

2013 Pupil Group Briefing: Disadvantaged Pupils

Notes:

Disadvantaged pupils include those eligible for Free School Meals at some point in the last 6 years (FSM6) plus those pupils who are Looked After (CLA). A Pupil Premium is paid to schools to help this group achieve as well as their peers.

The key measures at Key Stage 2 changed in 2013. English levels were no longer calculated. The main indicator of attainment is now Level 4+ in reading, writing (TA) and maths and the progress is measured in reading, in writing and in maths.

Background Information

The coalition government has clearly stated that:

“We believe it is unacceptable for children’s success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.”

In 2011 the government introduced a new focus on raising the attainment/narrowing the gaps for disadvantaged pupils. This extended the scope of previous gap analyses. The performance tables published last year included key measures at key stage 2 and key stage 4 for the disadvantage pupils group which combined those eligible for free school meals (FSM) and those continuously looked after for 6 months.

The drive to improve outcomes for these pupils has been supported by the introduction of the pupil premium (introduced in April 2011); a fixed amount of money per eligible pupil given to schools. The pupil premium funding is also provided for pupils whose parents are in the armed forces.

In April 2012 the pupil premium was extended to cover those who had been eligible for free school meals over the last 6 years (FSM6). This measure is now used in preference to currently FSM eligible in RAISE, the main system used by Ofsted inspectors.

In 2014 the government are raising the amount paid to schools for pupil premium. They will be providing £1,300 per pupil at Primary level, £935 at secondary level and £1,900 for looked after children, care leavers and adopted children.

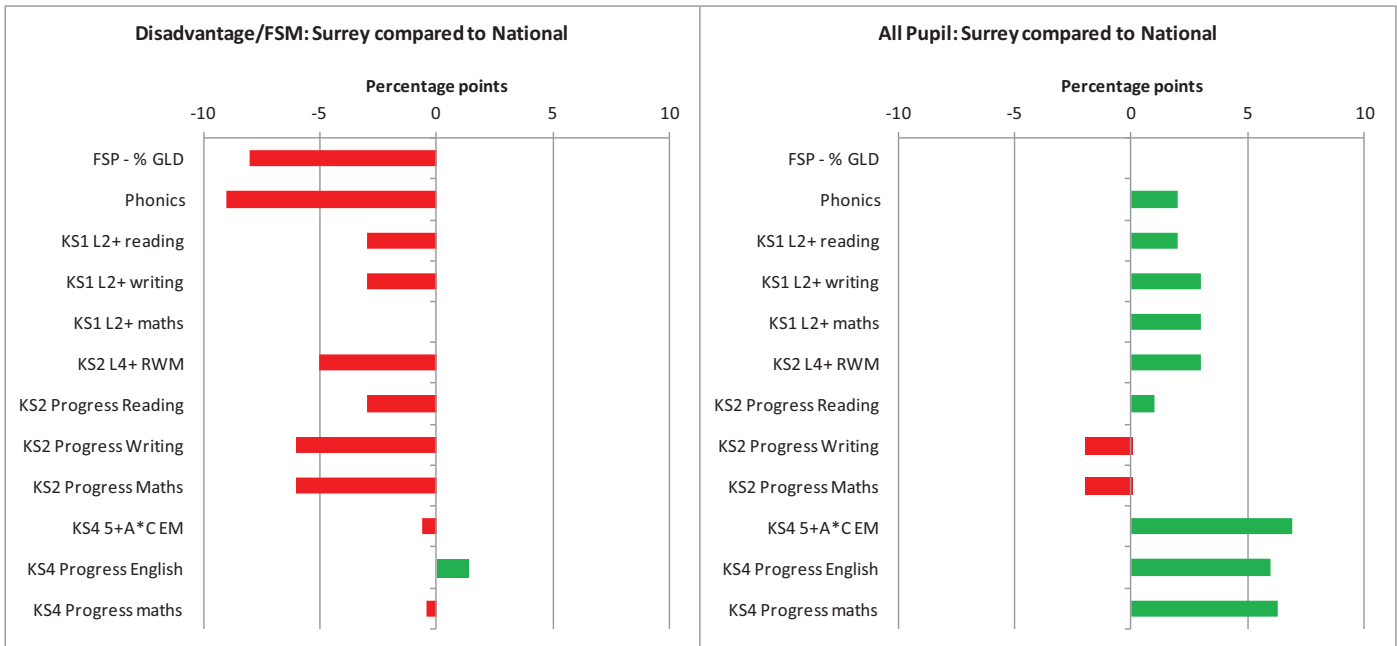
Ofsted inspections focus specifically on both how well schools are spending their pupil premium and also the impact of this on the achievement of pupils.

Key Messages

1. The overall performance of pupils in Surrey is similar or higher to the attainment nationally. The achievement of disadvantaged pupils has also improved at all key stages. This was acknowledged by Matthew Coffey HMI, Regional Director SE Ofsted, in a letter to Nick Wilson on 7 February. However, the rate of increase is not as large

as seen nationally and Surrey remains below the performance of disadvantaged pupils nationally at most key stages.

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- Disadvantaged pupils are already falling behind the non disadvantaged groups at the beginning of their school life.
- Pupils who are disadvantaged but not SEN or EAL performed at similar levels to pupils as a whole at Key Stage 2 in 2013.
- The lowest performing group in all measures within the disadvantaged cohort are those with SEN1 but not EAL. Within the SEN cohort, those with Action Plus do not perform as well in Surrey as nationally.
- Surrey has one of the highest of percentage of eligible pupils failing to claim Free School Meals (32% in 2012). As result the schools do not qualify for the Pupil Premium payment that could assist the school meeting their needs. It is likely the introduction of meals for all infant age pupils in 2014 will further impact on the percentage of parents claiming.
- Improving the achievement for this group of pupils is one of the key priorities for Surrey schools and the Local Authority in the coming year. As part of this the 'No Child Left Behind – Everyone's Responsibility' has been introduced.

¹ It should be noted that this analysis includes SEN pupils both with and without a full statement of SEN. It also includes pupils with a range of different types of need (e.g. behavioural, emotional and social difficulties; moderate and severe learning difficulties; autistic spectrum disorder etc.)

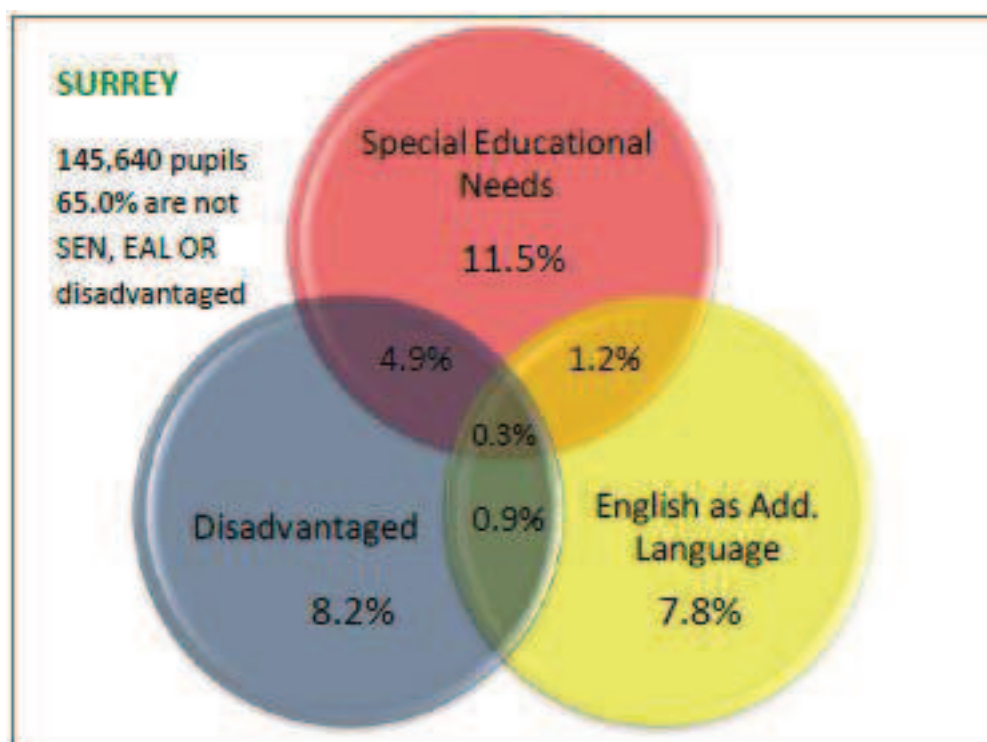
Cohort Context

The number of disadvantaged pupils has increased over the last three years.

	2011		2012		2013	
	Number	%	Number	%	Number	%
Early Years	1,108	9	1,069	8	1,250	9
Key Stage 1			1629	14	1705 ²	14
Key Stage 2	1628	15	1689	16	1769	17
Key Stage 4	1486	14	1492	14	1660	16

Raise disadvantage figures/2013 performance tables

Within the disadvantaged pupils cohort children may also have a range of other vulnerability factors that may impact on their performance. The following breakdown is based on the January Census 2013 and provides an indication of the complexity of needs within the disadvantaged cohort.



Source: January 2013 Pupil Level School Census

The table below gives a more detailed breakdown by key stage. The pupil level datasets have been matched to the January 2013 Census (please note that 100 pupils were not matched in KS1, 51 pupils were not matched in KS2).

² RAISE currently includes a small number of non Surrey maintained pupils

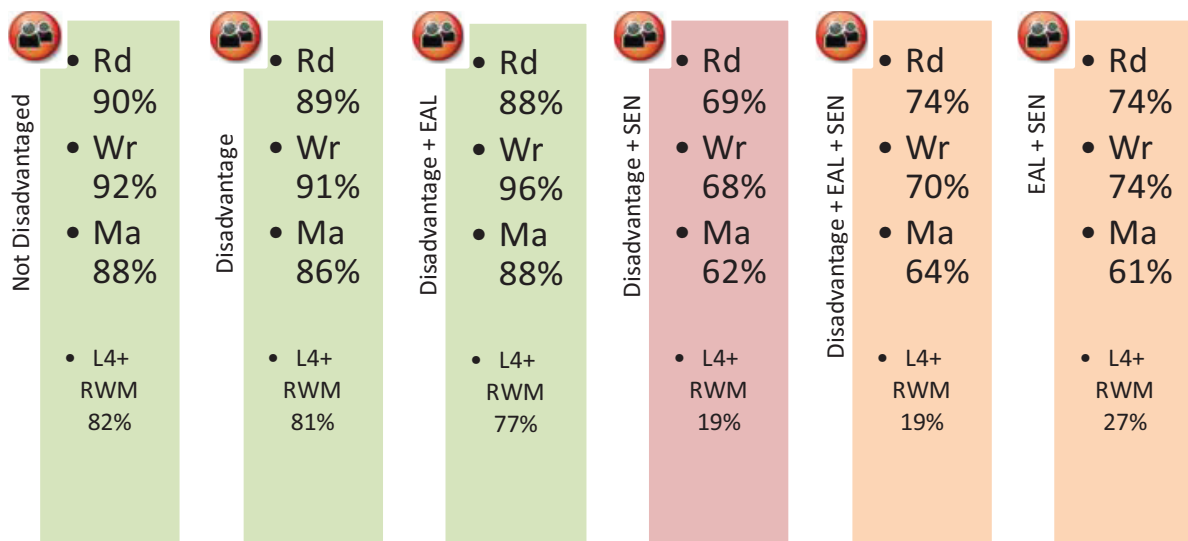
Cohort breakdown of disadvantaged (Pupil Premium)

	FSP	Key Stage 1	Key Stage 2	Key Stage 4
No. of pupils in pupil level data set	1250	1680	1769	1660
EAL and SEN	1.5%	2.7%	1.8%	2.3%
EAL but Not SEN	6.5%	6.2%	6.7%	5.5%
SEN but Not EAL	15.1%	31.9%	34.5%	39.6%
Not EAL and Not SEN (just PP)	66.4%	59.2%	57.1%	52.6%

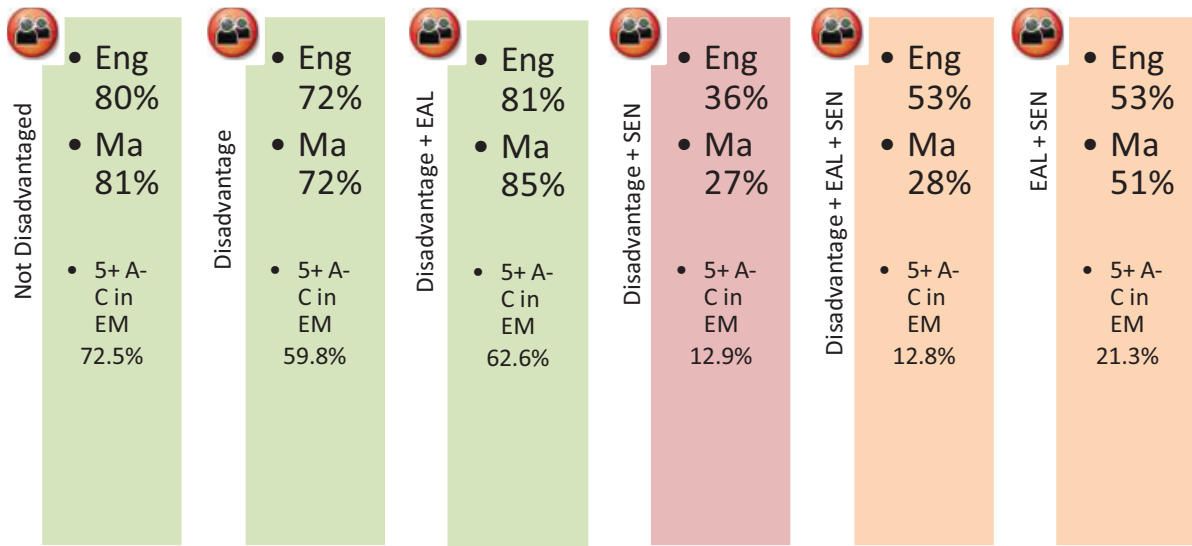
Source: Keypas pupil level file (FSP, KS1) and DfE pupil files for KS2 and KS4

When looking at the performance of the various groups there is a marked difference between those pupils with one factor compared to those with multiple factors eg expected progress at Key Stage 2 for those pupils who were disadvantaged (but with no other factors) was similar to the performance of all pupils. The table below shows the relative percentage making expected progress in reading, writing and maths by the various combinations, as well as the key attainment indicators for each key stage. SEN remains a key factor in lower performance levels for this group. EAL pupils tend to make higher levels of progress once language difficulties have been overcome.

Performance by vulnerability – Key Stage 2



Performance by vulnerability – Key Stage 4

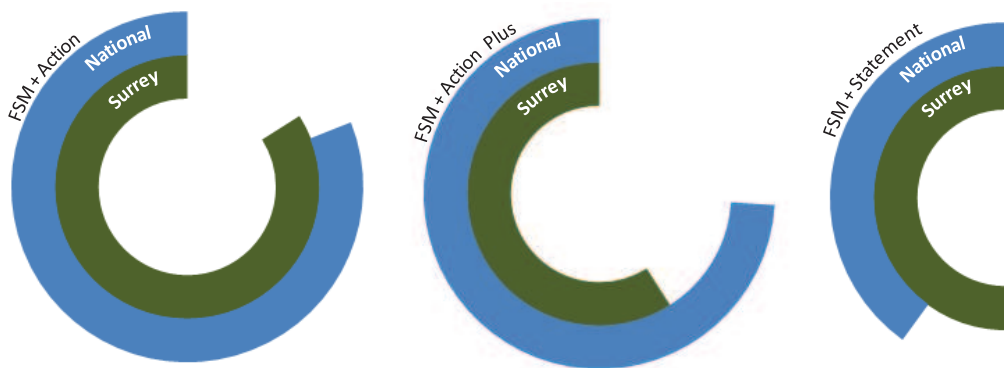


How is SEN³ impacting on the performance of disadvantaged pupils?

Comparison of disadvantaged pupils with SEN performance is not available nationally. However, DfE do publish figures on the performance of FSM by SEN type as part of the analysis of children with special education needs. The latest figures indicate that the percentage of FSM pupils with Action Plus or a Statement is higher in Surrey than nationally.

The Action Plus pupils in Surrey perform well below their peers nationally at Key Stage 2 and in maths progress and 5+ A*-C in EM at Key Stage 4. The diagram overleaf illustrates this.

Key Stage 2 Reading: relative performance of FSM SEN groups Surrey to National



³ It should be noted that this analysis includes SEN pupils both with and without a full statement of SEN. It also includes pupils with a range of different types of need (e.g. behavioural, emotional and social difficulties; moderate and severe learning difficulties; autistic spectrum disorder)

Key Stage 2 2013		Surrey			National	
FSM Pupils with SEN	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress reading	84	59	51	81	74	45
% Expected progress writing	75	69	49	85	81	47
% Expected progress maths	72	56	45	78	73	44
% L4+ in Reading, writing (TA) & maths	32	13	8	37	26	9
% of FSM cohort	18	14	9	19	13	6

Source: SFR51_2013 G:\CSF PKM Team\S&L\2013\Disadvantaged Pupils_FSM Project\Analysis\FSM with SEN 2013.xlsx

Key Stage 4 2013		Surrey FSM			National FSM	
FSM Pupils with SEN	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress English	56.7	38.3	14.8	45.3	36.2	17.7
% Expected progress maths	46.9	22.7	12.4	37.8	29.3	13.4
% 5+ A*-C in EM	21.2	9.84	5.56	19.3	14.8	4.1
% of FSM cohort	15	18	13	17	12	8

Source: SFR5_2014 (National) EPAS for Surrey

Persistent Absence and disadvantaged pupils

Persistent Absence rates are classified as pupils missing 15+% of available sessions at school. Using the available data⁴ it is clear that the rate of persistent absence is higher for disadvantaged pupils, particularly at Key Stage 2, than rates for the cohort overall. The combination of SEN with disadvantage is a contributory factor.

Key Stage 2	% Persistent Absence 2012/13	No. of Persistent Absentees
All pupils	2.5	253
Non disadvantage	1.4	117
Disadvantage	7.7	136
Disadvantage No SEN	5.3	60
Disadvantage Action	10.3	28
Disadvantage Action Plus	10.9	25
Disadvantage Statement	16.3	23

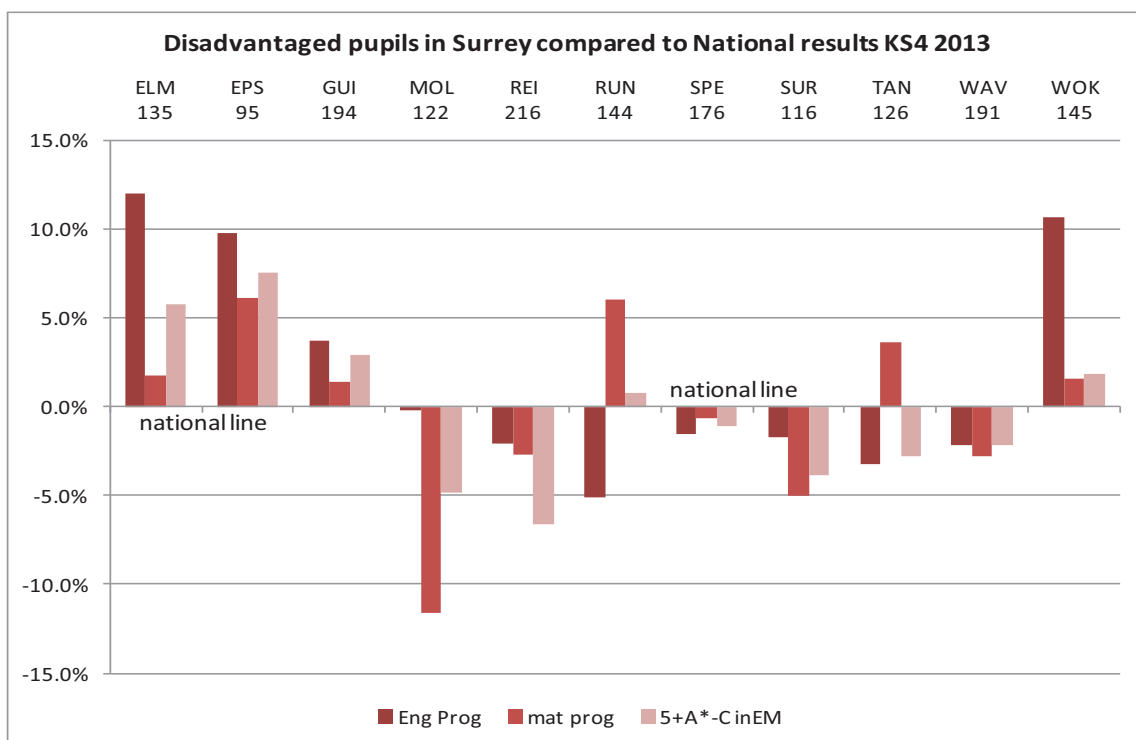
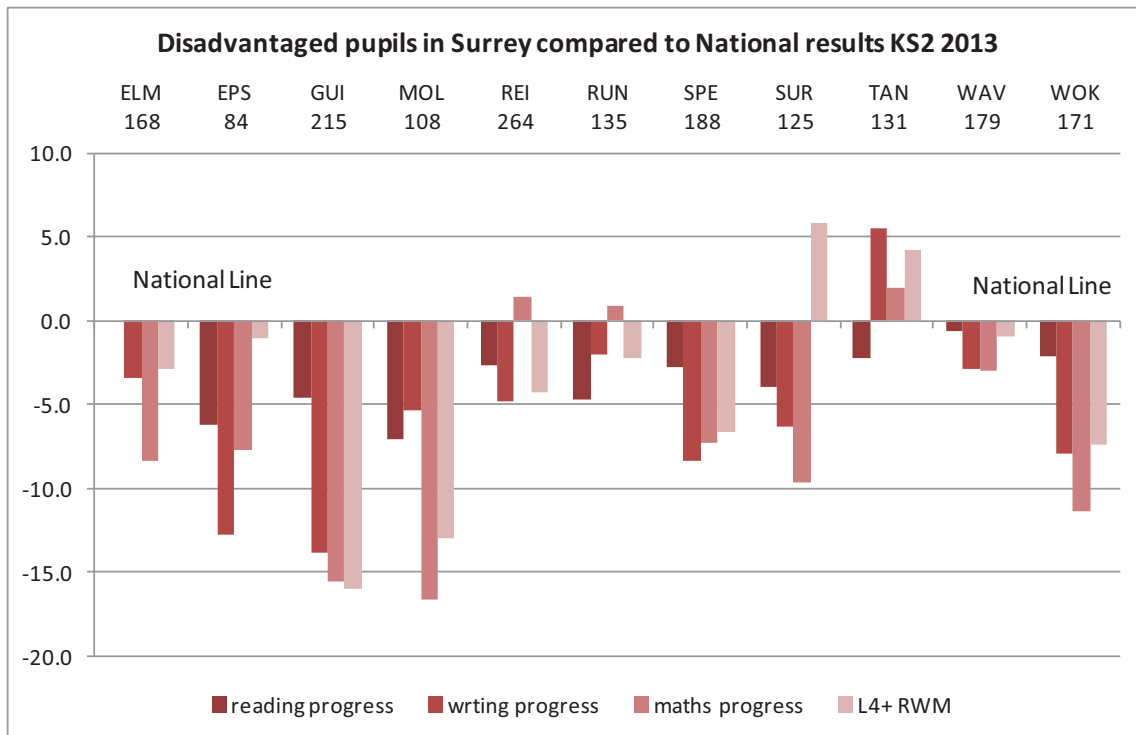
Missing academy data in the attendance database is more problematic at Key Stage 4, resulting in a poor match rate.

Geographic differences

The performance of disadvantaged pupils is variable across the boroughs. The graphs below show the number of disadvantaged pupils per borough (based on school location) and

⁴ Data is missing for some pupils/academies

the relative performance to the national percentage for disadvantaged pupils at Key Stage 2 and Key Stage 4.



What, if any, is the influence of school type on disadvantaged pupils?

The difference in performance between junior and primary schools is also seen in the performance of disadvantaged pupils with progress levels being higher in primary schools than in junior schools.

Key Stage 2 2013	Junior Schools				Primary Schools			
	Dis ⁵	Not Dis	Gap	No of Dis	Dis	Not Dis	Gap	No of Dis
% L4+ in reading, writing & maths	59	84	25	493	59	82	23	1244
Expected Progress reading	79	89	10	476	84	91	7	1214
Expected Progress writing	80	90	10	476	86	94	8	1213
Expected Progress maths	77	86	9	477	79	89	10	1212

However the proportion of disadvantaged pupils per prior attainment band differs between school types, with a higher percentage of pupil premium pupils in the low Prior Attainment band in primary schools than junior schools.

% of disadvantaged pupils	Key Stage 1 PA band of Key Stage 2 cohort		
	Low	Middle	High
PRI	29%	53%	16%
JUN	20%	56%	21%

No Child Left Behind – Everyone’s Responsibility

A key focus of the new school improvement strategy is a focus on improving outcomes for disadvantage pupils. Therefore the ‘No Child Left Behind – Everyone’s Responsibility’ has been launched. The following actions are in place and agreed by schools:

- Primary Vision has decided to make narrowing the gap the key priority for 2013/14 to ensure all schools accept responsibility.
- HMI have conducted a ‘good practice’ survey in six Surrey primary schools and outcomes published and shared.
- Additional research into Surrey context of FSM has been undertaken.
- All primary schools have access to comparative and trend data for disadvantaged pupils. This will extend to secondary schools.
- Where the achievement of disadvantaged pupils is below average consultants conduct additional support and challenge visits. These schools are paired with schools with identified good practice.
- All school visits will include a key focus on disadvantaged pupils.
- Additional headteacher quadrant meetings each term with a Free-School Meal focus starting Spring 2014.
- Develop links between Early Years provision and schools.
- E-Directory of support developed.
- Primary vision conference for all primary heads in June 2014.

⁵ Dis = Disadvantaged: FSM6 + Children Looked After