

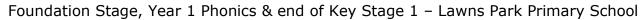
FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT										
(equivalent national figures in brackets)										
		2022		2019		2018				
			Pupils	GLD	Pupils	GLD				
All	29	55 (65)	30	67 (72)	29	66% (72%)				
Girls	18	67(72)	14	57 (78)	14	79% (79%)				
Boys	11	36(59)	16	75 (66)	15	53% (65%)				
FSM	11	18(49)	9	43 (57)	6	83% (57%)				
Non FSM	18	78(70)	21	74 (74)	23	61% (74%)				
SEN	3	0(19)	6	17 (24)	~	~ (24%)				

[~] Groups smaller than 5 are suppressed for data protection purposes.

Evaluation

- -Comparisons between the 2022 figures and previous years should be made with extreme caution: not only due to the issues caused by the pandemic but also because the 2022 figures are based on a new EYFS Framework and the underlying assessments in 2022 are not the same as those undertaken in previous years. Moreover, this year children are only assessed against a two-point scale ('emerging' or 'at expected') as opposed to a three-point scale ('emerging', 'at expected', or 'exceeding').
- -Gap to national widened by 11.5% from 2018.
- -From 2019 attainment has dropped, as has national. LPPS has dropped by more than national.
- -Progress for this cohort is very good from 48% at the beginning of the year to 55%. This cohort also experienced greater mobility of pupils within year, which is unusual for Lawns Park.
- -Larger attainment gap between boys $\&\ \mbox{girls}$ than national gap
- -Even bigger gap between FSM & non FSM
- None of the 3 children with SEN achieved GLD. Nationally, only about 1 in every 5 children with SEN achieve this standard.
- -GLD proportion limited by low percentage achieving literacy goal, as well as physical development & personal social & emotional.
- -10 pupils were amongst the lowest 20% of achievers in Leeds.



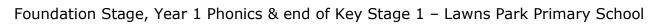




Our strategies for	-Focus on basic skills & arithmetic through Mastery Programme, trialled in Summer Term 2022. Weave this into WRH
maintaining and	maths learning.
improving children's	-Develop phonics learning & reading fluency further through implementation of Little Wandle.
outcomes	-Reintroduce Storytime for children & parents
	-Weekly "drop in and read" for all parents to come in & read with all pupils.
	-Planning includes half termly milestone expectations for all specific areas, including writing with clear "basics" to
	achieve by the end of F2.
	-Sequenced learning in a nutshell across each half term, accessible to parents
	-Stringent Keep Up & Catch Up provision guaranteed for all pupils to close gaps.

	Year 1 Phonics – Proportion of children working at the expected standard									
		(equivalent national figu	res in brackets. School f	igures in green if above natior	nal)					
	Pupils	2022	Pupils	2019	Pupils	2018				
All	29	76(76)	30	87 (82)	28	82% (83%)				
Girls	15	80 (79)	14	100 (85)	11	100% (86%)				
Boys	14	71(72)	12	75 (79)	17	71% (79%)				
FSM	11	64(62)	7	100 (71)	9	56% (72%)				
Non FSM	18	83(80)	19	83 (84)	19	95% (85%)				
SEN	2	100(38)	2	0 (43)	~	~ (44%)				
~ Groups smaller than 5 are s	suppressed for da	ta protection purposes.								
Evaluation	-In line wit	h national. A drop from 2	019, just like nati	onal.						
	-Good prop	portion of Y2 retakes pass	sed compared to	national (50% LPPS, 4	5% national)					
	-Girls attai	ned better than boys, mir	roring national							
	-Cumulativ	-Cumulative proportion of children who achieve the expected standard by the end of Key Stage 1 provides a more								
	reliable me	reliable measure of outcomes. The 2022 figure for Lawns Park (93%) is as high as it has been in previous years and is								
	5%pts above the national figure.									
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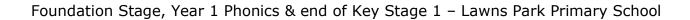






Our strategies for	-School to adopt Little Wandle
maintaining and	-Rigorous system for Keep Up & Catch Up to reduce & close gaps in phonics knowledge
improving children's	-Phonics/spelling CPD for all staff
outcomes	-Specific, half termly phonics milestones implemented across Foundation Stage & KS1
	-Match phonics to reading books & purchase more Little Wandle phonics based material for reading practice in early
	years, KS1 & KS2 Keep Up.



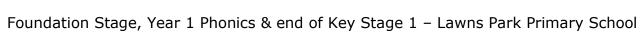




					End of	Key Sta	age 1 -	Readii	ng						
			(€	equivalent na	tional figures	in brackets	. School figu	res in greer	n if above na	tional)					
			2022					2019					2018		
	Pupils	Expected Standard+		Greater Depth		Pupils	_	ected dard+	Greater Depth		Pupils	Expected Standard+		Greater Depth	
All	30	70	(67)	20	(18)	28	71	75	18	25	32	72%	(75%)	22%	(26%)
Girls	15	53	(71)	7	(18)	10	100	79	20	29	15	73%	(80%)	27%	(29%)
Boys	15	87	(63)	33	(18)	18	56	71	17	22	17	71%	(71%)	18%	(22%)
FSM	9	56	(51)	0	(8)	9	44	62	11	14	5	80%	(63%)	0%	(14%)
Non FSM	21	76	(72)	29	(21)	19	84	78	21	28	27	70%	(79%)	26%	(29%)
SEN	3	0	(26)	0	(4)	5	20	30	0	5	~	~	(30%)	~	(5%)
~ Groups smaller than 5	are suppres	ssed for dat	ta protection	purposes.	•	•			•				•		

	End of Key Stage 1 - Writing														
	(equivalent national figures in brackets. School figures in green if above national)														
			2022					2019					2018		
	Pupils	Expected Standard+		Greater Depth		Pupils	Pupils Expected Standard+		Greater Depth		Pupils Expecte Standard			Greater Depth	
All	30	57	(58)	10	(8)	28	64	69	14	15	32	66%	(69%)	9%	(16%)
Girls	15	47	(64)	7	(10)	10	100	76	10	19	15	73%	(77%)	13%	(20%)
Boys	15	67	(62)	13	(6)	18	44	63	17	11	17	59%	(63%)	6%	(12%)
FSM	9	33	(41)	0	(3)	9	44	54	11	7	5	40%	(55%)	0%	(8%)
Non FSM	21	67	(63)	14	(10)	19	74	73	16	17	27	70%	(74%)	11%	(18%)
SEN	3	33	(17)	0	(1)	5	0	22	0	2	~	~	(22%)	-	(2%)
~ Groups smaller than 5 a	~ Groups smaller than 5 are suppressed for data protection purposes.20%														



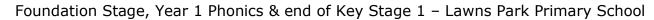




					End of	Key St	tage 1	- Math	S						
			(€	quivalent na	tional figures	in brackets.	School figu	ures in greer	n if above na	tional)					
			2022					2019					2018		
	Pupils		Expected Standard+		Greater Depth		Expected Standard+		Greater Depth		Pupils Expected Standard			Greater Depth	
All	30	63	(68)	13	(15)	29	75	76	18	22	32	75%	(76%)	22%	(22%)
Girls	15	40	(67)	7	(12)	10	90	77	0	19	15	73%	(77%)	27%	(20%)
Boys	15	87	(68)	20	(18)	19	67	75	24	28	17	77%	(75%)	18%	(24%)
Disadvantaged	9	44	(52)	11	(7)	9	56	63	22	12	5	80%	(63%)	0%	(12%)
'Other'	21	71	(73)	14	(18)	19	84	79	16	24	27	74%	(80%)	26%	(25%)
SEN	3	0	(29)	0	(4)	5	20	33	0	5	~	~	(33%)	~	(5%)
~ Groups smaller than 5 ar	e suppres	ssed for dat	a protection	purposes.	•						•	•	•		

Evaluation	-Percentage attaining RWM combined has fallen by the same percentage as national & is 4% lower than national.
	-Greater depth percentage (RWM) has decreased year on year too, however this decrease is less rapid than national.GD is slightly
	higher than national this year.
	-In Reading from 2018 the percentage at expectation is sustained & has sustained broadly in line with national & slightly above in
	2022
	-Greater depth (R) has improved over the last three years and it is slightly higher than national this year.
	-Boys attained significantly better than girls & national boys in all subjects at EXS & GD subjects.
	-Girls attained significantly lower than national girls in all subjects. Large proportion of SEND in this cohort are girls.
	-Although FSM attainment R is variable from 2018, this year it is slightly higher than national in R, lower in M & R. Nationally
	pandemic has had the most impact on White British FSM children, this is mirrored in our figures too.
	-Although there is a decrease in percentage from 2018 in W, it is not as sharp as the national drop. At GD the school is higher than
	national & higher than it has ever been prior to 2019. LPPS is closing the gap on national writing.
	-Attainment of expected standard has dropped in 2022 to below national in Maths.
	-Greater depth (M) has declined, as has national, it is slightly lower than national this year (2%).
Our strategies for	-Continue bespoke provision for pupils with SEND in Y3 cohort.
maintaining and	-Implement rigorous Little Wandle provision
improving children's	-Improve volunteer readers programme to increase frequency & focus of reading practice
outcomes	-Planned in grammar & spelling non negotiables per year group as part of streamlined writing & reading LTP.
	-Embed writing routines & target routine
	-CPD on mathematical vocabulary







-Implement Maths Mastery Programme in Y2 after trials in Summer 2022

