

Stow Heath Primary School

Disadvantaged Attainment Year on Year trends over time 2013-2016



Early Years	2013		2014		2015		2016	
% achieving GLD at the end of EYFS	37%		59%		33%		47%	
	-15%		-1%		-33%		-20%	

2016 outcomes show an improved picture as more disadvantaged pupils achieved a good level of development than seen the previous year as the gap with national decreased 13%. This is as a result of more focused assessment analysis and teaching activities and interventions for these pupils so that they attain as well as their peers.

PP Year 1 Phonics	2013		2014		2015		2016	
% achieving expected standard in the Y1 Phonic Check	59%		60%		61%		50%	
	-10%		-14%		-16%		-31%	

Phonic outcomes for disadvantaged pupils have remained consistent over 3 years for disadvantaged pupils with approximately half the pupils achieving the expected standard for the Phonic check. Although the gap on national has increased, this was a cohort specific issue that carried through from EYFS.

PP Key Stage One	2013			2014			2015			2016		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% achieving Level 2b+ (2013-15) or achieving expected standard in 2016	42%	25%	33%	75%	65%	81%	78%	59%	70%	68%	52%	72%
	-36%	-42%	-45%	-5%	-4%	+1%	-4%	-14%	-12%	-6%	-13%	-1%

Since 2013, the gap between disadvantaged pupils and their peers has diminished so that more disadvantaged pupils achieve as well as their peers over time even with the introduction of a new National Curriculum and assessments. This is as a result of focused interventions and forensic data analysis for these pupils to ensure that the outcomes for disadvantaged pupils are becoming more in line with their peers.

PP Key Stage Two	2013				2014				2015				2016			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
% achieving Level 4+ (2013-15) or achieving expected standard in 2016	70%	35%	74%	30%	80%	60%	70%	57%	79%	71%	88%	71%	48%	43%	61%	30%
	-16%	-42%	-11%	-45%	-9%	-33%	-16%	-22%	-10%	-14%	+1%	-9%	-18%	-29%	-9%	-22%

Similarly to KS1 since 2013, the gap between disadvantaged pupils and their peers has diminished so that more disadvantaged pupils achieve as well as their peers over time even with the introduction of a new National Curriculum and assessments. This is as a result of focused interventions and forensic data analysis for these pupils to ensure that the outcomes for disadvantaged pupils are becoming more in line with their peers.

Figures in red show difference between national for all pupils