Achievements at Cherry Trees in 2020/ 2021:

- Number on roll remained at 52 pupils.
- We began the year 2020/ 21 with 3.2 qualified teachers working in the classes (including the deputy Headteacher) and 2.4 unqualified teachers in school. We begin this academic year with 4 qualified teachers leading classes, another qualified teacher leading classes during the PPA time and an additional qualified teacher leading therapies across the school. This has been a focus of what we were trying to achieve through recruitment, to further improve the quality of education across the school. We still have 2.4 unqualified teachers working in classes also, this team brings a set of significant experience and skills in relation to SEND.
- Links with parents have continued to be essential throughout the last year – We have successfully introduced ClassDojo as a communication App and this has been well received and utilised by parents and staff. Remote learning took place throughout the Spring Term 1 and this was very well responded to by parents and children. Where appropriate we were able to offer lessons through teams. All children had curriculum appropriate and individually planned work packs throughout this time. Parents have shared positive responses about the school during this period of time:

"All communication was fabulous, and my child really benefitted from being able to come to school." "Good communication from all staff members." "Dojo communication has been fantastic really sharing fantastic highlights of the day, I can talk with my child

about at home." "Yes this time around you did do educational work instead of playing all day." "Appreciate all the staff and procedures." "School did a great job in letting me know how my child was doing in school."

- Staff completed a shared training day with Two Rivers Primary School in January to develop shared working and practise – it was great to see the staff develop their skills on both sites around: Reading pathways and phonics, Outdoor learning, TAC PAC, Intensive interaction, PECS, Attention Autism and TEACHH. Even though this was remote, it was a great event. The staff at Cherry Trees have also carried out training around developing emotion coaching as our behaviour approach – this work continues this academic year.
- We have been able to appoint a swimming teacher and once restrictions lifted, we were able to reintroduce swimming to the children, which was great for them to do. The introduction of the swimming teacher means that we are able to take the children into the pool in smaller more focused groups. It has worked well.
- I am pleased that we have moved to central systems for assessment, IEPs, Performance management, School development planning and evaluation (including training records, lesson observations), Pupil Record collection. This means that all data is better accessed by people (and only those) who need to access it – it ensures that there is a shared approach and responsibility to updating information and enables appropriate access.

End of Year progress measure for Key Stage 1(Year 2) 2020 – 2021:

This information is from their Endeavour Continuum Achievements (which we have married with the end of key stage expectations). This data demonstrates how many children achieved or exceeded their target – calculated and moderated across schools in relation to their starting point.

Context	Total number in year: 5 Children 1 girl and 4 boys		Total number of pupil premium: 1 child 0 girls and 1 boy	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Sensory (P1 – P3ii)	NA	NA	NA	100%
Reading	100%	100%	NA	NA
Writing	100%	100%	NA	NA
S&L	100%	100%	NA	NA

Percentage of Literacy Targets achieved or bettered	**100%**	**100%**	**NA**	**NA**
Number	100%	100%	NA	NA
Measures	100%	100%	NA	NA
Statistics	100%	100%	NA	NA
Percentage of Numeracy Targets achieved or bettered	**100%**	**100%**	**NA**	**NA**

1 boy pupil was not formally assessed using the progression steps, but instead was monitored using the engagement model. This is reported through the Sensory Subject.

End of Spring term Key Stage 2 (Year 6) 2020 – 2021:

This information is from their Endeavour Continuum Achievements (which we have married with the end of key stage expectations). This data demonstrates how many children achieved or exceeded their target – calculated and moderated across schools in relation to their starting point.

Context	Total number in each year: 7 Children 0 girl and 7 boys		Total number of pupil premium: 4 children 0 girls and 4 boys	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Reading	NA	86%	NA	75%
Writing	NA	71%	NA	50%
S&L	NA	86%	NA	75%
Percentage of Literacy Targets achieved or bettered	**NA**	**81%**	**NA**	**67%**
Number	NA	57%	NA	50%

Measures	NA	71%	NA	50%
Statistics	NA	71%	NA	75%
Percentage of Numeracy Targets achieved or bettered	**NA**	**66%**	**NA**	**58%**

This year we have not had to report about the times tables check and therefore this did not take place. We did carry out the phonics screening check with our year 2 pupils in the Autumn term.

The results were:

Pupil Number	Pupil Year Group	Score	Pass/ Fail
1	2	D	NA
2	2	D	NA
3	2	D	NA
4	2	D	NA
5	2	37	PASS

D – this means disapplied – due to academic level and ability.

Progress Monitoring over time:

The government has also paused on tracking the school data over this covid period – following the cancellation of the SATs. Please find below the school government data (in relation to comparison with main stream schools) over the last 3 years that it was tracked. You will see that the school continues to fall in to the well below average band and this is due to how the data that is shared with the government reflects the learning of SEND pupils. When comparing our special attainments in this field with that of other special schools in Staffordshire we have similar scorings.

Progress in reading

Progress scores are not directly comparable between years because of changes in the distribution of scores. However, a change in progress banding, for example from 'average' to 'above average', does indicate a change in performance. This measure was first recorded in 2016.
Read more about progress scores.

	2017	2018	2019
School progress score ❓	-3.9	-7.5	-6.1
Confidence interval ❓	(-8.5 to 0.7) More score details	(-11.4 to -3.6) More score details	(-10.7 to -1.5) More score details
Progress description	🟨 Average	🟥 Well below average	🟥 Well below average
Local authority state-funded schools	-0.4	-0.5	-0.6
England state-funded schools	0.0	0.0	0.0

Cherry Trees School
Working, Learning, Achieving Together

Progress in writing

Progress scores are not directly comparable between years because of changes in the distribution of scores. However, a change in progress banding, for example from 'average' to 'above average', does indicate a change in performance. This measure was first recorded in 2016. Read more about progress scores.

	2017	2018	2019
School progress score ❓	-9.3	-7.1	-9.1
Confidence interval ❓	(-13.8 to -4.8) More score details	(-10.8 to -3.4) More score details	(-13.3 to -4.9) More score details
Progress description	🟥 Well below average	🟥 Well below average	🟥 Well below average
Local authority state-funded schools	-0.3	-0.3	-0.3
England state-funded schools	0.0	0.0	0.0

Cherry Trees School
Working, Learning, Achieving Together

Progress in maths

Progress scores are not directly comparable between years because of changes in the distribution of scores. However, a change in progress banding, for example from 'average' to 'above average', does indicate a change in performance. This measure was first recorded in 2016.
Read more about progress scores.

	2017	2018	2019
School progress score ❓ Confidence interval ❓	-9.4 (-13.6 to -5.2) More score details	-8.3 (-11.9 to -4.7) More score details	-7.3 (-11.3 to -3.3) More score details
Progress description	🟥 Well below average	🟥 Well below average	🟥 Well below average
Local authority state-funded schools	-0.6	-0.7	-0.7
England state-funded schools	0.0	0.0	0.0

Whole school attendance for 2020 – 2021:

During the academic year 2020 – 2021 the school was forced to partially close to many pupils due to the outbreak of COVID 19 and the country going into lockdown. This happened for spring term 1 – January to March. We also experienced other periods of absence for pupils related to COVID – each of these was marked with an X code in the register, so that it did not impact on the good attendance work that the families were working towards.

From September 2020 – July 2021 our attendance was:

	Whole School number of pupils	Attendances	Authorised Absence	Un Authorised Absence	X code closures
Pupil Premium	16	93.6%	4.5%	1.9%	23.1%
Non Pupil Premium	38	94.1%	4.9%	1%	21.9%
Total	**54**	**93.9%**	**4.7%**	**1.5%**	

Laura Slinn – Executive Head Teacher