

Lapage Primary School and Nursery

RAISEonline Analysis 2014

Contextual information.

Number on Roll

The number on roll of 724 in January 2014 makes Lapage a very Large Primary within the highest 20% of schools. This figure is above the size of population for the previous 3 years and reflects the schools improving reputation as well as rising school age population in the area as well as school proactive attempts to fill places.

This factors on the schools budget and stability here suggests a stable income.

Gender

The split between girls and boys in the school rose last year and now stands at 50%.

Free School Meals (FSM)

The school has above average population entitled to free school meals within the last 6 years.

This factor determines the additional money received by school as pupil premium as well as influencing the allocation of school budget. As this figure is stable but high the school is projected to continue receiving considerable additional funding to meet the needs of *disadvantaged* children.

% of pupils from minority ethnic groups

The school population draws consistently around 98.1% from minority ethnic groups. This is within the highest 20 percentage range.

This factor impacts on funding but also can impact on standards on entry and the need for a tailored curriculum to appropriately meet the needs of the diverse population.

% of pupils first language not/believed not to be English

The school falls within the highest 20% range of children who are believed not to have English as a first language.

In responding to this school needs to ensure that language development underpins all its learning.

% of pupils supported at school action

The number of pupils supported at school action is above average. These are children who are targeted with additional support from the schools existing resources to meet specific learning needs. This figure rose from the previous reflecting the needs of the children in school.

% of pupils supported by school action plus or with a statement of SEN

This figure has fallen on the previous year and falls just within the average range.

This reflects the schools improvement in identification and meeting of special needs. The schools additional resourcing of Educational Psychologist and Speech and Language Therapist has been supportive in this process.

% Stability

The stability of the school population is below average within the lowest 40%. This is a rise on last year.

This reflects the mobility within school and impacts on attainment and achievement as the duration of stay allows learning to be developed and embedded for each child.

School deprivation indicator

The school population falls within the top 20% for deprivation. This is a steady picture over the last 3 years.

School responds to this to ensure that it provides a broad range of experiential learning to support the children's development.

Ethnic Groups and English as a first language

The school has a falling British population at 1.9%

Any other White background has increased.

White & Asian has fallen

Pakistani and Bangladeshi remain around 79.4 and 9.9% respectively.

Attainment in EYFS (Not RAISEONLINE)

Historic under attainment by the end of FS has now been addressed and children at the end of foundation stage for cohorts 2012-2013 and 2013-2014 achieved in line with national expectations at 60% GLD and 61% GLD respectively. Indications show the upward trend continuing.

Attainment in Key Stage 1

Attainment in the year 1 Phonics rose on last year's result and was above the national with 90% achieving the expected standard compared with 74% national.

Of the FSM children 87% of children achieved the expected standard compared to 63% nationally. Of the non FSM children 92% achieved the expected standard compared to 78% nationally.

91% Pakistani children attained the expected standard compared to 63% nationally and 100% Bangladeshi children attained the expected standard compared to 76% nationally.

School adopted the Ruth Miskin Read Write Inc approach to phonics and reading continues to result in a marked improvement in year 1 phonics as expected.

Attainment in Key Stage 1 SATS remained significantly below national measures across all measures but the significant improvement in the previous year was sustained.

When discounting results for children who joined within year and within key stage the average point scores for all areas rise so that performance would no longer be significantly below.

<u>Subject</u>	<u>ROL</u>	<u>Arrived before year 2</u>	<u>Arrived before year 1</u>
Reading	15.0	15.5	15.8
Writing	14.1	14.5	14.7
Maths	15.2	15.5	15.7

Attainment in Key Stage 2

Attainment at KS2 was in line with national at level 4+ across all measures but below in writing at level 5. Maths was above national averages and 11% achieved a level 6.

At level 4 attainment was in line with national across most measures.

At level 5 attainment in writing was significantly below national averages in many areas but significantly above in maths.

11% of children attained at level 6 which is above the national 9%.

In APS children attained in line with National Expectations. Performance was significantly below for writing (due mainly to level 5 attainment). Boys attainment was broadly in line for maths and reading but well below in writing. This reflects the high incidence of SEN for this cohort. Girls performed broadly in line across all measures. FSM children outperform their peers except in writing non FSM performed in line with their peers nationally. The 3 English children significantly underperformed as do non SEN. Pakistani children outperform their peers nationally except in writing. Bangladeshi children outperform their peers.

Progress

Progress is within the top 3% of schools nationally in all subjects, reading and in maths and within the top 12% in Writing.

In reading 98% of children made 2 levels progress compared to 91% nationally. 57% made more than expected progress compared to 35% nationally.

In writing 98% of children made 2 levels progress compared to 93% nationally. 54% made more than expected progress compared to 33% nationally.

In maths 96% of children made 2 levels progress compared to 89% nationally. 63% made more than expected progress compared to 35% nationally.

All groups significantly outperformed their peers nationally in progress apart from previous high performers (13 children) who achieved at 101.1 compared to 99.8 (broadly in line), children with first language English (5 children) 101.6 compared to 99.8 (1.8 pts above) and children with SEN at action plus (8 children) achieving 100.8 compared to 99.1 (1.7 above).