

Disadvantaged Pupils 2017-18



Context 2017-18

- Officially still a one-form entry school with bulge classes in REC, Year 1 and Year 2 and Year 3
- Bottom 6.8% compared to national for Index of Multiple Deprivation (IMD) - source 2015 English IMD Explorer
- Bottom 3.6% compared to national for income deprivation Affecting Children Index (IDACI) - source 2015 English IMD Explorer
- Bottom 5.7% compared to national for Income Deprivation Domain (IDD) - source 2015 English IMD Explorer
- NOR: 274 (larger than average) -October 2018
- PP: 50% (almost double national average)

EYFS Profile 2017-18

28 Disadvantaged pupils
20 Non-Disadvantaged pupils

nyp – not yet published

	Brownmead			Birmingham			National		
	% PP	% Non	+/-	% PP	% Non	+/-	% PP	% Non	+/-
GLD	82	55	27	61	70	-9	NYP	NYP	NYP
CL	89	65	24	74	79	-6	NYP	NYP	NYP
PD	93	75	18	81	85	4	NYP	NYP	NYP
PSED	89	70	19	78	83	-5	NYP	NYP	NYP
Literacy	82	55	27	63	72	-9	NYP	NYP	NYP
Maths	86	55	31	67	75	-9	NYP	NYP	NYP
UKW	96	80	16	74	80	-5	NYP	NYP	NYP
Arts	96	80	16	79	83	-4	NYP	NYP	NYP
Av Pts	34.5	31.0	3.5	31.9	33.7	-1.8	NYP	NYP	NYP

- Disadv pupils achieved better in all areas than their NonDIS counterparts. This is also true when compared to DIS in Birmingham. GLD is above Birmingham and the national figure for GLD which is 72%
- APS is above Birmingham

Phonics 2017-18

25 Disadvantaged pupils
35 Non-Disadvantaged pupils

	Brownmead			Birmingham			National		
	% PP	% Non	+/-	% PP	% Non	+/-	% PP	% Non	+/-
Year 1	76	77	-1	74	83	-9	72	85	-13
Year 2	84	100	-16	87	92	-5	85	94	-9

- The gap between Dis/Non is closer than the Birmingham gap.
- Our Y1 results are in line with national figures with the gap between DIS and NONDIS lower than the national gap – as nationally NONDIS have attained higher.

KS1 2017-18

19 Disadvantaged pupils
23 Non-Disadvantaged pupils

	Brownmead			Birmingham			National		
	% Ever6 ARE	% Non-Ever6 ARE	School Difference	% Ever6 ARE	% Non-Ever6 ARE	Difference	% Ever6 ARE	% Non-Ever6 ARE	Difference
Reading	68	78	-10	66	76	-11	62	79	-17
Writing	53	74	-21	59	71	-12	55	74	-19
Maths	68	70	-2	66	76	-10	63	80	-17

- Disadv in R(+2%) and M (+2%) achieved higher than Birmingham with the gap in R broadly similar to Birmingham with the gap in M being much narrower.
- Writing was 6% lower than Birmingham and the gap wider than the Birmingham gap.
- This cohort was new to 2-form entry with a bulge class in this academic year.
- 55% of this cohort are new to Brownmead.
- 20% new to school
- Across Reading , Writing and Maths we compare well to national figures.
- Gaps are narrower in Reading and Maths , as our DIS figure is higher and the NONDIS figure is in line in Reading but lower in Maths

KS1 2017-18

19 Disadvantaged pupils
23 Non-Disadvantaged pupils

Greater Depth

	Brownmead			Birmingham			National		
	% DIS ARE	% Non-DIS ARE	School Difference	% DIS ARE	% NonDIS ARE	Difference	% DIS ARE	% Non-DIS ARE	Difference
Reading	16	17	-2	13	23	-10	14	29	-15
Writing	11	4	6	8	15	-7	8	18	-10
Maths	11	13	-2	12	21	-9	12	25	-13

- Our DIS pupils achieve well at greater depth compared to Birmingham, with the school having a smaller gap in all areas.
- This cohort was new to 2-form entry with a bulge class in this academic year.
- 55% of this cohort are new to Brownmead.
- 20% new to the school
- Our DIS GD compares well to national figures. The NONDIS figures are lower giving the reason why our gaps are narrower than national.

KS2 2017-18 Attainment

21 Disadvantaged pupils
10 Non-Disadvantaged pupils

END OF YEAR 5 COMMENTARY FOR THIS COHORT: DIS attain less well in all 3 areas. They are on track to be broadly in line with the national KS2 PP figures for end of KS2. Need to be a focus in 2017-18.

	Brownmead						Birmingham						National					
	% PP ARE	% Non-PP ARE	School +/-	PP Ave Scale Point	Non-PP Ave Scale Point	School +/-	% PP ARE	% Non-PP ARE	+/-	PP Ave Scale Point	Non-PP Ave Scale Point	+/-	% PP ARE	% Non-PP ARE	+/-	PP Ave Scale Point	Non-PP Ave Scale Point	+/-
R	76	80	-4	103.4	103.8	-0.4	65	77	-12	102.7	105.3	-2.6	64	80	-16	103	106	-3
W	71	70	1				69	80	-11				67	83	-16			
SPAG	67	60	7	103.7	101.1	2.6	71	81	-10	105	107.8	-2.9	67	82	-15	104	107	-3
M	71	70	1	101.4	103.2	-1.8	66	78	-12	102.4	105.4	-3.0	64	81	-17	102	105	-3
RWM	52	70	-18				53	67	-16				51	70	-19			

- The gap between DIS and NonDIS is sig better than the Birmingham gap in all areas with the combined RWM being broadly in line.
- The % achieving ARE for DIS is higher than Birmingham in Reading, Writing and Maths but lower in SPAG. This improves on last year where writing and maths were also lower.
- Scale score for R, GPS and M were all below 100 for DIS pupils in 2017 and now they are all above 100 and broadly in line with the Birmingham scores
- Compared to national figures DIS attain well in all areas – where the gap is narrower than national it is because the NONDIS outcomes are lower than national.

KS2 2017-18 Attainment

21 Disadvantaged pupils
10 Non-Disadvantaged pupils

Greater Depth

	Brownmead			Birmingham			National		
	% DIS ARE	% NonDIS ARE	School+/-	% DIS ARE	% NonDIS ARE	+/-	% DIS ARE	% NonDIS ARE	+/-
R	10	20	-10	18	30	-12	18	33	-15
W	14	10	4	11	19	-8	11	24	-13
SPAG	19	20	-1	30	43	-13	24	39	-15
M	5	10	-5	16	29	-13	14	28	-14
RWM	0	10	-10	5	11	-6	4	12	-8

- Working at GD is a whole school improvement issue.
- Whilst our gap between DIS and NonDIS at GD is smaller than the Birmingham gap apart from RWM combined, we recognise the need to improve the overall attainment at GD
- Compared to national DIS achieve below in R, GPS, M and RWM combined. **This is an upward trend from 2017.**

KS2 2017-18 Progress

21 Disadvantaged pupils
10 Non-Disadvantaged pupils

	Brownmead			Birmingham			National		
	PP	Non-PP	+/-	PP	Non-PP	+/-	PP	Non-PP	+/-
R	0.4	1.3	-0.9	-0.7	0.1	-0.8	-0.6	0.3	-0.9
W	0.6	0.5	0.1	-0.6	-0.1	-0.5	-0.4	0.2	-0.6
M	-1.0	0.4	-1.4	-0.4	0.6	-1.0	-0.6	0.3	-0.9

Our DIS pupils made good progress for R and W and just below in M, although all of these figures are an improvement on 2017

Whilst the gap between DIS and NonDIS is broadly in line with Birmingham figures for Reading and Maths, the figure for Writing is better than Birmingham.

Compared to national figures progress in Reading and Writing for DIS is better than national and slightly below in M

Year 1	% All (60)	% DIS ARE (25)	% NonDIS ARE (35)
R	70	67	73
W	60	59	61
M	62	71	55

Our Disadvantaged pupils attain broadly similarly to NonDIS in R and W and do better in maths. For 2018-19 there will be a focus on reading and writing in Y2

Year 4	% All (30)	% DIS ARE (13)	% NonDIS ARE (17)
R	73	77	71
W	70	69	61
M	73	77	71

Dis achieve well compared to NonDIS in all areas.

Year 3	% All (30)	% DIS ARE (13)	% NonDIS ARE (17)
R	72	58	82
W	72	58	82
M	83	75	89

IN R and W DIS pupils do not attain as well as NonDIS.

This is a focus for 2018-19 Y4. In maths, whilst the gap needs to narrow the 75% achieving at least ARE is a strong figure.

Year 5	% All (29)	% DIS ARE (14)	% NonDIS ARE (15)
R	72	74	71
W	69	73	64
M	76	74	57

Dis achieve well compared to NonDIS in all areas

Greater Depth

Year 1	% All (60)	% DIS GD (25)	% NonDIS GD (35)
R	7	15	0
W	3	7	0
M	10	15	6

No DIS children were EXC at the end of EYFS

Our Disadvantaged GD pupils are attaining better at GD than NonDIS pupils

Year 4	% All (30)	% DIS GD (13)	% NonDIS GD (17)
R	13	8	18
W	7	0	12
M	20	8	29

For this cohort there were no children achieving GD at the end of KS1. DIS pupils do not reach GD at the same rate as NonDIS in R, W and M

Year 3	% All (30)	% DIS GD (13)	% NonDIS GD (17)
R	17	0	29
W	3	0	6
M	17	17	18

No DIS pupils were at GD at the end of KS1 in R or W and there were 2 in M. Those 2 are on track for GD.

DIS pupils do not reach GD at the same rate as NonDIS in R and W. It is similar in M.

Year 5	% All (29)	% DIS GD (14)	% NonDIS GD (15)
R	17	27	7
W	21	33	7
M	21	27	14

R - 7 DIS were L3 at the end of KS1 3 are not on track for GD – FOCUS
 W - 5 DIS were L3 KS1 all on track for GD
 M - 4 DIS were L3 KS1 all on track for GD
 Our Disadvantaged GD pupils are attaining better at GD than NonDIS pupils