

**TITLE OF REPORT:** Closing the Gap Annual Report – Pupil Performance Data 2015

**REPORT OF:** Alison Elliott, Interim Strategic Director, Care, Wellbeing and Learning

## Summary

This report details the position of Gateshead schools in relation to the academic performance of disadvantage and other children in the Borough for the academic year 2014/15.

## Background

1. The Committee identified the following recommendation from the review, **“Role of the Council in Supporting Educational Outcomes with a particular focus on Vulnerable and Poorly Performing pupils”**:-

- On an annual basis, the Committee to receive a pupil performance data report that focuses upon the gap between disadvantaged and other pupils. This “closing the gap” report to show performance trend over time.

This report is the first to the Committee that specifically considers the gap between academic achievement between disadvantage children and young people and their peers.

## Pupil Performance Information

### 2. The Foundation Stage

	EYFSP %Good Level Of Development					
	2014			2015		
	Pupils Known to be eligible for free school meals	All other Pupils	GAP	Pupils Known to be eligible for free school meals	All other Pupils	GAP
England Average	45	64	-19	51	69	-18
Gateshead LA	37	62	-25	50	67	-17

### Interpretation

The “achievement gap” narrowed in 2015 and is now just below the gap seen nationally.

### **End of Year 1 Phonics Assessment**

	Year 1 Phonics % Meeting the Expected Standard of Phonic Decoding					
	2014			2015		
	Pupils Known to be eligible for free school meals	All other Pupils	GAP	Pupils Known to be eligible for free school meals	All other Pupils	GAP
England Average	61	77	-16	65	79	-14
Gateshead LA	60	78	-18	62	80	-18

### Interpretation

Whilst the “achievement gap” remained static within Gateshead, the achievement of disadvantaged children increased nationally, resulting in the gap for 2015 increasing by 2%.

### **3. Key Stage 1**

	Key Stage 1 % Level 2+ Reading					
	2014			2015		
	Pupils Known to be eligible for free school meals	All other Pupils	GAP	Pupils Known to be eligible for free school meals	All other Pupils	GAP
England Average	80	92	-12	82	92	-10
Gateshead LA	78	91	-13	79	92	-13

### Interpretation

Whilst the “achievement gap” remained static within Gateshead, the achievement of disadvantaged children increased nationally, resulting in the gap for 2015 increasing by 2%.

	Key Stage 1 % Level 2+ Mathematics					
	2014			2015		
	Pupils Known to be eligible for free school meals	All other Pupils	GAP	Pupils Known to be eligible for free school meals	All other Pupils	GAP
England Average	85	94	-9	86	94	-8
Gateshead LA	82	93	-11	82	94	-12

### Interpretation

Disadvantaged pupils achieved less well than their peers nationally and so the “gap” increased from 2% to 4%.

## 4. Key Stage 2

### %Level 4+ RWM Disadvantaged Pupils

2014 comparisons with Statistical Neighbours and England Average

	%L4+ RWM Disadv	National Rank
St. Helens	76	13
Halton	71	33
<b>Gateshead</b>	<b>70</b>	<b>40</b>
Durham	69	49
Tameside	69	49
Sunderland	68	58
<b>England Average</b>	<b>67</b>	
Darlington	66	78
Barnsley	64	98
South Tyneside	64	98
North Tyneside	63	112
Wakefield	59	141

2015 comparisons with Statistical Neighbours and England Average

	%L4+ RWM Disadv	National Rank
South Tyneside	75	29
Darlington	74	33
Sunderland	74	33
<b>Gateshead</b>	<b>72</b>	<b>46</b>
Durham	71	58
North Tyneside	71	58
St. Helens	71	58
Tameside	71	58
<b>England Average</b>	<b>70</b>	
Halton	70	67
Barnsley	68	87
Wakefield	62	140

### Interpretation

A greater proportion (2%) of disadvantaged pupils achieved a level 4 in reading, writing and mathematics in 2015 than 2014. However, the national figure increased by 3% and so Gateshead’s national rank dropped slightly.

### %Level 4+ RWM Disadvantaged Pupils

2014 comparisons with Regional Neighbours and England Average

	%L4+ RWM Disadv	National Rank
Redcar and Cleveland	72	27
Hartlepool	71	33
<b>Gateshead</b>	<b>70</b>	<b>40</b>
Newcastle-upon-Tyne	70	40
Durham	69	49
Middlesbrough	68	58
Stockton-on-Tees	68	58
Sunderland	68	58
<b>England Average</b>	<b>67</b>	
Darlington	66	78
Northumberland	66	78
South Tyneside	64	98
North Tyneside	63	112

2015 comparisons with Regional Neighbours and England Average

	%L4+ RWM Disadv	National Rank
Redcar and Cleveland	78	12
Hartlepool	75	29
South Tyneside	75	29
Darlington	74	33
Sunderland	74	33
<b>Gateshead</b>	<b>72</b>	<b>46</b>
Newcastle-upon-Tyne	72	46
Durham	71	58
North Tyneside	71	58
<b>England Average</b>	<b>70</b>	
Middlesbrough	69	76
Stockton-on-Tees	69	76
Northumberland	67	102

## 5. Key Stage 4

### %5 A\*-C Grades inc English & Mathematics Disadvantaged Pupils

2014 comparisons with Statistical Neighbours and England Average

	%5A*-C inc EN&MA Disadv Pupils	National Rank
Halton	43.0	29
Durham	38.3	44
<b>Gateshead</b>	<b>37.6</b>	<b>50</b>
<b>England Average</b>	<b>36.7</b>	
St. Helens	36.6	54
North Tyneside	36.5	55
Darlington	35.1	67
South Tyneside	35.0	69
Wakefield	34.7	72
Tameside	32.9	90
Sunderland	29.0	134
Barnsley	25.7	148

2015 comparisons with Statistical Neighbours and England Average

	%5A*-C inc EN&MA Disadv Pupils	National Rank
Halton	40.5	36
North Tyneside	40.1	38
South Tyneside	39.0	46
<b>England Average</b>	<b>36.8</b>	
Tameside	36.3	59
Durham	35.3	69
Wakefield	32.5	104
<b>Gateshead</b>	<b>32.4</b>	<b>105</b>
St. Helens	32.0	113
Darlington	31.4	121
Sunderland	30.2	134
Barnsley	29.3	141

### %5 A\*-C Grades inc English & Mathematics Disadvantaged Pupils

2014 comparisons with Regional Neighbours and England Average

	%5A*-C inc EN&MA Disadv Pupils	National Rank
Hartlepool	40.0	38
Durham	38.3	44
<b>Gateshead</b>	<b>37.6</b>	<b>50</b>
Newcastle-upon-Tyne	36.8	52
<b>England Average</b>	<b>36.7</b>	
North Tyneside	36.5	55
Middlesbrough	35.4	63
Darlington	35.1	67
South Tyneside	35.0	69
Redcar and Cleveland	31.1	117
Stockton-on-Tees	30.3	124
Sunderland	29.0	134
Northumberland	26.2	147

2015 comparisons with Regional Neighbours and England Average

	%5A*-C inc EN&MA Disadv Pupils	National Rank
North Tyneside	40.1	38
Newcastle-upon-Tyne	39.1	42
Stockton-on-Tees	39.1	42
South Tyneside	39.0	46
<b>England Average</b>	<b>36.8</b>	
Durham	35.3	69
Middlesbrough	34.6	82
Hartlepool	33.4	94
<b>Gateshead</b>	<b>32.4</b>	<b>105</b>
Redcar and Cleveland	32.1	111
Darlington	31.4	121
Northumberland	31.2	124
Sunderland	30.2	134

## 6. The Closing the Gap Project at Key Stage 4

This was introduced in September 2014, in order to provide an opportunity for schools to share good practice in relation to the Closing the Gap agenda in order to improve performance in relation to this measure.

At the launch there was both a national and a regional rationale for this initiative which was summarised by the HMI who spoke at the launch event:

- “The north east has the highest proportion of FSM entitlement outside of Inner London in both the primary and secondary sectors
- Too many FSM students are failing to reach the expected levels by the end of Key Stages 2 or 4 or to make the progress they should
- The North east has the highest level of NEETs by the age of 19
- There is significant variation in the performance of FSM students between schools and LAs in the North East
- CTG represents a major challenge for the education sector and had major implications for the life chances of thousands of students
- There is a moral imperative to tackle this strategically across the North East and England”

## **7. How the project has supported schools**

The establishment of a Closing the Gap Network with Termly meetings through which schools have been able to share practice. Specific examples of activities include:

- Examining whole curriculum approaches to Key Stage 3, such as the REAL projects in Joseph Swan and Kingsmeadow, to support transition into Secondary and to develop skills for learning
- Providing subject focused information sharing such as the “Closing the Gap in Maths” initiative developed by Cardinal Hume and delivering a “Literacy Day” looking at whole school and Departmental approaches to Literacy [Note that Cardinal Hume has been recognised nationally for work in this area]
- Sharing approaches to Assessment and Tracking with a session devoted to Progress Tracking
- Exploring approaches to curriculum design in the context of changed Performance Measures [introduction of Progress 8] and qualification tariffs [changes to the value of the Vocational Curriculum]
- Sharing information from published reports
- Assessing the impact of new qualification specifications and options for schools
- Sharing understanding of the demands of the Ofsted Framework for Inspection especially as it relates to the role of the Subject Leader and support for disadvantaged learners
- Accessing the experience of schools beyond Gateshead through visiting speakers
- At the request of the schools, organising a Science Network as a means of supporting a wider school approach to CTG

## **8. Outcomes so far:**

- The data shows there has been a disappointing drop in the achievement of disadvantaged pupils on the 5A\*-C (inc. En and Ma) measure.
- In identifying development areas schools have noted the 4 aspects of provision identified by HMI ie Leadership, quality of teaching, stability around the child, use of data
- Schools have rightly said that a focus on improving progress and attainment overall has to be maintained as a priority
- Schools have identified the need to develop greater resilience and capacity for sustained study in students who experience barriers to learning. Consequently, significant work has been done in relation to identifying issues, designing interventions and monitoring their effectiveness in Key Stage 3. This ground work is expected to yield benefits in the future but, necessarily, impact cannot yet be assessed in relation to Key Stage 4 new measures.

- The importance of whole school approaches and, within that, greater personal accountability has been identified as a key consideration. Developments in relation to personal accountability, target setting and tracking and targeted support for students reflect this
- Schools have welcomed the opportunity to share experience and approaches and some networking has occurred
- Maths has been identified as an area of need. There are regional initiatives with which schools can engage but we have established a link between the schools and our Primary Maths consultants who are beginning to work with Secondaries in relation to Key Stage 3 support. One maintained Secondary has received extensive support to improve its maths provision

## **9. Summary**

The pupil performance data shows that there is still a considerable amount of work to be carried out if the achievement gap is to be closed.

The situation at Key Stage 4 is most concerning. After a year of the “Closing the Gap” Project outcomes have been disappointing. However, the reasons for under attainment are complex and a single year’s weak result may mask improvements in provision and leadership. However, the 2016 examination results (although based on a new set of measures) will provide a basis to review the Council’s approach to “Closing the Gap” by the age of 16.

## **Recommendations**

OSC is asked to consider the position of schools and the authority in relation to the “Closing the Gap” agenda.

Contact: Steve Horne	Extension: 8612
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