

Gap Report for Key Stage 1

Focus on Disadvantage

Primrose Hill

Prepared for: Gill Harding, Headteacher



Introduction

This individual Gap Report for Key Stage 1 was prepared for Primrose Hill by Arbor Education Partners using the most recent Ofsted and Department for Education data. We hope that you find the report useful in understanding and improving performance at Primrose Hill.

This year we have taken the all new 2016 performance measures and transformed them to generate the data insights you know and love. We have used the best proxy historical measures possible to ensure you are still able to see trends in your data, we've applied the newest students groupings to enable you to see key gaps between your different pupils, and we've added new measure types to give you an even clearer picture of your school's performance.

A bit about Arbor

Our mission is to help schools all around the world use their data more effectively to save time and improve outcomes.

This report is designed to show you how valuable data can be to help guide decision-making, and give you a tiny taste of what we can do.

If you like this report, you'll love our [Management Information System](#). This makes data in Primrose Hill intuitive for all school stakeholders, allowing you to improve outcomes on a daily basis. Why not check out www.arbor-education.com for more information?



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Focusing on



350 of your students

To get



1 report made just for you



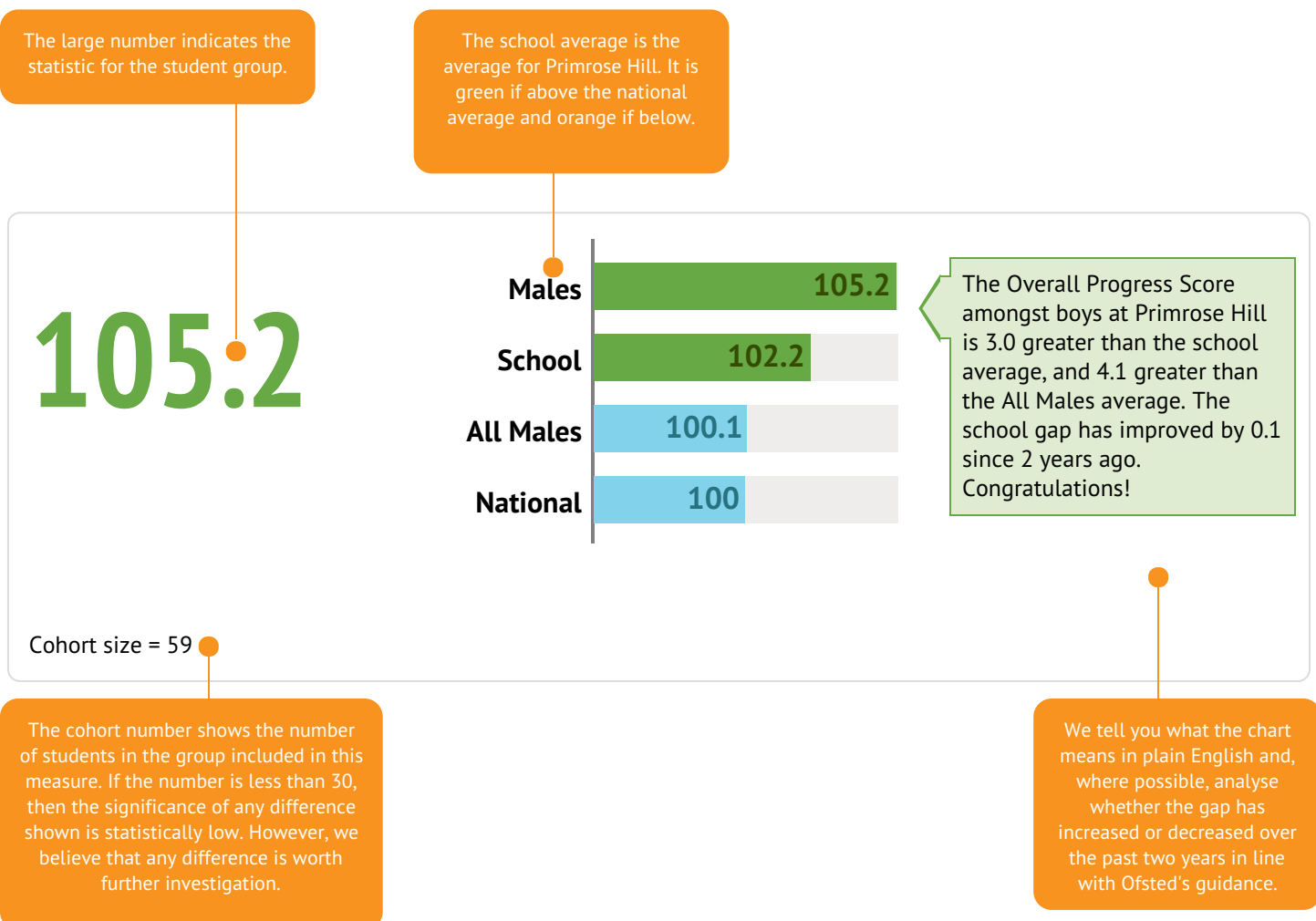
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How to use this Arbor report

RAISEonline is a useful tool to help inform school improvement, but it contains a vast amount of data that has to be pored through manually, and it is hard for the uninitiated to understand. Our reports are designed to complement RAISEonline, using the data contained within to help you to instantly uncover insights into Primrose Hill's performance and share these in an accessible format with your staff and governors.































This particular report helps to identify the gaps between your student groups, showing you which groups are under or over performing relative to the school, group and national averages. All gaps are compared to the school average, which is signified by a line running through the chart below. If the number is orange, it usually warrants further investigation; yellow signifies that there might be an issue worth exploring, whilst green indicates no gap.



Executive Summary: Focus on Disadvantage

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Executive Summary of Primrose Hill

	All Gaps	Attendance	Attainment
Gender			
Males			
Females			
Disadvantage			
Disadvantaged			
FSM			
EAL			
SEN			
SEN Support			
Statement of SEN or EHC Plan			
Not SEN			
Ethnicity			
White British			
Black African			

Disadvantage Summary

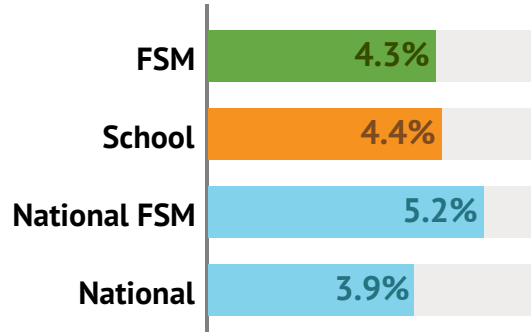
	Disadvantaged	FSM	EAL
Attendance			
Absenteeism: % Overall Absence (Total Sessions Missed)			
Absenteeism: % Persistent Absence (10% or More of All Sessions)			
Exclusions: Fixed Term Exclusions as % of the Pupil Group			
Exclusions: % Pupils With 1 or More Fixed Term Exclusions			
Exclusions: Permanent Exclusions as % of Pupil Group			
Attainment			
Year 1: % Achieving Expected Standard: Y1 Phonics			
KS1: % Working at Expected Standard: Reading			
KS1: % Working at Expected Standard: Writing			
KS1: % Working at Expected Standard: Maths			
KS1: % Working at Greater Depth Within Expected Standard: Reading			
KS1: % Working at Greater Depth Within Expected Standard: Writing			
KS1: % Working at Greater Depth Within Expected Standard: Maths			

Attendance: Focus on Disadvantage

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Absenteeism
% Overall Absence (Total Sessions Missed)
Free School Meals

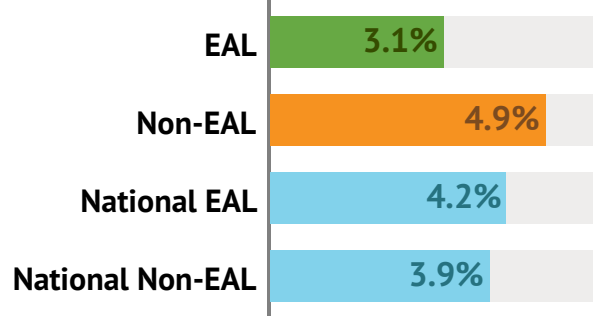
4.3%



Overall absence amongst FSM students at Primrose Hill is 0.1% less than the school average, and 0.9% less than the national FSM students average. The school gap has improved by 0.6% from 2 years ago.

English As An Additional Language (EAL)

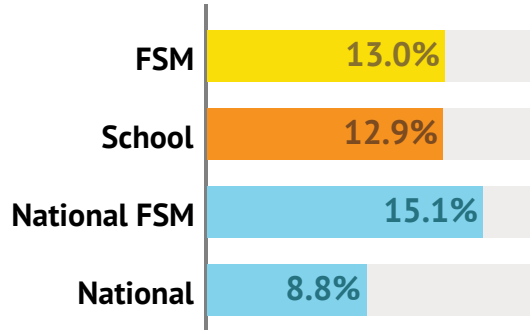
3.1%



Overall absence amongst EAL students at Primrose Hill is 1.8% less than the Non-EAL students average, and 1.1% less than the national EAL students average. The school gap has improved by 0.1% from 2 years ago.

Absenteeism
% Persistent Absence (10% or More of All Sessions)
Free School Meals

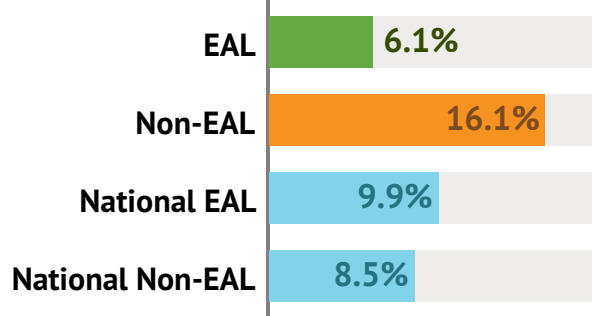
13.0%



Persistent absence amongst FSM students at Primrose Hill is 0.1% greater than the school average, but 2.1% less than the national FSM students average. This might be worth looking at.

English As An Additional Language (EAL)

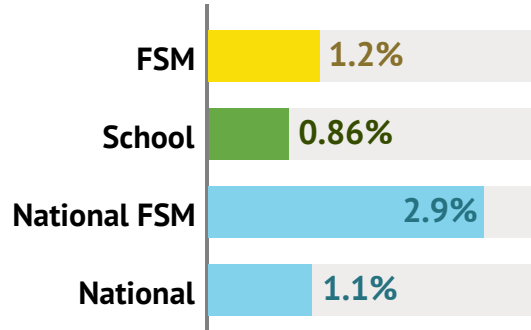
6.1%



Persistent absence amongst EAL students at Primrose Hill is 10.0% less than the Non-EAL students average, and 3.8% less than the national EAL students average.

Exclusions
Fixed Term Exclusions as % of the Pupil Group
Free School Meals

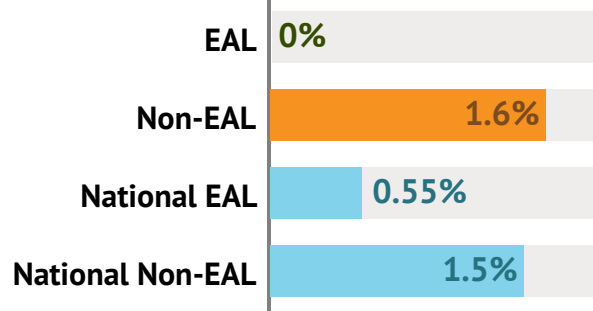
1.2%



The proportion of FSM students at Primrose Hill with temporary exclusions is 0.34% greater than the school average, but 1.7% less than the national FSM students average. The school gap has closed by 0.7% from 2 years ago. This might be worth looking at.

English As An Additional Language (EAL)

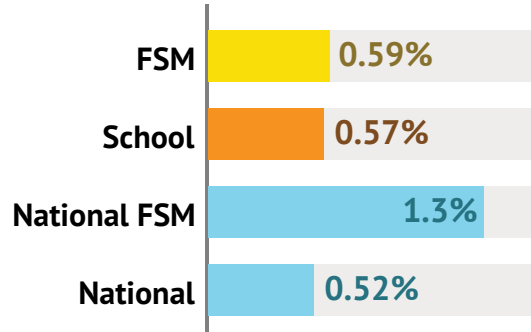
0%



The proportion of EAL students at Primrose Hill with temporary exclusions is 1.6% less than the Non-EAL students average, and 0.55% less than the national EAL students average. The school gap has improved by 2.3% from 2 years ago.

Exclusions
% Pupils With 1 or More Fixed Term Exclusions
Free School Meals

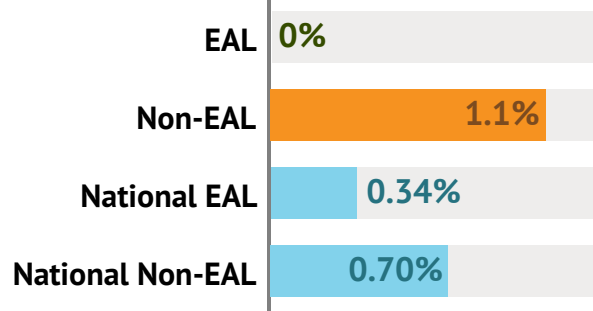
0.59%



The number of FSM students at Primrose Hill with 1 or more fixed-term exclusions is 0.02% greater than the school average, but 0.71% less than the national FSM students average. This might be worth looking at.

English As An Additional Language (EAL)

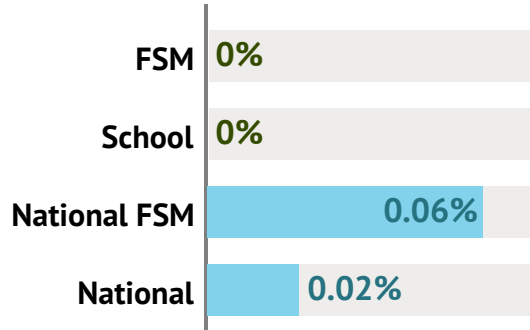
0%



The number of EAL students at Primrose Hill with 1 or more fixed-term exclusions is 1.1% less than the Non-EAL students average, and 0.34% less than the national EAL students average. The school gap has improved by 2.3% from 2 years ago.

Exclusions
Permanent Exclusions as % of Pupil Group
Free School Meals

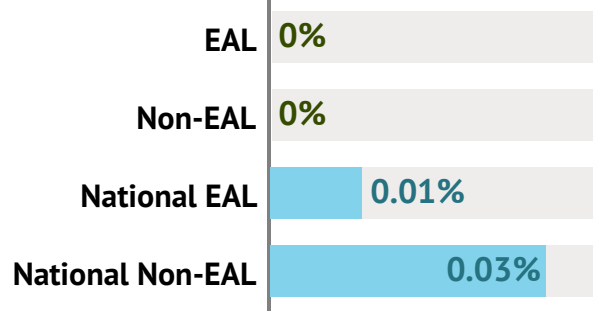
0%



The proportion of FSM students at Primrose Hill with permanent exclusions is the same as the school average, but 0.06% less than the national FSM students average.

English As An Additional Language (EAL)

0%



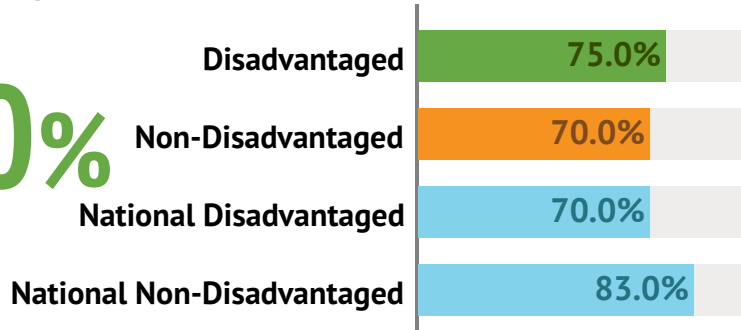
The proportion of EAL students at Primrose Hill with permanent exclusions is the same as the Non-EAL students average, but 0.01% less than the national EAL students average.

Attainment: Focus on Disadvantage

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Year 1
% Achieving Expected Standard: Y1 Phonics
Disadvantaged

75.0%

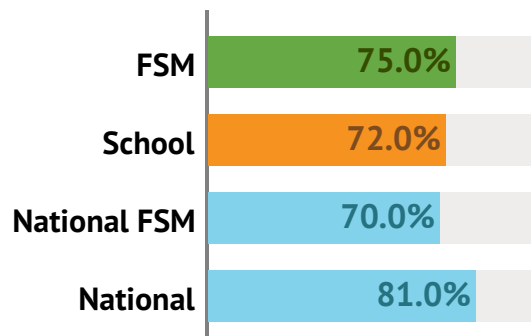


The proportion of disadvantaged students at Primrose Hill achieving the expected standard in Year 1 phonics is 5.0% greater than the non-disadvantaged students average, and 5.0% greater than the national disadvantaged students average. The school gap has improved by 2.0% from 2 years ago.

Cohort size = 20

Free School Meals

75.0%

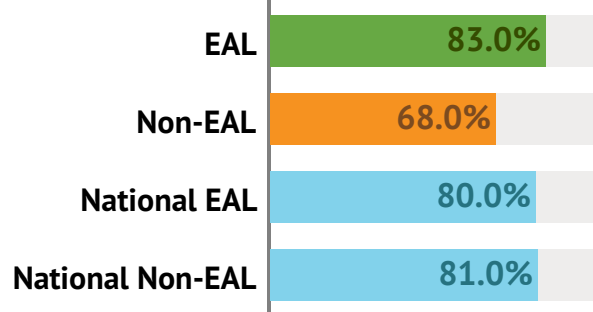


The proportion of FSM students at Primrose Hill achieving the expected standard in Year 1 phonics is 3.0% greater than the school average, and 5.0% greater than the national FSM students average. The school gap has improved by 2.0% from 2 years ago.

Cohort size = 20

English As An Additional Language (EAL)

83.0%

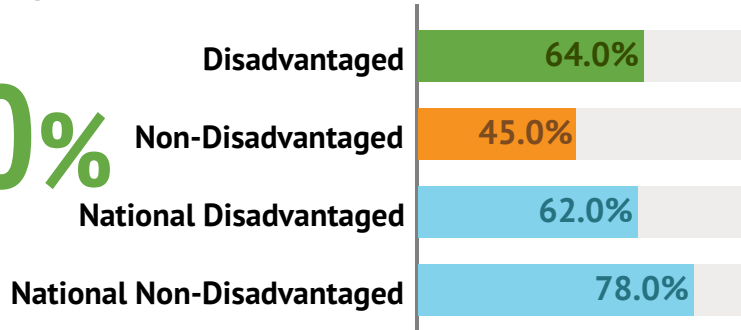


The proportion of EAL students at Primrose Hill achieving the expected standard in Year 1 phonics is 15.0% greater than the Non-EAL students average, and 3.0% greater than the national EAL students average. The school gap has improved by 30.0% from 2 years ago.

Cohort size = 18

KS1
% Working at Expected Standard: Reading
Disadvantaged

64.0%

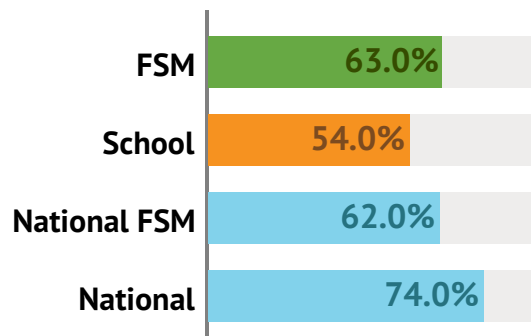


The proportion of disadvantaged students at Primrose Hill working at the expected standard in Reading is 19.0% greater than the non-disadvantaged students average, and 2.0% greater than the national disadvantaged students average.

Cohort size = 28

Free School Meals

63.0%

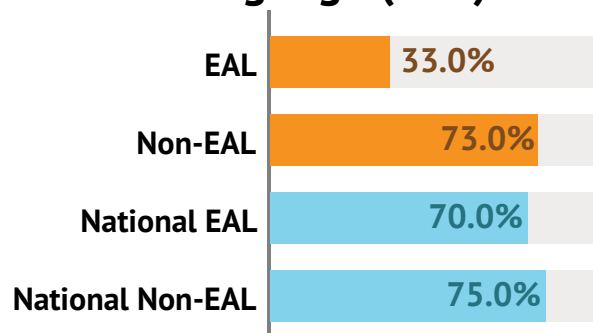


The proportion of FSM students at Primrose Hill working at the expected standard in Reading is 9.0% greater than the school average, and 1.0% greater than the national FSM students average.

Cohort size = 27

English As An Additional Language (EAL)

33.0%

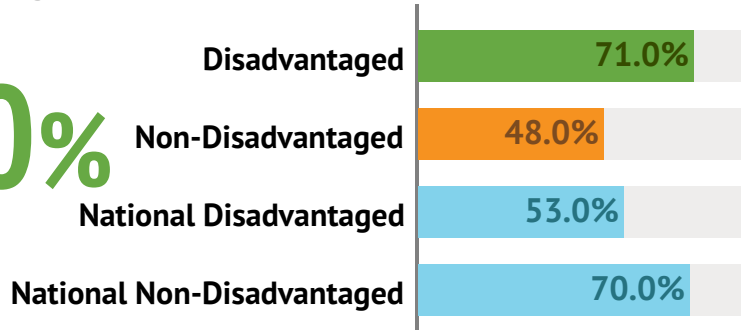


The proportion of EAL students at Primrose Hill working at the expected standard in Reading is 40.0% less than the Non-EAL students average, and 37.0% less than the national EAL students average. This is probably worth exploring in more detail.

Cohort size = 21

KS1
% Working at Expected Standard: Writing
Disadvantaged

71.0%

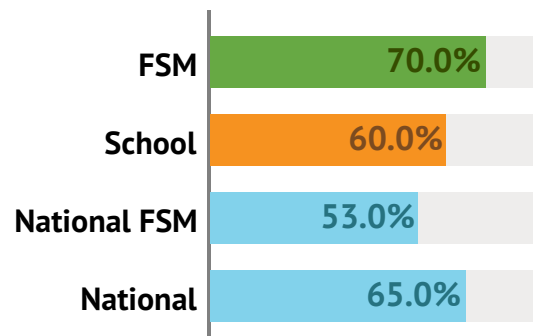


The proportion of disadvantaged students at Primrose Hill working at the expected standard in Writing is 23.0% greater than the non-disadvantaged students average, and 18.0% greater than the national disadvantaged students average.

Cohort size = 28

Free School Meals

70.0%

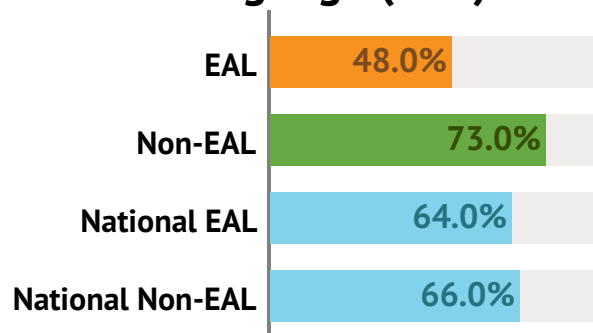


The proportion of FSM students at Primrose Hill working at the expected standard in Writing is 10.0% greater than the school average, and 17.0% greater than the national FSM students average.

Cohort size = 27

English As An Additional Language (EAL)

48.0%

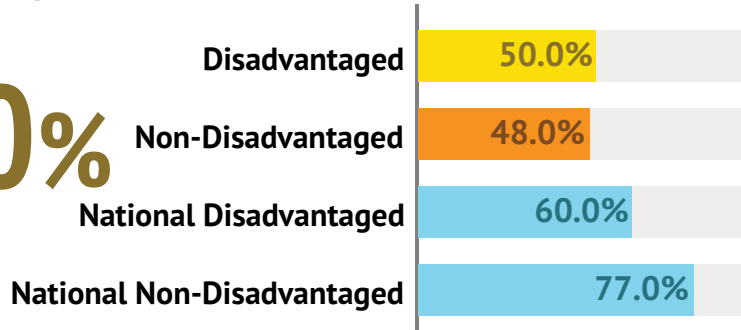


The proportion of EAL students at Primrose Hill working at the expected standard in Writing is 25.0% less than the Non-EAL students average, and 16.0% less than the national EAL students average. This is probably worth exploring in more detail.

Cohort size = 21

KS1
% Working at Expected Standard: Maths
Disadvantaged

50.0%

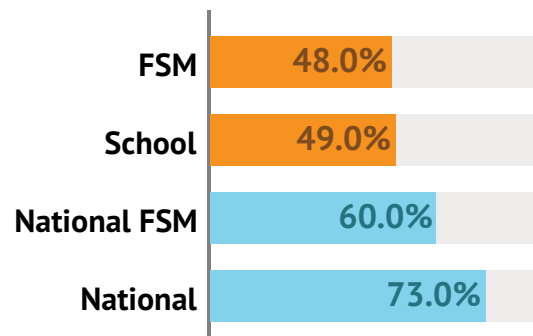


The proportion of disadvantaged students at Primrose Hill working at the expected standard in Maths is 2.0% greater than the non-disadvantaged students average, but 10.0% less than the national disadvantaged students average. This might be worth looking at.

Cohort size = 28

Free School Meals

48.0%

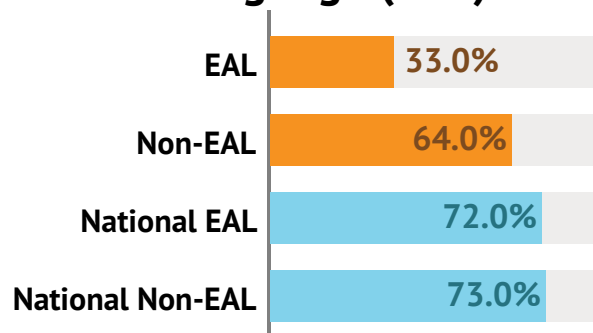


The proportion of FSM students at Primrose Hill working at the expected standard in Maths is 1.0% less than the school average, and 12.0% less than the national FSM students average. This is probably worth exploring in more detail.

Cohort size = 27

English As An Additional Language (EAL)

33.0%

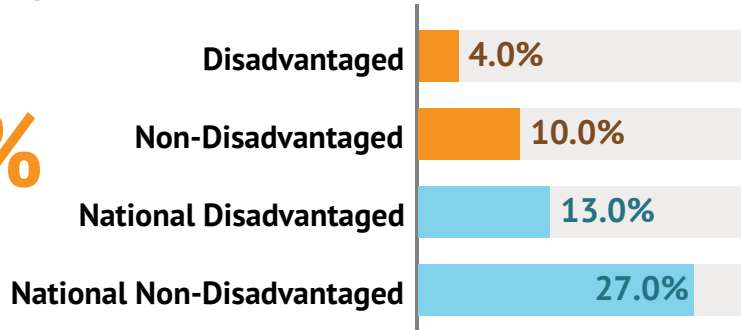


The proportion of EAL students at Primrose Hill working at the expected standard in Maths is 31.0% less than the Non-EAL students average, and 39.0% less than the national EAL students average. This is probably worth exploring in more detail.

Cohort size = 21

KS1
% Working at Greater Depth Within Expected Standard: Reading
Disadvantaged

4.0%

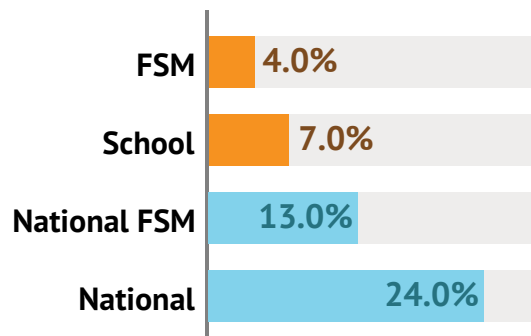


Cohort size = 28

The proportion of disadvantaged students at Primrose Hill working at greater depth within the expected standard in Reading is 6.0% less than the non-disadvantaged students average, and 9.0% less than the national disadvantaged students average. This is probably worth exploring in more detail.

Free School Meals

4.0%

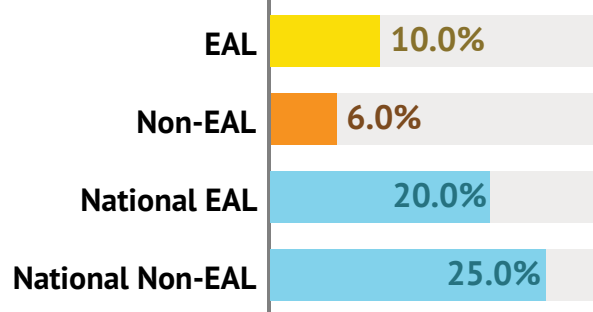


Cohort size = 27

The proportion of FSM students at Primrose Hill working at greater depth within the expected standard in Reading is 3.0% less than the school average, and 9.0% less than the national FSM students average. This is probably worth exploring in more detail.

English As An Additional Language (EAL)

10.0%

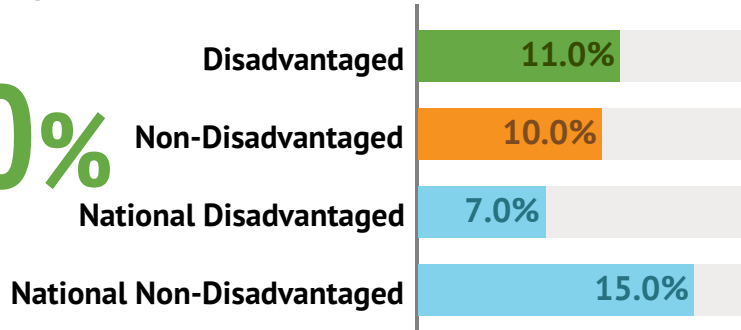


Cohort size = 21

The proportion of EAL students at Primrose Hill working at greater depth within the expected standard in Reading is 4.0% greater than the Non-EAL students average, but 10.0% less than the national EAL students average. This might be worth looking at.

KS1
% Working at Greater Depth Within Expected Standard: Writing
Disadvantaged

11.0%

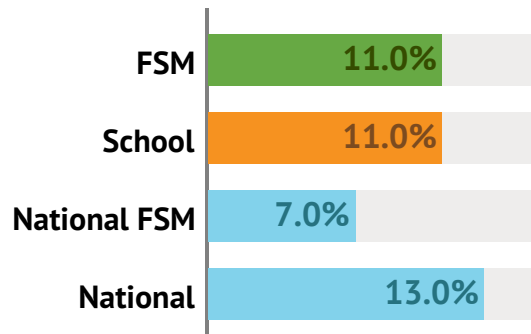


The proportion of disadvantaged students at Primrose Hill working at greater depth within the expected standard in Writing is 1.0% greater than the non-disadvantaged students average, and 4.0% greater than the national disadvantaged students average.

Cohort size = 28

Free School Meals

11.0%

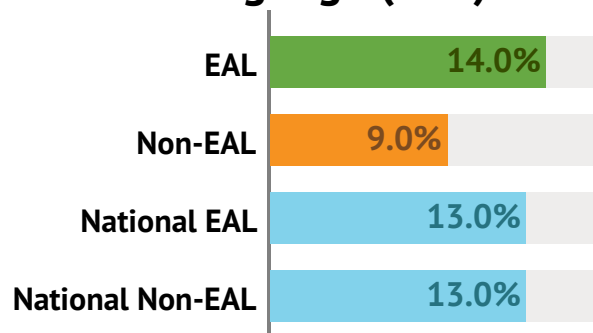


The proportion of FSM students at Primrose Hill working at greater depth within the expected standard in Writing is the same as the school average, but 4.0% greater than the national FSM students average.

Cohort size = 27

English As An Additional Language (EAL)

14.0%

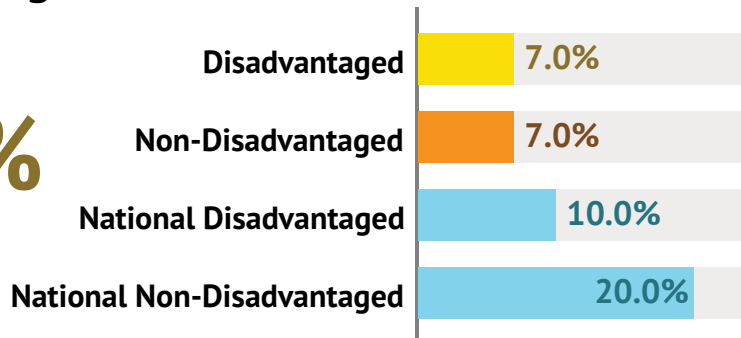


The proportion of EAL students at Primrose Hill working at greater depth within the expected standard in Writing is 5.0% greater than the Non-EAL students average, and 1.0% greater than the national EAL students average.

Cohort size = 21

KS1
**% Working at Greater Depth Within Expected Standard:
Maths**
Disadvantaged

7.0%

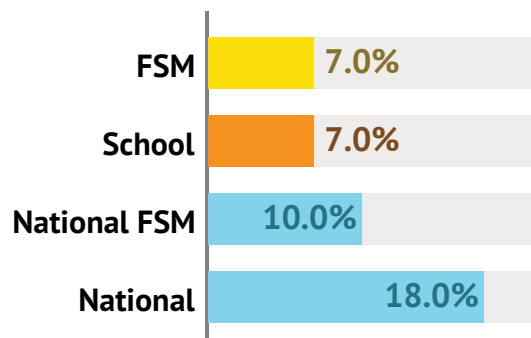


Cohort size = 28

The proportion of disadvantaged students at Primrose Hill working at greater depth within the expected standard in Maths is the same as the non-disadvantaged students average, but 3.0% less than the national disadvantaged students average. This might be worth looking at.

Free School Meals

7.0%

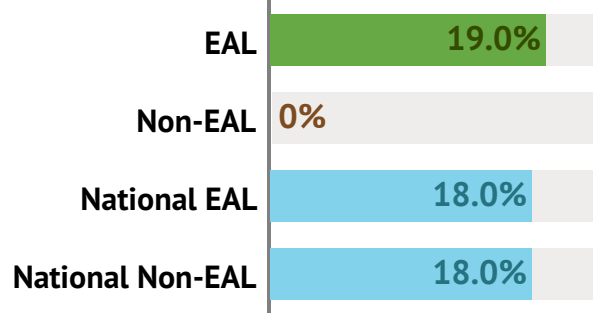


Cohort size = 27

The proportion of FSM students at Primrose Hill working at greater depth within the expected standard in Maths is the same as the school average, but 3.0% less than the national FSM students average. This might be worth looking at.

English As An Additional Language (EAL)

19.0%



Cohort size = 21

The proportion of EAL students at Primrose Hill working at greater depth within the expected standard in Maths is 19.0% greater than the Non-EAL students average, and 1.0% greater than the national EAL students average.

My items

Timeline

Dashboard



Colin Carter

10D form
maths. Ta

My students >

My resources >

Now

09:45 – 10:30

GCSE Maths (Set 5) >

Room 420

My calendar >

09:45 – 10:30 GCSE Maths (Set 4) 420

10:35 – 11:20 GCSE Maths (Set 3) 420

11:25 – 11:55 Marking

12:00 – 12:45 GCSE Maths (Set 2) 304

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School average

850 900 950 1000

NATIONAL [ALL] 1000.0

SCHOOL [176] 988.0

Females -26.6

Non-PP -19.8

EAL -22.0

Low -51.8

Middle -50.2

Not Looked After -18.8

Non-EAL -27.4

White British -26.6

High [20] -25.5

1 Other White [8] -14.3

Males [98] -74.9

FSM [67] -34.6

PP [67] -36.8

SEN [10] -36.8

Trend (3yr)

no change

▼ -26.6

▼ -19.8

▼ -22.0

▼ -51.8

▼ -50.2

▼ -18.8

▼ -27.4

▼ -26.6

▼ -25.5

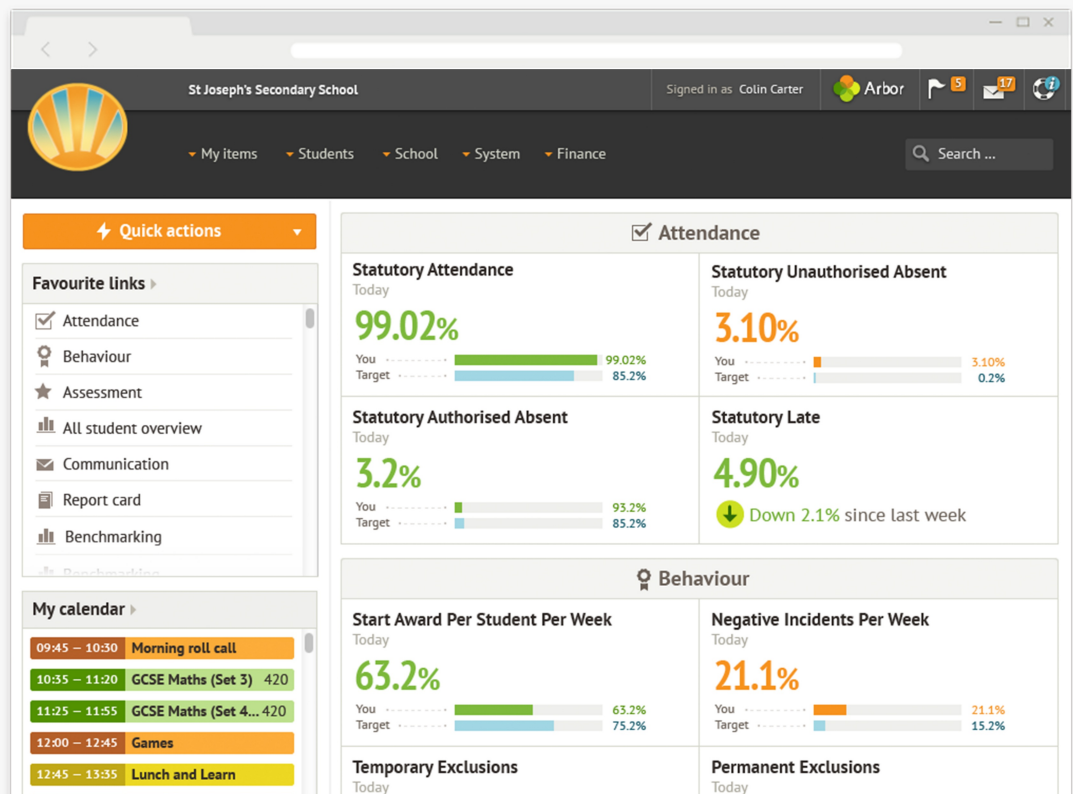
▼ -14.3

▼ -74.9

▼ -34.6

▼ -36.8

▼ -36.8



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