

National curriculum
assessments: key
stage 2. 2016
(revised)

SFR62/2016

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New assessments and headline measures in 2016

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. This report provides an update on the provisional data for attainment in the new assessments which was published by the department for education in September. It also provides figures on the new 'value-added' progress measures, which have been introduced to replace the previous 'expected progress' measures.

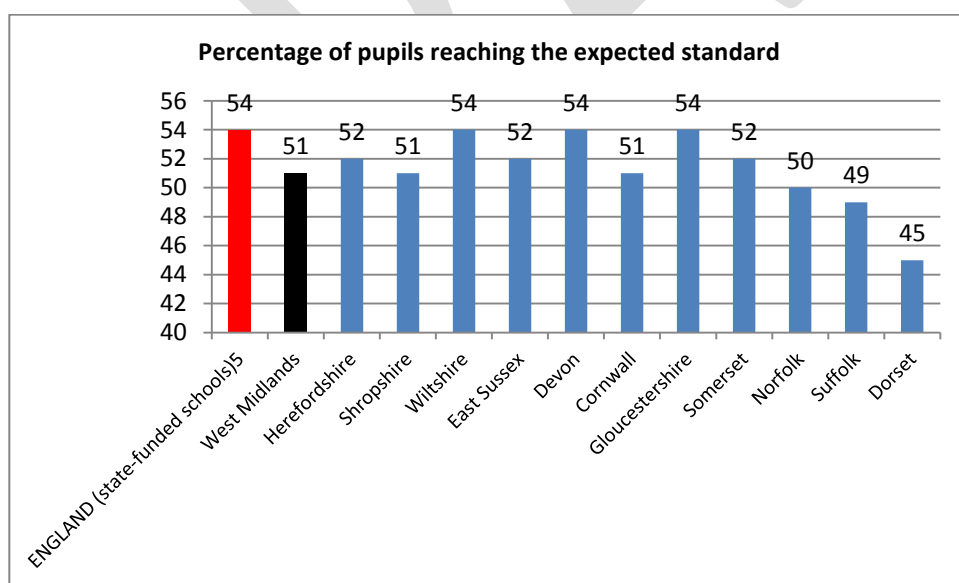
Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.

The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years.

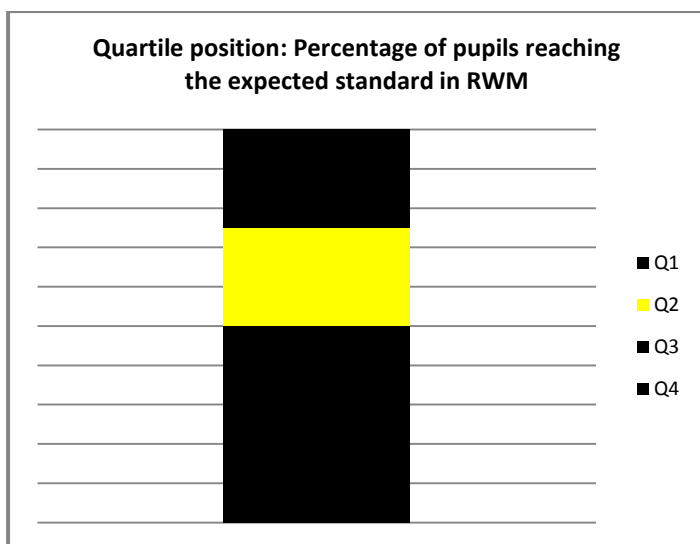
Expected standard in reading, writing and mathematics

Across England, 53% of pupils reached the expected standard and 5% achieved a high standard in reading, writing and mathematics. This figure includes independent schools who choose to take part in the key stage 2 assessments. Comparable figures for state-funded schools were 54% and 5% respectively.

In Herefordshire 52% of pupil reached the expected standard in reading, writing and maths with 5% of pupils reaching the higher standard. Whilst Herefordshire was slightly below the England average for state-funded schools, local performance exceeded the regional average of 51%. In terms of statistical neighbours, Herefordshire performed better than five (Shropshire, Cornwall, Norfolk, Suffolk and Dorset) equal to two (East Sussex and Somerset) but not as well as three (Wiltshire, Devon and Gloucestershire).



In terms of quartile performance, Herefordshire was in the third quartile for the percentage of all pupils achieving the expected standard in reading, writing and maths.

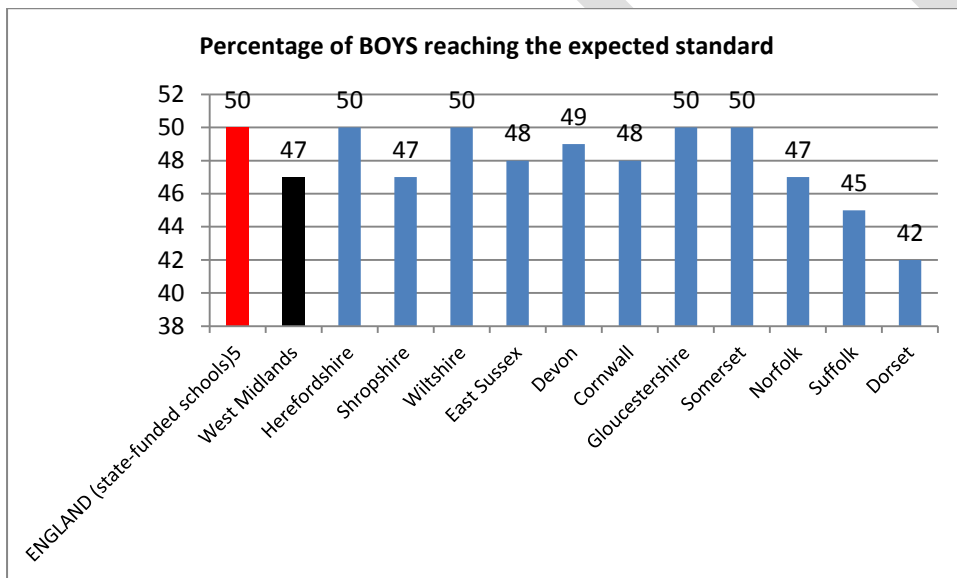
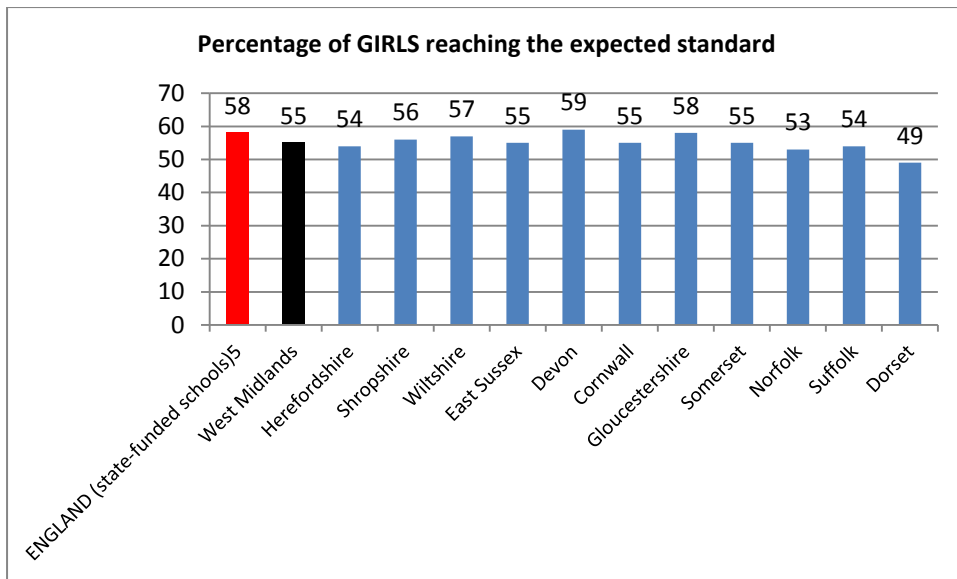


Gender

As in previous years, girls do better than boys in reading, writing and mathematics combined. 58% of girls (57% in the state-funded sector) achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys - a gap of 8 percentage points. The gap is larger than that seen in previous years – 6 percentage point gap for the old expected standard in 2015 and 2014. 6% of girls achieved the higher standard in all of reading, writing and mathematics compared to 5% of boys nationally - a gap of 2 percentage points. Locally the gender gap in 2016 amounted to just 4 percentage points.

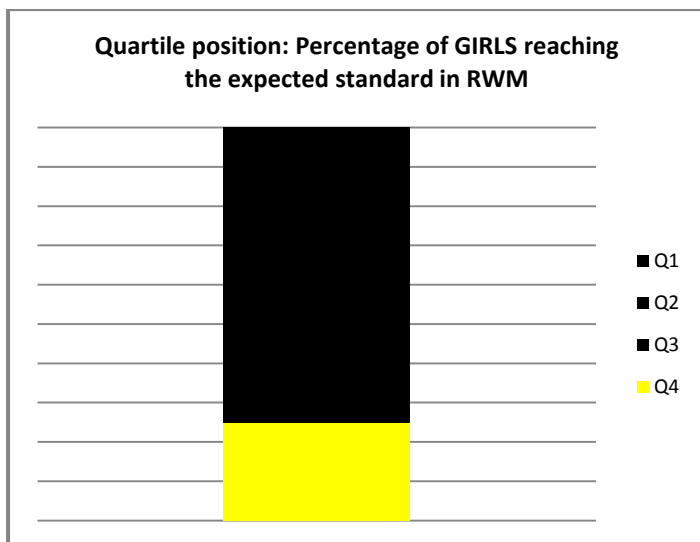
In Herefordshire 54% of girls achieved the expected standard in reading, writing and maths which was below the England state-funded schools average and the regional average of 55%. Only one of Herefordshire's statistical neighbours, Norfolk scored lower (53%).

50% of boys in Herefordshire achieved the expected standard across the three subjects which was the highest (joint) amongst statistical neighbours. 50% was in line with the England state-funded average and exceeded the regional average of 47%.

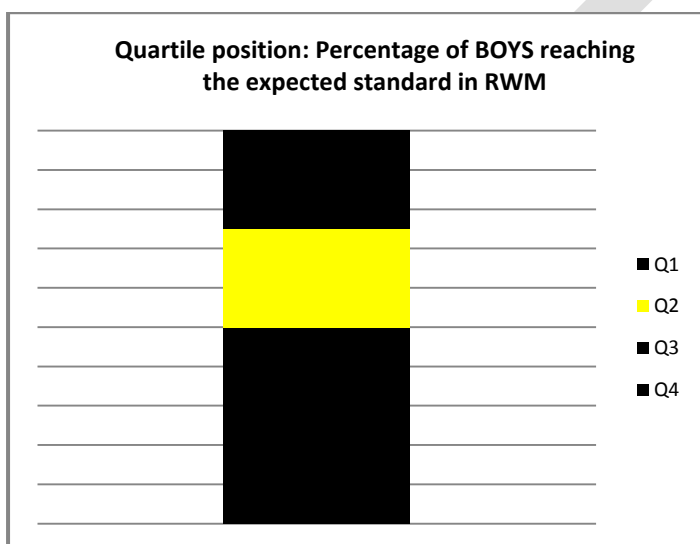


In terms of quartile performance, girls across the combined standard was 4th quartile. This differs from the provisional release where girls performance was in the third quartile. Revised results included data from City of London and Isles of Scilly, missing from the provisional release.

There is much less variation in the percentage of pupils achieving the higher standard in reading, writing and maths. 6% of girls in state-funded schools across England achieved the higher standard which was in line with the percentage of girls in Herefordshire achieving the same. The regional average was slightly less at 5%. The lowest performing statistical neighbour was East Sussex where only 3% of girls achieved the higher standard. The highest performing were Cornwall and Gloucestershire where 7% achieved the standard. 5% of boys in the state-funded sector achieved the higher standard which was in line with the percentage of boys in Herefordshire achieving the same. The regional average was 4% with the lowest performing neighbour once again East Sussex (2% achieved).



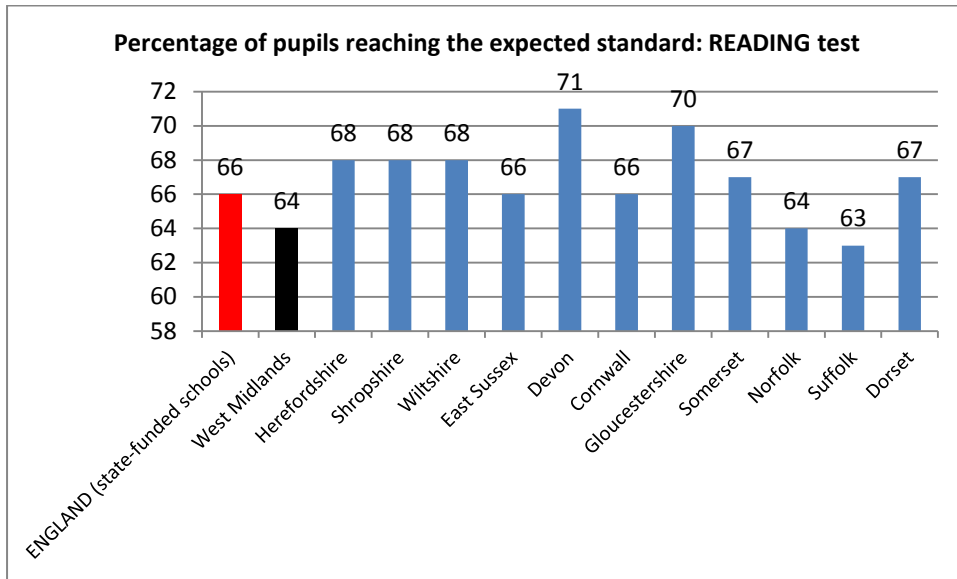
Boys' performance was enough to see them reach the second quartile



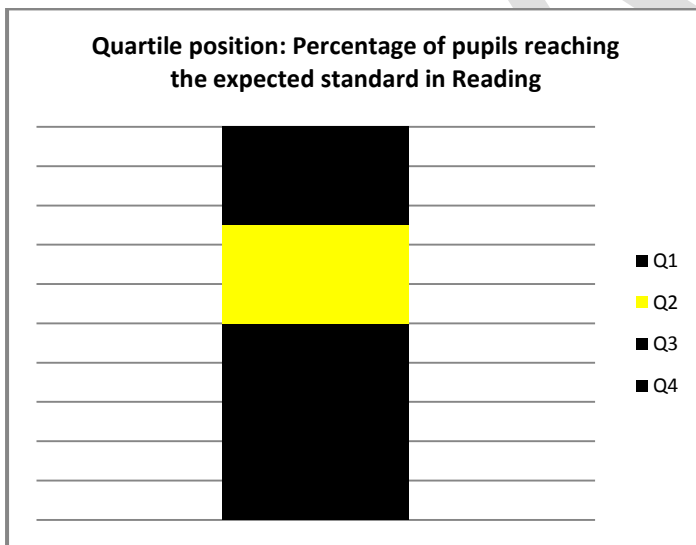
Attainment by subject

Pupils take tests in grammar, punctuation and spelling (GPS) as well as in reading and mathematics. Writing performance is teacher assessed. Nationally, attainment at the expected standard or above is highest in the grammar, punctuation and spelling test at 73% and lowest in the reading test at 66%. In Herefordshire, similarly attainment was highest in GPS at 74% (above England average) but lowest in mathematics at 67% (equivalent to England average). 68% of pupils in Herefordshire achieved the expected standard in reading which was also above the England average.

Reading

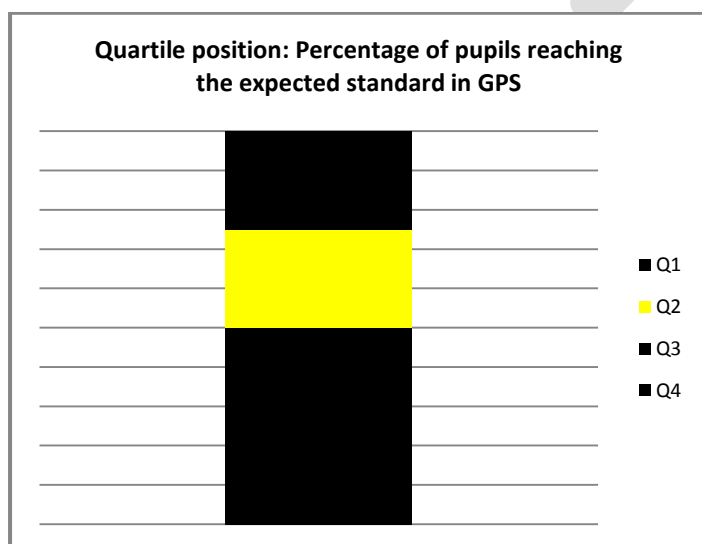
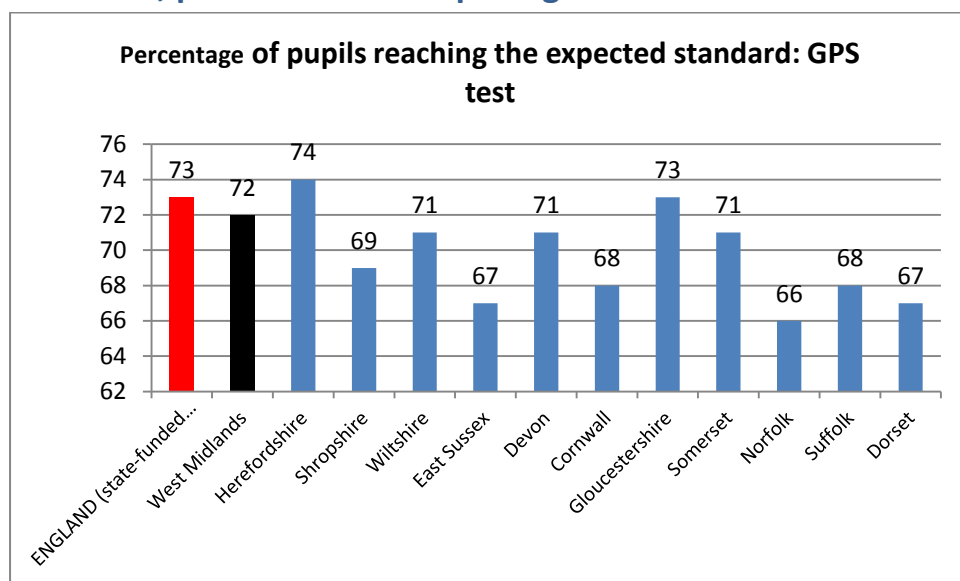


Amongst statistical neighbours Herefordshire returned the joint third highest score for the percentage of pupils achieving the expected standard in reading with only Devon (71%) and Gloucestershire (70%) performing better. The lowest performing statistical neighbour in reading was Suffolk where only 63% of pupils achieved the expected standard in reading. Performance in reading was in the second quartile nationally.



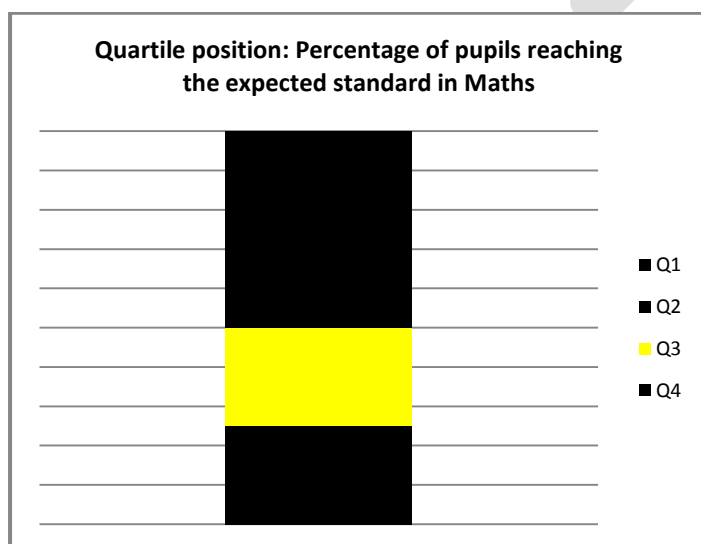
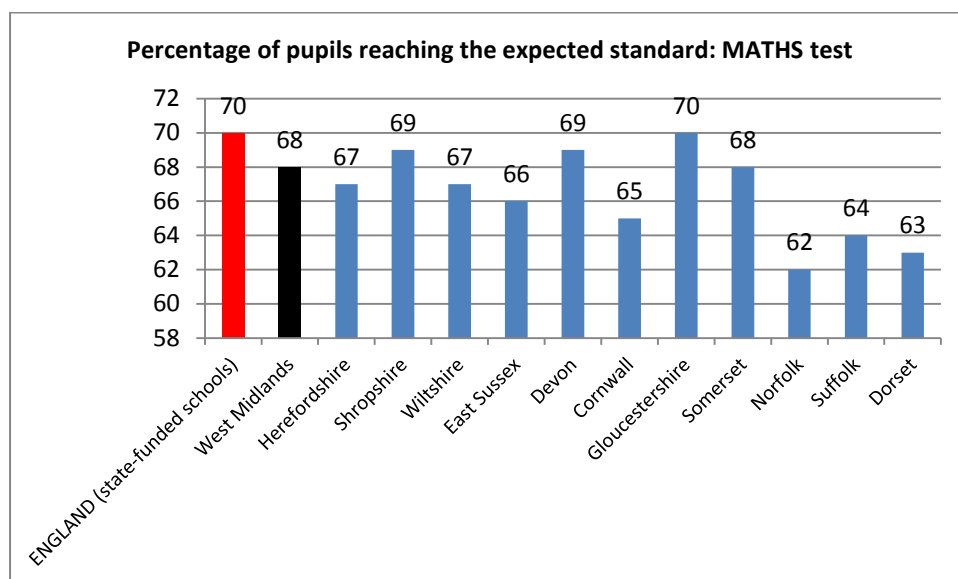
In the GPS test, Herefordshire was the top performing local authority amongst statistical neighbours. Gloucestershire was the only other local authority amongst neighbours to achieve the state-funded England average (73%). The remaining neighbours all performed below this level with Norfolk returning the lowest figure at 66%. Performance in the GPS test was second quartile.

Grammar, punctuation and spelling



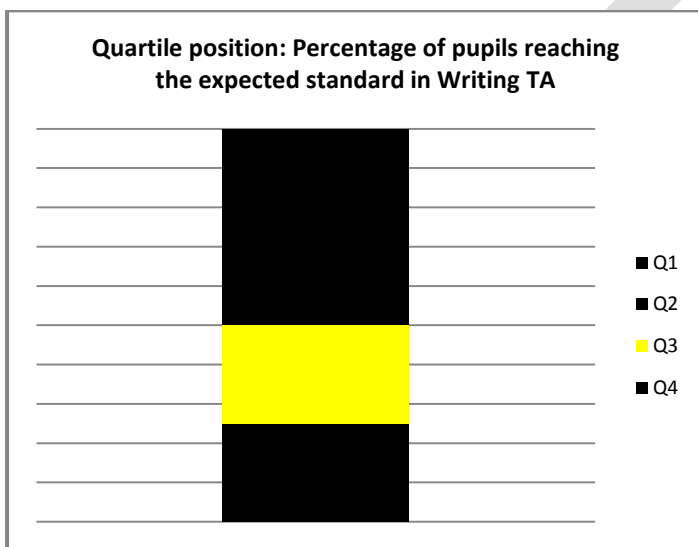
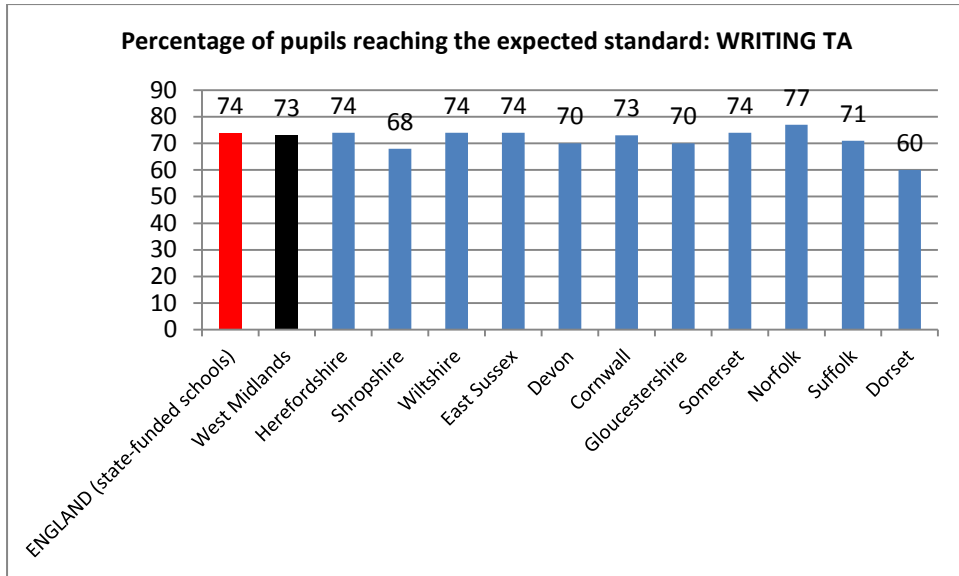
Performance in the maths test fell into the third quarter with 67% of pupils in Herefordshire achieving the expected standard compared to 70% of pupils across England. 67% was also below the regional average of 68%. Gloucestershire were the highest performing statistical neighbour in the maths test with 70% of pupils achieving, although this was merely in line with the England average. Norfolk (62%), Dorset (63%), Suffolk (64%), Cornwall (65%) and East Sussex (66%) all performed below Herefordshire.

Maths



Writing teacher assessment

74% of pupils in Herefordshire achieved the expected standard in their Writing teacher assessment. This was in line with the England state-funded school average and 1% higher than the regional average. Whilst in line with the England average, 74% was only sufficient to place Herefordshire in the third quartile nationally. Amongst statistical neighbours, only Norfolk performed better than Herefordshire where 77% achieved the expected standard in the writing teacher assessment. The lowest performing statistical neighbour was Dorset where only 60% achieved the standard.



Average scaled scores

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but were not awarded enough marks to receive a scaled score are excluded. Note that the average scaled scores may be different from the median scores. This is because median is calculated as the "middle" score where all scores are listed in numerical order.

The average scaled scores in England (state-funded schools) were as follows, with Herefordshire equivalents shown alongside:

Reading	103	Herefordshire	103
Grammar, punctuation and spelling	104	Herefordshire	104
Mathematics	103	Herefordshire	103

Progress between age 7 and age 11 (NC years 2 and 6)

From 2016, the previous expected progress measures have been replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score. Progress scores are calculated for each of reading, writing and mathematics, they are not combined. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

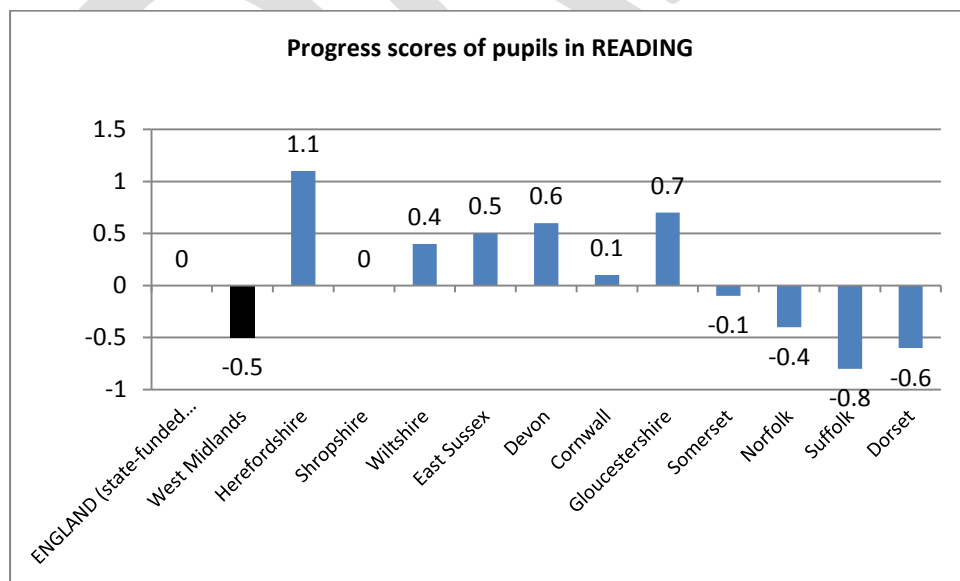
Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally. A negative progress score does not mean pupils made no progress.

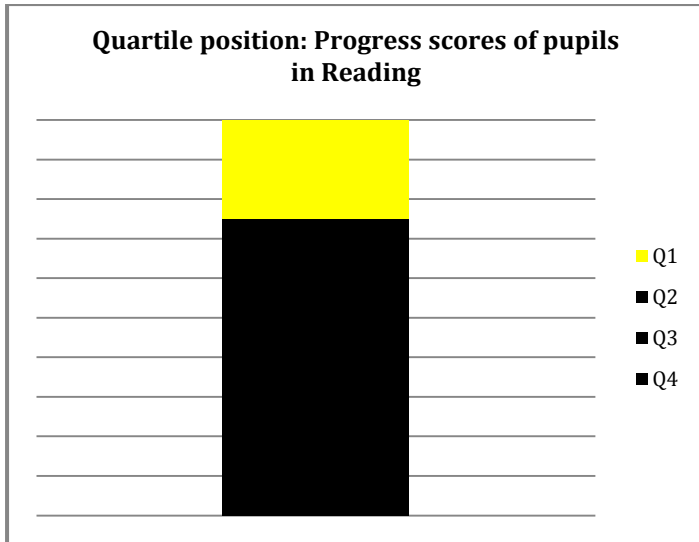
Scores should be interpreted alongside their associated confidence intervals³. If the lower confidence limit is greater than zero, then the progress score is above the national average. Similarly, if the upper limit is below zero, then the score is below average. Where a confidence interval overlaps zero, the progress score is not significantly different from the national average

Reading

The England (state-funded sector) progress outcomes for reading, for writing and for maths are logically 0.00 as the progress measure compares how pupils progress compared to other pupils from the same starting point nationally.

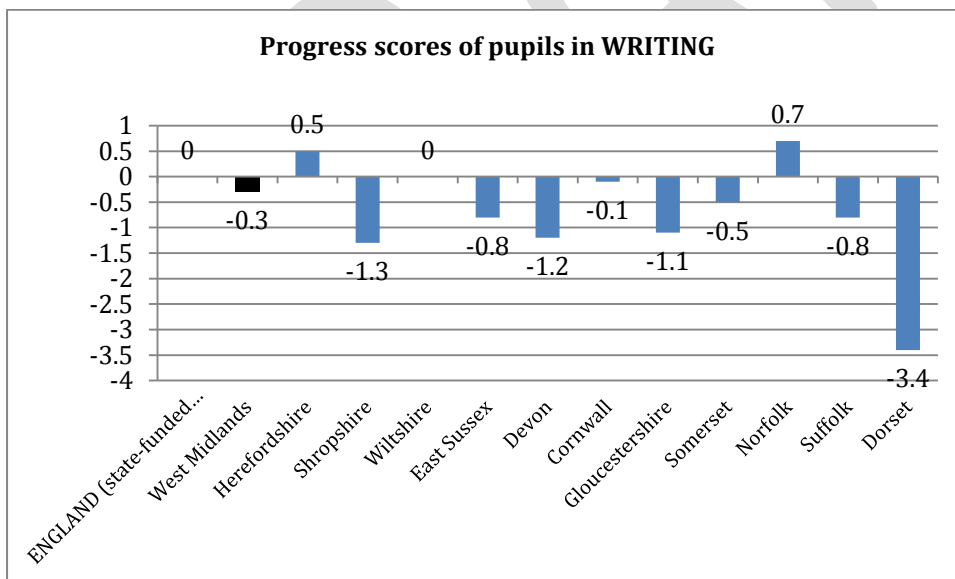
Herefordshire's progress score for pupils in reading in 2016 was 1.1 with a lower confidence interval of 0.8 and upper of 1.4. As both confidence intervals are positive this indicates that Herefordshire pupils make above national average progress in reading. Whilst confidence intervals are important, 1.1 as a raw score would put Herefordshire in the top quartile in terms of performance. Herefordshire's progress figure exceeded the regional average as well the performance across all statistical neighbours.

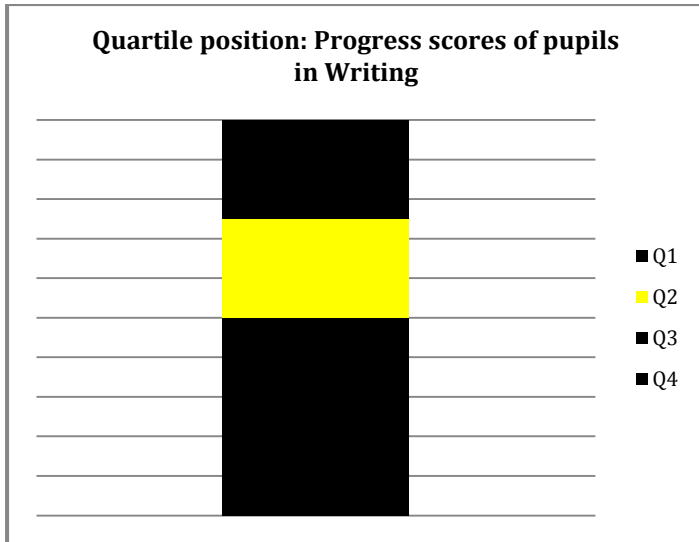




Writing

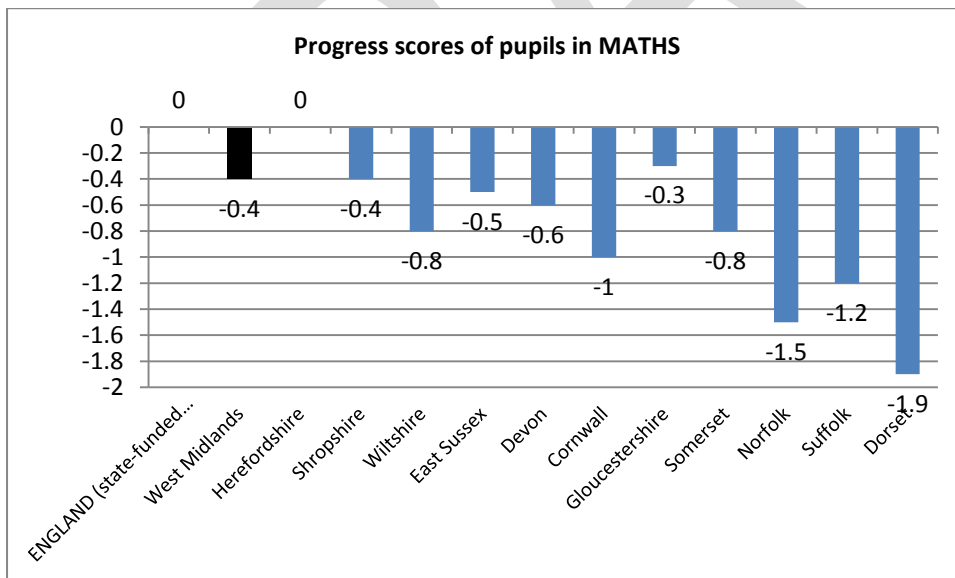
Herefordshire's progress score for writing was 0.5, with a lower confidence interval of 0.2 and an upper of 0.8. As both intervals are above zero, similar to progress in reading, Herefordshire's progress in writing is considered above national average. Only Norfolk, with a progress figure of 0.7 (lower CI 0.6 upper CI 0.8) showed better pupil progress in writing. The remaining local authorities forming statistical neighbours returned zero or negative figures for progress in writing. 0.5 equated to second quartile performance.

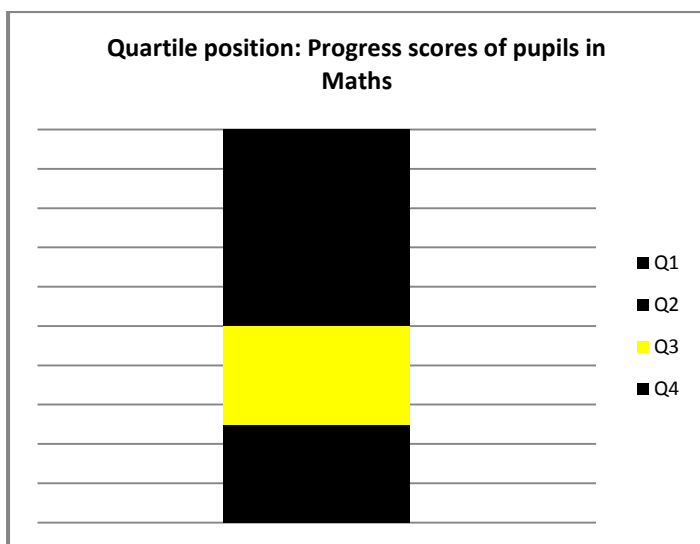




Maths

Progress in maths was 0.0 with a lower CI of -0.3 and an upper of 0.3. The confidence intervals indicate that progress could lie anywhere from -0.3 to +0.3. As this spans zero, progress is deemed to be in line with the national average. 0.00 itself (ignoring confidence intervals would equate to 3rd quartile performance. Amongst statistical neighbours Herefordshire progress score is the only local authority that is not negative. The highest progress figure in maths was recorded by City of London at 3.0 with a lower confidence interval of 1.0 and an upper of 5.0.





Progress scores by school type (mainstream)

Whilst the figures below provide interesting reading, it is difficult to draw conclusions from a single year of data and lack of detail regarding the length of time which an establishment might have been operating as an academy or free school and the prior performance of that school. The figure below seem to indicate local authority schools making better progress in reading and mathematics than academies and free schools but, not quite as good progress in writing. Two of these are test subjects and the other is a teacher assessment.

	Reading progress score	Confidence interval	Writing progress score	Confidence interval	Mathematics progress score	Confidence interval
LA maintained schools	0.1	0.0 to 0.1	0.0	0.0 to 0.09	0.0	0.0 to 0.0
Academies and free schools	-0.2	-0.3 to -0.2	0.1	0.1 to 0.1	-0.1	-0.1 to -0.1
Of which:						
Sponsored academies	-0.9	-1.0 to -0.8	0.4	0.4 to 0.5	-0.4	-0.4 to -0.3
Converter academies	0.1	0.0 to 0.1	0.0	-0.1 to 0.0	0.0	0.0 to 0.1
Free schools	-1.0	-1.5 to -0.5	-0.7	-1.2 to -0.3	-1.3	-1.7 to -0.9

Attainment and progress by school cohort size

Nationally, there is little difference in attainment by size of school; attainment is lowest in schools with 1 to 15 pupils in their year 6 cohort and highest in those with 16 to 30 pupils in their cohort. There is more difference by school size in terms of progress scores - larger schools make less progress with pupils in reading; both small (1 to 15 pupils) and large schools (91 or more pupils) make less overall progress with pupils in writing and mathematics than medium sized schools.

Cohort Size	Number of schools	Reaching the expected standard	Reading		Writing		Maths	
			Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
1 - 15 pupils	2,323	53%	0.5	0.4 to 0.6	-0.7	-0.8 to -0.6	-0.8	-0.9 to -0.7
16 - 30 pupils	5,207	55%	0.3	0.3 to 0.3	0.1	0.1 to 0.1	0.2	0.1 to 0.2
31 - 60 pupils	5541	54%	0.1	0.1 to 0.1	0.2	0.1 to 0.2	0.2	0.1 to 0.2
61 - 90 pupils	1398	54%	-0.3	-0.3 to -0.3	0.0	0.0 to 0.1	0.0	-0.1 to 0.0
91+ pupils	461	54%	-0.8	-0.8 to -0.7	-0.7	-0.8 to -0.7	-0.8	-0.8 to -0.7

Pupil characteristics

This section discusses attainment by Free School Meals (FSM) eligibility, Disadvantage, First Language other than English (EAL) and Special Education Needs (SEN). It also covers both attainment of the group as well as the new focus of 'diminishing the difference'.

Free school meal (FSM) eligibility

References to pupils who are eligible to free school meals includes pupils who are eligible to the benefit **and** who have applied for and had that eligibility verified or approved by the respective local authority. It does **not** include pupils who might be eligible to the benefit but who chose not take up their eligibility.

FSM pupils have lower attainment in 2016 compared to all other pupils nationally: 36 per cent of FSM pupils achieve the expected standard in reading, writing and mathematics, compared to 57 per cent of all other pupils, a difference of 21 percentage points. Figures are rounded to the nearest whole percentage. As with overall attainment, differences between groups are not comparable with previous years

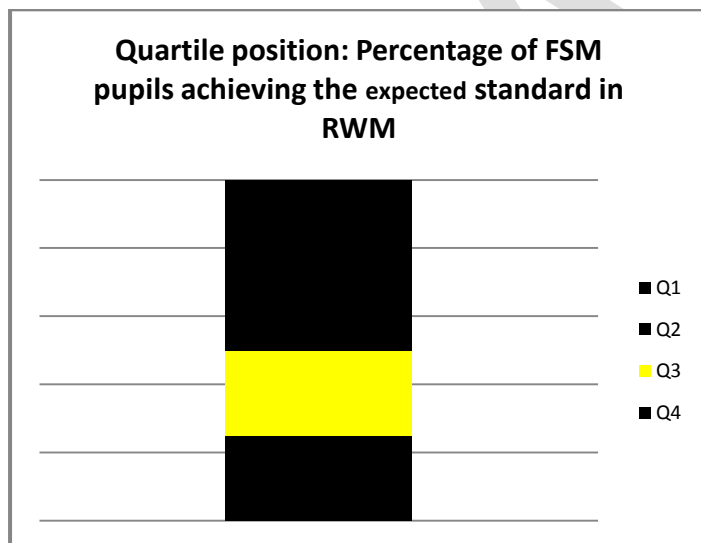
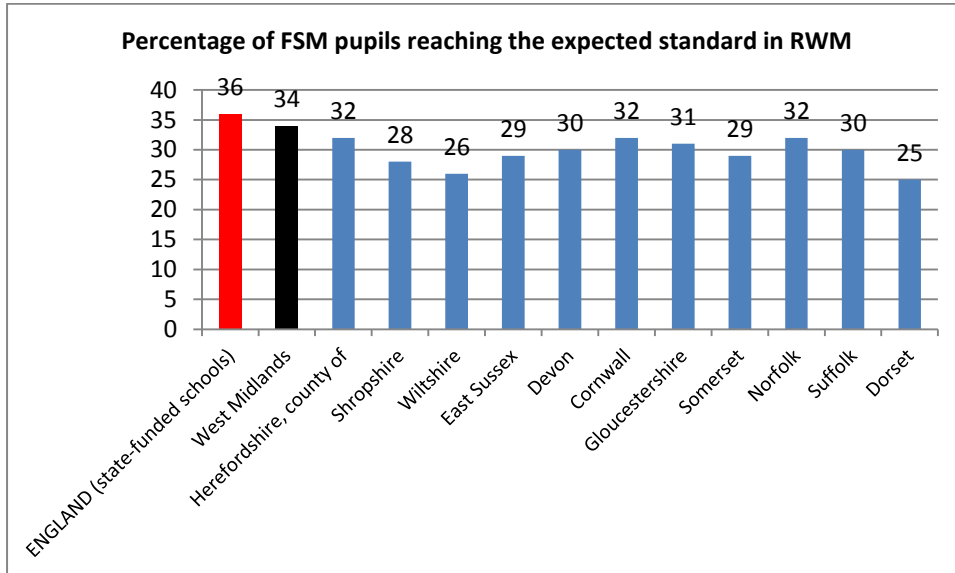
For context only the table below shows the 2013 to 2015 figures for FSM pupils and other pupils.

	Achieved level 4 or above			Achieved level 4b or above			Achieved the expected standard		
	FSM	All other pupils	difference	FSM	All other pupils	difference	FSM	All other pupils	difference
2013	60%	79%	19	45%	67%	22			
2014	64%	82%	18	49%	71%	22			
2015	66%	83%	17	52%	72%	20			
2016							35%	57%	21

Source: National Pupil Database

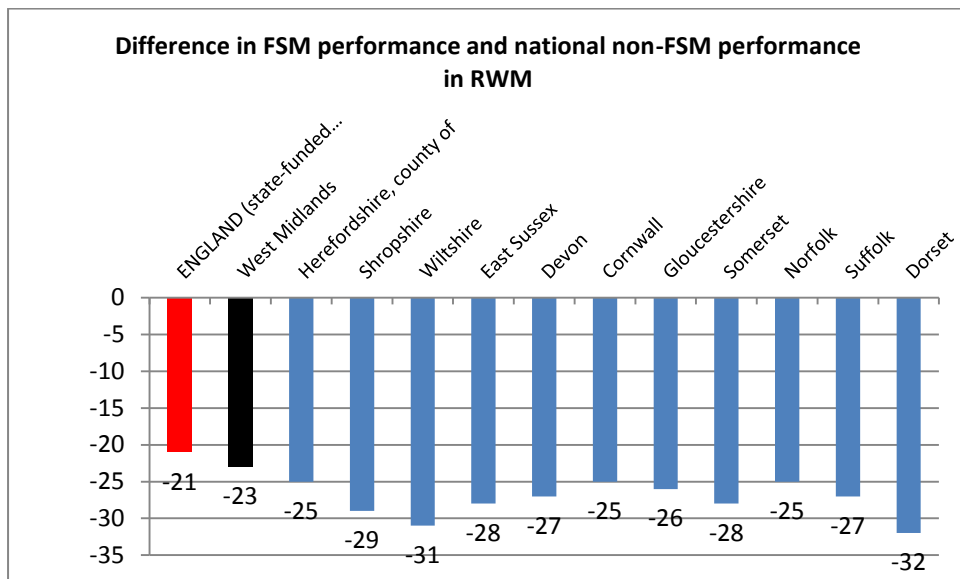
In 2016 across Herefordshire 32% of pupils known to be eligible and claiming free school meals achieved the expected standard in reading, writing and maths. This was 4 percentage points lower than the England average. It was also 2 percentage points below the regional average of 34%. Amongst statistical neighbours however Herefordshire, along with Cornwall and Norfolk had the highest rates of attainment for FSM pupils. In

Dorset only 25% of FSM pupils achieved the expected standard at KS2. 54% of pupils not eligible to FSM achieved the expected standard in reading, writing and maths which compute as a local inequality gap of 22 percentage points. For context only, the local inequality gap in 2015 for children achieving level 4+ in reading, writing and maths was 25 percentage points. In 2014 the gap was 19 percentage points. In terms of quartile ranking 32% puts Herefordshire in the third quartile for FSM pupils achieving the expected standard across all of reading, writing and maths.

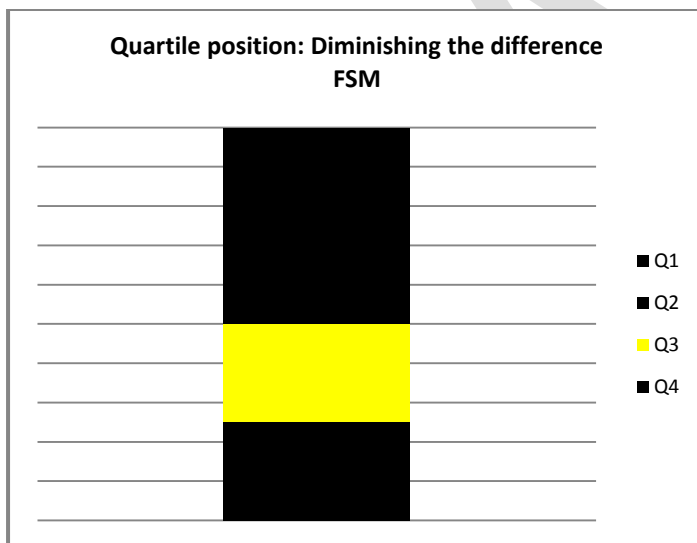


Under the new performance objective of 'Diminishing the difference' the Government now measure the difference in performance of a particular group (in this case FSM pupils) and compares this to the performance of pupils nationally in the 'non-group' (in those case pupils not eligible to free school meals). In 2016 the difference between FSM pupils and non-FSM pupils nationally was 25 percentage points. This exceeds both the national and regional difference which was 21 and 23 percentage points respectively. In line with the earlier numbers on performance of FSM pupils, Herefordshire along with Cornwall and Norfolk had the smallest difference amongst statistical neighbours. The biggest difference was in Dorset (lowest FSM performance) at 32 percentage points.

pupils achieving the expected standard in reading, writing and maths			
	Herefordshire FSM pupils	National Non FSM pupils	Difference
2016	32	57	25



In terms of quartile performance Herefordshire's difference was in the third quartile.

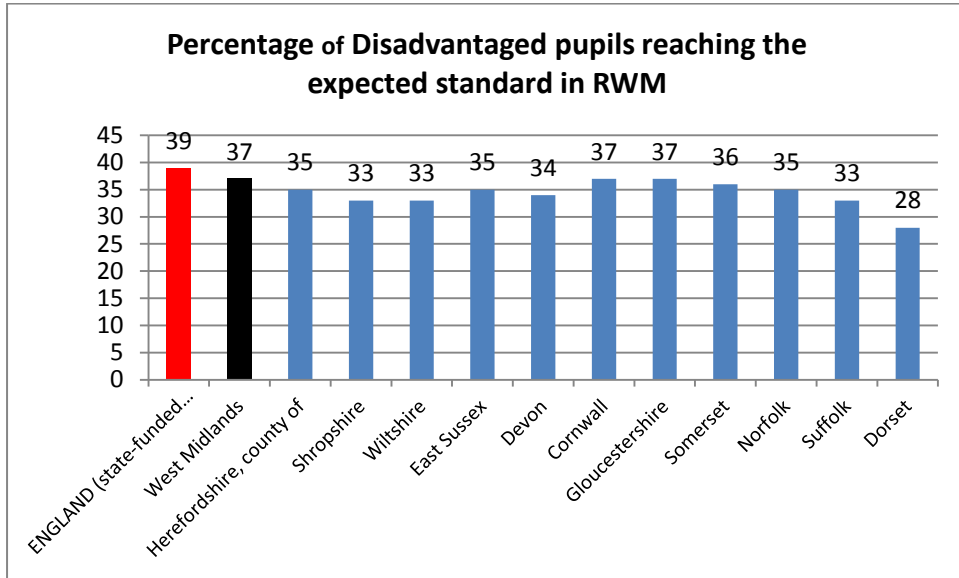


Disadvantaged pupils

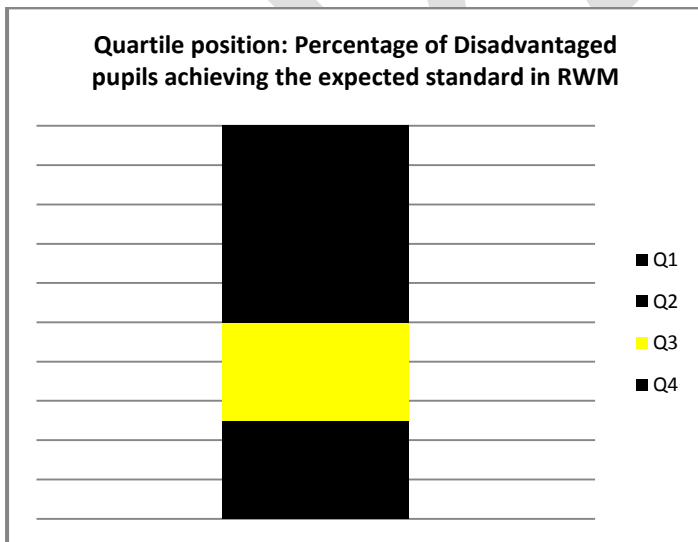
In 2016, disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

In state-funded schools across England 39% of disadvantaged pupils achieved the expected standard in reading, writing and maths. 61% of non-disadvantaged pupils achieved the same standard resulting in a difference of 22 percentage points. In Herefordshire 35% of disadvantaged pupils achieved the expected standard compared to 57% of the non-disadvantaged cohort – a difference of 22 percentage points.

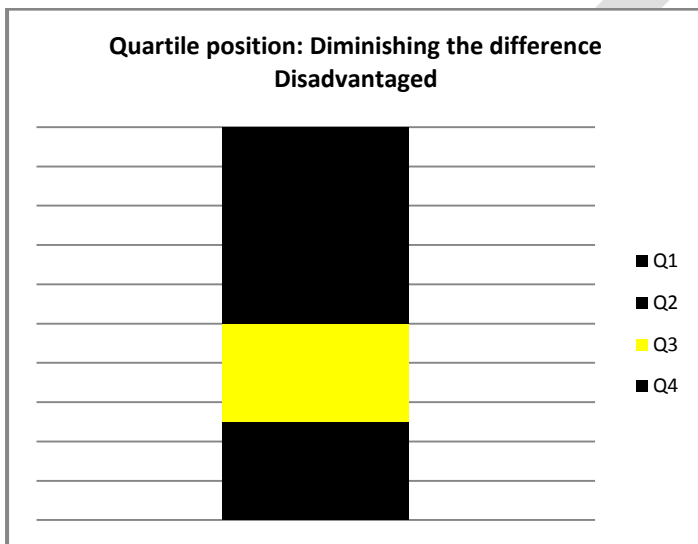
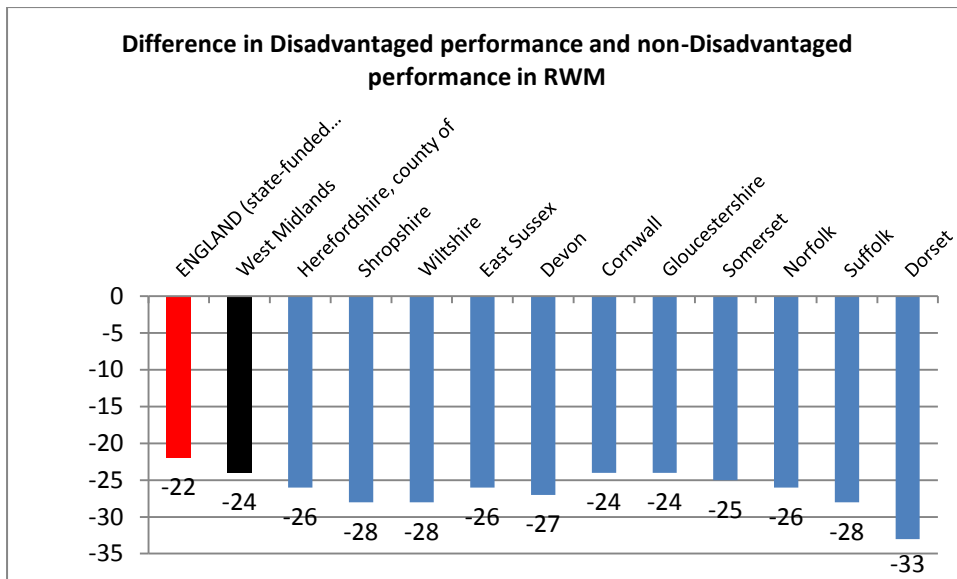
pupils achieving the expected standard in reading, writing and maths			
	Herefordshire disadvantaged pupils	National Non disadvantaged pupils	Difference
2016	35	57	22



Amongst statistical neighbours, Cornwall (37%), Gloucestershire (37%) and Somerset (36%) all reported higher performance outturns for their disadvantaged cohorts. Herefordshire (35%) was in line with East Sussex and Norfolk. Dorset was lowest performing neighbour where only 28% of pupils achieved the expected standard. Herefordshire's performance was third quartile for this performance measure.



The difference between Herefordshire disadvantaged pupils and non-disadvantaged pupils nationally was 26 percentage points. The difference equates to third quartile in performance terms. By and large the disadvantaged performance measure largely reflected the performance of FSM pupils as these make up the vast majority of the disadvantaged numbers. Relatively speaking, looked after (LAC) and post-looked after (Post-LAC) (left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order) form a relatively small part of the disadvantaged cohort.

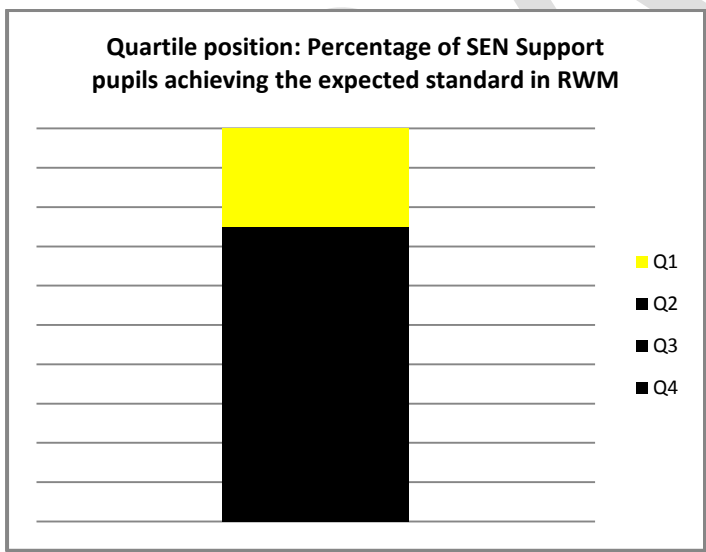
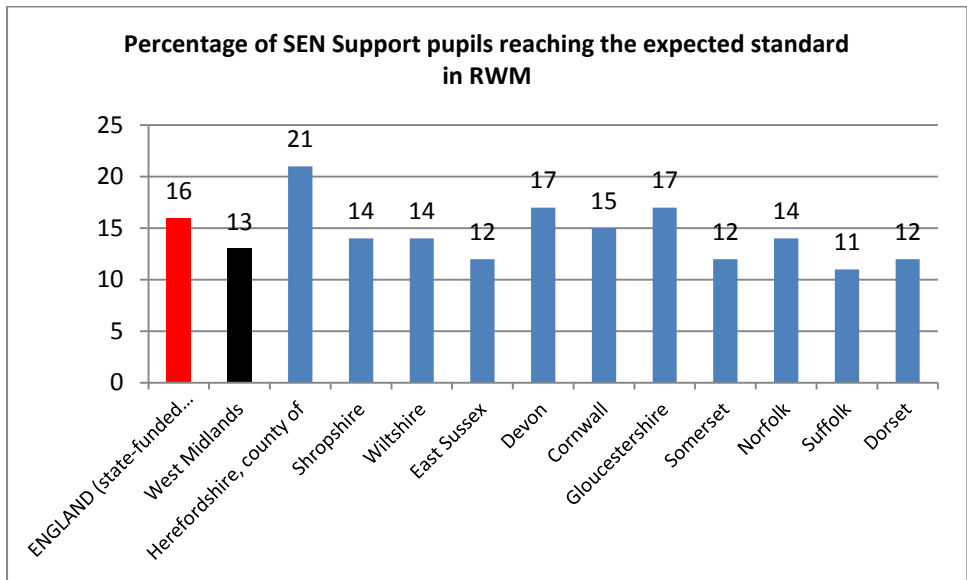


Special Education Needs (SEN)

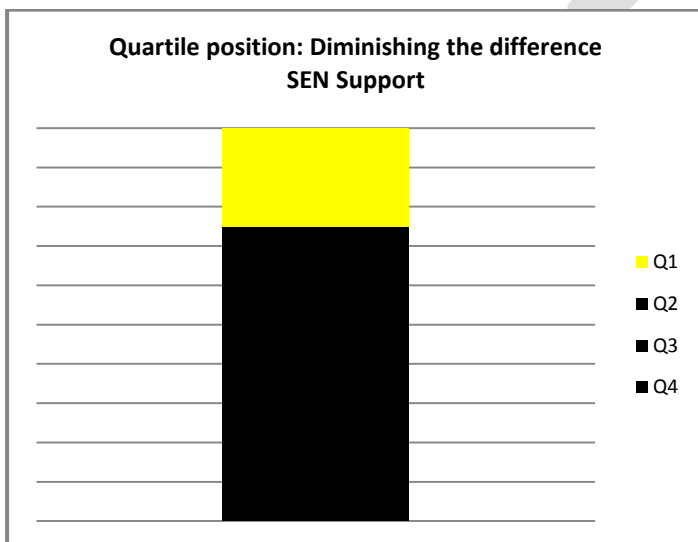
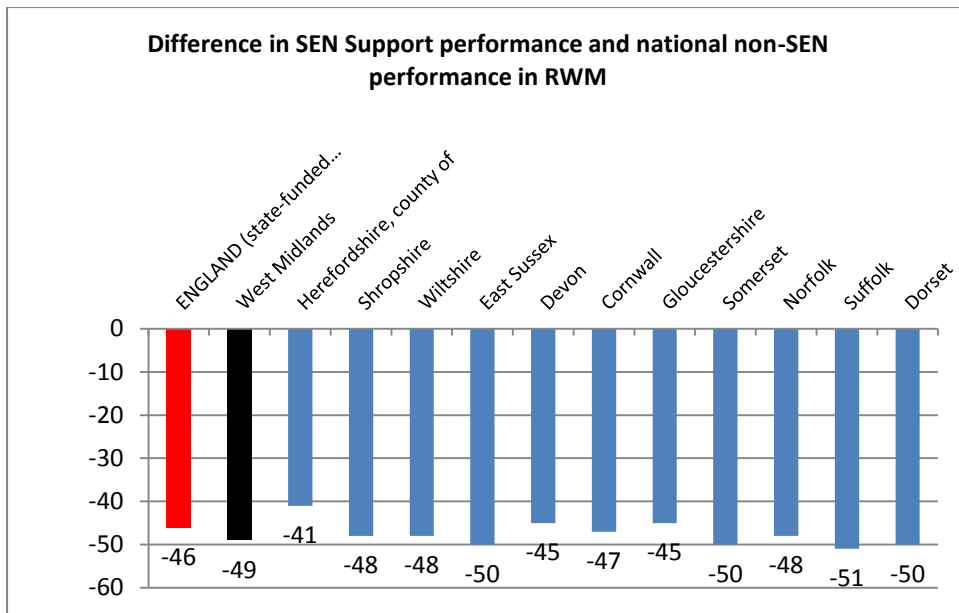
SEN pupils are categorised and reported as “SEN with a Statement or Education, Health and Care Plan (EHCP)” and “SEN Support”. As no further Statements are issued and existing Statements are converted to EHCP’s, gradually the categories will simply consist of pupils with a EHCP and those with SEN Support. SEN Support is a relatively new classification of SEN and replaces what would have historically captured those pupils at School Action and School Action Plus.

Unsurprisingly perhaps, of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. Across England state-funded schools, 16% of SEN Support pupils achieved the expected standard in reading, writing and maths compared to 62% of non-SEN pupils. This represents an attainment gap of 46 percentage points. In Herefordshire the attainment gap was 41 percentage points reflecting the comparatively good performance of SEN Support pupils (5% better than the England average). Amongst statistical neighbours Herefordshire SEN Support pupils outperformed everyone in terms of the percentage achieving the expected standard in reading, writing and maths at KS2 in 2016. The lowest performing of our statistical neighbours was Suffolk where only 11% of the cohort achieved the standard. In terms of quartile performance, Herefordshire SEN Support pupils were in the top quartile nationally in 2016.

pupils achieving the expected standard in reading, writing and maths				
		Herefordshire SEN Support pupils	National Non SEN pupils	Difference
2016		21	62	41



In terms of diminishing the difference there was a 41 percentage point difference between the percentage of Herefordshire SEN Support pupils achieving the standard (21%) and the percentage of non-SEN Support pupils nationally (62%). This is a smaller difference than nationally (46 percentage points) and regionally (49 percentage points). Across statistical neighbours Herefordshire difference was the smallest, reflecting the comparatively good attainment of the local cohort. The largest difference can be seen in Suffolk (51 percentage points) and reflects the fact that only 11% of the cohort achieved the expected standard. In terms of diminishing the difference Herefordshire was in the top quartile.



This report is not analysing the performance of those pupils with SEN Statements or EHCP in detail because results from many local authorities are suppressed due to small numbers. In Herefordshire 4% of pupils with a Statement/EHCP achieved the expected standard in reading, writing and maths. This compares to 7% in state-funded school across England and 6% across the W Midlands region.

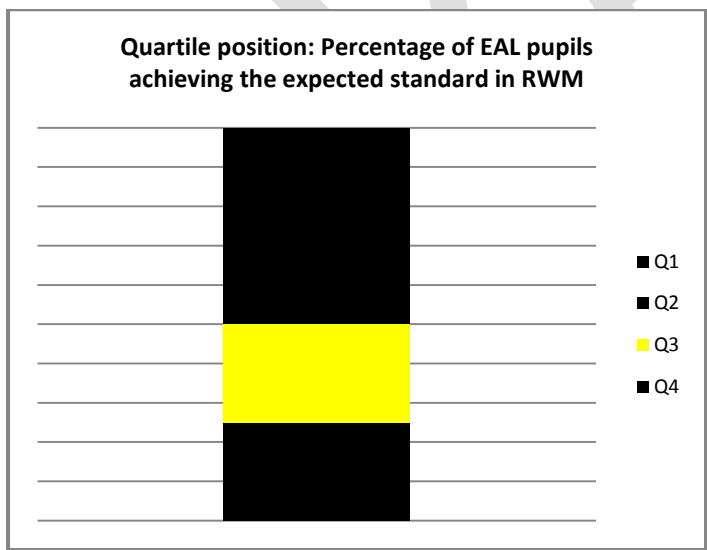
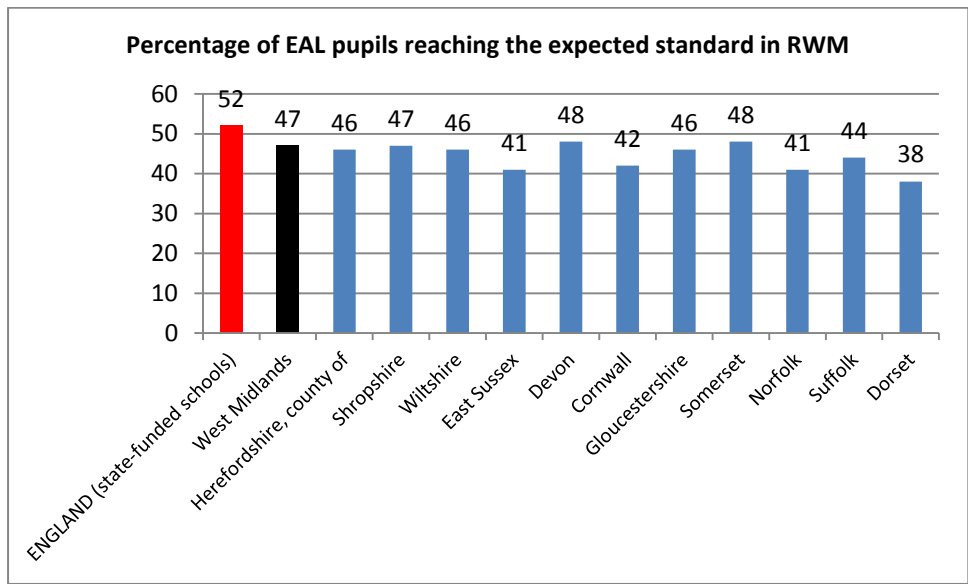
English as a first language

Across England 18 percent of 11 year old pupils have a first language other than English (EAL) in 2016. For context purposes in Herefordshire just over 5% of the same cohort have a first language other than English. Whilst the numbers and percentage of EAL in Herefordshire has been increasing term on term in recent years it still represents a relatively small percentage of the population.

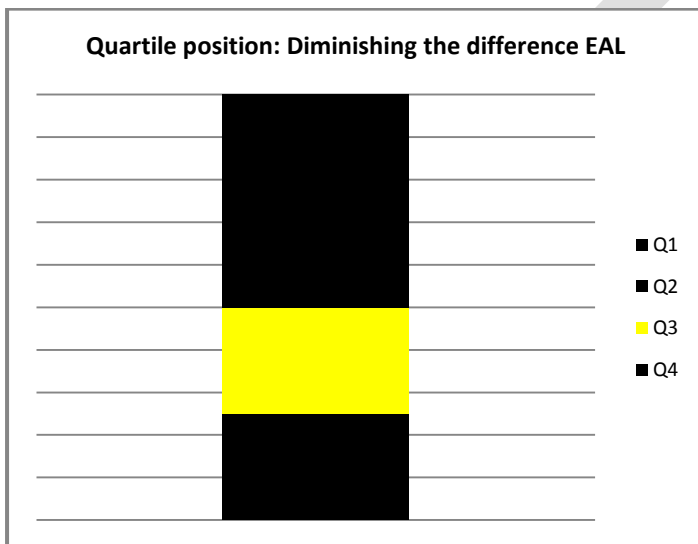
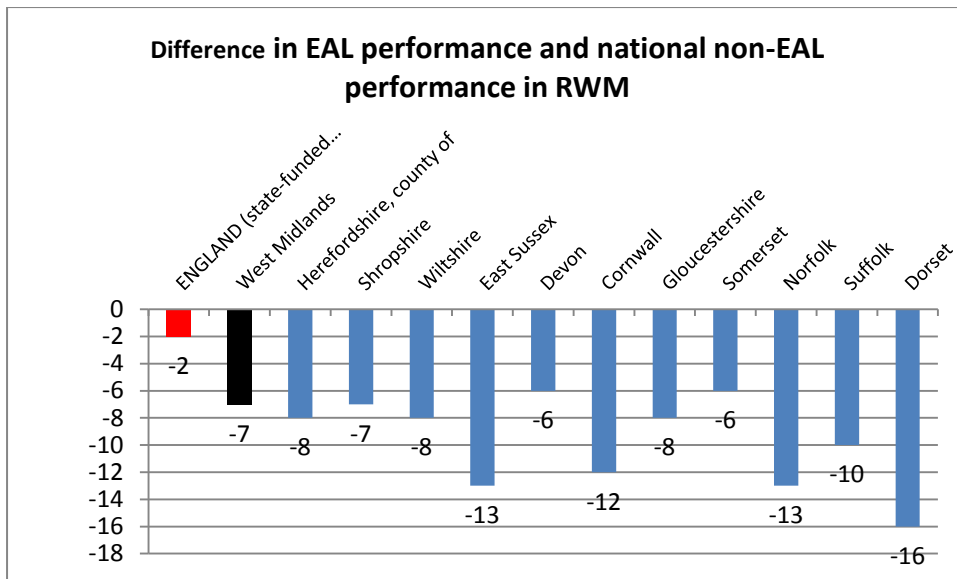
Across England 52% of EAL pupils achieved the expected standard in all of reading, writing and maths. This compares to 54% of pupils whose first language is English. In Herefordshire 46% of the EAL cohort achieved the same standard. The difference between Herefordshire EAL (46%) and national non-EAL (52%) was 8 percentage points.

pupils achieving the expected standard in reading, writing and maths				
		Herefordshire EAL pupils	National Non EAL pupils	Difference
2016		46	54	8

In terms of EAL attainment amongst statistical neighbours, Herefordshire was joint third highest, with only Devon and Somerset (48%) and Shropshire (47%) achieving higher. The lowest attaining statistical neighbour was Dorset where only 38% of the cohort achieved the expected standard in reading, writing and maths. Herefordshire’s EAL attainment was third quartile.



In terms of differences between the performance of EAL pupils and non-EAL pupils nationally, Somerset and Devon recorded the smallest difference (6 percentage points), Shropshire 7 percentage points and then Herefordshire with a gap of 8 percentage points. This was in line with Gloucestershire, and Wiltshire. The regional gap was 7 percentage points. In terms of quartile performance Herefordshire was in the third quartile.



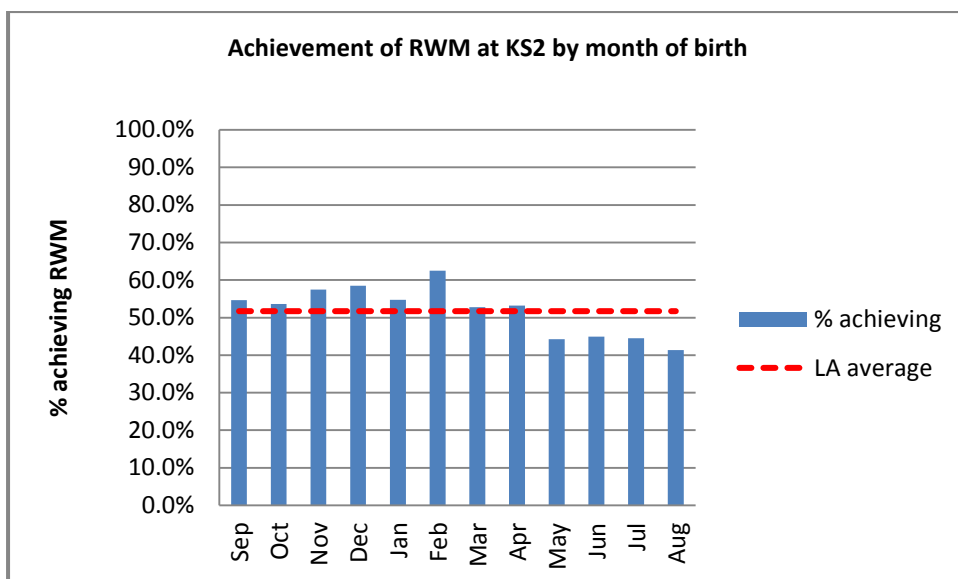
Month of birth

Pupils at the end of KS2 in any year would typically be aged 11 as at 31 August. In England, children born in August are the youngest within each school year. In 2016 older pupils performed better than summer born pupils in all subject areas at the end of KS2 as shown in the table below. The attainment gap in reading, writing and mathematics between pupils born in September and those born in August is 14 percentage points. Evidence¹⁹ suggests that the youngest pupils within each school year group, have lower attainment than their older peers.

	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
September	60	72	79	75	77
October	59	71	79	74	76
November	58	70	78	73	76
December	57	68	77	72	75
January	55	67	75	71	73
February	54	66	74	70	73
March	53	65	74	69	72
April	51	64	73	68	71
May	50	63	72	68	71
June	49	62	70	67	70
July	48	61	70	66	69
August	46	60	68	65	68

The percentage of pupils achieving the expected standard in reading, writing and maths is shown below. In Herefordshire the correlation between month of birth and attainment is not as pronounced as nationally, however undoubtedly a smaller percentage of pupils born in the summer term achieve the expected standard. Locally, in 2016 the highest achieving month was February. Clearly when numbers are broken to local authority level the impact of individual schools plays a greater part in the performance. A large school performing particularly well is likely to see a number of summer born pupils achieving and similarly a poor performing school is likely to have a number of Autumn born pupils who did not achieve.

Month of birth	LA average	% achieving
Sep	51.7%	54.6%
Oct	51.7%	53.6%
Nov	51.7%	57.5%
Dec	51.7%	58.5%
Jan	51.7%	54.7%
Feb	51.7%	62.5%
Mar	51.7%	52.7%
Apr	51.7%	53.2%
May	51.7%	44.3%
Jun	51.7%	44.9%
Jul	51.7%	44.5%
Aug	51.7%	41.4%



Nationally, in 2016 the youngest pupils made more progress in reading, writing and mathematics compared to all pupils nationally with similar prior attainment. Older pupils made less progress in all subjects compared to all other pupils with similar prior attainment.

	Reading		Writing		Maths	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
September	-0.5	-0.5 to -0.4	-0.3	-0.4 to -0.3	-0.5	-0.6 to -0.5
October	-0.4	-0.5 to -0.3	-0.3	-0.3 to -0.2	-0.5	-0.5 to -0.4
November	-0.3	-0.4 to -0.3	-0.2	-0.3 to -0.2	-0.4	-0.4 to -0.3
December	-0.3	-0.3 to -0.2	-0.1	-0.2 to -0.1	-0.3	-0.3 to -0.2
January	-0.2	-0.2 to -0.1	-0.1	-0.2 to -0.1	-0.2	-0.2 to -0.1
February	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0
March	0.0	-0.1 to 0.0	0.0	-0.1 to 0.1	0.0	0.0 to 0.1
April	0.1	0.0 to 0.1	0.1	0.0 to 0.1	0.1	0.1 to 0.2
May	0.3	0.2 to 0.3	0.2	0.1 to 0.3	0.3	0.3 to 0.4
June	0.3	0.3 to 0.4	0.2	0.2 to 0.3	0.4	0.3 to 0.4
July	0.4	0.4 to 0.5	0.3	0.2 to 0.3	0.5	0.4 to 0.5
August	0.6	0.5 to 0.6	0.4	0.4 to 0.5	0.6	0.6 to 0.6

For Example Research Report DFE-RR017: Month of Birth and Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182664/DFE-RR017.pdf

In Herefordshire progress by month of birth does not show the same direct correlation as the national data, largely for the reasons above in that the performance of individual schools will have a greater impact on the overall picture. Progress by month of birth in Herefordshire is shown below. In Reading pupils born in Feb made the most progress followed by Apr and Nov. Progress in Writing does demonstrate pupils born in Jul and Aug making the most progress and in Maths pupils born in Jul and Aug also make the most, with the exception of pupils born in Feb.

In summary therefore, it does appear that in general whilst summer born children have lower attainment, at the same time they are making the most progress.

	Reading	Writing	Maths
Sep	0.37	0.06	-0.22
Oct	0.92	-0.34	-0.09
Nov	1.28	0.79	-0.80
Dec	0.87	0.15	-0.23
Jan	0.75	0.90	-0.07
Feb	2.01	0.94	0.97
Mar	0.87	-0.02	0.11
Apr	1.92	0.15	0.56
May	1.24	0.61	-0.97
Jun	0.84	-0.59	-0.71
Jul	0.66	1.08	0.57
Aug	0.99	1.18	0.71
LA average	1.05	0.41	-0.05

Deprivation

Disadvantaged pupils are covered earlier in this document so only a brief mention will be made regarding performance by areas of deprivation. Data is not published on a national basis so the following information only related to Herefordshire and furthermore analysis on deprivation will only include pupils residing within Herefordshire according to home postcode. The table below shows the percentages of pupils achieving the expected standard in reading, writing and maths at KS2 in 2016. The level of deprivation is taken from the index of multiple deprivation 2015 and areas falling into the top 10%, 20% and 25% most deprived in England as well as the least deprived (bottom) 10%, 20% and 25% are shown individually.

Level of deprivation (IMD2015)	Cohort size	% achieving expected standard in RWM
Other areas of Herefordshire	1393	53.1%
Gloucestershire	18	33.3%
Lowest 10%	37	64.9%
Lowest 20%	95	58.9%
Lowest 25%	16	37.5%
Monmouthshire	6	50.0%
Powys	10	50.0%
Shropshire	15	66.7%
Top 10%	19	47.4%
Top 20%	132	37.1%
Top 25%	26	26.9%
Worcestershire	14	50.0%

Because the analysis only includes a relatively small cohort (fewer than 200 pupils), the confidence interval of data becomes much wider. For example if there is one large primary school serving an area of deprivation that performed particularly well in the KS2 tests then this will have a more significant impact on the overall data than if there were 200,000 in the cohort. The figures above do demonstrate that those areas of Herefordshire falling into the most deprived quarter of lower super output areas (LSOA) in England all performed below the local authority average (52%). A perfect correlation between deprivation and performance would expect to see those areas in the top 10% performing less well than those in the top 25%, however in Herefordshire the most deprived areas actually outperformed (47.4% achieving) those areas falling into the top 20% (37.1% achieving) and top 25% (26.9% achieving). To illustrate the point above about impact of small numbers, of the 19 pupils residing in the 10% most deprived LSOA's, 14 (74%) pupils came from just 2 schools. In one of these schools 5 out of 7 (71%) achieved the expected standard and in the other only 3 out of 7 (43%) achieved. Clearly where such small numbers are involved with a single years data it is not possible to be conclusive regarding outcomes, however the 71% of pupils achieving from the most deprived areas does give debate to the question that your attainment is not defined by the area you come from.

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