

# GROUPS OF PUPILS IN SWINDON:

## 2014/15 ATTAINMENT AND PROGRESS INFORMATION

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Latest (2014/15) attainment and progress information for groups of pupils in Swindon, namely:

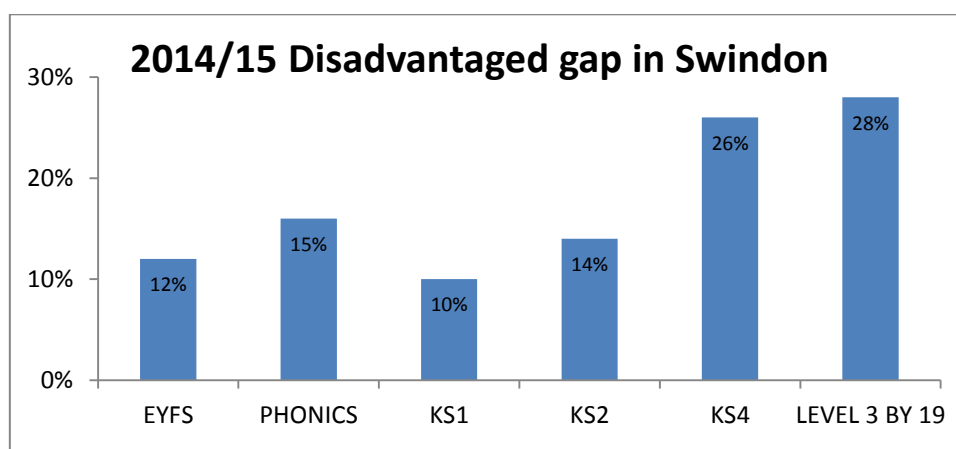
- Disadvantaged pupils
- SEN pupils
- Looked After children
- More Able pupils (those with high prior attainment)

This document includes **some** of the evidence used when assessing educational provision for these groups of pupils, although other important educational outcomes - such as school absence, school exclusions, participation at post-16 - are not covered here.

## SECTION 1 – DISADVANTAGED PUPILS

The definition of Disadvantaged pupils varies across key stages in order to match official publications. Free School Meals eligibility is the definition used for EY Foundation Stage, Key Stage 1 and Post-16. Pupil Premium eligibility is the definition used for Key Stage 2 and Key Stage 4. *Note: the reason why the tables in annex cover the actual **gap** between disadvantaged pupils and their peers instead of covering the **performance** of disadvantaged pupils is because improvement in results does not necessarily reflect a narrowing gap.*

What is the Disadvantage attainment gap like in Swindon according to the latest figures **when looking at the expected attainment** in each stage?



Although with significant differences in all stages, the graph shows that the secondary and post-16 sectors have the greatest of challenges. And despite improvements in the last year or two, over time (say, a 4 year-period) there are stages where the disadvantage gap in Swindon is **not closing**.

Expected attainment by stage	Performance of disadvantaged pupils is improving?		Gap is closing over time? (4 year-period)		Gap closed against previous year?		Gap at least matches latest England's?	
EY Foundation Stage	YES		YES		YES		YES	
Year 1 Phonics	YES		NO		YES		NO	
Key Stage 1	YES		YES		YES		YES	
Key Stage 2	YES		YES		YES		YES	
Key Stage 4	NO		YES		YES		YES	
Level 3 by 19	YES		NO		NO		NO	

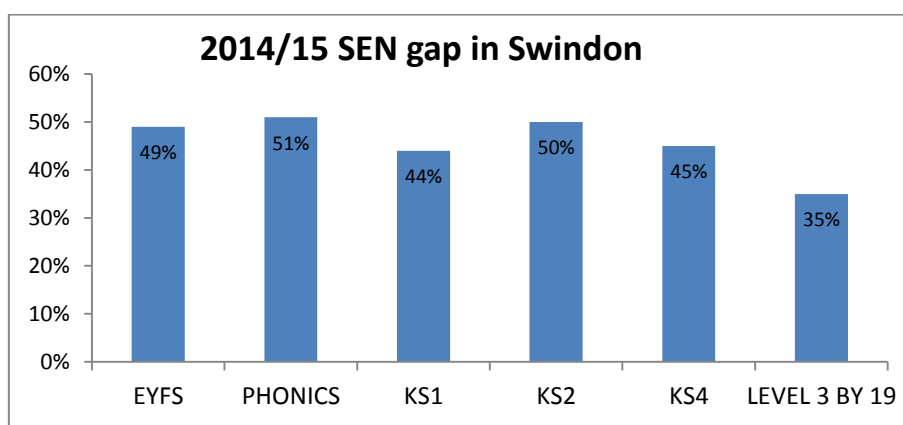
Internal data analysis suggests that the most pressing **local issues/challenges** are:

- A wider than average gap by Year 1 pupils achieving the standard in Phonics
- A wider than average gap in terms of Key Stage 4 pupils making expected progress in English
- A wider than average gap in terms of those that attain Level 3 qualifications by the age of 19
- A wider than average gap by highly able disadvantaged pupils at Key Stage 2 Reading & Maths

## SECTION 2 – SEN PUPILS

SEN pupils in this document and in the tables in annex refer to all pupils recorded with any type of Special Educational Need, combining pupils with different SEN categories (SEN Support, Statement of SEN, and Education, Health and Care Plan) into one group. Further internal analysis provide break down figures by the different SEN types.

What is the SEN attainment gap like in Swindon according to the latest figures **when looking at the expected attainment** in each stage?



The attainment gap between SEN pupils and non-SEN pupils is consistently very high across all stages, with a less pronounced gap at post-16. What are FE providers doing differently given that the **gap is less significant at post-16** in comparison to all other stages?

In terms of the **performance of SEN pupils**, all stages record improving results for SEN pupils over a longer period of time (5 years), although at Key Stage 4 results have fallen in the last 2 academic years - although significant GCSE reforms introduced in the last 2 academic years need to be taken into consideration.

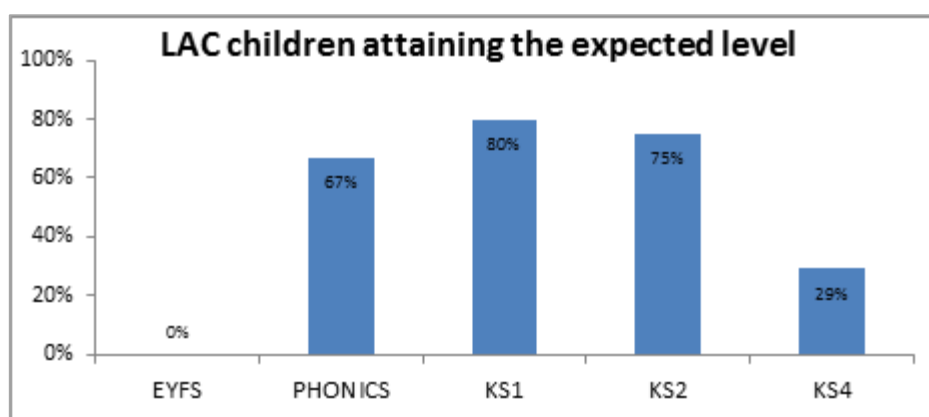
Comparatively, there are some stages and/or some subjects where the **attainment gap for SEN pupils is wider in Swindon than in England**, namely:

- At EY Foundation Stage: a slightly wider gap
- At Year 1 Phonics: a **considerably** wider gap
- English Progress at Key Stage 4: a slightly wider gap
- Maths Progress at Key Stage 4: a **considerably** wider gap

## SECTION 3 – LOOKED AFTER CHILDREN

Comprehensive analysis of the educational outcomes by LAC children, including attainment and progress information, is produced once a year after the DfE publishes its official annual figures. The aim of this section is to provide *an introduction* to the attainment and progress made by LAC children in Swindon across the main indicators. *Note: figures presented here are for children that as at 31<sup>st</sup> of March were continuously looked after for at least 12 months - in order to match DfE's definition - and it differs from the definition used in Raiseonline.*

For those that Swindon LA is the corporate parent for, what is the performance by LAC children according to the latest figures **when looking at the expected attainment** in each stage?



LAC children have considerably lower attainment levels than their peers, in Swindon and nationally. Latest results however show **a much improved picture at most stages of Primary school**, although none achieved the Good Level of Development indicator at Early Years. Traditionally LAC children in Swindon have very low starting points and so tend to have higher progress figures than attainment figures, but there is not much distinction in this year's results. The difference in attainment between Key Stage 2 and Key Stage 4 is apparent.

Although no official figures for 2014/15 have been released yet, when comparing to England's previous year's figures **LAC children in Swindon have better attainment and progress** results in most indicators except at Reading Progress at Key Stage 2. Caution is obviously urged until official 2014/15 figures are published as figures for this group do vary year on year.

While two thirds of LAC children in Swindon in 2014/15 at the end of key stages had SEN, tables in annex show that those **LAC children without SEN had in fact very comparable results to all children** without SEN. Although very small numbers, 75% of LAC children without SEN achieved the expected attainment at Key Stage 2, and at Key Stage 4 83% of LAC children without SEN achieved the expected attainment level.

## SECTION 4 – MOST ABLE

‘Most Able’ students are those with high prior attainment, so a group of students that are only applicable at Key Stage 2 and Key Stage 4 as prior attainment information is not available at other stages.

Most indicators show that over time Most Able pupils in Swindon are obtaining higher results. It is important to mention that Swindon has overall Key Stage 4 attainment and progress figures lower than in England, and so statistically it is likely that any sub-group (ie, the Most Able) will also have lower results than the national average.

### At Key Stage 2

- X** % of Most Able pupils attaining Level 5+ in the key subjects is down by 2%pts and is now 1%pt below England
- X** % of Most Able pupils making the expected Progress in Maths is down by 3%pts and is now 4%pts below England
- ✓** On the other hand, expected Reading Progress was an area of concern in 2013/14 (when Swindon ranked 139<sup>th</sup> out of 150 LAs in England) but 2014/15 results recorded a 5%pts improvement and Swindon is now 1%pt above England
- X** And a different sub-group of the ‘Most Able’ at Key Stage 2 - those that are Disadvantaged - do not seem to be catching up with other ‘Most Able’ pupils and therefore the gap in most Key Stage 2 indicators for this group of students is actually **widening**.

### At Key Stage 4

As mentioned, Key Stage 4 figures for the Most Able need to be analysed in the context that overall Key Stage 4 results in Swindon are below England’s results. Although national results for 2014/15 have not been published as yet, most indicators did not suggest a local issue with this group of students - not more than the differences in the performance of the ‘Middle Able’ and the ‘Low Able’ in Swindon in comparison to the national figures. Still:

- ✓** Attainment by the ‘Most Able’ at 5+ A\*-C including English and Maths is up 2%pts and is now similar to the national average
- ✓** Expected Progress in Maths made by the ‘Most Able’ is up 8%pts and is now similar to the national average
- X** Expected Progress in English by the ‘Most Able’ is however down by 2%pts and is now 3%pts below the national average
- ✓** The Disadvantaged ‘Most Able’ have considerably closed the gap further to ‘Most Able’ non-disadvantaged pupils at Key Stage 4