



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)						
	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	<p>-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').</p> <p>-Gap to national widened by 11.5% from 2018.</p> <p>-From 2019 attainment has dropped, as has national. LPPS has dropped by more than national.</p> <p>-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.</p> <p>-Larger attainment gap between boys & girls than national gap</p> <p>-Even bigger gap between FSM & non FSM</p> <p>- None of the 3 children with SEN achieved GLD. Nationally, only about 1 in every 5 children with SEN achieve this standard.</p> <p>-GLD proportion limited by low percentage achieving literacy goal, as well as physical development & personal social & emotional.</p> <p>-10 pupils were amongst the lowest 20% of achievers in Leeds.</p>					



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Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> -Focus on basic skills & arithmetic through Mastery Programme, trialled in Summer Term 2022. Weave this into WRH maths learning. -Develop phonics learning & reading fluency further through implementation of Little Wandle. -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.
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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	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 suppressed for data protection purposes.						
Evaluation	<ul style="list-style-type: none"> -In line with national. A drop from 2019, just like national. -Good proportion of Y2 retakes passed compared to national (50% LPPS, 45% national) -Girls attained better than boys, mirroring national -Cumulative proportion of children who achieve the expected standard by the end of Key Stage 1 provides a more 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 maintaining and improving children's outcomes	<ul style="list-style-type: none">-School to adopt Little Wandle-Rigorous system for Keep Up & Catch Up to reduce & close gaps in phonics knowledge-Phonics/spelling CPD for all staff-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.
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End of Key Stage 1 - Reading															
(equivalent national figures in brackets. School figures in green if above national)															
	2022					2019					2018				
	Pupils	Expected Standard+		Greater Depth		Pupils	Expected Standard+		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 suppressed for data 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	Expected Standard+		Greater Depth		Pupils	Expected 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%)
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End of Key Stage 1 - Maths															
(equivalent national figures in brackets. School figures in green if above national)															
	2022					2019					2018				
	Pupils	Expected Standard+		Greater Depth		Pupils	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%)

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Evaluation	<p>-Percentage attaining RWM combined has fallen by the same percentage as national & is 4% lower than national.</p> <p>-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.</p> <p>-In Reading from 2018 the percentage at expectation is sustained & has sustained broadly in line with national & slightly above in 2022</p> <p>-Greater depth (R) has improved over the last three years and it is slightly higher than national this year.</p> <p>-Boys attained significantly better than girls & national boys in all subjects at EXS & GD subjects.</p> <p>-Girls attained significantly lower than national girls in all subjects. Large proportion of SEND in this cohort are girls.</p> <p>-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.</p> <p>-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.</p> <p>-Attainment of expected standard has dropped in 2022 to below national in Maths.</p> <p>-Greater depth (M) has declined, as has national, it is slightly lower than national this year (2%).</p>
Our strategies for maintaining and improving children's outcomes	<p>-Continue bespoke provision for pupils with SEND in Y3 cohort.</p> <p>-Implement rigorous Little Wandle provision</p> <p>-Improve volunteer readers programme to increase frequency & focus of reading practice</p> <p>-Planned in grammar & spelling non negotiables per year group as part of streamlined writing & reading LTP.</p> <p>-Embed writing routines & target routine</p> <p>-CPD on mathematical vocabulary</p>



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