

SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

Disadvantaged Children – Gap Data

In looking at the figures relating to closing the gap for disadvantaged pupils we have used data from RAISEonline.

RAISEonline is an online tool commissioned jointly by the then DfE and Ofsted to provide data to schools to support their 'self-evaluation'. It aims to provide a common set of analyses for schools, local authorities, inspectors and School Improvement Partners. The data is published by the DfE, initially unvalidated and will then be validated when all checks are complete. The data used is the latest available form RAISEonline.

As the Local Authority is not able to share the data relating to individual schools the analysis is based on borough level data. However the attached data set gives a three year (2013, 2014, 2015) trend analysis at borough level compared with national expectations. It compares attainment at national level at Key Stage 1, 2 and 4 and across the main subject areas.

The analysis shows:

Key Stage 1(final data):

- All schools across all subjects have either improved or maintained their level of attainment of disadvantaged pupils.
- In all subjects the gap has narrowed with the exception of level 2 Mathematics and level 3 Writing where the gap has remained the same.
- The gap has not widened in any school in any subject at any level.

Key Stage 2 (validated data):

- Overall the gap has narrowed across the borough. Overall in the subject areas, Mathematics, Writing (TA) English Grammar, Punctuation and Spelling the gap has narrowed. However the gap has widened in Reading.
- Across level 4 the gap has narrowed across all subject areas.
- Across level 5 the gap has widened. Across Mathematics and English Grammar, Punctuation and Spelling the gap has narrowed. However the gap in Reading and Writing (TA) has widened.

Key Stage 4 (unvalidated data):

- 5 A*-C including English and Mathematics the gap has narrowed.
- English A*-C the gap has narrowed.
- Mathematics A*-C the gap has narrowed.
- 5A*-G the gap has narrowed.

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- Overall the gap widened between 2013 and 2014. Each area has demonstrated an improvement in 2015 but is not achieving the attainment shown in 2013.