

There is very little new information in here, which is largely a consequence of the excellent work undertaken by the Governing Body. As requested, I have referred to other documents that have been shared with governors rather than repeating information. If you want an additional copy of any of these reports please e-mail myself or the clerk.

This year's report is significantly different to previous years. Covid-19 has disrupted the planning and evaluation cycle of the school. Just a reminder that we:

Have no statutory data because of school closure from March 2020.

Have no end of year assessment data because of school closure from March 2020.

Have no reliable staff or pupil attendance data from February 2020.

Since September, all governors have been sent:

- Pupil Premium Report 2020 (also on Governors' Drive and website)
- Attendance Report and Strategy 2020 (also on Governors' Drive and website)
- SEND Information report 2020 (also on Governors' Drive and website)
- Use of P.E funding Report 2019-20 (also on Governors' Drive and website)
- School Development Plan 2020-21 (also on Governors' Drive and website)
- Termly Premises Reports from site manager and annual audit (also on Governors' drive)
- Incident reports (also on Governors' drive)
- Behaviour Reports (also on Governors' drive)
- CPD plan (also on Governors' drive)
- Designated Safeguarding officer's report (also on Governors' drive)
- 2020-21 Staffing Structure (also on Governors' drive)

In addition to this information we will also be providing the following

- Copy of School Self Evaluation form (will update again in January 2021).

These have been (or will be) reviewed by the relevant committees. Minutes of these committees are sent to governors and published on the school's website and governor drive. I hope that having the following information collated into a single document is useful.

### 1. Standards Report

School Self-Evaluation evidenced that standards of learning and teaching continued to improve up until February 2020.

Governors received an extensive report on standards in January 2020 Committee meeting. However, the disruption to learning has been huge for many of our pupils. We will be reporting termly to governors on our restoration plans.

We will be **using December 2020 data as our official baseline for 2020-21 target setting**. By this point we see that our children's performance will be based on them reigniting their prior learning.

School is operating well. Main limitation for this year is reduced 5<sup>th</sup> set teaching and limited intervention available due to Covid-19 'bubble model for safety'.

Recovery steps for standards data are:

- **All children in Year 1 will be assessed against Early Years Learning Goals in December 2020** (normally completed in Summer Term). This will ensure that we have a clear picture on learning. These will be reported to parents and governors.
- **Year 2 children will have national phonics test in December 2020** (normally completed in Summer term of Year 1). We will also be assessing any children in Year 3 who have not met the national standard
- **We are planning for national assessments in Year 1 phonics, end of KS1, Y4 multiplication and end of KS2** for summer term. We will provide target grades based on the baseline to governors in January.

Standards in EYFS, phonics and Key Stage One are excellent and above all relevant national benchmarks. We are significantly above at age related expectations. There is a clear impact from our school improvement work.

We were asked to share predicted grades for end of KS2 with LA. Our predicted grades have been very reliable of actual results for the last 3 years. These were:

## Head Teacher's Annual Report November 2020

### Key Stage Two (End of year 6) Predicted Data

#### Predicted Key Stage 2 Outcomes

<b>Name of School</b>	St George's Primary School
<b>Number of Year 6 pupils</b>	115

#### Predicted Outcomes Summer 2020

##### Expected

	% All	% Boys	% Girls
Reading	87.00%	78.00%	93.00%
Writing	77.00%	73.00%	80.00%
Mathematics	86.00%	78.00%	92.00%
RWM	76.00%	72.00%	80.00%

#### Predicted Outcomes Summer 2020

##### Expected

	% SEN Support	% EHCP	% Disadvantaged
Reading	33.00%	0.00%	71.00%
Writing	27.00%	0.00%	71.00%
Mathematics	33.00%	0.00%	74.00%
RWM	27.00%	0.00%	71.00%

<b>Key Stage Two (KS2)</b>					
	<b>2016 St George's</b>	<b>2017 St George's</b>	<b>2018 St George's</b>	<b>2019 St George's</b>	<b>2020 Predicted Grades</b>
<b>Reading Expected</b>	<b>68%</b>	<b>81.1%</b>	<b>68.9%</b>	<b>74.4%</b>	<b>87%</b>
<b>Reading Higher</b>	<b>19%</b>	<b>25.6%</b>	<b>17%</b>	<b>15.4%</b>	<b>32%</b>
<b>Writing Expected</b>	<b>69%</b>	<b>75.7%</b>	<b>71.6%</b>	<b>89.7%</b>	<b>77%</b>
<b>Writing Greater Depth</b>	<b>15%</b>	<b>13.5%</b>	<b>10.1%</b>	<b>14.5%</b>	<b>18%</b>
<b>Grammar, Punctuation and Spelling Expected</b>	<b>72%</b>	<b>76.6%</b>	<b>72.6%</b>	<b>87%</b>	<b>85%</b>
<b>Grammar, Punctuation and Spelling Higher</b>	<b>23%</b>	<b>25.2%</b>	<b>25.5%</b>	<b>35%</b>	<b>37%</b>
<b>Maths Expected</b>	<b>60%</b>	<b>73.8%</b>	<b>67.3%</b>	<b>87.2%</b>	<b>86%</b>
<b>Maths Higher</b>	<b>13%</b>	<b>21.6%</b>	<b>15%</b>	<b>26.5%</b>	<b>32%</b>
<b>Science</b>	<b>71%</b>	<b>75%</b>	<b>71%</b>	<b>91.5%</b>	<b>87%</b>
<b>Reading Writing and Maths Combined</b>	<b>46%</b>	<b>64.9%</b>	<b>54.1%</b>	<b>71.8%</b>	<b>76%</b>

## 2. School Development Plan

Governors reviewed in detail 2020-21 SDP plans. 2019/20 was rag rated for impact at halfway point.

Governors have been sent a copy of the School Development Plan for feedback and comments. Priorities have been reviewed by the Full Governing Body and our School Improvement Associate. Published on school's website: [https://www.stgeorges.wirral.sch.uk/serve\\_file/798384](https://www.stgeorges.wirral.sch.uk/serve_file/798384)

This year's development plan aims focus on restoration after Covid-19.

- Ensure a restoration of school's curriculum to address impact of Covid19 crisis.
- Promote outstanding learning and teaching practice through implementation of our Professional Learning Community training model and application of key research models from Cambridge Review and EEF.
- Enable children to thrive as learners by maximizing use of tuition funding and school intervention.
- Establish high quality blended learning offer to enhance learning and ensure that we have a contingency plan for Covid-19 pandemic.
- Promote outstanding learning and teaching practice as a result of an effective implementation of new assessment processes using Scholar Pack.
- Restore long term and sustainable financial and resource plan after impact of Covid-19

Governors are having regular reports on our emerging **blended learning** and tuition driven 'catch up grant' plans.

## 3. Pupil Premium Resources

School has been worked on a research project with Education Endowment Fund (EEF) and other Wirral schools. This has helped us revise the report to look at 3 aims:

- Teaching and Learning Opportunities
- Targeted Opportunities
- Wider Opportunities.

Pete Dunning is our pupil premium governor. I have sent all Governors a copy of this year's pupil premium statement. It outlines how the pupil premium is being spent and our targeted expectations in key subject areas. We are concerned that additional support (5<sup>th</sup> set teaching and intervention) has been limited by Covid-19 safety measures.

Staff team have used surveys, pupil interviews and family appeals to support disadvantaged pupils learning at home. Allocated 14 laptops and sourced 12 DfE 3G wireless routers to close digital divide for families.

[https://www.stgeorges.wirral.sch.uk/serve\\_file/798381](https://www.stgeorges.wirral.sch.uk/serve_file/798381)

## 4. Promoting Blended Learning

St George's has a strategy to promote blended learning. Aim is to connect digital learning with what children learn in school. Our strategy has 5 stages:

1. Use digital platforms to develop home-school communication **for** learning.
2. Ensure children are taught to use their digital platforms as part of their school curriculum.
3. Get children to practise home learning using digital platforms so they are proficient in use outside school.
4. Extend use of remote learning to encourage learning beyond the curriculum.
5. Encourage older children to share learning for peer review outside the classroom (podcasts, videos, presentations etc).

To achieve this the school has:

Invested in 3 digital platforms.

- ILD for EYFS
- See-Saw for KS1
- Google Classroom for KS2.

Expanded the IT infrastructure. Now have:

- 15 I-Pads in EYFS
- 60 I-pads in KS1 and a laptop trolley. Give us a ratio of 1 device for 3 pupils.
- 60 I-Pads in Years 3 and 4 and a 30-station laptop trolley (increased to 60 from January 2021). Give us a ratio of 1 device per 2 children.
- 60 I-Pads in Years 5 and 6 and a 30 station IT suite (increased with 30 station laptop trolley from January 2021). Give us a ratio of 1 device per 2 children.

<https://www.stgeorges.wirral.sch.uk/page/google-and-seesaw-help/85016>

## 5. National Tuition Programme

We have been allocated £64,000 for Catch Up grant. The strategy will be phased in from January 2021. Focus on what can we do well. Want to secure high cost -high impact funding:

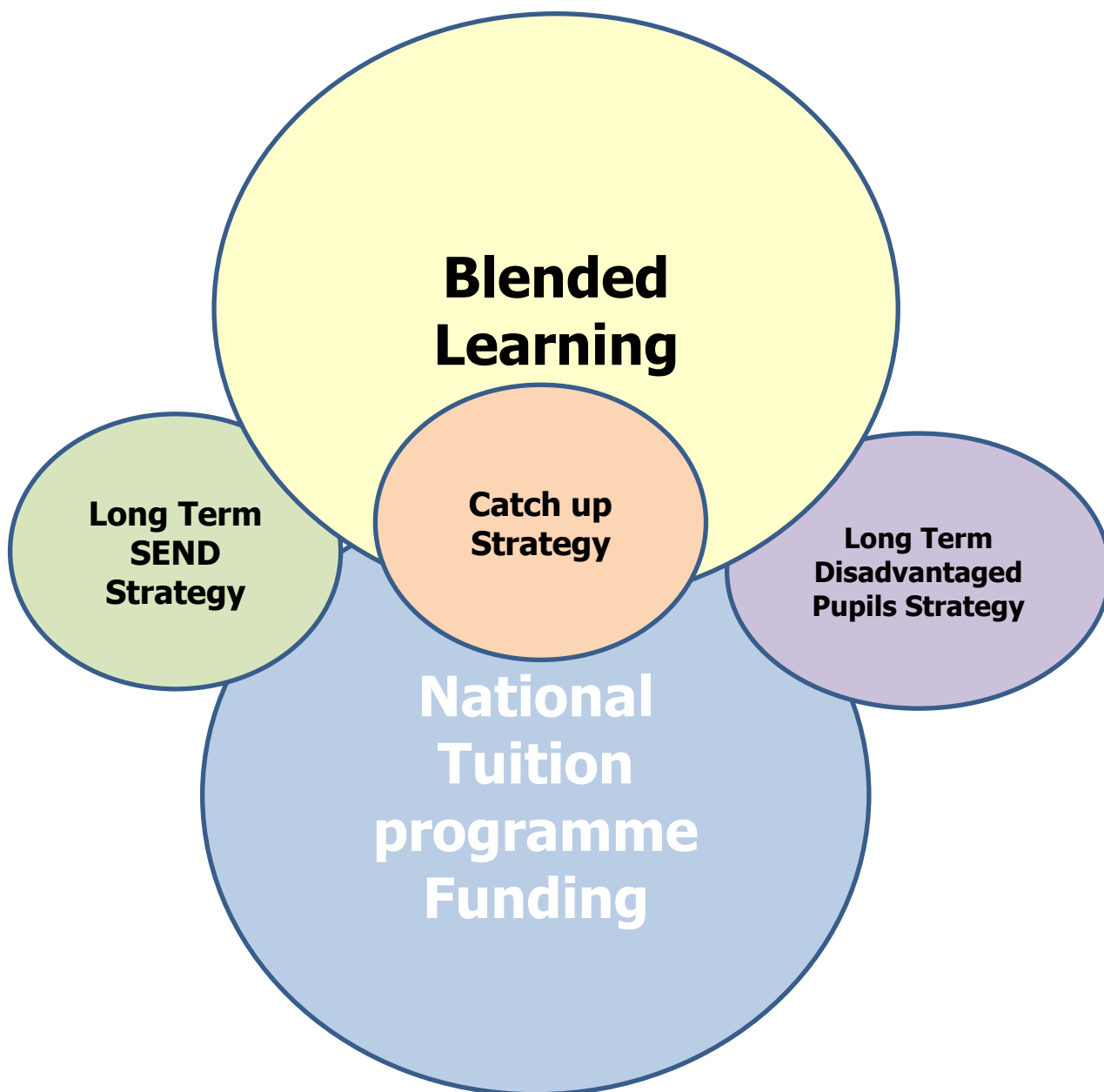
- EEF research shows that we should have a maximum of 3-4 pupils per tuition session.
- NTP have published an evidenced study:

<https://nationaltutoring.org.uk/news/online-tutoring-helps-disadvantaged-pupils-during-lockdown-study-finds>

Work strands will focus on:

- Use of high quality NTP part funded tuition (under EEF guidance)
- Sourcing our own tuition.
- Providing tuition from school staff that is resourced to make a difference.
- Linking to blended learning tuition.

Visual representation is below:



## 6. Wirral Council Banding

School has been banded as a Band 1 (self-improving status) school. This is the fourth year of this banding. It is an important statement on how our school improvement work is reviewed. Governors should remember that prior to this the school had previously been graded a coasting school and requiring improvement. This reflects the improvements in key action points and the impact that we have made in school performance (that work is ongoing).

## 7. School Budget

Governors have had termly updates on school budget. We have had to make huge savings in year to address the impact on Covid-19 and ensure focus on school improvement.

Key challenges have been:

- Ensure sustainability of Dragon Club and Catering Service. We have lost over £130,00 income this year.
- Recover some of Covid-19 infrastructure additional costs. We were successful with £52,00 funding claim with Department for Education.
- Minimise unnecessary spending. We want to ring fence resources for high impact on pupil's achievement and well-being.

We are now forecasting an underspend this year with resources prioritised for impact spending in 2021-22. We are forecasting a balance budget at the end of 2021-22. However, the current long-term budget is not positive. We could face a deficit of £500,00 by end of 2024. Essential that we track public spending awards and changes in government policy to determine how long-term budget is spent.

Are very vulnerable to changes in government policy related to:

- Growth in school's budget.
- Public sector pay awards
- Universal Infant free School meals grant (UIFSM)
- Change in allocation of childcare vouchers for working families.
- Changes to 30 hours nursery provision for working parents.

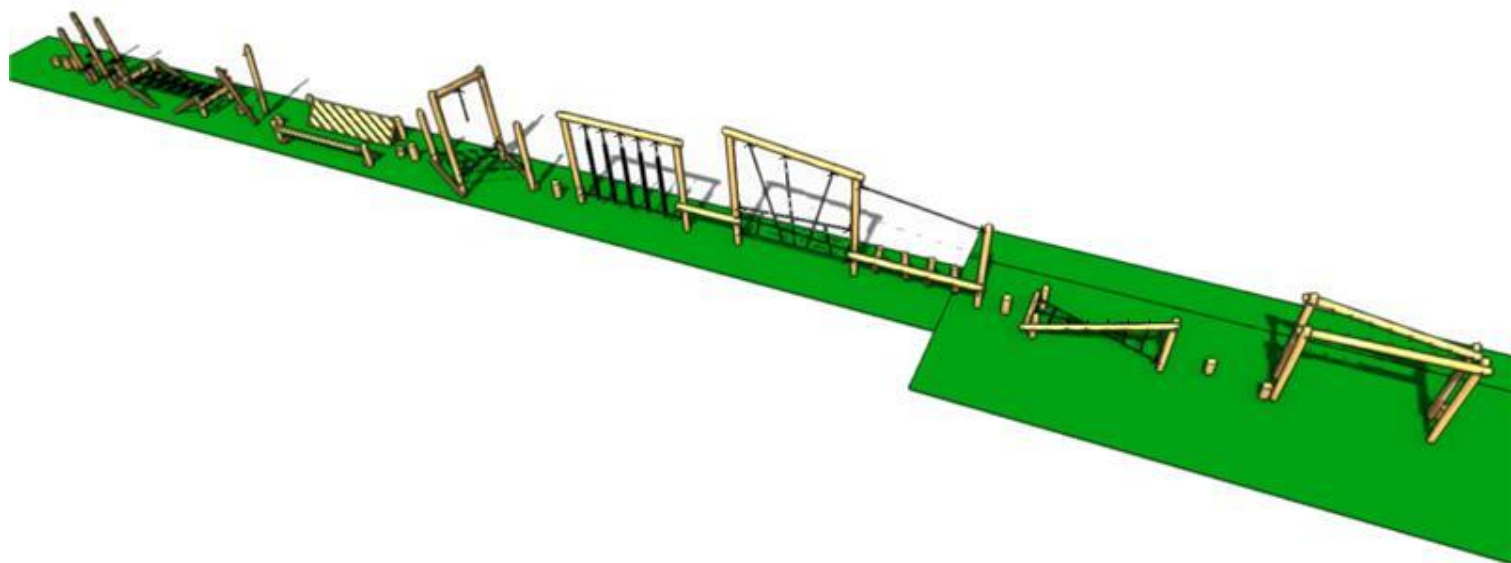
## 8. PE Funding Impact Report

I have sent all governors a full review of the funding and intended impact for 2019-20. This is also published on the school's website:

[https://www.stgeorges.wirral.sch.uk/serve\\_file/798383](https://www.stgeorges.wirral.sch.uk/serve_file/798383)

Covid-19 has meant that we had to limit our extra-curricular sports offer due to Covid-19. We are aiming to reinstate this as soon as it is allowed and safe to do so.

However, our objective to improve participation, fitness and well-being continues. Worked with school council at top site to design a new fitness trail. Being installed in December 2020.



## 7. Attendance

Governors have been sent detailed attendance reviews and target setting. Also, online: [https://www.stgeorges.wirral.sch.uk/serve\\_file/798377](https://www.stgeorges.wirral.sch.uk/serve_file/798377)

Report includes persistence absence figures (below 90% attendance). Headline figures up to February half term are:

### Key Attendance Data Update

**Have reported Covid figures but used February Half Term for last reliable whole school figure.**

	2014-15	2015-16	2016-17	2017-18 Data	2019 -20 Data	Feb 2020 Data	National Average (2017- 18) figures)	2020-21 Target
<b>All Children</b>	95.5%	95.9%	95.9%	96.1%	96.3%	96.9%	95.2%	96.5%
<b>Pupil Premium Children</b>	93.4%	93.6%	93.4%	94%	95.1%	95.8%	94.3%	95.5%
<b>Non-Pupil Premium Children</b>	96.3%	96%	96.4%	96.6%	96.7%	97.2%	96.4%	96.8%
<b>PP GAP</b>	2.9%	2.4%	3%	2.6%	1.6%	1.4%	2.1%	1.3%

<b>Boys</b>	95.1%	95.7%	95.7%	96.3%	96.4%	97%	95.8%	96.5%
<b>Girls</b>	95.9%	96.1%	96%	95.9%	96.1%	96.9%	95.9%	96.5%
<b>SEND</b>	94.6%	94.1%	93.5%	95.8%	94.2%	94.8%	94.5%	95%

Note that although numbers are very low, we also monitor attendance for EAL, LAC and service children.

Year Groups	Up to Feb 2020
<b>EYFS</b>	96.2%
<b>Year 1</b>	95.4%
<b>Year 2</b>	96.7%
<b>Year 3</b>	96.7%
<b>Year 4</b>	96.4%
<b>Year 5</b>	96.1%
<b>Year 6</b>	95.8%
<b>Whole School</b>	96.2%

**We track every year group for vulnerable groups to analyse trends. Attendance reviews take place with assistant heads and class teachers.**

### Covid 19 Target Adjustment

- **95% Attendance Without X Code**
- **96.5% with X Code**

Figure will be affected by bubble isolation/local infection rates etc. However, it reflects or intention to have children in school and not overuse X code.

### **Persistence Absence**

In 2016 DfE Changed the persistence absence benchmark to 90%.

	2015-16	2016-17	2017-18	End Of 2019 Data	Feb 2020 Data	National Average	2020-21 Target
<b>All Children</b>	9.6%	8.6%	8.2%	53 pupils 6.5%	46 Pupils 5.5% <sup>00</sup>	8.7%	6%
<b>Pupil Premium Children</b>	20.9%	17.2%	14%	12.4%	9.1%	15.7%	8%
<b>Non-Pupil Premium Children</b>	6.8%	7%	4.8%	6.3%	5.2%	6.9%	5.5%
<b>GAP</b>	14.1%	10.2%	9.2%	6.1%	3.9% <sup>00</sup>	8.8%	2.5%

### **Punctuality**

	2014-15	2015-16	2016-17	2017-18	2018-19	Feb 2020 Update	2020-21 Target
<b>All Children</b>	1.32%	1.64%	0.86%	0.28%	0.25%	0.9%	0.2%
<b>Pupil Premium Children</b>	2.88%	5.34%	1.96%	0.7%	0.55%	0.52	0.4%

**Note that in 2019-20 we tightened up on use of L code to include lates that are below 5 minutes.**



### 10. Safeguarding Information

We have ensured that new policy contains all relevant training information and is in line with updated DfE safeguarding guidance to schools. This has been sent to governors. Governors also sent KCSIE update. Safeguarding lead report was:

	<b>Records of Concern Forms</b>	<b>Referrals to IFD (CADT)</b>	<b>Referrals to Early Help (external)</b>	<b>Referrals to Early Help (internal)</b>	<b>Operation Encompass</b>	<b>LAC/Adopted /SGO</b>	<b>TAF</b>
<b>2018-19</b>	<b>167</b>	<b>3</b>	<b>10</b>	<b>30</b>	<b>not reported</b>	<b>8</b>	<b>5</b>
<b>2019-20</b>	<b>224</b>	<b>13</b>	<b>30</b>	<b>20*</b>	<b>42</b>	<b>8</b>	<b>5</b>

- The increase in records of concern (ROC) forms was not due to Covid-19 as we have only received 29 ROC forms between 21<sup>st</sup> March 2020 and 17<sup>th</sup> July 2020.
- \*Referrals for early help (internal) referrals are up to March 21<sup>st</sup>, 2020.
- Operation Encompass 26/42 notifications were for the period 21<sup>st</sup> March to 17<sup>th</sup> July
- 15 families were supported through Bridging the Wallasey Gap (summer 2020)
- Vulnerable families were also supported through school closures by offering full time school places with FSM and holiday places at Dragon Club

<b>Early Help External (Level 2 services)</b>	<b>Early Help Internal (Learning Mentors)</b>
<ul style="list-style-type: none"> <li>• Listening ear</li> <li>• Leapfrog</li> <li>• Safer Families</li> <li>• WEB Girls</li> <li>• WEB Boys</li> <li>• MHST</li> <li>• Barnardo's</li> </ul>	<ul style="list-style-type: none"> <li>• Working on attendance</li> <li>• Picking up children to improve attendance</li> <li>• LM Surgery for parents</li> <li>• Support at lunchtimes</li> <li>• Lego Therapy</li> <li>• Girls group</li> <li>• Momentous boys' group</li> <li>• Meditation and relaxation</li> <li>• Groups to support – friendships, managing anxiety, social speaking, emotions</li> <li>• Parenting course</li> <li>• Phone calls to vulnerable pupils during school closures</li> <li>• Delivered food parcels during school closures</li> <li>• Referral to other agencies</li> <li>• Bridging the Wallasey Gap (food hampers over the Summer Holidays)</li> <li>• Weekly food deliveries for most vulnerable families</li> <li>• Mission Christmas</li> </ul>

**Currently 10 Looked After Children.**

### 11. Exclusions and Behaviour

Behaviour at the school is now excellent after a successful 3-year development plan based on our RESPECT framework and positive behaviour policy. Figures below demonstrate this. Exclusions are now 0.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	National Average	2020-21 Target
<b>All Children</b>	1.32%	1.64%	0.86%	0.11%	0%	0%	1.37%	0%
<b>Pupil Premium Children</b>	2.88%	5.34%	1.96%	0.7%	0%	0%		0%

Governors will receive detailed Scholar Pack reports on positive and negative behaviours.

### 12. Pupil Mobility

From 2015-17 pupil mobility was an issue for St George's. We now report on this annually to ensure that governors have an annual report on mobility. Governors can also check this termly if required.

Year	In Year Transfer In	In year Transfer Out	Notes
F		3	All children relocated except two who got EHCPs for special school places.
1	1	1	
2	3		
3	1	1	
4	3	2	
5	2	2	
6	1	0	
<b>Totals</b>	<b>11</b>	<b>9</b>	

### Over Time:

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Children leaving</b>	44 children	39 children	8 children	6 children	9
<b>Children Arriving</b>	11 children	14 children	30 children	11 children	11

We continue to get a lot of requests for in school movement. We are now near capacity in 7 year groups. Only year two has low numbers.

### 13. Policies

**Governors have agreed and published updated policies for:**

- Safeguarding with KCSIE updates
- Pay Policy
- Covid 19 Safety Policy
- Digital Safety Policy

**Reviewed policies for:**

- Digital Safety
- Positive Behaviour and Relationships
- Complaints

- Attendance
- Staff Conduct Policy
- Working Together Guidance
- Social Media for Staff
- Charging
- Finance Manual
- Teaching and Learning Policy
- Lockdown Procedures
- Safer Working Practices Policy
- Staff Conduct Policy
- Leave of Absence Policy
- Management of Attendance Capability Policy
- Grievance Policy
- Flexible Working Policy
- Disciplinary Policy
- Accessibility Plan
- Disciplinary Policy
- Grievance Policy
- Flexible Working Policy
- Drugs and Alcohol
- Data Protection (including GDPR requirements)
- Display Screen Safety at Work Policy
- Asset Management Plan
- Health and Safety
- School Emergency Policy
- Mobile Phones Policy
- Safer Recruitment Policy
- Prevent Policy for Radicalisation and Extremism
- Managing Medicines
- Mental health Strategy

### 13. Incident and Safety Report

**2019-20 figures were affected by lockdown from March onwards.**

	Autumn Term	Spring Term	Summer Term	2019- 20	2018-19 Total	2017-18 Total
Lower Site Incident Log Children	8	3	4	15	12 (-3)	15
Upper Site Incident Log Children	17	16	17 (emergency school based here)	50	84 (-7)	91
Staff Incident Log	3	2	1	6	13 (-1)	14
Visitors Incident Log	0	0	0	0	2 (+1)	1

Bullying Logs	1	0	1	2	2 (-2)	4
Racist behaviour log	0	1	1	2	5 (+1)	4

Homophobic behaviour log	0	1	0	1	0 (-2)	2
LA Health and Safety Referrals Staff	2 • 1 accident • 1 medical	0	0	2	2 (-10)	12
LA Health and Safety Referrals Children	1 • 1 fracture	1 • medical treatment	1 • 1 fracture • 2 medical treatment	3	5 (-4)	9
Violence at Work Log	1	1	0	2	0	0

#### 14. Local Authority Support and Partnerships

We continue to support the Local Authority's School Improvement work by working as a system leader. This involved:

- Being named school improvement officer for band 3 schools.
- Leading on LA research projects
- Sitting on School to School Partnership Board

The board has head teacher representation, LA representation and teaching school representation.

I will also continue to be the School Improvement Associate for two schools.

In view of our responsibilities at St George's, my involvement will be limited in these roles. Any funding from these roles is being used for **the staff well-being fund**.

Last year we worked collaboratively with other 63 schools this included:

- 13 international schools. 4 members of our team visited Malta to complete some of these projects.
- 15 schools as part of our maths lead work
- 9 schools visiting our EYFS and KS1 work
- 6 schools as part of our LA school improvement work
- 6 Wallasey Alliance partners

This year:

- Mrs Chambers is working as a Maths Hub lead with 13 schools.
- Mrs Binks is lead on EYFS maths project
- Mrs Skarratts-Jackson is leading on STEM Enthuse project with 6 schools.
- Mrs Horton coordinated our Erasmus + partnerships. Also leading on Voice 21 Oracy initiative with 14 schools.

#### 15. Enrichment:

Currently safety measures mean that we cannot organise trips outside school. Team are doing a huge amount of work to ensure enrichment despite Covid-19 restrictions. Have had visitors in school. All trips and events are well publicised and reported on the school's website. News section is best area for this:

<http://www.stgeorges.wirral.sch.uk/newsitems>

#### 16. Wallasey Alliance Schools Collaborative

Work with Wallasey Alliance is still an important aspect of our strategic capacity. To remind you the local collaborative consists of Greenleas, Liscard, Mount, New Brighton, St Georges and St Peter and Paul's.

**Work of Alliance has been hugely affected by Covid-19. Had to pause moderation, school to school reviews, sports competitions etc.**

**Still providing** training for all school staff using digital platforms for:

Organised 6 sessions for school improvement in:

- EYFS
- Mathematics
- English

- P.E and Sports
  - Science
  - SEND
  - Business Management
  - Newly Qualified Teacher (NQT) training.
  - All non-core subject teams will meet twice a year.
- Promote excellence in the Maths curriculum. We have funded a subject leader development programme with a national lead trainer from learning Together. This will train 20 staff across the Alliance. 4 from St George's over 6 CPD sessions. Trainer is also working with us as part of our Shine Maths bid.
  - Continue with moderation under the new national curriculum expectations when safety restrictions allow.

The Full Governing Body and Curriculum and Pastoral Care Committee is updated regularly on our cluster work. Currently no work to pursue the Academy agenda but it does remain a topic for discussion.

### 17. Pupil Voice

We have a proactive pupil voice platform the school. Details are below (Mrs Skarratts-Jackson arranged these):

	KS1	Y3-4	Y5-6
<b>School Council (Tues)</b>	<b>Chloe Gough-Hughes</b>	<b>K Bennett &amp; B Cummings</b>	<b>Jenny Taylor</b>
<b>Anti-Bullying/Peer Mediator (Thurs)</b>		<b>Jemma Stewart</b>	<b>Caroline Coleman</b>
<b>Play Leaders (Thurs)</b>	<b>Janine Wood</b>	<b>Sharon Gibson</b>	<b>Amy Newton</b>
<b>Digital Leaders (Tues)</b>		<b>Sarah Price</b>	<b>Tori Hughes</b>
<b>Reading Ambassadors (Tues)</b>	<b>Fiona Molloy</b>	<b>Rachel Saunders</b>	<b>Sharon Spurdle</b>
<b>ECO Committee</b>	<b>Emma Patterson</b>	<b>TS-J</b>	<b>Megan Jones</b>
<b>Mini Police (Fri)</b>			<b>Hannah Rice</b>

### 18. Pupil Numbers and Contextual Information

Year	N1	N2	Reception	1	2	3	4	5	6	7	Total
Girls	0 0%	29 48.33%	52 47.27%	55 47.01%	67 57.26%	57 53.77%	57 47.11%	47 39.83%	56 45.9%	0 0%	420 48.22%
Boys	0 0%	31 51.67%	58 52.73%	62 52.99%	50 42.74%	49 46.23%	64 52.89%	71 60.17%	66 54.1%	0 0%	451 51.78%
Any Other Asian Background	0 0%	0 0.0%	3 2.73%	0 0.0%	0 0.0%	1 0.94%	0 0.0%	1 0.85%	2 1.64%	0 0%	7 0.8%
Any Other Black Background	0 0%	0 0.0%	0 0.0%	1 0.85%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	1 0.11%
Any Other Ethnic Group	0 0%	0 0.0%	0 0.0%	1 0.85%	0 0.0%	0 0.0%	1 0.83%	0 0.0%	1 0.82%	0 0%	3 0.34%
Any Other Mixed Background	0 0%	0 0.0%	2 1.82%	1 0.85%	0 0.0%	0 0.0%	1 0.83%	3 2.54%	3 2.46%	0 0%	10 1.15%
Any Other White Background	0 0%	0 0.0%	0 0.0%	0 0.0%	1 0.85%	1 0.94%	1 0.83%	1 0.85%	1 0.82%	0 0%	5 0.57%
Chinese	0 0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.85%	2 1.64%	0 0%	3 0.34%
Information Not Yet Obtained	0 0%	24 40.0%	8 7.27%	5 4.27%	0 0.0%	2 1.89%	0 0.0%	0 0.0%	1 0.82%	0 0%	40 4.59%
White and Asian	0 0%	1 1.67%	1 0.91%	0 0.0%	1 0.85%	1 0.94%	1 0.83%	0 0.0%	0 0.0%	0 0%	5 0.57%
White and Black African	0 0%	0 0.0%	1 0.91%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	1 0.11%
White and Black Caribbean	0 0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.65%	1 0.85%	1 0.82%	0 0%	4 0.46%
White British	0 0%	35 58.33%	94 85.45%	109 93.16%	115 98.29%	100 94.34%	115 95.04%	110 93.22%	111 90.98%	0 0%	789 90.59%
White Irish	0 0%	0 0.0%	1 0.91%	0 0.0%	0 0.0%	1 0.94%	0 0.0%	1 0.85%	0 0.0%	0 0%	3 0.34%
Turkish	0 0.0%	1 1.67%	0 0.0%	1 0.85%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.23%
Tamil	0 0.0%	2 3.33%	3 2.73%	1 0.85%	0 0.0%	1 0.94%	0 0.0%	1 0.85%	3 2.46%	0 0.0%	11 1.26%
Ebira	0 0.0%	0 0.0%	2 1.82%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.23%
Romanian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.82%	0 0.0%	1 0.11%
English*	0 0.0%	57 95.0%	105 95.45%	115 98.29%	117 100.0%	105 99.06%	120 99.17%	117 99.15%	114 93.44%	0 0.0%	850 97.59%
Serbian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.82%	0 0.0%	1 0.11%
Russian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.83%	0 0.0%	0 0.0%	0 0.0%	1 0.11%
Polish	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.82%	0 0.0%	1 0.11%
Chinese	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.64%	0 0.0%	2 0.23%
Free School Meals	0 0%	2 3.33%	4 3.64%	16 13.68%	23 19.66%	16 15.09%	19 15.7%	20 16.95%	24 19.67%	0 0%	124 14.24%
Pupil Premium	0 0%	2 3.33%	6 5.45%	16 13.68%	22 18.8%	18 16.98%	28 23.14%	26 22.03%	28 22.95%	0 0%	146 16.76%
Total number of students in year group	0	60	110	117	117	106	121	118	122	0	871

### 19. Staffing

#### Staff Leaving:

- Gemma Dunne AHT moved to Ireland
- Rachel Lewis' temporary contract as a Y5 teacher (maternity cover) ended.
- Kasandra Forster took a secondment from her teacher role to live in Saudi Arabia for a year.
- Sarah Bowden-Pickstock is on maternity leave for a year.

#### Staff Arriving/Returning:

- **Sally Kisby** joined our Year 3 teaching team. Sally is an experienced teacher who has relocated from London.
- **Mrs Caroline Coleman** joined our Year 6 teaching team whilst Mrs Bowden-Pickstock is absent for maternity leave. Mrs Coleman is an experienced teacher and school leader who has taught in Birmingham, Walsall, Manchester and Wirral.
- **Mr Sivagajan (Gaj) Sivathillainathan (Nathan)** joins our team as our new Assistant Head Teacher for Years 5 and 6. **Mr Nathan** (as he prefers to be called) has worked in Greater London area for many years and will be a great addition to our team.
- **Katie Hooker** was appointed on a fixed term contract to our teaching assistant team in Nursery.
- **Louisa Sheenan** was appointed to our EYFS teaching assistant team.
- **Katie Hooker** was appointed on a fixed term contract to our teaching assistant team.
- **Emma Taylor** was appointed on a fixed term contract (covering long term illness) as our attendance officer.
- **Tim Hales** was appointed as our Assistant Site Manager

We also appointed:

- 4 catering staff
- 6 midday supervisors
- 2 Dragon Club staff
- 2 cleaners
  
- Emma Hughes returned from maternity leave.
- Kirsteen Bennett returned from maternity leave.