

DISADVANTAGE ATTAINMENT GAP ACROSS ALL KEY STAGES

Key Stage	Indicator	SWINDON			ENGLAND			2014/15 analysis			Ranking of gap among LAs (2014/15)	
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Narrower than in 2012/13?	Narrower than in 2013/14?	At least matching England's?		
EY Foundation Stage	Good Level of Development	21%	19%	12%	19%	19%		Yes	Yes	Yes		
	AOL Literacy	21%	19%	13%	19%	19%		Yes	Yes	Yes		
	AOL Mathematics	19%	17%	11%	18%	17%		Yes	Yes	Yes		
Key Stage 1 (inc Phonics)	Expected phonics decoding	15%	20%	15%	16%	16%	14%	No	Yes	No	105	
	Level 2 or above in Reading	11%	10%	7%	11%	12%	9%	Yes	Yes	Yes	44	
	Level 2 or above in Writing	13%	11%	9%	15%	14%	12%	Yes	Yes	Yes	27	
	Level 2 or above in Maths	7%	8%	5%	9%	9%	8%	Yes	Yes	Yes	26	
Key Stage 2	Level 4 or above in Reading	16%	9%	6%	11%	10%	9%	Yes	Yes	Yes		
	Level 4 or above in Writing	16%	11%	10%	13%	13%	11%	Yes	Yes	Yes		
	Level 4 or above in Maths	13%	9%	9%	11%	12%	10%	Yes	No	Yes		
	Level 4 or above in GPS	23%	17%	12%	17%	15%	13%	Yes	Yes	Yes		
	At least Expected Progress	in Reading	8%	4%	4%	5%	4%	4%	Yes	No	Yes	
		in Writing	5%	5%	3%	4%	3%	3%	Yes	Yes	Yes	
		in Maths	7%	5%	6%	6%	5%	5%	Yes	No	No	
	More than Expected Progress	in Reading	3%	no gap	no gap				Yes	Yes		
		in Writing	8%	3%	7%	not available			Yes	No		
		in Maths	9%	9%	10%				No	No		
Key Stage 4	5 or more A*-C inc English & Maths	27%	27%	26%	27%	28%		Yes	Yes	Yes		
	Expected English Progress	23%	21%	19%	19%	17%		Yes	Yes	No		
	Expected Maths Progress	26%	22%	23%	23%	23%		Yes	No	Yes		
Post-16	Level 2 by 19	19%	16%		16%	17%		Yes		Yes		
	Level 2 inc English & Maths by 19	31%	27%		27%	27%		Yes		Yes		
	Level 3 by 19	28%	28%		24%	25%		No		No		

FSM eligibility is the definition of disadvantage for EYFS, KS1 and Post-16
Pupil Premium eligibility is the definition of disadvantage for KS2 and KS4

ATTAINMENT GAP FOR HIGH ATTAINING DISADVANTAGED PUPILS

Key Stage	Indicator	SWINDON			ENGLAND			2014/15 analysis	
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Is narrowing against 2012/13?	Is narrowing against 2013/14?
High Attainers Disadvantage gap at KS2 **	Level 5 or above in Reading	6%	14%	8%				No	Yes
	Level 5 or above in Writing	15%	13%	10%				Yes	Yes
	Level 5 or above in Maths	7%	10%	12%	not available			No	No
	Level 5 or above in GPS	7%	6%	8%	available			No	No
	Expected Reading Progress	7%	7%	9%				No	No
	Expected Writing Progress	9%	1%	0%				Yes	Yes
	Expected Maths Progress	1%	6%	10%				No	No



PLEASE NOTE IN ATTAINMENT TERMS, HOWEVER, THAT ATTAINMENT FOR THE MOST ABLE DISADVANTAGED PUPILS HAVE IMPROVED OVER TIME. FOR EXAMPLE, IN TERMS OF MOST ABLE DISADVANTAGED PUPILS ACHIEVING LEVEL 5+ IN COMBINED SUBJECTS OF READING, WRITING AND MATHS:

2012/13	2013/14	2014/15
43%	51%	51%

Key Stage	Indicator	SWINDON			ENGLAND			2014/15 analysis	
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Is narrowing against 2012/13?	Is narrowing against 2013/14?
High Attainers Disadvantage gap at KS4 **	5 or more A*-C inc English & Maths	14%	11%	9%				Yes	Yes
	Expected English Progress	14%	19%	16%	not available			No	Yes
	Expected Maths Progress	21%	18%	10%	available			Yes	Yes

Notes

** Key Stage 2: pupils with higher ability are those above the expected level at Key Stage 1, ie at Level 3 or above (using APS method)

** Key Stage 4: pupils with higher ability are those above the expected level at Key Stage 2, ie at Level 5 or above (using APS method)

Pupil Premium eligibility is the definition of disadvantage for KS2 and KS4

SEN ATTAINMENT GAP ACROSS ALL KEY STAGES

Key Stage	Indicator	SWINDON			ENGLAND			2014/15 analysis		
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Is narrowing over a period of time?	At least matching England's?	Ranking of gap among LAs (2014/15)
EY Foundation Stage	Good Level of Development	46%	51%	49%	42%	47%		No	No	
	AOL Literacy	50%	51%	45%		not avail		Yes	n/a	
	AOL Mathematics	45%	45%	44%		not avail		Yes	n/a	
Key Stage 1 (inc Phonics)	Required standard of phonics decoding	45%	47%	51%	44%	43%	44%	No	No	
	Level 2 or above in Reading	38%	39%	34%	38%	37%	37%	Yes	Yes	
	Level 2 or above in Writing	43%	45%	40%	45%	44%	44%	Yes	Yes	
	Level 2 or above in Maths	32%	31%	24%	30%	30%	31%	Yes	Yes	
Key Stage 2	Level 4 or above in Reading	38%	32%	32%	36%	33%	36%	Yes	Yes	
	Level 4 or above in Writing	55%	44%	42%	49%	45%	45%	Yes	Yes	
	Level 4 or above in Maths	40%	34%	35%	38%	36%	39%	Yes	Yes	
	Expected Reading Progress		16%	17%		15%	19%	No	Yes	
	Expected Writing Progress		15%	13%		14%	15%	Yes	Yes	
	Expected Maths Progress		17%	16%		20%	20%	Yes	Yes	
Key Stage 4	5 or more A*-C inc English & Maths	35%	41%	46%	47%	45%		No	Yes	
	Expected English Progress	25%	30%	29%	31%	28%		No	No	
	Expected Maths Progress	25%	30%	41%	37%	36%		No	No	
Post-16	Level 2 by 19	31%	24%		28%	26%		Yes	Yes	
	Level 2 inc English & Maths by 19	45%	45%		44%	45%		No	Yes	
	Level 3 by 19	36%	35%		37%	37%		Yes	Yes	

Notes

SEN includes all pupils with SEN types (SEN support, SEN Statement and EHC Plan)

LOOKED AFTER CHILDREN ATTAINMENT AND PROGRESS ACROSS ALL KEY STAGES (PROVISIONAL)

Key Stage	Indicator	SWINDON			ENGLAND			2014/15 analysis		
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Improved against 2012/13?	Improved against 2013/14?	At least matching England's (2013/14)?
EY Foundation Stage *	Good Level of Development		33%	not avail						
	AOL Literacy		33%				not available			
	AOL Mathematics		67%							
Key Stage 1 (inc Phonics) *	Required standard of phonics decoding		0%	67%		53%			Yes	Yes
	Level 2 or above in Reading	29%	50%	not avail	69%	71%				
	Level 2 or above in Writing	29%	13%		61%	61%				
	Level 2 or above in Maths	57%	63%		71%	72%				
Key Stage 2 *	Level 4 or above in Reading	50%	60%	75%	63%	68%		Yes	Yes	Yes
	Level 4 or above in Writing	40%	70%	75%	59%	59%		Yes	Yes	Yes
	Level 4 or above in Maths	40%	50%	75%	55%	61%		Yes	Yes	Yes
	Level 4 or above in GPS	20%	50%	57%	45%	49%		Yes	Yes	Yes
	Expected Reading Progress	56%	80%	71%	77%	81%		Yes	No	No
	Expected Writing Progress	67%	80%	86%	81%	82%		Yes	Yes	Yes
	Expected Maths Progress	56%	60%	86%	74%	75%		Yes	Yes	Yes
Key Stage 4	5 or more A*-C inc English & Maths	21%	16%	29%	16%	12%		Yes	Yes	Yes
	Expected English Progress	33%	50%	53%	33%	35%		Yes	Yes	Yes
	Expected Maths Progress	21%	44%	31%	29%	26%		Yes	No	Yes

COHORT SIZE		2012/13	2013/14	2014/15
	EY FOUNDATION STAGE		3	4
	YEAR 1 PHONICS		5	3
	KEY STAGE 1	7	8	5
	KEY STAGE 2	10	10	8
	KEY STAGE 4	19	25	17

*** CAUTION! SMALL COHORT
SIGNIFICANTLY AFFECTING PERCENTAGE
CALCULATIONS IN PRIMARY
ATTAINMENT PHASE**

LOOKED AFTER CHILDREN ATTAINMENT AND PROGRESS ACROSS ALL KEY STAGES - BY SEN STATUS

A DIFFERENT STORY, HOWEVER, FOR LAC CHILDREN WITHOUT SPECIAL EDUCATIONAL NEEDS AS AROUND 3/5 OF LAC CHILDREN HAVE A SEN.

Key Stage	Indicator	2014/15 results	
		ALL LAC CHILDREN	LAC WITH NO SEN
Key Stage 2	RWM at Level 4+	63%	75%
	Expected Reading Progress	71%	75%
	Expected Writing Progress	86%	100%
	Expected Maths Progress	86%	100%
Key Stage 4	5 or more A*-C inc English & Maths	29%	83%
	Expected English Progress	53%	100%
	Expected Maths Progress	31%	80%

→ Some change in performance when excluding LAC children with SEN

→ Huge change in performance when excluding LAC children with SEN

▪ Notable differences in the attainment and progress of LAC children at Key Stage 2 when those that have SEN are excluded. At Key Stage 4, however, the differences are enormous.

▪ This hopefully demonstrates that there are also other important factors behind lower than average attainment outcomes for this group

Notes: LAC children looked after as at 31st March continuously for at least 12 months

There is a difference between DfE's outcomes for LAC children definition and Ofsted's Raiseonline. I have followed the DfE's definition and so all figures relate to LAC children that Swindon LA is the corporate parent for.

MOST ABLE

Most Able students are those with high prior attainment. So at:

- **Key Stage 2:** pupils with higher ability are those above the expected level at Key Stage 1, ie at Level 3 or above (using APS method)
- **Key Stage 4:** pupils with higher ability are those above the expected level at Key Stage 2, ie at Level 5 or above (using APS method)

		Swindon			England			↙ Provisional 2014/15 analysis ↘			
Key Stage	Indicator	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Against 2013?	Against 2014?	Against England?	LA rankings 2013/14
Key Stage 2	Level 5+ Rea, Wri and Mat comb.	58%	68%	66%	63%	67%	67%	↑ 8%	↓ 2%	↓ 1%	76
	At least Expected progress	in Reading			87%	88%	93%	89%	92%	92%	139
		in Writing			94%	96%	98%	94%	95%	96%	71
		in Maths			91%	93%	90%	93%	94%	93%	111
	More than Expected progress	in Reading			8%	8%	7%	↓ 1%	↓ 1%		n/a
		in Writing			36%	36%	39%	↑ 3%	↑ 3%		n/a
		in Maths			37%	39%	40%	↑ 3%	↑ 1%		n/a
Key Stage 4	5+ A*-C inc English & Maths GCSEs	92%	90%	92%	95%	93%		0%	↑ 2%	↓ 1%	121
	At least Expected progress	in English			82%	85%	83%	86%	86%	↓ 3%	77
		in Maths			82%	77%	85%	88%	85%	0%	133

Notes:

Key Stage 4 differences against previous years need to take into consideration significant changes introduced to Performance Tables since 2013/14

Cells in orange show Swindon ranked in the bottom quarter (25%) of LAs in England