

Analysis of pupils who did not reach the expected level at KS2 in 2013

Sarah Bowman, Management Information and Performance Manager
sarah.bowman@cambridgeshire.gov.uk 01223 728576

Tom Barden, Research, Evaluation and Policy Manager
tom.barden@cambridgeshire.gov.uk 01223 699705

Children, Families and Adults, Cambridgeshire County Council

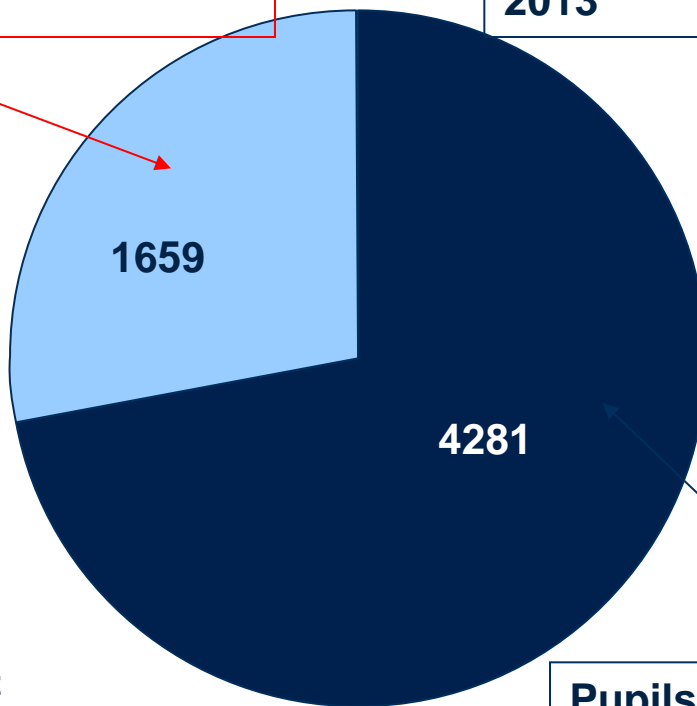
Background

- ◆ Cambridgeshire's KS2 results fell in 2013 with 1659 pupils (28%) failing to reach the expected levels in reading, writing and maths
- ◆ This analysis was commissioned to bring together everything that we know about this cohort of pupils including their prior performance, their demographic and individual characteristics and their attendance and exclusion records as well as information about other involvements with our services including Social Care and Locality Teams.
- ◆ It will seek to identify patterns to further our understanding of this particular underperforming group and potentially provide evidence for services and schools to plan and target future work.

Defining the cohort

“The 1659” – pupils who failed to achieve L4+ in reading, writing & maths at KS2 in 2013

The 2013 KS2 cohort – the 5940 pupils who took the KS2 tests in 2013



Complicating factors

- ◆ Some pupils live outside Cambridgeshire
- ◆ School Census data is not available for all pupils
- ◆ FFT data is not available for all pupils

Pupils who achieved L4+ in reading, writing & maths at KS2 in 2013

Broad themes for the analysis

◆ What are the characteristics of these pupils e.g.

Ethnicity

SEN Status

FSM

Where they live

◆ What do we know about the schools they went to e.g.

Size

Ofsted Judgement

◆ What do we know about their progress at school e.g.

KS1 results

Attendance

KS2 results

◆ What do we know about other services they have received e.g.

CAF

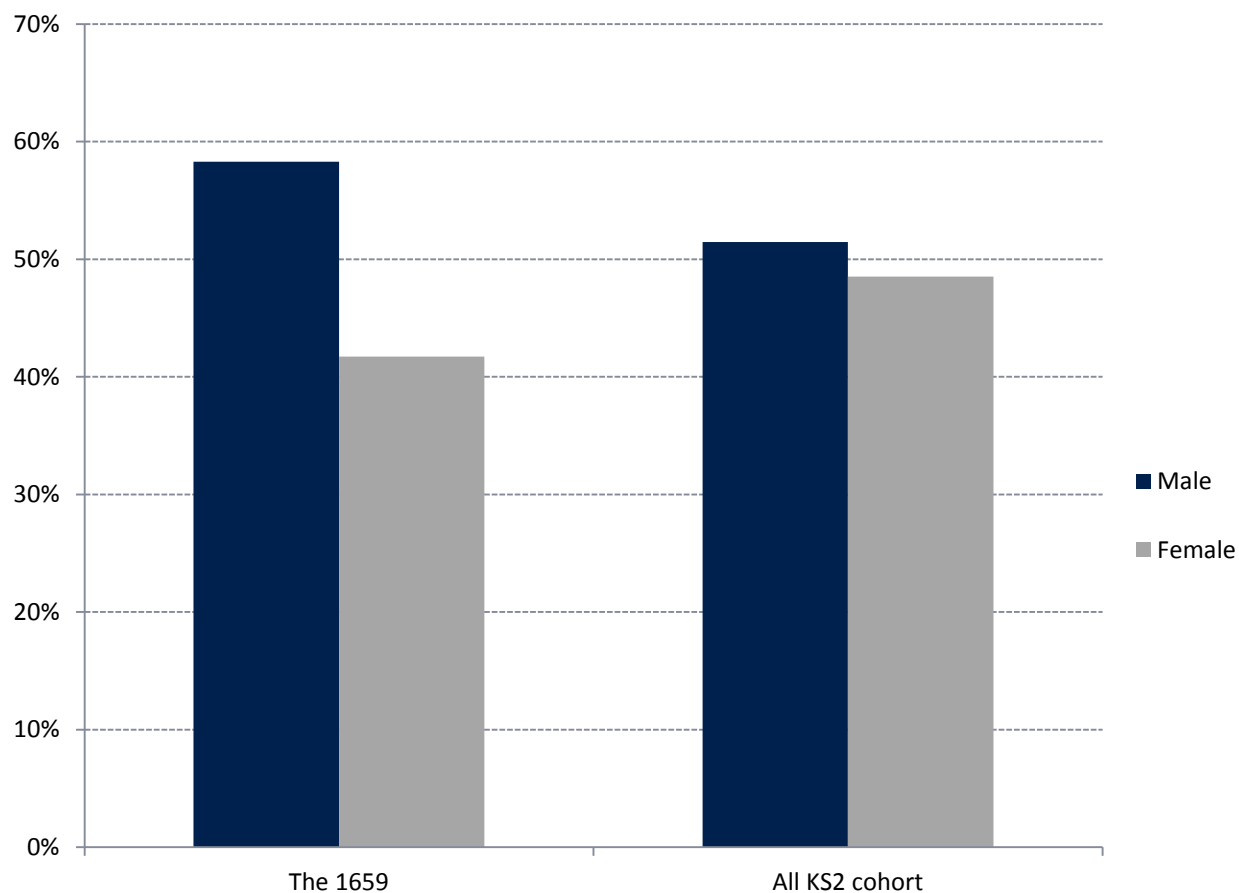
Social Care

Family Work

What are the characteristics of these pupils?

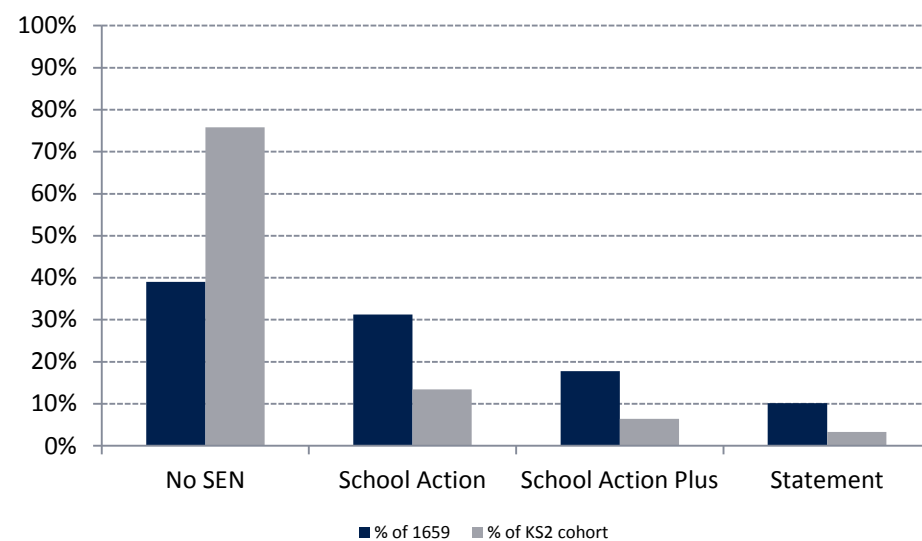
Boys are over-represented in the 1659

Gender split: comparing the 1659 with the whole KS2 cohort



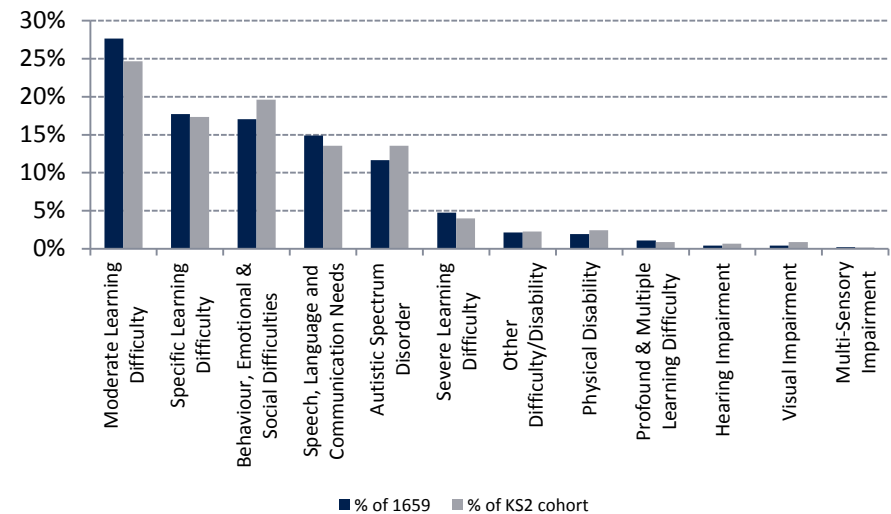
Those with Special Educational Needs are over-represented in the 1659

Prevalence of SEN: comparing the 1659 with the whole KS2 cohort



- ◆ Generally those with SEN are over-represented in the cohort of 1659.
- ◆ 59% of the cohort have SEN against 23% of all KS2 pupils
- ◆ 9 out of 10 of all KS2 pupils with statements are in the 1659

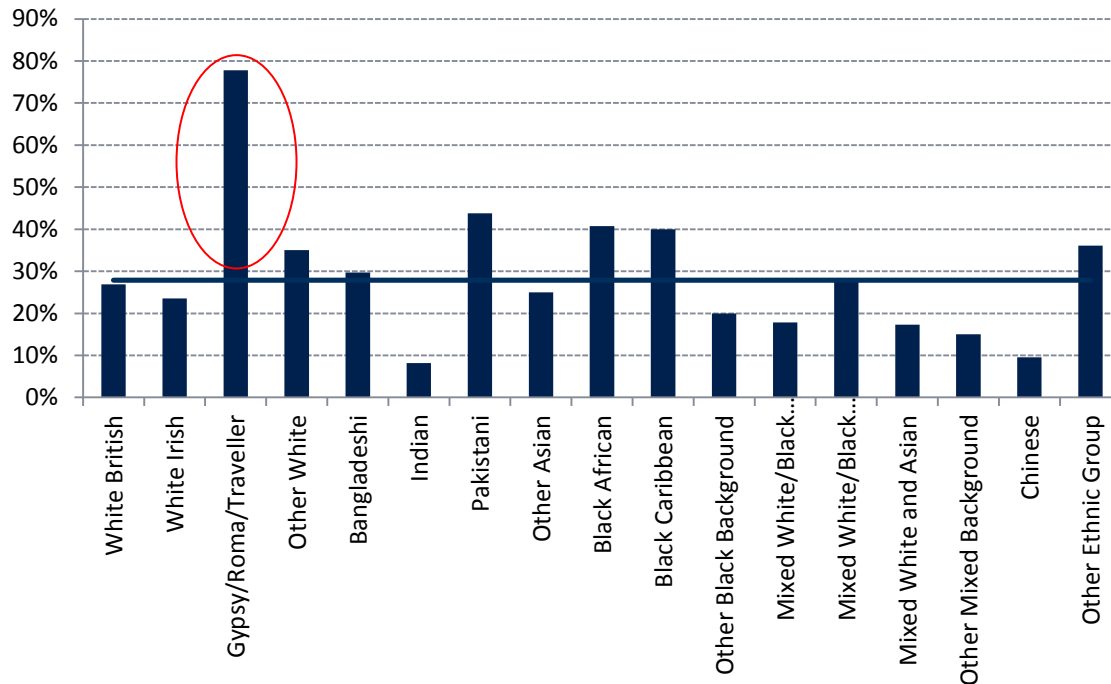
SEN Category: comparing the 1659 with the whole KS2 cohort



- ◆ The prevalence of different categories is broadly similar in both the 1659 and all KS2 pupils
- ◆ But there is a slight over-representation of MLD and Speech & Language difficulties.
- ◆ BESD and ASD are slightly under-represented

Some ethnicities are over-represented in the 1659

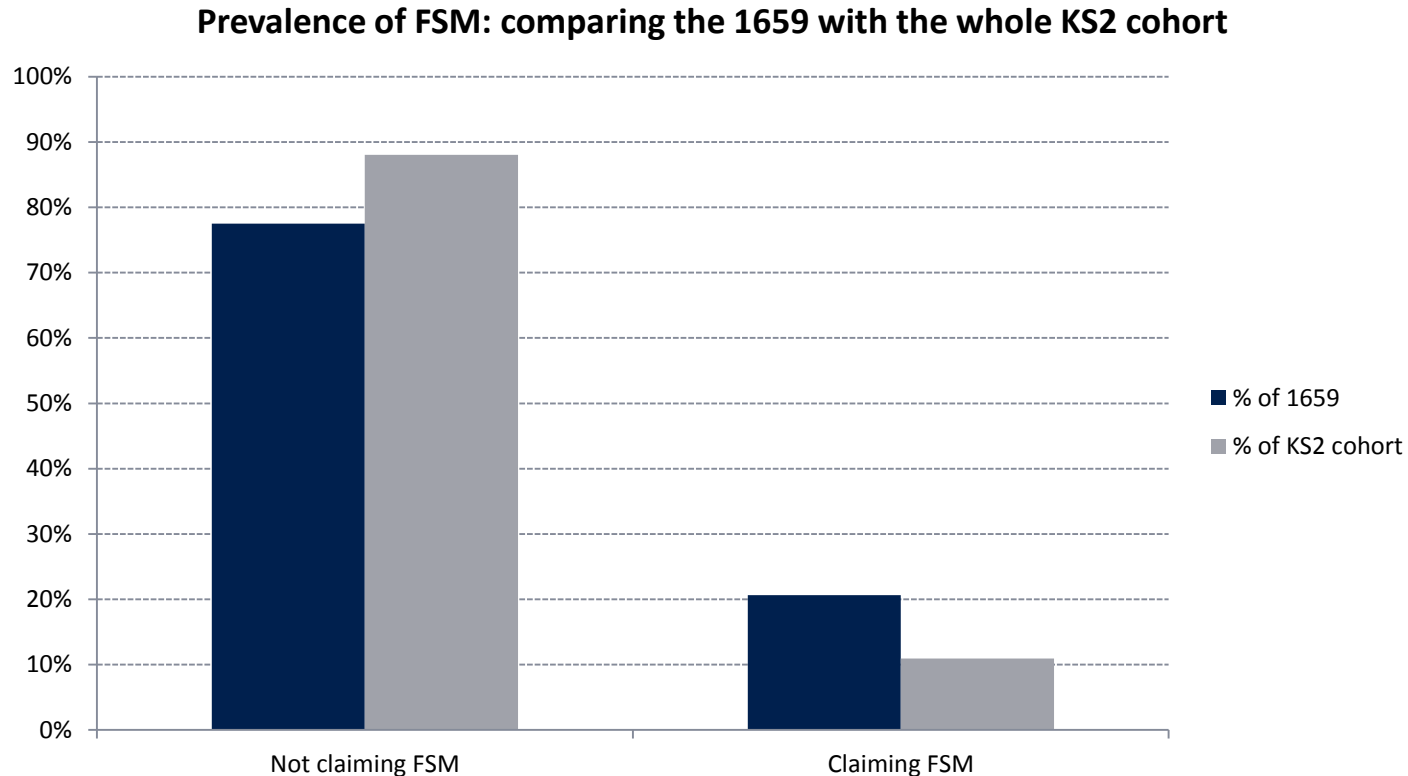
% of KS2 cohort in the 1659: Ethnicity



- ◆ 8 out of 10 Gypsy/Roma/Traveller pupils are in the 1659.
- ◆ Pupils from Pakistani, Black African and Black Caribbean backgrounds are also over represented.
- ◆ Pupils from Other White backgrounds are also disproportionate – many of these are from Eastern Europe

- ◆ There are 40 different first languages in the 1659.
- ◆ 35% of all KS2 pupils with a first language other than English are in the cohort
- ◆ Half of those who speak an Eastern European language failed to meet the expected levels

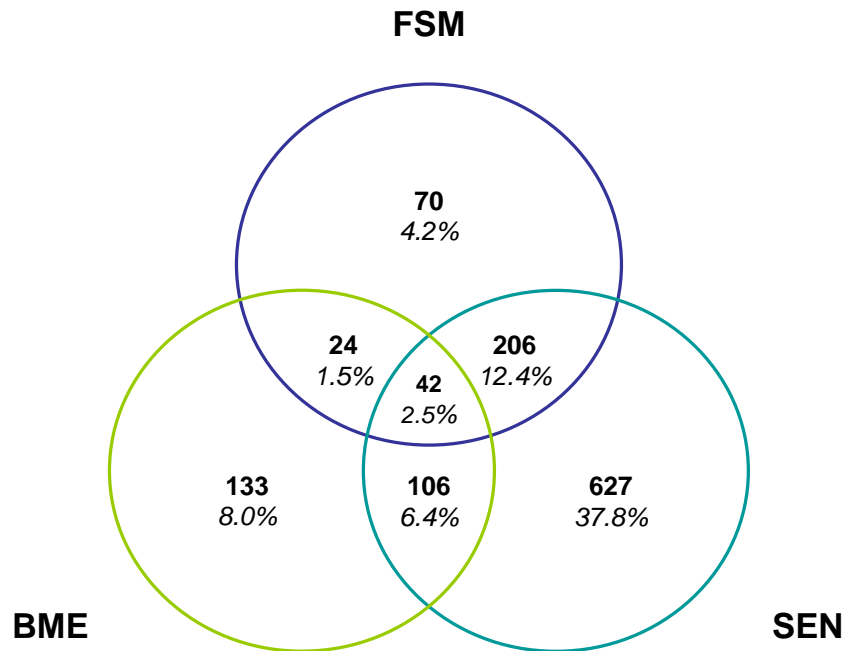
Pupils who claim Free School Meals are over-represented in the 1659



- ◆ 21% of the 1659 are claiming Free School Meals against 11% of the whole year group
- ◆ 53% of all those claiming FSM in the KS2 cohort are in the 1659

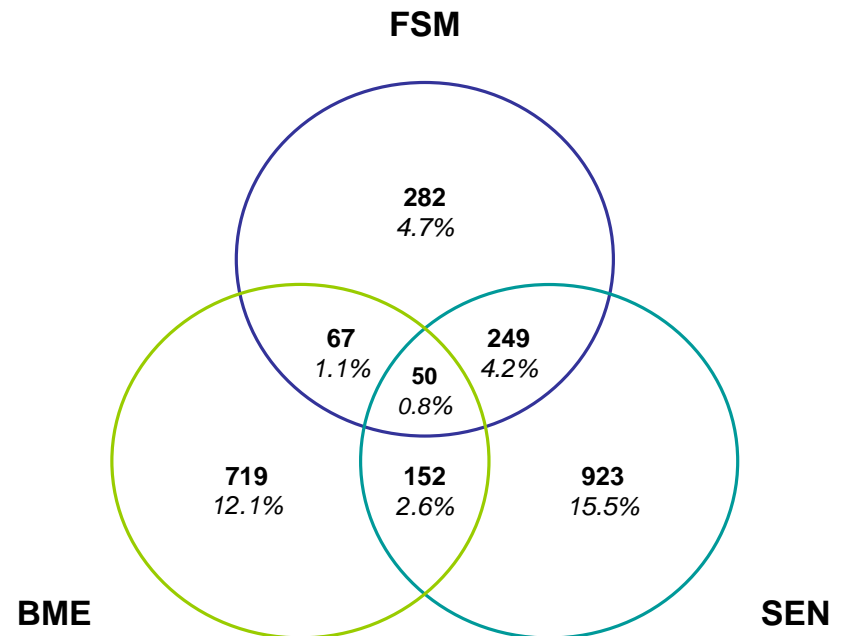
Some children face more than one disadvantage, i.e. a combination of SEN, FSM or BME

% of the 1659



No FSM/BME/SEN: 420 (25.3%)

% of 2013 KS2 pupils



No FSM/BME/SEN: 3436 (57.8%)

In Cambridgeshire, 8 out of 10 SEN/FSM pupils are in the 1659, which is a larger proportion than seen nationally

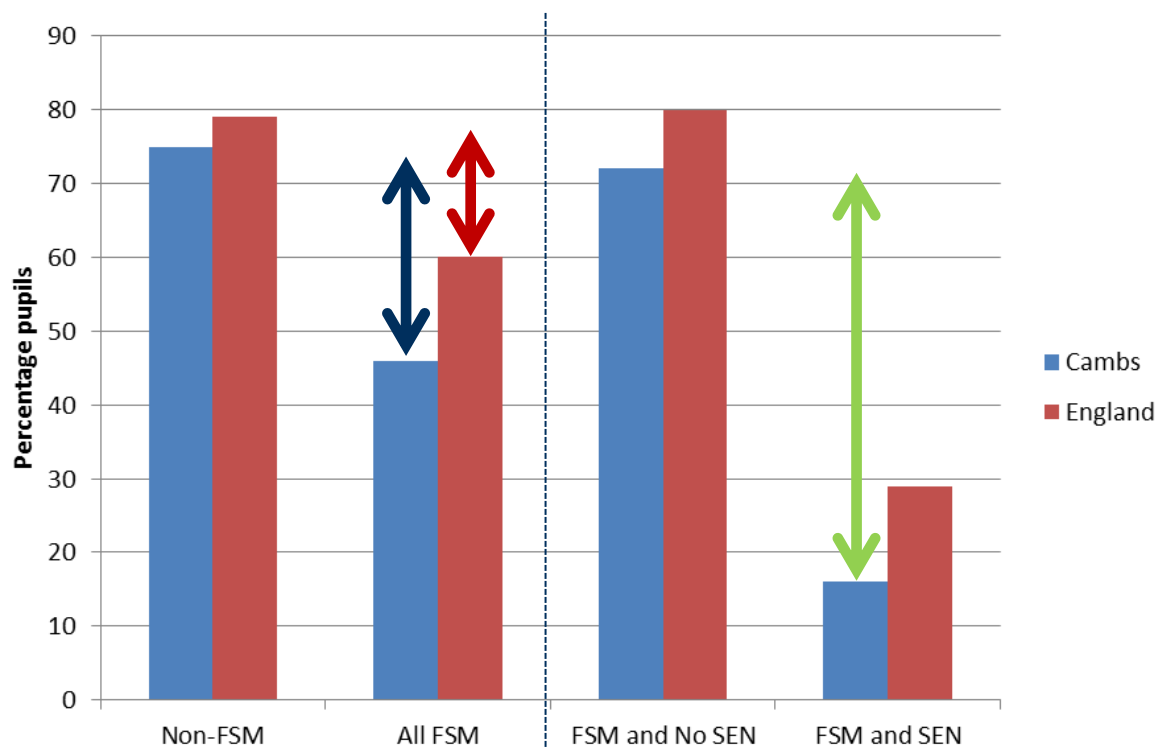
	SEN	SEN/FSM	SEN/BME	BME	BME/FSM	FSM*	SEN/BME/FSM
KS2 Cohort	923	249	152	719	67	282	50
The 1659	627	206	106	133	27	70	42
% of total	68%	83%	70%	18%	36%	25%	84%
England '1659' cohort	66%	71%	65%	27%	36%	20%	68%
<div> <div>Compared to national figures, Cambridgeshire does...</div> <div> <div>Worse</div> <div>Worse</div> <div>Better</div> <div>Worse</div> <div>Worse</div> </div> </div>							

(27.9% of all pupils are in the 1659 in Cambridgeshire)

* This refers only to non-BME, non-SEN FSM. Cambs 'All FSM' figure is 54%, national 'all FSM' figure is 40%

More generally, the gap between FSM and non-FSM is probably caused by low achievement of FSM pupils with SEN

KS2 L4+ Reading Writing and Maths 2013



These are not directly comparable because 'non-FSM' includes some SEN – but it is striking that the performance of 'FSM and no SEN' group is approximately that of 'non-FSM'

The analysis on previous slide made us think about gaps in performance of different groups...

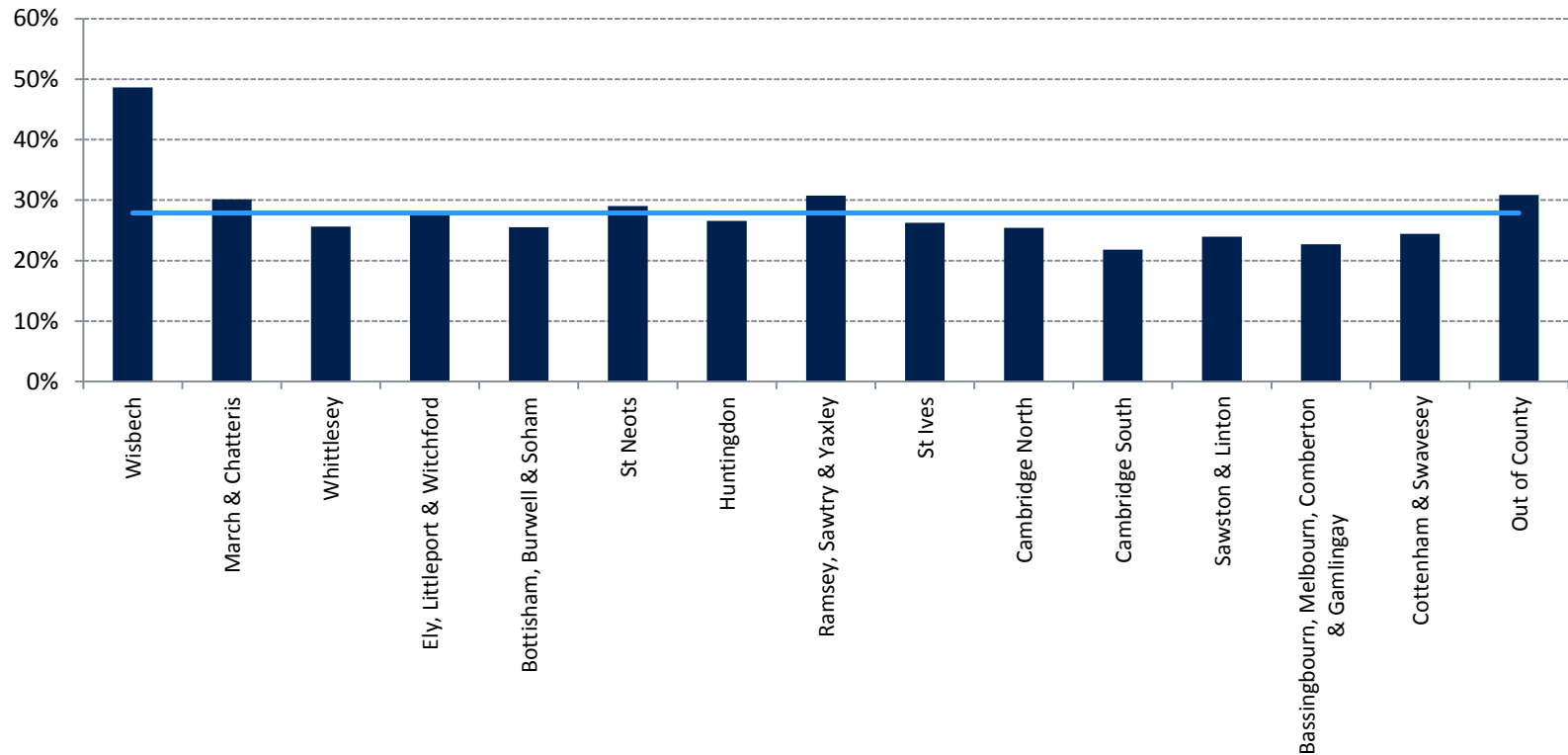
Across all groups, performance in Cambs is lower than performance nationally

The Cambridgeshire FSM gap (blue arrow) is bigger than the national FSM gap (red arrow)

But within the FSM group, the gap between those with SEN and those without is much larger (and this probably brings the average across all FSM down) (green arrow)

Geography

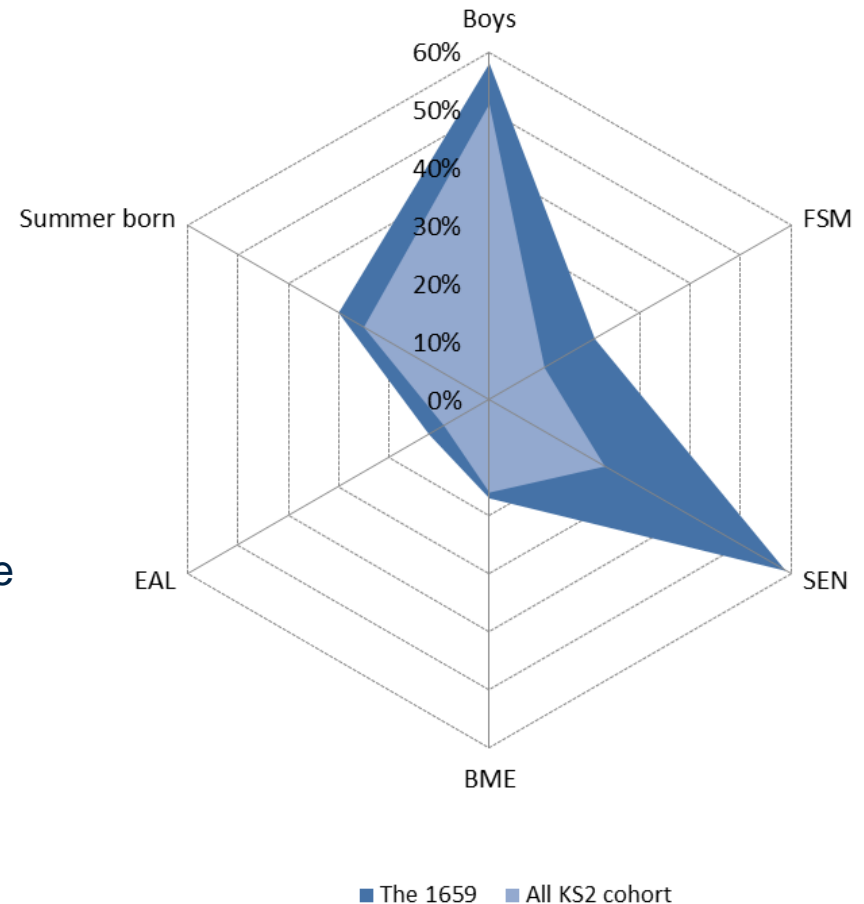
% of KS2 cohort in the 1659: Locality of residence



- ◆ (Blue line is county average)
- ◆ Nearly half of the KS2 pupils living in Wisbech locality are in the 1659

Who doesn't reach the expected level – key points

- ◆ **58% are boys**
- ◆ **30% are summer born**
- ◆ **17% are summer born boys**
- ◆ **59% have a special educational need**
10% with a Statement of SEN and 18% at School Action +
- ◆ **21% claimed Free School Meals (FSM)**
- ◆ **18% are from a Black or minority ethnic (BME) background***
2.5% Gypsy, Roma Traveller and 9% White Other
- ◆ **They speak 40 different languages apart from English with significant numbers speaking eastern European languages**



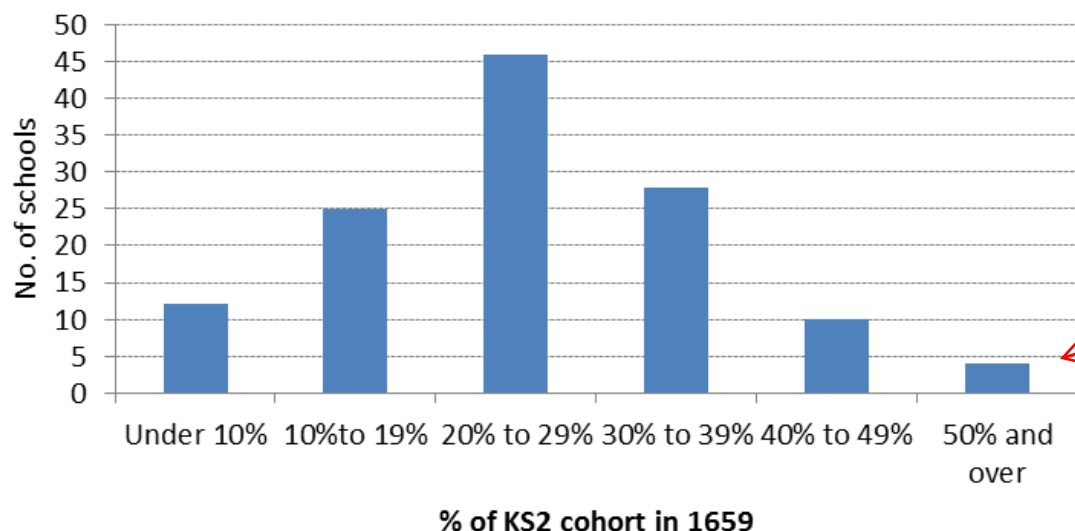
*defined in this analysis as not White British or Irish

What do we know about their schools?

In just under a third of schools* more than a third of pupils are in the 1659

- ◆ Pupils in the 1659 attended 188 schools, 97% of them went to mainstream primary schools
- ◆ In just under a third of schools* more than a third of pupils were in the 1659

Percentage of KS2 cohort in the 1659



4 schools have more than half their KS2 pupils in The 1659. One Junior School has 83%

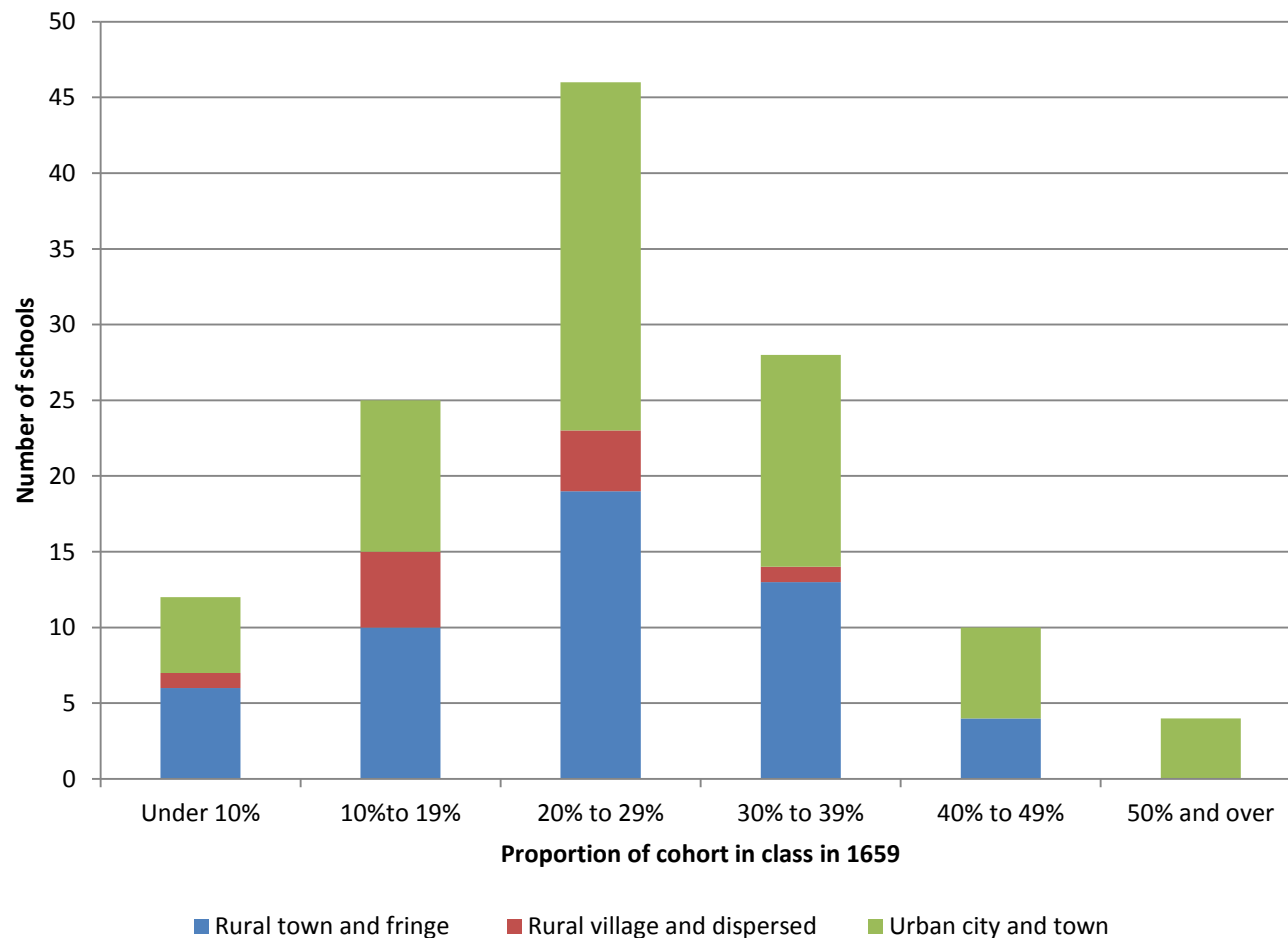
*Excludes Special schools and Primary schools with a 2013 KS2 cohort of 20 pupils or less

Schools with more than a third of pupils in the 1659

Primaries with more than 20 pupils in KS2 cohort	% of KS2 cohort in 1659	Primaries with more than 20 pupils in KS2 cohort	% of KS2 cohort in 1659
Ramnoth J	83.1%	Shirley P	40.4%
St Mary's P, St Neots	71.4%	Meadow P	39.0%
Orchards P	67.4%	Sutton P	37.1%
Elm Road P	52.9%	Thomas Eaton P	37.0%
Warboys P	47.7%	Stukeley Meadows P	36.8%
Monkfield Park P	44.3%	St Peter's J, Wisbech	36.5%
Sawtry J	43.1%	Abbey Meadows P	35.6%
Thongsley Fields P	42.9%	Westwood J	35.4%
Huntingdon Primary	42.1%	Colville P	34.8%
Peckover P	41.5%	Weatheralls P	34.6%
Bushmead P	41.4%	St John's P, Huntingdon	34.5%
Thorndown Primary School	41.2%	Millfield P	34.4%
Pendragon P	40.5%	William de Yaxley J	33.3%

Urban / rural split

Urban / rural split of schools in 1659

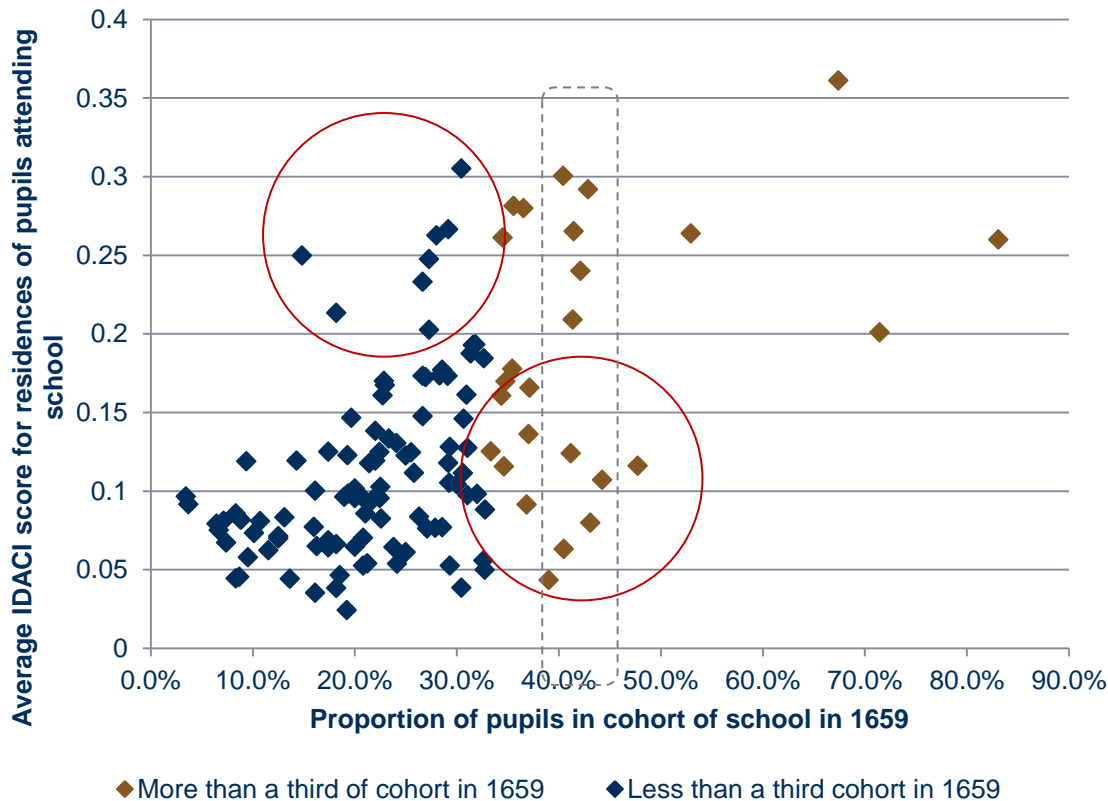


The percentage of urban schools in each group is higher in the groups where larger proportions of the children in the school are in the 1659

Low number of rural village schools compared to other types

Deprivation

Proportion of pupils in cohort of school in 1659 and average IDACI score for pupils attending school (Jan 2014)



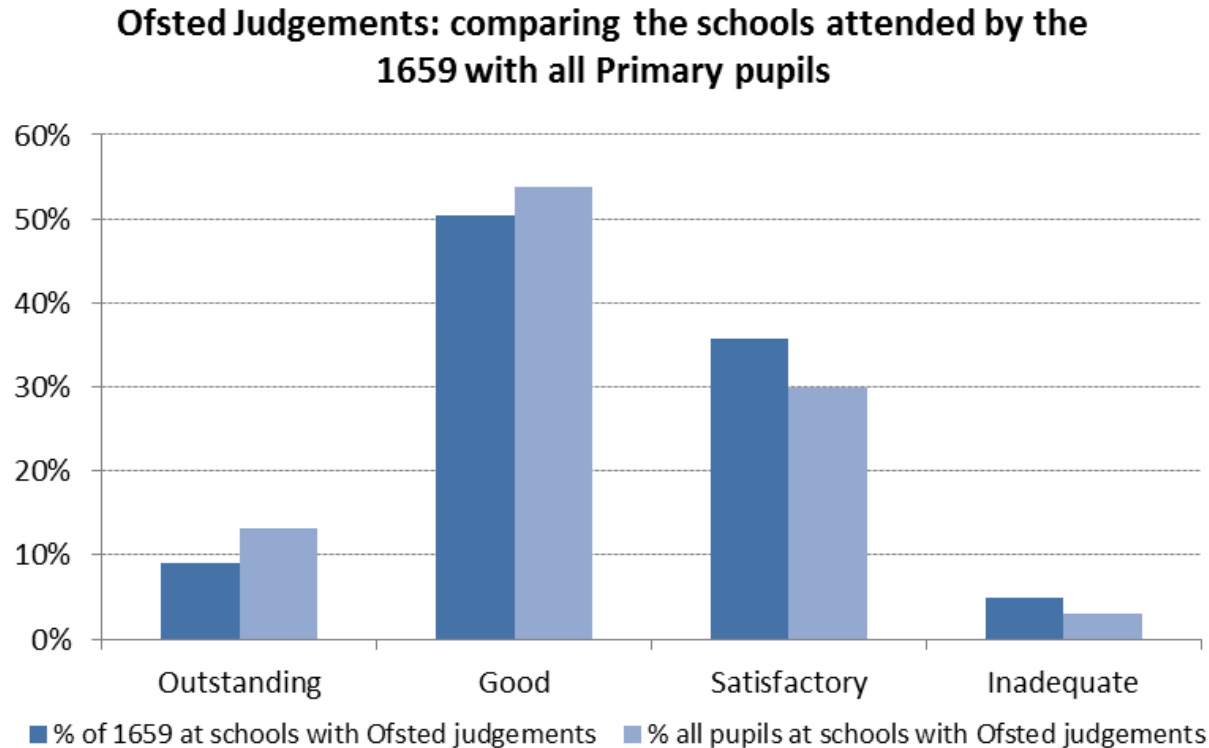
School allocated deprivation score based on average of scores for all pupils

Some correlation between deprivation and high proportion of children in 1659

However, some exceptions (shown by circles)

There are schools with around 40% of the class not achieving required level at all levels of deprivation (dashed line)

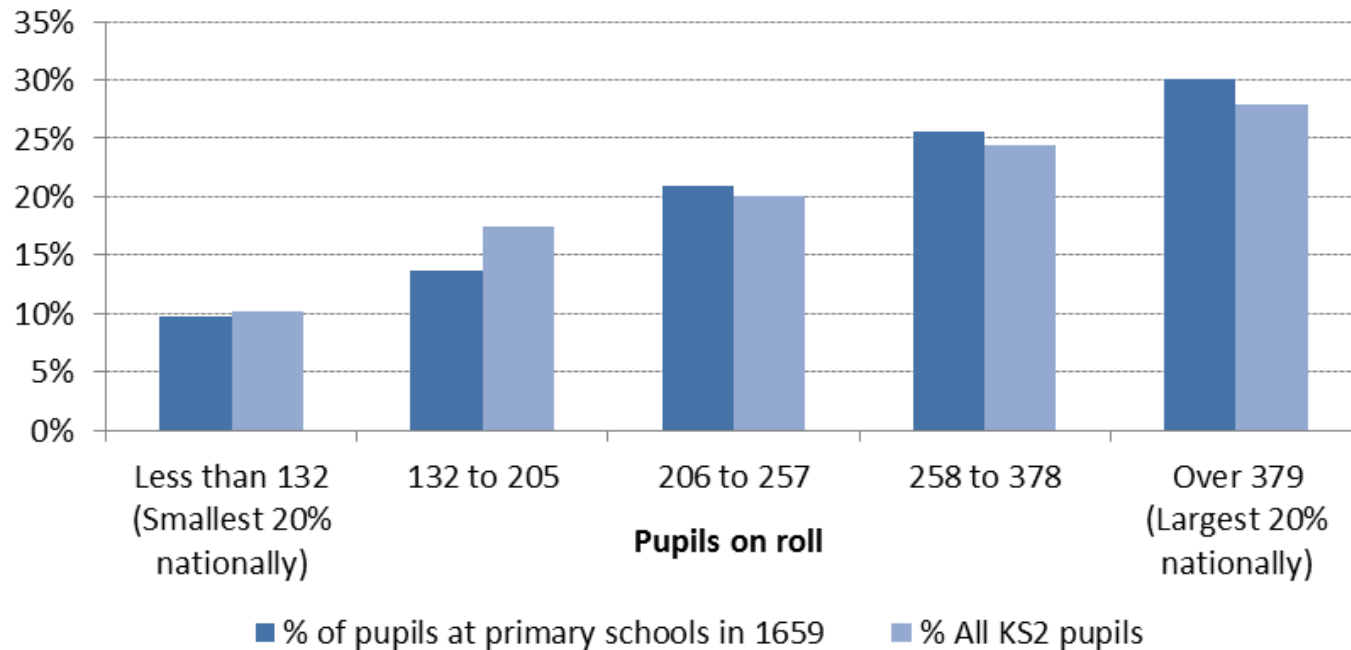
Ofsted Judgements



- ◆ 59% of the 1659 attend schools judged as good or outstanding by Ofsted. This compares to 67% of all primary pupils.
- ◆ 5% attend a school judged as inadequate

Size* might matter – pupils attending smaller schools did better

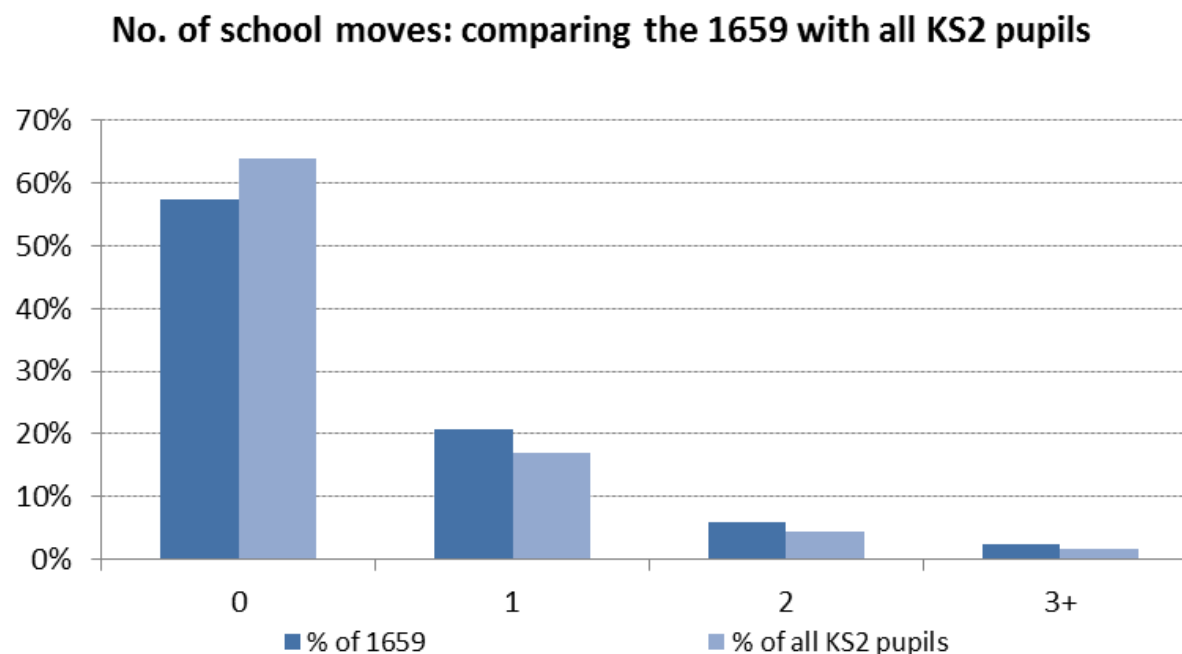
Percentage of pupils in 1659 by size of primary school



- ◆ A smaller proportion of pupils in smaller schools are in the 1659
- ◆ Pupils attending larger primary schools are over-represented

* Excludes Special schools

School moves

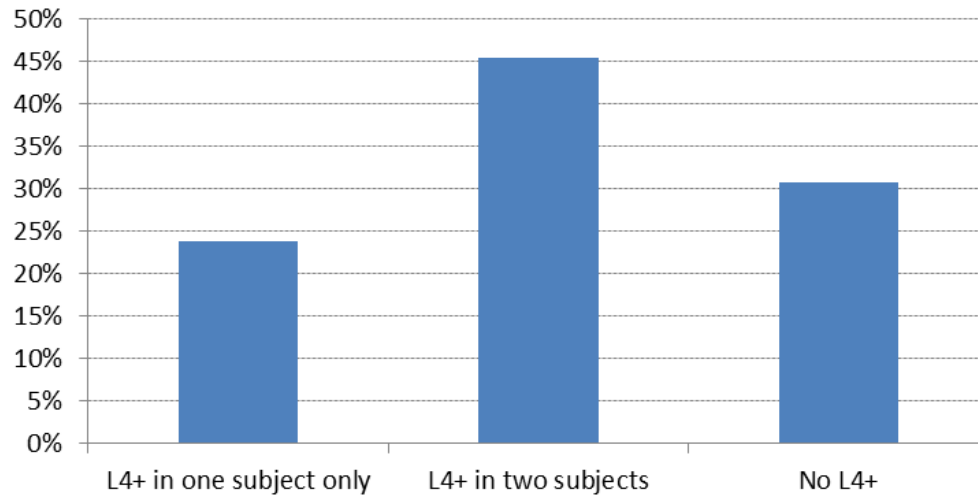


- ◆ A greater proportion of pupils in the 1659 have moved school several times.
- ◆ Within the cohort, there are 5 pupils with 5 moves each and a further 13 with 4 moves.
- ◆ 4 out of 10 of all KS2 pupils who have moved school 3 or more times were in the 1659

What do we know about their progress at school?

Nearly half of pupils in 1659 achieved Level 4 in two subjects

Attainment at KS2 for the 1659

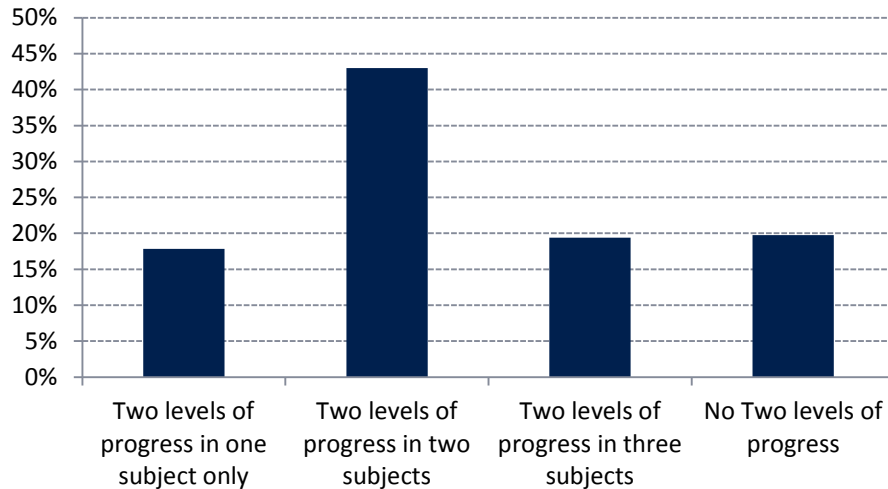


KS2 attainment	No.	%
L4+ in Reading only	165	9.9%
L4+ in writing only	75	4.5%
L4+ in Maths only	156	9.4%
L4+ in Reading & Writing	317	19.1%
L4+ in Reading & Maths	292	17.6%
L4+ in Writing & Maths	145	8.7%
No L4+	509	30.7%

- ◆ 31% didn't achieve a Level 4 in any of the three subjects
- ◆ 45% of the 1659 achieved L4+ in 2 of the 3 subjects
- ◆ Most of these were in Reading and Writing or Reading and Maths

Most pupils in the 1659 made expected progress in at least one subject

Progress between KS1 & KS2 for the 1659



Progress KS1 to KS2	No.	%
Two levels of progress in Reading only	64	3.9%
Two levels of progress in writing only	159	9.6%
Two levels of progress in Maths only	73	4.4%
Two levels of progress in Reading & Writing	358	21.6%
Two levels of progress in Reading & Maths	156	9.4%
Two levels of progress in Writing & Maths	199	12.0%
Two levels of progress in Reading, Writing & Maths	322	19.4%
No Two levels of progress	328	19.8%

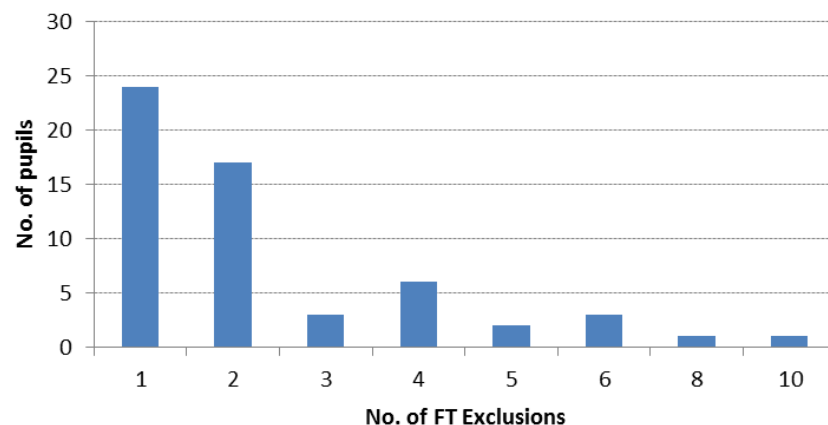
- ◆ 19% of the 1659 made the expected 2 levels of progress between KS1 and KS2 in all 3 subjects
- ◆ 43% made 2 levels of progress in 2 subjects, half of them in Reading and Writing
- ◆ 20% failed to make 2 levels of progress in any of the subjects

Nearly 7 out of 10 KS2 pupils with low attendance were in the 1659

Attendance	Number in 1659	Number in KS2 cohort	% of total cohort in 1659
Unknown or N/A	277	852	33%
More than 85% attendance	1307	4974	26%
Less than 85% attendance	75	114	66%

- ◆ 5% of the 1659 had attendance of less than 85% during KS2 compared to 2% of the whole KS2 cohort
- ◆ 66% of those with low attendance in the KS2 cohort are in the 1659
- ◆ 8 of the 1659 have KS2 attendance rates below 70%, 4 of these are below 50%

The 1659: No. of FT Exclusions 10/11 to 12/13



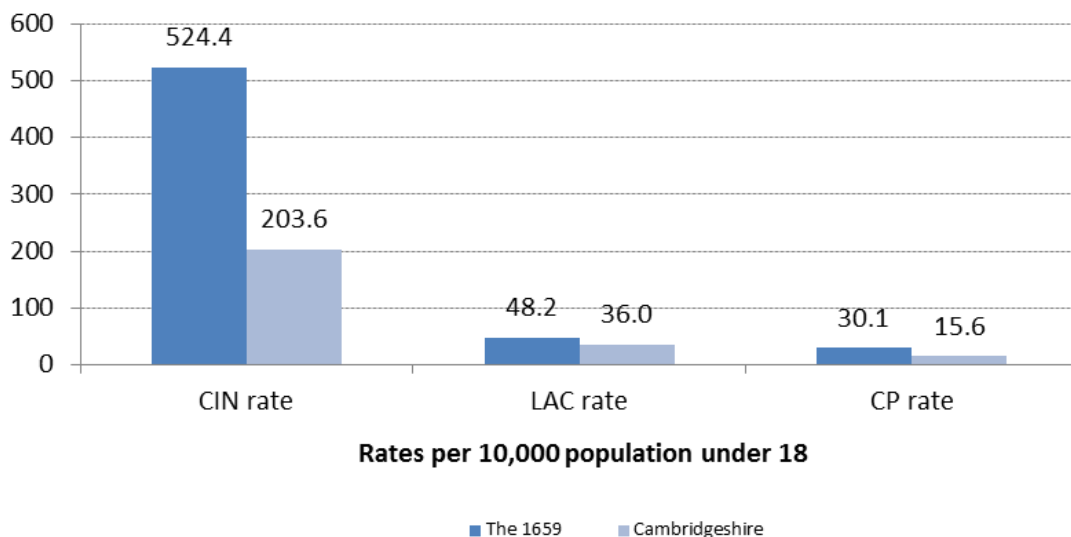
- ◆ None of the 1659 were permanently excluded
- ◆ 97% had no fixed term exclusions between 2010/11 and 2012/13

*Attendance data from Fisher Family Trust available for 83% of the 1659

**What do we know about other services they
have received?**

Comparing rates, there are twice as many pupils in the 1659 open to social care* compared to the county rate

Involvement with Social Care: comparing the 1659 with Cambridgeshire rates



Nearly a quarter of the 1659 had current or previous involvement with Children's Social Care

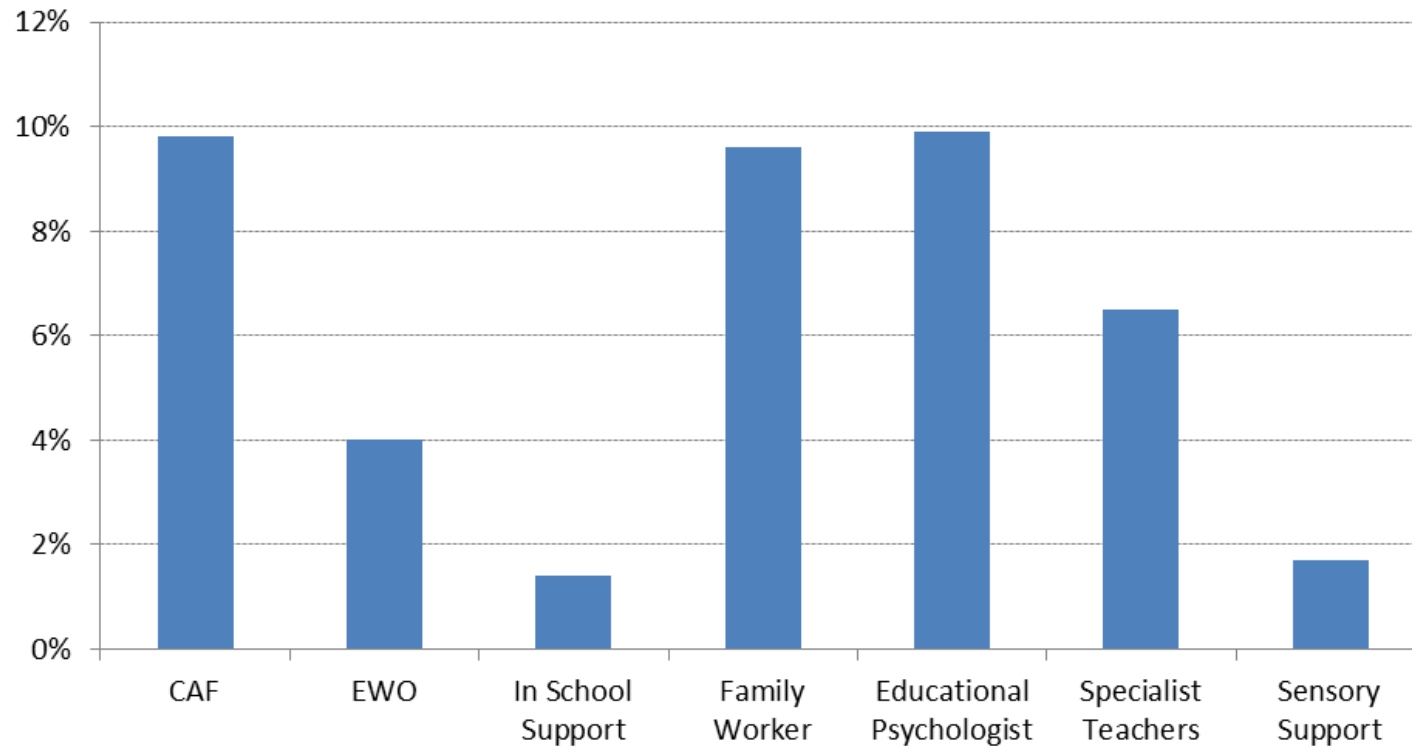
- ◆ 87 (5%) were open to Children's Social Care* in May 2013, more than double the Cambridgeshire CIN rate
- ◆ A further 288 (17%) had a previous involvement with Children's Social Care*.

- ◆ Eight of the 1659 were looked after by Cambridgeshire in May 2013, a rate of 48.2 per 10,000. The Cambridgeshire LAC rate was 36.0 at the same time
- ◆ A further 20 had been looked after by Cambridgeshire previously
- ◆ Six were subject to a Child Protection Plan in May 2013 with one more having had a previous plan. This is a rate of 30.1 per 10,000, again almost double the Cambridgeshire rate at the time of 15.4

*Includes LAC and CP, all need codes (including disability)

Enhanced & Preventative Services

**% of 1659 who have current or previous involvements with
Enhanced & Preventative Services (since Sept 11)**



*Children may have involvements with more than one service

Recommendations for further investigation

- ◆ Reading achievement as a “Canary”. The results suggest that reading is the easiest subject to achieve with 85% of the whole KS2 cohort achieving L4+. Can lack of progress in reading be used to target pupils who may fail to reach the expected levels at KS2?
- ◆ Further investigation into the effect the size of school has on KS2 performance – is there any national research evidence? Class size? Location and deprivation? Comparison to RAG rating? Presence of SEN in cohort (do larger schools have more SEN pupils as a percentage? How do they do in comparison to peers in smaller schools?)
- ◆ Analysing the geography of the third of schools where a third of pupils are in the 1659
- ◆ Relationship of proportion of class in 1659 compared to other variables, e.g. KS1 results
- ◆ Analysis of the FSM/SEN combination at EYFSP and KS4
- ◆ Urban / rural classification
- ◆ Analysis of targets and forecasts – how did pupils do compared to what was targeted
- ◆ Pupil mobility in the schools that are most common in 1659 – ‘school stability’
- ◆ Schools that have no or only a few pupils in 1659