

Charlestown Community Primary School

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Attainment and progress of Disadvantaged Pupils v Non Disadvantaged Pupils:

The information below is based on the outcomes at the end of 2018 – 2019:

EYFS:

Gap between Disadvantaged and Non-disadvantaged pupils achieving GLD at the end of EYFS (Over time):

% achieving GLD at the end of EYFS:

	2016	2017	2018	2019
Disadvantaged	50.0%	65.2%	68.0%	62.0%
Non Disadvantaged	72.0%	71.0%	75.0%	65.0%
Difference	-22.0%	-5.8%	-7.0%	-3.0%

Over a three year period the % of disadvantaged pupils achieving GLD has increased since 2016 but fell slightly in 2019. The gap has also narrowed but in 2019, this was due to a drop in % of both groups achieving GLD.

Disadvantaged pupils made expected or more points progress over time in EYFS in all areas of learning and achieved a higher point's progress than non-disadvantaged pupils in 13 out of 17 areas of learning, making strong progress in 4 areas of learning.

Non-disadvantaged pupils made expected or more points progress in 16 out of 17 areas of learning.

Year 1 Phonics:

	2016	2017	2018	2019
Disadvantaged	70.8%	64.0%	70.0%	89.7%
Non-disadvantaged	76.9%	76.9%	66.7%	83.3%
Difference	-6.1%	-12.9%	+3.3%	+6.4%

After a fall in the % of disadvantaged pupils passing the phonic screen in 2017 there has been a steady increase over the last two years of disadvantaged pupils passing the Year 1 phonic screen.

The gap between disadvantaged on non disadvantaged pupils has narrowed with disadvantaged achieving higher than the National for 2018.

Year 1 Phonics Progress over the year from baseline assessment:

The % of disadvantaged pupils on track at the baseline assessment was 6% however, this increased to 90% achieving the pass mark or above by the end of the year.

21% of non-disadvantaged pupils were on track at the baseline assessment, this increased by 58% at the end of the year. The disadvantaged group of pupils achieved more progress.

Key Stage 1:

Reading: % achieving the expected standard:

	2016	2017	2018	2019
Disadvantaged	50.0%	67.7%	58.6%	63.0%
Non-disadvantaged	76.0%	62.1%	70.4%	74.2%
Difference	-26.0%	-5.6%	-11.8%	-11.2%

The gap between disadvantaged and non-disadvantaged pupils remains wide in Reading. It narrowed in 2017 but this was due to an increase in % of disadvantaged and a decrease in non-disadvantaged achieving the expected standard.

Reading: % achieving the higher standard:

	2016	2017	2018	2019
Disadvantaged	14.7%	22.6%	31.0%	11.1%
Non-disadvantaged	32.0%	27.6%	29.6%	32.3%
Difference	-17.3%	-5.0%	+1.4%	-21.2%

Although the gap between disadvantaged and non-disadvantaged narrowed over three years it widened again in 2019 to its widest gap in the last four years.

Writing: % achieving the expected standard:

	2016	2017	2018	2019
Disadvantaged	38.2%	48.4%	44.8%	44.4%
Non-disadvantaged	68.0%	58.6%	63.0%	61.3%
Difference	-29.8%	-10.2%	-18.2%	-16.9%

Although the gap between disadvantaged and non-disadvantaged in writing has decreased since 2016 the % of disadvantaged pupils achieving the expected standard has remained at a low % over the last four years. This is a priority area for 2019 – 2020.

Writing: % achieving the higher standard:

	2016	2017	2018	2019
Disadvantaged	2.9%	16.1%	13.8%	3.7%
Non-disadvantaged	4.0%	31.0%	22.2%	16.1%
Difference	-1.1%	-14.9%	-8.4%	-12.4%

At the higher standard in writing the gap widened in 2019 between disadvantaged and non-disadvantaged pupils.

Maths: % achieving the expected standard:

	2016	2017	2018	2019
Disadvantaged	52.9%	61.3%	55.2%	59.3%
Non-disadvantaged	92.0%	62.1%	70.4%	71.0%
Difference	-39.1%	-0.8	-15.2%	-11.7%

Whilst the gap between disadvantaged and non-disadvantaged pupils since 2016, the % of disadvantaged pupils achieving the expected standard in maths is still well below non-disadvantaged pupils.

Maths: % achieving the higher standard:

	2016	2017	2018	2019
Disadvantaged	14.7%	16.1%	20.7%	22.2%
Non-disadvantaged	32.0%	37.9%	37.0%	29.0%
Difference	-17.3%	-21.8%	-16.3%	-6.8%

Over the last three years, the gap between disadvantaged and non-disadvantaged at the higher standard in maths has narrowed and there has been a slow increase in % of disadvantaged pupils achieving the higher standard since 2016.

Key Stage 2:**At the expected standard: % shows gap between disadvantaged and non-disadvantaged:**

	2016	2017	2018	2019
Reading	-44.8%	-38.1%	-27.8%	-6.7%
Writing	-27.3%	-13.7%	-7.0%	+4.0%
Maths	-21.9%	-25.8%	-38.3%	-8.1%
Combined RWM	-39.4%	-31.2%	-22.4%	-5.3%

Over the last, four years the gap between disadvantaged and non-disadvantaged pupils has narrowed in Reading, Writing and combined at the expected standard.

There has been a three year increase in % of school disadvantaged pupils achieving the expected standard in reading, writing and combined. (This has been the opposite at the higher standard with three year decline in % of school disadvantaged pupils achieving higher standard in reading writing and combined but an increase in maths.)

After a three year, widening of the gap in maths 2019 saw the gap narrow between disadvantaged and non-disadvantaged at the expected standard.

At the higher standard: % shows gap between disadvantaged and non-disadvantaged:

	2016	2017	2018	2019
Reading	-8.3%	-0.6%	-13.5%	-1.4%
Writing	-40.9%	-23.6%	-8.3%	-10.5%
Maths	-16.7%	-26.8%	-16.0%	+1.8%
Combined RWM	-8.3%	-16.7%	-5.4%	-1.9%

Over time, the gap between disadvantaged and non-disadvantaged pupils has narrowed in all areas with the most improvement in maths. In 2019 the gap widened slightly in writing.

At the end of KS2 when comparing school-disadvantaged pupils with disadvantaged pupils nationally reading was in line, writing, maths and combined % were above those disadvantaged pupils nationally. However, school disadvantaged are still well below National % in all areas.

At the higher standard when school disadvantaged pupils are compared with those disadvantaged nationally are below in reading, writing and combined but broadly in line with national disadvantaged in maths.

Key Stage 2 Progress score:

In 2019 disadvantaged pupils saw an improvement in progress scores in reading, writing and maths from 2018 results.