



<u>Committee and Date</u>
Children and Young People's Scrutiny Committee
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<u>Item</u>
<b>9</b>
<u>Public</u>

**Responsible Officer**

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## **Education Performance of Disadvantaged Children**

### **1. Summary**

- 1.1 Closing the gaps between the achievement of disadvantaged pupils and 'other' pupils remains a priority for Shropshire and across the nation. Schools continue to receive additional funding to raise the achievement of disadvantaged pupils through the Pupil Premium. Pupils' achievement consists of 2 elements: attainment and progress. Both elements are identified through performance measures that are specific to the phase or key stage of education.
- 1.2 The report confirms the contextual issues that influence pupils outcomes overall and especially for those who are disadvantaged. These factors include overall levels of achievement, the proportion of disadvantaged pupils within a school or LA cohort, the size of schools compared to the national average, the level of funding that schools receive and the ethnic backgrounds of disadvantaged pupils.
- 1.3 In the Early Years Foundation Stage overall achievement is just above the national averages. The gap between the achievement of disadvantage pupils and other children measured against good levels of development is greater than the national gap but it continues to narrow.
- 1.4 In 2016 achievement at the end of Key Stage 1 is below national averages against most measures although the percentages of pupils achieving beyond the expected standard is above the national averages. Outcomes compare favourably with statistical neighbour averages and gaps between disadvantaged and other pupils are smaller than the national gaps.
- 1.5 At Key Stage 2 achievement has declined overall from 2015. Achievement is weakest in writing where outcomes are below the

national average. Outcomes are broadly in line with the average for statistical neighbours except for writing where assessed outcomes are lower. Gaps between the attainment of disadvantaged pupils and their peers remain wider than the national gaps except for reading, writing and mathematics and science combined where the gaps are smaller.

- 1.6 Attainment at Key Stage 4 is just above the national average and progress is just below the national average. Overall the gaps between achievement of disadvantaged and other pupils have narrowed from 2015 but changes to performance measures limits comparison with the previous year. Closing the gaps at the end of key stage 4 remains a priority for improvement.
- 1.7 The report also identifies the range of actions and interventions undertaken at each phase and key stage of education to raise achievement and close the gaps

## **2. Recommendations:**

Scrutiny Members are asked to consider the information, comment on actions and interventions to reduce the gaps and make any further recommendations to improve outcomes for disadvantaged children. Scrutiny Members might also consider if there is any further work they wish to commission.

## **REPORT**

### **3. Risk Assessment and Opportunities Appraisal**

Not applicable

### **4. Financial Implications**

There are no financial implications

### **5. Background**

- 5.1 Improving outcomes for disadvantaged pupils remains a national education priority. Schools and academies continue to receive additional funding for disadvantaged pupils through the Pupil Premium and Headteachers and governors are expected to monitor the impact of this funding. It is a central focus of the current Ofsted inspection framework. The performance of disadvantaged pupils is measured through comparison with the performance of non-disadvantaged (other) pupils nationally. Raising the achievement of disadvantaged pupils continues to be a priority for Shropshire because the gaps between the

achievement of disadvantaged pupils and their peers has been wider than the national gaps over time, especially at the end of key stage 4.

- 5.2 Ofsted define disadvantaged pupils as those who are or who have been eligible for free school meals (FSM) at any point during the last six years, and those who have been looked after (CLA) continuously for six months. 2016 performance data (RAISEonline) defines disadvantaged pupils as those who have been Eligible for Free Schools Meals (FSM) in the last six years, looked after continuously for 1 day or more; or adopted from care.
- 5.3 The educational performance of disadvantaged pupils focuses on two elements: attainment and progress. Attainment identifies the standards that pupils have reached. Attainment at the end of key stage 2 (age 11) is measured against expected standards and it is assessed through tests and teacher assessment. Attainment at the end of key stage 4 (age 16) is measured against the GCSE grades achieved by pupils across 8 subjects including English and mathematics, and is assessed through examination. Previously attainment was measured against national curriculum levels and GCSE (or equivalent) grades.

Progress identifies the improvement that pupils have made from their individual starting points. For 2016 pupils' progress is measured against all pupils within the same prior attainment group nationally. Progress is relatively more important than attainment in determining the effectiveness of provision for pupils. **The changes to key performance measurements in 2016 limit comparison with data from previous years.**

### **Contextual Factors that influence pupils achievement and gaps in performance of specific groups of pupils**

- 5.4 Contextual factors influence pupils' achievement and gaps in the performance between disadvantaged and other pupils. Understanding these factors is important in order to close the gaps.

Contextual factors include the overall levels of achievement (attainment and progress), the proportion of disadvantaged pupils within a school or LA cohort, the size of schools compared to the national average, the level of funding that schools receive and the ethnic backgrounds of disadvantaged pupils.

- 5.6 Where overall attainment and progress is above national averages there is increased potential for gaps between the performance of disadvantaged pupils and other pupils to be greater than the national average.
- 5.7 The proportion of disadvantaged pupils in Shropshire is below the national average and this results in greater potential for gaps between the achievement of disadvantaged pupils and their peers. The most

recent reliable data confirms that the proportions of disadvantaged children in Shropshire across all key stages are below national averages. Data for each key stage is identified in table 1 below.

Table 1

<b>Percentages of Disadvantaged Children at the end of each key stage in 2015 according to Statistical First Release ( 47/2015 and 6/2015)</b>			
<b>End of key stage</b>	<b>Shropshire</b>	<b>National</b>	<b>Difference</b>
<b>EYFS*</b>	9.59	14.84	-5.25
<b>KS1</b>	20.16	26.37	-6.21
<b>KS2</b>	22.67	31.66	-8.99
<b>KS4</b>	18.97	27.33	-8.36

- 5.8 Shropshire also has a high proportion of primary and secondary schools that are smaller than the national average for each phase of education. 11 percent of primary schools have 50 or less pupils on roll and a further 25 percent of primary schools have 51 -100 pupils on roll. Many of these small schools are located over a wide geographical area. This restricts options for shared use of pupil premium funding and contributes to the diseconomies of scale: the relatively small amounts of funding received by small schools with small cohorts of disadvantaged pupils cannot easily be shared to support wider interventions and increased staffing. 15 of the 20 mainstream secondary schools are below national average size. The small size of Shropshire schools results in diseconomies of scale regarding funding and resourcing.
- 5.9 Funding for Shropshire schools in 2015 / 2016 remained in the lowest 1/3<sup>rd</sup> of LAs across the country (45<sup>th</sup> of 151). The gap between funding for Shropshire and the top 1/3<sup>rd</sup> funded LAs is substantial.
- 5.10 The ethnic background of disadvantaged pupils across Shropshire is predominantly white British. This profile is substantially different to urban and inner-city LAs where the ethnic back ground are substantially more diverse. The challenge of overcoming rural disadvantage in white British pupils is substantially different to tackling multicultural urban deprivation.

## **Educational performance of disadvantaged pupils by key stage**

- 5.11 In the **Early Years Foundation Stage (EYFS)** overall achievement is above national averages and compares favourably with Shropshire's regional and statistical neighbours. In 2015 the gap between the proportion of disadvantaged children attaining good levels of development and other children was 6 percent greater than the national gap. This was because the attainment of disadvantaged children declined by 2 percent and the attainment of 'other' children improved by 4 percent and was 2 percent above the national average. In 2016 the gap between the proportion of disadvantaged pupils achieving a good level of development and their peers narrowed by 2 percent to 22 percent. 4 percent larger than the national gap of 18 percent. Closing the gap at the end of the EYFS remains a key priority for improvement.
- 5.12 **For Phonics at the end of year 1** the gap between outcomes for disadvantaged pupils in Shropshire and other pupils is measured against national outcomes for other pupils. The 2016 the Phonics gap increased by 10 percent from 2015 to 17 percent. Although this places Shropshire 3<sup>rd</sup> when compared to the (10) statistical neighbours, reducing this gap is a high priority.
- 5.13 **Overall attainment at the end of key stage 1** for all pupils in reading is 1 percent below the national average, in writing it is 3 percent below the national average, in mathematics it is 4 percent below the national average and in science it is 2 percent above the national average. The percentages of pupils achieving beyond the expected standard (greater depth) is above the national averages in all of these subjects except for mathematics where it is in line with the national average. This compares favourably with statistical neighbours except for writing and mathematics.
- The performance of pupils eligible for FSM at key stage 1** in reading, writing mathematics and phonics places Shropshire in the top 3 LAs when compared to statistical neighbours. 2016 performance data also confirms that the gap between the attainment of pupils eligible for Free School Meals (FSM) and their peers in reading remains 2 percent smaller than the national gap and in writing the gap is 4 percent smaller than the national gap. In mathematics it is 1 percent smaller than the national gap and in science it is 2 percent smaller than the national gap. For reading, writing and mathematics combined the gap is 7 percent smaller than the national gap and when science is included the gap is 4 percent smaller than the national gap. This is the result of the sharp focus on quality 1<sup>st</sup> teaching and focused intervention in schools and effective challenge and support from the Education Improvement Service
- 5.14 **Overall attainment at the end of key stage 2** in 2016 is 2 percent above the national average in reading and 9 percent below the national average in writing. It is in line with the national average in mathematics

and 3 percent below the national average in science. Pupils' progress is just below expectation in reading and mathematics. It is further below national expectation in writing.

**At age 11** the gap between the attainment of pupils eligible for FSM and their peers in reading remains 1 percent greater than the national gap and in writing the gap is 7 percent greater than the national gap. In mathematics it is 1 percent smaller than the national gap and in grammar, spelling and punctuation it is 3 percent greater than the national gap. For reading, writing and mathematics combined the gap is 7 percent smaller than the national gap and when science is included the gap is 4 percent smaller than the national gap.

- 5.15 2016 performance data also confirms that the gaps between the progress of pupils eligible for FSM and their peers in reading is 2 percent greater than the national gap and in writing the gap is 7 percent greater than the national gap. In mathematics it is 3 percent greater than the national gap.
- 5.16 The key indicators of achievement at the **end of key stage 4** for 2016 are:
- Attainment 8 (the Examination grades attained by pupils across 8 subjects including English and mathematics)
  - Progress 8 (the improvement made by pupils across 8 subject including English and mathematics)

The overall attainment score for Shropshire is 50.5, just above the national score of 49.9. The overall progress score for Shropshire is -0.05, just below the national score of -0.03. Figures for statistical neighbours are not yet available.

- 5.17 The gap in **attainment** between disadvantaged pupils and other pupils nationally (using the Attainment 8 measure) is 11.8. When measured by the proportion of pupils gaining 5+A\*-C grades at GCSE including English and mathematics (%5+A\*-CEM) the gap is 33 percent. This is 1 percent less than the gap in 2015 but 4 percent wider than the gap in 2014. In 2016 the gap between the percentage of disadvantaged pupils attaining a grade C or better in English and their peers nationally has narrowed by 7 percent to 27 percent. In 2016 the gap between the percentage of disadvantaged pupils attaining a grade C or better in mathematics and their peers nationally has narrowed by 4 percent to 25 percent. The gap between the proportion of disadvantaged pupils who achieved the English Baccalaureate and their peers has increased by 2 percent from 2015 to 21 percent in 2016.
- 5.18 In 2016 the way in which progress is calculated changed to reflect the removal of national curriculum levels. Progress is now measured using prior attainment groups from key stage 2 and the average outcome at key stage 4 for each group in each subject.

A score of 0 is achieved where pupils in a school make broadly the same progress that the pupils from a similar prior attainment group make nationally. A positive score means pupils in a school on average make more progress than the pupils from a similar prior attainment group make nationally. A negative score means pupils in a school on average have made less progress than the pupils from a similar prior attainment group make nationally. Meaningful comparison of progress gaps with previous years is therefore not possible.

Performance data for 2016 confirms that the gap between the **progress** made by disadvantaged pupils and their peers nationally between key stage 2 and key stage 4 (using the Progress 8 measure) is -0.54.

### **Actions undertaken to narrow and close the gaps between the achievement of disadvantaged pupils and their peers**

#### **5.19 Early Years Foundation Stage:**

- Thorough analysis of individual Early Years settings
- Multiple network meetings across more than 80 Early Years settings focusing on closing the gap and raising outcomes for children in the lowest 20 percent
- Modular course focusing on improving outcomes for vulnerable groups of children

#### **5.20 Key stages 1 and 2:**

- Rigorous monitoring by attached School improvement Advisers (SIAs) leading to targeted challenge and support for schools with substantial gaps
- Sustained focus on closing the gaps at termly network meetings for English and mathematics
- CPD courses focusing on the new assessment framework, quality 1<sup>st</sup> teaching including planning units of work and grammar, spelling and punctuation
- Focus on closing the gaps at network meetings for mathematics
- CPD courses in mathematics focusing on closing the gaps at the end of key stage 1 (year 2) and key stage 2 (year 6)
- Targeted CPD for subject leaders in the north west of the county focusing on closing the gaps
- Performance outcomes for disadvantaged pupils have been addressed at briefings for Headteachers of primary school.

#### 5.21 Key stage 4:

- Monitoring of early performance data including gaps analysis
- Rigorous monitoring and challenge by attached SIAs of all LA maintained schools and academies that purchase the attached SIA service.
- Annual risk assessment of academies that do not purchase the attached SIA service
- Sharp focus on closing gaps at the termly network meetings for secondary senior leaders and in the termly network meetings for subject leaders, especially in English and mathematics.
- The Secondary Central Policy Group of Headteachers has considered the performance of disadvantaged pupils, across the LA within the context of the new standards and arrangement for assessment.
- Performance outcomes have been addressed at secondary Headteacher briefings

#### 5.22 Multi Agency Work:

The School Family Support Worker pilots in Whitchurch, Oswestry and Ludlow focus on increasing access (attendance) of vulnerable pupils to school, Accelerating the progress of pupils at school and especially in developing literacy skills including reading which provides access to learning across the whole curriculum.

### 6. Additional Information

<b>List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)</b>
1. 2016 performance data: gaps between disadvantaged and other pupils in Shropshire schools and 2015 proportion of disadvantaged pupils
<b>Cabinet Member (Portfolio Holder)</b> David Minnery
<b>Local Member</b> All
<b>Appendices</b> None