

Review of Covid Catch Up Premium Plan

DRAFT Report



September 2023

Covid Catch Up Funding

The school has continued to follow the recommendations from the Education Endowment Fund (EEF):-

1. Whole school strategies to support great teaching

Pupil assessment and feedback to move pupil learning on

2. Targeted approaches to accelerate and deepen pupil learning through:-

One to one and small group tuition

Intervention programmes

Enrichment clubs

3. Wider strategies through:-

Supporting parents and carers

Access to technology

Priorities

The school equality objectives relate to any of the three aims of the public sector equality duty which are:

Eliminating discrimination and other conduct prohibited by the Equality Act

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not

In turn the equality objectives link to the School Improvement Plan, the National Tuition Led Funding school plan and the Pupil Premium Strategy.

1. To reduce achievement gaps so that vulnerable groups make similar progress to other children and increase the participation of particular groups in school activities (during the school day and after school)
2. To continue to be an inclusive community that celebrates success in all forms by having the highest expectations for all learners, providing them with an enriching curriculum, which takes into account the latest research and evaluates impact and standards.
3. To continue to be a reflective and self improving school, developing leadership and management at all levels with highly motivated staff who seek to continually develop pedagogy based on evidence informed research
4. To maintain a focus on the wellbeing of staff and children alike so embedding a cohesive and happy community who are respectful of each other and proud to be members of Liscard Primary School

The following analysis demonstrates how the Covid Catch Up Funding, combined with the National Tuition Led Funding and the Pupil Premium has been used to accelerate progress and improve pupil outcomes.

Early Years

Foundation 1

	Met Standard	Below	Well Below	GAP	Summary
All (63)	28.6%	71.4%			
Early Years Pupil Premium (0)					Progress of non pupil premium is good (7.1)
Non Early Years Pupil Premium (63)	28.6%	71.4%			Progress of FSM(6.4) is better than expected. Progress of non FSM (7.4) is better than expected.
Boys	22.6%	77.4%		11.8%	Girls(7.4) make better progress than boys(6.6).
Girls	34.4%	65.6%			Increase of 16% (11 children) who are on track to get a GLD in F2. Summer birthdays increase on track group from 0 to 13%- This remains a target group FSM group increased from 26.7% to 35% on track.
LPS F1 Previous Setting LPS pre 3	20.8%	79.2%		12.5%	Gap of 12.5% however earlier SEND identified within the Pre 3 group- 4 children.
LPS F1 – New Starters	33.3%	66.7%			Accelerated progress for PRE 3 children with an average of 6.9 steps.

The **highest areas** of attainment were:-

- Building relationships - 54%
- Listening and attention - 52.4%
- Gross motor skills - 52.4%
- Numerical Patterns - 47.6%
- Comprehension - 46%
- Word reading - 44%

The **lowest areas** of attainment were:-

- Managing self – 39.7%
- Fine motor - 39.7%
- Speaking - 41.3%

Progress

Progress of all groups is better than expected. Girls made more progress (7.1) than the boys(6.6). Non free school meal children made accelerated progress (7.4). SEN support children made expected progress whereas non SEN children made accelerated progress.

The children made most progress in speaking, building relationships and Listening, Attention and Understanding.

Successes

Increase of 16% (11 children) who are on track to get a GLD in F2.

Summer birthdays increase on track group from 0 to 13%- This remains a target group
FSM group increased from 26.7% to 35% on track.

Key focus has been given to Gross motor. Children need support to develop core strength and fine motor skills.

Calm spaces in every classroom have been key to supporting children with emotional regulation and managing self. This is still an area for development and consistency in approach in F2 will support this to develop.

Listening and Attention- more on track compared to speaking. Wellcomm interventions/ phonics groups to focus on phase 1 aspects.

Nurture base for the pre3 group of children who needed interventions for speech and language.

Development

To continue to target summer birth groups- the Pre 3 group have been having more intervention in a break our group to support PSE/ communication and language.

Continue to audit provision and resources to ensure progression within continuous provision supports learning to be consolidated.

Continue to develop outdoor provision to support learning in all areas and more specifically in The Natural World.

Foundation 2

GLD – 59% (53) of children attained a good level of development. 41% (37) of children were below national expectations.

30% (27) of the F2 cohort were pupil premium.

48.9% (44) of the cohort were boys.

51.1% (56) of the cohort were girls.

46.7% (42) of the cohort attended LPS F1.

56% (23) of the cohort who attended pre school and F1 at LPS met the required standard.

	Met Standard	Below	Well Below	GAP	Summary
All	59%	41%			Summer birthday gap – 46% more Autumn birthday children achieved GLD compared with Summer birthday children 15 more children are on track since mid-year data (40 more children on track compared to on entry data).
Pupil Premium	37%	63%		31.3%	11 Disadvantaged children now on track compared to 3 children on entry.
Non Pupil Premium	68.3%	31.7%			
Boys	54.5%	45.5%		8.5%	24 boys now on track compared to 8 boys on entry. 29 girls now on track compared to 5 girls on entry The 7 children at risk of working below age expected all achieved GLD apart from 1. These children attended Enrichment Club in addition to daily interventions. Extra homework sent home for at risk children. Phonics tracker homework Daily phonics intervention for lowest 20%
Girls	63%	37%			
LPS F1	56%				Early identification of SEND within the F1 group. 6 of the 7 identified target SEND children. LPS F1 children have made accelerated progress with an average of 6.8 steps over the year.
Other Previous Setting F1	66%				
LPS Preschooler cohort	40%				

FCO 19 children now on track compared to 3 children on entry. (1 new starter in March)

FJP 15 children now on track compared to 5 children on entry. (2 new starters in April and May - 1 EAL)

FSC 19 children now on track compared to 5 children on entry. (1 new starter in April)

Extra interventions/additional homework and conversations with parent/carers has supported 15 of the 'at risk' children at mid-year to achieve GLD.

L&A

66 children working at age related expectations.

28 boys and 38 girls are age expected compared to 16 boys and 8 girls working below.

16 Disadvantaged children working at age expectations with 13 Disadvantaged children working below.

There are 27 % more Not Disadvantaged children on track.

Speaking

65 children working at age related expectations.

27 boys and 38 girls are age expected compared to 17 boys and 8 girls working below.

16 Disadvantaged children working at age expectations with 13 Disadvantaged children working below.

There are 25 % more Not Disadvantaged children on track.

Self regulation

68 children working at age related expectations with 22 children working below.

30 boys and 38 girls are age expected compared to 14 boys and 8 girls working below.

16 Disadvantaged children working at age expectations with 13 Disadvantaged children working below.

There are 30 % more Not Disadvantaged children on track.

Managing Self

68 children working at age related expectations with 22 children working below.

30 boys and 38 girls are age expected compared to 14 boys and 8 girls working below.

18 Disadvantaged children working at age expectations with 11 children working below.

There are 20 % more Not Disadvantaged children on track.

Building Relationships

68 children working at age related expectations with 22 children working below.

30 boys and 38 girls are age expected compared to 14 boys and 8 girls working below.

16 Disadvantaged children working at age expectations with 13 children working below.

There are 30 % more Not Disadvantaged children on track.

The **highest attaining** areas of development were:-

Gross motor skills – 85.6%

Word reading – 77.8%

Numerical patterns – 76.7%

Fine Motors kills – 76.7%

Building relationships – 75.6%

Self regulation – 75.6%

The **lowest attaining** areas of development were:-

Writing 74.4%, Listening and Attention 73.3%,and Comprehension 72.2% are the lowest attaining areas.

Progress

◇	Average of Displayed Subjects		Listening, Attention and Understanding			Speaking					
	No. ◇	% ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇
All Pupils	90	100.0	27.0	34.0	7.0	27.0	33.9	6.9	26.9	34.0	7.1
Males	44	48.9	26.5	33.6	7.1	26.5	33.5	7.0	26.4	33.6	7.2
Females	46	51.1	27.4	34.3	6.9	27.5	34.3	6.8	27.3	34.3	7.0
FSM	27	30.0	26.3	33.0	6.7	26.2	32.9	6.7	26.3	33.1	6.8
Not FSM	63	70.0	27.3	34.4	7.1	27.4	34.4	7.0	27.2	34.3	7.1
Pupil Premium	27	30.0	26.3	33.0	6.7	26.2	32.9	6.7	26.3	33.1	6.8
Not Pupil Premium	63	70.0	27.3	34.4	7.1	27.4	34.4	7.0	27.2	34.3	7.1
SEN Support	7	7.8	24.9	31.2	6.3	24.7	30.9	6.2	24.9	31.3	6.4
Education, health and care plan	0	0									
Not SEN	83	92.2	27.2	34.2	7.0	27.2	34.2	7.0	27.1	34.2	7.1

◇	No. ◇	% ◇	Average of Displayed Subjects			Self-Regulation			Managing Self			Building Relationships		
			Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇
All Pupils	90	100.0	26.9	34.0	7.1	26.8	33.9	7.1	26.9	34.1	7.2	27.0	34.0	7.0
Males	44	48.9	26.4	33.6	7.2	26.4	33.5	7.1	26.4	33.7	7.3	26.5	33.6	7.1
Females	46	51.1	27.4	34.4	7.0	27.3	34.3	7.0	27.5	34.4	6.9	27.4	34.4	7.0
FSM	27	30.0	26.2	33.1	6.9	25.9	32.7	6.8	26.4	33.3	6.9	26.4	33.2	6.8
Not FSM	63	70.0	27.2	34.4	7.2	27.3	34.5	7.2	27.2	34.4	7.2	27.2	34.4	7.2
Pupil Premium	27	30.0	26.2	33.1	6.9	25.9	32.7	6.8	26.4	33.3	6.9	26.4	33.2	6.8
Not Pupil Premium	63	70.0	27.2	34.4	7.2	27.3	34.5	7.2	27.2	34.4	7.2	27.2	34.4	7.2
SEN Support	7	7.8	23.5	30.0	6.5	23.3	29.1	5.8	23.6	31.0	7.4	23.6	29.9	6.3
Education, health and care plan	0	0												
Not SEN	83	92.2	27.2	34.4	7.2	27.2	34.3	7.1	27.2	34.4	7.2	27.3	34.4	7.1

◇	No. ◇	% ◇	Average of Displayed Subjects			Gross Motor Skills			Fine Motor Skills		
			Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇	Rec Aut1 ◇	Rec Sum2 ◇	Progress ◇
All Pupils	90	100.0	27.2	34.4	7.2	27.3	34.5	7.2	27.0	34.2	7.2
Males	44	48.9	26.7	34.2	7.5	27.0	34.4	7.4	26.3	33.9	7.6
Females	46	51.1	27.7	34.6	6.9	27.6	34.6	7.0	27.6	34.5	6.9
FSM	27	30.0	26.9	33.9	7.0	27.1	34.1	7.0	26.5	33.6	7.1
Not FSM	63	70.0	27.4	34.6	7.2	27.5	34.7	7.2	27.2	34.4	7.2
Pupil Premium	27	30.0	26.9	33.9	7.0	27.1	34.1	7.0	26.5	33.6	7.1
Not Pupil Premium	63	70.0	27.4	34.6	7.2	27.5	34.7	7.2	27.2	34.4	7.2
SEN Support	7	7.8	25.1	32.1	7.0	25.3	32.9	7.6	24.9	31.3	6.4
Education, health and care plan	0	0									
Not SEN	83	92.2	27.4	34.6	7.2	27.5	34.6	7.1	27.2	34.4	7.2

All children have made expected progress with many making accelerated progress (7 steps or more). Boys and girls have made similar progress across the prime areas. Disadvantaged Children have made the most progress in Physical development and managing self: 7points progress. Disadvantaged children have made similar progress to not Disadvantaged children. PSED shows the least amount of progress for Disadvantaged children across the prime areas. SEND children have 5.8 points of progress in Self Regulation. The area with the slowest progress is Listening and Attention with 6.9 points progress.

Successes

Small gender gap (9%) more females achieved GLD.
Phonics is working well and has been consistent.
Outdoor learning experiences have improved
Teacher input with lowest 20% has narrowed the gap.
Handwriting focus-new Bug Club letter formation

Development

Continue to enhance curriculum with core texts and enhancements to engage boys.
Large Disadvantaged children gap (31%) more non Disadvantaged children achieving GLD. Explore ways to encourage disadvantaged children to engage with home learning and enrichment club.
Provide more targeted parent/carer workshops.
Continue with NELI/Wellcomm interventions
Continue with Phonics groupings and providing a forth group to support lowest 20%.
Continue to develop Guided Reading practices- Having a group in outdoor provision (reducing noise levels) has significantly improved outcomes of sessions.
Promote more story mornings and mystery readers.
Promote more parent engagement with reading at home- Guided Reading workshops/Bugclub.
Continue to develop outdoor provision

Year 1

Phonics

The cohort had roughly the same number of boys than girls (45 and 44 respectively). The average score was 34.9 with 86.5% (77) of children attaining the standard. A slightly higher percentage of girls (88.6%) met the standard but the gender gap was small (4.2%).

34.8% of the cohort are pupil premium. A lower percentage of non pupil premium (87.1%) met the standard. The gap was 0.9% with more pupil premium than non pupil premium attaining the standard.

There were 21 children identified as SEN support. Twelve children (57.1%) achieved the standard compared to 64 (95.5%) non SEN children.

All EAL (1) children met the standard.

Reading, Writing, Mathematics

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.0	5.9	6.1	0.2	6.2	5.9	+0.3	5.8	6.1	0.3
Writing	6.0	5.9	6.1	0.2	6.0	6.0	0	5.8	6.1	0.3
Maths	6.2	6.1	6.2	0.1	6.4	6.0	0.4	6.3	6.1	+0.2

Boys made slightly less progress in reading, writing and mathematics.

Girls made more progress across core subjects.

Pupil Premium made more progress than non Pupil Premium in reading and mathematics.

SEN support made more progress than their peers in mathematics.

EHCP made expected progress.

Successes

Enrichment clubs ensured targeted children made good progress.

Curriculum coverage, particularly in the Foundation subjects.

PSHE support for children and families.

Well established routines.

Good phonic outcomes.

Increases in the number of pupils working above or higher across all subjects.

Less pupils working below across all subjects.

No decrease in the number of children working at or higher from previous year (combined).

Development

Continue social/communication interventions.

Opportunities to develop gross motor skills during first half term (e.g. Forest School).

Continue integrating enriching curriculum experiences.

Continue broad curriculum coverage

Further opportunities to enrich curriculum (e.g. field trips, visitors to school etc.)

Continued opportunities for talk across the curriculum.

Phonics	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	82.4%		79%		83%		86.5%	
Gap between school & national	+0.4%		-3%		+7.5%			
Wirral	81	14/23	82	5/23	77.3	5/23		
National	82		82		75.5			
GAP	-1		0		+1.8			

The chart above compares the school phonic outcomes with the Local Authority average and the national average. It shows that the children at Liscard benefited significantly from the Covid Catch Up and Pupil Premium spend.

Year 2

End of Key Stage 1 Outcomes

Y2 (90 pupils)	Teacher Assessment							Test Scaled Scores					
	Subject	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Reading				1 (1.1%)	20 (22.2%)	57 (63.3%)	12 (13.3%)	69 (76.7%)	1 (1.1%)*	23 (25.6%)	66 (73.3%)	16 (17.8%)	102.0
Writing				1 (1.1%)	29 (32.2%)	53 (58.9%)	7 (7.8%)	60 (66.7%)	5 (5.6%)*	45 (50.0%)	40 (44.4%)	10 (11.1%)	98.7
Mathematics				1 (1.1%)	20 (22.2%)	57 (63.3%)	12 (13.3%)	69 (76.7%)	1 (1.1%)*	22 (24.4%)	67 (74.4%)	15 (16.7%)	103.5
Science	18 (20.0%)					72 (80.0%)		72 (80.0%)					
Rdg, Wri & Mth	33 (36.7%)						6 (6.7%)	57 (63.3%)					

In reading a slightly higher percentage of boys (76.9%) achieved ARE with the gender gap being 0.6%. More non pupil premium met the standard (80.8%) than non pupil premium with the gap being 9.7%. More non SEN children met the standard with the gap being 9.5%.

EAL and LAC children met the standard with scale scores of 108 and 105 respectively.

In writing slightly more boys met the standard (67.3%). The gender gap was small (1.5%). More non pupil premium (51.9%) achieved ARE, but the gap was significant (17.7%). More non SEN children met the standard, but the gap was 4.6%.

The EAL child did not meet the standard whereas the LAC child did meet the standard.

In mathematics slightly more girls met the standard (76.3%). The gender gap was small (2.8%). More pupil premium (78.9%) achieved ARE, but the gap was small (7.7%). More non SEN children met the standard the gap was significant 17.5%.

EAL and LAC children met the standard.

KS1 (Reading)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	83.3%		80.5%		75%		76.7%	
Gap between school & national	+8.3%		+5.5%		+8.1%			
Wirral	73	11/23	72	11/23	64.4	13/23		
National	75		75		66.9			
GAP	-2		-3		-2.5			

KS1 (Writing)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	77.8%		73.6%		51%		66.7%	
Gap between school & national	+7.8%		-4.3%		-3.4%			
Wirral	68	9/23	66	12/23	53.6	18/23		
National	70		69		57.6			
GAP	-2		-3		-4			

KS1 (Maths)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	81.1%		80.5%		65%		76.7%	
Gap between school & national	+5.1%		+4.5%		-2.7%			
Wirral	74	11/23	73	13/23	65.6	15/23		
National	76		76		67.7			
GAP	-2		-3		-2.1			

Attainment in reading increased by 1.7%. There was a significant improvement in writing of 15.7%. Attainment in mathematics also saw an increase (11.7%).

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.2	6.3	6.0	0.3	6.2	6.1	+0.1	6.1	6.0	+0.1
Writing	5.9	6.0	5.7	0.3	6.0	5.8	+0.2	6.0	5.9	+0.1
Maths	6.3	6.4	6.3	0.1	6.6	6.1	+0.5	6.8	6.1	+0.7

All children make expected progress in reading. Boys, pupil premium and SEN children made better than expected progress.

Progress in writing for all children is just less than expected (non pupil premium, non SEN girls).

Boys, pupil premium children make better than expected progress.

Children made better than expected progress in mathematics – in particular, pupil premium and SEN children.

Successes

Quality coverage of Foundation subjects

Progress of pupil premium children.

Routines and expectations

Development

Enrichment clubs for this year group need a big focus on writing, focussing on sentence structure and use of expanded noun phrases.

Short burst write opportunities to give time for independent writing.

Embed handwriting further through daily practice.

Year 3

There were more girls and boys in this cohort. In reading 83.7% of the cohort met ARE. A higher percentage of girls achieved ARE in reading and writing with the gender gap being 15% and 9.6% respectively. In mathematics the attainment of boys and girls was similar at 86%.

The percentage of Pupil premium was slightly lower in all core subjects but the gap was not significant. SEN support was lower than their peers. The attainment gap between SEN and non SEN was wide in all core subjects.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.3	6.2	6.3	0.1	6.4	6.3	+0.1	6.5	6.2	+0.3
Writing	6.4	6.3	6.4	0.1	6.4	6.4	0	6.5	6.3	+0.2
Maths	6.4	6.3	6.4	0.1	6.5	6.3	+0.2	6.6	6.4	+0.1

Both boys and girls made better than expected progress in all three subjects. Children in all vulnerable groups make most progress in mathematics.

Two LAC children did not make expected progress in writing and mathematics, despite focussed interventions. This lack of progress was attributable to lack of stability in placements.

Successes

Enrichment clubs ensured the majority of target children made good progress.

Good behaviour management and behaviours for learning

Cross curricular writing opportunities

Accelerated reading opportunities

Development

Continue to improve handwriting and cohesion in writing.

More opportunities for short burst writing.

Increased competence in using appropriate complex vocabulary.

More use of purple pen by the children

Year 4

There were slightly more girls than boys in this cohort.

91/92 children completed the multiplication check in June 2023.

54 (59%) children scored 25/25.

70 (76%) children scored 23+.

In reading 83.7% of the cohort met ARE. A higher percentage of boys (86.4%) achieved ARE in reading with the gender gap being 5.1%. In reading attainment of Pupil Premium children and their peers was similar.

In reading, writing and mathematics the percentage of SEN support was lower than their peers.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.3	6.3	6.2	0.1	6.3	6.3	0	6.5	6.2	+0.3
Writing	6.0	6.0	6.0	0	6.1	6.0	+0.1	6.1	6.0	+0.1
Maths	6.2	6.2	6.1	0.1	6.2	6.1	+0.1	6.2	6.1	+0.1

Progress for boys in reading and mathematics is better than expected. Boys made expected progress in writing. Girls made better than expected progress in reading and mathematics. Progress for pupil premium in all core subjects is better than expected.

Progress for SEN support children is better than expected in all core subjects but particularly in reading and mathematics.

Successes

Pupil outcomes of the Multiplication Tables Check

Good coverage of the Foundation subjects

Behaviour management

ECT/mentoring

Enrichment Club pupil outcomes

Development

Reading

Continue to promote Accelerated reading to ensure children are reading for 25 minutes a day - ensure daily readers are targeted too

Continue to promote VIPER question strands to ensure children gain a wider diet

Writing

Continue to monitor children who are working Below as well as At Risk

Continue to use Literacy Counts planning to enhance writing

Continue to promote cross-curricular writing

Continue to monitor handwriting style, to ensure letter formations are strong and consistent

Maths

Continue to embed multiplication tables knowledge to help other areas of the maths curriculum

Statistics, position and direction as well as geometry targeted through Keeping Skills

Year 5

There were slightly more girls than boys in the cohort in the cohort (91).

In reading 85.7% of the cohort met ARE. A higher percentage of girls (89.4%) achieved ARE in reading with the gender gap not being significant (7.6%). Non Pupil Premium children (86.4%) was not significantly different from their Pupil Premium peers (85.1%). The percentage of SEN support was lower than their peers.

In writing 85.7% of the cohort met ARE. A higher percentage of girls (89.4%) achieved ARE in writing with the gender gap not being significant (7.6%). Non Pupil Premium children (86.4%) was not

significantly different from their Pupil Premium peers (84.1%). The percentage of SEN support was lower than their peers.

In mathematics 90.1% of the cohort met ARE. A higher percentage of girls (91.5%) achieved ARE in mathematics with the gender gap not being significant (2.9%). Non Pupil Premium children (86.4%) was not significantly different from their Pupil Premium peers (93.6%) but pupil premium children attained better. The percentage of SEN support was lower than their peers.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.3	6.4	6.3	0.1	6.4	6.3	+0.1	6.4	6.3	+0.1
Writing	6.3	6.3	6.1	0.2	6.1	6.3	0.2	6.5	6.0	+0.5
Maths	6.2	6.4	6.1	0.3	6.2	6.3	0.1	6.5	6.1	+0.4

Progress for all vulnerable groups was better than expected. Boys made good progress In reading, writing and mathematics.

Pupil Premium children made accelerated progress in reading and better than expected progress in mathematics.

SEN support children have made accelerated progress in reading, writing and mathematics.

LAC made accelerated progress in reading and expected progress in writing and mathematics.

EAL children made expected progress in reading, writing and mathematics.

Successes

Reading:

Maintained the number of children working 'Significantly Above' (3)

2 more children now working 'Above or Higher' (31-33)

7 more children now working 'At or Higher' (60-67)

A drop in the number of children now working 'Below' (15-13)

Writing:

Maintained the number of children working 'Significantly Above' (3)

A drop in the number of children now working 'Below' (15-13)

Maths:

1 more child now working 'Significantly Above' 2-(3)

2 more children now working 'Above or Higher' (24-26)

6 more children now working 'At or Higher' (60-66)

A drop in the number of children now working 'below' (14-9)

Development

- Implementing more of Gareth Davies' incidental writes and sentence accuracy after CPD-cohesion
- Use of Enrichment club in Autumn term to target writing as aware the focus will shift to Maths, Grammar and Reading after Christmas
- Continue to monitor children who are working Below as well as At Risk
- Continue to promote cross-curricular writing
- Continue to monitor handwriting style, to ensure letter formations are strong and consistent
- Use Keeping Knowledge and Skills activities and Cold Journals to revisit Geometry, adding and subtracting fractions and 4x2 (Multiplication and division) and wasn't covered in depth in Year 5.
- Continue to promote Accelerated reading to ensure children are reading for 25 minutes a day - ensure daily readers are targeted too.
- Continue to promote VIPER question strands to ensure children gain a wider diet (Reading domains)

Year 6

50% of the cohort were male. 46.6% of the cohort were Pupil Premium. 34.1% of the cohort were SEN support and 3 children had EHCPs. Four children were looked after. One child was EAL.

The Key Stage 2 SAT results were as follows:-

SUBJECTS	Teacher Assessment			Test Scaled Scores			
	Towards	At or above	Greater	<100	100+	110+	Average
Reading	20 (22.7%)	68 (77.3%)	32 (36.4%)				105.9
Writing	24 (27.3%)	64 (73%)	9 (10.2%)				
Mathematics	17 (19.3%)	71(81%)	17(19%)				104
GPoS	29 (33%)	59 (67%)	15 (17%)				
Science		72 (82%)					
R,W &M		59 (67%)					

Attainment outcomes in reading writing and mathematics were above the national average:- reading 77%(national average 74%); writing 73% (national average 71%) and mathematics 81% (national average 73%); RWM combined 67% (national average 59%).

KS2 (RWM)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	84%		75.8%		64%		67%	
Gap between school & national	+20%		+10.8%		+5.3%		+8%	
Wirral	60	23/23	60	20/23	52.0	19/22 *		
National	64		65		58.7			
GAP	-4		-5		-6.7			

The table above indicates that pupil outcomes in RWM combined was higher than the Local Authority and national average.

In **reading** girls had a slightly higher percentage at ARE (79.5%) which was 4.5% higher than the boys. The scale score for non Pupil Premium at 107.6 was 2.4 scale points higher than Pupil Premium children. The scale score for LAC was 95.8 indicating 1 child achieved ARE and 3 were working below. The scale score for EAL was 110.

KS2 (Reading)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW Rank 2023
Liscard	91%		80.5%		82%		77%	
Gap between school & national	16%		+7.5%		+7.5%		+4%	
Wirral	73	15/23	69	20/23	70.7	20/22 *		
National	75		73		74.5			
GAP	-2		-4		-3.8			

The table above indicates that pupil outcomes in reading were higher than the Local Authority and national average.

KS2 (Writing)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	87%		93%		78%		73%	
Gap between school & national	+9%		+15%		8.5%		+2%	
Wirral	76	16/23	75	18/23	63.6	20/22 *		
National	78		78		69.5			
GAP	-2		-3		-5.9			

The table above indicates that pupil outcomes in writing was higher than the Local Authority and national average.

In **mathematics** the boys' scale score (105.3) was 2.6 scale points higher than the girls'. Non Pupil Premium scale score at 105.9 was 4.2 points higher than the non Pupil Premium.

The scale point for EAL was 108.

The scale point for LAC was 96.3.

KS2 (Maths)	2018	NW rank	2019	NW rank	2022	NW rank 2022	2023	NW rank 2023
Liscard	93%		91%		80%		81%	
Gap between school & national	17%		+12%		+8.6%		+8%	
Wirral	71	23/23	75	23/23	64.2	22/22 *		
National	76		79		71.4			
GAP	-5		-4		-7.2			

The table above indicates that pupil outcomes in mathematics was higher than the Local Authority and national average.

Progress Scores – Not yet published

Reading progress

Writing progress

Maths progress

