Narrowing the Gap

Ludgvan School (2032)

Gender Gap		FSM Ever6 Gap
Difference between Girls and Boys performance		Difference between Non FSM and- FSMever6 performance

EYFSP

	2014	2015	2016			2014	2015	2016
Gap:	26.5%	-9.8%	1.8%		Gap:	12.9%	75.0%	No
Girls:	17	12	17		Non:	35	28	30
Boys:	20	17	13		FSM:	2	1	0

% difference between those achieving a Good Level of Development (GLD) (girls - boys and Non FSM - FSMEver 6 eligible pupils)

Phonics (Year 1)

	2014	2015	2016			2014	2015	2016
Gap:	13.0%	0.8%	-2.9%		Gap:	-10.7%	-3.6%	89.3%
Girls:	7	18	13		Non:	28	35	28
Boys:	23	21	16		FSM:	2	4	1

% difference between those achieving Working At (Wa) (girls - boys and Non FSM - FSMEver 6 eligible pupils)

KS1

—— Girls —— Boys   **Warning: <10 Pupils in cohort**   —— Non FSM —— FSM

% RWM Level 2+ / EXS+

2016 Cohort: Girls(19) - Boys(20)

2016 Gap: 18.4%

% RWM Level 2+ / EXS+

2016 Cohort: Non FSM(36) - FSM(3)

2016 Gap: -8.4%

% Reading Level 2+ / EXS+

2016 Cohort: Girls(19) - Boys(20)

2016 Gap: 8.7%

% Reading Level 2+ / EXS+

2016 Cohort: Non FSM(36) - FSM(3)

2016 Gap: 2.7%

% Maths Level 2+ / EXS+

2016 Cohort: Girls(19) - Boys(20)

2016 Gap: 8.7%

% Maths Level 2+ / EXS+

2016 Cohort: Non FSM(36) - FSM(3)

2016 Gap: 2.7%

Above each graph: No. in brackets are 2016 NOR for each group   corestats   Provided by the Directorate Support Team (Data & Statistics)
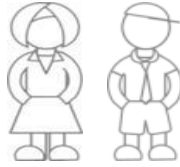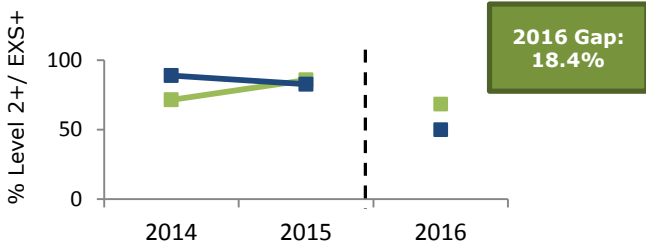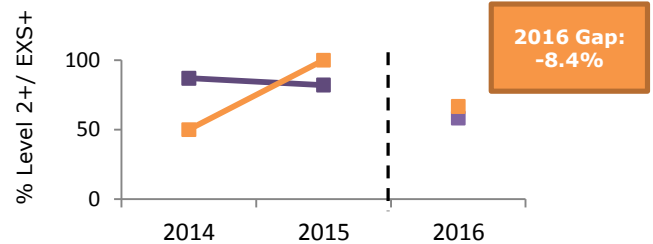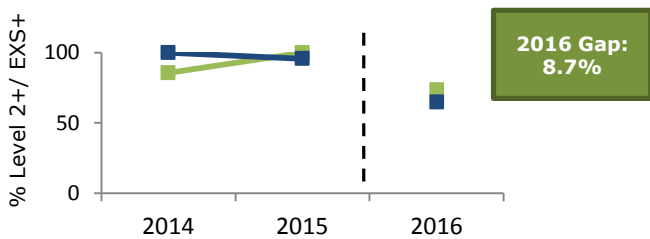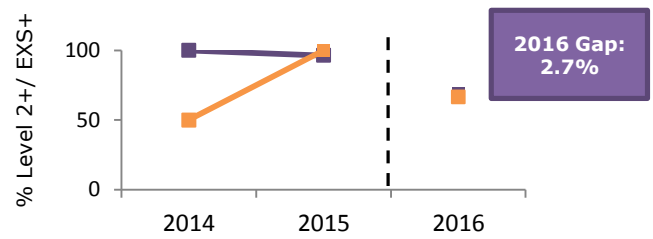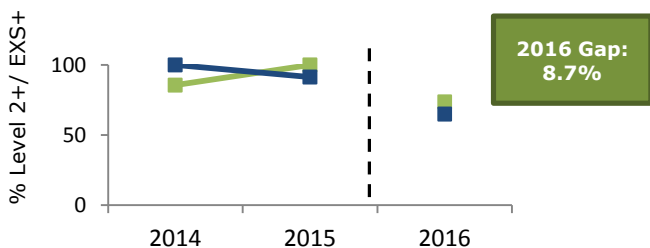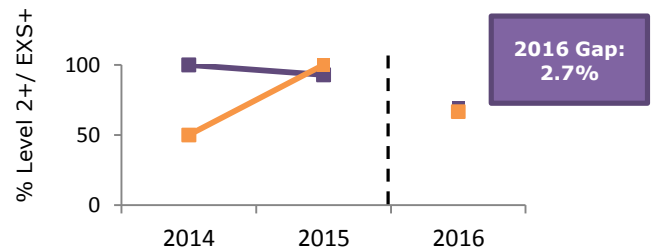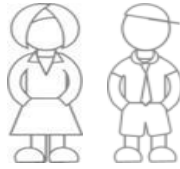
Narrowing the Gap

Ludgvan School (2032)

corestats

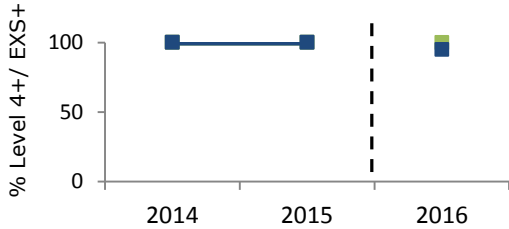| **Gender Gap** Difference between Girls and Boys performance		**FSM Ever6 Gap** Difference between Non FSM and FSMever6 performance

KS2

— Girls — Boys

Warning: <10 Pupils in cohort

— Non FSM — FSM

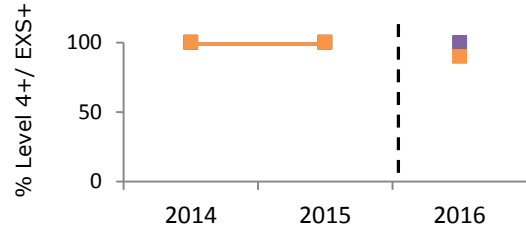### % RWM Level 4+ / EXS+

2016 Cohort: Girls(9) - Boys(20)
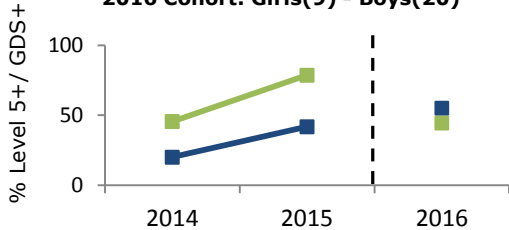
2016 Gap: 5.0%

% RWM Level 4+ / EXS+

2016 Cohort: Non FSM(19) - FSM(10)
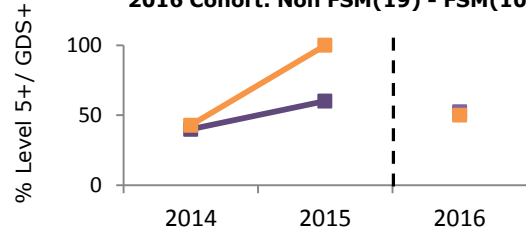
2016 Gap: 10.0%

% RWM Level 5+ / GDS

2016 Cohort: Girls(9) - Boys(20)
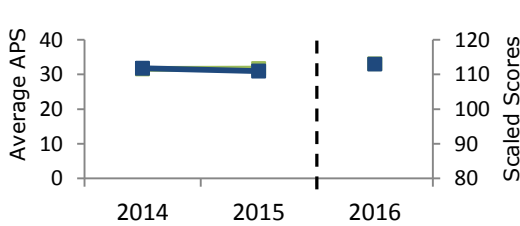
2016 Gap: -10.6%

% RWM Level 5+ / GDS

2016 Cohort: Non FSM(19) - FSM(10)

2016 Gap: 2.6%

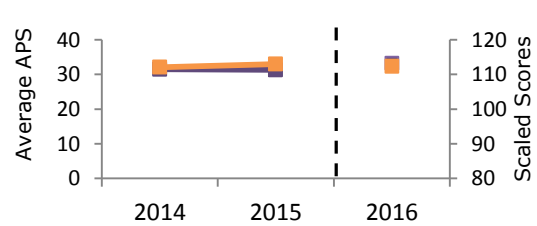### Reading APS / average scaled score

2016 Cohort: Girls(9) - Boys(20)
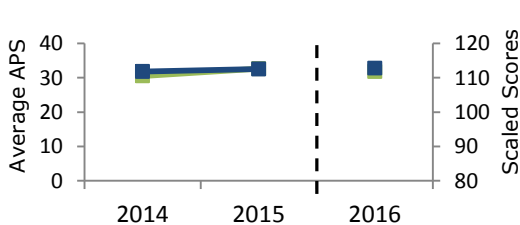
2016 Gap: 0.1

Reading APS / average scaled score

2016 Cohort: Non FSM(19) - FSM(10)

2016 Gap: 0.9

Maths APS / average scaled score

2016 Cohort: Girls(9) - Boys(19)

2016 Gap: -1.0

Maths APS / average scaled score

2016 Cohort: Non FSM(19) - FSM(9)
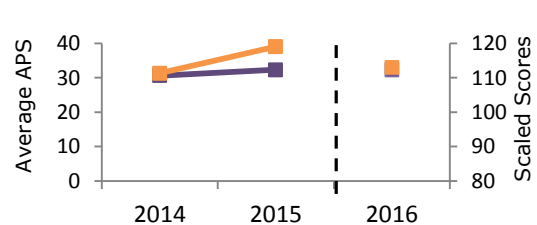
2016 Gap: -0.7

KS2 Average Progress 2016

Reading Girls(9) - Boys(20)	12.2 / 10.0
Writing Girls(9) - Boys(20)	7.3 / 8.0
Maths Girls(9) - Boys(19)	10.2 / 9.7
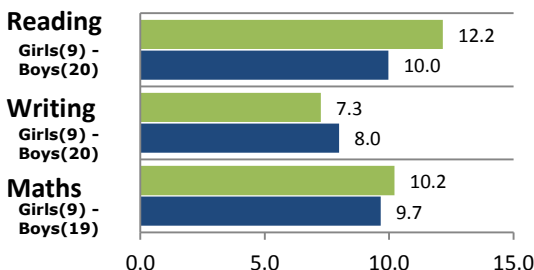
New DfE progress data

National average progress is **ZERO**

Floor standards 2016
Reading: -5
Writing: -7
Maths: -5

KS2 Average Progress 2016

Reading Non(19) FSM (10)	9.7 / 12.4
Writing Non(19) FSM(10)	7.7 / 7.9
Maths Non(19) FSM(9)	8.4 / 12.9

Above each graph: No. in brackets are 2016 NOR for each group

Provided by the Directorate Support Team (Data & Statistics)

Narrowing the Gap for Primary Schools

The 'narrowing the gap' report for primary schools provides instant information for differences in attainment for gender and FSME6 pupils in your school. This is similar to the 'closing the gap' data that is available in RAISEonline.

The report shows the performance gap for all collections over the last three years:
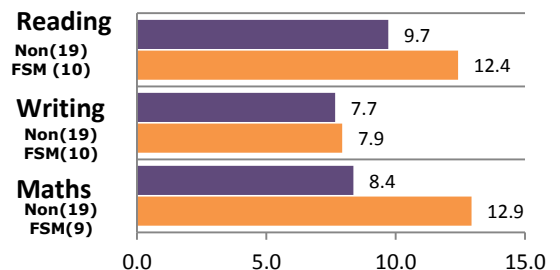• Gap between girls and boys
• Gap between non FSM pupils and those pupils known to be FSM Ever 6.

FSM Ever 6: For **2014** and **2015** FSM Ever 6 is calculated at the time of the collections and there may be differences when compared to RAISEonline. For **2016** FSM Ever 6 has been calculated using the 2016 DfE Pupil premium list. Note: FSM ever 6 is not the same as RAISEonline "disadvantaged pupils" as we have not included Adopted from Care or Looked After Children.

Data Collections included
• **EYFSP**: % difference between those achieving a Good Level of development (GLD)
• **Phonics** (1st entry): % difference between those achieving Working At (Wa)
• **Key Stage 1**:% Level 2+ (2014 and 2015) and achieving the expected standard or above (EXS) (2016), difference for RWM (combined), Reading and Maths
• **Key Stage 2**: % Level 4+ (2014 and 2015) and achieving the expected standard or above (EXS) (2016), % Level5+ (2014 and 2015) and achieving greater than the expected standard (GDS) difference for RMW (combined). Average reading and maths APS (2014 and 2015) and scaled score (2016)

Small Cohorts
Please use caution with small cohorts. In a pupil group size of 10 pupils, each pupil's performance represents 10% of the group's performance.

Understanding the Analysis

A warning sign will appear when any KS1 or KS2 group in 2016 is below 10 pupils.

If your school does not have one category (e.g. FSM pupils) then no comparison is made and the word 'No Cohort' is reported.

The Gender gap is always Girls – Boys. If the gap is **positive** it denotes that girls are performing better. If the gap is **negative** it indicates that boys are outperforming girls.

The large boxes show the gap for the **2016** data. These boxes are colour coded and the colour will reflect the group that attained higher in 2016 e.g. if the gender boxes are blue it denotes that boys are outperforming girls. If the gender boxes are green it shows girls are outperforming boys.

The FSM gap is always Non FSM pupils – FSMEver6 eligible. If the gap is **positive** it denotes that non FSM pupils are performing better. If the gap is **negative** it indicates FSM pupils are outperforming the non FSM pupils.

KS1 and KS2 graphs
Above each graph the numbers in brackets are 2016 number of pupils for each group

If no comparison can be made because there were no pupils in one group, a gap will appear on the graph.

However, if there are pupils in a group but no-one achieved the corresponding assessment the graph will show a zero.