



| End of Key Stage 2 - Reading | | | | | | | | | | | | | | | |
|---|--------|--------------------|------|-----------------|------|--------|--------------------|------|-----------------|------|--------|--------------------|-------|-----------------|-------|
| (equivalent national figures in brackets) | | | | | | | | | | | | | | | |
| | 2022 | | | | | | 2019 | | | 2018 | | | | | |
| | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | |
| All | 31 | 85 | (75) | 23 | (28) | 30 | 50 | (73) | 10 | (27) | 29 | 55% | (75%) | 14% | (28%) |
| Girls | 14 | 79 | (80) | 21 | (33) | 15 | 53 | (78) | 13 | (32) | 16 | 69% | (79%) | 13% | (32%) |
| Boys | 17 | 82 | (70) | 24 | (23) | 15 | 47 | (69) | 7 | (22) | 13 | 39% | (72%) | 15% | (24%) |
| FSM | 9 | 60 | (61) | 0 | (17) | 10 | 50 | (62) | 0 | (17) | 14 | 43% | (64%) | 7% | (18%) |
| Non FSM | 21 | 85 | (79) | 27 | (32) | | 50 | (78) | 15 | (31) | 15 | 67% | (80%) | 20% | (33%) |
| SEN | 5 | 60 | (37) | 20 | (8) | | | | | | ~ | ~ | (38%) | ~ | (8%) |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | | | | |

| End of Key Stage 2 - Writing | | | | | | | | | | | | | | | |
|---|--------|--------------------|------|---------------|------|--------|--------------------|------|---------------|------|--------|--------------------|-------|---------------|-------|
| (equivalent national figures in brackets) | | | | | | | | | | | | | | | |
| | 2022 | | | | | 2019 | | | | 2018 | | | | | |
| | Pupils | Expected Standard+ | | Greater Depth | | Pupils | Expected Standard+ | | Greater Depth | | Pupils | Expected Standard+ | | Greater Depth | |
| All | 31 | 71 | (70) | 13 | (13) | 30 | 76 | (78) | 17 | (20) | 29 | 79% | (78%) | 35% | (20%) |
| Girls | 14 | 86 | (77) | 7 | (16) | 15 | 73 | (85) | 13 | (25) | 16 | 94% | (85%) | 44% | (25%) |
| Boys | 17 | 59 | (63) | 18 | (10) | 15 | 80 | (72) | 20 | (15) | 13 | 62% | (72%) | 23% | (15%) |
| FSM | 9 | 80 | (54) | 0 | (6) | 10 | 70 | (68) | 10 | (11) | 14 | 71% | (67%) | 21% | (12%) |
| Non FSM | 21 | 69 | (75) | 0 | (16) | 20 | 80 | (83) | 20 | (24) | 15 | 87% | (83%) | 47% | (24%) |
| SEN | 5 | 60 | (26) | 0 | (2) | | | | | | ~ | ~ | (33%) | ~ | (3%) |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | | | | |



| End of Key Stage 2 - Maths | | | | | | | | | | | | | | | |
|---|--------|--------------------|------|-----------------|------|--------|--------------------|------|-----------------|------|--------|--------------------|-------|-----------------|-------|
| (equivalent national figures in brackets) | | | | | | | | | | | | | | | |
| | 2022 | | | | | 2019 | | | | 2018 | | | | | |
| | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | |
| All | 31 | 94 | (71) | 29 | (22) | 30 | 77 | (79) | 20 | (27) | 29 | 79% | (76%) | 28% | (24%) |
| Girls | 14 | 93 | (71) | 29 | (20) | 15 | 73 | (79) | 13 | (24) | 16 | 88% | (76%) | 31% | (22%) |
| Boys | 17 | 94 | (72) | 29 | (25) | 15 | 80 | (78) | 27 | (29) | 13 | 69% | (75%) | 23% | (26%) |
| FSM | 9 | 100 | (55) | 20 | (11) | 10 | 70 | (67) | 0 | (16) | 14 | 71% | (64%) | 14% | (14%) |
| NonFSM | 21 | 92 | (77) | 31 | (26) | 20 | 80 | (84) | 30 | (31) | 15 | 87% | (81%) | 40% | (28%) |
| SEN | 5 | 80 | (34) | 0 | (6) | | | | | | ~ | ~ | (37%) | ~ | (5%) |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | | | | |

| End of Key Stage 2 - EGPS | | | | | | | | | | | | | | | |
|---|--------|--------------------|------|-----------------|------|--------|--------------------|------|-----------------|------|--------|--------------------|-------|-----------------|-------|
| (equivalent national figures in brackets) | | | | | | | | | | | | | | | |
| | 2022 | | | | | | 2019 | | | 2018 | | | | | |
| | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | | Pupils | Expected Standard+ | | Higher Standard | |
| All | 31 | 65 | (72) | 7 | (28) | 30 | 57 | (78) | 10 | (36) | 29 | 62% | (75%) | 24% | (34%) |
| Girls | 14 | 57 | (77) | 0 | (32) | 15 | 67 | (83) | 13 | (41) | 16 | 81% | (82%) | 19% | (39%) |
| Boys | 17 | 71 | (68) | 12 | (25) | 15 | 47 | (74) | 7 | (31) | 13 | 39% | (73%) | 31% | (30%) |
| FSM | 9 | 60 | (57) | 0 | (16) | 10 | 50 | (67) | 0 | (25) | 14 | 50% | (67%) | 14% | (24%) |
| Non FSM | 21 | 65 | (78) | 8 | (32) | 20 | 60 | (83) | 15 | (41) | 15 | 73% | (82%) | 33% | (39%) |
| SEN | 5 | 60 | (31) | 0 | (7) | | | | | | ~ | ~ | (35%) | ~ | (7%) |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | | | | |



| End of Key Stage 2 - RWM Combined | | | | | | | | | | | | |
|---|--------|--------------------|------|-----------------|--------|--------------------|------|-----------------|--------|--------------------|-------|-----------------|
| (equivalent national figures in brackets) | | | | | | | | | | | | |
| | 2022 | | | | 2019 | | | | 2018 | | | |
| | Pupils | Expected Standard+ | | Higher Standard | Pupils | Expected Standard+ | | Higher Standard | Pupils | Expected Standard+ | | Higher Standard |
| All | 31 | 65 | (72) | 7 (28) | 30 | 50 | (65) | 10 (11) | 29 | 52% | (64%) | 14% (10%) |
| Girls | 14 | 79 | (63) | 0 (9) | 15 | 53 | (70) | 13 (13) | 16 | 63% | (68%) | 13% (12%) |
| Boys | 17 | 59 | (55) | 0 (6) | 15 | 47 | (60) | 7 (9) | 13 | 39% | (61%) | 15% (8%) |
| FSM | 9 | 60 | (41) | 0 (3) | 10 | 50 | (51) | 0 (5) | 14 | 36% | (51%) | 7% (4%) |
| Non FSM | 21 | 69 | (63) | 0 (9) | 20 | 50 | (71) | 15 (13) | 15 | 67% | (70%) | 20% (12%) |
| SEN | 5 | 60 | (18) | 0 (1) | | | | | ~ | ~ | (21%) | ~ (1%) |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | |

| End of Key Stage 2 – Progress | | | | | | | | | | | | |
|---|--------|---------|---------|-------|--------|---------|---------|-------|--------|---------|---------|-------|
| (national progress = 0.0) Red = significantly below average Green – significantly above average | | | | | | | | | | | | |
| | 2022 | | | | 2019 | | | | 2018 | | | |
| | Pupils | Reading | Writing | Maths | Pupils | Reading | Writing | Maths | Pupils | Reading | Writing | Maths |
| All | 31 | -0.4 | +1.2 | +3.2 | 31 | -2.63 | 0.67 | -0.32 | 29 | -2.7 | 2.1 | 1.5 |
| Girls | 14 | -1.2 | 1.7 | 1.4 | 14 | -3.14 | -0.25 | -1.68 | 16 | -2.7 | 2.7 | -0.2 |
| Boys | 17 | 0.3 | 0.8 | 4.7 | 17 | -2.09 | 1.64 | 1.14 | 13 | -2.8 | 1.3 | 3.7 |
| FSM | 9 | -1.7 | 3.6 | 5.1 | 9 | -4.12 | 0.38 | -1.59 | 14 | -2.1 | 2.7 | 2.5 |
| Non FSM | 21 | -0.1 | 0.8 | 2.8 | 21 | -1.84 | 0.80 | 0.35 | 15 | -3.3 | 1.5 | 0.6 |
| SEN | 5 | -1.0 | 2.5 | 2.1 | 5 | | | | ~ | ~ | ~ | ~ |
| ~ If group size is smaller than 5, data is suppressed | | | | | | | | | | | | |



| End of Key Stage 2 – Average Scaled Scores | | | | | | | | | | | | | | | | | | | | | |
|--|--------|---------|-----|-------|-----|-----|-----|--------|---------|-----|-------|-----|-----|-------|--------|---------|-------|-------|-------|-----|-------|
| (equivalent national figures in brackets) | | | | | | | | | | | | | | | | | | | | | |
| | 2022 | | | | | | | 2019 | | | | | | | 2018 | | | | | | |
| | Pupils | Reading | | Maths | | GPS | | Pupils | Reading | | Maths | | GPS | | Pupils | Reading | | Maths | | GPS | |
| All | 31 | 104 | 105 | 106 | 104 | 102 | 105 | 30 | 100 | 104 | 104 | 105 | 100 | 106.3 | 29 | 100 | (105) | 104 | (104) | 102 | (106) |
| Girls | 14 | 103 | 106 | 105 | 103 | 101 | 106 | 15 | 100 | 106 | 103 | 105 | 102 | 107 | 16 | 102 | (106) | 104 | (104) | 104 | (107) |
| Boys | 17 | 104 | 104 | 107 | 104 | 103 | 104 | 15 | 100 | 103 | 104 | 106 | 99 | 105 | 13 | 98 | (104) | 104 | (105) | 99 | (105) |
| FSM | 9 | 100 | 102 | 105 | 100 | 101 | 102 | 10 | 101 | 103 | 101 | 103 | 99 | 104 | 14 | 98 | (103) | 102 | (102) | 100 | (104) |
| Non FSM | 21 | 104 | 106 | 106 | 105 | 102 | 106 | | | | | | | | 15 | 103 | (106) | 106 | (105) | 104 | (107) |
| SEN | 5 | 99 | 98 | 100 | 97 | 100 | 98 | | | | | | | | ~ | ~ | (98) | ~ | (98) | ~ | (98) |

| | |
|---|--|
| Evaluation | <ul style="list-style-type: none"> -RWM is higher than national this year & higher than it has ever been at Lawns Park. -Progress in RWM improved over the years from 52% to 68% -Good progress & attainment in part due to higher than national attainment for SEN & FSM in this cohort -Reading above national & higher than it has ever been for LPPS. GD is now closing the gap on national GD. -Although writing has fallen to below usual percentage for LPPS for EXS & GD, the reduction isn't as marked as national drop. LPPS in line with national. -In many other schools maths percentage fell, it increased at LPPS to above national. GD higher than ever & above national. -GPS improved for LPPS, however still below national but the gap is closing. GD is lower than national. -Boys better than average in every subject apart from writing. Girls achieved well in maths & writing. |
| Our strategies for maintaining and improving children's outcomes | <ul style="list-style-type: none"> -Implement rigorous Little Wandle Keep Up provision -Improve volunteer readers programme to increase frequency & focus of reading practice -Planned in grammar & spelling non negotiables per year group as part of streamlined writing & reading LTP. -Improve quality of resources for learning in grammar -Review spelling milestones & opportunities for review withing the week & across the year. -Embed writing routines & pupil target regime. -CPD on mathematical vocabulary -Continue problem solving within every lesson & improve quality of problem solving resources for practitioners to draw upon. |

End of Key Stage 2 – Lawns Park Primary School

