

Key Stage 2 analysis by pupil characteristics

Analysis for all pupils

1. The table below shows Nottinghamshire outcomes in relation to national averages and the difference between the two.

All Pupils

	Nottinghamshire	National	Difference
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% Expected standard or above

GPS	73	73	↔ 0
Reading	65	66	↓ -1
Writing TA	75	74	↑ 1
Maths	70	70	↔ 0
R,W,M	54	54	↔ 0

% Higher standard

GPS	21	23	↓ -2
Reading	17	19	↓ -2
Writing TA	14	15	↓ -1
Maths	15	17	↓ -2
R,W,M	5	5	↔ 0

Analysis by gender

2. Analysis by gender at the expected standard shows that girls continue to outperform boys. The only subject where outcomes were in line between the genders was mathematics with both 70% of boys and girls achieving this measure.
3. The greatest gap between the genders was witnessed in writing teacher assessments with a 12 percentage point gap. This was closely followed by grammar, punctuation and spelling where there was an 11 point gap, with girls performing better than boys in both cases.
4. Comparisons nationally show that in most subjects at the expected standard, boys are either in line with or below the national average where girls are in line. The tables below show analysis by gender against national averages for 2016.

Girls

	Nottinghamshire	National	Difference
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% Expected standard or above

GPS	78	78	↔ 0
Reading	69	70	↓ -1
Writing TA	81	81	↔ 0
Maths	70	70	↔ 0
R,W,M	58	58	↔ 0

% Higher standard

GPS	26	27	↓ -1
Reading	20	22	↓ -2
Writing TA	18	19	↓ -1
Maths	14	15	↓ -1
R,W,M	6	6	↔ 0

Boys

	Nottinghamshire	National	Difference
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% Expected standard or above

GPS	67	68	↓ -1
Reading	61	63	↓ -2
Writing TA	69	68	↑ 1
Maths	70	70	↔ 0
R,W,M	50	50	↔ 0

% Higher standard

GPS	17	19	↓ -2
Reading	15	16	↓ -1
Writing TA	11	11	↔ 0
Maths	17	18	↓ -1
R,W,M	4	5	↓ -1

Analysis by ethnicity

- Analysis by ethnic groups for combined reading, writing and mathematics shows results to be mixed. The largest pupil group, white British pupils, are in line with the national average for this group at 54% achieving the expected standard or above.
- Three pupil groups have large differences from their national average. These are Irish pupils (22 percentage points below the national average for Irish pupils), Black Caribbean pupils (11 percentage points below) and any other Black background pupils (7 percentage points below).
- The widest positive gap in attainment between Nottinghamshire schools and the national average for the group was with Gypsy/Roma pupils (although numbers are small – 15 pupils) where 40% of pupils from this group achieved the expected standard in combined reading, writing and mathematics. This is 27 percentage points above the national average for this group (13%).
- Across the County there is a large variance (36 percentage points) between the lowest performing group, Black Caribbean pupils (32% achieving the expected standard in combined reading, writing and mathematics), and the highest group which is Chinese pupils (68% achieving this measure).
- The table below shows outcomes in combined reading, writing and mathematics at the expected standard or above by ethnic group.

Nottinghamshire

	Pupils	Outcome	National	Difference
% Expected standard or above				
White	7692	54	53	↑ 1
White British	7415	54	54	↔ 0
Irish	10	40	62	↓ -22
Traveller of Irish Heritage	x	x	19	x
Gypsy/Romany	15	40	13	↑ 27
Any other White background	249	49	48	↑ 1
Mixed	331	55	56	↓ -1
White and Black Caribbean	116	47	48	↓ -1
White and Black African	22	50	54	↓ -4
White and Asian	76	61	63	↓ -2
Any other mixed background	117	61	57	↑ 4
Asian	208	56	55	↑ 1
Indian	67	61	65	↓ -4
Pakistani	79	48	47	↑ 1
Bangladeshi	10	60	56	↑ 4
Any other Asian background	52	60	61	↓ -1
Black	79	47	51	↓ -4
Black Caribbean	31	32	43	↓ -11
Black African	31	65	54	↑ 11
Any other Black background	17	41	48	↓ -7
Chinese	22	68	71	↓ -3
Any other ethnic group	35	57	50	↑ 7
Unclassified	43	47	25	↑ 22

X = figures suppressed as cohort is below 5

Pupils where the ethnicity is unknown, not obtained or refused are included in the unclassified section

Analysis by free school meal eligibility

10. Outcomes for pupils eligible for free school meals in all subject areas at both the expected standard and at the higher standard are below those for the same group nationally.
11. The lowest outcome was in grammar, punctuation and spelling where Nottinghamshire free school meal eligible pupils are 7 percentage points below that of the national average for the cohort. In the key measure of combined reading, writing and mathematics this figure is 4 percentage points below national. Reading is the weaker subject of these three subject areas.
12. For non-free school meal pupils outcomes at the expected standard are generally above the national average for the cohort. Only reading is below (1 percentage point) and combined reading, writing and mathematics is in line. At the higher standard all subjects are either in line or below.
13. In the combined measure of reading, writing and mathematics the free school meal / non-free school meal gap stands at 26 percentage points for 2016. This is wider than the national gap of 22 percentage points.
14. The tables below show outcomes by free school meal eligibility for 2016.

Free School Meals

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	50	57	↓	-7
Reading	43	49	↓	-6
Writing TA	55	59	↓	-4
Maths	50	54	↓	-4
R,W,M	31	35	↓	-4
% Higher standard				
GPS	9	12	↓	-3
Reading	6	8	↓	-2
Writing TA	6	7	↓	-1
Maths	5	8	↓	-3
R,W,M	1	2	↓	-1

Non Free School Meals

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	76	75	↑	1
Reading	68	69	↓	-1
Writing TA	78	77	↑	1
Maths	74	73	↑	1
R,W,M	57	57	↔	0
% Higher standard				
GPS	23	24	↓	-1
Reading	19	21	↓	-2
Writing TA	16	16	↔	0
Maths	17	18	↓	-1
R,W,M	6	6	↔	0

Analysis by first language other than English

15. Outcomes for pupils whose first language is other than English are below average when compared with the same pupil group nationally. Only outcomes in combined reading, writing and mathematics at the expected standard are in line, with 50% achieving this. Writing and grammar, punctuation and spelling are both two percentage points lower (both at 71%). Reading and mathematics are one percentage point lower (57% and 71% respectively).
16. Although reading is broadly in line with the average for the pupil group nationally, outcomes are much lower in this subject area with 57% achieving the expected standard compared with 71% in each of the other individual subjects (grammar, punctuation and spelling; writing and mathematics). This is also the subject area with most variance between those whose first language is English (66% at the expected standard) and those who are other than English (57%) with a gap of nine percentage points at the expected standard and six at the higher standard.

17. Generally outcomes for the English group are above or in line with the national average for their pupil group. Again outcomes in reading at the expected standard are lower (two percentage points difference at 66%) as are outcomes at the higher standard.

English

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	73	72	↑	1
Reading	66	68	↓	-2
Writing TA	75	74	↑	1
Maths	70	69	↑	1
R,W,M	54	54	↔	0

% Higher standard				
GPS	21	22	↓	-1
Reading	18	20	↓	-2
Writing TA	15	15	↔	0
Maths	15	16	↓	-1
R,W,M	5	5	↔	0

Other than English

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	71	73	↓	-2
Reading	57	58	↓	-1
Writing TA	71	73	↓	-2
Maths	71	72	↓	-1
R,W,M	50	50	↔	0

% Higher standard				
GPS	21	25	↓	-4
Reading	12	14	↓	-2
Writing TA	12	14	↓	-2
Maths	15	20	↓	-5
R,W,M	4	5	↓	-1

Analysis by the district in which the school is located

18. Analysis by the district in which the school is located shows, at the expected standard, only Broxtowe and Rushcliffe districts had outcomes in all subjects which were higher than the national average. Rushcliffe schools witnessed the highest attainment level at both the expected standard and the higher standard.

19. Ashfield district witnessed the lowest outcome in the combined measure of reading, writing and mathematics, with 48% of pupils achieving the measure which is six percentage points lower than the national average of 54%. This is closely followed by Mansfield district which is five percentage points lower at 49%.

School district

	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe	Notts.	National
% Expected standard or above									
GPS	69	67	76	73	71	72	82	73	73
Reading	58	62	67	65	62	65	77	65	66
Writing TA	70	76	75	78	73	74	80	75	74
Maths	66	68	72	69	68	68	81	70	70
R,W,M	48	51	57	52	49	53	66	54	54

% Higher standard									
GPS	18	15	25	20	19	20	31	21	23
Reading	13	14	20	15	12	18	28	17	19
Writing TA	10	16	13	11	16	16	19	14	15
Maths	12	12	17	14	12	14	27	15	17
R,W,M	3	4	6	4	3	5	10	5	5

Analysis by ward of pupil residence

20. **Appendix 3** shows analysis by the ward in which pupils live. The data within **Appendix 3** is based on those pupils attending a Nottinghamshire school and will exclude any pupils living in a stated area who go to school outside of the local authority (LA) area.

21. Analysis by location of pupil residence shows little variation in district outcomes from those seen in the district in which the school is located (see table above). Where differences do occur this is in the region of + / - one percentage point.
22. There is however wide variation in the outcomes of particular wards. The range of results across Nottinghamshire wards for pupils achieving the expected standard in each subject is as follows:
- Grammar, punctuation and spelling: 42% to 100% of pupils achieving expected standard
 - Reading: 33% to 95%
 - Writing TA: 42% to 96%
 - Mathematics: 42% to 100%
 - Combined reading, writing and mathematics: 8% to 88%.
23. Analysis by pupils living outside of the County boundary shows that there were 240 pupils from Nottingham city and 140 pupils from other local authority areas who attended a County school (see end of **Appendix 3**). Those pupils from outside the County (excluding the city) had higher rates of attainment than the County average in all subject areas. 64% of these 140 pupils achieved the expected standard in combined reading, writing and mathematics. This is 10 percentage points more than the County average for this measure. This compares with 46% of pupils from Nottingham city (eight percentage points lower than the County average).