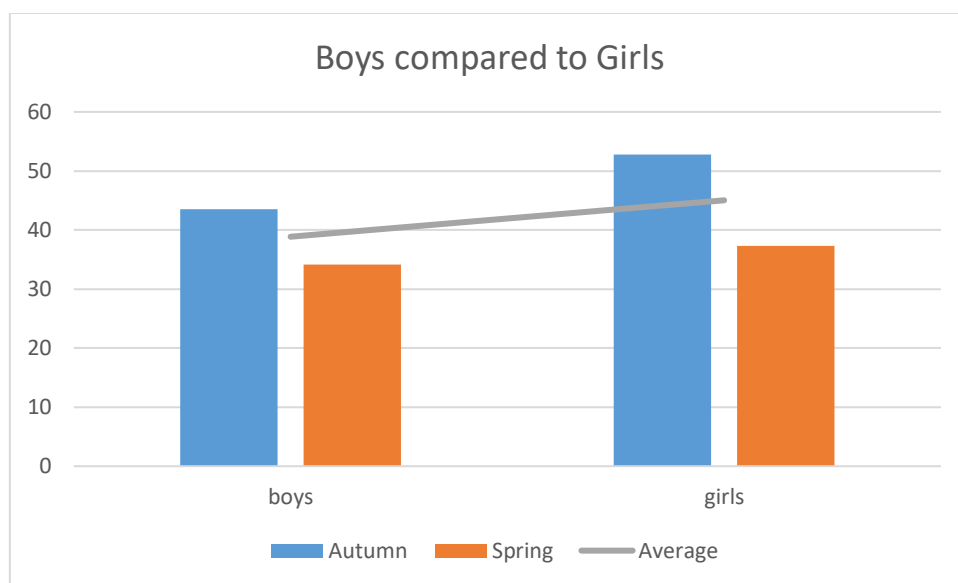
When we consider the rate of progress in each of the Personalised Learning intention Categories, it is pleasing to see a pattern of consistency across the categories, with thinking skills coming in with the highest rate of progress. There has been much focus and discussion in this area since recent annual reports where it was felt that staff were not necessarily identifying thinking skills accurately.

This was a CPD focus last year and staff are now more consistently identifying thinking skills as the appropriate category for PLIs to which it best pertains. A margin of consistency across all four categories is reassuring in terms of breadth and challenge in the holistic curriculum offer.

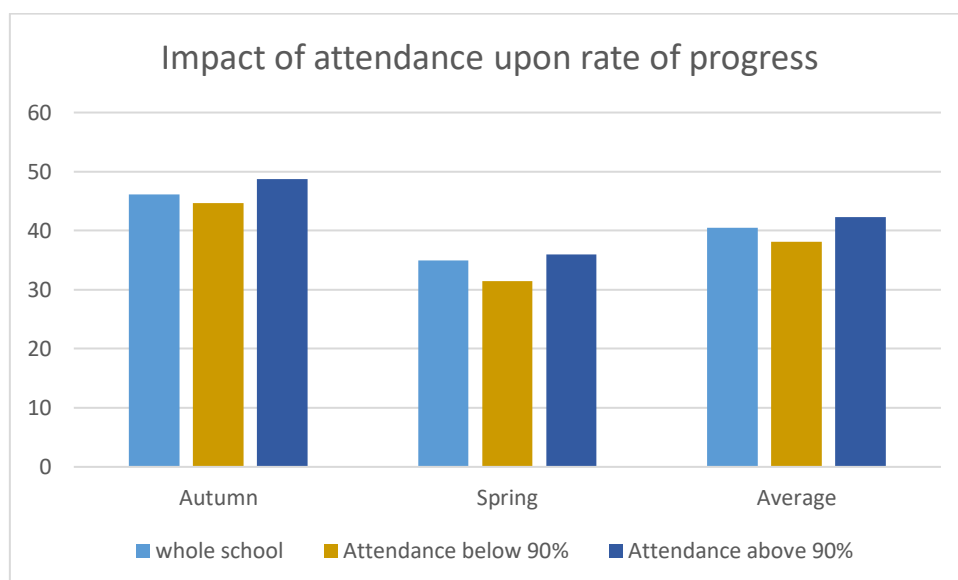


On the whole, pupils eligible for Pupil Premium are performing slightly below the whole school average. FSM and LAC are just below, whereas Services Children are performing considerably below. With such a small cohort, we need to understand this on a more individualised basis.

With an average attendance of 95.1% for our Services children, who last year represented 7% of the whole school cohort, this is not a concern. The children were in Classes 1,2 and 3 and so the relatively low rates of progress also correlate largely with the class group rates of progress. In this regard this does not present as an area of concern. Of the 21 pupils attending below 90% 11 (52%) are in receipt of pupil premium. Therefore the representation of PP pupils in the below 90% attendance group is disproportionately high and is likely to have a detrimental impact therefore upon progress for this vulnerable group.

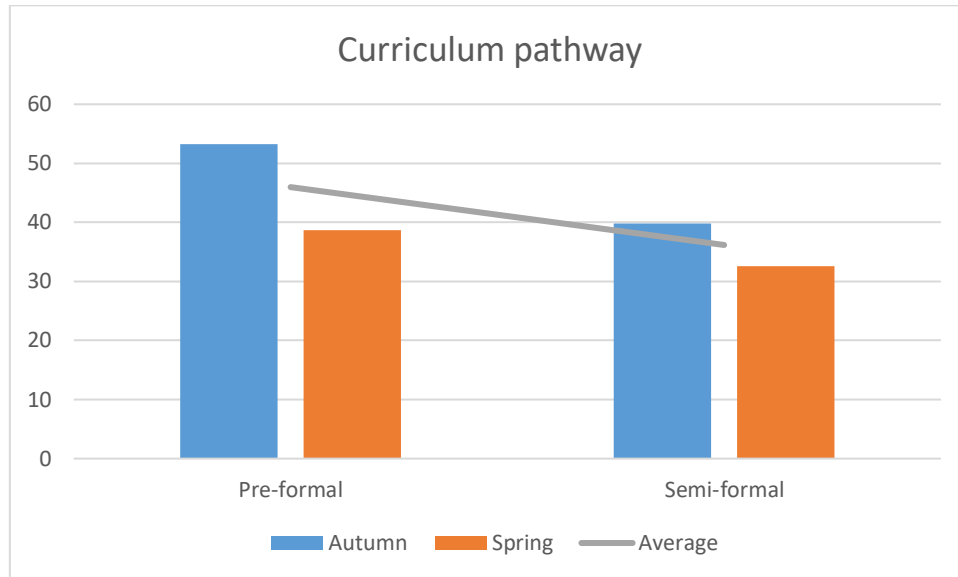


With such a small cohort, across such a wide age range, the comparison of performance of boys vs girls cannot stand alone in identifying any appropriate next steps. Neither group causes concern, sitting either close to or above the whole school average rate of progress (see first graph).



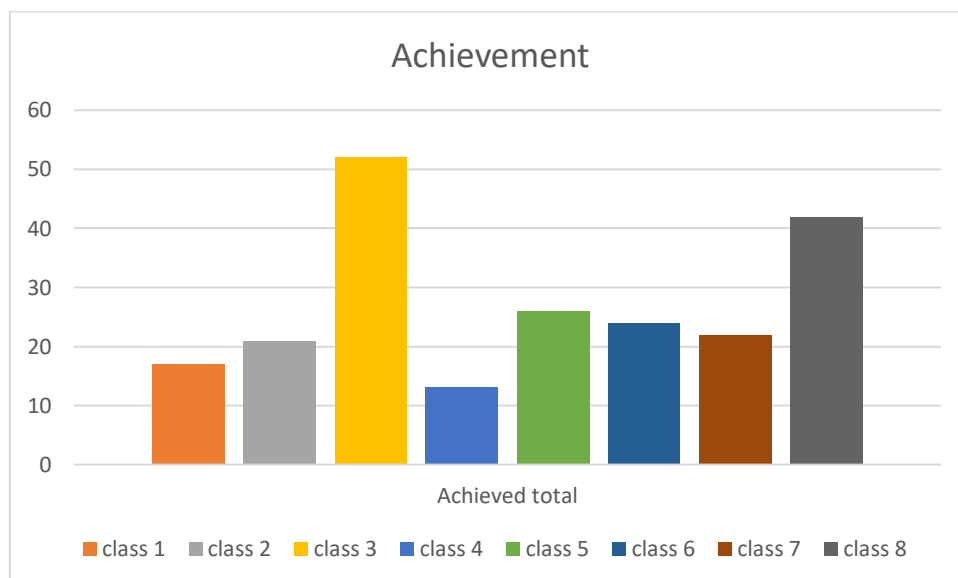
As expected, pupils whose attendance is below 90% tend to make less progress than those whose attendance is higher. Whilst for the vast majority of our pupils absence is almost always because of illness / medical needs but there is always scope for review and discussion and liaison with families or other agencies when support is required. The Headteacher has worked closely with the school

nurse in this regard during the academic year to review and support the attendance of one student for whom higher attendance is certainly a realistic expectation. This personalised work will continue.



Please see table for comments around the differences in the rate of progress for each curriculum pathway.

**Achievement**

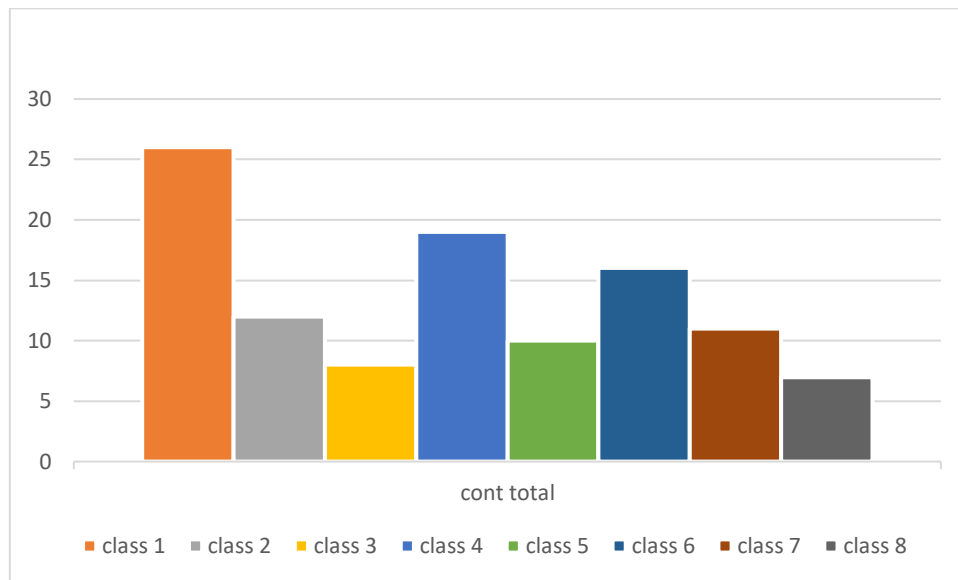


The above graph demonstrates the amount of personalised learning intentions that have been achieved in each class across the two terms. With variance in class sizes and an understanding that

ongoing PLIs also demonstrate ongoing progress this graph simply qualifies the process in action. Other elements of the Quality Assurance process give further rational behind the variance.

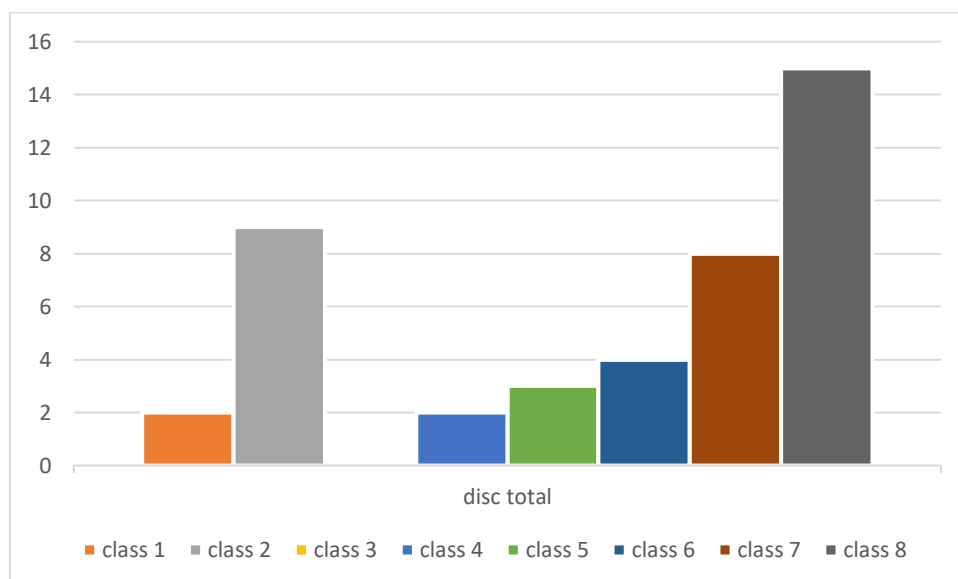
We must also consider the Aspects / Lenses of Engagement alongside any discussion regarding progress or achievement.

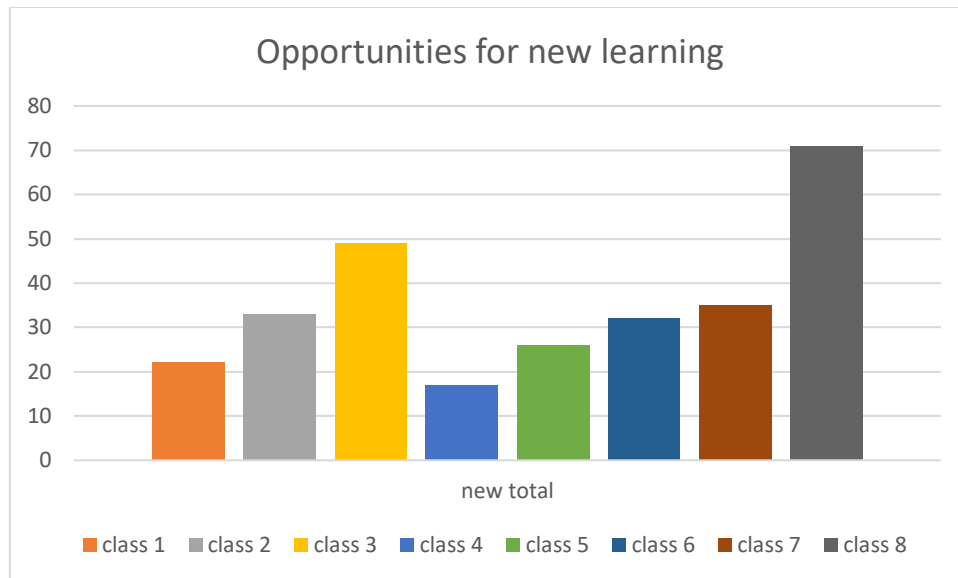
Ongoing progress



As above, any PLIs that are continued represent ongoing progress and a maintained focus in those areas for the pupil's learning and development.

Discontinued





In the same manner that I made reference to the pandemic and partial school closure at the start of this report, It's important to note the curriculum development for Autumn term 2020 in direct response to the impact of the lockdown, both in terms of pupils missing school, but also with regards to any new starters and the lack of any tangible, concrete transition package for any of them prior to September school reopening.