

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

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## 2016 Changes

- 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



# Historic Performance

- 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



# Key Stage One (7 years)

EXP+ in RWM	Hampshire	National
All	66%	60%
Disadvantaged	<b>48%</b>	<b>46%</b>
Non Disadvantaged	69%	64%
SEND	<b>17%</b>	<b>16%</b>
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	<b>39.0</b>	<b>41.1</b>	<b>39.0</b>
Non Disadvantaged	53.8	53.3	53.4
SEND	<b>29.8</b>	<b>31.2</b>	<b>32.1</b>
Non SEND	54.1	53.2	54.1



# Key Stage Four: 'Basics'

Basics	Hampshire	National
All	66.7%	63.3%
Disadvantaged	<b>39.2%</b>	<b>43.0%</b>
Non Disadvantaged	72.8%	70.6%
SEND	<b>21.2%</b>	<b>24.2%</b>
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	<b>-0.52</b>	<b>-0.38</b>	<b>-0.52</b>
Non Disadvantaged	+0.08	+0.11	+0.11
SEND	<b>-0.60</b>	<b>-0.55</b>	<b>-0.52</b>
Non SEND	+0.05	+0.06	+0.09



# Hampshire Attendance

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



## Exclusion - Primary

- 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



## Exclusion - Secondary

- 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

