

## Analysis of the educational achievement of vulnerable groups to support the vulnerable learners strategy

### Introduction

The following information could be considered for inclusion in the Strategy for Vulnerable Learners. It could be included in the section “Why is this strategy needed” highlighting the key issues for Warwickshire.

The national curriculum Key Stage assessments sat by children and young people throughout their school life helps parents, schools and Local Authorities ensure that they are achieving to a high standard and reaching their potential irrespective of circumstance and location. Warwickshire’s attainment levels are good and continue to improve year on year. Results are higher than national averages and are often above or in line with our similar councils across all Key Stages. The challenges lie with closing the gaps in attainment and achievement between vulnerable groups of children and their peers.

### Facts, Figures and Findings

Warwickshire’s performance data shows that the most vulnerable groups are those defined by the DfE as ‘disadvantaged’ (free school meal eligible and/or looked after) and those with Special Educational Needs. These are the key groups that Warwickshire should support and focus on. Whilst those pupils whose first language is not English and those from different ethnic groups face their own challenges, the data does not necessarily support significant underperformance by these groups.

### Disadvantaged Pupils (Free School Meal and Looked After)

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable. When comparing Key Stage 2 and Key Stage 4 data, these ‘disadvantaged pupils’ as defined by the DfE, underperform compared to their peers. The DfE define ‘disadvantaged pupils’ as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA).

Figure 1: Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

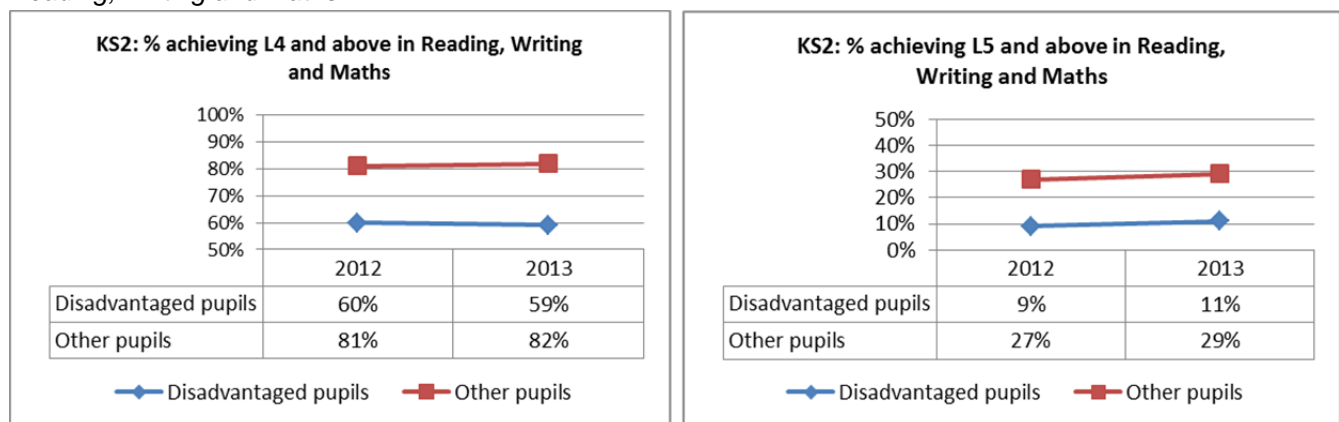


Figure 2 : Percentage of disadvantaged and other pupils achieving level 4 and above and level 5 and above in Reading, Writing and Maths

		R/W/M % achieving L4 and above					R/W/M % achieving L5 and above		
		Disadv Pupils	Other Pupils	Gap			Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	60%	81%	21%	Warwickshire	2012	9%	27%	18%
	2013	59%	82%	23%		2013	11%	29%	18%
Similar Councils	2012	58%	80%	22%	Similar Councils	2012	8%	24%	16%
	2013	59%	81%	22%		2013	9%	26%	17%
England	2012	61%	80%	19%	England	2012	9%	24%	15%
	2013	63%	81%	18%		2013	10%	26%	16%

The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in Reading, Writing and Maths has grown by 2 percentage points (21% to 23%) in the past two years whilst the national gap has fallen by 1% (from 19% to 18%) over the same period of time. Encouragingly, the attainment of disadvantaged pupils achieving above the nationally expected level (achieving a Level 5) has increased by 2% between 2012 and 2013; however the attainment of other pupils has also increased maintaining rather than 'closing' the gap, which holds at 18%. At this level nationally, the gap has grown by 1%, from 15% to 16%, however it still remains lower than Warwickshire's gap.

The disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 increased slightly in Reading and Writing between 2012 and 2013 and remained static at 10 percentage points in Maths. Compared to Warwickshire, at a National level higher proportions of disadvantage pupils are making expected progress in all three of the subjects of Reading, Writing and Maths.

Figure 3: Percentage of pupils making expected progress in Reading, Writing and in Maths

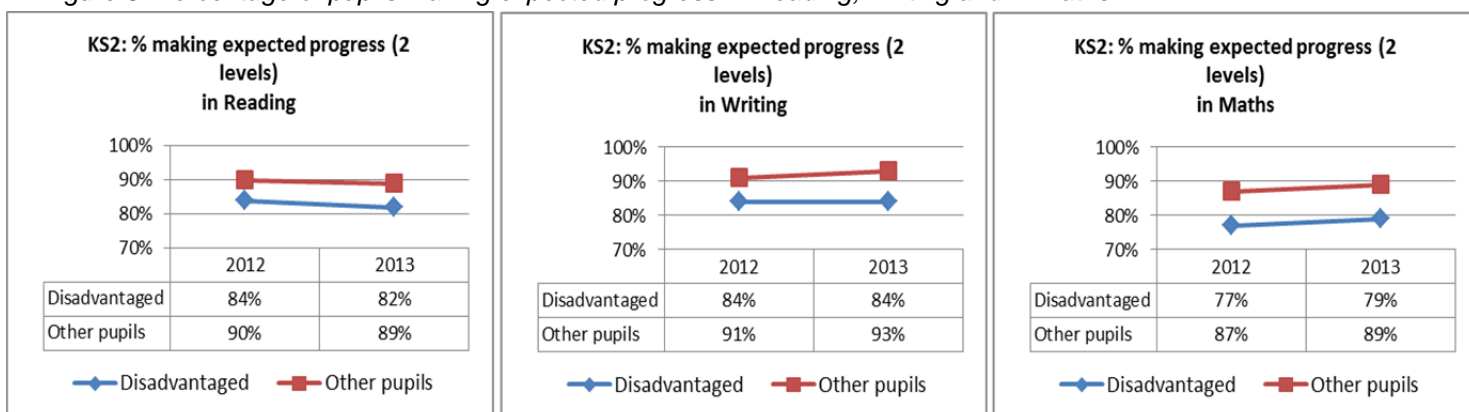


Figure 4: Percentage of pupils making expected progress in Reading, Writing and in Maths

		Reading: % making expected progress (2 Levels)			Writing: % making expected progress (2 Levels)			Maths: % making expected progress (2 Levels)		
		Disadv Pupils	Other Pupils	Gap	Disadv Pupils	Other Pupils	Gap	Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	84%	90%	6%	84%	91%	7%	77%	87%	10%
	2013	82%	89%	7%	84%	93%	9%	79%	89%	10%
Similar Councils	2012	84%	91%	7%	84%	91%	7%	78%	89%	11%
	2013	82%	89%	7%	86%	92%	6%	79%	89%	9%
England	2012	86%	91%	5%	87%	91%	4%	82%	89%	7%
	2013	85%	90%	5%	89%	93%	4%	84%	90%	6%

The gaps widen as pupils continue their schooling, with a difference of 32ppts in the attainment of 5+ GCSEs at A\*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2013. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%. However the attainment of other pupils has matched this, up from 66% to 71%, maintaining the gap between the two groups.

Figure 5: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A\*-C GCSEs (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate

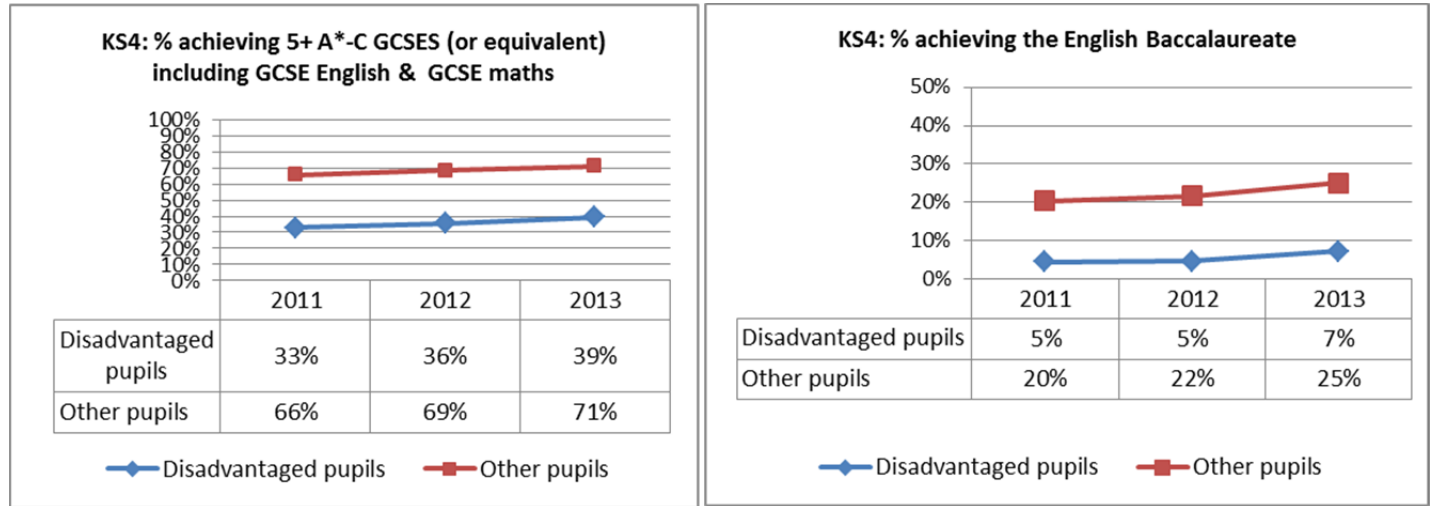


Figure 6: Percentage of disadvantaged pupils and other pupils at the end of KS4 achieving 5+ A\*-C GCSEs (or equivalent) including GCSE English and Maths and the percentage achieving the English Baccalaureate

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	33%	66%	33%
	2012	36%	69%	33%
	2013	39%	71%	32%
Similar Councils	2011	31%	64%	33%
	2012	33%	65%	32%
	2013	35%	67%	32%
England	2011	36%	65%	29%
	2012	39%	66%	27%
	2013	41%	68%	27%

% achieving English Baccalaureate		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	5%	20%	16%
	2012	5%	22%	17%
	2013	7%	25%	18%
Similar Councils	2011	4%	18%	14%
	2012	4%	18%	14%
	2013	7%	25%	19%
England	2011	5%	19%	14%
	2012	6%	20%	14%
	2013	10%	28%	18%

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4 is lower in Warwickshire than at a National level for both English and Maths; 54% of disadvantaged pupils in England achieved the expected progress in Maths compared to the lower 47% in Warwickshire. Although the percentage of disadvantaged pupils making expected progress between these two key stages has been on the rise in recent years, so too has the progress being made by other pupils; thus, whilst the gap in achievement has narrowed slightly in English it has remained the same at 30 percentage points for Maths.

Figure 7: Percentage of disadvantaged pupils and other pupils making expected progress in English and expected progress in Maths between KS2 and KS4

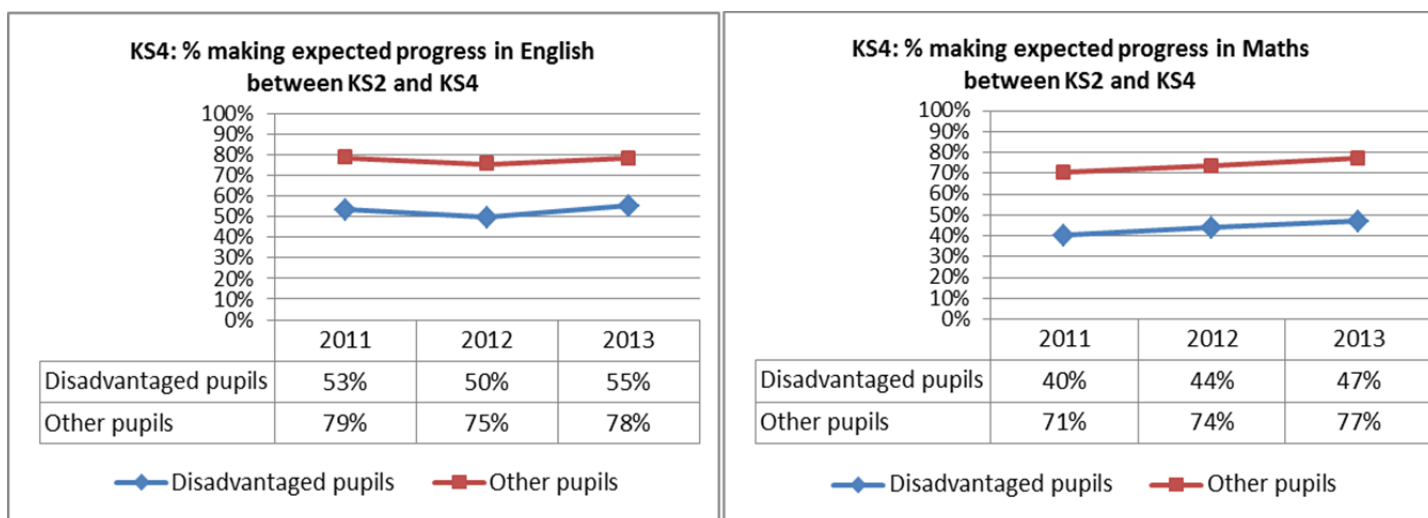


Figure 8: Percentage of disadvantaged pupils and other pupils making expected progress in English and expected progress in Maths between KS2 and KS4

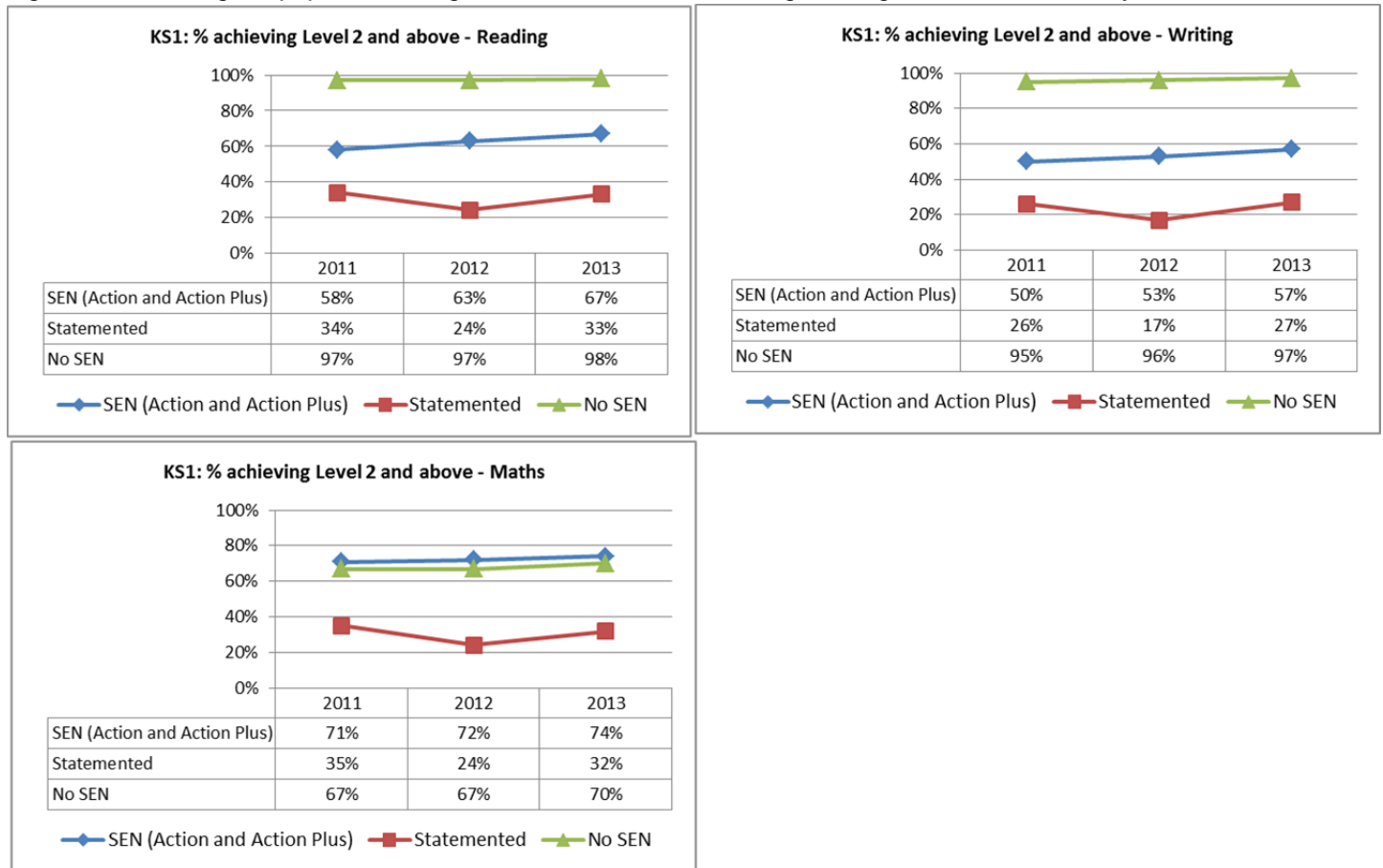
		English: % making expected progress (3 Levels)			Maths: % making expected progress (3 Levels)		
		Disadv Pupils	Other Pupils	Gap	Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	53%	79%	25%	40%	71%	30%
	2012	50%	75%	26%	44%	74%	30%
	2013	55%	78%	23%	47%	77%	30%
Similar Councils	2011	50%	76%	26%	40%	70%	30%
	2012	48%	72%	24%	45%	73%	28%
	2013	51%	75%	24%	48%	76%	28%
England	2011	56%	77%	21%	46%	71%	25%
	2012	54%	73%	19%	52%	75%	23%
	2013	57%	75%	19%	54%	77%	23%

### Children with Special Education Needs

Note – Due to the significant changes made to the Early Years Foundation Stage Profile by the DfE reflected for the first in the 2013 results, there is only one years worth of data for this Key Stage. Once subsequent years data is available, it can be included here.

The following data compares the performance of children with SEN (combined School Action and School Action Plus), those that have statements of need and those pupils that have no SEN at all. It is somewhat unfair to directly compare those children with statements to those without or those with no SEN, due to the differing SEN complexities of need that they have. However, all groups have been included to demonstrate the gaps that exist and it may be more beneficial to focus on the gaps between those children with SEN School Action and School Action Plus and non-SEN pupils.

Figure 9: Percentage of pupils achieving level 2 and above in Reading, Writing and Maths at KS1 by SEN status



There has been an improvement in the proportion of children with SEN but without a statement achieving level 2 or above across the KS1 subjects, consequently narrowing the gap in the attainment of this expected level over the last 3 years when compared with children with no SEN. For example, the percentage of SA and SA+ children achieving L2+ in Reading increased from 58% in 2011 to 67% in 2013, narrowing the attainment gap with those non SEN children from 39ppts to 31ppts. The greatest gap remains in the subject of Writing at 40ppts. The attainment gap between these two groups of pupils is smaller than our statistical neighbour and national averages.

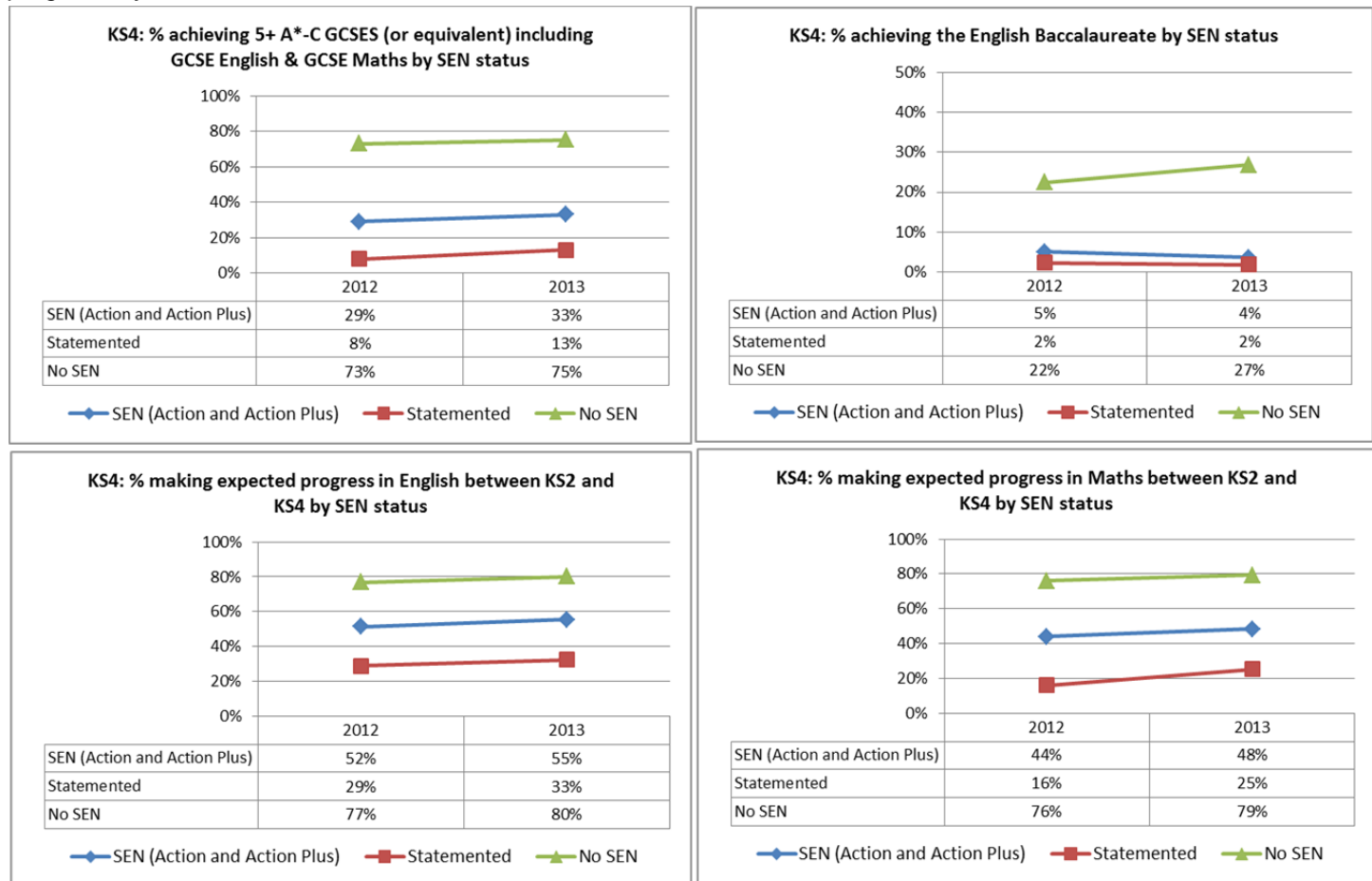
At the end of KS2 in 2013 just over a third of pupils with an SEN but without a statement achieved level 4 or above in Reading, Writing and Maths compared to 90% of those pupils with no SEN. This 55ppt attainment gap is 2ppts higher than the 2012 figure and slighter larger than the national gap of 50ppt, but not considerably different from Warwickshire's statistical neighbour average of 54ppts. The difference in progress made by non SEN pupils and SEN pupils without a statement is not as great as the attainment gaps, with three quarters of pupils with SA or SA+ achieving expected levels of progress in Reading, Writing and Maths. However, this proportion is below that being achieved by SEN pupils in England and therefore the gaps in achievement for each of the subjects of reading, writing and maths are a couple of percentage points higher in Warwickshire than at the National level.

Figure 10: Percentage of pupils achieving level 4 and above in Reading, Writing and Maths and expected progress at the end of KS2, by SEN status



At the end of KS4 in 2013, only a third of SEN pupils without a statement achieved 5+ A\*-C GCSEs or equivalent, including GCSE English and Maths, compared to three quarters of those pupils with no SEN, equating to an attainment gap of 42%. The attainment of both groups of children is higher than comparative data nationally and our statistical neighbour average. Although the progress being made in English and the progress in Maths between KS2 and KS4 by SEN children without statements and those children with no SEN is higher than their national counterparts, the gap between the two groups of pupils is wider than at the end of KS2.

Figure 11 Percentage of pupils at the end of KS4 achieving 5+ A\*-C GCSEs (or equivalent) including GCSE English and Maths, the percentage achieving the English Baccalaureate and the percentage making expected progress, by SEN status



## English as an additional Language

The attainment gap between those pupils whose first language is English and those whose first language is not English (EAL) **appears to narrow with movement through the key stages**, as demonstrated in Figure 12.

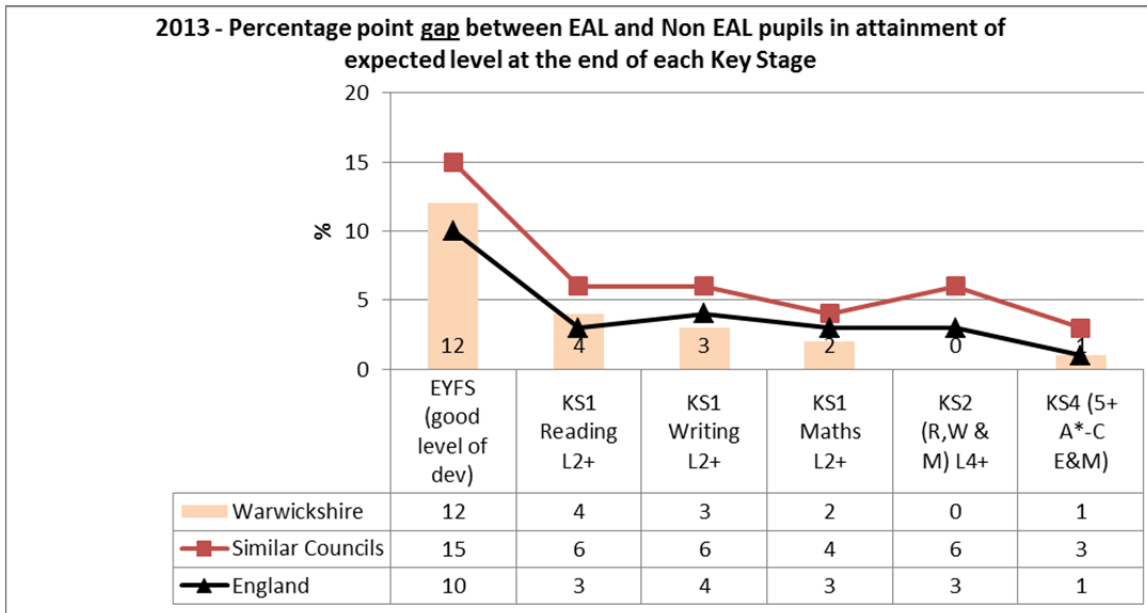
At the end of the Early Years Foundation Stage in 2013 there was a 12ppts difference in the proportion of pupils achieving a good level of development; 46% of pupils whose first language is English as opposed to 34% by EAL pupils. The respective attainment gaps for England as a whole and our statistical neighbour average are 10ppts and 15ppts.

In Reading at KS1, 92% of pupils whose first language is English achieved the expected level compared to 88% of pupils whose first language is not English (a gap of 4ppts). In Writing and Maths, the gap was 3ppts and 2ppts respectively.

At the end of KS2 in 2013 the proportion attaining the expected level in Reading, Writing and Maths was 77% for both groups of pupils. This was an improvement from a 1ppt gap in 2012. Similarly, at the end of KS4 in 2013 the percentage of pupils whose first language is English achieving 5+A\*-C inc English and Maths GCSEs was 65% opposed to 64% of EAL pupils. However, 25% of those pupils where

English is not their first language achieved the English Baccalaureate compared to the slightly lower figure of 23% of pupils whose first language is English.

Figure 12 Percentage point gap between EAL and Non EAL pupils in the attainment of the expected level from Reception through to the end of KS4



## Ethnicity

There appears to be no consistent under performance by the broad ethnic groups in Warwickshire. These broad ethnic groups, as defined by the Department for Education, include White, Mixed, Asian, Black, and Chinese. The individual ethnic groups within these broad groups show further variability, aided by the much smaller numbers in each group.

At KS1 in 2013 in the broad Black ethnic group lower proportions of pupils were not attaining the expected level in writing or maths when compared with their counterparts nationally or in comparison with their statistical neighbours. However, in the previous three years the Black ethnic group was one of the higher attaining groups amongst the five major ethnic groups.

At the end of KS2 in 2013, higher proportions of pupils in the five major ethnic groupings in Warwickshire attained L4+ in RWM when compared with the national and statistical neighbour averages apart from the smaller Chinese ethnic group. However, this was not the case in 2012 when they were highest performing broad ethnic group on this measure. Looking at the larger of the detailed ethnic groups, Indian pupils had one of the highest percentages achieving the required standard at a national level with 83% achieving L4+ in RWM whereas in Warwickshire the percentage was 77%.

At the end of KS4 in 2013, the proportion of pupils in the two broad ethnic groups of Black and Mixed attaining 5+ A\*-C GCSEs or equivalent including English and Maths, was lower than those pupils attaining in these groups at a National level and when compared to Warwickshire's statistical neighbours; 56% and 61% respectively.