



Foundation Stage, Year 1 Phonics & end of Key Stage 1 – Lawns Park Primary School

FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT						
(equivalent national figures in brackets)						
	2019		2018		2017	
	Pupils	GLD	Pupils	GLD	Pupils	GLD
All	30	67 (72)	29	66% (72%)	30	57% (71%)
Girls	14	57 (78)	14	79% (79%)	13	77% (78%)
Boys	16	75 (66)	15	53% (65%)	17	41% (64%)
Disadvantaged	9	43 (57)	6	83% (57%)	10	20% (56%)
'Other'	21	74 (74)	23	61% (74%)	20	75% (73%)
SEN	6	17 (24)	~	~ (24%)	~	~ (23%)
~ Groups smaller than 5 are suppressed for data protection purposes.						
Evaluation	<ul style="list-style-type: none"> -Gap to national closed by 5%, upward trend from 2017 -Percentages reaching or exceeding expected standard in most of the goals are similar to, or even higher than national. In a couple of the goals, all of the children achieved the expected standard. Attainment in a few of learning goals (Reading, Writing, Shape Space & Measures) is lower than national, but rarely lower than in Leeds. -Proportion exceeding is in line with national -Boys attained better than girls (& national boys), reversal of usual trend at LPPS. -Disadvantaged attainment lower than national. -8 pupils (27%) were amongst the lowest 20% of achievers in Leeds. Percentage SEND lower than national. 					
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> -Restructure approach to maths teaching in terms of forward planning & rigour in line with whole school mastery approach. This will be done through 2 year Early Years maths CPD & research with West Yorkshire Maths Hub. -Early Years "Write Stuff" approach to writing implemented with rigour in line with whole school approach. -Early Years "Book Talk" & "DERIC" approach to reading implemented with rigour in line with whole school approach. -Planning to include half termly milestone expectations for all specific areas, including phonics. -Pre cursive handwriting introduced in Foundation Stage -Storytime for children & parents -Reading with parents every morning 					





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Year 1 Phonics – Proportion of children working at the expected standard

(equivalent national figures in brackets. School figures in green if above national)

	Pupils	2019	Pupils	2018	Pupils	2017
All	30	87 (82)	28	82% (83%)	32	84% (81%)
Girls	14	100 (85)	11	100% (86%)	15	80% (85%)
Boys	12	75 (79)	17	71% (79%)	17	88% (78%)
Disadvantaged	7	100 (71)	9	56% (72%)	5	80% (70%)
'Other'	19	83 (84)	19	95% (85%)	27	85% (84%)
SEN	2	0 (43)	~	~ (44%)	~	~ (42%)

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Evaluation	<ul style="list-style-type: none"> -Higher than national & increase on last year -Good proportion of Y2 retakes passed compared to national (67% LPPS, 52% national) -Girls attained better than boys & national girls
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> -Phonics/spelling/vocabulary CPD for all staff -Phonics & early reading training for two NQTs -Specific, half termly phonics milestones implemented across Foundation Stage. -Match phonics to reading books & purchase more phonics based material for reading practice in early years.



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End of Key Stage 1 - Reading															
(equivalent national figures in brackets. School figures in green if above national)															
	2019					2018					2017				
	Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth	
All	28	71	75	18	25	32	72%	(75%)	22%	(26%)	30	63%	(76%)	10%	(25%)
Girls	10	100	79	20	29	15	73%	(80%)	27%	(29%)	15	67%	(80%)	20%	(29%)
Boys	18	56	71	17	22	17	71%	(71%)	18%	(22%)	15	60%	(71%)	0%	(22%)
Disadvantaged	9	44	62	11	14	5	80%	(63%)	0%	(14%)	10	30%	(63%)	10%	(14%)
'Other'	19	84	78	21	28	27	70%	(79%)	26%	(29%)	20	80%	(79%)	10%	(28%)
SEN	5	20	30	0	5	~	~	(30%)	~	(5%)	~	~	(31%)	~	(5%)
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End of Key Stage 1 - Writing															
(equivalent national figures in brackets. School figures in green if above national)															
	2019					2018					2017				
	Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth	
All	28	64	69	14	15	32	66%	(69%)	9%	(16%)	30	60%	(68%)	7%	(16%)
Girls	10	100	76	10	19	15	73%	(77%)	13%	(20%)	15	60%	(75%)	7%	(20%)
Boys	18	44	63	17	11	17	59%	(63%)	6%	(12%)	15	60%	(62%)	7%	(11%)
Disadvantaged	9	44	54	11	7	5	40%	(55%)	0%	(8%)	10	30%	(54%)	0%	(8%)
'Other'	19	74	73	16	17	27	70%	(74%)	11%	(18%)	20	75%	(72%)	10%	(18%)
SEN	5	0	22	0	2	~	~	(22%)	-	(2%)	~	-	(21%)	-	(2%)
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End of Key Stage 1 - Maths															
(equivalent national figures in brackets. School figures in green if above national)															
	2019					2018					2017				
	Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth	
All	29	75	76	18	22	32	75%	(76%)	22%	(22%)	30	73%	(75%)	17%	(21%)
Girls	10	90	77	0	19	15	73%	(77%)	27%	(20%)	15	80%	(76%)	27%	(19%)
Boys	19	67	75	24	28	17	77%	(75%)	18%	(24%)	15	67%	(74%)	7%	(22%)
Disadvantaged	9	56	63	22	12	5	80%	(63%)	0%	(12%)	10	60%	(62%)	0%	(11%)
'Other'	19	84	79	16	24	27	74%	(80%)	26%	(25%)	20	80%	(79%)	25%	(23%)
SEN	5	20	33	0	5	~	~	(33%)	~	(5%)	~	~	(32%)	~	(4%)

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Evaluation	<ul style="list-style-type: none"> -Percentage attaining RWM combined has improved from last year, showing incline over three years to broadly in line with national. Children's attainment across the subjects is much more consistent this year -Greater depth percentage (RWM) has increased year on year too to in line with national. -In Reading over three years the percentage at expectation has increased & has sustained broadly in line with national. -Greater depth (R) has improved over the last three years, but it is slightly lower than national this year. -Girls attained better than boys & national girls in all subjects. -Boys lower than national boys in all subjects. Large proportion of SEND in this cohort are boys. -Although there is a three year incline in Disadvantage, this year it is lower than national in all subjects. This is due to large proportion of disadvantaged pupils are SEND boys. -Incline in writing over three years to close gap on national. Broadly in line with national (5% lower) -Greater depth percentage (W) has increased year on year too to in line with national. -Attainment of expected standard has been maintained in Maths, at 75%. This essentially matches national performance -Greater depth (M) has improved over the last three years, but it is slightly lower than national this year.
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> -Continue bespoke provision for SEND pupils in this cohort. -Implement regular speed reads in KS1 & KS2 -Improve volunteer readers programme to increase frequency of reading practice -Introduce weekly non fiction class reading as part of class 10 minute daily reading pledge -Refine & consistently implement DERIC questions to reflect test questions & potential for greater depth response. Insistence on precise answers. -Embed Book Talk & DERIC approach to reading -Planned balance of fiction & non fictions books to be read in each class married to Curriculum For Future Citizens (CFFC) Theme.



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	<ul style="list-style-type: none">-Non fiction writing CPD in line with write Stuff approach & linked to themes for CFFC.-Review & embed approach to independent writing.-Embed use of sentence stems & agreed specific mathematical process vocabulary.
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