



FOUNDATION STAGE – GOOD LEVEL OF DEVELOPMENT

(equivalent national figures in brackets)

	2019		2018		2017	
	Pupils	GLD	Pupils	GLD	Pupils	GLD
All	45	58% (72%)	46	59% (72%)	45	60% (71%)
Girls	18	67% (78%)	24	67% (79%)	26	69% (78%)
Boys	27	52% (66%)	22	50% (65%)	19	47% (64%)
Disadvantaged	7	14% (57%)	9	44% (57%)	8	25% (56%)
'Other'	38	66% (74%)	37	62% (74%)	37	68% (73%)
SEN	6	33% (24%)	~	~ (24%)	5	0% (23%)

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

Evaluation	<ul style="list-style-type: none"> The GLD figure has seen little change over recent years, and is considerably lower than the national figure. Children enter Reception at low starting points and tracking shows they make good progress throughout the Reception year even though some do not reach the expected standard. Most of the children who did not achieve GLD in this year group did not achieve the expected standards in the literacy and/or mathematical learning goals; attainment in the other learning goals is generally similar to national performance. The gap between girls' and boys' attainment is only slightly larger than the equivalent gap, but the attainment of the Disadvantaged children (most of whom also had SEN) is particularly low this year.
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> We have recently undergone a review of the way reading and writing is taught in Reception and some changes have been made including more enhancements to the learning environment which support learning in phonics, reading and writing, as well as improving the reading scheme used by children in Reception. More time is being invested in the autumn term to develop children's communication, language and physical skills through key group work which will enable them to access reading and writing opportunities more independently in the spring and summer. Despite recent improvements in results of boys, the gender gap remains a focus for staff who target boys for language development and supporting boys child-initiated play to ensure purpose and progress. Half termly "at risk" meetings take place between teaching staff and the Foundation Stage Leader to identify children who need support in maintaining progress towards GLD. Interventions are planned based on these meetings, with priority given to children eligible for pupil premium funding. Additional pupil premium interventions include additional reading, smaller teaching groups, targeted 1:1 work and before school groups.



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	45	76% (82%)	45	73% (83%)	46	72% (81%)
Girls	22	64% (85%)	25	72% (86%)	23	70% (85%)
Boys	23	87% (79%)	20	75% (79%)	23	74% (78%)
Disadvantaged	10	70% (71%)	9	44% (72%)	10	70% (70%)
'Other'	35	77% (84%)	36	81% (85%)	36	72% (84%)
SEN	5	60% (43%)	5	0% (44%)	5	40% (42%)

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Evaluation	<ul style="list-style-type: none"> The proportion of children 'working at' the expected standard in the Year 1 Phonics Screening Check has seen another small improvement and the gap between the school and national figures has shrunk to 6 percentage points. Nationally, girls usually achieve better results than boys in this assessment, but in each of the last three cohorts at Lower Wortley, the boys have done better than the girls. This year the attainment gap is particularly wide, with boys' achieving a better than average pass-rate, while the girls' is very low compared to national. The attainment of the Disadvantaged children was very low last year but is back in line with the equivalent national figure this year.
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> Phonics teaching continues to be systematic and well-paced, with children being taught at their developmental level in differentiated groups. Intervention takes place from the spring term onwards with additional phonics taking place within the school day and some children being targeted for support through before school groups. Disadvantaged children are a priority for these interventions. The Year 1 reading scheme is phonics based to allow for children to use, apply and consolidate their phonics skills for reading. Children who do not pass the Year 1 screening check continue to access phonics teaching throughout Year 2 and beyond if needed including access to phonics based reading books.



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	45	64%	(75%)	20%	(25%)	46	74%	(75%)	24%	(26%)	46	67%	(76%)	20%	(25%)
Girls	24	67%	(79%)	29%	(29%)	23	78%	(80%)	30%	(29%)	24	75%	(80%)	25%	(29%)
Boys	21	62%	(71%)	10%	(22%)	23	70%	(71%)	17%	(22%)	22	59%	(71%)	14%	(22%)
Disadvantaged	10	30%	(62%)	0%	(14%)	10	80%	(63%)	0%	(14%)	13	54%	(63%)	8%	(14%)
'Other'	35	74%	(78%)	26%	(28%)	36	72%	(79%)	31%	(29%)	33	73%	(79%)	24%	(28%)
SEN	7	0%	(30%)	0%	(5%)	6	83%	(30%)	0%	(5%)	6	0%	(31%)	0%	(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	45	56%	(69%)	9%	(15%)	46	67%	(69%)	13%	(16%)	46	57%	(68%)	11%	(16%)
Girls	24	63%	(76%)	17%	(19%)	23	78%	(77%)	17%	5(20%)	24	67%	(75%)	8%	(20%)
Boys	21	48%	(63%)	0%	(11%)	23	57%	(63%)	9%	(12%)	22	46%	(62%)	14%	(11%)
Disadvantaged	10	20%	(55%)	0%	(12%)	10	60%	(55%)	0%	(8%)	13	39%	(54%)	0%	(8%)
'Other'	35	66%	(73%)	11%	(17%)	36	69%	(74%)	17%	(18%)	33	64%	(72%)	15%	(18%)
SEN	7	0%	(22%)	0%	(2%)	6	83%	(22%)	0%	(2%)	6	0%	(21%)	0%	(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	Expected Standard+	Greater Depth	
All	45	64% (76%)	16% (22%)		46	74% (76%)	22% (22%)		46	72% (75%)	11% (21%)	
Girls	24	58% (77%)	21% (19%)		23	70% (77%)	22% (20%)		24	79% (76%)	8% (19%)	
Boys	21	71% (75%)	10% (24%)		23	78% (75%)	22% (24%)		22	64% (74%)	14% (22%)	
Disadvantaged	10	50% (62%)	10% (12%)		10	60% (63%)	0% (12%)		13	54% (62%)	8% (11%)	
'Other'	35	69% (79%)	17% (24%)		36	78% (80%)	28% (25%)		33	79% (79%)	12% (23%)	
SEN	7	0% (33%)	0% (5%)		6	67% (33%)	0% (5%)		6	0% (32%)	0% (4%)	

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Evaluation	<ul style="list-style-type: none"> Attainment at KS1 is considerably lower than last year in every subject – there are a number of children in this year group with complex SEND needs or language barriers to learning. Tracking shows the majority of children made the expected progress from Reception to the end of KS1. The proportion of boys who achieved the expected standard in Maths is close to matching the national figure, but their attainment is a lot lower in Writing. In contrast, the girls' did better in Reading and Writing than in Maths. More girls than boys achieved greater depth in each of the subjects. The attainment of the Disadvantaged children is particularly low in Writing. Some of these children also had SEN, but the attainment of the non-SEN Disadvantaged children is also low.
Our strategies for maintaining and improving children's outcomes	<ul style="list-style-type: none"> Children are targeted for support from September based on their Year 1 outcomes to enable a larger percentage to reach the expected standard in reading, writing and maths. Additional interventions are planned for before school groups in Year 2 but also this year target more children in Year 1 who are struggling to meet the expected standard by the end of Year 1. A review of the reading scheme in KS1 will enable more children to consolidate phonics skills for reading. A focus throughout school on active learning is designed to engage children who display sedentary behaviour in their learning, particularly boys. This may help to keep boys more focused during independent learning times and therefore improve progress. The current Year 3 cohort are a priority for intervention with teaching resources being invested in English and Maths interventions to attempt to close the gap between those children who are struggling and their peers.