

# Gap Report for Key Stage 1

## **Focus on Disadvantage**

### **Laycock Primary School**

Prepared for: Emmanuel Keteku, Headteacher



## Introduction

This individual Gap Report for Key Stage 1 was prepared for Laycock Primary School 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 Laycock Primary School.

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 Laycock Primary School intuitive for all school stakeholders, allowing you to improve outcomes on a daily basis. Why not check out [www.arbor-education.com](http://www.arbor-education.com) for more information?



150 million data points analysed

### *Including*



28 of your teachers

### *Focusing on*



420 of your students

### *To get*



1 report made just for you



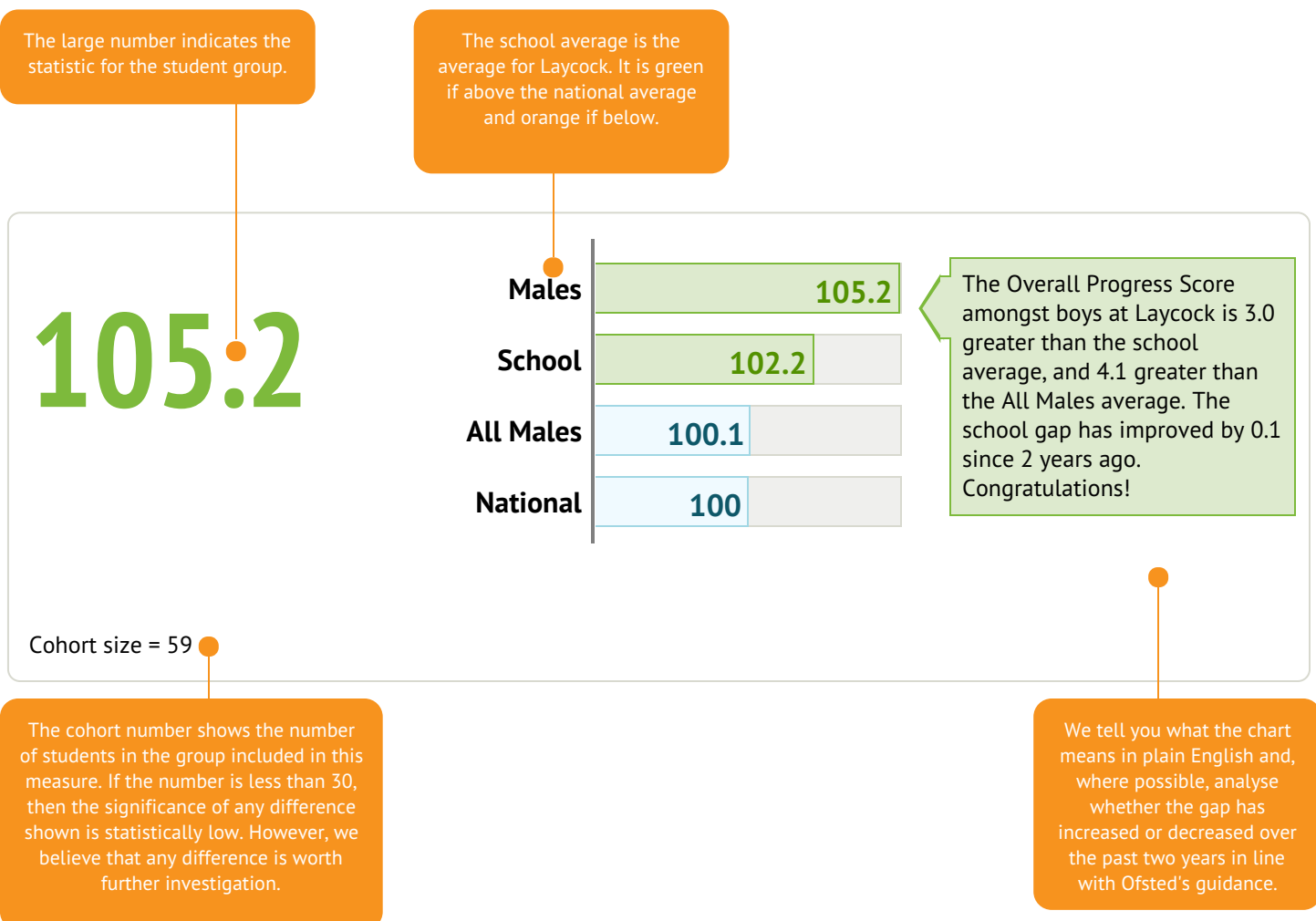
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## How to use this Arbor report

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 Laycock'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 Laycock

	All Gaps	Attendance	Attainment
<b>Gender</b>			
Males			
Females			
<b>Disadvantage</b>			
Disadvantaged			
FSM			
EAL			
<b>SEN</b>			
SEN Support			
Statement of SEN or EHC Plan			
Not SEN			
<b>Ethnicity</b>			
White British			
White/Black Caribbean			
Other Mixed			

## Disadvantage Summary

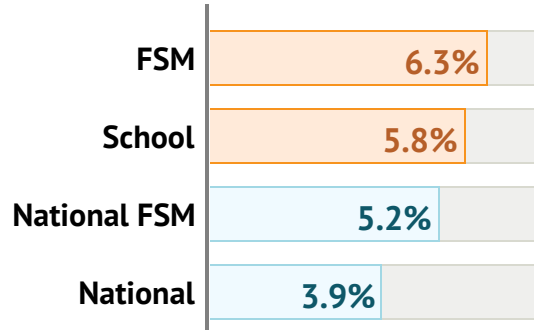
	Disadvantaged	FSM	EAL
<b>Attendance</b>			
Absenteeism: % Overall Absence (Total Sessions Missed)			
Absenteeism: % Persistent Absence (10% or More of All Sessions)			
Exclusions: Fixed Term Exclusions as % of the Pupil Group			
Exclusions: % Pupils With 1 or More Fixed Term Exclusions			
Exclusions: Permanent Exclusions as % of Pupil Group			
<b>Attainment</b>			
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**

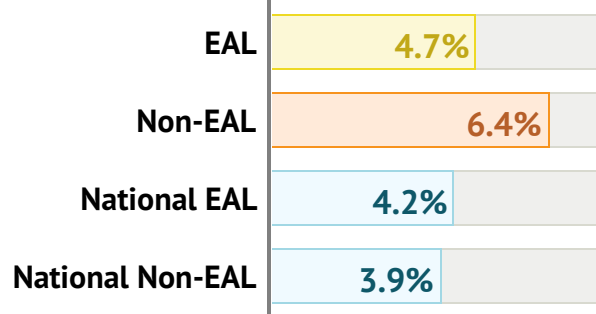
# 6.3%



Overall absence amongst FSM students at Laycock is 0.5% greater than the school average, and 1.1% greater than the national FSM students average. The school gap has widened by 0.5% from 2 years ago. This is probably worth exploring in more detail.

**English As An Additional Language (EAL)**

# 4.7%

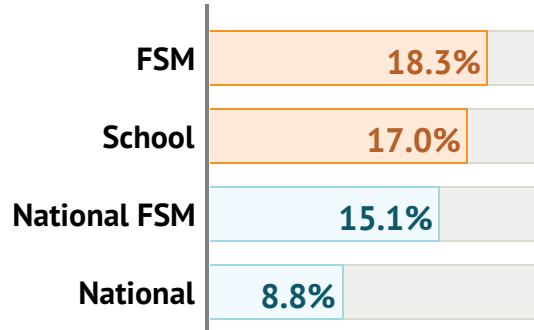


Overall absence amongst EAL students at Laycock is 1.7% less than the Non-EAL students average, but 0.5% greater than the national EAL students average. The school gap has improved by 1.1% from 2 years ago. This might be worth looking at.



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

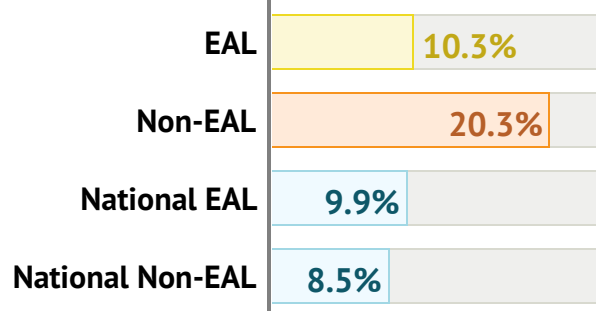
# 18.3%



Persistent absence amongst FSM students at Laycock is 1.3% greater than the school average, and 3.2% greater than the national FSM students average. This is probably worth exploring in more detail.

**English As An Additional Language (EAL)**

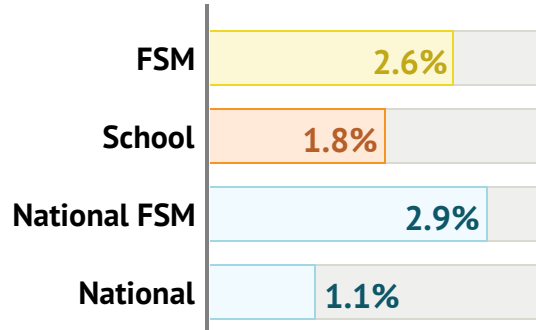
# 10.3%



Persistent absence amongst EAL students at Laycock is 10.0% less than the Non-EAL students average, but 0.4% greater than the national EAL students average. This might be worth looking at.

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

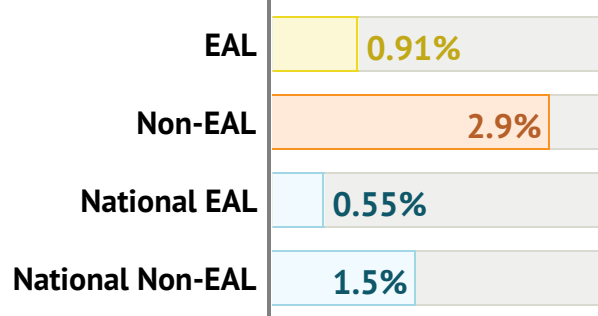
# 2.6%



The proportion of FSM students at Laycock with temporary exclusions is 0.80% greater than the school average, but 0.30% less than the national FSM students average. The school gap has widened by 0.5% from 2 years ago. This might be worth looking at.

**English As An Additional Language (EAL)**

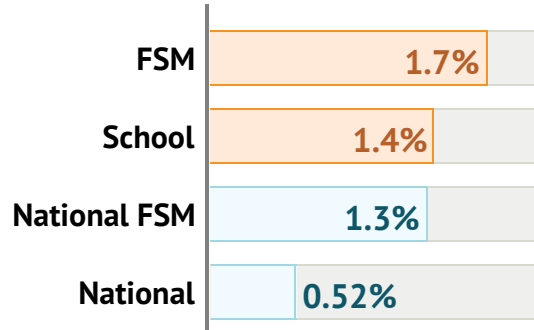
# 0.91%



The proportion of EAL students at Laycock with temporary exclusions is 2.0% less than the Non-EAL students average, but 0.36% greater than the national EAL students average. The school gap has improved by 1.5% from 2 years ago. This might be worth looking at.

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

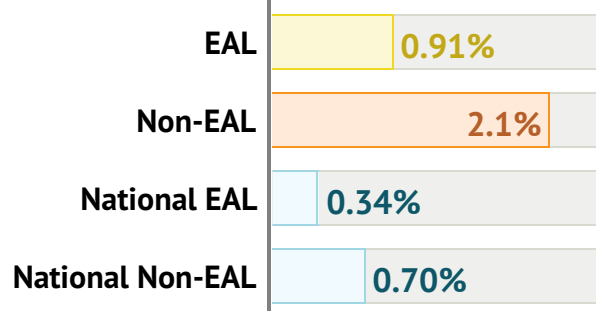
# 1.7%



The number of FSM students at Laycock with 1 or more fixed-term exclusions is 0.30% greater than the school average, and 0.40% greater than the national FSM students average. The school gap has widened by 0.2% from 2 years ago. This is probably worth exploring in more detail.

**English As An Additional Language (EAL)**

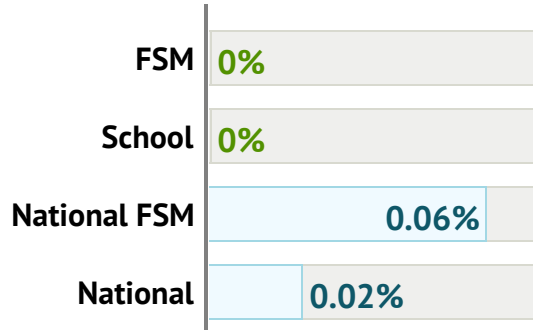
# 0.91%



The number of EAL students at Laycock with 1 or more fixed-term exclusions is 1.2% less than the Non-EAL students average, but 0.57% greater than the national EAL students average. The school gap has improved by 0.7% from 2 years ago. This might be worth looking at.

**Exclusions**
**Permanent Exclusions as % of Pupil Group**
**Free School Meals**

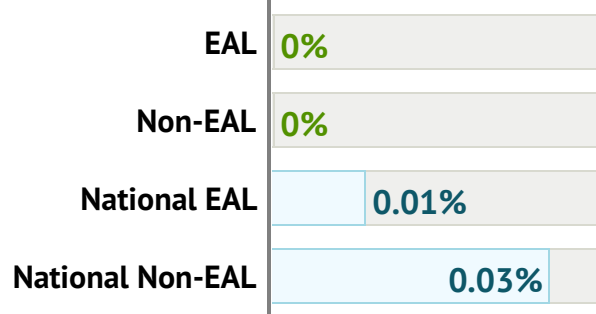
# 0%



The proportion of FSM students at Laycock 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%



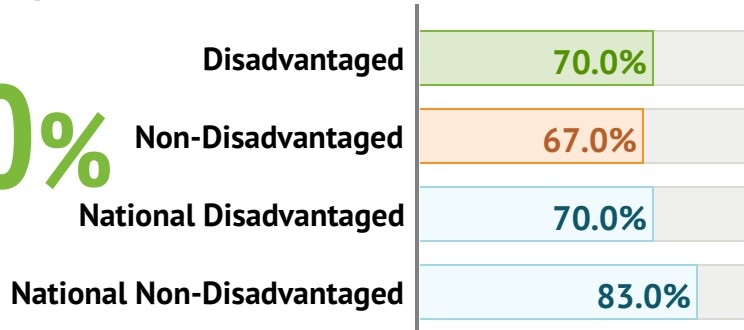
The proportion of EAL students at Laycock with permanent exclusions is the same as the Non-EAL students average, but 0.01% less than the national EAL students average.

# Attainment: Focus on Disadvantage

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**Year 1**
**% Achieving Expected Standard: Y1 Phonics**
**Disadvantaged**

# 70.0%

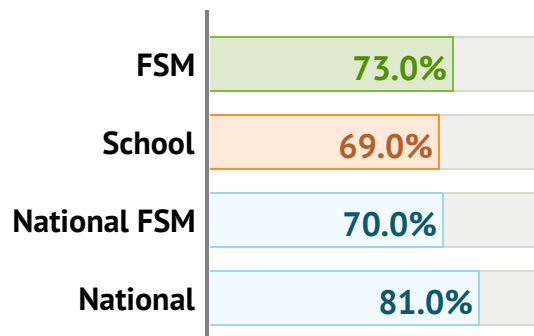


The proportion of disadvantaged students at Laycock achieving the expected standard in Year 1 phonics is 3.0% greater than the non-disadvantaged students average, and the same as the national disadvantaged students average. The school gap has improved by 17.0% from 2 years ago.

Cohort size = 27

**Free School Meals**

# 73.0%

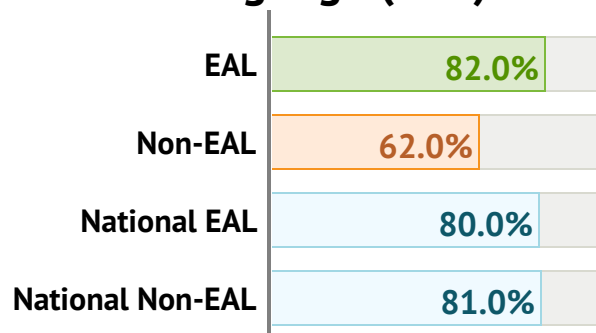


The proportion of FSM students at Laycock achieving the expected standard in Year 1 phonics is 4.0% greater than the school average, and 3.0% greater than the national FSM students average. The school gap has improved by 10.0% from 2 years ago.

Cohort size = 26

**English As An Additional Language (EAL)**

# 82.0%

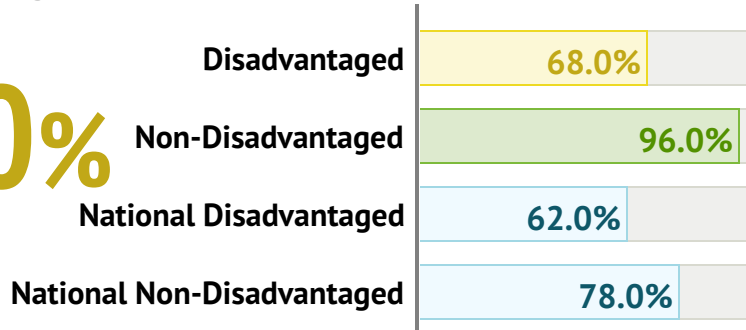


The proportion of EAL students at Laycock achieving the expected standard in Year 1 phonics is 20.0% greater than the Non-EAL students average, and 2.0% greater than the national EAL students average. The school gap has improved by 18.0% from 2 years ago.

Cohort size = 17

**KS1**
**% Working at Expected Standard: Reading**
**Disadvantaged**

# 68.0%

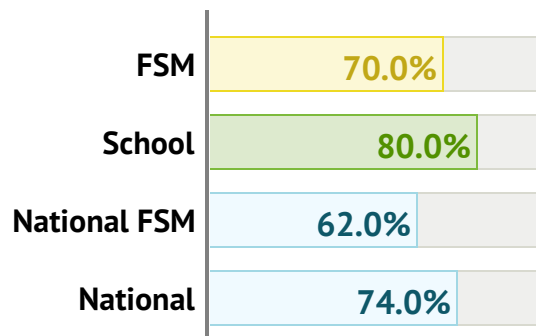


The proportion of disadvantaged students at Laycock working at the expected standard in Reading is 28.0% less than the non-disadvantaged students average, but 6.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

**Free School Meals**

# 70.0%

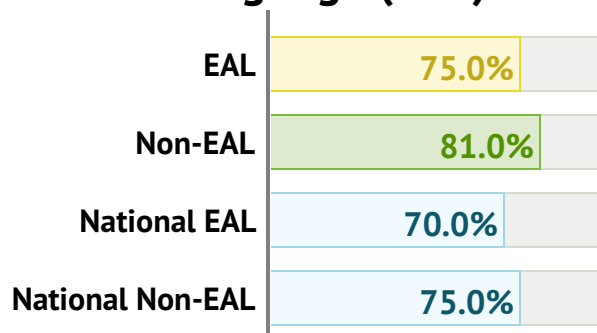


The proportion of FSM students at Laycock working at the expected standard in Reading is 10.0% less than the school average, but 8.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

**English As An Additional Language (EAL)**

# 75.0%

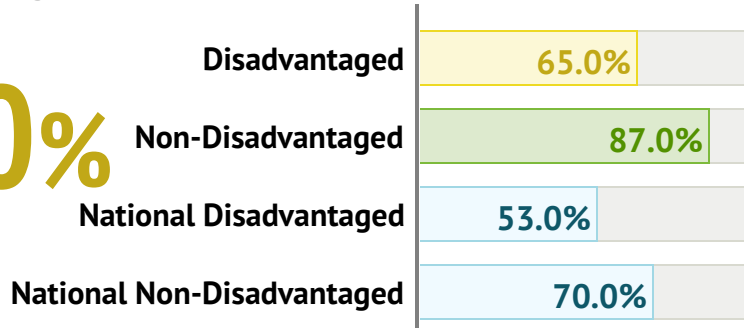


The proportion of EAL students at Laycock working at the expected standard in Reading is 6.0% less than the Non-EAL students average, but 5.0% greater than the national EAL students average. This might be worth looking at.

Cohort size = 12

**KS1**
**% Working at Expected Standard: Writing**
**Disadvantaged**

# 65.0%

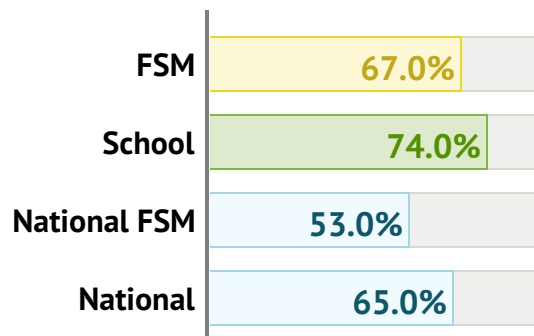


The proportion of disadvantaged students at Laycock working at the expected standard in Writing is 22.0% less than the non-disadvantaged students average, but 12.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

**Free School Meals**

# 67.0%

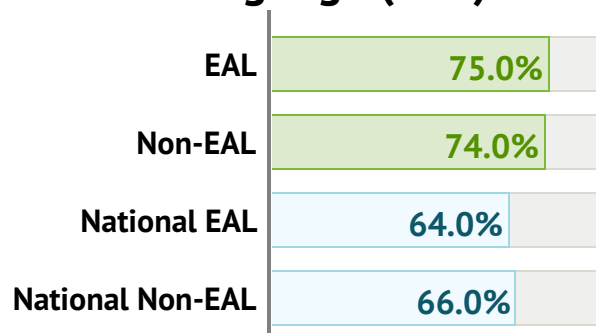


The proportion of FSM students at Laycock working at the expected standard in Writing is 7.0% less than the school average, but 14.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

**English As An Additional Language (EAL)**

# 75.0%



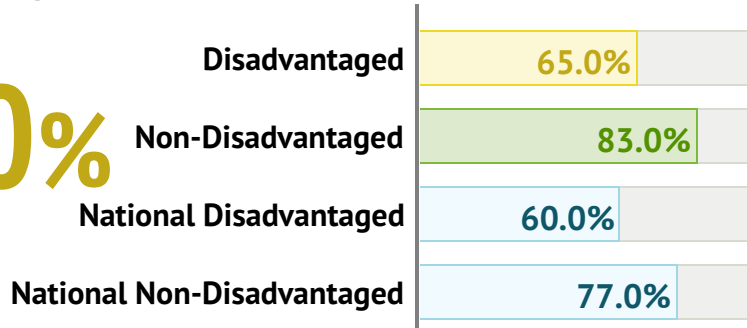
The proportion of EAL students at Laycock working at the expected standard in Writing is 1.0% greater than the Non-EAL students average, and 11.0% greater than the national EAL students average.

Cohort size = 12



**KS1**
**% Working at Expected Standard: Maths**
**Disadvantaged**

# 65.0%

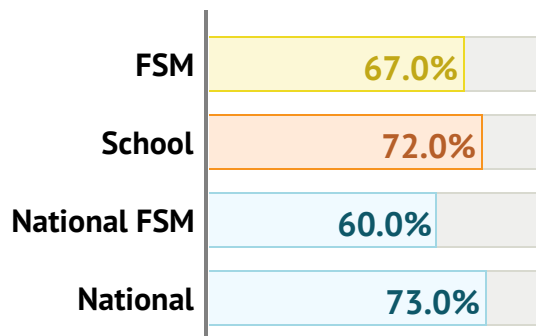


The proportion of disadvantaged students at Laycock working at the expected standard in Maths is 18.0% less than the non-disadvantaged students average, but 5.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

**Free School Meals**

# 67.0%

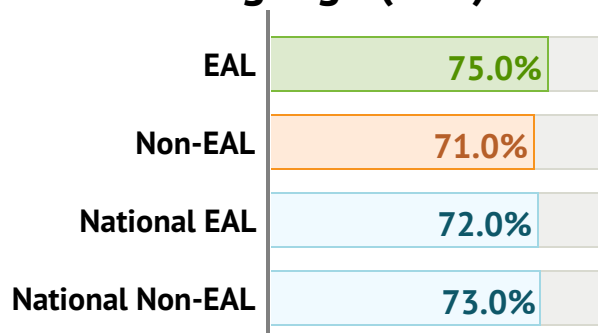


The proportion of FSM students at Laycock working at the expected standard in Maths is 5.0% less than the school average, but 7.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

**English As An Additional Language (EAL)**

# 75.0%

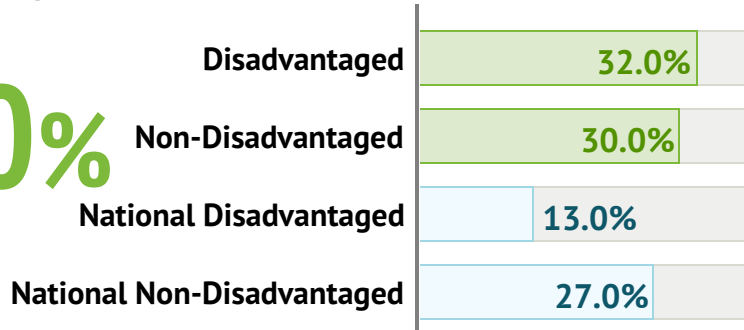


The proportion of EAL students at Laycock working at the expected standard in Maths is 4.0% greater than the Non-EAL students average, and 3.0% greater than the national EAL students average.

Cohort size = 12

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

# 32.0%

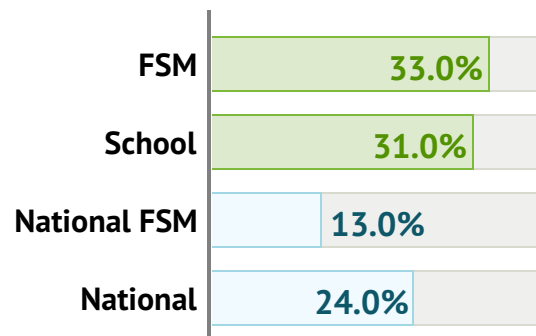


The proportion of disadvantaged students at Laycock working at greater depth within the expected standard in Reading is 2.0% greater than the non-disadvantaged students average, and 19.0% greater than the national disadvantaged students average.

Cohort size = 31

**Free School Meals**

# 33.0%

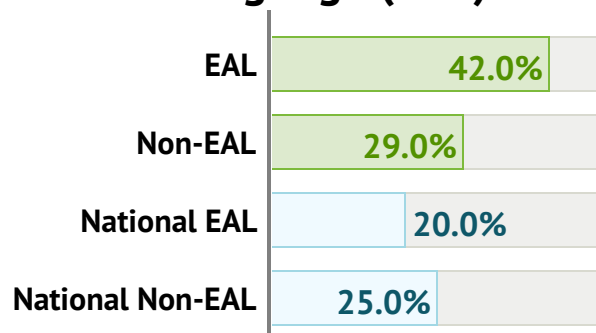


The proportion of FSM students at Laycock working at greater depth within the expected standard in Reading is 2.0% greater than the school average, and 20.0% greater than the national FSM students average.

Cohort size = 30

**English As An Additional Language (EAL)**

# 42.0%

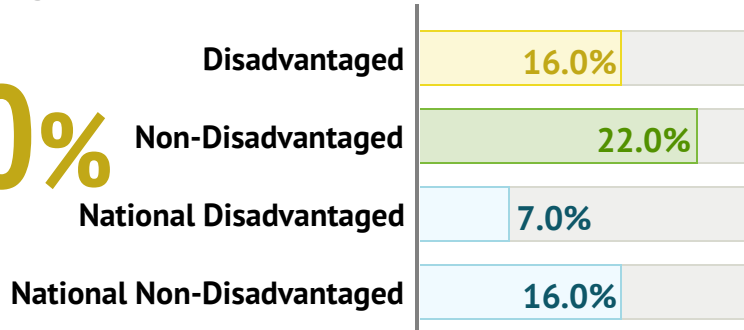


The proportion of EAL students at Laycock working at greater depth within the expected standard in Reading is 13.0% greater than the Non-EAL students average, and 22.0% greater than the national EAL students average.

Cohort size = 12

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

# 16.0%

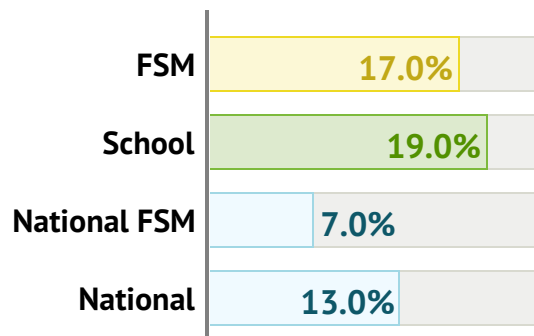


The proportion of disadvantaged students at Laycock working at greater depth within the expected standard in Writing is 6.0% less than the non-disadvantaged students average, but 9.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

**Free School Meals**

# 17.0%

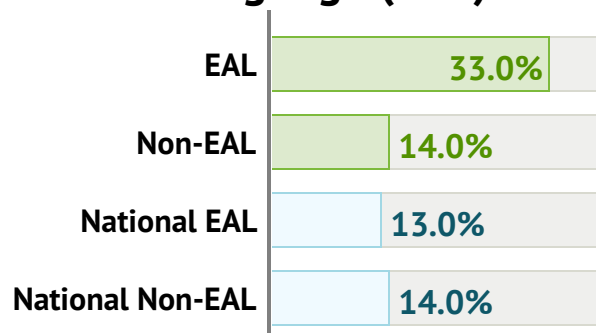


The proportion of FSM students at Laycock working at greater depth within the expected standard in Writing is 2.0% less than the school average, but 10.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

**English As An Additional Language (EAL)**

# 33.0%

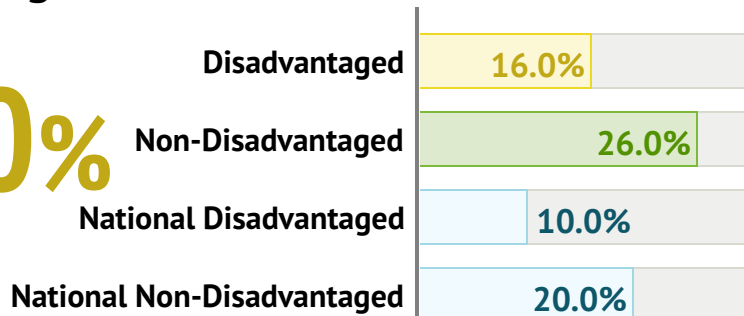


The proportion of EAL students at Laycock working at greater depth within the expected standard in Writing is 19.0% greater than the Non-EAL students average, and 20.0% greater than the national EAL students average.

Cohort size = 12

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

# 16.0%

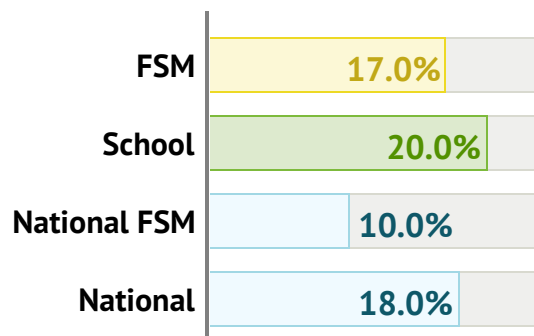


The proportion of disadvantaged students at Laycock working at greater depth within the expected standard in Maths is 10.0% less than the non-disadvantaged students average, but 6.0% greater than the national disadvantaged students average. This might be worth looking at.

Cohort size = 31

**Free School Meals**

# 17.0%

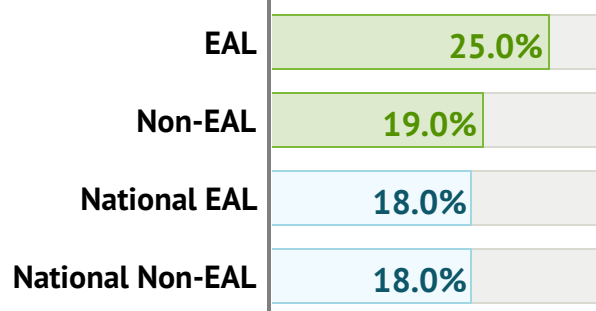


The proportion of FSM students at Laycock working at greater depth within the expected standard in Maths is 3.0% less than the school average, but 7.0% greater than the national FSM students average. This might be worth looking at.

Cohort size = 30

**English As An Additional Language (EAL)**

# 25.0%



The proportion of EAL students at Laycock working at greater depth within the expected standard in Maths is 6.0% greater than the Non-EAL students average, and 7.0% greater than the national EAL students average.

Cohort size = 12

My items

Timeline

Dashboard



Colin Carter

10D form  
maths. Ta

My students &gt;

My resources &gt;

Now

09:45 – 10:30  
GCSE Maths (Set 5) >  
Room 420

My calendar &gt;

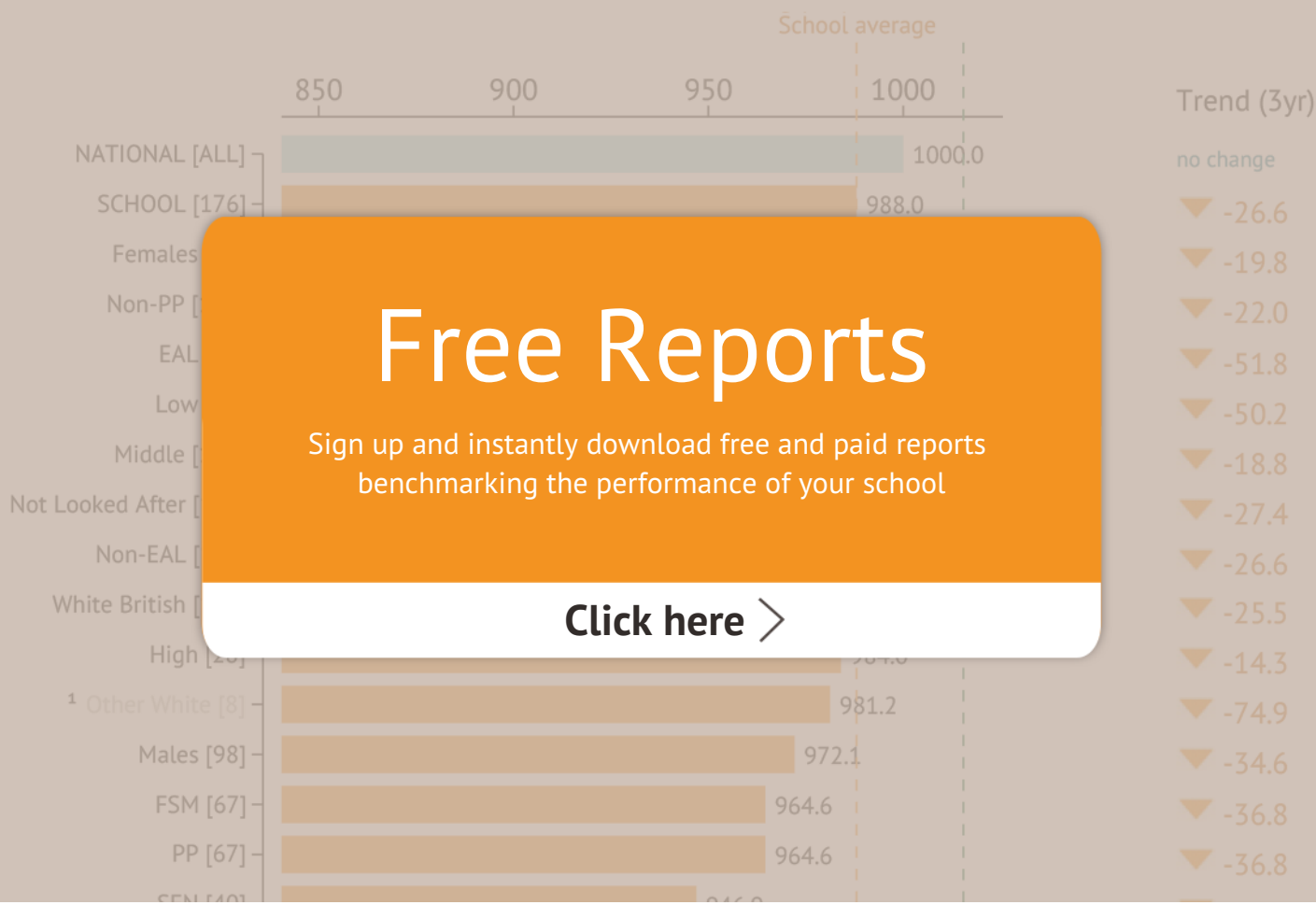
09:45 – 10:30	GCSE Maths (Set 4)	420
10:35 – 11:20	GCSE Maths (Set 3)	420
11:25 – 11:55	Marking	
12:00 – 12:45	GCSE Maths (Set 2)	304

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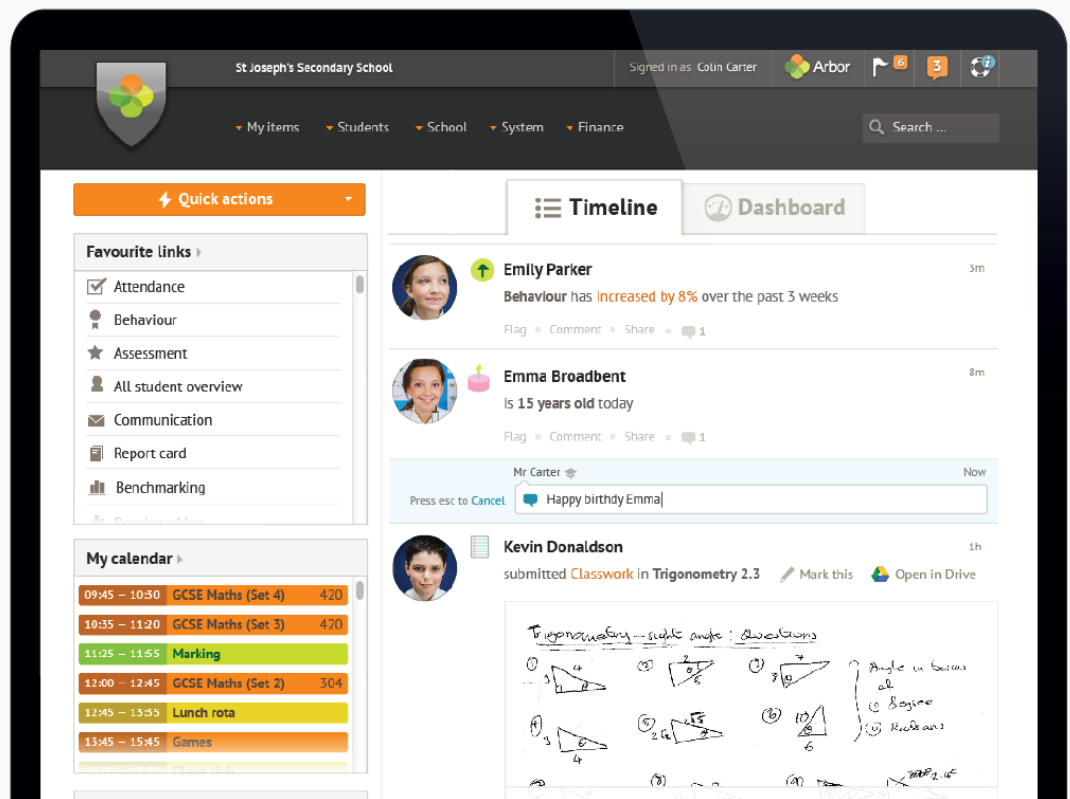
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