

Early Years Foundation Stage Profile standards provisional 2022

Comparison has been made between 2022 and 2019.

The DfE recognise the uneven impact of Covid therefore caution is advised when comparing 2022 data to previous years and when comparing one school to another

(August 2022)

Good Level of Development (GLD) – Wirral Yearly Comparison 2018, 2019 & 2022

All Pupils – In 2022 the proportion of children attaining the expected standard or above in GLD fell compared to both the 2018 and 2019 results, from 70.5% and 69.5% to 62.9%. A gap of 6.6%. (**Appendix 1 & 3**)

Gender - The gender gap had improved in 2019, but fell again in 2022, but not quite as low as 2018. Compared to 2019 it is 3.5% lower at 15% in favour of female children. From 2019 to 2022 males' GLD fell by 8% to 55.9% after it slightly improved in 2019. (**Appendix 1 & 3**)

SEN – The SEN percentage has fallen for the third successive testing year from 2018 to 2022. Since 2019 it has fallen 1.3% to 17.2%. However, the SEN gap has improved due to a greater fall in the non-SEN rate which dropped from 75.6% to 68.7% in 2022. The SEN gap is now 51.5%, increased by 5.6% since 2019. The EHCP gap has improved by 3.4% to 18.6%. (**Appendix 1 & 3**)

FSM – A decrease in the non-FSM pupils' attainment by 5.2% is more than the FSM pupils decrease of 3.0%, which has caused the FSM gap to narrow by 2.2% to 21.5%. (**Appendix 1 & 3**)

EAL - A decrease in EAL pupils' attainment of 14.3% is more than the non-EAL pupils decrease of 5.7%, which has caused the FSM gap to widen by 8.6% to 19.4%. (**Appendix 1 & 3**)

Ethnicity - The White British pupils outperform the non-White British pupils, by 7.3% an increase of 6.7%. (**Appendix 1 & 3**)

Disadvantaged – The biggest drop in performance has been with the non-Disadvantaged falling 17.8% to 56% whilst the Disadvantaged group fell 1.5%. This has meant that the Disadvantaged gap has decreased by 16.3%. (**Appendix 1 & 3**)

GLD – Wirral to National Comparison 2022

All Pupils - The Wirral %GLD amount at least meeting the standard was 62.9% which was 2.3% lower than the national rate of 65.2%. (**Appendix 2 & 4**)

Gender – The Wirral gender gap is now 15% compared to the national figures of 13.3%. A difference of 1.7%. (**Appendix 2 & 4**)

SEN - The Wirral SEN gap is now 51.5% compared to the national figures of 51.3%. A difference of only 0.2%. EHCP and non-EHCP figures are both lower than the national average, but the EHCP gap has improved compared to the national. The Wirral EHCP gap is 18.6% whilst the national is 19.3%, so Wirral have a narrower gap by 0.7%. (**Appendix 2 & 4**)

FSM – The FSM GLD rate is behind the national figure by 2.1% at 46.9%. The Wirral FSM gap is now 21.5% compared to the national figures of 20.5%. A difference of 1.0%. (**Appendix 2 & 4**)

EAL - The Wirral EAL is now 44.8% compared to the national figures of 59.2%. A difference of 14.4%. There is still an 11.5% EAL gap difference between the Wirral and the smaller national rate EAL gap of GLD which is 7.9%. (**Appendix 2 & 4**)

Ethnicity – Wirral’s white British population at 64% GLD rate are behind the national rate of 67.1%. Whilst the non-white British GLD 56.7% is lagging more behind the national figures of 63.4%. The Wirral white British/non-white British gap difference is now 9.5% compared to the narrower national figures of 3.7%. A difference of 5.8%. (**Appendix 2 & 4**)

Disadvantaged - The Wirral disadvantaged rate of 48.8% is only slightly behind the national amount of 49.5%, With the disadvantaged gap is now 7.2% compared to the national figures of 18.7%. This is one of a few instances where Wirral is beating the national figures with a difference of 11.5%. (**Appendix 2 & 4**)

Overall

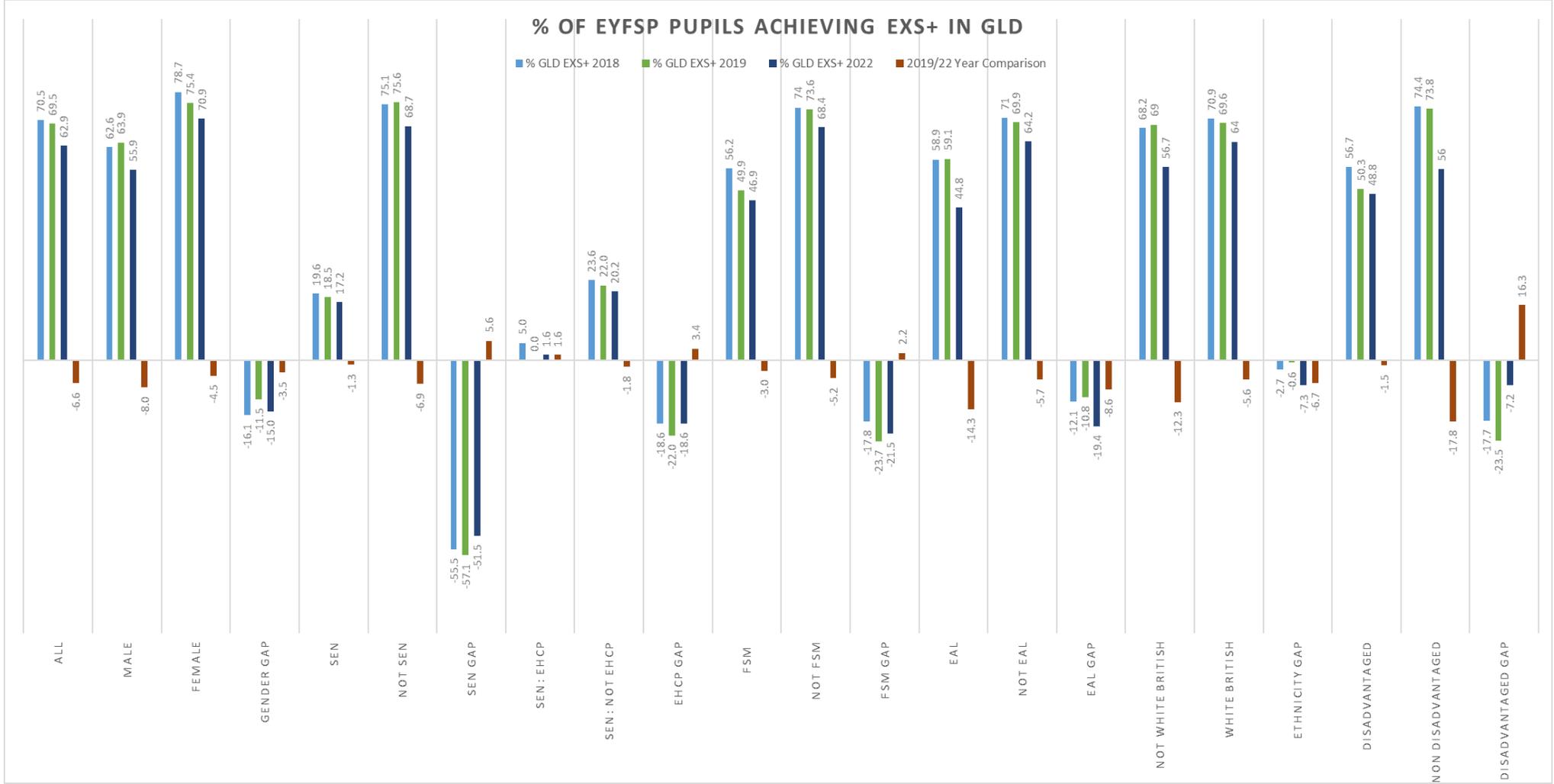
The 2022 gap to national is in line with the gap in 2019.

The LA have secured the services of a nationally renowned expert in EYFS to work with our EYFS school settings and leaders one day each week to support an improvement in outcomes. This work will include both training for all settings to take part in and bespoke, targeted work with identified schools who require additional support.

Appendix 1 GLD

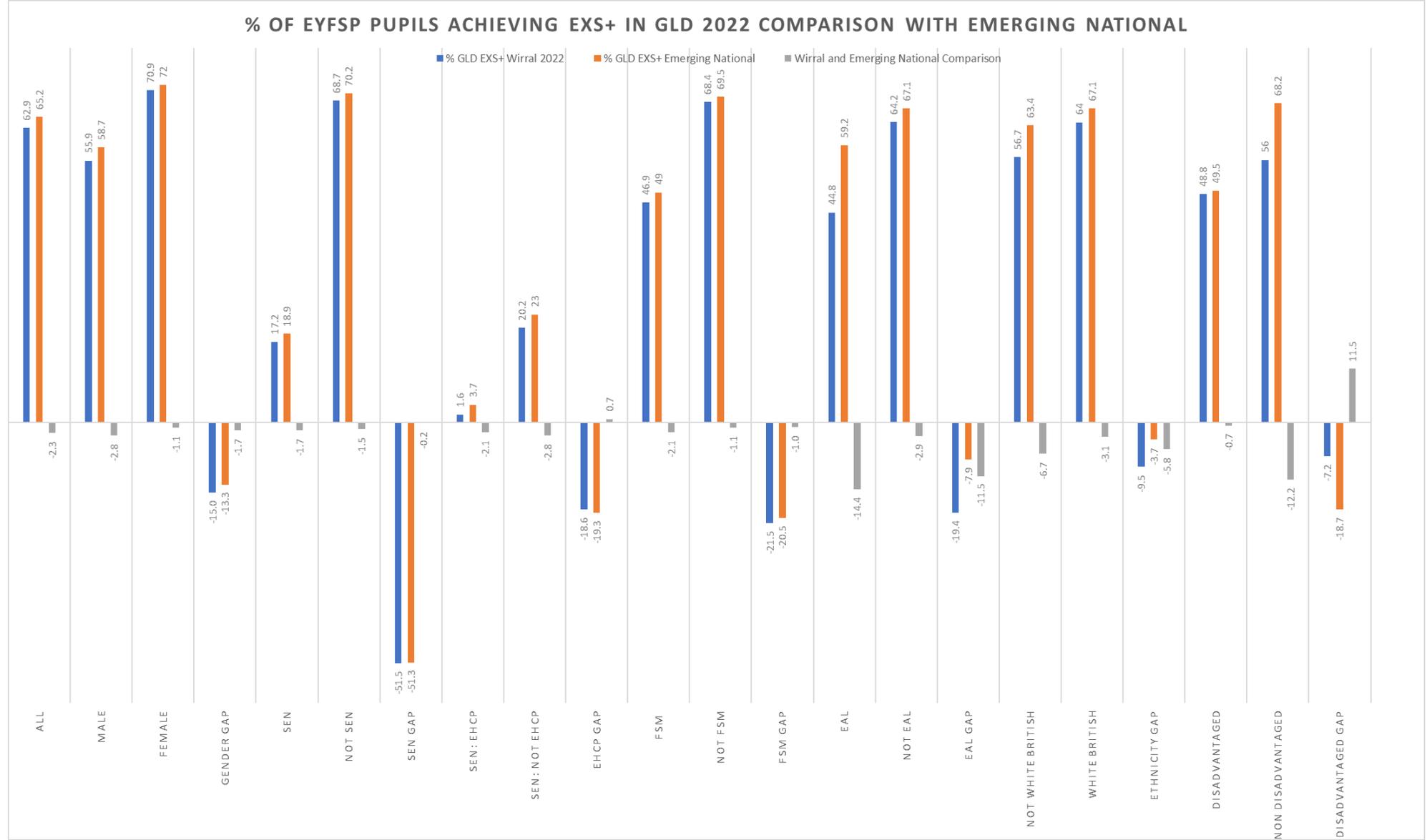
% OF EYFSP PUPILS ACHIEVING EXS+ IN GLD

■ % GLD EXS+ 2018 ■ % GLD EXS+ 2019 ■ % GLD EXS+ 2022 ■ 2019/22 Year Comparison



Appendix 2 GLD

% OF EYFSP PUPILS ACHIEVING EXS+ IN GLD 2022 COMPARISON WITH EMERGING NATIONAL



Appendix 3 GLD

Characteristic	% GLD EXS+ 2018	% GLD EXS+ 2019	% GLD EXS+ 2022	2019/22 Year Comparison
All	70.5	69.5	62.9	-6.6
Male	62.6	63.9	55.9	-8.0
Female	78.7	75.4	70.9	-4.5
Gender Gap	-16.1	-11.5	-15.0	-3.5
SEN	19.6	18.5	17.2	-1.3
Not SEN	75.1	75.6	68.7	-6.9
SEN gap	-55.5	-57.1	-51.5	5.6
SEN: EHCP	5.0	0.0	1.6	1.6
SEN: Not EHCP	23.6	22.0	20.2	-1.8
EHCP Gap	-18.6	-22.0	-18.6	3.4
FSM	56.2	49.9	46.9	-3.0
Not FSM	74	73.6	68.4	-5.2
FSM Gap	-17.8	-23.7	-21.5	2.2
EAL	58.9	59.1	44.8	-14.3
Not EAL	71	69.9	64.2	-5.7
EAL Gap	-12.1	-10.8	-19.4	-8.6
Not White British	68.2	69	56.7	-12.3
White British	70.9	69.6	64	-5.6
Ethnicity gap	-2.7	-0.6	-7.3	-6.7
Disadvantaged	56.7	50.3	48.8	-1.5
Non Disadvantaged	74.4	73.8	56	-17.8
Disadvantaged gap	-17.7	-23.5	-7.2	16.3

Appendix 4 GLD

Characteristic	% GLD EXS+ Wirral 2022	% GLD EXS+ Emerging National	Wirral and Emerging National Comparison
All	62.9	65.2	-2.3
Male	55.9	58.7	-2.8
Female	70.9	72	-1.1
Gender Gap	-15.0	-13.3	-1.7
SEN	17.2	18.9	-1.7
Not SEN	68.7	70.2	-1.5
SEN gap	-51.5	-51.3	-0.2
SEN: EHCP	1.6	3.7	-2.1
SEN: Not EHCP	20.2	23	-2.8
EHCP Gap	-18.6	-19.3	0.7
FSM	46.9	49	-2.1
Not FSM	68.4	69.5	-1.1
FSM Gap	-21.5	-20.5	-1.0
EAL	44.8	59.2	-14.4
Not EAL	64.2	67.1	-2.9
EAL Gap	-19.4	-7.9	-11.5
Not White British	56.7	63.4	-6.7
White British	64	67.1	-3.1
Ethnicity gap	-9.5	-3.7	-5.8
Disadvantaged	48.8	49.5	-0.7
Non Disadvantaged	56	68.2	-12.2
Disadvantaged gap	-7.2	-18.7	11.5

Year 1 Phonics standards 2022

The DfE recognise the uneven impact of Covid therefore caution is advised when comparing 2022 data to previous years and when comparing one school to another

(August 2022)

All Pupils - The proportion of year 1 pupils attaining the expected standard in phonics decreased by 4.6% to 77.3% (**Appendix 3**). The national average has also decreased to 75.5% (**Appendix 4**). This has resulted in the gap between Wirral outcomes and the national average widening from having no gap in 2019 to a gap of 1.8% in 2022.

Gender - Phonics outcomes decreased for both boys and girls. Boys decreased at a greater rate which widened the gender gap by 3.2% to 11.5% (**Appendix 3**).

SEN - The proportion of SEN pupils attaining the phonics standard decreased by 3.7 to 36.1%. The attainment of non-SEN children has decreased by 4.6% to 84.1%. The gap between SEN and Not SEN has narrowed by 0.9% to 48.0% (**Appendix 3**).

SEN: EHCP - The proportion of SEN pupils with an EHCP attaining the phonics standard decreased by 9.1 to 8.8%. The attainment of SEN pupils without an EHCP has decreased by 1.5% to 42.2% so the gap widened by 7.6% to 33.4% (**Appendix 3**).

FSM - The proportion of FSM pupils who attained the phonics standard decreased by 8.1% to 64.8% while non-FSM attainment decreased by 2.6% to 82.2%, so widening the free school meal gap by 5.5% to 17.4% (**Appendix 3**).

EAL - Phonics outcomes decreased for pupils with English as an additional language (EAL). The proportion of pupils with EAL who met the phonics standard decreased by 9.6% to 70.1 while the attainment of pupils who do not have EAL decreased by 4.1% to 77.8%, as a result, the EAL attainment gap has widened by 5.5% to 7.7% (**Appendix 3**).

Ethnicity - The proportion of both White British and non-white British pupils reaching the phonics standard has decreased by 3.6% to 77.8% and 12.1% to 74.5% respectively. The attainment gap between White British and Non-white British has therefore widened by 8.5% to -3.3% in 2022 (**Appendix 3**).

Disadvantaged The proportion of disadvantaged pupils attaining the phonics standard decreased by 9.0% compared with non-disadvantaged pupils' attainment decreasing by 3.0%. As a result, the disadvantaged gap has widened by 6.0% to 17.3% (**Appendix 3**).

Overall

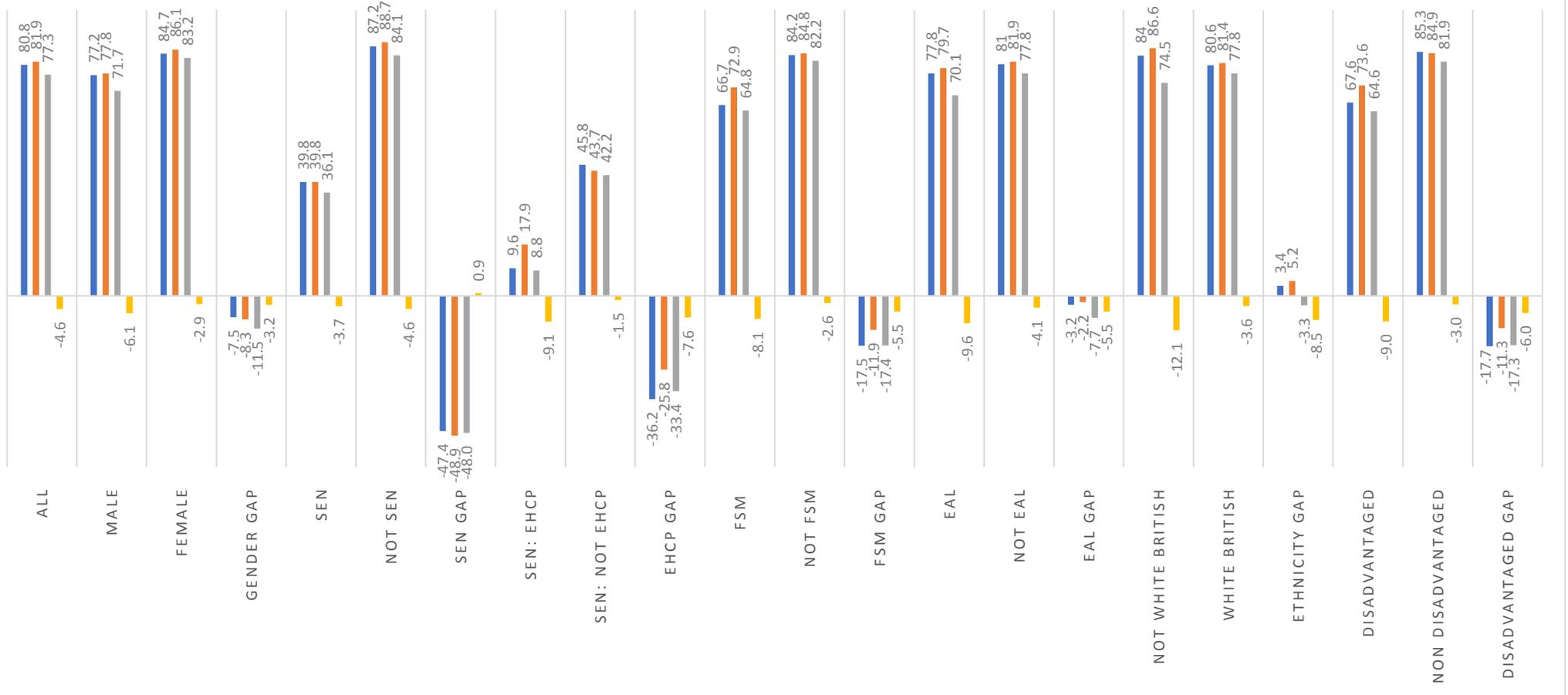
Gap to national +1.8. National decline since 2019 of 6.4%. Wirral decline since 2019 of 4.6%

In September 2021 the DfE changed the list of supported providers for Phonics materials that schools are encouraged to use. Significant numbers of Wirral schools were using a published scheme that was no longer endorsed by the DfE and have had to alter and refresh their planning and teaching of phonics as well as providing training for staff. This work has been supported and facilitated by the English Hub which is based in Cheshire West. This changeover is largely now completed therefore we expect to see an increase in Phonics results moving forward as schools embed their new phonics programmes.

Appendix 1 Phonics

% OF YEAR 1 PUPILS ACHIEVING WA IN PHONICS

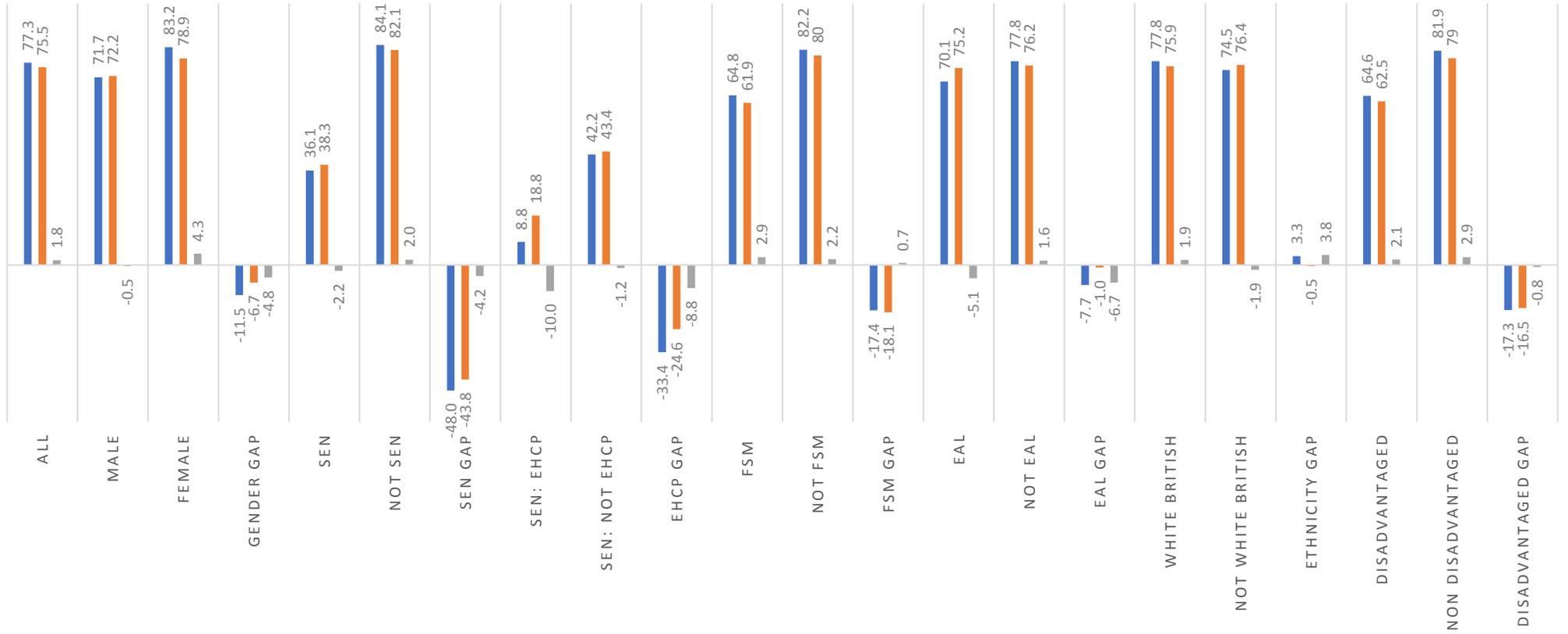
■ % Wa 2018 ■ % Wa 2019 ■ % Wa 2022 ■ 2019/22 Year Comparison



Appendix 2 Phonics

% OF YEAR 1 PUPILS ACHIEVING WA IN PHONICS 2022 COMPARISON WITH EMERGING NATIONAL

■ % Wa Wirral 2022 ■ % Wa Emerging National ■ Wirral and Emerging National Comparison



Appendix 3 Phonics

Characteristic	% Wa 2018	% Wa 2019	% Wa 2022	2019/22 Year Comparison
All	80.8	81.9	77.3	↓ -4.6
Male	77.2	77.8	71.7	↓ -6.1
Female	84.7	86.1	83.2	↓ -2.9
Gender Gap	-7.5	-8.3	-11.5	↓ -3.2
SEN	39.8	39.8	36.1	↓ -3.7
Not SEN	87.2	88.7	84.1	↓ -4.6
SEN gap	-47.4	-48.9	-48.0	↑ 0.9
SEN: EHCP	9.6	17.9	8.8	↓ -9.1
SEN: Not EHCP	45.8	43.7	42.2	↓ -1.5
EHCP Gap	-36.2	-25.8	-33.4	↓ -7.6
FSM	66.7	72.9	64.8	↓ -8.1
Not FSM	84.2	84.8	82.2	↓ -2.6
FSM Gap	-17.5	-11.9	-17.4	↓ -5.5
EAL	77.8	79.7	70.1	↓ -9.6
Not EAL	81	81.9	77.8	↓ -4.1
EAL Gap	-3.2	-2.2	-7.7	↓ -5.5
Not White British	84	86.6	74.5	↓ -12.1
White British	80.6	81.4	77.8	↓ -3.6
Ethnicity gap	3.4	5.2	-3.3	↓ -8.5
Disadvantaged	67.6	73.6	64.6	↓ -9.0
Non Disadvantaged	85.3	84.9	81.9	↓ -3.0
Disadvantaged gap	-17.7	-11.3	-17.3	↓ -6.0

Appendix 4 Phonics

Characteristic	% Wa Wirral 2022	% Wa Emerging National	Wirral and Emerging National Comparison
All	77.3	75.5	1.8
Male	71.7	72.2	-0.5
Female	83.2	78.9	4.3
Gender Gap	-11.5	-6.7	-4.8
SEN	36.1	38.3	-2.2
Not SEN	84.1	82.1	2.0
SEN gap	-48.0	-43.8	-4.2
SEN: EHCP	8.8	18.8	-10.0
SEN: Not EHCP	42.2	43.4	-1.2
EHCP Gap	-33.4	-24.6	-8.8
FSM	64.8	61.9	2.9
Not FSM	82.2	80	2.2
FSM Gap	-17.4	-18.1	0.7
EAL	70.1	75.2	-5.1
Not EAL	77.8	76.2	1.6
EAL Gap	-7.7	-1.0	-6.7
White British	77.8	75.9	1.9
Not White British	74.5	76.4	-1.9
Ethnicity gap	3.3	-0.5	3.8
Disadvantaged	64.6	62.5	2.1
Non Disadvantaged	81.9	79	2.9
Disadvantaged gap	-17.3	-16.5	-0.8

Key Stage One standards 2022 (provisional)

Please note all results are provisional at the time of authoring this report. The emerging national is the NCER National figure of 151 contributing Local Authorities. Comparison has been made between 2022 and 2019. Trend analysis is referring to years 2018,2019 and 2022.

(August 2022)

Reading, Writing and Mathematics Combined (RWM)

All Pupils - The proportion of children attaining the expected standard in reading, writing and maths (RWM) has decreased by 12.1% to 48.7%. **(Appendix 4)**

Gender - The proportion of boys who attained the expected standard in RWM has decreased by 0.7% more than girls. This is a 12.4% decrease since 2019. There has been a 11.7% decrease for girls in 2022. The gender gap has increased by 0.7% to 10.4%. **(Appendix 4)**

SEN - Pupils with SEN who attained the expected standard in RWM has decreased by 4.8% to 12%. Non-SEN pupils who attained the expected standard in RWM decreased by 12.7%. The SEN gap decreased by 7.9% to 45.1%. Those with an EHCP who attained the expected standard in RWM stayed the same at 0.9%. Those with SEN Support decreased by 5.9% to 14.2%. **(Appendix 4)**

FSM - The decrease in FSM pupils attaining the expected standard in RWM by 9.3% to 32.9% is less than the non-FSM pupils decrease of 10.6% to 55.6%. The FSM gap decreased by 1.3% to 22.7%. **(Appendix 4)**

EAL - The attainment of Wirral EAL pupils in RWM is 0.2% higher than the emerging national figure at 53.2%. Non EAL pupils attaining the expected standard in RWM are 5% lower than the emerging National figure at 48.5%. **(Appendix 8)**

Ethnicity - The percentage of Non-White British pupils who attained the expected standard in RWM has decreased by 14% to 52.8%. This is 2% lower than the White British pupils decrease of 12% to 48.3%. **(Appendix 4)**

Disadvantaged – 32.3% Disadvantaged attained the expected standard in RWM, an 11.8% decrease since 2019. 55.7% of non-disadvantaged attained the expected standard in RWM, a 11.7% decrease since 2019. The Disadvantaged gap decreased by 0.1%. **(Appendix 4)**

Overall

Gap to national -4.7%. National decline since 2019 of 11.5%. Wirral decline since 2019 of 12.1%.

The decline in combined reading, writing and mathematics at KS1 is in-line with the national decline and is congruent to the decline in standards in writing. Support will be offered to assessment leads to enable them to look at data in alternative ways. Children will be identified who are ‘at risk’ of not reaching expected level in one area so that interventions can be targeted at supporting those children and improving outcomes.

Reading

All Pupils – Since 2019 the proportion of children attaining the expected standard in reading decreased 7.2% to 64.4%. **(Appendix 1)**

Gender - The proportion of boys who attained the expected standard in Reading has decreased by 8.1% to 59.3%. There has been a 6.3% decrease for girls in 2022. The gender gap has increased by 1.8% to 10.6%. **(Appendix 1)** The Wirral girls are only 0.7% behind the emerging national figure of 70.6% for girls. Unlike Wirral males who are 4.1% below the emerging national figure of 63.4% for males. **(Appendix 5)**

SEN - Pupils with SEN who attained the expected standard in Reading has decreased by 4.1% to 24%. Non-SEN pupils who attained the expected standard in Reading decreased by 6.9% to 73.6%. The SEN gap decreased by 2.8% to 49.6%, continuing a trend decrease of the gap the last three years. 2.8% of those with an EHCP attained the expected standard in reading, a 2.8% decrease since 2019. But those with SEN Support decreased by 4.4% to 28.2%. The gap between EHCP and SEN Support decreased by 1.6% to 25.4%. **(Appendix 1)** Wirral EHCP pupils are 9.3% behind the emerging national figure of 12.1%. The Wirral SEN Support pupils are 1.3% behind the emerging national figure of 17.4%. **(Appendix 5)**

FSM - The decrease in FSM pupils attaining the expected standard in reading by 5.2% to 48.2% is less than the non-FSM pupils decrease of 5.5% to 71.4%. The FSM gap decreased by 0.3% to 23.2%. **(Appendix 1)**

EAL - The attainment of Wirral EAL pupils in reading at 65.1% in 2022, is 1% higher than the emerging national figure. 64.4% non EAL pupils attaining the expected standard in reading are 3.2% lower than the emerging national figure. **(Appendix 5)**

Ethnicity - The percentage of non-white British pupils who attained the expected standard in reading has decreased by 9.8% to 66%. This is 2.7% lower than the white British pupils decrease of 7.1% to 64.2%. **(Appendix 1)**

Disadvantaged – 47.5% of Wirral disadvantaged pupils attained the expected standard in reading, this is 4% less than the emerging national figure. 71.6% of Wirral non - disadvantaged pupils attained the expected standard in reading, this is the same as the emerging national figure. **(Appendix 5)**

Overall

Gap to national – 2.5%. National decline since of 2019 8%. Wirral decline since 2019 of 7.2%

Although the decline in standards in Wirral is less than the national decline, support for subject leaders and progress made with embedding the new Phonics schemes of work will impact on this outcome measure in 2023.

Writing

All Pupils – Since 2019 the proportion of children attaining the expected standard in writing decreased 12.1% to 53.6%. **(Appendix 2)**

Gender - The proportion of boys who attained the expected standard in writing has decreased by 12.8% to 46.9%. There has been a 11.3% decrease for girls in 2022. The gender gap has increased by 1.4% to 13.9%. **(Appendix 2)**

SEN - Pupils with SEN who attained the expected standard in writing has decreased by 6.8% to 14.7%. Non-SEN pupils who attained the expected standard in writing decreased by 12.3% to 62.4%. The SEN gap decreased by 5.5% to 47.7%, continuing a trend decrease of the gap the last three years. 0.9% of those with an EHCP attained the expected standard in writing, staying the same since 2019. But those with SEN Support decreased by 8% to 17.5%. The gap between EHCP and SEN Support decreased by 8% to 16.5%. **(Appendix 2)**

FSM - The decrease in FSM pupils attaining the expected standard in writing by 9.4% to 37.7% is less than the non-FSM pupils decrease of 10.6% to 60.4%. The FSM gap decreased by 1.2% to 22.7%. (**Appendix 2**)

EAL - 57% of Wirral EAL pupils attained the expected standard in writing in 2022, 1.1% higher than the emerging national figure. 57.8% non EAL pupils attaining the expected standard in writing is 4.5% lower than the emerging national figure. (**Appendix 6**)

Ethnicity - The attainment of Wirral non-white British pupils in writing at 58.1% in 2022, is 0.1% lower than the emerging national figure. 53.1% white British pupils attaining the expected standard in writing is 3.9% lower than the emerging national figure. (**Appendix 6**)

Disadvantaged – 37.4% of Wirral disadvantaged pupils attained the expected standard in writing, this is 11.5% less than 2019. 60.4% of Wirral non - disadvantaged pupils attained the expected standard in writing, this is a 11.9% decrease from 2019. (**Appendix 2**)

Overall

Gap to national – 4%. National decline since 2019 of 11.6%. Wirral decline since 2019 of 12.1%

Opportunities for moderation in small cross-borough clusters have been designed and will be facilitated by trained moderators who will also use the opportunity to support colleagues in designing curriculum opportunities to ensure that evidence of work at an expected standard can be created and sustained.

Mathematics

All Pupils –In 2022 the proportion of children attaining the expected standard in maths decreased 7.3% to 65.6%. (**Appendix 3**)

Gender - The proportion of boys who attained the expected standard in maths has decreased by 7.1% to 65.3%. There has been 7.4% decrease for girls since 2022 to 65.8%. The gender gap has decreased by 0.3% to 0.5%. (**Appendix 3**)

SEN - Pupils with SEN who attained the expected standard in maths has decreased by 2.4% to 27.6%. Non-SEN pupils who attained the expected standard in maths decreased by 7.4% to 74.1%. The SEN gap decreased by 5.0% to 46.5%, continuing a trend decrease of the gap the last three years. 2.8% of those with an EHCP attained the expected standard in maths, decreasing 1.9%. Those with SEN Support decreased by 2.4% to 32.5%. The gap between EHCP and SEN Support decreased by 0.5% to 29.8%. (**Appendix 3**)

FSM – 50.6% of Wirral FSM pupils attained the expected standard in maths which is 1.1% less than the emerging national figure. 72% of Wirral non-FSM pupils attained the expected standard in maths which is also 1.1% less than the emerging national figure. (**Appendix 7**)

EAL – 67.2% of Wirral EAL pupils attained the expected standard in maths in 2022, 0.2% higher than the emerging national figure. 65.5% of Wirral non EAL pupils attained the expected standard in maths, which is 2.3% lower than the emerging national figure. (**Appendix 7**)

Ethnicity - The attainment of Wirral non-white British pupils in maths at 67.7% in 2022, is 0.2% lower than the emerging national figure. 65.5% white British pupils attaining the expected standard in maths is 2.2% lower than the emerging national figure. (**Appendix 7**)

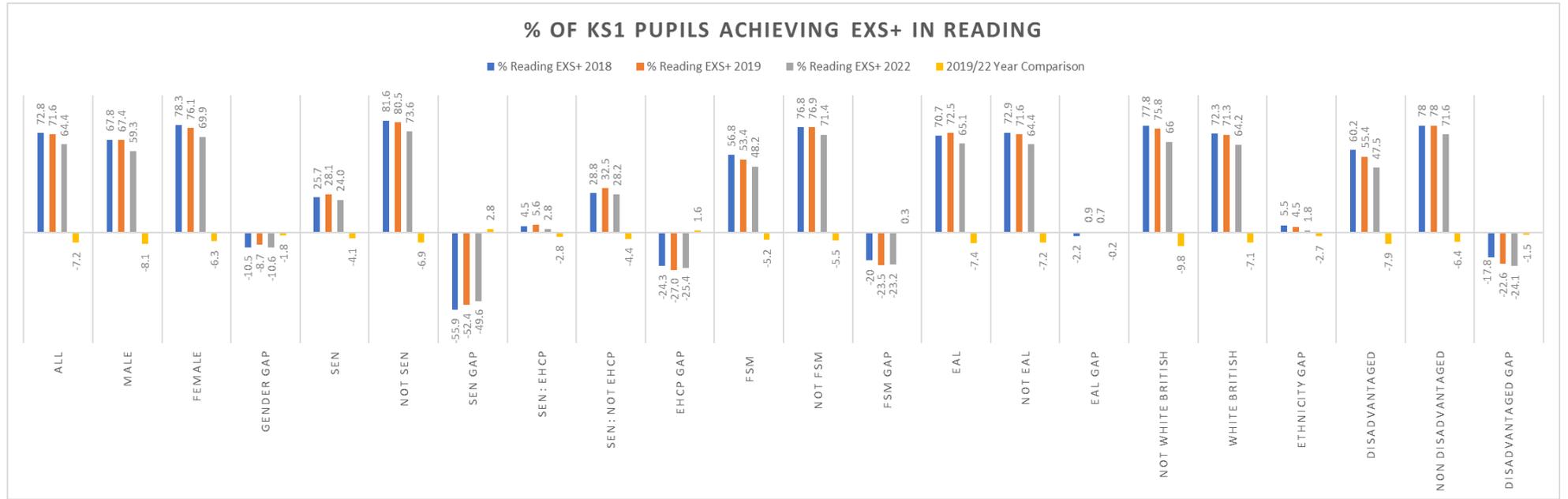
Disadvantaged – 49.5% of Wirral disadvantaged pupils attained the expected standard in maths, this is 8.5% less than 2019. 72.4% of Wirral non - disadvantaged pupils attained the expected standard in maths, this is a 6.2% decrease from 2019. (**Appendix 3**)

Overall

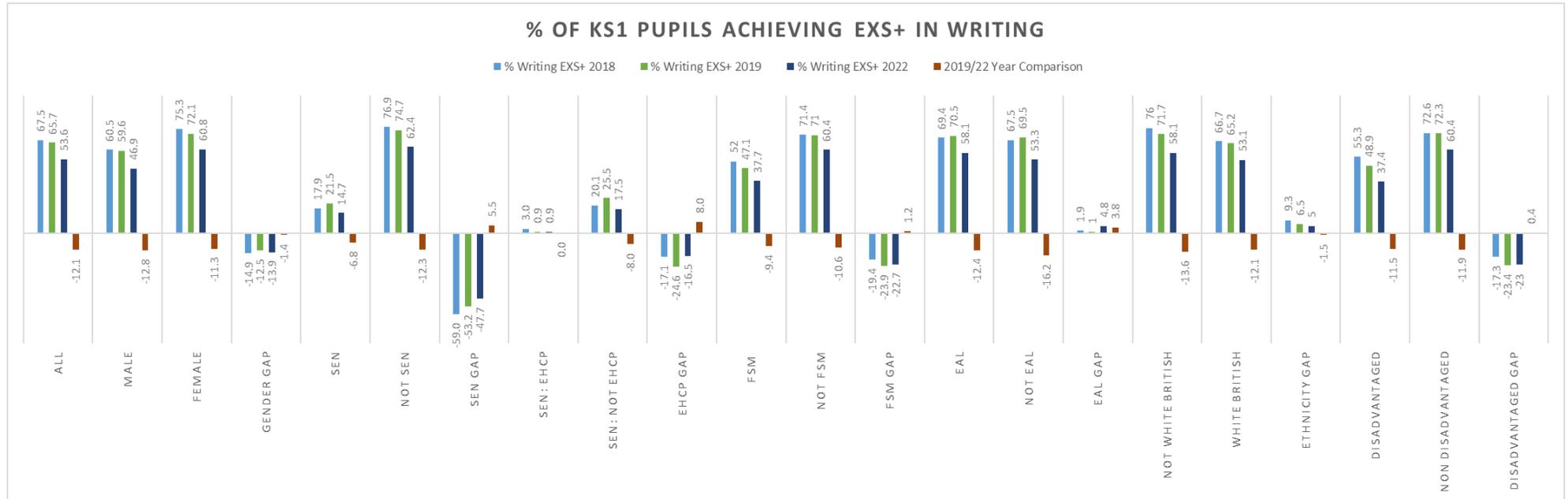
Gap to national – 2.1%. National decline since 2019 of 7.9%. Wirral decline since 2019 of 7.3%

Support will be offered to mathematics subject leaders designed in response to the needs of schools as identified by their summary of 2022 results.

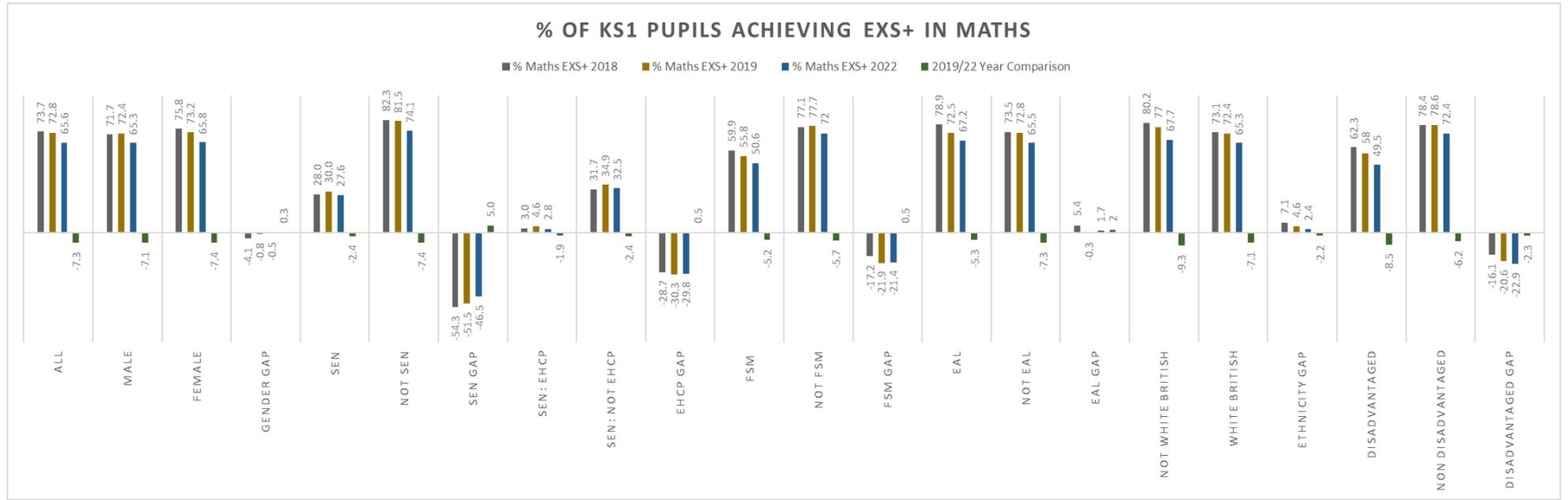
Appendix 1 KS1



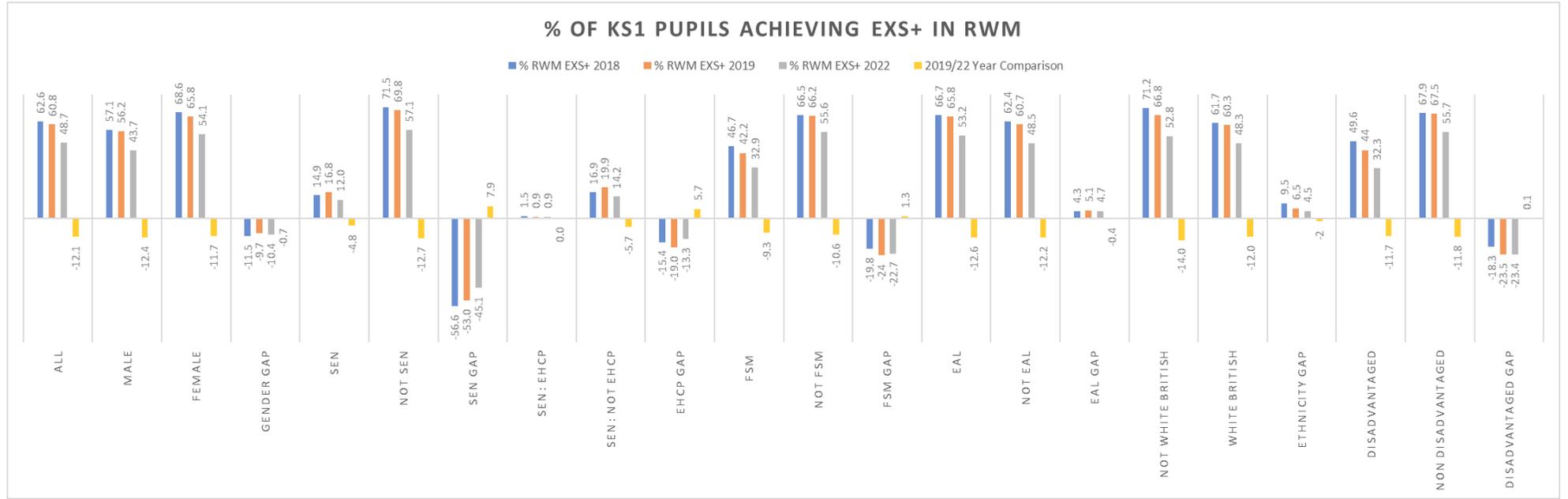
Appendix 2 KS1



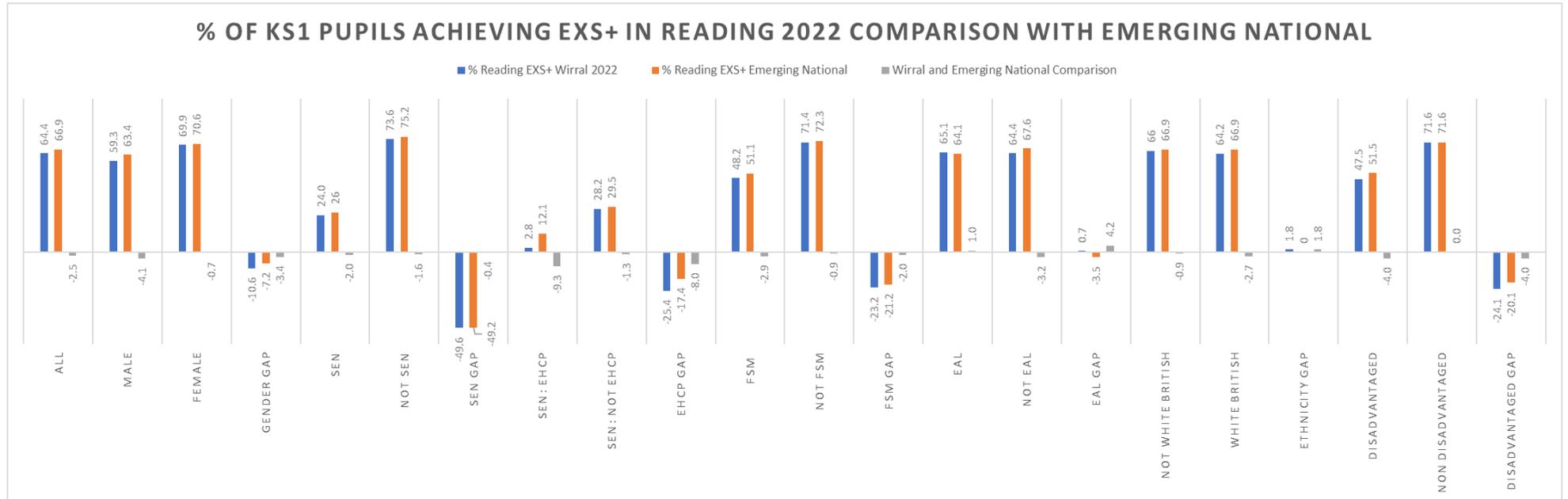
Appendix 3 KS1



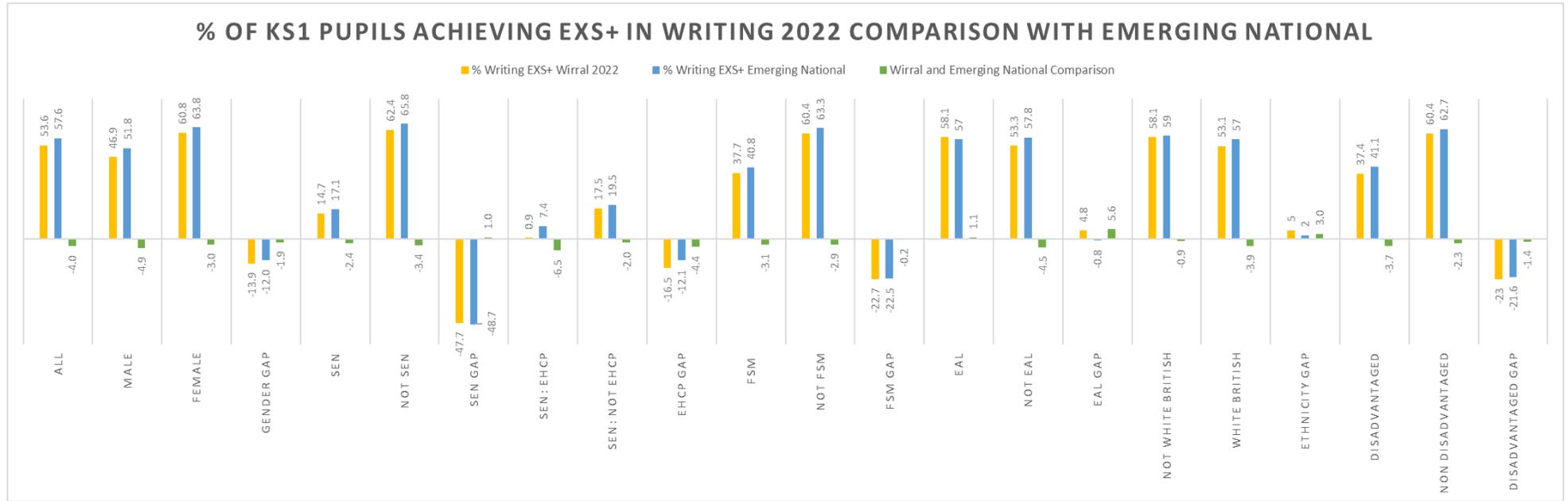
Appendix 4 KS1



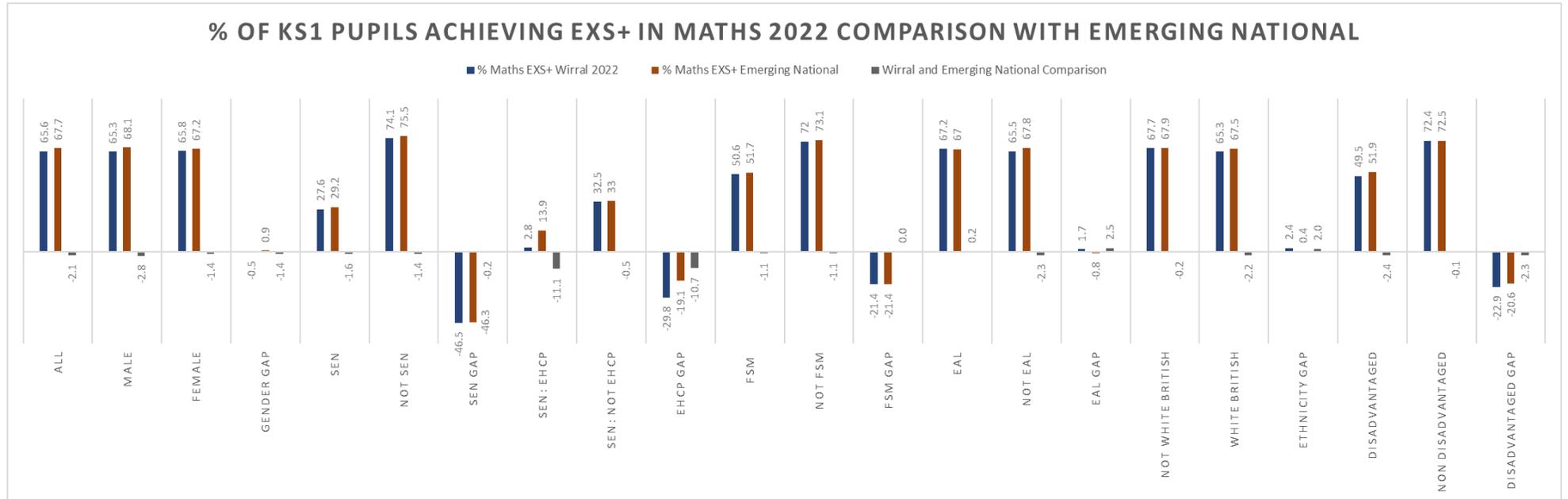
Appendix 5 KS1



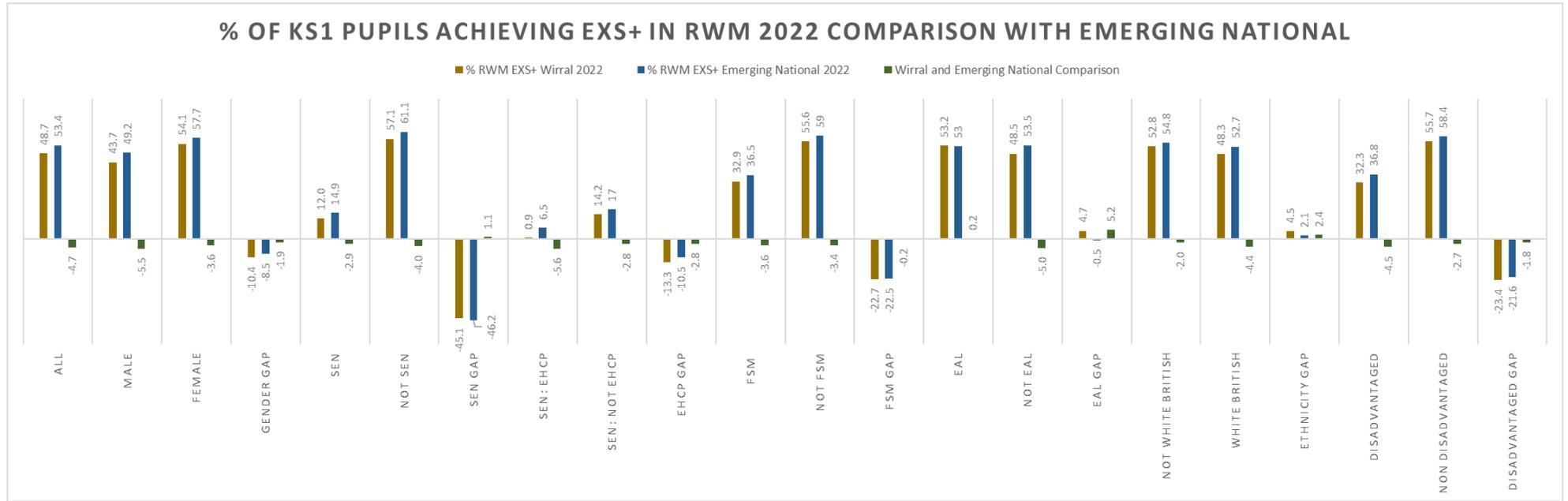
Appendix 6 KS1



Appendix 7 KS1



Appendix 8 KS1



Appendix 9 KS1

Characteristic	% Reading EXS+ 2018	% Reading EXS+ 2019	% Reading EXS+ 2022	2019/22 Year Comparison	% Writing EXS+ 2018	% Writing EXS+ 2019	% Writing EXS+ 2022	2019/22 Year Comparison	% Maths EXS+ 2018	% Maths EXS+ 2019	% Maths EXS+ 2022	2019/22 Year Comparison	% RWM EXS+ 2018	% RWM EXS+ 2019	% RWM EXS+ 2022	2019/22 Year Comparison
All	72.8	71.6	64.4	-7.2	67.5	65.7	53.6	-12.1	73.7	72.8	65.6	-7.3	62.6	60.8	48.7	-12.1
Male	67.8	67.4	59.3	-8.1	60.5	59.6	46.9	-12.8	71.7	72.4	65.3	-7.1	57.1	56.2	43.7	-12.4
Female	78.3	76.1	69.9	-6.3	75.3	72.1	60.8	-11.3	75.8	73.2	65.8	-7.4	68.6	65.8	54.1	-11.7
Gender Gap	-10.5	-8.7	-10.6	-1.8	-14.9	-12.5	-13.9	-1.4	-4.1	-0.8	-0.5	0.3	-11.5	-9.7	-10.4	-0.7
SEN	25.7	28.1	24.0	-4.1	17.9	21.5	14.7	-6.8	28.0	30.0	27.6	-2.4	14.9	16.8	12.0	-4.8
Not SEN	81.6	80.5	73.6	-6.9	76.9	74.7	62.4	-12.3	82.3	81.5	74.1	-7.4	71.5	69.8	57.1	-12.7
SEN gap	-55.9	-52.4	-49.6	2.8	-59.0	-53.2	-47.7	5.5	-54.3	-51.5	-46.5	5.0	-56.6	-53.0	-45.1	7.9
SEN: EHCP	4.5	5.6	2.8	-2.8	3.0	0.9	0.9	0.0	3.0	4.6	2.8	-1.9	1.5	0.9	0.9	0.0
SEN: Not EHCP	28.8	32.5	28.2	-4.4	20.1	25.5	17.5	-8.0	31.7	34.9	32.5	-2.4	16.9	19.9	14.2	-5.7
EHCP Gap	-24.3	-27.0	-25.4	1.6	-17.1	-24.6	-16.5	8.0	-28.7	-30.3	-29.8	0.5	-15.4	-19.0	-13.3	5.7
FSM	56.8	53.4	48.2	-5.2	52	47.1	37.7	-9.4	59.9	55.8	50.6	-5.2	46.7	42.2	32.9	-9.3
Not FSM	76.8	76.9	71.4	-5.5	71.4	71	60.4	-10.6	77.1	77.7	72	-5.7	66.5	66.2	55.6	-10.6
FSM Gap	-20	-23.5	-23.2	0.3	-19.4	-23.9	-22.7	1.2	-17.2	-21.9	-21.4	0.5	-19.8	-24	-22.7	1.3
EAL	70.7	72.5	65.1	-7.4	69.4	70.5	58.1	-12.4	78.9	72.5	67.2	-5.3	66.7	65.8	53.2	-12.6
Not EAL	72.9	71.6	64.4	-7.2	67.5	69.5	53.3	-16.2	73.5	72.8	65.5	-7.3	62.4	60.7	48.5	-12.2
EAL Gap	-2.2	0.9	0.7	-0.2	1.9	1	4.8	3.8	5.4	-0.3	1.7	2	4.3	5.1	4.7	-0.4
Not White British	77.8	75.8	66	-9.8	76	71.7	58.1	-13.6	80.2	77	67.7	-9.3	71.2	66.8	52.8	-14.0
White British	72.3	71.3	64.2	-7.1	66.7	65.2	53.1	-12.1	73.1	72.4	65.3	-7.1	61.7	60.3	48.3	-12.0
Ethnicity gap	5.5	4.5	1.8	-2.7	9.3	6.5	5	-1.5	7.1	4.6	2.4	-2.2	9.5	6.5	4.5	-2
Disadvantaged	60.2	55.4	47.5	-7.9	55.3	48.9	37.4	-11.5	62.3	58	49.5	-8.5	49.6	44	32.3	-11.7
Non Disadvantaged	78	78	71.6	-6.4	72.6	72.3	60.4	-11.9	78.4	78.6	72.4	-6.2	67.9	67.5	55.7	-11.8
Disadvantaged gap	-17.8	-22.6	-24.1	-1.5	-17.3	-23.4	-23	0.4	-16.1	-20.6	-22.9	-2.3	-18.3	-23.5	-23.4	0.1

Appendix 10 KS1

Characteristic	% Reading EXS+ Wirral 2022	% Reading EXS+ Emerging National	Wirral and Emerging National Comparison	% Writing EXS+ Wirral 2022	% Writing EXS+ Emerging National	Wirral and Emerging National Comparison	% Maths EXS+ Wirral 2022	% Maths EXS+ Emerging National	Wirral and Emerging National Comparison	% RWM EXS+ Wirral 2022	% RWM EXS+ Emerging National 2022	Wirral and Emerging National Comparison
All	64.4	66.9	-2.5	53.6	57.6	-4.0	65.6	67.7	-2.1	48.7	53.4	-4.7
Male	59.3	63.4	-4.1	46.9	51.8	-4.9	65.3	68.1	-2.8	43.7	49.2	-5.5
Female	69.9	70.6	-0.7	60.8	63.8	-3.0	65.8	67.2	-1.4	54.1	57.7	-3.6
Gender Gap	-10.6	-7.2	-3.4	-13.9	-12.0	-1.9	-0.5	0.9	-1.4	-10.4	-8.5	-1.9
SEN	24.0	26	-2.0	14.7	17.1	-2.4	27.6	29.2	-1.6	12.0	14.9	-2.9
Not SEN	73.6	75.2	-1.6	62.4	65.8	-3.4	74.1	75.5	-1.4	57.1	61.1	-4.0
SEN gap	-49.6	-49.2	-0.4	-47.7	-48.7	1.0	-46.5	-46.3	-0.2	-45.1	-46.2	1.1
SEN: EHCP	2.8	12.1	-9.3	0.9	7.4	-6.5	2.8	13.9	-11.1	0.9	6.5	-5.6
SEN: Not EHCP	28.2	29.5	-1.3	17.5	19.5	-2.0	32.5	33	-0.5	14.2	17	-2.8
EHCP Gap	-25.4	-17.4	-8.0	-16.5	-12.1	-4.4	-29.8	-19.1	-10.7	-13.3	-10.5	-2.8
FSM	48.2	51.1	-2.9	37.7	40.8	-3.1	50.6	51.7	-1.1	32.9	36.5	-3.6
Not FSM	71.4	72.3	-0.9	60.4	63.3	-2.9	72	73.1	-1.1	55.6	59	-3.4
FSM Gap	-23.2	-21.2	-2.0	-22.7	-22.5	-0.2	-21.4	-21.4	0.0	-22.7	-22.5	-0.2
EAL	65.1	64.1	1.0	58.1	57	1.1	67.2	67	0.2	53.2	53	0.2
Not EAL	64.4	67.6	-3.2	53.3	57.8	-4.5	65.5	67.8	-2.3	48.5	53.5	-5.0
EAL Gap	0.7	-3.5	4.2	4.8	-0.8	5.6	1.7	-0.8	2.5	4.7	-0.5	5.2
Not White British	66	66.9	-0.9	58.1	59	-0.9	67.7	67.9	-0.2	52.8	54.8	-2.0
White British	64.2	66.9	-2.7	53.1	57	-3.9	65.3	67.5	-2.2	48.3	52.7	-4.4
Ethnicity gap	1.8	0	1.8	5	2	3.0	2.4	0.4	2.0	4.5	2.1	2.4
Disadvantaged	47.5	51.5	-4.0	37.4	41.1	-3.7	49.5	51.9	-2.4	32.3	36.8	-4.5
Non Disadvantaged	71.6	71.6	0.0	60.4	62.7	-2.3	72.4	72.5	-0.1	55.7	58.4	-2.7
Disadvantaged gap	-24.1	-20.1	-4.0	-23	-21.6	-1.4	-22.9	-20.6	-2.3	-23.4	-21.6	-1.8

Key Stage Two standards 2022 provisional

Please note all results are provisional at the time of authoring this report. The emerging national is the NCER National figure of 144 contributing Local Authorities. At the time of this report one Primary School Writing Teacher assessment was missing from the data. Comparison has been made between 2022 and 2019. Trend analysis is referring to years 2018,2019 and 2022.

(August 2022)

Reading, Writing and Mathematics Combined (RWM)

All Pupils - The proportion of children attaining the expected standard in reading, writing and maths (RMW) has decreased 9.27% from 2019 to 51% in 2022. (**Appendix 4**)

Gender - The proportion of boys who attained the expected standard in RWM has decreased 2.17% more than girls. This is a 10.08% decrease from 2019. There has been a 7.91% decrease for girls in 2022. The gender gap has increased by 2.18% since 2019 to 9.9%. (**Appendix 4**)

SEN - Pupils with SEN who attained the expected standard in RWM has decreased by 2.5% to 17.10%. Non-SEN pupils who attained the expected standard in RWM decreased by 9.06%. The SEN gap decreased by 6.56% to 46.1%. Those with an EHCP who attained the expected standard in RWM increased by 0.51% to 2.7%. Those with SEN Support decreased by 2.57% to 20.3%. (**Appendix 4**)

FSM - The decrease in FSM pupils attaining the expected standard in RWM by 7.51% to 35.5% is more than the non-FSM pupils decrease of 6.88% to 58.4%. The FSM gap increased by 0.63% to 22.9%. (**Appendix 4**)

EAL - The proportion of EAL pupils attaining the expected standard in RMW has decreased by 10.7% since 2019 to 54.7%. Non-EAL pupils attaining the expected standard in RMW has decreased by 9.3% to 50.8%. The gap between EAL and non-EAL has decreased by 1.4% to 3.9%, continuing a trend of decrease in the gap for the last three years. (**Appendix 4**)

Ethnicity - The percentage of Wirral non-white British pupils who attained the expected standard in RWM is the same as the emerging national figure of 61.6%. 49.9% of Wirral white British pupils attained the expected standard in RWM, which is 7.4% lower than the emerging national figure of 57.3%. (**Appendix 9**)

Disadvantaged – 35.7% of disadvantaged pupils attained the expected standard in RWM, a 9.78% decrease since 2019. 60% of non-disadvantaged pupils attained the expected standard in RWM, an 8.58% decrease since 2019. The Disadvantaged gap increased by 1.2% to 24.3%. (**Appendix 4**)

The gap to national is now -7.7%. National decline since 2019 is 6%. Wirral decline since 2019 is 9.27%

Whilst there has been a national drop in RWM combined, the decline in Wirral has been greater than national. Work needs to be completed on a school-by-school basis to identify specific concerns, but it would appear initially that one main cause of this decline in combined results is due to the decline in mathematics and writing standards.

Reading

All Pupils – In 2022 the proportion of children attaining the expected standard in reading increased 1.68% to 71.1%. (**Appendix 1**)

Gender - The proportion of boys who attained the expected standard in reading has decreased by 0.01% to 64.9%. There has been a 4.04% increase for girls in 2022 to 77.9%. The gender gap has

increased by 4.05% to 13%. (**Appendix 1**) Wirral girls are 1.8% behind the emerging national figure of 79.7% for girls. Wirral males are 4.6% below the emerging national figure of 69.5% for males. (**Appendix 6**)

SEN - Pupils with SEN who attained the expected standard in reading has increased by 3.5% to 37.2%. Non-SEN pupils who attained the expected standard in reading increased by 3.43% to 83.4%. The SEN gap decreased by 0.07% to 46.2%, continuing a trend decrease of the gap the last three years. 12.4% of those with an EHCP attained the expected standard in reading, a 4.43% increase since 2019. Those with SEN Support increased by 4.07% to 42.7%. The gap between EHCP and SEN Support decreased by 0.36% to 30.3%. (**Appendix 1**) Wirral EHCP pupils are 3.9% behind the emerging national figure of 16.3%. The Wirral SEN Support pupils are 0.8% behind the emerging national figure of 43.5%. (**Appendix 6**)

FSM - The increase in FSM pupils attaining the expected standard in reading by 3.31% to 58.1% is less than the non-FSM pupils increase of 3.73% to 77.4%. The FSM gap increased by 0.42% to 19.3%. (**Appendix 1**)

EAL - The percentage of EAL pupils who attained the expected standard in reading has increased by 0.8% to 69.9%. This is 0.9% lower than the non-EAL pupils increase of 1.7% to 71.1%. (**Appendix 1**)

Ethnicity – 75.1% of non-white British pupils attained the expected standard in reading in 2022, 2% higher than the emerging national figure. 70.4% of white British pupils attained the expected standard in reading, which is 3.8% lower than the emerging national figure. (**Appendix 6**)

Disadvantaged – The increase in disadvantaged pupils attaining the expected standard in reading by 1.46% to 58.9% is less than the non-disadvantaged pupils increase of 2.15% to 78.3%. The disadvantaged gap increased by 0.68% to 19.4%. (**Appendix 1**)

Overall

The gap to national -3.4%. National increase since 2019 1%. Wirral increase since 2019 1.68%

The gap to national in reading has slightly narrowed in 2022.

Writing

All Pupils – In 2022 the proportion of children attaining the expected standard in writing decreased 13.29% to 61.9%. (**Appendix 2**)

Gender - The proportion of boys who attained the expected standard in writing has decreased by 14.29% to 54.7%. There has been a 11.51% decrease for girls since 2022 to 69.8%. The gender gap has increased by 2.78% to 15.10%. (**Appendix 2**)

SEN - Pupils with SEN who attained the expected standard in writing has decreased by 7.2% to 24.4%. Non-SEN pupils who attained the expected standard in writing decreased by 12.45% to 65.6%. The SEN gap decreased by 5.25% to 51.2%. 4% of those with an EHCP attained the expected standard in writing, decreasing 0.38% since 2019. Those with SEN Support increased by 5.88% to 42.7%, (**Appendix 2**) which is 12.3% higher than the emerging national figure. (**Appendix 7**) The gap between EHCP and SEN Support increased by 6.26% to 38.7%, continuing a trend increase in the gap the last three years. (**Appendix 2**)

FSM - The decrease in FSM pupils attaining the expected standard in writing by 11.02% to 46.8% is less than the non-FSM pupils decrease of 11.23% to 69%. The FSM gap decreased by 0.21% to 22.2%. (**Appendix 2**)

EAL - The decrease in EAL pupils attaining the expected standard in writing by 13.1% to 63.4% is less than the non-EAL pupils decrease of 11.3% to 61.8%. The EAL gap decreased by 0.2% to 1.6%. **(Appendix 2)**

Ethnicity - The attainment of Wirral non-white British pupils in writing at 71.2% in 2022, is 1.7% lower than the emerging national figure. 68.6% white British pupils attaining the expected standard in writing is 7.5% lower than the emerging national figure. **(Appendix 7)**

Disadvantaged – 47.7% of Wirral disadvantaged pupils attained the expected standard in writing, this is 14.52% less than 2019. 70.3% of Wirral non - disadvantaged pupils attained the expected standard in writing, this is a 12.18% decrease from 2019. The disadvantaged gap has increased by 2.34% to 22.6% **(Appendix 2)**

Overall

The gap to national is now -7.6%. National decline since 2019 of 9%. Wirral decline since 2019 of 13.29%

The gap to national has widened from 3% to 7%. Work is to be undertaken with schools in order to identify issues and narrow this gap. This includes opportunities for all school to moderate standards and share practices in small cross-borough clusters of schools. Additionally, a training programme has been developed to further improvements in writing and to enhance the knowledge, understanding and skills of English subject leaders.

Mathematics

All Pupils –In 2022 the proportion of children attaining the expected standard in maths decreased 10.55% to 64.6%. **(Appendix 3)**

Gender - The proportion of boys who attained the expected standard in maths has decreased by 10.88% to 64.5%. There has been 10.22% decrease for girls since 2022 to 64.7%. The gender attainment gap has decreased by 0.65% to 0.2%. **(Appendix 3)**

SEN - Pupils with SEN who attained the expected standard in maths has decreased by 8.6% to 30.8%. Non-SEN pupils who attained the expected standard in maths decreased by 9% to 76.7%. The SEN gap decreased by 0.4% to 5.4%, continuing a trend decrease of the gap the last three years. 5.4% of those with an EHCP attained the expected standard in maths, decreasing 2.57%. Attainment of those with SEN Support decreased by 8.97% to 36.5%. The attainment gap between EHCP and SEN Support decreased by 6.4% to 31.1%. **(Appendix 3)**

FSM – 49% of FSM pupils attained the expected standard in maths, this is 10.76% less than 2019. 72% of non-FSM pupils attained the expected standard in maths, this is a 7.61% decrease from 2019. **(Appendix 3)**

EAL – 72.7% of Wirral EAL pupils attained the expected standard in maths in 2022, 2.7% lower than the emerging national figure. 64.2% of Wirral non-EAL pupils attained the expected standard in maths, which is 6.2% lower than the emerging national figure. **(Appendix 8)**

Ethnicity - The attainment of Wirral non-white British pupils in maths at 76.3% in 2022, is 1.7% higher than the emerging national figure. 63.3% white British pupils attaining the expected standard in maths is 6.5% lower than the emerging national figure. **(Appendix 8)**

Disadvantaged – 49.9% of Wirral disadvantaged pupils attained the expected standard in maths, this is 12.79% less than 2019. 73.2% of Wirral non - disadvantaged pupils attained the expected standard in maths, this is an 8.95% decrease since 2019. The disadvantaged attainment gap decreased by 3.85% **(Appendix 3)**

Overall

The gap to national is now -6.8%. National decline since 2019 of 8%. Wirral decline since 2019 of 10.55%

Standards in mathematics in Wirral have declined at a greater rate than national. Because of this unexpected decline, data is being looked at on a school-by-school basis and banding of schools will mean that support and challenge can be offered at the most appropriate level. We will develop and deliver a programme of CPD for Maths leaders to enhance subject knowledge and to ensure that they are supported to address and fill current gaps in pupils' knowledge.

Grammar Punctuation and Spelling (GPS)

All Pupils – In 2022 the proportion of children attaining the expected standard in grammar punctuation and spelling (GPS) decreased 7.65% to 67.5%. (**Appendix 5**)

Gender - The proportion of boys who attained the expected standard in GPS has decreased by 8.31% to 62.4%. There has been a 6.52% decrease for girls since 2022 to 73%. The gender gap has increased by 1.78% to 10.6%. (**Appendix 5**)

SEN – Wirral pupils with SEN who attained the expected standard in GPS has decreased by 3.4% to 31.5% (**Appendix 5**) which is the same as the emerging national figure. (**Appendix 10**) Non-SEN pupils who attained the expected standard in GPS decreased by 6.75% to 80.3%, (**Appendix 5**) which is 2.5% lower than the emerging national figure. (**Appendix 10**) The SEN gap decreased by 3.35% to 48.8%. 8.10% of those with an EHCP attained the expected standard in GPS, decreasing 2.77% since 2019. Those with SEN Support attainment decreased by 2.67% to 36.8%, (**Appendix 5**) which is 12.3% higher than the emerging national figure. (**Appendix 10**) The gap between EHCP and SEN Support increased by 0.10% to 28.7%, continuing a trend increase in the gap the last three years. (**Appendix 5**)

FSM - The decrease in FSM pupils attaining the expected standard in GPS by 7.97% to 51.2% is less than the non-FSM pupils decrease of 11.23% to 69%. The FSM gap decreased by 0.21% to 22.2%. (**Appendix 5**)

EAL - The decrease in EAL pupils attaining the expected standard in writing by 13.1% to 63.4% is greater than the non-EAL pupils decrease of 4.69% to 75.10%. The EAL attainment gap increased by 3.28% to 23.9%, continuing a three-year trend of increase in the gap. (**Appendix 5**)

Ethnicity – 74.9% of Wirral non-white British pupils achieved the expected standard in GPS in 2022, which is 1.7% lower than the emerging national figure. 66.7% of Wirral white British pupils attained the expected standard in GPS, which is 3.8% lower than the emerging national figure. (**Appendix 10**)

Disadvantaged – 52.4% of Wirral disadvantaged pupils attained the expected standard in GPS, this is 10.96% less than 2019. 76.3% of Wirral non - disadvantaged pupils attained the expected standard in GPS, this is a 5.47% decrease from 2019. The disadvantaged gap has increased by 5.49% to 23.9%, continuing a three-year trend increase in the gap. (**Appendix 5**)

Overall

Gap to national is -4.5%. National decline since 2019 of 6%. Wirral decline since 2019 of 7.65%

The Wirral GPS results remain below national figures by 6.8%. Work being undertaken with subject leaders to identify and address areas for development in the practices and curriculum in the teaching of writing will have an impact in this area.

Appendix 1 KS2

% OF KS2 PUPILS ACHIEVING EXS+ IN READING

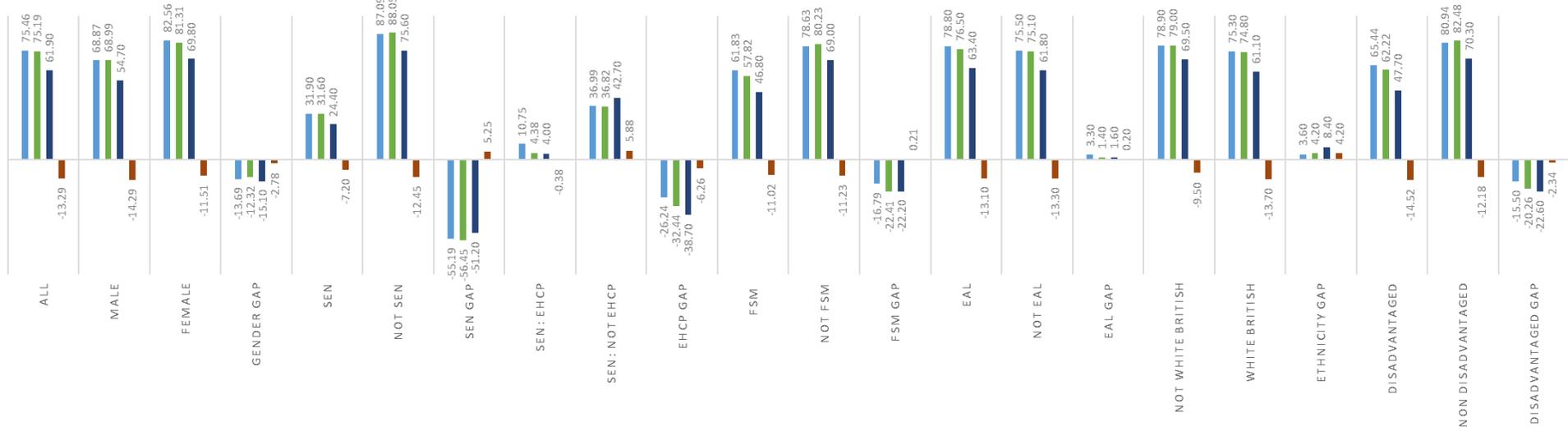
■ % Reading EXS+ 2018 ■ % Reading EXS+ 2019 ■ % Reading EXS+ 2022 ■ 2019/22 Year Comparison



Appendix 2 KS2

% OF KS2 PUPILS ACHIEVING EXS+ IN WRITING

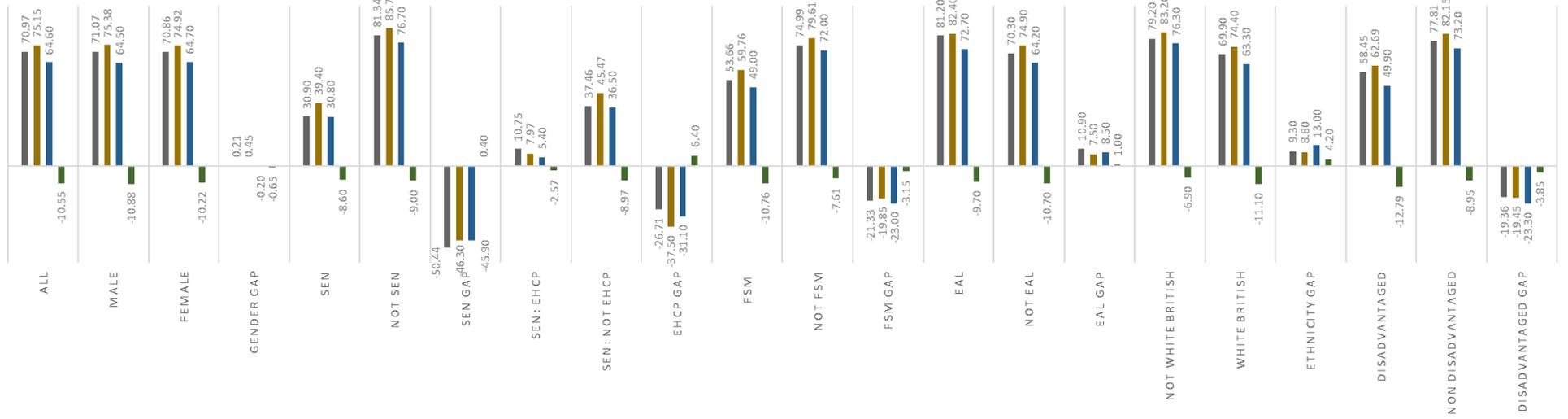
■ % Writing EXS+ 2018 ■ % Writing EXS+ 2019 ■ % Writing EXS+ 2022 ■ 2019/22 Year Comparison



Appendix 3 KS2

% OF KS2 PUPILS ACHIEVING EXS+ IN MATHS

■ % Maths EXS+ 2018 ■ % Maths EXS+ 2019 ■ % Maths EXS+ 2022 ■ 2019/22 Year Comparison



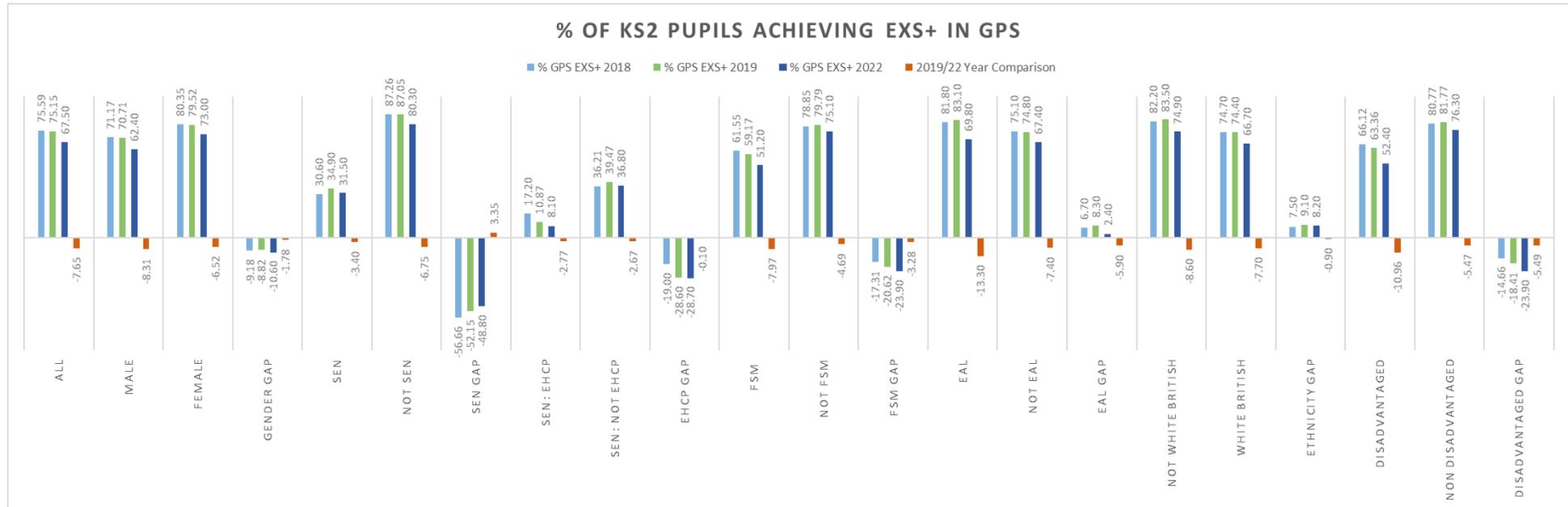
Appendix 4 KS2

% OF KS2 PUPILS ACHIEVING EXS+ IN RWM

■ % RWM EXS+ 2018 ■ % RWM EXS+ 2019 ■ % RWM EXS+ 2022 ■ 2019/22 Year Comparison



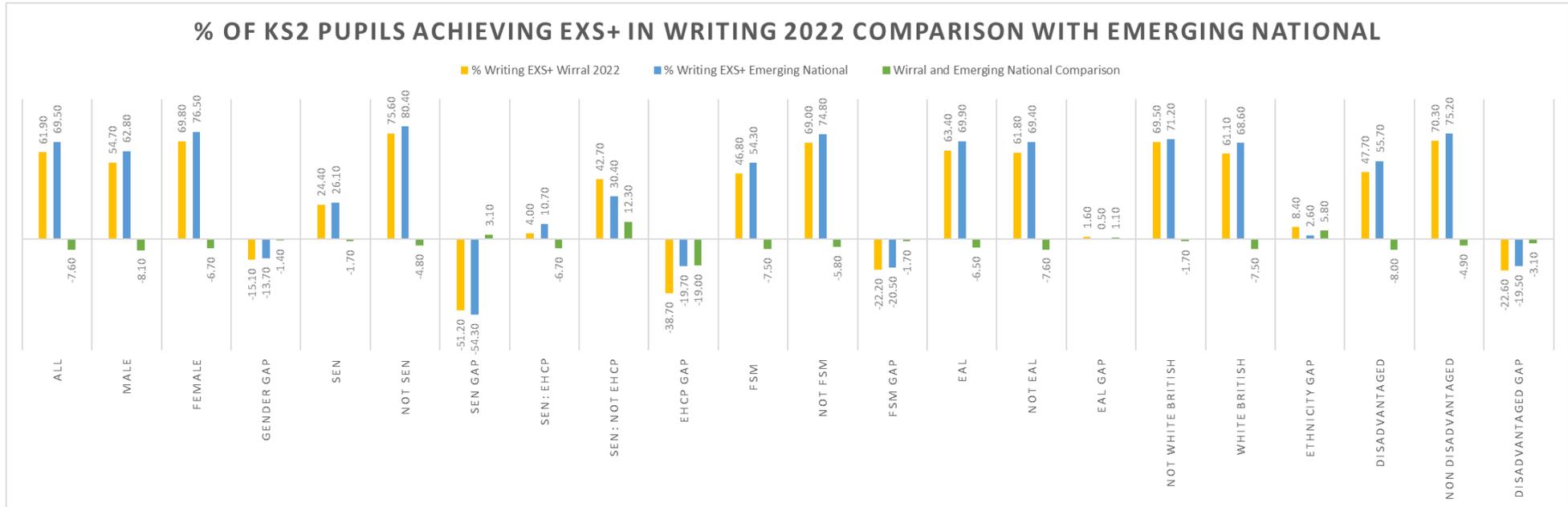
Appendix 5 KS2



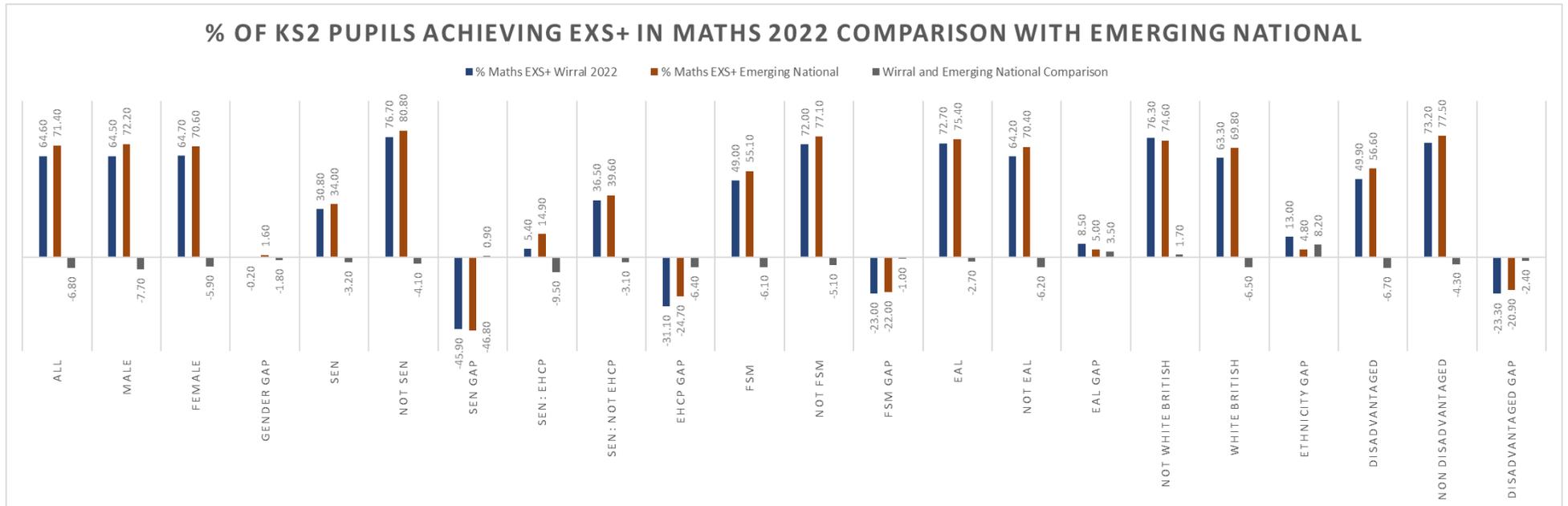
Appendix 6 KS2



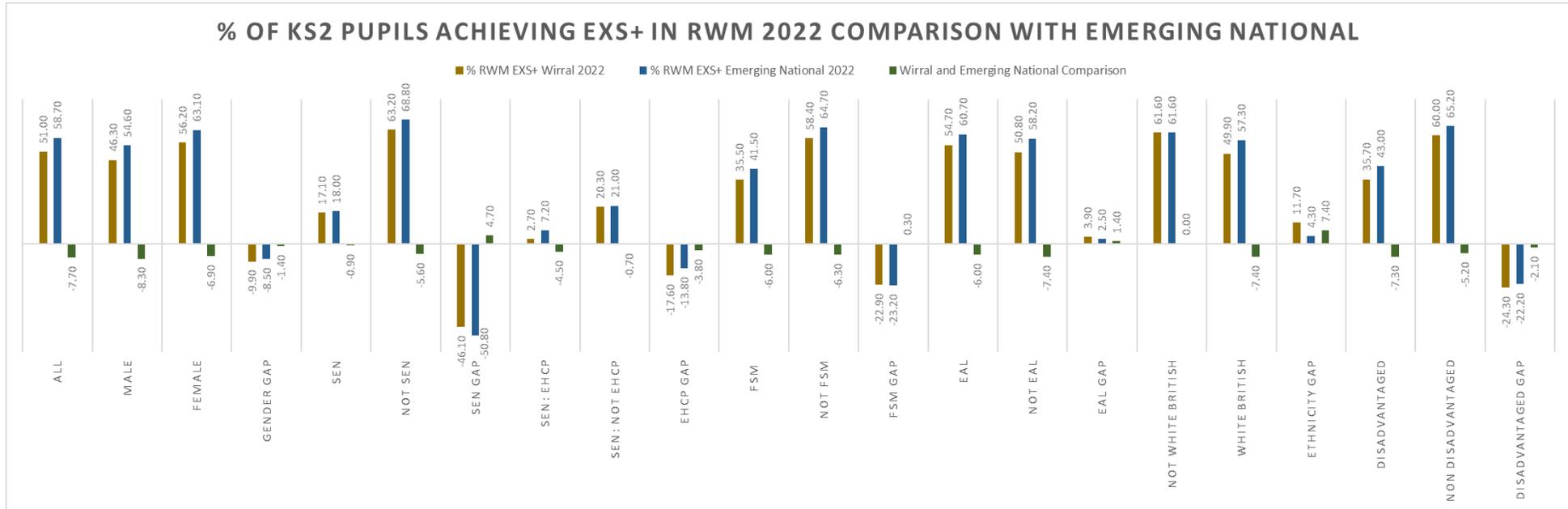
Appendix 7 KS2



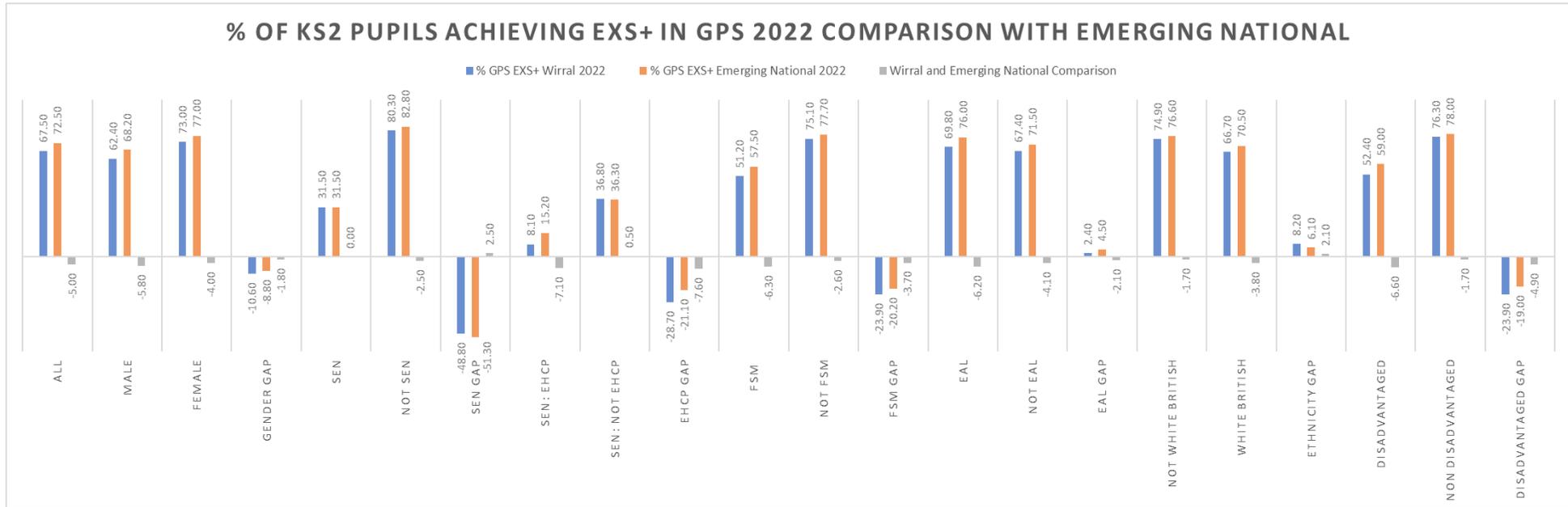
Appendix 8 KS2



Appendix 9 KS2



Appendix 10 KS2



Appendix 11 KS2

Characteristic	% Reading EXS+ 2018	% Reading EXS+ 2019	% Reading EXS+ 2022	2019/22 Year Comparison	% Writing EXS+ 2018	% Writing EXS+ 2019	% Writing EXS+ 2022	2019/22 Year Comparison	% Maths EXS+ 2018	% Maths EXS+ 2019	% Maths EXS+ 2022	2019/22 Year Comparison	% RWM EXS+ 2018	% RWM EXS+ 2019	% RWM EXS+ 2022	2019/22 Year Comparison	% GPS EXS+ 2018	% GPS EXS+ 2019	% GPS EXS+ 2022	2019/22 Year Comparison
All	73.44	69.42	71.10	1.68	75.46	75.19	61.90	-13.29	70.97	75.15	64.60	-10.55	60.11	60.27	51.00	-9.27	75.59	75.15	67.50	-7.65
Male	70.46	64.91	64.90	-0.01	68.87	68.99	54.70	-14.29	71.07	75.38	64.50	-10.88	57.14	56.38	46.30	-10.08	71.17	70.71	62.40	-8.31
Female	76.66	73.86	77.90	4.04	82.56	81.31	69.80	-11.51	70.86	74.92	64.70	-10.22	63.30	64.11	56.20	-7.91	80.35	79.52	73.00	-6.52
Gender Gap	-6.20	-8.95	-13.00	-4.05	-13.69	-12.32	-15.10	-2.78	0.21	0.45	-0.20	-0.65	-6.16	-7.72	-9.90	-2.18	-9.18	-8.82	-10.60	-1.78
SEN	36.40	33.70	37.20	3.50	31.90	31.60	24.40	-7.20	30.90	39.40	30.80	-8.60	17.40	19.60	17.10	-2.50	30.60	34.90	31.50	-3.40
Not SEN	83.05	79.97	83.40	3.43	87.09	88.05	75.60	-12.45	81.34	85.70	76.70	-9.00	71.22	72.26	63.20	-9.06	87.26	87.05	80.30	-6.75
SEN gap	-46.65	-46.27	-46.20	0.07	-55.19	-56.45	-51.20	5.25	-50.44	-46.30	-45.90	0.40	-53.82	-52.66	-46.10	6.56	-56.66	-52.15	-48.80	3.35
SEN: EHCP	20.43	7.97	12.40	4.43	10.75	4.38	4.00	-0.38	10.75	7.97	5.40	-2.57	7.53	2.19	2.70	0.51	17.20	10.87	8.10	-2.77
SEN: Not EHCP	42.95	38.63	42.70	4.07	36.99	36.82	42.70	5.88	37.46	45.47	36.50	-8.97	21.32	22.87	20.30	-2.57	36.21	39.47	36.80	-2.67
EHCP Gap	-22.52	-30.66	-30.30	0.36	-26.24	-32.44	-38.70	-6.26	-26.71	-37.50	-31.10	6.40	-13.79	-20.68	-17.60	3.08	-19.00	-28.60	-28.70	-0.10
FSM	57.04	54.79	58.10	3.31	61.83	57.82	46.80	-11.02	53.66	59.76	49.00	-10.76	41.27	43.01	35.50	-7.51	61.55	59.17	51.20	-7.97
Not FSM	77.25	73.67	77.40	3.73	78.63	80.23	69.00	-11.23	74.99	79.61	72.00	-7.61	64.48	65.28	58.40	-6.88	78.85	79.79	75.10	-4.69
FSM Gap	-20.21	-18.88	-19.30	-0.42	-16.79	-22.41	-22.20	0.21	-21.33	-19.85	-23.00	-3.15	-23.22	-22.27	-22.90	-0.63	-17.31	-20.62	-23.90	-3.28
EAL	71.50	69.10	69.90	0.80	78.80	76.50	63.40	-13.10	81.20	82.40	72.70	-9.70	66.10	65.40	54.70	-10.70	81.80	83.10	69.80	-13.30
Not EAL	73.50	69.40	71.10	1.70	75.50	75.10	61.80	-13.30	70.30	74.90	64.20	-10.70	59.80	60.10	50.80	-9.30	75.10	74.80	67.40	-7.40
EAL Gap	-2.00	-0.30	-1.20	-0.90	3.30	1.40	1.60	0.20	10.90	7.50	8.50	1.00	6.30	5.30	3.90	-1.40	6.70	8.30	2.40	-5.90
Not White British	75.40	75.80	77.10	1.30	78.90	79.00	69.50	-9.50	79.20	83.20	76.30	-6.90	67.50	69.70	61.60	-8.10	82.20	83.50	74.90	-8.60
White British	73.20	68.80	70.40	1.60	75.30	74.80	61.10	-13.70	69.90	74.40	63.30	-11.10	59.40	59.40	49.90	-9.50	74.70	74.40	66.70	-7.70
Ethnicity gap	2.20	7.00	6.70	-0.30	3.60	4.20	8.40	4.20	9.30	8.80	13.00	4.20	8.10	10.30	11.70	1.40	7.50	9.10	8.20	-0.90
Disadvantaged	63.49	57.44	58.90	1.46	65.44	62.22	47.70	-14.52	58.45	62.69	49.90	-12.79	45.68	45.48	35.70	-9.78	66.12	63.36	52.40	-10.96
Non Disadvantaged	78.88	76.15	78.30	2.15	80.94	82.48	70.30	-12.18	77.81	82.15	73.20	-8.95	68.00	68.58	60.00	-8.58	80.77	81.77	76.30	-5.47
Disadvantaged gap	-15.40	-18.72	-19.40	-0.68	-15.50	-20.26	-22.60	-2.34	-19.36	-19.45	-23.30	-3.85	-22.32	-23.10	-24.30	-1.20	-14.66	-18.41	-23.90	-5.49

Appendix 12 KS2

Characteristic	% Reading EXS+ Wirral 2022	% Reading EXS+ Emerging National	Wirral and Emerging National Comparison	% Writing EXS+ Wirral 2022	% Writing EXS+ Emerging National	Wirral and Emerging National Comparison	% Maths EXS+ Wirral 2022	% Maths EXS+ Emerging National	Wirral and Emerging National Comparison	% RWM EXS+ Wirral 2022	% RWM EXS+ Emerging National 2022	Wirral and Emerging National Comparison	% GPS EXS+ Wirral 2022	% GPS EXS+ Emerging National 2022	Wirral and Emerging National Comparison
All	71.10	74.50	-3.40	61.90	69.50	-7.60	64.60	71.40	-6.80	51.00	58.70	-7.70	67.50	72.50	-5.00
Male	64.90	69.50	-4.60	54.70	62.80	-8.10	64.50	72.20	-7.70	46.30	54.60	-8.30	62.40	68.20	-5.80
Female	77.90	79.70	-1.80	69.80	76.50	-6.70	64.70	70.60	-5.90	56.20	63.10	-6.90	73.00	77.00	-4.00
Gender Gap	-13.00	-10.20	-2.80	-15.10	-13.70	-1.40	-0.20	1.60	-1.80	-9.90	-8.50	-1.40	-10.60	-8.80	-1.80
SEN	37.20	37.40	-0.20	24.40	26.10	-1.70	30.80	34.00	-3.20	17.10	18.00	-0.90	31.50	31.50	0.00
Not SEN	83.40	83.90	-0.50	75.60	80.40	-4.80	76.70	80.80	-4.10	63.20	68.80	-5.60	80.30	82.80	-2.50
SEN gap	-46.20	-46.50	0.30	-51.20	-54.30	3.10	-45.90	-46.80	0.90	-46.10	-50.80	4.70	-48.80	-51.30	2.50
SEN: EHCP	12.40	16.30	-3.90	4.00	10.70	-6.70	5.40	14.90	-9.50	2.70	7.20	-4.50	8.10	15.20	-7.10
SEN: Not EHCP	42.70	43.50	-0.80	42.70	30.40	12.30	36.50	39.60	-3.10	20.30	21.00	-0.70	36.80	36.30	0.50
EHCP Gap	-30.30	-27.20	-3.10	-38.70	-19.70	-19.00	-31.10	-24.70	-6.40	-17.60	-13.80	-3.80	-28.70	-21.10	-7.60
FSM	58.10	61.10	-3.00	46.80	54.30	-7.50	49.00	55.10	-6.10	35.50	41.50	-6.00	51.20	57.50	-6.30
Not FSM	77.40	79.30	-1.90	69.00	74.80	-5.80	72.00	77.10	-5.10	58.40	64.70	-6.30	75.10	77.70	-2.60
FSM Gap	-19.30	-18.20	-1.10	-22.20	-20.50	-1.70	-23.00	-22.00	-1.00	-22.90	-23.20	0.30	-23.90	-20.20	-3.70
EAL	69.90	73.20	-3.30	63.40	69.90	-6.50	72.70	75.40	-2.70	54.70	60.70	-6.00	69.80	76.00	-6.20
Not EAL	71.10	74.90	-3.80	61.80	69.40	-7.60	64.20	70.40	-6.20	50.80	58.20	-7.40	67.40	71.50	-4.10
EAL Gap	-1.20	-1.70	0.50	1.60	0.50	1.10	8.50	5.00	3.50	3.90	2.50	1.40	2.40	4.50	-2.10
Not White British	77.10	75.10	2.00	69.50	71.20	-1.70	76.30	74.60	1.70	61.60	61.60	0.00	74.90	76.60	-1.70
White British	70.40	74.20	-3.80	61.10	68.60	-7.50	63.30	69.80	-6.50	49.90	57.30	-7.40	66.70	70.50	-3.80
Ethnicity gap	6.70	0.90	5.80	8.40	2.60	5.80	13.00	4.80	8.20	11.70	4.30	7.40	8.20	6.10	2.10
Disadvantaged	58.90	62.50	-3.60	47.70	55.70	-8.00	49.90	56.60	-6.70	35.70	43.00	-7.30	52.40	59.00	-6.60
Non Disadvantaged	78.30	79.60	-1.30	70.30	75.20	-4.90	73.20	77.50	-4.30	60.00	65.20	-5.20	76.30	78.00	-1.70
Disadvantaged gap	-19.40	-17.10	-2.30	-22.60	-19.50	-3.10	-23.30	-20.90	-2.40	-24.30	-22.20	-2.10	-23.90	-19.00	-4.90