

Evaluation of impact for disadvantageded pupils- 2016/17

Key Stage 2

Key Stage 2 assessments show that the progress made by disadvantaged pupils in reading and writing accelerated. Progress made by this group in writing was particularly fast and in the top 23% of schools in England. Progress made by disadvantaged pupils in reading was slower than average and this is a priority focus during 2017/18. In grammar, punctuation and spelling, the proportion of disadvantaged pupils reaching the expected standard was above the national average for all pupils and those not considered to be disadvantaged. In spelling, the average mark achieved by disadvantaged pupils at Aston Tower was in line with the national average for pupils not considered to be disadvantaged. Overall, an improving picture in terms of the performance of our disadvantaged pupils and against the challenging national comparator of the national non-disadvantaged group.

Key Stage 1

This cohort experienced a high turnover of pupils and the arrival of many pupils, with little or no English, joining the school during this two year long key stage. Yet, the performance of our disadvantaged pupils was strong. Including these newly arrived pupils in our data, in reading, 74% of pupils reached the expected standard, compared to the national average of non-disadvantaged pupils of 79%. This is a difference of one pupil below. For greater depth, 42% of our disadvantaged pupils reached this higher standard in reading compared to 28% of the non-disadvantaged children nationally. This equates to between 2 or 3 pupils more. In writing, 63% of our pupils reached the expected standard compared to the national figure of 72% for non-disadvantaged pupils (a difference of just 1 pupil). For greater depth, 16% of our disadvantaged pupils reached this higher standard compared to 18% for the non-disadvantaged pupils nationally (equating to no difference). In mathematics, 68% of our disadvantaged pupils reached the expected standards compared to 79% for the national non-disadvantaged average (equates to only one pupil difference). For the higher, greater depth standard, 32% of our disadvantaged pupils reached this standards compared to 23% average of the non-disadvantaged national average (equates to 2 pupils more at Aston Tower).

In the Year 1 phonics screen, 90% of our disadvantaged pupils passed the assessment compared to 81% of all pupils nationally. This is a further example of strong performance at Aston Tower for disadvantaged pupils.