APPENDIX 3

Appendix 3: Attainment- Cohort Analysis

NOTE: The commentary below refers only to attainment. This does NOT include the amount of progress individuals or groups of pupils have made in phonics, reading, writing and maths. Progress is a key factor in determining how well children achieve. Commentary relating to performance by pupil ethnicity is based on pupils where their ethnicity is known and where the cohort size is 30 or more. Commentary relating to performance by pupils' SEN and EAL status does not include pupils where their status (for the specific characteristic) is unknown. All commentary is based on provisional 2023 data.

List of abbreviations:
RWM - Reading, writing and mathematics; GPS – grammar, punctuation and spelling; FSM - free school meals; SEN - special educational needs; EHC - education, health and care plan.

Cohort	Phonics	KS1	KS2
Total cohort	79.7% of Year 1 children achieved the required phonics screening standard of 32 or more points.	70.9%; 65.0%; 72.6%; and 78.2% of pupils achieved expected standard and above in KS1 reading; writing; maths; and science respectively. Attainment was highest in KS1 science, followed by maths.	75.8%; 76.3%; 76.8%; 77.6%; 83.2%; and 65.8% of eligible pupils were working at the expected standard in KS2 reading; writing; GPS; maths; science and RWM combined respectively. Attainment was highest in science followed by maths.
Gender ▪ Boys ▪ Girls	Girls were more likely to achieve the required phonics standard compared to boys, with 82.0% achieving the standard compared to 77.3% of boys. If looking at the proportions that boys and girls each account for of the eligible Year 1 phonics cohort and the cohort of Year 1 pupils reaching the phonics standard, boys were slightly underrepresented amongst the latter group.	Girls out performed boys in all KS1 subjects. The gap between the two was largest in writing at 12.2 percentage points. Conversely the gap was smallest in maths at 2.5 percentage points. Comparing the share boys represent of the eligible cohort, and the proportion they account for of the cohort achieving the expected standard and above, boys were repeatedly underrepresented (be it by a	Other than in maths, girls out performed boys in all KS2 subjects. The gap between the two cohorts was largest, at 8.2 percentage points, in writing. In maths, boys did better than girls by 0.7 percentage points. The proportion of boys working at the expected standard was marginally lower than their representation of the eligible cohort across all KS2 subjects other than in maths.

Cohort	Phonics	KS1	KS2
		small amount) in all subjects.	
FSM eligible ▪ Eligible ▪ Not eligible	71.8% of those children identified as eligible for FSM achieved the required phonics standard. This compared to 83.4% of pupils who were not eligible for FSM - a difference of 11.6 percentage points. Children who were eligible for a FSM, were slightly underrepresented amongst those achieving the required phonics standard - accounting for 31.9% of the overall eligible Year 1 phonics cohort, yet making up only 28.7% of those reaching the standard.	Pupils eligible for FSM performed less well than their non eligible counterparts in all KS1 subjects - by more than 10 percentage points each, across all subjects. The gap was largest in reading (a 13.9 percentage point gap). Additionally, pupils eligible for FSM were underrepresented amongst those achieving the expected standard and above across all KS1 subjects.	Children identified as eligible for FSM performed less well compared to their non eligible counterparts. The gap in performance was largest in reading, writing and maths combined at 12.4 percentage points, or, if looking at separate KS2 subjects, in maths with a gap of 10.7 percentage points. Taking into consideration the share of the overall eligible cohort accounted for by FSM eligible children, this group of children were underrepresented amongst those working at the expected standard across all KS2 subjects.
SEN detailed ▪ No SEN ▪ SEN support ▪ Statement or EHC Plan	87.1% of children with no SEN achieved the required phonics standard. This compared to 48.2% of children with SEN. The more advanced the SEN, the smaller the percentage of the cohort that achieved the required phonics standard, i.e., 22.7% of children with an EHC plan met the phonics required standard compared to 57.4% of children with SEN support. SEN children as a whole were disproportionately underrepresented and by quite a	Children with SEN performed less well and by a substantial amount, across the whole of KS1, than their peers that had no registered SEN. The gap in attainment was largest in writing - a 48.4 percentage point gap, followed by reading - a 47.6 percentage point gap. The more advanced the SEN stage, the smaller the percentage of the cohort that achieved the expected standard at KS1 and for all subjects. Taking into consideration the	Across the whole of KS2, children with SEN fared less well than those with no registered SEN. The attainment gap for the separate KS2 subjects was largest in writing – 46.9 percentage point gap, followed by GPS - 41.2 percentage point gap. For reading, writing and maths combined, the gap was 44.9 percentage points. The more advanced the SEN stage, the smaller the percentage of the cohort working at the expected standard at KS2 and in all subjects. When taking into account the share of the eligible cohort represented by

Cohort	Phonics	KS1	KS2
	fair amount. Although making up 17.0% of the overall eligible cohort, children with SEN represented only 10.3% of the cohort who achieved the required phonics standard. If looking specifically at children with SEN, the disparity in representation of the eligible cohort compared to the representation of those meeting the phonics standard, was largest amongst children with SEN support.	share of the eligible cohort represented by SEN children compared with the share they account for amongst those who achieved the expected standard and above at KS1, SEN children as a whole and for all stages were underrepresented in all KS1 subjects - by a fair amount. SEN support children, particularly, were most underrepresented across all KS1 subjects.	children with SEN compared to their representation amongst those working at the expected standard at KS2, SEN children were underrepresented in all subjects. More noticeably, the difference in share of the eligible cohort compared to share of those meeting the standard, with the exception of science, was generally largest amongst children with SEN support.
Ethnicity ▪ Asian or Asian British ▫ Bangladeshi ▫ Indian ▫ Pakistani ▫ Any Other Asian ▪ Black or Black British ▫ Black African ▫ Black Caribbean ▫ Any Other Black ▪ Chinese ▪ Mixed / Dual Heritage ▫ White & Black African ▫ White & Black Caribbean ▫ White & Asian ▫ Any Other Mixed ▪ White ▫ White British	White and Asian children had the highest performance with 100.0% of children from this ethnic background reaching the standard. Chinese children had the next highest performance, with 87.5% reaching the standard. In contrast, at 68.8%, phonics attainment was lowest for White and Black Caribbean children when compared to all other children. Children from any other ethnic background had the second lowest performance at 71.5%. If taking into consideration the share children from each ethnic background accounted for of the overall eligible cohort, compared to the share they represented of pupils meeting the phonics	White and Asian children had the highest performance for percentage of children reaching the expected standard and above across the full range of KS1 subjects. The next highest achievers were children from any other Asian background and children from any other Black background. Children from any other Asian background were the second highest performers in reading and writing at KS1 whilst children from any other Black background were the second highest performers in maths and science at KS1. Conversely, Black Caribbean children and those from a White and Black Caribbean background had the lowest performance for	Chinese children performed the best across all KS2 subjects when working at the expected standard. The next highest performers were White and Asian children - achieving the second highest percentages at expected standard across the range of KS2 subjects other than in GPS, where children from any other Asian background had the second highest performance. Conversely, children from Black Caribbean together with White and Black Caribbean backgrounds achieved the lowest results across the various KS2 subjects. White and Black Caribbean children had the lowest achievement in GPS; separate maths; and science, whilst Black Caribbean children had the lowest performance in the remainder of the KS2 subjects including RWM combined.

Cohort	Phonics	KS1	KS2
◻ Irish ◻ Traveller of Irish ◻ Heritage ◻ Gypsy Roma ◻ Any Other White ▪ Any Other Ethnic Group	standard, there was a lower proportion than expected of Black Caribbean children; White and Black Caribbean children; White and Black African children; children from any other Asian background; children from any other Black background; and those from any other ethnic group, meeting the phonics standard.	working at expected standard and above across the KS1 subjects. White and Black Caribbean children had the lowest percentage for achieving the expected standard and above in all KS1 subjects other than maths, whilst Black Caribbean children had the lowest percentage for achieving the expected standard and above in KS1 maths. If comparing the share of the overall eligible cohort against the share of the cohort of children successfully working at expected standard by the different ethnic groups, Black Caribbean children; White and Black Caribbean children; and children from any other ethnic group, were all were slightly underrepresented across the full range of KS1 subjects.	When factoring in how much each ethnic group accounts for of the eligible cohort, Black Caribbean, and White and Black Caribbean children (the same two ethnic groups with the lowest percentage achieving expected standard), repeatedly had lower representations - by small amounts - across all KS2 subjects.
EAL ▪ English ▪ Other than English ▪ Unknown / Missing	Children whose first language was English performed better than those whose mother tongue was not English, with 81.6% versus 78.0% respectively meeting the required phonics standard.	Other than in writing, children with English as their first language performed better than pupils with other than English as a first language across the various KS1 subjects. For KS1 writing, both groups of children performed as well as each other - with almost two-thirds of the respective cohorts achieving the expected standard in writing.	With the exception of separate reading and science, children with English as an additional language did better across the range of KS2 subjects compared with children that had English as a first language.

Cohort	Phonics	KS1	KS2
		The proportion of children with English as an additional language working at the expected standard was marginally lower than their representation of the eligible cohort across KS1 reading and science subjects.	
Disadvantaged pupils *(in receipt of pupil premium for FSM6; adopted from care; LAC)*	Disadvantaged children performed less well than their non disadvantaged counterparts - 71.7% compared to 83.5% respectively - a difference of almost 12 (11.8) percentage points. If taking into consideration the proportion of the overall cohort made up by disadvantaged children compared against the proportion they account for of those who successfully met the required phonics standard, disadvantaged children were underrepresented by a small amount in the latter cohort.	Children defined as being disadvantaged performed less well than their non disadvantaged counterparts and by a substantial amount. The largest difference in performance was in reading - a 13.8 percentage point gap. Taking into account their share of the overall cohort, disadvantaged children were additionally and repeatedly underrepresented amongst those working at the expected standard and above, across all KS1 subjects.	Children identified as disadvantaged performed less well than their non disadvantaged counterparts and by large amounts. Additionally, disadvantaged children were consistently underrepresented amongst the cohort of children working at the expected standard and in all KS2 subjects.