

## **LaceyField Curriculum Review**

### **KS1 + KS2 Data Analysis Link**

<https://docs.google.com/presentation/d/1aBeGKSokudc4ueNYFMGcys7G6Zq0I9AStsBBcD5NytI/edit?slide=id.p#slide=id.p>

### **EYFS Data Analysis**

[https://docs.google.com/spreadsheets/d/1LILgpxW4EHs6fCdJC95DObIKJQfh5\\_5hF-oXmXtjB34/edit?gid=809246053#gid=809246053](https://docs.google.com/spreadsheets/d/1LILgpxW4EHs6fCdJC95DObIKJQfh5_5hF-oXmXtjB34/edit?gid=809246053#gid=809246053)

### **LaceyField Data Comparison**

[https://docs.google.com/spreadsheets/d/1cGleI\\_LSZIGNIL9KASv2Bil5vnf-NgzT/edit?gid=1432447358#gid=1432447358](https://docs.google.com/spreadsheets/d/1cGleI_LSZIGNIL9KASv2Bil5vnf-NgzT/edit?gid=1432447358#gid=1432447358)

## **EYFS**

The Early Years Foundation Stage demonstrates strong and accelerating progress toward achieving a GLD. The overall GLD increased by 2% compared to the 2023/2024 academic year, with a substantial 11% increase in GLD since the Spring term alone, showing significant in-year acceleration. The greatest number of children achieved expected levels in Personal, Social and Emotional Development and Physical Development.

Since the Spring data, 9 out of 17 areas of the curriculum have shown improvement, with Gross Motor Skills and Writing seeing the biggest positive shift. Despite this success, Word Reading and Writing remain the greatest target areas for further development in EYFS. This challenge is reflected in the whole school English action plan and key priority.

The attainment gap between genders is narrowing: girls are outperforming boys in achieving GLD by 8%, a decrease from an 11% gap previously. A clear disparity remains across birth cohorts, with 79% of Autumn-born children achieving GLD, compared to 50% of Spring-born children and 42% of Summer-born children, indicating that targeted support for later-born pupils is required.

## **Reading**

LaceyField's reading provision shows a strong trajectory of improvement.

Year 6 data indicates performance is in line with the national average and also in line with the trust average, demonstrating secure outcomes at the end of Key Stage 2. Encouragingly, a review of progress data shows that all 6 year groups (6/6) have made positive progress since the Autumn baseline assessment. More recent in-year progress shows that 4 out of 6 year groups have continued to make progress since the Spring data collection. Furthermore, a deeper look at curriculum access reveals that 4 out of 6 year groups have an increased

number of pupils now confidently accessing the age-appropriate year group curriculum compared to the Autumn term.

Key Stage 1 outcomes are improving significantly, with the percentage of pupils achieving the Age-Related Expectation (ARE) increasing by 5% compared to the Autumn term. The Key Stage 2 ARE data shows an even greater acceleration, with a substantial increase of 18% compared to the Autumn term.

Moving forward, Year 1 and Year 3 have been identified as the key target groups for focused intervention and accelerated progress to ensure all pupils catch up to age-related expectations.

## **Writing**

LaceyField's writing outcomes are broadly positive, though key areas require targeted action.

Year 6 writing is performing strongly, measured as in line with the national average and in line with the trust average for Age-Related Expectation (ARE). Positive progress has been achieved, with all 6 year groups (6/6) showing an increased number of children working on the age-appropriate year group curriculum since the Autumn baseline. This focus on curriculum access has been successful, with all year groups demonstrating a rise in the number of pupils now securely accessing their year group curriculum. This progress has been instrumental in closing the attainment gap between reading and writing, with the gap now closed across the whole of Key Stage 2. However, girls are currently outperforming boys in all year groups.

Furthermore, while Key Stage 2 ARE writing data increased by 5% since the Autumn term, the Key Stage 1 ARE writing data decreased by 2% in the same period, necessitating focused attention. Consequently, Year 1 and Year 3 have been identified as the target year groups for intervention to rapidly accelerate progress and address attainment dips.

## **Maths**

The Mathematics curriculum demonstrates a strong positive trajectory across the school. The latest data confirms that Year 6 maths attainment is in line with both the national average and the trust average, signifying secure outcomes at the end of Key Stage 2.

Overall progress since the Autumn baseline is robust, with 5 out of 6 year groups showing an increase in attainment. This progress is most pronounced in Year 6 and Year 5, which have seen the largest increases since the Autumn baseline assessment. School-wide results show that the Key Stage 2 ARE maths data increased by 5% since Autumn, while Key Stage 1 ARE maths data increased by 1%. This consistent improvement has significantly narrowed historical attainment differences, with the gap between reading and maths attainment now decreased to just 1%.

Given the overall positive picture, Year 3 has been identified as the sole target year group for targeted intervention to ensure all pupils maintain or exceed expected rates of progress.

### **Pupil Premium Impact Report**

LaceyField data now shows a strong positive trajectory in progress for PP children across nearly all year groups and subjects. The correction in Year 6 Writing highlights outstanding progress across the school.

- Reading: Strongest overall progress since Autumn was in Year 6 (+16%) and Year 1 (+10%).
- Writing: Marked increases since Spring and Autumn were achieved in Year 6 (+34% from Spring, +43% from Autumn) and Year 2 (+11% from Spring, +10% from Autumn).
- Mathematics: Strongest progress since Autumn was in Year 5 (+11%) and Year 2 (+10%).

### **Reading: % of PP Children Achieving ARE**

Attainment in Reading for Pupil Premium (PP) children has shown consistent strength across the school, with every year group achieving a net positive increase since the Autumn term. The most significant progress was made by Year 6 (+16%) and Year 1 (+10%) since Autumn, demonstrating strong momentum early in the year. Although Year 3 showed a slight decline since Spring (-1%), the overall trajectory remains positive, suggesting that strategies aimed at improving reading comprehension and fluency are proving effective and maintaining good progress.

<b>Year Group</b>	<b>Change since Spring</b>	<b>Change since Autumn</b>	<b>Summary</b>
<b>Year 1</b>	+17%	+10%	Significant progress in both periods.
<b>Year 2</b>	+2%	+8%	Moderate Spring progress, stronger Autumn progress.

<b>Year 3</b>	-1%	+6%	Slight decline from Spring, but good overall progress from Autumn.
<b>Year 4</b>	0%	+9%	No change from Spring, strong overall progress from Autumn.
<b>Year 5</b>	+2%	+5%	Consistent, steady progress across both periods.
<b>Year 6</b>	+4%	+16%	Exceptional progress from Autumn.

#### **Writing: % of PP Children Achieving ARE**

Writing shows a positive picture, driven by outstanding results in UKS2. Year 6 displayed exceptional progress, achieving a +34% increase since Spring and a +43% increase since Autumn. Year 2 also maintained strong, consistent growth (+10% since Autumn). However, two specific areas require attention: Year 3 saw a slight net decrease (-2%) since Autumn, and Year 5 lost momentum with a -4% decline since Spring. Overall, the large gains in key stage two indicate high-impact writing interventions are working well, but targeted support is necessary for Years 3 and 5 to ensure continued success.

<b>Year Group</b>	<b>Change since Spring</b>	<b>Change since Autumn</b>	<b>Summary</b>
<b>Year 1</b>	+6%	+4%	Good progress from Spring.
<b>Year 2</b>	+11%	+10%	Very strong, consistent progress across both periods.

<b>Year 3</b>	+2%	-2%	Slight progress from Spring, but a net decrease since Autumn.
<b>Year 4</b>	+4%	+9%	Solid overall progress, strongest from Autumn.
<b>Year 5</b>	-4%	+2%	Decline from Spring, but a net increase since Autumn.
<b>Year 6</b>	+34%	+43%	<b>Exceptional Progress:</b> Outstanding gains from both Spring and Autumn.

#### **Mathematics: % of PP Children Achieving ARE**

Progress in Mathematics has been strong and steady, with five out of six year groups showing a positive net increase since the Autumn term. Both Year 2 and Year 5 recorded high overall increases (+10% and +11% since Autumn, respectively), demonstrating consistent progress and effective teaching. Year 1 and Year 2 also made excellent gains from Spring (+11% for both). The sole area of concern is Year 3, which shows a net decrease of -3% since Autumn. For the majority of year groups, the data confirms that the mathematical provision is securing strong, sustained progress for PP pupils.

<b>Year Group</b>	<b>Change since Spring</b>	<b>Change since Autumn</b>	<b>Summary</b>
<b>Year 1</b>	+11%	+3%	Strong progress from Spring.
<b>Year 2</b>	+11%	+10%	Very strong, consistent progress across both periods.
<b>Year 3</b>	+1%	-3%	Very little change from Spring, net decrease since Autumn.

<b>Year 4</b>	+3%	+3%	Steady, consistent progress across both periods.
<b>Year 5</b>	+2%	+11%	Strong overall progress, driven primarily by gains made prior to Spring.
<b>Year 6</b>	+9%	+8%	Strong and consistent progress across both periods.

### **Has the gap between PP and Non PP decreased in KS1?**

The gap between Pupil Premium (PP) and Non-PP attainment in Key Stage 1 (KS1) generally decreased between the Autumn and Summer terms, demonstrating successful narrowing in most subjects.

The table below shows the percentage of PP and Non-PP pupils achieving Age Related Expectations (ARE) and calculates the attainment gap in the Autumn and Summer terms for Key Stage 1 (KS1).

<b>Subject</b>	<b>Term</b>	<b>Non-PP Attainment (ARE)</b>	<b>PP Attainment (ARE)</b>	<b>Gap (Non-PP - PP)</b>	<b>Change in Gap (Autumn → Summer)</b>
<b>Reading</b>	Autumn	49%	42%	7 pp	Decreased by 7 pp
	Summer	50%	50%	0 pp	
<b>Writing</b>	Autumn	58%	37%	21 pp	Decreased by 15 pp
	Summer	47%	41%	6 pp	

<b>Mathematics</b>	Autumn	74%	51%	23 pp	Decreased by 12 pp
	Summer	68%	57%	11 pp	

The most significant progress was made in Reading, where the gap of 7 percentage points (49% Non-PP vs. 42% PP) in Autumn was completely closed by the Summer term, resulting in zero gap (50% Non-PP vs. 50% PP).

In Writing, the substantial initial gap of 21 percentage points (58% Non-PP vs. 37% PP) was reduced to 6 percentage points (47% Non-PP vs. 41% PP) by Summer.

In Mathematics, the gap also narrowed, falling from 23 percentage points (74% Non-PP vs. 51% PP) in Autumn to 11 percentage points (68% Non-PP vs. 57% PP) in Summer. These results indicate that interventions and strategies focused on PP pupils in KS1 have been highly effective in accelerating their progress relative to their Non-PP peers.

### **Has the gap between PP and Non PP decreased in KS2?**

The attainment gap between Pupil Premium (PP) and Non-PP pupils in Key Stage 2 (KS2) increased across all three core subjects between the Autumn and Summer terms for KS2. This indicates that Non-PP pupils accelerated their progress faster than PP pupils during this period, despite PP pupils achieving an increase in their own attainment across all subjects.

- In Reading, the Autumn gap of 9 percentage points (51% Non-PP vs. 42% PP) widened to 20 percentage points by the Summer (76% Non-PP vs. 56% PP), representing an 11 pp increase in the gap.
- In Writing, the gap was already significant in Autumn at 26 percentage points (51% Non-PP vs. 25% PP), and it further widened to 28 percentage points by Summer (66% Non-PP vs. 38% PP), an increase of 2 pp.
- In Mathematics, the gap also increased, moving from 23 percentage points (64% Non-PP vs. 41% PP) in Autumn to 22 percentage points (68% Non-PP vs. 46% PP) in Summer, representing a 3 pp increase in the gap.

Overall, while PP attainment did improve, the rate of progress for Non-PP pupils was higher, resulting in the attainment gap widening in all three subjects in KS2.

The table below shows the percentage of PP and Non-PP pupils achieving Age Related Expectations (ARE) and calculates the attainment gap in the Autumn and Summer terms for Key Stage 2 (KS2).

<b>Subject</b>	<b>Term</b>	<b>Non-PP Attainment (ARE)</b>	<b>PP Attainment (ARE)</b>	<b>Gap (Non-PP - PP)</b>	<b>Change in Gap (Autumn → Summer)</b>
<b>Reading</b>	Autumn	51%	42%	9 pp	Increased by 11 pp
	Summer	76%	56%	20 pp	
<b>Writing</b>	Autumn	51%	25%	26 pp	Increased by 2 pp
	Summer	66%	38%	28 pp	
<b>Mathematics</b>	Autumn	64%	41%	23 pp	Increased by 3 pp
	Summer	68%	46%	22 pp	