Annex A

Strategic Business Intelligence Hub

'York 300' Pilot Cohort Analysis

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Date: May 2014

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1. Introduction

The links between poverty and multiple poor outcomes are well documented. The York 300 Brief outlined how we can use *Pupil Premium eligibility*[1] to define a cohort of young people in each academic year who are most at risk of failing.

The proposal was to define a pilot cohort using the 2013/14 Year 4 group. Following discussions, we have chosen to use the 2013/14 Year 5 group instead. These pupils will move into Year 6 on 1st September 2014 and will sit their Key Stage 2 (KS2) tests in summer 2015. We will be able to retrieve a faster return on the work undertaken with these pupils by analysing their attainment at KS2.

2. York 300 Pilot Cohort

In January 2014, there were 1791 pupils in Year 5. From this group, we identified 350 pupils for the York 300 Pilot using the criteria outlined in the York 300 Brief.

Throughout this report, comparisons are drawn between the Pilot cohort and the whole year group.

Demographic

The main demographic of the pupils in the Pilot cohort does not differ to the whole year group, aside from one area.

The table shows the comparisons with a slight under-representation of pupils who speak English as an additional language in the Pilot cohort.

Pilot cohort		Year group
48%	Boys	52%
7% (25 pupils)	Not White British	7%
36%	Summer-born	36%
3% (12 pupils)	**Speak English as an additional language**	**6%**

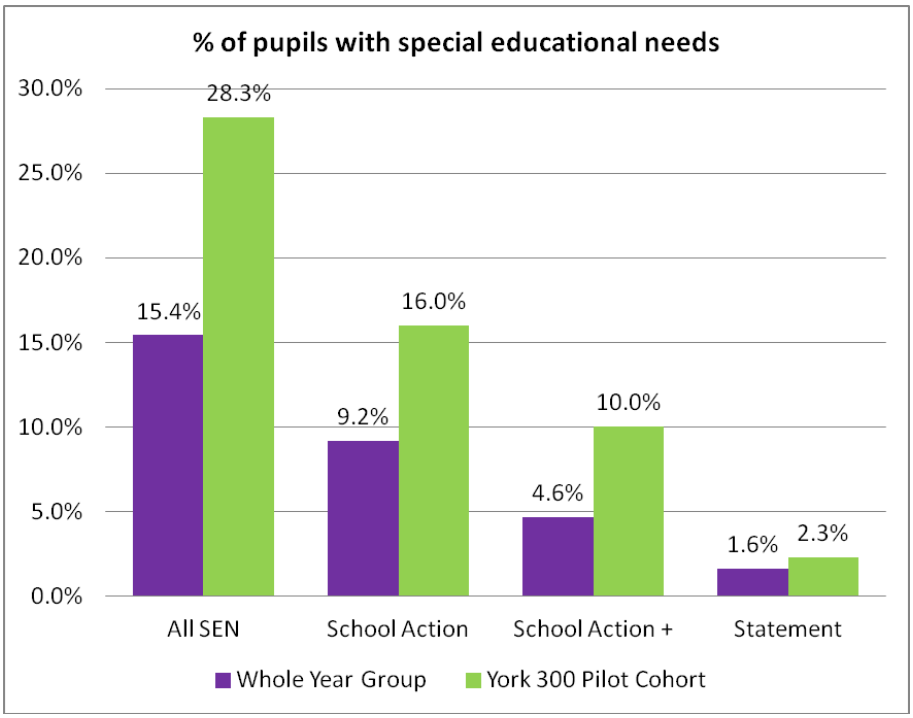
The differences between the Pilot cohort and the whole year group are seen when wider education information is analysed.

[1] https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium

Special Educational Need

28.3% (99) of the Pilot cohort had some form of special educational need (SEN) in January 2014. This compared to 15.4% of the whole year group, a 13%pt difference.

Looking at the different levels of SEN, School Action and School Action Plus had the biggest gaps when comparing the Pilot and whole year groups.



These figures support the theories about links between SEN and poverty (because we used Pupil Premium criteria to define the Pilot cohort).

Consider: do we focus on the links between poverty and special educational need?

Primary Need is recorded for pupils with a Statement or School Action Plus. 112 pupils in the year group had these levels of need in January 2014. 43 of those are in the Pilot cohort.

33% of the 43 pupils in the Pilot cohort had Behavioural, Emotional and Social Difficulty as their Primary need, compared to 21% of the 112 pupils in the whole year.

Attendance

A persistent absentee is defined as a pupil whose **unauthorised** absence is more than 15%. 6.3% (22) of the Pilot cohort were defined as persistent absentees in the Autumn Term of 2013/14 (most recent available attendance data). Only 2.5% of the whole year cohort were persistent absentees during the same period.

Exclusions

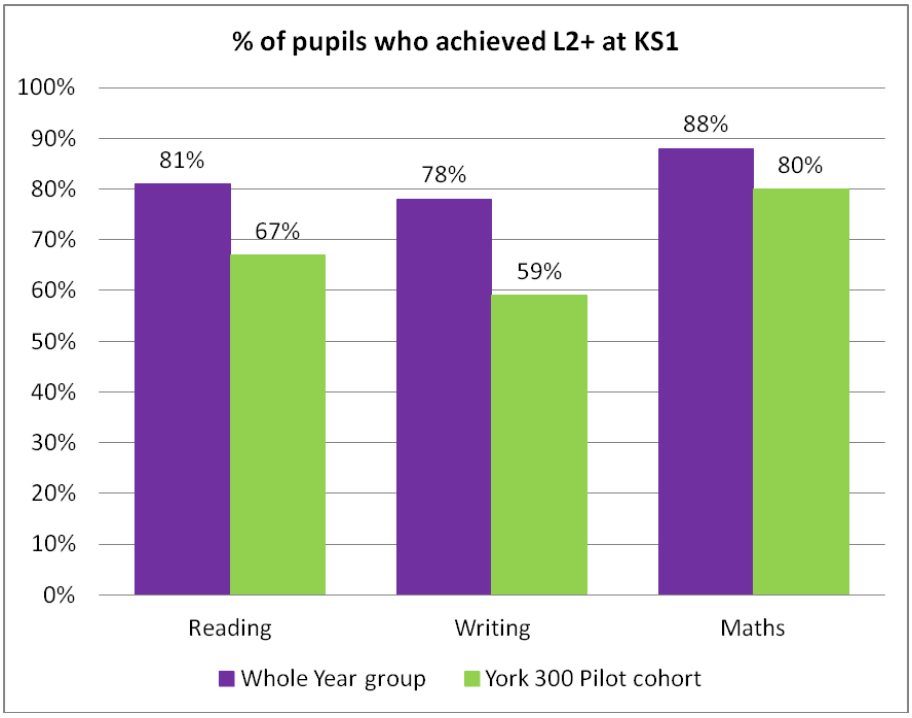
7 of the 350 (2.0%) pupils received exclusions in the Autumn term of 2013/14, compared to 10 (0.6%) of the whole year group.

4 pupils in the Pilot cohort were excluded in both the 2013/14 Autumn term and the 2012/13 academic year.

Key Stage 1 Attainment

The attainment gaps between disadvantaged children and their peers are well documented. Research shows that pupils from poorer families who do not achieve 'expected' levels at a young age are less likely to close the gap later in education (*Too Young To Fail*, 2013).

The graph shows the percentage of pupils who achieved expected levels at KS1 in Reading, Writing and Maths for the whole year group and the Pilot cohort.[2]



In all subjects, the gaps between those achieving expected levels are an area of concern. Also of note, boys have a larger gap than girls in all three subjects.

[2] We did not obtain KS1 results for 49 pupils in the whole year group, 8 of whom were in the Pilot cohort.

Partnership involvement

We looked at whether the pupils in the pilot cohort had any current or past involvement with partnership agencies. The associations between multiple poor outcomes are well documented nationally and in York.

With this in mind, we collated partnership involvement data about the Pilot cohort.

- 12 (3.4%) of the 350 pupils in the Pilot cohort had experience of the care system. Approximately 0.6% of children and young people in York are looked after, highlighting an over-representation in the Pilot cohort.
- 23 (6.6%) of the 350 pupils had a current and/or existing Child Protection Plan. Again, this is an over-representation when compared to the York population (0.4%).
- There was no record of any pupil in the year group working with Personal Support and Inclusion workers (Youth Support Services).

Consider: are pupils in the Pilot cohort getting additional support from partnership agencies?

Consider: would other partnership agency data better inform this project? E.g. referrals to Front Door, involvement with Family Focus (Troubled Families) team.

3. Cluster groups

York schools are divided in to cluster groups which are used to support school improvement. The clusters largely align with geographical areas of the city. For a list of schools in each cluster, go to Annex A.

The whole year group and Pilot cohort were split into cluster groups based on their current school (in January 2014).

36% of the Pilot cohort attended schools in the West cluster, compared to only 22% of the whole year. This is a noticeable over-representation in the West cluster. This finding is not unexpected given that the West cluster aligns with some of York's most deprived areas.

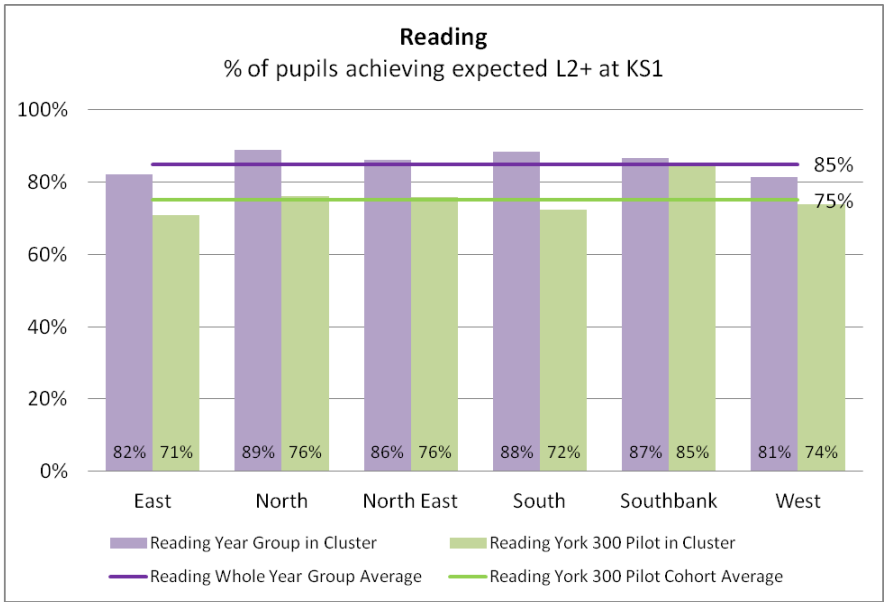
Cluster	York 300	Whole Year Group	% difference
West	36%	22%	14%pt
North East	18%	23%	-5%pt
East	14%	11%	3%pt
North	13%	14%	-1%pt
Southbank	11%	18%	-6%pt
South	8%	13%	-4%pt

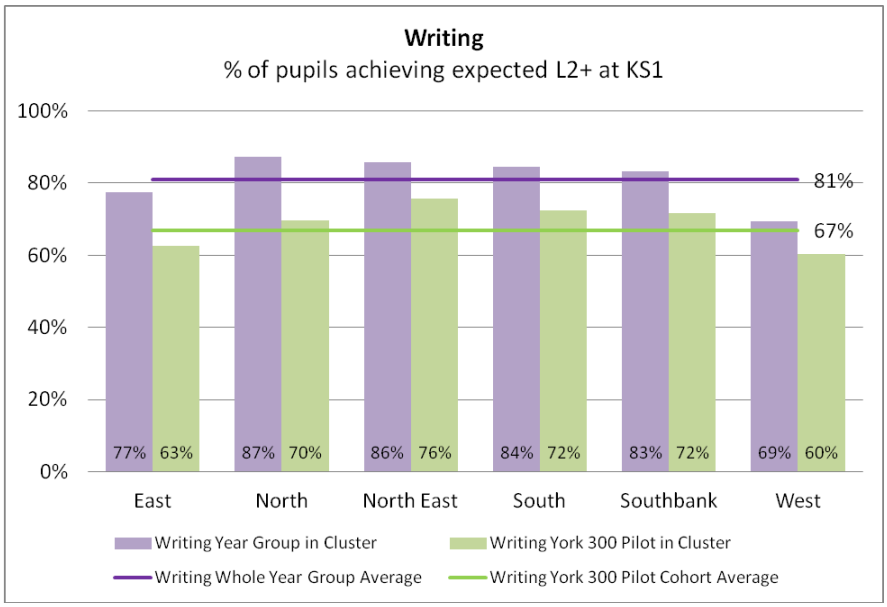
Attainment by cluster

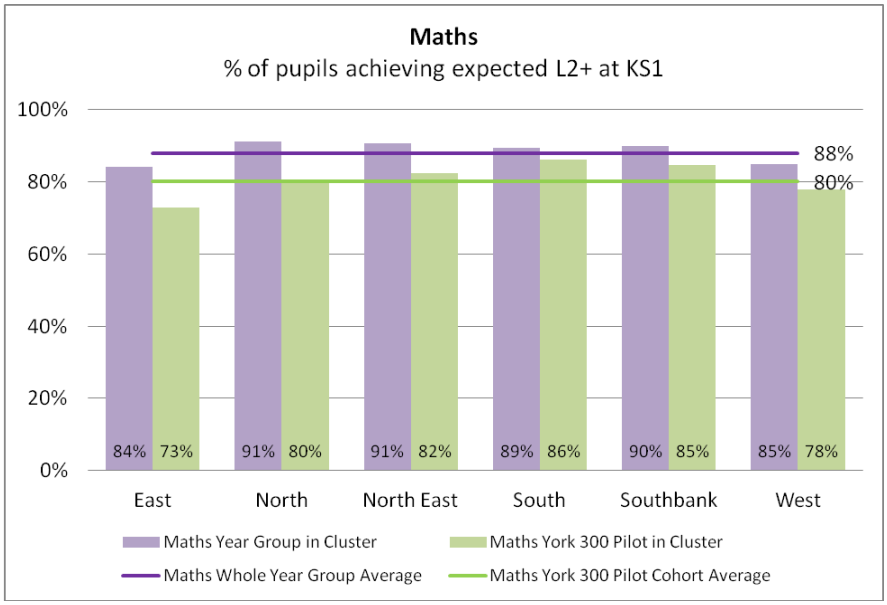
We divided pupils into their current cluster groups (in January 2014) then looked at their KS1 attainment in Reading, Writing and Maths. KS1 attainment by cluster group highlighted some interesting gaps to explore.

Pupils in the South Cluster outperformed the Pilot cohort average in Writing and Maths, but not in Reading.

North East Cluster pupils were in line with the averages in Reading and Maths, but above average in Writing.







The table shows the Pilot and Year Groups ranked by cluster, where 1 is the group with the highest percentage of pupils who achieved L2+ for that subject.

The points of interest are where there is a gap between ranking of whole year group and Pilot groups within a cluster. For example, the South whole year group Reading average was the second highest in contrast with the pupils in the pilot cohort who performed poorly.

Rank	Reading		Writing		Maths	
	York 300 Cluster	Year Group Cluster	York 300 Cluster	Year Group Cluster	York 300 Cluster	Year Group Cluster
East	6	5	5	5	6	6
North	2	1	4	1	4	1
North East	3	4	1	2	3	2
South	5	2	2	3	1	4
Southbank	1	3	3	4	2	3
West	4	6	6	6	5	5

Consider: do we focus on the poor performing clusters, or the clusters with gaps between the pilot cohort and their cluster peers?

4. Who are the most at risk in the pilot cohort?

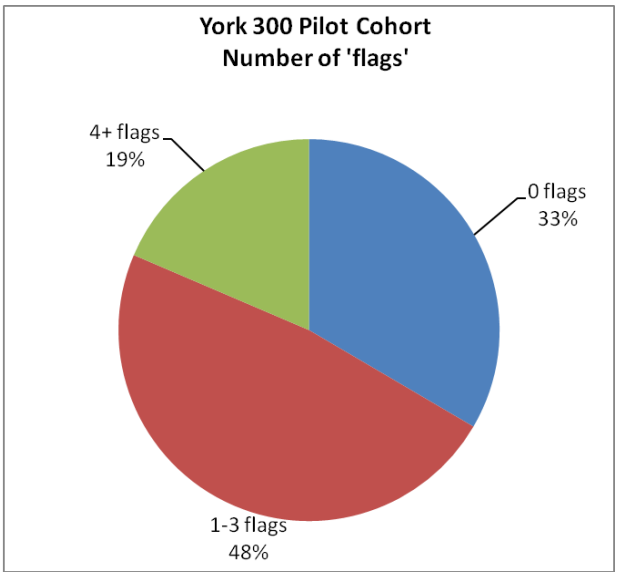
In order to gauge which pupils in the Pilot cohort could be considered most at risk of failing, we applied a simple flag system. Where a young person belonged to a 'community of need' – e.g. English as an additional language, experience of the care system – they received a flag for each community they belonged to. Whilst this is quite a crude form of analysis, it aligns with Fischer Family Trust and other local exercises. It is designed to give an indication of which pupils might be considered **most at risk** of failing to meet their potential at KS2.

We looked at 10 'communities of need' known to be associated with risk of multiple poor outcomes[3]:

1. Special Educational Need
2. English as an additional language
3. Persistent absence in Autumn 2013/14
4. Below expected level in Reading at KS1
5. Below expected level in Writing at KS1
6. Below expected level in Maths at KS1
7. Summer born
8. Experience of the care system
9. Current or existing Child Protection Plan
10. Exclusions received in Autumn 2013/14

With this in mind, of the 350 pupils in the pilot cohort, 65 (19%) had 4 or more flags. 7 of these had 6 or 7 flags, indicating very high risk.

74% of the 65 are being educated in the West, North East or East clusters (in January 2014), indicating a higher concentration than seen in the Pilot cohort.



Consider: Focus additional support in the West, North East and East clusters?

[3] We did not include eligibility for free school meals in the flagging system as this was one of the main criteria to bring pupils into the Pilot cohort.

5. Considerations and Next Steps

Considerations:

- Do we focus on the links between poverty and special educational need?
- Are pupils in the Pilot cohort getting additional support from partnership agencies?
- Would other partnership agency data better inform this project? E.g. referrals to Front Door, involvement with Family Focus (Troubled Families) team.
- Do we focus on the poor performing clusters, or the clusters with gaps between the pilot cohort and their cluster peers?
- Do we focus additional support in the West, North East and East clusters?
- How do we ensure the voice of pupils and their families is incorporated?

Next steps:

- Update cohort when May Census data is complete – e.g. attendance and remove any pupils who have moved out of area.
- Consider comparing non York 300 pupils in the year group – narrowing a bigger gap.
- Engage schools and partners to work with the 350 pupils, or a subset of them, during the 2014/15 academic year.
- Investigate other partnership agency involvement – e.g. Children's Centres, Family Focus (Troubled Families), Traveller Service.

Annex A: York School Clusters

To follow is a list of schools in each cluster. Overall, the clusters align with geographical areas of York.

Southbank	West	South	East	North East	North
Archbishop of York Junior	Acomb	Dunnington	Badger Hill	Haxby Road	Burton Green
Bishopthorpe Infant	Carr Junior	Elvington	Hempland	Headlands	Clifton Green
Carr Infant	Hob Moor Federation (Junior and Oaks)	Fishergate	Heworth	Huntington Primary	Clifton with Rawcliffe
Copmanthorpe	Our Lady, Queen of Martyrs	Lord Deramore's	Osbaldwick	New Earswick	Lakeside
Dringhouses	Poppleton Road	Naburn	St Aelred's	Park Grove	Poppleton Ousebank
Knavesmire	Rufforth	St George's	St Lawrence's	Ralph Butterfield	Skelton
Scarcroft	St Barnabas	St Oswald's	Tang Hall	Robert Wilkinson	
St Mary's	Westfield	Wheldrake		Stockton-on-the-Forest	
St Paul's Nursery	Woodthorpe			Wigginton	
St Paul's Primary				Yearsley Grove	
St Wilfrid's					
All Saints	York High School	Danesgate	Applefields	Huntington	Canon Lee
Millthorpe		Fulford	Archbishop Holgate's	Joseph Rowntree	Manor
			Burnholme		