

# Strategic Business Intelligence Hub

## York 300 Analysis Update: Pilot cohort compared with peers

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### Contents

1. Introduction .....	2
2. September 2014 update .....	2
Demographic.....	2
Special Educational Need.....	3
Attendance.....	3
Exclusions.....	3
Mobility.....	3
Key Stage 1 Attainment .....	4
Partnership involvement.....	4
3. Cluster groups .....	5
Attainment by cluster .....	5
4. Considerations and Next Steps .....	6
Annex A: York School Clusters .....	7
Annex B: Key Stage 1 Attainment by Cluster .....	8

## 1. Introduction

The links between poverty and multiple poor outcomes are well documented. The *York 300 Brief* outlined how we used *Pupil Premium eligibility* to define a cohort of young people within the 2014/15 academic year 6 who are most at risk of failing.

## 2. September 2014 update

Following feedback about the *York 300 Pilot Cohort Analysis*, this report has been written to compare the York 300 Pilot Cohort with their peers. Their **peers** are defined as the pupils in the same year group (2014/15 Year 6) who are **not** in the York 300 Pilot. Comparing these two groups will bring the York 300 Pilot in line with national methods used to analyse “narrowing the gap” between disadvantaged pupils and their peers.

To recap, there were 1791 pupils in the whole year group, 350 of whom were identified for the York 300 Pilot using the criteria outlined in the *York 300 Brief*. This means that there are 1441 pupils in the “Peer group”.

Throughout this report, comparisons are drawn between the “Pilot cohort” and their “Peer group”.

### **Demographic**

The main characteristics of the pupils in the Pilot and Peer groups do not differ greatly.

<b>Pilot cohort</b>		<b>Peer group</b>
48%	Boys	53%
7% (25 pupils)	Not White British	7%
36%	Summer-born	37%
3% (12 pupils)	Speak English as an additional language	6%
7%	Non White British	11%

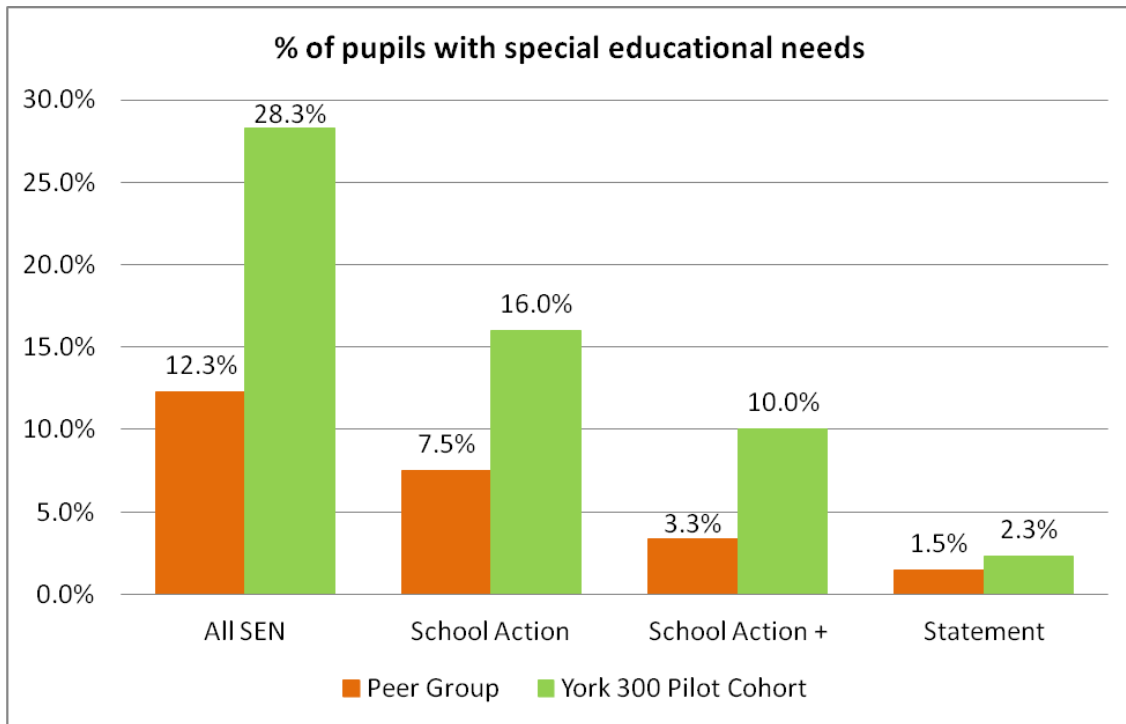
The differences between the Pilot and Peer groups are seen when wider education information is analysed.

We looked at characteristics and factors that are known to be linked to multiple poor outcomes for children and young people.

**Special Educational Need**

28.3% (99) of the Pilot cohort had some form of special educational need (SEN) in January 2014. This compared to 12.3% of the Peer group indicating a 16%pt gap, indicating a greater challenge for the Pilot cohort

Looking at the different levels of SEN, School Action and School Action Plus had the largest gaps when comparing the Pilot and Peer groups.



**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 1.6% (23) of the Peer group were persistent absentees during the same period.

**Exclusions**

2.0% (7) of the Pilot cohort pupils received exclusions in the Autumn Term of 2013/14, compared to 0.2% (3) of the Peer group.

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

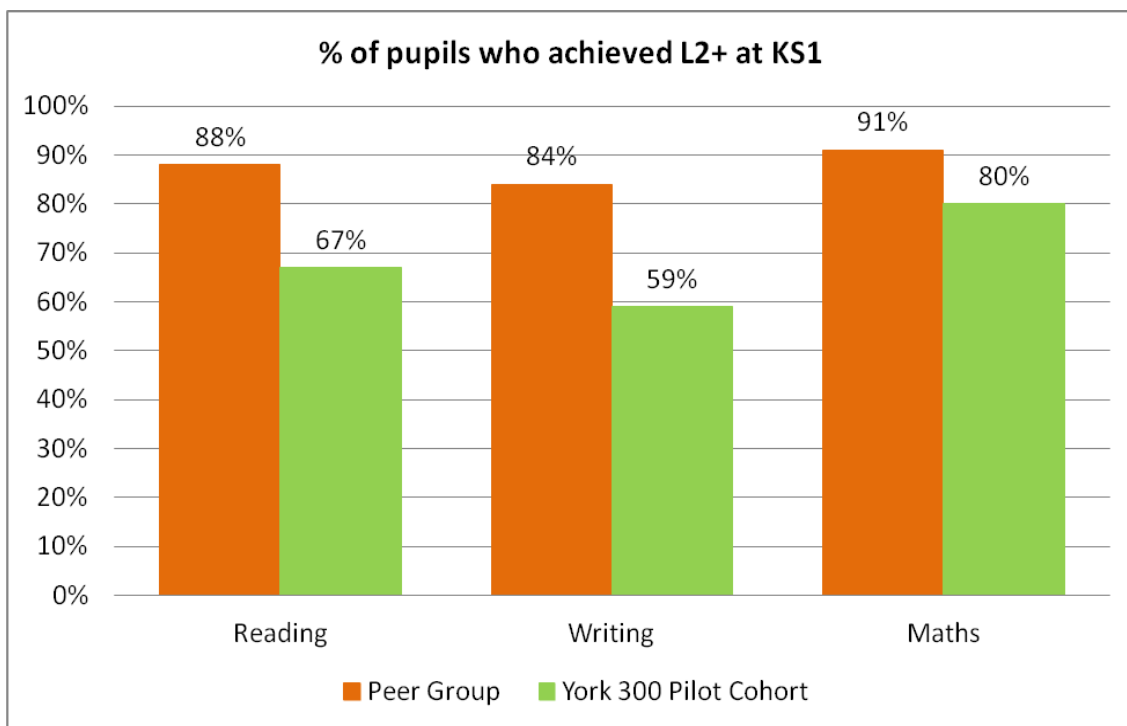
**Mobility**

2.9% (10) of the Pilot cohort had moved schools 3 or more times since they started KS1. Less than 1% (0.6%, 8 pupils) of the Peer group had experienced the same level of mobility.

### 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 Peer and Pilot cohorts.<sup>1</sup> 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.



### Partnership involvement

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

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%).
- A small number of the *whole year group* were known to the Traveller service.
- There was no record of any pupil in the year group working with Personal Support and Inclusion workers (Youth Support Services).

<sup>1</sup> We did not obtain KS1 results for 41 pupils in the Peer group and 8 in the Pilot cohort.

### 3. Cluster groups

York schools work in Cluster groups 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 was split into cluster groups based on current school in January 2014.

36% of the Pilot cohort attended schools in the West cluster, compared to only 18% of the Peer group. Whilst this finding is not unexpected given that the West cluster aligns with some of York's most deprived areas, this is a vast over-representation in the West cluster.

Cluster	Pilot cohort	Peer group	% difference (rounded)
West	36%	18%	18%pt
North East	18%	24%	-7%pt
East	14%	10%	4%pt
North	13%	14%	-1%pt
Southbank	11%	19%	-8%pt
South	8%	14%	-5%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. In the three core subjects, there were attainment gaps between the Pilot cohort and their Peer group.

The data showed that pupils in the East and West clusters struggled to keep up with York averages, regardless of whether they were eligible for Pupil Premium. This indicates a wider challenge for those clusters as both the Pilot and Peer groups fall below average.

#### **Reading**

An area of concern is in the South cluster where there was an 18%pt gap. The Pilot cohort were below average whereas their peers were above average.

Conversely in the Southbank cluster, the Pilot cohort were above average and their peers below, with only a 2%pt gap.

#### **Writing**

The largest gaps were seen in this subject, something that was documented in 2011 when these results were released. There was a 22%pt gap in the North cluster and a 20%pt gap in the East cluster.

#### **Maths**

The East cluster had the largest gap (15%pt) in Maths as well as the poorest performance in comparison with other clusters.

The South and Southbank clusters had very small gaps (4%pt and 6%pt respectively).

#### 4. Considerations and Next Steps

As anticipated, this update which compares the Pilot cohort with their Peers shows larger gaps than the original analysis. To recap, this is because the Pilot cohort were a sub-set of the original comparator group.

The challenge continues to be to work with the Pilot cohort and monitor their progress over the academic year.

##### Considerations:

- Are pupils in the Pilot cohort getting additional support from partnership agencies?
- Do we focus on the poor performing clusters, or the clusters with the largest gaps between the Pilot cohort and their 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 October Census data is complete – e.g. remove any pupils who have moved out of area
- Engage schools and partners to work with the 350 pupils, or a subset of them, during the 2014/15 academic year.

## 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	Hemland	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	Osbalwick	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		

## Annex B: Key Stage 1 Attainment by Cluster

The following are graphical representations of Key Stage 1 attainment. The Pilot Cohort and Peer Groups were split by cluster and compared against whole group averages.

