

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 13 MARCH 2017

EDUCATIONAL ATTAINMENT OF PUPIL GROUPS VULNERABLE TO UNDERPERFORMANCE 2017

Report by Strategic Lead for Vulnerable Learners

Overall summary:

- Broadly the educational performance for all pupils in Oxfordshire is in line with the national average.
- There continues to be groups of pupils that attain less well than their peers, both in Oxfordshire and nationally.
- In Oxfordshire pupils that are classed as being disadvantaged and also pupils that are at SEN Support perform noticeably less well than similar groups nationally.
- The disadvantaged gap in the Early Years Foundation Stage and at the end of year 1 phonics screening has narrowed over the last year, but still remains wider than the national gap.

Definitions:

Free School Meals (FSM) – a statutory benefit available to school aged children from families who receive other qualifying benefits and who have been through the relevant registration process. This is as recorded in the school census in the January of the relevant year.

Free School Meal gap - difference in attainment between pupils in Oxfordshire that are known to be eligible for free schools meals and that of non-FSM pupils nationally.

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years; children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

Disadvantage gap – difference in attainment between disadvantaged pupils in Oxfordshire and that of non-disadvantaged pupils nationally.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’.

The categories of School Action and School Action plus have been replaced by a single category called **SEN support**.

1. Early Years Foundation Stage Profile (EYFSP)

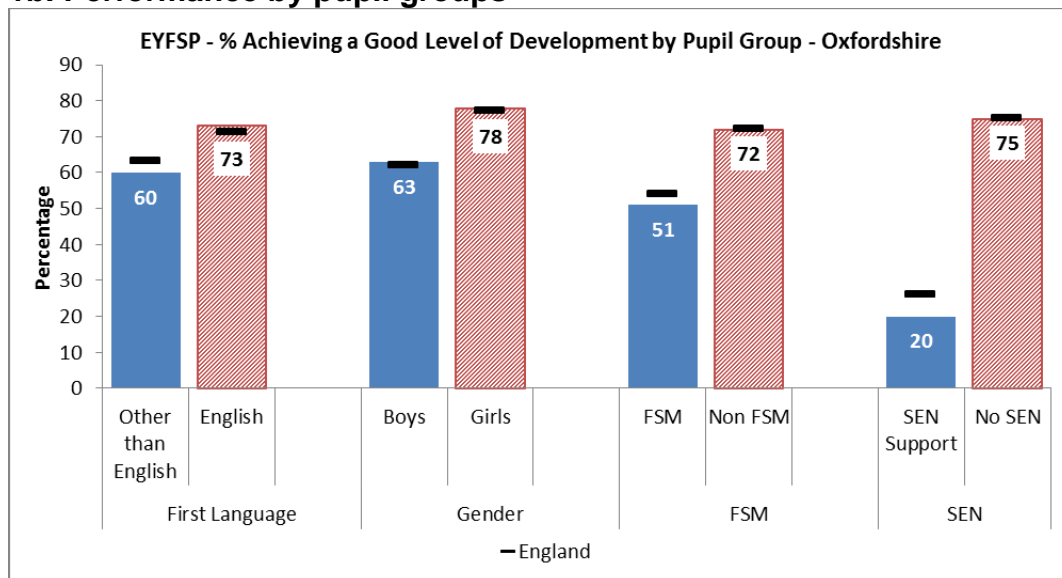
1a. Overall summary:

- In 2016 70% of Oxfordshire children reached a good level of development by the end of the Early Years Foundation Stage. This is an increase from 60% in 2014 and mirrors the trend nationally since the introduction of the Profile. Performance in Oxfordshire is now slightly above the national average but remains slightly below the statistical neighbour average.

Table 1: EYFSP – 3 year trend

	Cohort 2016	% Good level of development		
		2014	2015	2016
Oxfordshire	8042	60	66	70
England		60	66	69
SN average		63	68	71

1b. Performance by pupil groups



- Generally the non-vulnerable groups in Oxfordshire perform in line or above the national average. It is the performance of FSM (51% compared with 54% nationally) and particularly SEN support pupils (20% compared with 26% nationally) where Oxfordshire performs lower than the national figures.

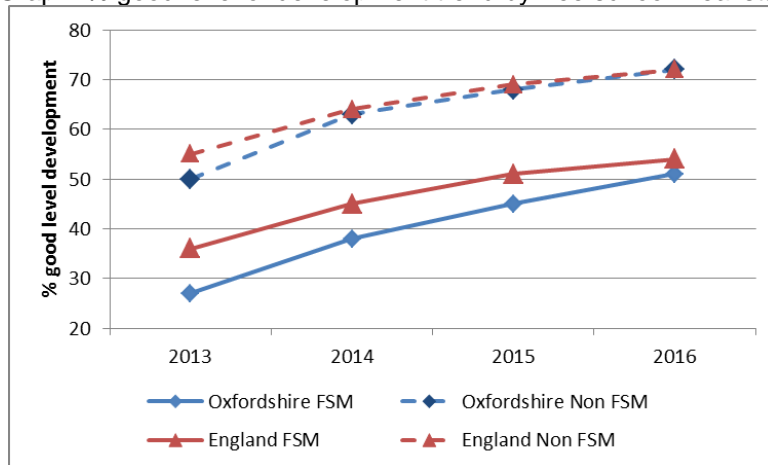
1c. Performance of Free School Meal (FSM) pupils.

Table 2: attainment of FSM pupils - 3 year trend

Cohort		% good level of development			
		2013	2014	2015	2016
		833	733	621	686
FSM gap	Oxfordshire	-28	-26	-24	-21
	England	-19	-19	-18	-18

3. Oxfordshire’s free school meal gap has decreased steadily from 28%pts in 2013 to 21% points in 2016. This is still wider than that nationally.
4. This wider gap is predominantly due to the fact that FSM pupils in Oxfordshire have lower attainment than those nationally. The attainment of non FSM pupils in Oxfordshire has risen to be in line with the same cohort nationally.
5. The number of children known to be eligible for free school meals dropped in 2015 following the introduction of the infant pupil universal entitlement, but rose again slightly in 2016. This pattern was also seen nationally.

Graph: % good level of development trend by free school meal status



6. Out of the 162 schools that had at least one FSM child at the end of EYFS in 2016, 49 schools had a positive gap (i.e. FSM pupils achieved higher than the national non-FSM figure). The majority of these schools only had 1 or 2 FSM pupils though. 113 schools had a negative FSM gap (i.e. FSM pupils had lower performance than the national non-FSM figure).
7. In order for the Oxfordshire FSM gap to be in line with the national FSM gap (18%points) an additional 21 children would have needed to have reached a good level of development.

2. Phonics Screening Checks

2a. Overall summary

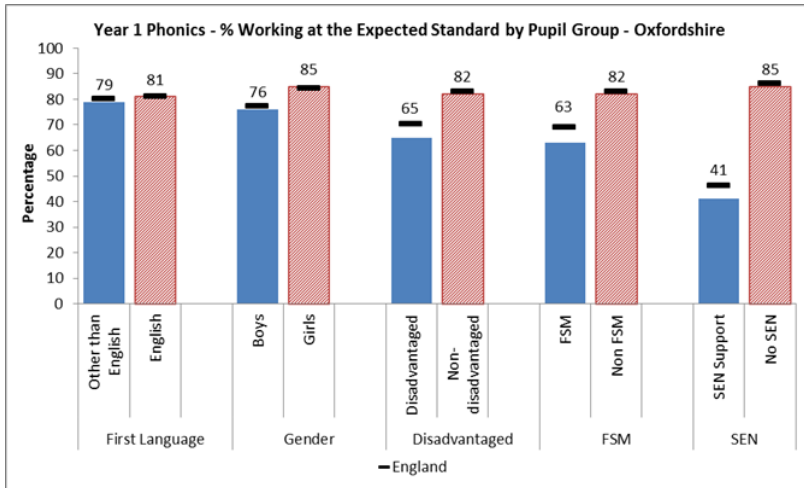
Table 3: Phonics screening (all pupils) - 3 year trend

	Cohort 2016	% Expected standard by end of Year 1		
		2014	2015	2016
Oxfordshire	7574	73	76	80
England		74	77	81
SN average		74	77	80

8. The proportion of children reaching the expected standard in the phonics screening checks has increased in line with that nationally. This means that Oxfordshire remains slightly below the national average.

2b. Performance of vulnerable groups

9. The non-vulnerable groups in Oxfordshire perform broadly in line with the national average. It is the performance of disadvantaged (65% compared with 70% nationally); Free School Meal pupils (63% compared with 69% nationally) and SEN support pupils (41% compared with 46% nationally) where Oxfordshire is lower than the national figures.



10. The performance of SEN support pupils falls in the lowest quartile nationally. The performance of FSM pupils also remains in the lowest quartile nationally but has narrowed from 2015 when Oxfordshire had the second widest gap nationally.

2c. Performance of disadvantaged pupils.

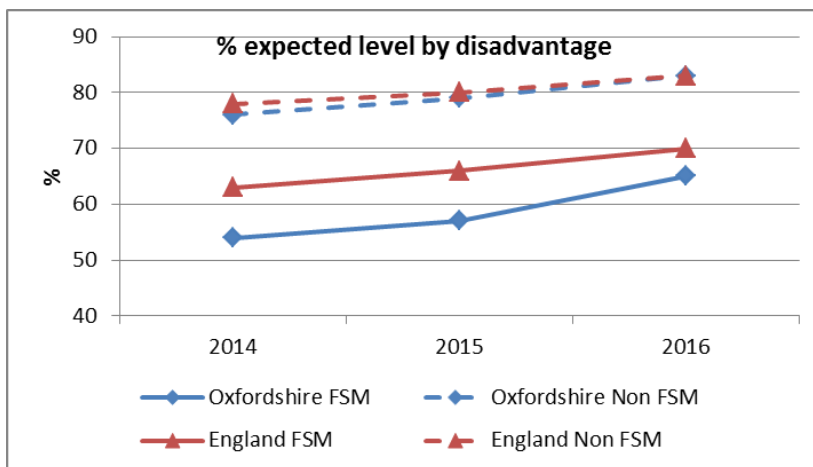


Table 4: Phonics screening by disadvantage - 3 year trend

	Disadvantaged gap (%points)		
	2014	2015	2016
Cohort	1089	1016	911
Oxfordshire	-24	-23	-18
England	-15	-14	-13

11. The disadvantaged gap in Oxfordshire has decreased from 24%points in 2014 (when it was the 5th widest nationally) to 18%points in 2016. The disadvantaged

gap in Oxfordshire has narrowed at a much greater rate than nationally but still remains wider than that nationally (13%points).

12. The performance of disadvantaged children in Oxfordshire remains lower than that of the same cohort nationally, whereas the performance of non-disadvantaged pupils remains in line with the national figure.
13. An additional 42 disadvantaged pupils reaching the expected standard would have been needed in order for the disadvantaged gap in Oxfordshire to be the same as that nationally (13%points).
14. 184 schools had disadvantaged children at the end of year 1 in 2016. Of these, 67 schools had a positive disadvantage gap (performance of disadvantaged children was higher than that of the non-disadvantaged children nationally) – again the majority of these had small disadvantaged cohorts. 117 schools had negative disadvantaged gaps.

3. Key stage 1

3a. Overall summary

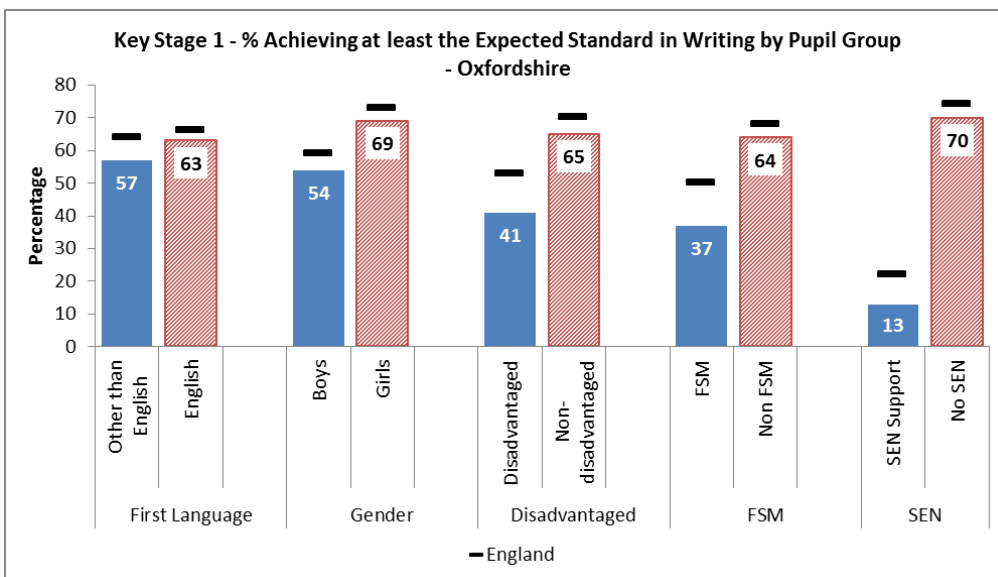
Table 5: key stage 1 attainment -all pupils

	% Expected Standard		
	Reading	Writing	Maths
Oxfordshire	74	62	71
England	74	65	73
Statistical Neighbour average	75	64	72

15. Compared with the national picture, Oxfordshire performs in line with the national average in reading, slightly below in maths but in the lowest 25% of authorities for writing. Oxfordshire also performs below the statistical neighbour average for all three subjects

3b. Performance of pupil groups

(Performance is shown for just writing as it shows the most extreme picture in 2016. Reading and maths show similar patterns.)



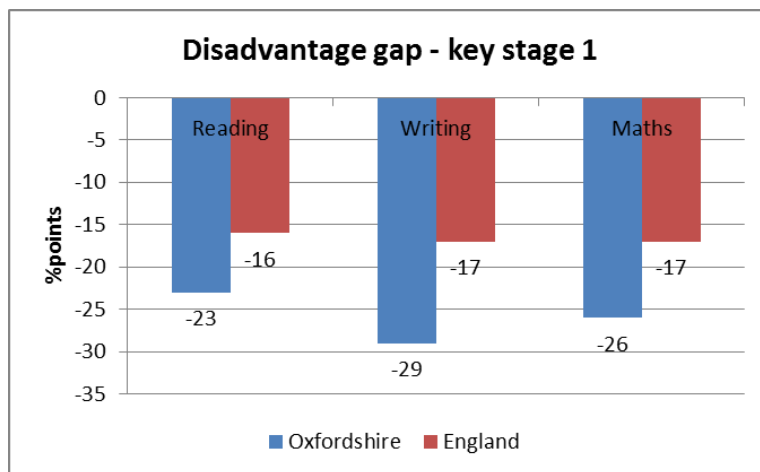
16. In writing all pupil groups fall below the national averages. This is particularly noticeable for disadvantaged pupils (41% compared with 53% nationally), Free School Meal pupils (37% compared with 50% nationally) and SEN support pupils (13% compared with 22% nationally).

3c. Performance of disadvantaged pupils.

Table 6: key stage 1 disadvantaged gap

	Cohort	Disadvantaged gap (%points)		
		Reading	Writing	Maths
Oxfordshire	1128	-23	-29	-26
England		-16	-17	-17

17. The disadvantage gap in Oxfordshire is much wider than that nationally in all 3 subjects. The gap is at its widest in writing (-29%points) which is much more pronounced in Oxfordshire than nationally. The disadvantage gap in Oxfordshire falls amongst the widest 25% of local authorities nationally.



4. Key stage 2

4.a Overall summary

Table 7: key stage 2 attainment -all pupils

	% reaching expected standard			
	Reading, writing and maths	Reading	Writing (TA)	Maths
Oxfordshire	52	68	69	69
England	54	66	74	70
Statistical Neighbour average	54	69	72	69

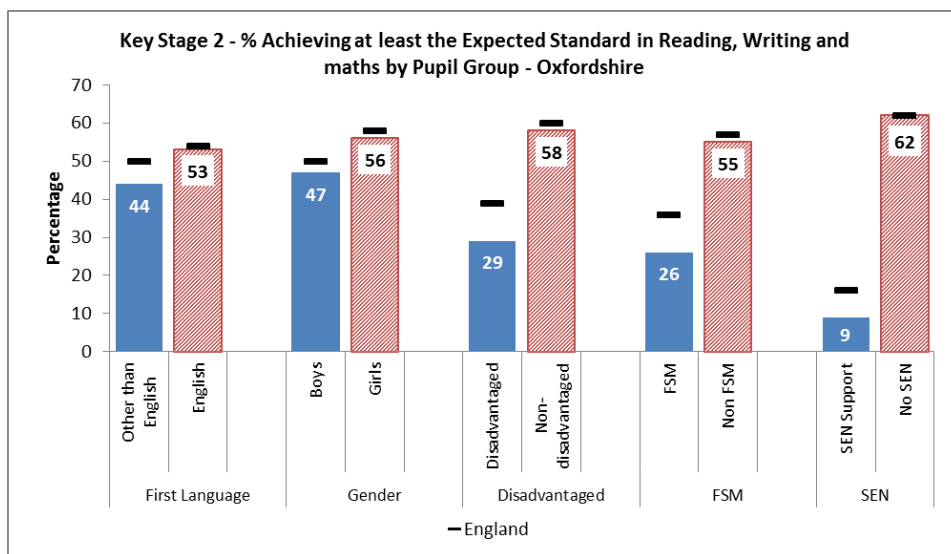
18. Just over half of the pupils in Oxfordshire (52%) reached the expected standard in reading, writing and maths in the new assessment; this is below the national figure of 54%.

19. Pupils in Oxfordshire perform slightly above the national average in reading tests. Oxfordshire’s performance is particularly low in writing (which was teacher assessed) where only 68% of pupils are at the expected standard compared with 73% nationally. Oxfordshire falls in the bottom 25% of local authorities for this measure.

4b. Performance of pupil groups

20. All the pupil groups perform below the national average reflecting the fact that Oxfordshire’s KS2 performance is slightly below that nationally.

21. Again the performance of disadvantaged, FSM and SEN support pupils in Oxfordshire falls below that of the same cohorts nationally.



4c. Performance of disadvantaged pupils

Table 8: key stage 2 disadvantage gap

	Cohort	Disadvantaged gap (% points)			
		Reading, writing & maths	Reading	Writing	Maths
Oxfordshire	1438	-31	-26	-30	-26
England		-21	-20	-15	-18
Number of additional pupils required to 'close the gap'		143	86	215	115

* for the disadvantage gap in Oxfordshire to be the same as that nationally.

22. The disadvantaged gap for the main performance measure is 31%points. This is considerably wider than the national gap (21%points). Only 4 Local Authorities have a wider Key Stage 2 disadvantage gap; Dorset, Bedford, York and West Sussex.

23. The gap is considerable in all the separate subjects and is at its widest in writing (30%points) where it is double that nationally.
24. In order for the disadvantaged gap to be in line with that nationally, an additional 143 pupils would need to have reached the expected standard in all three of reading, writing and maths. In order to meet the national gap for individual subjects, the additional numbers of pupils needing to reach the expected standard varies from 86 pupils in reading to 215 pupils in writing.

5. Progress key stage 1 - 2

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. From 2016 progress has moved to a value added measure, which means that each pupil's results are compared to the actual achievements of other pupils nationally with similar prior attainment.

The average progress scores nationally are zero.

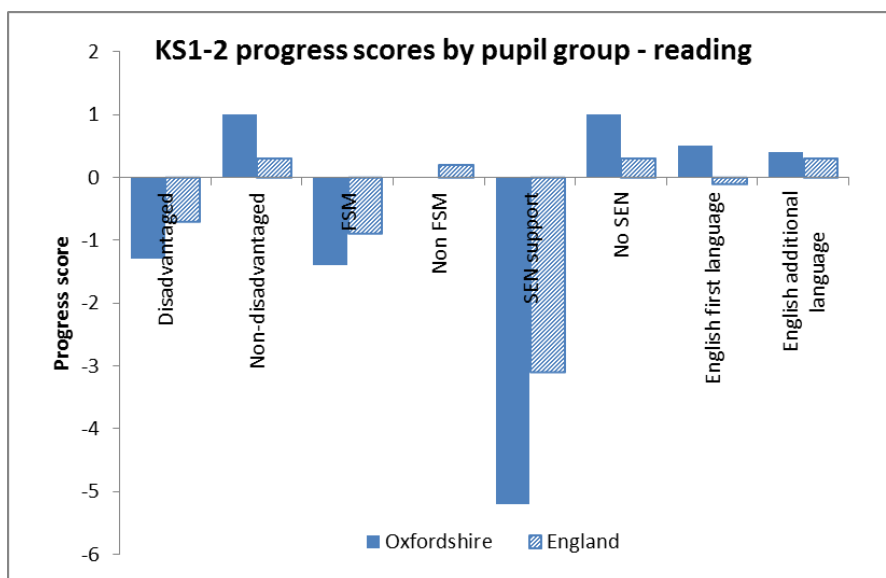
If a school has a progress score of zero it indicates that on average all the children made the same progress as similar pupils nationally.

A positive progress score indicates that on average, pupils in a school (or county or a group) made more progress than other pupils who had similar starting points.

A negative progress score indicates that on average pupils made less progress than other pupils who had similar starting points

25. The progress scores for Oxfordshire overall shows a mixed picture, reflecting the pattern in attainment where Oxfordshire performed more strongly in reading but performance in writing falls noticeably below that nationally.

5a. Progress scores for pupil groups (reading)

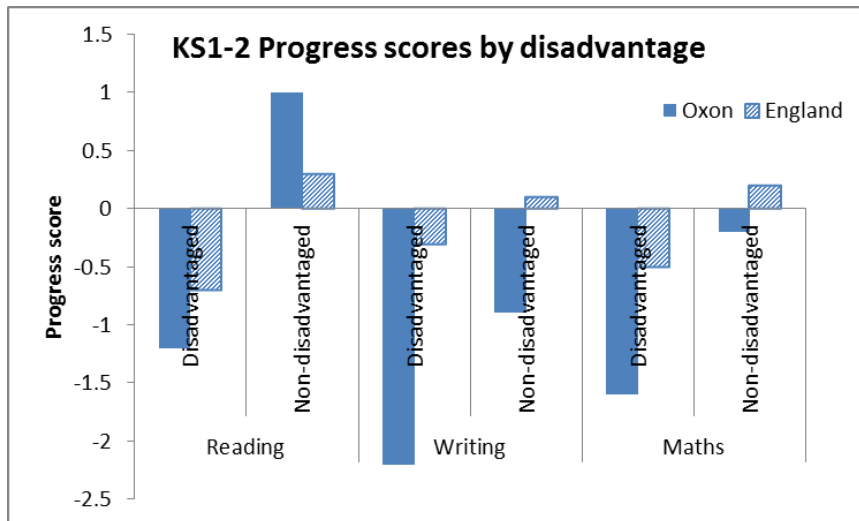


26. In all cases cohorts of pupils that are prone to underachievement make less progress

(bar falls below the x axis) than their corresponding non vulnerable cohorts (bar falls above the x axis).

27. With the exception of pupils for whom English is an additional language (EAL), vulnerable pupils in Oxfordshire make less progress than the same cohorts nationally. This is most noticeable for pupils with SEN support where the average progress score in Oxfordshire is -5.2 compared with -3.1 nationally.

5b. Progress scores for disadvantaged children



28. Nationally disadvantaged pupils make less progress than their non-disadvantaged peers in all subject areas.
29. Progress scores in writing across Oxfordshire were significantly lower than that nationally in 2016. This is reflected in the fact that the non-disadvantaged cohort in Oxfordshire made less than average progress. This is also true in maths.
30. Disadvantaged pupils in Oxfordshire make less progress than disadvantaged pupils nationally in all three subject areas. This is most striking in writing where the average progress score in Oxfordshire is -2.2 compared with -0.3 nationally.

6. Key Stage 4 (GCSEs)

A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are:

- Attainment 8,
- Progress 8,
- Attainment in English and Maths (A*-C)

Progress8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils’ achievement (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior’ attainment).

Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is zero. A positive Progress 8 score indicates that on average pupils within a school (or group) have made more progress than similar pupils nationally

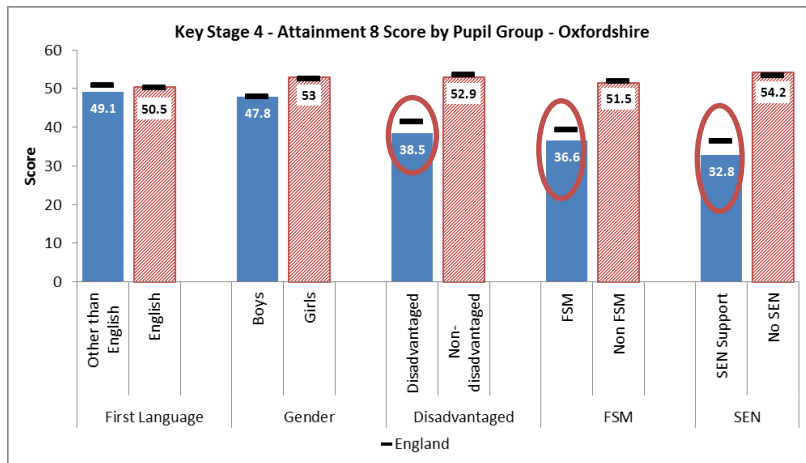
6a. Attainment 8 overall picture

Table 9: key stage 4 attainment -all pupils

	Average Attainment 8 score per pupil	Progress 8 Score	A*-C English & Maths
Oxfordshire	50.3	0.02	65%
England	49.8	-0.03	63%
Statistical Neighbour average	51.8	0.04	67%

- 31. The Attainment 8 score for Oxfordshire is 50.3 (broadly equivalent to 8 C grades). Although this is slightly above the national figure (49.8) it is the lowest of the statistical neighbour group. Buckinghamshire has the highest Attainment 8 score (55.3).
- 32. Oxfordshire’s Progress 8 figure of 0.02 means that on average pupils in the county are making slightly more progress than pupils with the same prior attainment nationally.

6b. Attainment 8 by pupil groups



- 33. Attainment 8 scores reflect a similar picture to that at other key stages, where the non vulnerable groups perform broadly in line with the same cohorts nationally, whereas disadvantaged, Free School Meal (FSM) and SEN Support pupils have lower performance than those nationally.
- 34. The performance of SEN Support pupils at KS4 falls in the lowest quartile nationally.

6c. Performance of disadvantaged pupils

Table 10: key stage 4 attainment of disadvantaged pupils

Cohort	Attainment 8 score	Progress 8 score	% A*-C Eng & maths

ESC8

		Oxon	England	Oxon	England	Oxon	England
Disadvantaged pupils	1065	38.5	41.2	-0.44	-0.38	38.6	71.5
Non-disadvantaged pupils		52.9	53.5	0.11	0.11	43.2	71.0

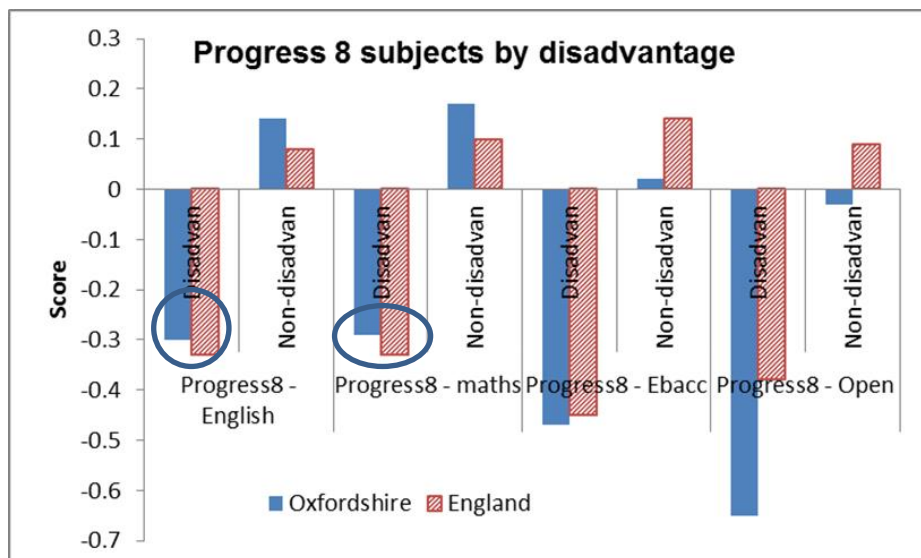
35. Disadvantaged pupils in Oxfordshire make approximately half a grade (-0.44) less progress and have correspondingly lower attainment (average of high E grade across 8 subjects) than disadvantaged pupils nationally.

36. The Attainment8 disadvantaged gap in Oxfordshire in 2016 is 1.5 GCSE grades.

This means that on average disadvantaged pupils in Oxfordshire achieve 1.5 GCSE grades lower than national non-disadvantaged pupils.

37. The progress8 score for disadvantaged pupils in Oxfordshire is -0.44. This means that on average, this cohort of pupils achieve 0.44 of a grade lower than other pupils with the same starting point nationally. This is slightly below the national progress8 score of -0.38.

The progress8 score for disadvantaged groups across the country varies from -1.14 in Knowsley to +0.27 in Westminster. Oxfordshire falls in the 3rd quartile nationally for this measure.



38. The individual components of progress8 show an interesting pattern in Oxfordshire. Although disadvantaged pupils make significantly less progress than their peers, disadvantaged pupils in Oxfordshire make slightly more progress in English and in maths than disadvantaged pupils do nationally.

39. However it is in the EBacc subjects and especially in the Open element where the progress of disadvantaged pupils in Oxfordshire is noticeably lower than elsewhere.

40. 38.6% of disadvantaged pupils in Oxfordshire achieve GCSEs in English and maths at grades A*-C. This compares with 43.2% of disadvantaged pupils nationally and 71% of non-disadvantaged pupils nationally. This means that over 650 disadvantaged pupils leave school without GCSE English and maths.

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