

# Educational Performance of Disadvantaged Pupils and those with Special Educational Needs and Disabilities

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- New measures for the end of KS1 and KS2 levels replaced by a defined age-related expectation ('Expected Standard') in reading, writing and mathematics combined
- New measures for the end of KS4 no longer 5A\*CEM or levels of expected progress; now Attainment 8 (A8), Progress 8 (P8), Basics, Ebacc
- New standards more rigorous
- Trend analysis largely meaningless
- Different approved qualifications for KS4; some recognised in school performance tables, others not







- Hampshire outcomes across Key Stages and measures have been strong for pupils overall
- Recent improvements in secondary phase overall in particular; primary already consistently strong
- BUT there is variability with some groups of pupils performing less well than others
- Pupils with English not the first language and those with Service background, for example, generally do well
- Disadvantaged pupils and those with SEND we wish to see further improvement



### The Challenge



- Good schools which are good for ALL pupil groups
- Improving the raw attainment of those disadvantaged in order to 'close the gap' or 'diminish the difference' – tackling educational disadvantage so that disadvantaged pupils do much better
- Schools' ability to sustain improvements for disadvantaged pupils year on year
- Ensuring pupils in the 'SEND support' group consistently do as well as peers nationally
- Accountability: School v Pupil; the curriculum









EXP+ in RWM	Hampshire	National
All	66%	60%
Disadvantaged	48%	46%
Non Disadvantaged	69%	64%
SEND	17%	16%
Non SEND	75%	68%







## **Key Stage Two (11 years)**

EXP+ RWM	Hampshire	National	Statistical Neighbour Group Average
All	59	54	52
Disadvantaged	39	39	33
Non Disadvantaged	65	61	58
SEND	12	14	11
Non SEND	66	62	60



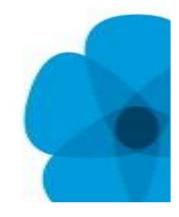


## **Key Stage Four (16 years): Attainment 8**



A8	Hampshire	National	Statistical Neighbour Group Average
All	51.1	50.1	50.8
Disadvantaged	39.0	41.1	39.0
Non Disadvantaged	53.8	53.3	53.4
SEND	29.8	31.2	32.1
Non SEND	54.1	53.2	54.1









Basics	Hampshire	National
All	66.7%	63.3%
Disadvantaged	39.2%	43.0%
Non Disadvantaged	72.8%	70.6%
SEND	21.2%	24.2%
Non SEND	73.1%	69.7%







## **Key Stage Four: Progress 8**

P8	Hampshire	National	Statistical Neighbour Group Average
All	-0.03	-0.03	-0.01
Disadvantaged	-0.52	-0.38	-0.52
Non Disadvantaged	+0.08	+0.11	+0.11
SEND	-0.60	-0.55	-0.52
Non SEND	+0.05	+0.06	+0.09









	Overall Attendance	Persistent Absence
All	95.8%	8.7%
Disadvantaged	93.4%	19.5%
Non Disadvantaged	96.4%	6.2%
SEND	93.8%	17.0%
Non SEND	96.2%	7.4%









- 2676 days lost to exclusion non disadvantaged 1103 days, disadvantaged 1573 days; a much higher rate for disadvantaged proportionately
- 0.4% of non disadvantaged pupils incurred 1+ days of exclusion, compared to 2.3% of disadvantaged: almost 6 times more likely to be excluded









- 8649 days lost to exclusion non disadvantaged 3727 days, disadvantaged 4922 days; a much higher rate for disadvantaged proportionately
- 2.2% of non disadvantaged pupils incurred 1+ days of exclusion, compared to 8.3% of disadvantaged; almost 4 times more likely to be excluded



### **Ways Forward**



- Moral purpose and inclusivity
- High expectations and aspiration for all pupils
- Improving the quality of teaching still further; weaker teaching affects disadvantaged pupils disproportionately
- Appropriate curriculum offer for all pupils
- The focus of LLP annual visits to all schools
- CPD universal, targeted and bespoke
- Synergies Inclusion Team, Improvement Team, SEN Service, Virtual School & College, C & F
- Dissemination of sustained good practice in schools
- Attendance strategy

