

E-ACT

Pre-RAISE summary

Pathways E-ACT Primary Academy

October 2015

Contents

Table 1.1.1 Basic characteristics of your school (from 2014 RAISE).....	Page 3 & 4
Table 1.1.2 Basic characteristics by National Curriculum year group (from 2014 RAISE).....	Page 4
Table 2.1.1 School level absence.....	Page 5
Table 4.1.2 Phonics Screening Check.....	Page 5 & 6
Chart 4.2.1 & Table 4.2.2 % of pupils attaining levels at KS1 by subject.....	Page 6 & 7
Table 4.3.1 % of pupils attaining levels at KS2 by subject.....	Page 7 & 8
Table 4.3.2 % of KS2 pupils achieving level 4 or above and attainment gaps.....	Page 9
Tables 5.2.1, 5.2.3 & 5.3.1 Expected progress in Re, Wr & Ma KS1-2 2015.....	Page 10
Table 6.2.1 Narrowing the Gap (expected progress) trend – Disadvantaged pupils.....	Page 11 & 12

- All 2015 data is provisional, as supplied to E-ACT, and any sig+ and sig- flags shown are indicative and may be subject to change.
- All national average data shown is from 2015.

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	-	-	561				
National	251	257	263	3	134	208	264
% girls							
School	-	-	49.7				
National	49.0	49.0	49.0	0.0	46.1	48.1	49.9
% of pupils known to be eligible for free school meals (FSM)*							
School	-	-	48.8				
National	26.2	26.7	26.6	0.0	9.4	15.8	25.5
% of pupils from minority ethnic groups							
School	-	-	32.6				
National	27.7	28.7	29.7	0.0	4.6	8.5	16.0
% of pupils first language not / believed not to be English							
School	-	-	20.5				
National	17.5	18.1	18.8	0.0	0.9	2.9	7.3
% of pupils supported at school action							
School	-	-	17.6				
National	10.6	9.7	8.9	0.0	4.4	6.8	9.2
% of pupils supported by school action plus or with a statement of SEN							
School	-	-	18.4				
National	7.9	7.7	7.7	0.0	4.1	6.0	8.0
% stability							
School	-	-	95.1				
National	85.4	85.8	85.9	23.7	79.2	84.5	88.5
School deprivation indicator							
School	-	-	0.43				
National	0.24	0.24	0.24	0.01	0.09	0.14	0.21

The table above shows us that:

- Pathways have significantly more pupils than the average primary school in England, which places the academy in the top quintile nationally.
- Around half of pupils are eligible for Free School Meals. This is more than double the national average.
- Nearly 1 in 5 pupils are supported at School Action. This is around twice the national average and places the academy in the top quintile nationally.
- Pupil mobility at the academy is higher than the national average which places the academy in the top quintile nationally for stability.
- Deprivation factors associated with the academy are twice that seen in primary schools nationally. This places the academy in the top quintile nationally.

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	152	41.4 / 58.6	-	-	-	23.0	0
1	83	57.8 / 42.2	43.4	40.2	27.7	41.0	0
2	88	48.9 / 51.1	43.2	34.1	20.5	37.5	0
3	59	57.6 / 42.4	50.8	27.1	18.6	47.5	0
4	60	55.0 / 45.0	51.7	23.3	10.0	45.0	0
5	60	41.7 / 58.3	63.3	35.0	20.0	36.7	0
6	59	61.0 / 39.0	59.3	32.2	23.7	39.0	1

The table above shows us that:

- The percentage of pupils eligible for Free School Meals fluctuates between the Year Groups and ranges from around 43% of pupils to over 60%.
- The academy population of pupils with Special Educational Needs ranges from around 1 in 5 to nearly 50% of pupils across the year groups.

School Level Absence

Table 2.1.1

	Academy 2014	2014 national average for primary schools	Academy 2015	2014 national average for primary schools
% of sessions missed due to overall absence	5.4%	3.9%	5.9%	3.9%

The table above shows us that:

- *The proportion of sessions missed due to overall absence has increased from 1.4 percentage points (ppts) above the national average in 2014 to being 2 ppts above the national average in 2015. This is an overall increase of 0.5 percentage points.*

Phonics Screening Check

Chart 4.1.1 Year 1 Phonics Screening Check by Pupil Characteristics

	Phonics Screening Check							
	2014				2015			
	Cohort	Number meeting expected standard	% school	% national	Cohort	Number meeting expected standard	% school	% national
All Pupils	86	57	66	74	87	61	70	77
Gender								
Male	45	32	71	70	33	14	42	73
Female	41	25	61	78	54	47	87	81
Disadvantaged								
Disadvantaged	34	24	71	63	42	30	71	65
Other	52	33	63	78	45	31	69	79

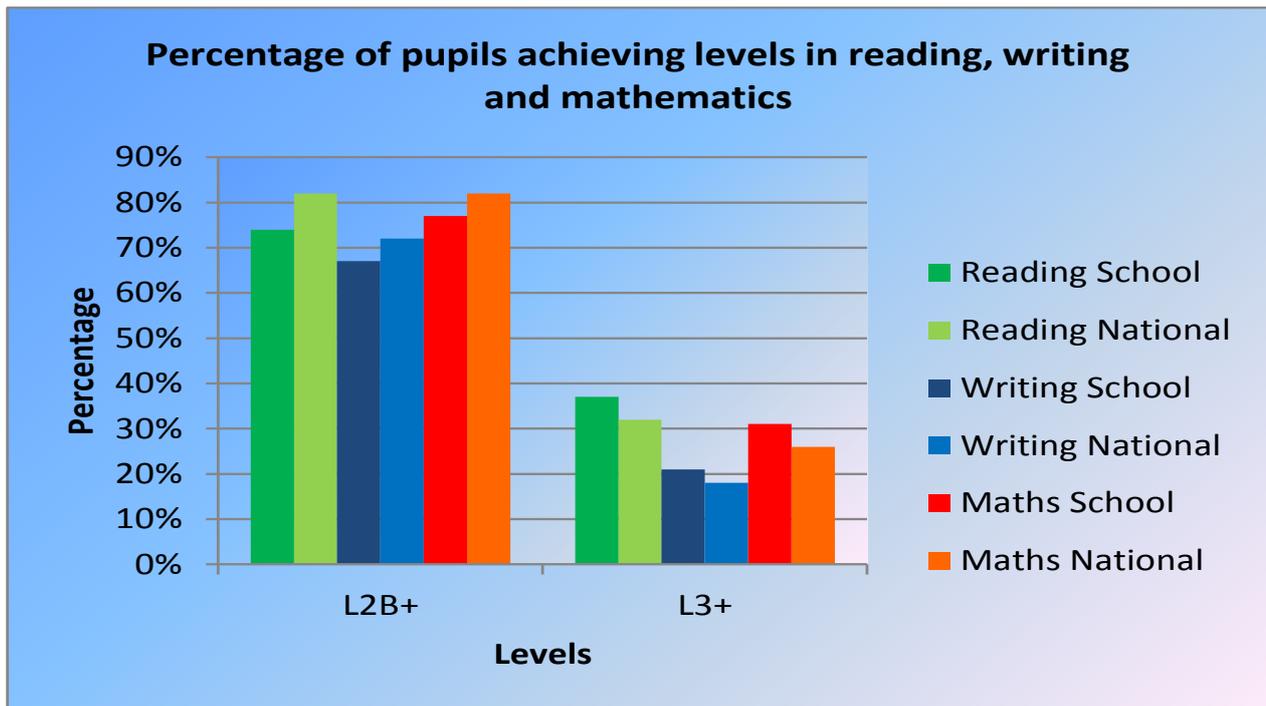
The table above shows us that:

- The proportion of pupils meeting the expected standard has increased between 2014 and 2015. In 2014, the academy results were 8 ppts below the national average but the 2015 results are 7 ppts below the national average.
- In 2014, a greater proportion of boys than girls met the expected standard, but in 2015, a significantly greater proportion of girls than boys met the expected standard.
- In 2014 and 2015, a greater proportion of disadvantaged pupils than other pupils met the expected standard. The proportion of disadvantaged pupils meeting the expected standard in 2014 and 2015 is above the national average.

Chart 4.2.1 & Table 4.2.2

Percentage of pupils attaining or surpassing levels at Key Stage 1 by subject – 2015

		L2B+	L3+
Reading	Reading School	74%	37%
	Reading National	82%	32%
	Difference	-8%	5%
	Sponsored	76%	24%
Writing	Writing School	67%	21%
	Writing National	72%	18%
	Difference	-5%	3%
	Sponsored	65%	12%
Mathematics	Maths School	77%	31%
	Maths National	82%	26%
	Difference	-5%	5%
	Sponsored	76%	20%



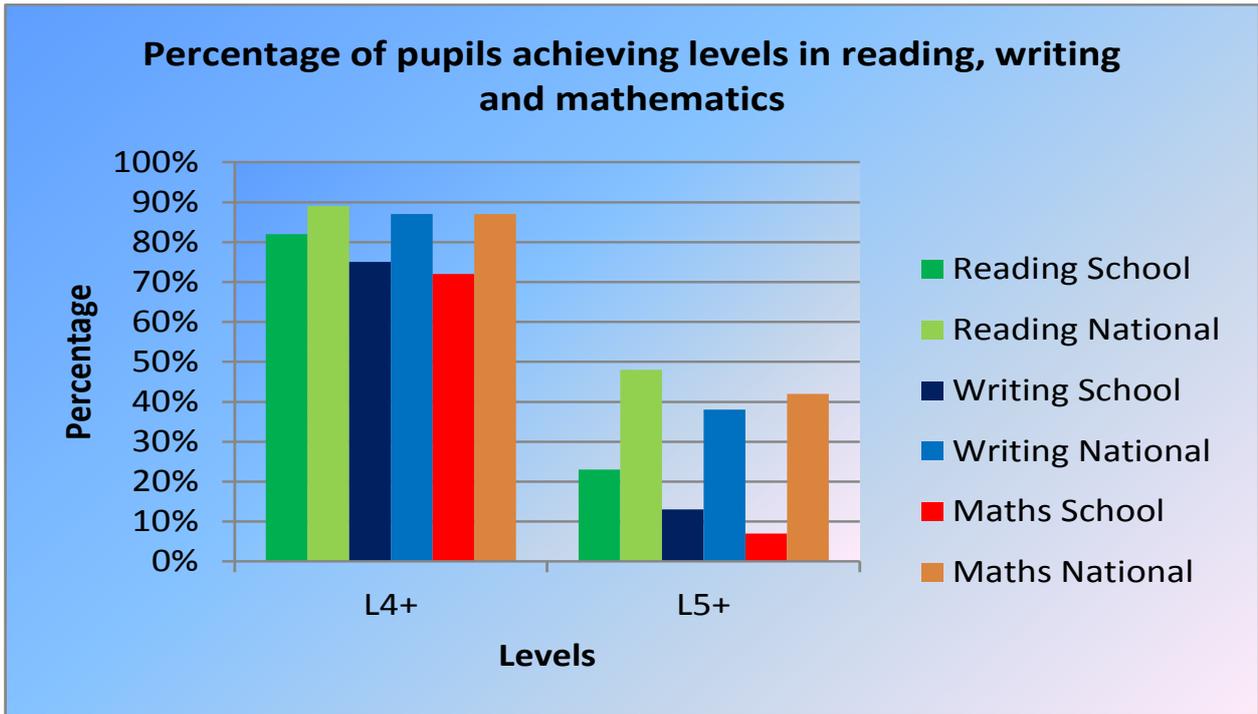
The table and chart above shows us that:

- At level 2b+, reading, writing and mathematics are all below the respective national averages.
- At level 3+, reading, writing and mathematics are all above the respective national averages.

Chart 4.3.1 & Table 4.3.2

Percentage of pupils attaining or surpassing levels at Key Stage 2 by subject – 2015

		L4+	L5+
Reading	Reading School	82%	23%
	Reading National	89%	48%
	Difference	-7%	-25%
	Sponsored	75%	28%
Writing	Writing School	75%	13%
	Writing National	87%	38%
	Difference	-12%	-25%
	Sponsored	74%	18%
Mathematics	Maths School	72%	7%
	Maths National	87%	42%
	Difference	-15%	-35%
	Sponsored	76%	26%



The table and chart above shows us that:

- *At level 4+, the reading attainment is below the national average and the writing and mathematics outcomes are significantly below the respective national averages.*
- *At level 5+, the reading, writing and mathematics outcomes are significantly below the respective national averages.*

Table 4.3.2

Percentage of Key Stage 2 pupils achieving level 4 or above

	Reading			Writing			Mathematics		
	Sch	Nat	Sig	Sch	Nat	Sig	Sch	Nat	Sig
All Pupils	80%	89%	-	73%	87%	-	72%	87%	-
Disadvantaged	78%			70%			68%		
Other	82%	92%	-	78%	89%	-	89%	90%	-

The table above shows us that:

- In reading, the attainment of disadvantaged pupils in school is 4 ppts below the equivalent for other pupils. The gap between disadvantaged pupils in school and other pupils nationally is 14ppts.*
- In writing, the attainment of disadvantaged pupils in school is 8ppts below the equivalent for other pupils. The gap between disadvantaged pupils in school and other pupils nationally is 19 ppts.*
- In mathematics, the attainment of disadvantaged pupils in school is 21 ppts below the equivalent for other pupils. The gap between disadvantaged pupils in school and other pupils nationally is 22 ppts.*

Table 5.2.1, 5.2.3 & 5.3.1

Expected progress in Reading, Writing and Mathematics Key Stage 1 to Key Stage 2

	Total No. of Pupils	No. achieving expected progress	School % achieving expected progress	National % achieving expected progress	School number achieving more than expected progress	School % achieving more than expected progress	National % achieving more than expected progress
Reading							
2014	52	47	90	91	16	31	35
2015	53	47	87	91	16	32	35
Writing							
2014	52	50	96	93	19	37	33
2015	53	50	94	94	15	26	33
Mathematics							
2014	51	46	90	89	13	25	35
2015	53	47	91	90	5	8	35

Represents pupils making expected progress

Represents pupils making more than expected progress

The table above shows us that:

- *Reading – the proportion of pupils making expected progress has decreased slightly from last year and remains below the national average. The proportion making better than expected progress is around the same level as last year and remains below the national average.*
- *Writing - the proportion of pupils making expected progress has decreased slightly from last year and is the same as the national average. The proportion making better than expected progress has fallen since last year but remains close to the national average.*
- *Mathematics - the proportion of pupils making expected progress has remained at around the same level as last year and remains in line with the national average. The proportion making better than expected progress has fallen significantly from last year and is now significantly below the national average.*

Table 6.1.2

Closing the Gap trend – disadvantaged pupils - % of pupils making expected progress

Reading

	2014			2015		
	Sch	Nat other	Diff	Sch	Nat other	Diff
All pupils	90			87		
Disadvantaged	86	92	-6	84	92	-8
Other	96			89		
Within school gap	-10			-5		

Writing

	2014			2015		
	Sch	Nat other	Diff	Sch	Nat other	Diff
All pupils	96			94		
Disadvantaged	97	94	+3	94	94	-
Other	96			95		
Within school gap	+1			-1		

Mathematics

	2014			2015		
	Sch	Nat other	Diff	Sch	Nat other	Diff
All pupils	90			89		
Disadvantaged	86	91	-5	88	91	-3
Other	96			89		
Within school gap	-10			-1		

The table above shows us that:

- *Reading – in 2014, there was a 10 ppts gap between the proportion of disadvantaged and other pupils making expected progress at the academy in reading. There was a 6 ppts gap between disadvantaged pupils at the academy and the national figure for other pupils. In 2015, the equivalent gaps are -5 ppts and -8 ppts respectively.*
- *Writing – in 2014, there was no gap between the proportion of disadvantaged and other pupils making expected progress at the academy in writing. There was also no gap between disadvantaged pupils at the academy and the national figure for other pupils. In 2015, the equivalent gaps are -1 ppts and no gap.*
- *Mathematics – in 2014, there was a gap of 10 ppts between the proportion of disadvantaged and other pupils making expected progress at the academy in mathematics. There was a gap of -3 ppts between disadvantaged pupils at the academy and the national figure for other pupils. In 2015, the equivalent gaps are -1 ppt and -3 ppts respectively.*