



St Cuthbert's Catholic Primary School
Annual SEND Report
July 2021



The information in the following report relates to the 2020-2021 academic school year. It will reflect how school have used SEN funding to meet the needs of SEN pupils. This report should be read in conjunction with our:

- SEND Information Report
- SEND Policy
- School Accessibility Plan.

Our School Context

St Cuthbert's Catholic Primary School is a one-form entry mainstream primary school for pupils aged 4-11. There are currently 193 children on roll at St Cuthbert's Catholic Primary School, with 11 identified as having a Special Educational Need. This equates to 5.7% of the school population. The number of pupils identified as SEN is below the national average. The number of pupils eligible for Pupil Premium funding has risen over the past years, and we are now above National Average for pupil premium figures, during this academic year, 27% of pupils on the SEN register were also eligible for Pupil Premium funding. Over the course of this academic year our SEN register remained stable with very few changes.

Number of pupils with SEN			
	2018-2019	2019-2020	2020-2021
Total Number of SEN	14 (7.7%)	11 (5.7%)	11 (5.7%)
St Cuthbert's SEN Support	6.5% (12/183)	4.7% (9/192)	4.6% (9/193)
National % of SEN Support	11.9%	12.1%	12.2%
St Cuthbert's Education, Health and Care Plan (EHCP)	1% (2/183)	1% (2/192)	1% (2/193)
National % of EHCP	3.1%	3.3%	3.7%

Due to the small numbers of SEN pupils in school we will not be breaking this down by year group to preserve anonymity.

The number of pupils on our SEN register has remained relatively stable over the last couple of years. In the academic year 2020-2021 100% of the children on the SEN register were boys. In the National Context, 64.2% of boys were receiving SEN support compared to 35.8% of girls. Nationally, 73.1% of EHCPs were allocated to boys, compared to 26.9% of girls (DfE, June 2021)

SEN Profile of Needs

Primary Area of Need 2020-2021	% of SEN population
Cognition & Learning Difficulty (incl Dyslexia)	9% (1)
Communication & Interaction	54% (6)
Sensory/Physical Need (Hearing, Vision, Physical need)	9% (1)
Social Emotional and/or Mental Health Need	27% (3)

The most common type of need among pupils with an EHC Plan is autistic spectrum disorder (ASD). The profile of our SEN pupils follows this national picture. Among pupils with SEN Support, the most common type of need is speech, language and communication needs. The profile of our SEN pupils matches this national picture (DfE, June 2021).

Attainment July 2021

Data is calculated using teacher assessment and FFT Aspire analysis due to no nationally benchmarked data (cancellation of Y6 and Y2 assessments) during COVID school closures.

Historically, SEN children at St Cuthbert's make expected or better than expected progress from prior attainment at the end of KS1 to the end of KS2.

2021 data is based on data using Teacher Assessments and FFT Aspire due to school closures during the COVID-19 pandemic.

End of Year Data 2020-2021 - Whole School				
	Below Standard		At Standard	
	SEN	Non- SEN	SEN	Non- SEN
Reading	70%	25%	30%	75%
Writing	90%	30%	10%	70%
GPS	90%	26%	10%	75%
Mathematics	80%	29%	20%	72%

Due to the COVID-19 Pandemic this data relates to children achieving Developing or higher in their end of year assessments. We usually expect children to achieve Secure or greater depth in their end of year assessments.

This data shows that more SEN pupils are operating below expectations than Non SEN pupils. However, SEN pupils have made progress against their individual targets.

Historically, Pupils at St Cuthbert's achieve as well or better than other pupils nationally in reading writing and maths. SEN pupils may not always achieve the required standard but they do make good progress from their prior attainment and starting points in school.

Progress Measures

Data is calculated using teacher assessment and FFT Aspire analysis of 2019 data due to no nationally benchmarked data (cancellation of Y6 and Y2 assessments) during COVID school closures.

	SEN	Non- SEN
Reading	+2.2	+1.5
Writing	+6.1	+1.7+
GPS	+2.0	+5.4
Mathematics	+4.6	+4.2
Reading, Writing, Mathematics combined.	+2.9	+3.8

The children who are currently receiving SEN support have made progress against their individual targets. Reviews are held termly where progress is reviewed and new targets are set. Data and results from classroom assessments are also analysed. During these meetings parents are informed of any interventions the children will be taking part in. Intervention data is carefully monitored throughout the school year. The SENCo is available to meet with parents throughout the year.

Next Steps-

- Intervention records will be carefully monitored to ensure that progress is being made.
- Support plans will be drawn up to support all pupils with SEND following the Newcastle Framework.

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, staff have been employed to support SEN children in the following ways:

- One-to-one provision for learning and behaviour needs.
- Additional small group support for English and Maths.
- Delivering Speech and Language programmes to individual pupils following advice from the Speech and Language Therapy Service
- Providing social and emotional support to individual pupils and groups of pupils.
- Carrying out phonic and reading interventions in KS1 and KS2 where appropriate.
- Supporting pupils during less structured times of the day for example Lunchtimes and break times.

- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths.

Teaching assistants do not solely support SEN children. The SENCo has supported/assessed many other children during the year that are not categorised as SEN but have additional needs.

Work with External Agencies

We work with lots of external agencies to support children with Special Educational Needs and Disabilities. Over the course of the year we have worked with:-

- Speech and Language Therapy
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Special Educational Needs Teaching and Support Service (SENTASS)
- School Health
- Social Care
- Community Paediatrics
- Action for Children

Attendance Figures

The attendance of SEN pupils was 66.9% for SEN Support and 90.5% for pupils with an EHCP

The whole school attendance was 96.5%

There have been 0 fixed term exclusions during 2020-21.