



Achievements at Two Rivers Primary School 2020 - 2021:

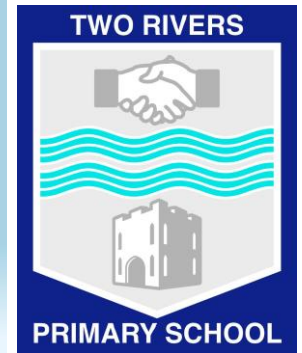
- Number on roll remained at 133 pupils from Nursery up to Year 6.
- We have worked hard on the curriculum over the last year and it was our first year of teaching our Two Rivers Curriculum – this went well and was interspersed with periods of recovery curriculum, leading to a much greater use of outdoors – something we plan to continue doing.
- The school was successful in gaining some quality assurance marks in differing areas – these awards take a lot of effort and have really helped to focus their key criteria across the whole school the awards were: The wellbeing in schools award, The Gold Hub Geography award and have been named a centre of excellence for Story Massage – this has all helped create our focus on wellbeing, curriculum and nurture. We were even the recipients of our new school minibus from the variety club charity.
- It was great to begin horse riding at Holly Riding School again and to go out on visits to Pakington farm.
- We were able to offer the Rainbow again last year – as we were able to secure an additional £60,000 funding to support these children.
- We were pleased to have our animal therapy back in school – we all shared in the new arrival of eggs – chicks – chickens, rabbits and their babies and guinea pigs. The children have been thrilled to begin to experience this again.
- Throughout the year we have maintained our links with the wider community through the use of the food bank, the hygiene bank and the farm fresh revolution charity project.



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.

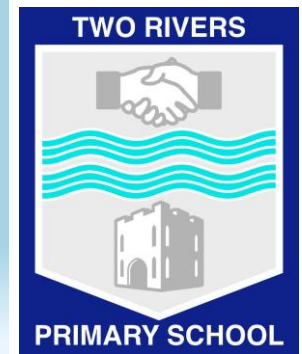
Context	Total number in year: 17 Children 3 girls and 14 boys		Total number of pupil premium: 7 children 1 girl and 6 boys	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Reading	100%	86%	100%	93%
Writing	100%	86%	100%	93%
S&L	100%	86%	100%	93%
Percentage of Literacy Targets achieved or bettered	100%	86%	100%	93%
Number	100%	86%	100%	93%
Measures	100%	86%	100%	93%
Statistics	100%	86%	100%	93%
Percentage of Numeracy Targets achieved or bettered	100%	86%	100%	93%



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.

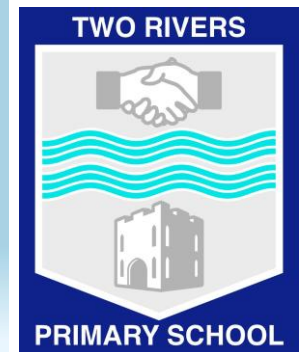
Context	Total number in year: 22 Children 5 girl and 17 boys		Total number of pupil premium: 15 children 4 girls and 11 boys	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Reading	100%	94%	100%	100%
Writing	100%	94%	100%	100%
S&L	100%	94%	100%	100%
Percentage of Literacy Targets achieved or bettered	100%	94%	100%	100%
Number	100%	94%	100%	100%
Measures	100%	94%	100%	100%
Statistics	100%	94%	100%	100%
Percentage of Numeracy Targets achieved or bettered	100%	94%	100%	100%



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	0	Fail
2	2	0	Fail
3	2	0	Fail
4	2	0	Fail
5	2	0	Fail
6	2	1	Fail
7	2	0	Fail
8	2	0	Fail
9	2	5	Fail
10	2	0	Fail
11	2	0	Fail
12	2	0	Fail
13	2	0	Fail
14	2	24	Fail
15	2	0	Fail
16	2	31	Fail



17	2	0	Fail
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This very much reflects the ability of our pupils – we have now developed a reading pathways approach to ensure that all pupils have a reading approach that best meets their needs, for our learners that is not always phonics. The pathways are outlined below – each year the children will be plotted on their pathway and taught and monitored closely.

Pathway 1: Functional Reading	Pathway 2: Specialist approaches	Pathway 3: Formal Phonic Route
<p>These children will take part in phase 1 phonics learning – they will begin to develop an awareness of environmental sounds and take part in songs and rhymes, noticing what has changed etc. These children will take part in massage and sensory stories.</p> <p>These children are often nonverbal and operate in our informal curriculum route.</p>	<p>These children will take part in phonics sessions in school, but demonstrate difficulty in retaining learnt information, they may have great difficulty in recognising sounds, segmenting and blending (these skills will continue to be taught)</p> <p>Children who demonstrate these difficulties may have diagnosis of dyslexia, Autism, Downs Syndrome.</p>	<p>These children will take part in 3 phonics teaching sessions weekly through the 20:20 skills approach. They will develop reading skills through systematic teaching and can segment and blend.</p> <p>These children are being taught through our semi-formal and formal curriculum approaches.</p>



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.

It is really pleasing to see that progress has been made over time – we would expect to see that we would be attaining well below average in comparison to the rest of the mainstream population of the UK – but I am pleased to see that are scores are increasing over all.

When looking at and plotting our schievements as a school this tool allows us to compare and contrast with other special schools in staffordshire and beyond. 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 ?	-8.3	-5.7	-2.2
Confidence interval ?	(-11.5 to -5.1) More score details	(-8.5 to -2.9) More score details	(-4.7 to 0.4) More score details
Progress description	Well below average	Well below average	Average
Local authority state-funded schools	-0.4	-0.5	-0.6
England state-funded schools	0.0	0.0	0.0



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 ?	-8	-5.8	-2.6
Confidence interval ?	(-11.1 to -4.9) More score details	(-8.5 to -3.1) More score details	(-5 to -0.2) 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



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 ?	-10.5	-6	-3.4
Confidence interval ?	(-13.3 to -7.7) More score details	(-8.6 to -3.4) More score details	(-5.7 to -1.2) 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	53	94.8%	4.7%	0.5%	27%
Non Pupil Premium	80	95.6%	4.1%	0.2%	28%
Total	133	95.3%	4.4%	0.3%	

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