



Lapage Primary School & Nursery

RAISE online Analysis 2013



Contextual information.

Number on Roll

The number on roll of 724 in January 2013 makes Lapage a very Large Primary within the highest 20% of schools. This figure maintains the rise in number seen last year, which was above the size of population for the previous 2 years, and reflects the schools improving reputation, 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 population has fallen slightly and is below average.

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 97.9% 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 broadly average. These are children who are targeted with additional support from the schools existing resources to meet specific learning needs. This figure fell 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 risen on the previous year and now 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 remains well below average within the lowest 20%.

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 2.1%

Any other White background has increased.

White & Asian is constant

Pakistani and Bangladeshi remain around 78 and 10% respectively.

Attainment in Key Stage 1

Attainment in the year 1 Phonics rose on last year's result and was above the national with 75% achieving the expected standard compared with 69% national.

Of the FSM children 81% of children achieved the expected standard compared to 57% nationally. Of the non FSM children 71% achieved the expected standard compared to 73% nationally.

77% Pakistani children attained the expected standard compared to 68% nationally and 85% Bangladeshi children attained the expected standard compared to 70% nationally.

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

Attainment in Key Stage 1 SATS remained significantly below national measures across all measures except writing but showed a significant improvement on previous years.

Attainment in Key Stage 2

Attainment at KS2 was above the national at level 4+ across all measures but below in writing at level 5. Maths was above national averages. There were no level 6 children in any area.

At level 4 attainment was significantly above national across most measures.

At level 5 attainment was significantly below national averages especially in writing for most groups but significantly above in maths. No children attained at level 6.

In APS children attained above National Expectations. Performance was significantly above in maths, broadly in line for reading and significantly below for writing (due mainly to level 5 attainment).

Attainment

Boys outperform their peers across all measures except writing where they are broadly in line. They also outperform girls except in writing and grammar.

Girls underperform their peers in all areas except maths.

FSM children outperform their peers across all areas and are broadly in line with non FSM except in writing and grammar where Non FSM attain higher.

Non FSM underperform apart from maths, where they are above, and grammar where they are broadly in line.

Pakistani children outperform their peers nationally except in writing and grammar where they are in line.

Bangladeshi children outperform their peers except in writing and grammar where they are below.

Progress

Progress is within the top 1% of schools nationally in all subjects, reading and in maths and within the top 3% in Writing.

In reading 99% of children made 2 levels progress compared to 88% nationally. 71.4% made 3 levels progress.

In writing 99% of children made 2 levels progress compared to 91% nationally. 61.5% made 3 levels progress.

In maths 99% of children made 2 levels progress compared to 88% nationally. 72.5% made 3 levels progress.

All groups significantly outperformed their peers nationally in progress apart from previous high performers (4 children) who achieved at 100.7 compared to 99 (broadly in line).