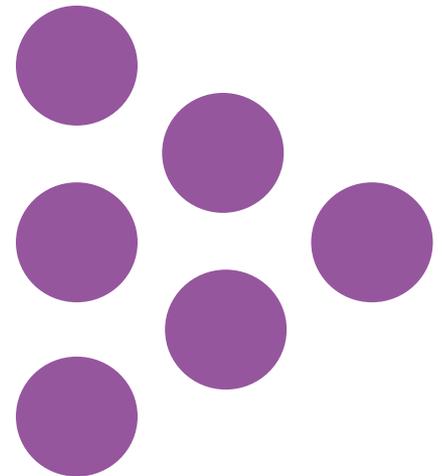

Progress 8: Disadvantaged Pupils falling behind in secondary schools

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Why did the Government introduce Progress 8?

The Government introduced Progress 8 as the new headline accountability measure for all schools in 2015/16

The new performance measures are designed to:

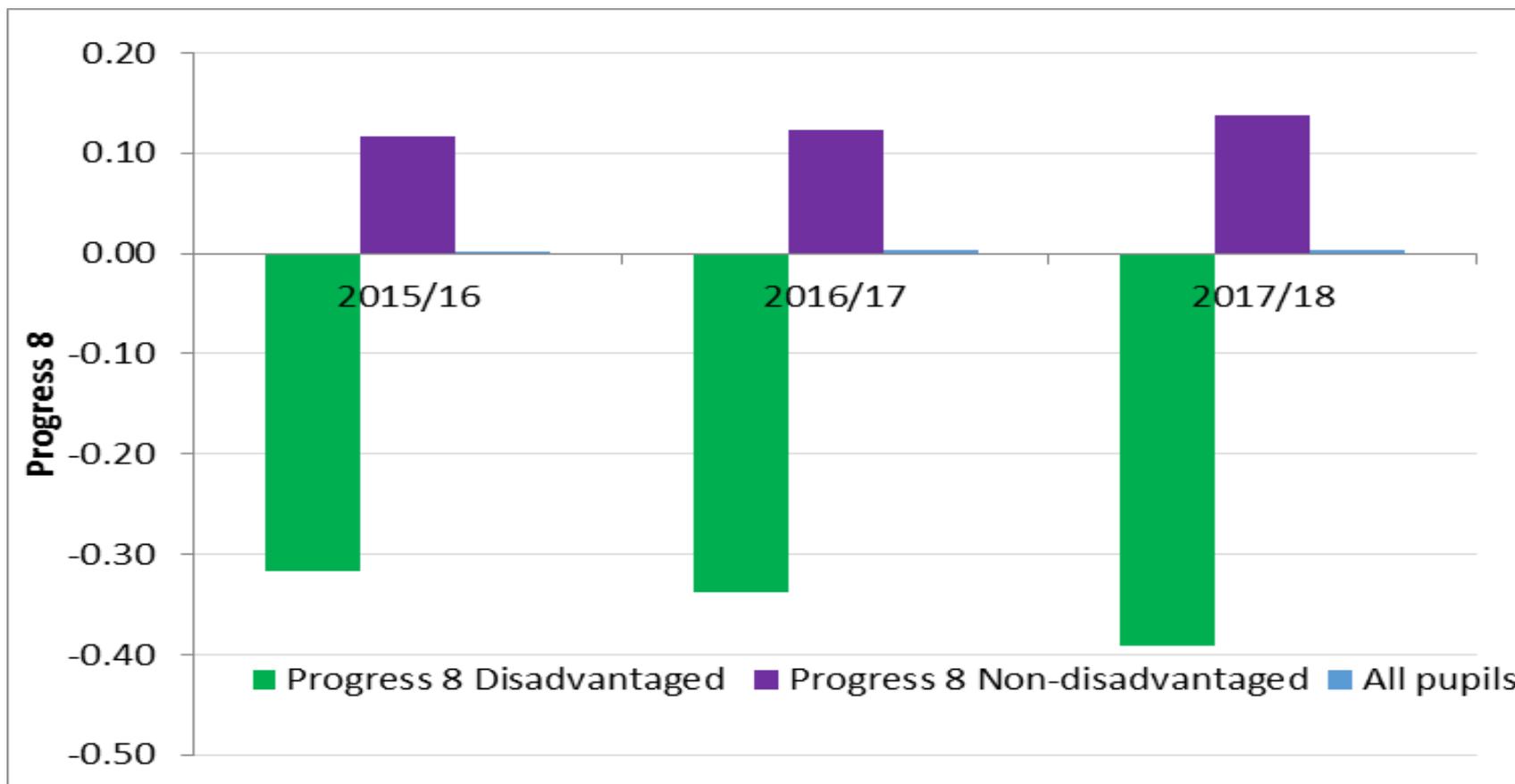
- encourage schools to offer a broad and balanced curriculum with a focus on an academic core
- reward schools for teaching all their pupils
- measure performance across 8 qualifications – a broader curriculum (than 5 or more GCSE's)

Every increase in every grade that a pupil achieves will attract additional points in the performance tables.

Using Progress 8 – can see that from the same base, disadvantaged pupils make less progress than their peers

Widening of inequalities in secondary schools.

Disadvantaged pupils make less progress than their peers...



Source: DfE KS4 performance tables

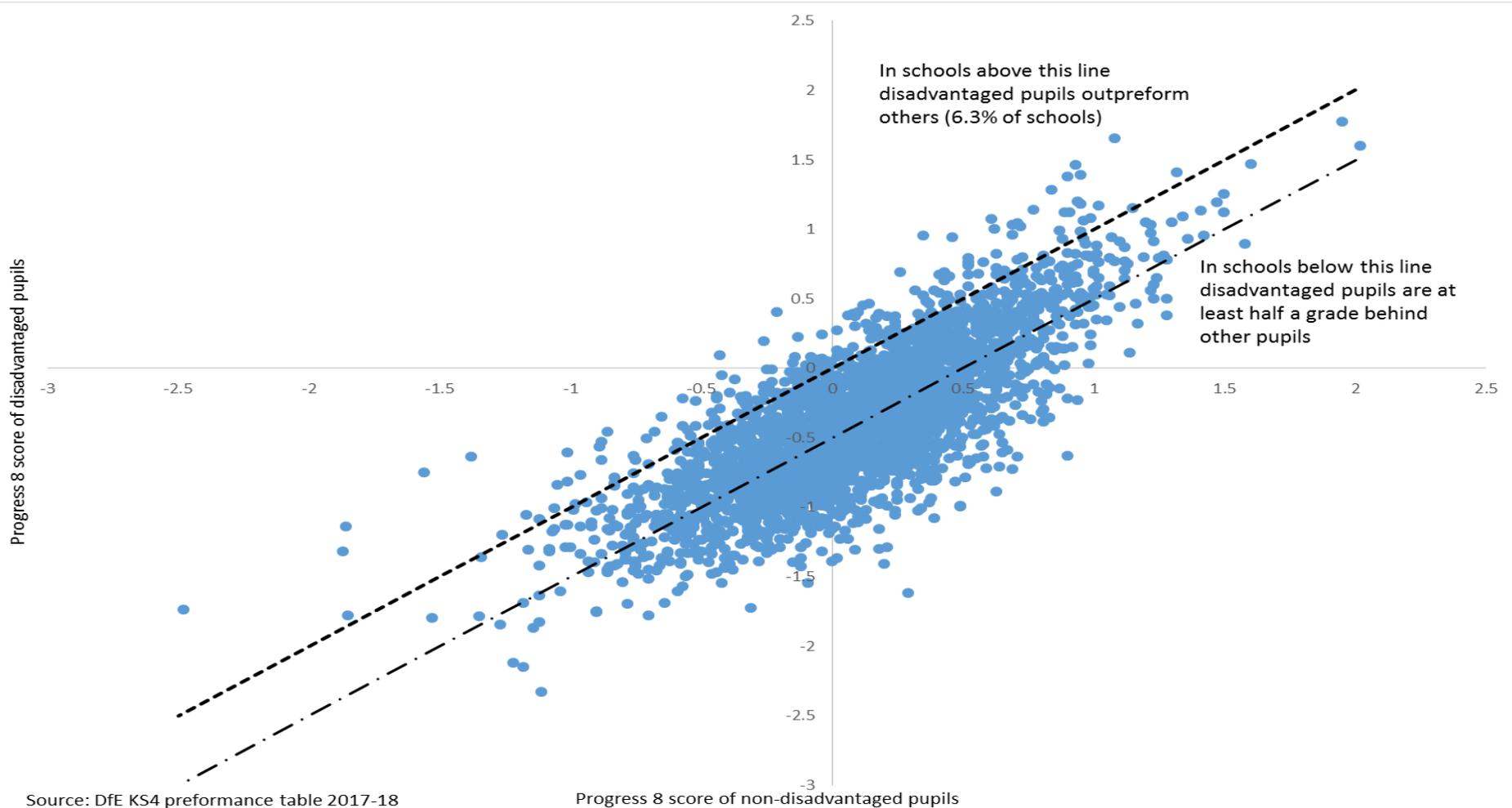
Disadvantaged pupils make less progress than their peers...

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- Disadvantaged pupils:
 - On average 1/2 grade lower in each subject than pupils with similar prior attainment,
 - Over half a grade lower in over a third of schools.
 - High performing schools that do well for non-disadvantaged pupils also see higher results for their disadvantaged pupils but, in most schools, disadvantaged pupils still lag behind.
 - In 6% of schools disadvantaged pupils achieved higher progress 8 scores.

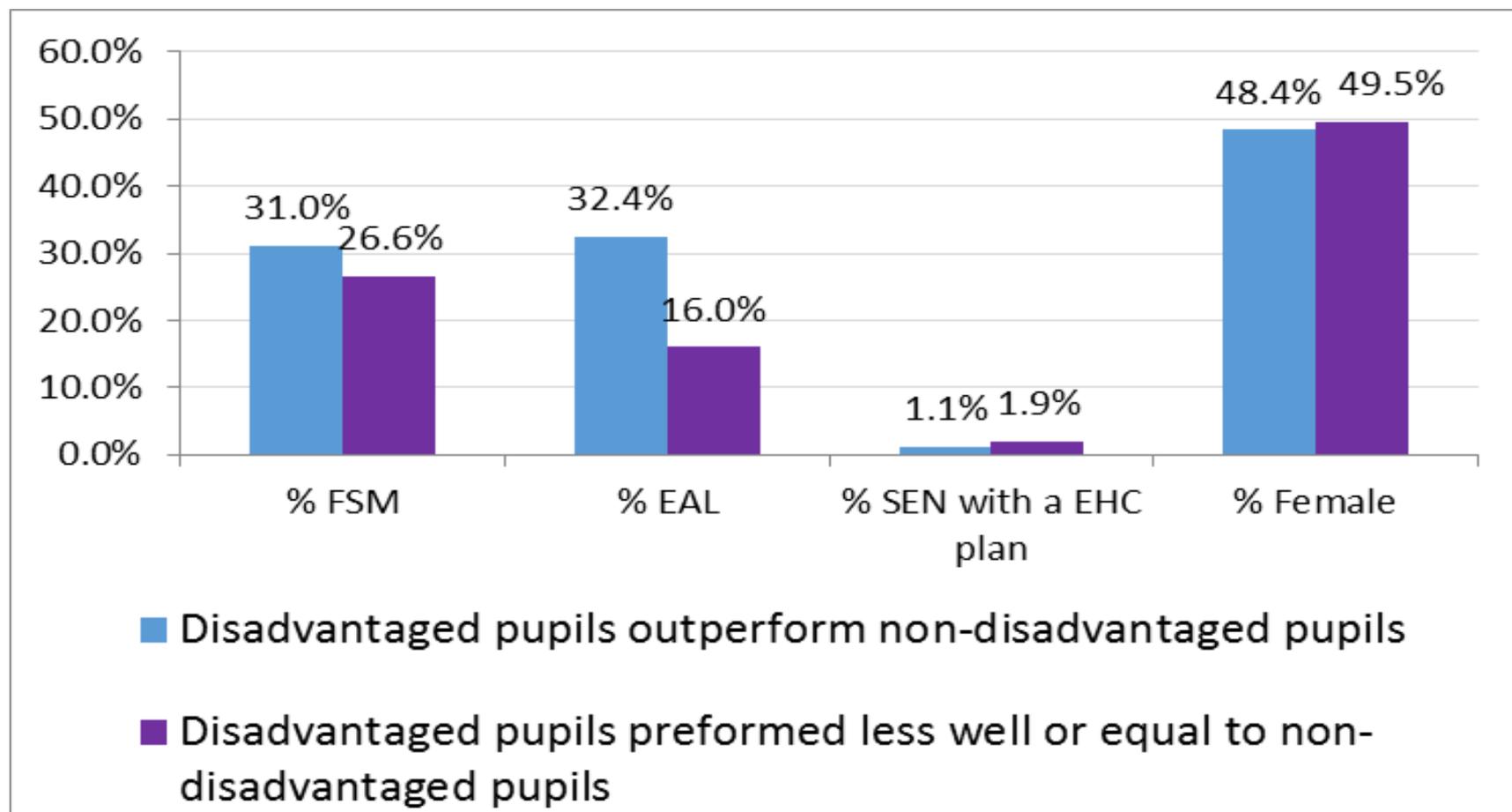
IMPACT

- Inequality in progress may impact negatively on social mobility.
- In addition, schools with large number of lower ability pupils – (typically over-represented by disadvantaged pupils) – disproportionately penalised. (Rebecca Allen (2015))
- Should note that disadvantage does not equate to low progress as 6% of schools do buck the trend.

Only in 6% of schools do disadvantaged pupils outperform their peers...



Difference between schools where disadvantaged pupils outperform non-disadvantaged pupils



Source: DfE KS4 performance tables 2017/18

Why are disadvantaged students not progressing as fast?

Parental support and the home learning environment

- Educational attainment not just influenced by schools
- Higher engagement, a good home learning environment, support and interest in achievement by parents can help pupil performance
- In 6% outperforming schools, numbers with EAL *could* partly explain the higher attainment given ethnic variation in level of parental engagement.

Socio-economic inequalities in the home learning environment

- **Socio economic adversity can lead to inequalities in pupil background/home learning environment through.**
 - Family stress model – poor mental health associated with low income leads to pupil attachment issues, social emotional and behavioural difficulties, poor mental health, lack of support.
 - Direct Income effect – lack of dry, warm, sufficient physical space, educational and technical resources, food/clothing, higher prevalence of asthma, mental illness, caring for sick relatives.
- Trend likely to continue as child poverty forecast by IFS to hit record levels by 2022
- Leckie and Goldstein – over a third of ‘underperforming’ secondary schools would no longer fall into this category if the Progress 8 measure was re-weighted to take account of pupils backgrounds.

LA cuts disproportionately impacting disadvantaged areas

- Spending on children's services since 2010 are down by a third
- Spending in the poorest areas has fallen six times as fast
- Those areas that need most support have been hit hardest – families and schools in those areas have less access to social services, mental health services, educational psychologists, etc.

Workforce less experienced in disadvantaged areas

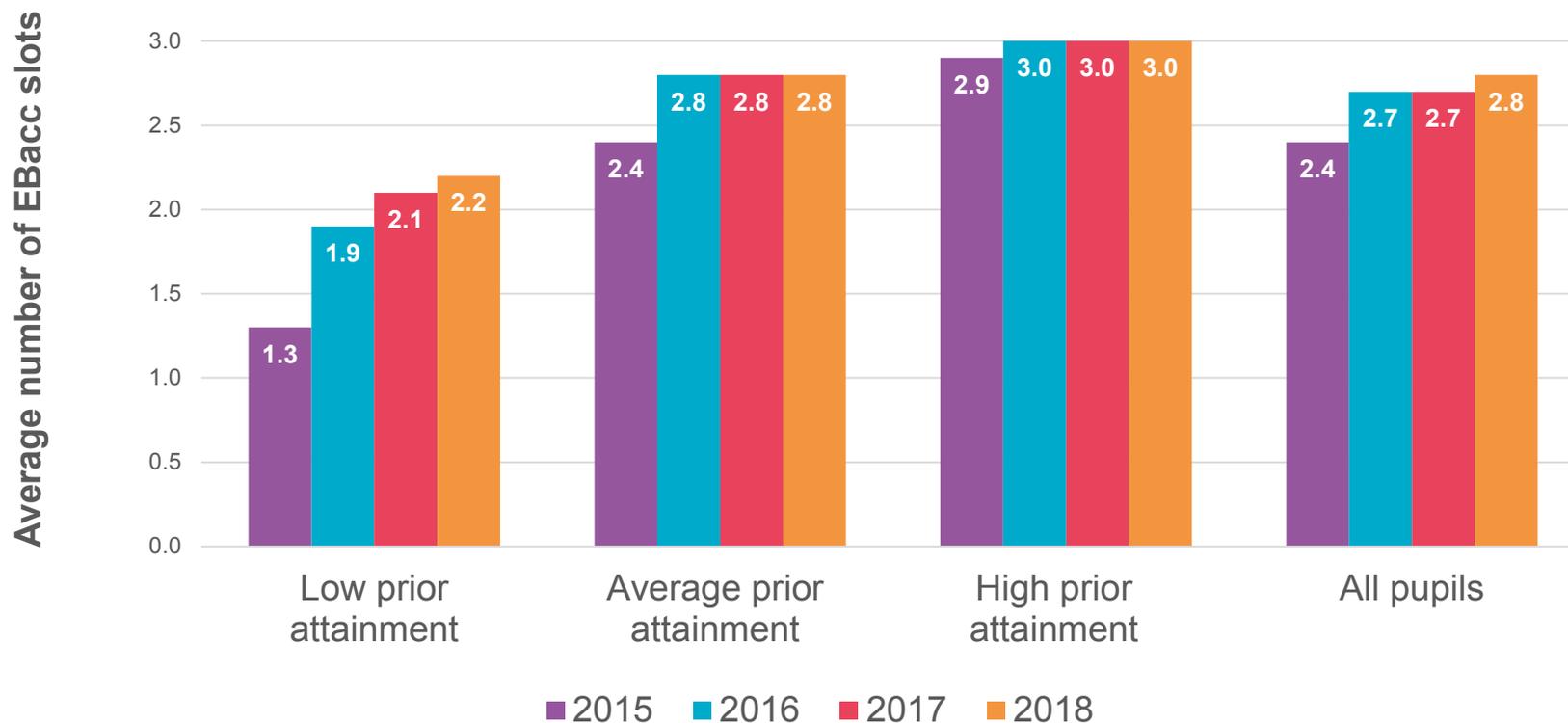
- SMF / FFT Datalab research (2016) found that schools with the highest levels of disadvantaged pupils are more likely to have:
 - teachers who are newly qualified or unqualified; inexperienced; do not have a relevant degree;
 - or are more likely to leave their teaching jobs

Academic focus not engaging disadvantaged children

Given that more disadvantaged children will start with lower attainment any negative impact of pushing more academic subjects (as progress 8 does) will be disproportionately seen in that group.

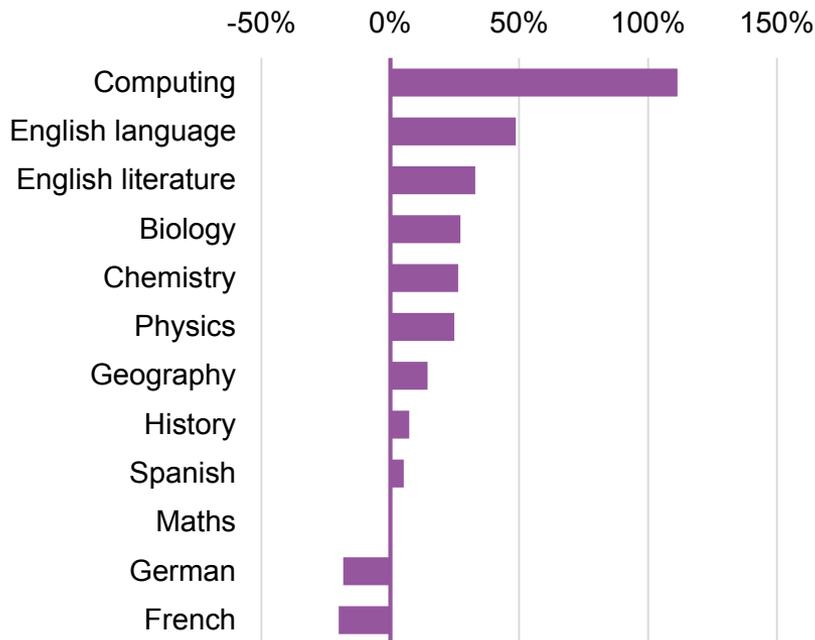
Those with lower attainment are now doing more academic subjects

Average number of EBacc slots filled by prior attainment band (maximum 3)

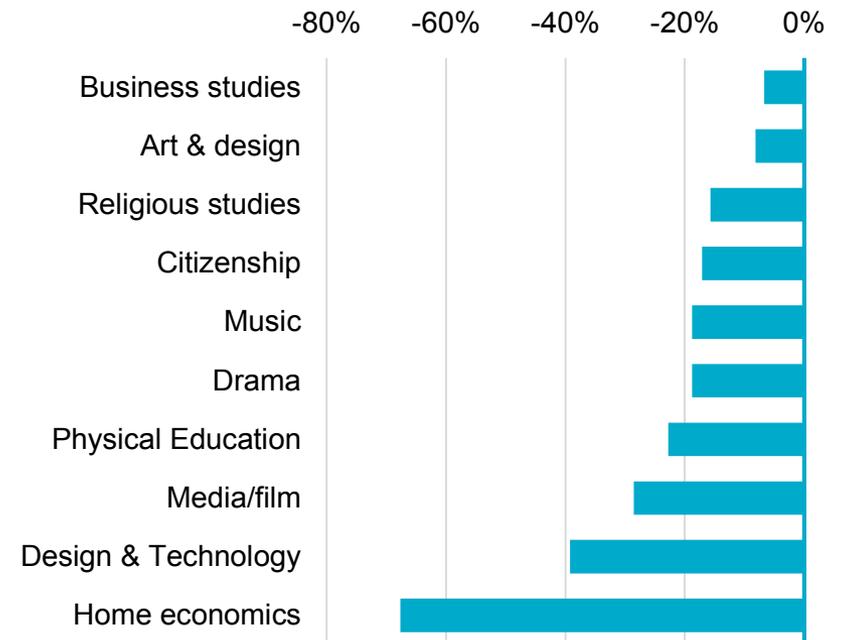


There have been large reductions in some non-EBacc subjects...

Percentage change in GCSE entries in EBacc subjects, 2014-2018



Percentage change in GCSE entries in non-EBacc subjects, 2014-2018



Moving forward – how best to support the progress of disadvantaged children?

Support for disadvantaged children and families

- Address the big things first e.g. attendance and behaviour
- Treat pupils as individuals – find out their needs and interests
- Try to help pupils feel secure early on, particularly through school transitions e.g. by building friendships
- Engage with families to identify issues that may be preventing progress. This includes issues at school as well as any at home.
- Recognise that the responsibility lies with many organisations – not just schools.
- We need an improved cross-government approach to tackling poverty and disadvantaged

A more inclusive curriculum

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- Amend the design of Progress 8 – e.g. add Arts to EBacc; have another slot which is ring-fenced for Arts, but this would just move the pressure elsewhere
 - Ofsted – HMCI has already given notice that inspectors will start to look at the curriculum being offered by schools and ask for justifications of choices
 - NAHT recommendation - lowering the high stakes nature of the accountability system would lower the pressures on school leaders and teachers, reduce perverse behaviours and ensure schools act in the pupils' best interests.

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