

Attainment of disadvantaged pupils and other pupils 2014-15 - Key Stage 1

Table 6.1.1: Closing the Gaps Trend - Disadvantaged pupils (KS1.CTGT)

Average point scores by disadvantaged pupils

All subjects	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	12	13.2	16.3	-3.1	14	15.0	16.4	-1.4	21	15.3	16.6	-1.3
Other pupils	46	16.5		0.2	45	16.3		-0.1	38	16.3		-0.3
Within school gap		-3.3				-1.3				-1.0		

Reading												
Disadvantaged pupils	12	13.3	16.8	-3.5	14	15.0	17.0	-2.0	21	15.7	17.1	-1.4
Within school gap		-3.7				-1.4				-1.3		

Writing												
Disadvantaged pupils	12	12.2	15.5	-3.3	14	14.9	15.6	-0.7	21	15.0	15.8	-0.8
Within school gap		-3.6				-0.8				-0.9		

Mathematics												
Disadvantaged pupils	12	14.2	16.5	-2.3	14	15.1	16.7	-1.6	21	15.3	16.9	-1.6
Within school gap		-2.4				-1.6				-0.7		

- This table shows that over the past three years the impact of Pupil Premium funding has narrowed the gap between disadvantaged pupils (Pupil Premium) and other pupils both in school and against 'other' pupils nationally in attainment at Key Stage 1 (Year 2).
- In 2014-15 the attainment gap in all subjects closed by 0.1 average points score but attainment of pupils actually rose.
- In 2014-15 in Reading the attainment gap closed by 0.6 average points scores.
- In 2014-15 in Writing the attainment gap widened by 0.1 average point score but attainment actually rose in comparison to the previous year.
- In 2014-15 in Mathematics the attainment gap remained the same but again attainment improved on the previous year.
- The 'in school' gap between our own disadvantaged pupils and other pupils also reflects this very pleasing improving trend.

Attainment of disadvantaged pupils and other pupils 2014-15 - Key Stage 2

Closing the Gaps at Key Stage 2

Average Point Scores												
Overall	2013				2014				2015			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	26	25.6	29.1	-3.5	18	26.5	29.4	-2.9	25	27.2	29.5	-2.3
Other pupils	28	27.5	29.1	-1.6	41	28.9	29.4	-0.5	35	29.5	29.5	0.0
Within school gap		-1.9				-2.4				-2.3		
Mathematics												
Disadvantaged pupils	26	25.8	29.5	-3.7	18	27.7	29.8	-2.1	25	27.2	29.8	-2.6
Other pupils	28	27.0	29.5	-2.5	41	29.3	29.8	-0.5	35	29.1	29.8	-0.7
Within school gap		-1.2				-1.6				-1.9		
Reading												
Disadvantaged pupils	26	24.7	29.2	-4.5	18	25.3	29.7	-4.4	25	27.2	29.6	-2.4
Other pupils	28	26.4	29.2	-2.8	41	27.9	29.7	-1.8	35	30.6	29.6	1.0
Within school gap		-1.7				-2.6				-3.4		
Writing (TA)												
Disadvantaged pupils	26	25.8	28.3	-2.5	18	25.3	28.6	-3.3	25	27.2	28.9	-1.7
Other pupils	28	29.6	28.3	1.3	41	29.0	28.6	0.4	35	29.4	28.9	0.5
Within school gap		-3.8				-3.7				-2.2		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	26	23.3	28.8	-5.5	18	26.3	29.4	-3.1	25	28.2	29.9	-1.7
Other pupils	28	26.4	28.8	-2.4	41	29.3	29.4	-0.1	35	32.0	29.9	2.1
Within school gap		-3.1				-3.0				-3.8		

- This table shows that over the past three years the impact of Pupil Premium funding has narrowed the gap between disadvantaged pupils (Pupil Premium) and other pupils nationally in attainment at Key Stage 2 (Year 6)
- In 2014-15 the attainment gap in all subjects closed by 0.6 average points score and attainment of pupils rose when compared to the previous year.
- In 2014-15 in Reading the attainment gap closed by 2.0 average points scores. (This represents an excellent level of improvement)
- In 2014-15 in Writing the attainment gap closed by 1.6 average point score and attainment rose in comparison to the previous year.
- In 2014-15 in Mathematics the attainment gap widened by 0.5 average point scores but attainment was equivalent to the previous year and the same as other pupils in the school.
- In 2014-15 in English Grammar, Punctuation and Spelling the attainment gap narrowed by 1.4 average point scores. This is a very good improvement on the previous year.
- The overall 'in school' gap between our own disadvantaged pupils and other pupils also reflects this very pleasing improving trend. This can vary year on year as the abilities of each year group are different.
- Narrowing the attainment gap between other pupils and disadvantaged pupils in Mathematics will be our main focus for 2015-16 at KS1 and KS2.

Percentage of pupils making expected progress or more

Disadvantaged pupils and other pupils

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2.
Above expected progress means that pupils have made three levels progress or more.

Mathematics

Expected Progress - mathematics



Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Mathematics Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress													
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other) pupils % Achieving Expected Progress	National (Other) pupils % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other) pupils % Achieving More Than Expected Progress	National (Other) pupils % Achieving More Than Expected Progress										
Mathematics	Other or no prior available	0	0	0	0	0	0	0	0	0	0	0	0%	0%	64%	-	-	-	-										
	W	0	0	0	0	0	0	0	0	0	0	0	0%	0%	50%	0	0%	0%	21%										
	1	0	0	0	0	0	3	5	0	0	8	8	100%	100%	83%	5	63%	100%	44%										
	2	2C	0	0	0	0	1	1	0	0	2	1	50%	100%	77%	0	0%	0%	9%										
		2B	0	0	0	0	0	7	3	0	10	10	100%	100%	94%	3	30%	17%	27%										
		2A	0	0	0	0	0	3	2	0	5	5	100%	100%	99%	2	40%	45%	60%										
	3	0	0	0	0	0	0	0	0	0	0	0%	100%	91%	0	0%	100%	36%											
	4	0	0	0	0	0	0	0	0	0	0	0%	0%	99%	-	-	-	-											
Summary											25	24	96%	100%	91%	10	40%	37%	37%										
											Total Cohort of Disadvantaged pupils	25																	

Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort.

Full details of the methodology used can be found in the Library.

This chart shows that in 2014-15 the 'disadvantaged' pupils at Netherbrook made significantly better progress than 'other' pupils nationally in Mathematics.

Percentage of pupils making expected progress or more

Disadvantaged pupils and other pupils

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2.
Above expected progress means that pupils have made three levels progress or more.

Writing

Expected Progress - writing

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Writing Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS1 Writing Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	18%	-	-	-	-	
	W		0	0	0	1	1	0	0	0	2	2	100%	0%	67%	1	50%	0%	42%	
	1		0	0	0	0	1	5	0	0	6	6	100%	100%	95%	5	83%	100%	60%	
	2	2C		0	0	0	0	0	7	1	0	8	8	100%	100%	91%	1	13%	0%	11%
		2B		0	0	0	0	0	5	2	0	7	7	100%	100%	98%	2	29%	35%	34%
		2A		0	0	0	0	0	0	1	0	1	1	100%	100%	100%	1	100%	75%	69%
	3		0	0	0	0	0	0	1	0	1	1	100%	100%	93%	0	0%	0%	13%	
	4		0	0	0	0	0	0	0	0	0	0	0%	0%	77%	-	-	-	-	
Summary											25	25	100%	100%	95%	10	40%	46%	37%	

Total Cohort of Disadvantaged pupils	25
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

This chart shows that in 2014-15 the 'disadvantaged' pupils at Netherbrook made significantly better progress than 'other' pupils nationally in Writing. 100% of all pupils made expected progress and a higher percentage of our disadvantaged pupils vs other pupils nationally made more than expected progress.

Percentage of pupils making expected progress or more

Disadvantaged pupils and other pupils

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2.
Above expected progress means that pupils have made three levels progress or more.

Reading

Expected Progress - reading

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Reading Level									Total No. of Disadvantaged pupils	Expected Progress				More than expected progress													
		Sub Level	Other or No KS2 Result	W	1	2	3	4	5	6		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress										
KS1 Reading Level	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0%	0%	3%	-	-	-	-										
	W		0	0	0	0	1	0	0	0	1	1	100%	0%	61%	1	100%	0%	31%										
	1		0	0	0	2	0	2	0	0	4	2	50%	100%	86%	2	50%	100%	64%										
	2	2C		0	0	0	0	1	4	1	0	6	5	83%	100%	85%	1	17%	50%	19%									
		2B		0	0	0	0	0	7	1	0	8	8	100%	100%	96%	1	13%	47%	36%									
		2A		0	0	0	0	0	1	4	0	5	5	100%	100%	99%	4	80%	75%	64%									
	3		0	0	0	0	0	0	1	0	1	1	100%	100%	90%	0	0%	0%	1%										
4		0	0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-											
Summary											25	22	88%	100%	92%	9	36%	51%	33%										
											Total Cohort of Disadvantaged pupils	25																	

Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

This chart shows that in 2014-15 the 'disadvantaged' pupils at Netherbrook made similar progress than 'other' pupils nationally in Reading. A higher percentage of Disadvantaged pupils at Netherbrook also made more than expected progress than 'other' pupils nationally.

Summary

Disadvantaged pupils at Netherbrook make excellent progress in all subjects and achieve very well against 'other' pupils nationally. Their attainment is similar to disadvantaged pupils nationally and the gap in attainment between our disadvantaged pupils and 'other' pupils nationally has narrowed significantly over recent years. This demonstrates that the pupil premium funding received by the school is well spent and is improving the education of some of our most vulnerable pupils.