



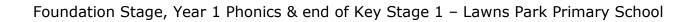
	FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT										
	(equivalent national figures in brackets)										
		2019		2018		2017					
	Pupils	GLD	Pupils	GLD	Pupils	GLD					
All	30	67 (72)	29	66% (72%)	30	57% (71%)					
Girls	14	57 (78)	14	79% (79%)	13	77% (78%)					
Boys	16	75 (66)	15	53% (65%)	17	41% (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 su	ppressed for dat	a protection purposes.									
	-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 LeedsProportion exceeding is in line with national -Boys attained better than girls (& national boys), reversal of usual trend at LPPSDisadvantaged attainment lower than national8 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	-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 wi	ith parents every moi	ning								





	Year 1	Phonics – Proportion				rd				
(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%)				
Groups smaller than 5 are s	uppressed for	data protection purposes.								
Evaluation	-Higher t	han national & increase on	last year							
	-Good pr	oportion of Y2 retakes pass	sed compared to	national (67% LPPS, 52	% national)					
	-Girls att	-Girls attained better than boys & national girls								
Our strategies for	-Phonics	-Phonics/spelling/vocabulary CPD for all staff								
maintaining and	-Phonics	-Phonics & early reading training for two NQTs								
improving children's	-Specific,	-Specific, half termly phonics milestones implemented across Foundation Stage.								
outcomes	-Match p	-Match phonics to reading books & purchase more phonics based material for reading practice in early years.								



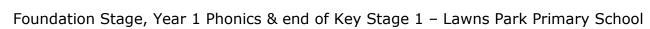




	End of Key Stage 1 - Reading															
	(equivalent national figures in brackets. School figures in green if above national)															
			2019					2018			2017					
	Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		Greater Depth		
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%)	
Groups smaller than 5 are suppressed for data protection purposes.																

	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	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%)
Groups smaller than 5 are suppressed for data protection purposes. 20%															







	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	-	ected dard+	Greate	er 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%)	
~ Groups smaller than 5 are suppressed for data protection purposes.																

Evaluation	-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
Our stratesias for	-Greater depth (M) has improved over the last three years, but it is slightly lower than national this year.
Our strategies for	-Continue bespoke provision for SEND pupils in this cohort.
maintaining and	-Implement regular speed reads in KS1 & KS2
improving children's	-Improve volunteer readers programme to increase frequency of reading practice
outcomes	-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.





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

- -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.

