

Equalities Monitoring – Services

F – Education and Learning

Annual Report - 2018-19



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1. Introduction

The Council's Education and Learning directorate aims to ensure that children, young people and adults achieve the best possible outcomes for their lives through education, advice and guidance, promoting lifelong learning and securing access to support and, where necessary, specialist placements.

The purpose of equalities monitoring is to ensure that the Council is providing a fair and equitable service to all residents. This report looks at outcomes for all stages of education from early years to adult learning.

Outcomes of education for children can be measured in a variety of different ways – e.g. in terms of physical, social/emotional well-being and educational attainment. For the purpose of this equalities report outcomes are measured in terms of the latter; educational attainment at the end of each Key Stage including GCSE results.

Outcomes have been analysed in relation to end of key stage performance in tests and public examinations for the following equality groups (where possible):

- Sex
- Race
- National Curriculum Year Group (NCY) – relates to age
- Disadvantaged pupils which includes those that receive the Pupil Premium grant.

The Pupil Premium grant is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after for more than one day, adopted from care or under special guardianship, and children of service personnel.

Outcomes in exclusions from school and adult education (Community Learning and Skills) are also reported.

2. Early Years

Table 1: Foundation Stage (age 5) results for Bracknell Forest for 2018 by sex

% of children attaining the expected levels or above at the end of the Foundation Stage as measured by the Early Years Foundation Stage Profile (EYFSP) in Bracknell Forest in 2018

EYFSP data is collected every year in June/July. The data in the table below was collected in July 2018 which falls within the academic year September 2017 to August 2018.

EYFSP data for 2018			
Area of Learning	All (1429)	Girls	Boys
Communication and Language	87	92	83
Physical Development	91	97	87
PSED	89	94	84
Literacy	77	83	71
Mathematics	82	86	79
Understanding the World	88	92	85
Expressive Arts and Design	92	97	88
Average total points	36	37	35
Good Level of Development (GLD)	75	82	69

At the end of the Foundation Stage all children are assessed against a range of criteria in the Early Years Foundation Stage Profile. Results for 2018 showed attainment remained above the national average across all areas of the curriculum and the percentage of children achieving a Good Level of Development (GLD - expected or exceeding levels in the prime areas of learning plus literacy and mathematics) was 75.2% as compared to 71.5% nationally. This represents an increase of 2% on the previous year. Data for all schools was analysed and support for schools where specific needs were identified was put in place.

Data in the table above shows that girls continued to outperform boys in all areas of the curriculum, and this is a national picture. The gap between the attainment of boys and girls in Bracknell Forest in 2018 reduced by 2% this year which suggests our interventions with boys' reading is starting to have an impact.

The attainment of children who attract additional pupil premium funding is analysed and plans are put in place to support vulnerable children. In 2018, 57% of pupil premium children in Bracknell Forest attained a GLD and this was a 1% increase over 2017 and was 4% above the national figure of 52%. The attainment of non-pupil premium children in Bracknell Forest was 75% in 2018 giving a gap of 18% which was a 1% improvement over 2017. Maintaining high standards for all children remains a focus for Bracknell Forest along with improving the attainment of Pupil Premium children in particular and continuing to close the gap.

Table 2: EYFSP outcomes for children in Bracknell Forest in 2018

	2014	2015	2016	2017	2018
GLD	63%	73%	74%	73%	75%
Gender gap	16%	16%	15%	15%	13%
Pupil Premium attainment	43.8%	54%	54%	56%	57%
Pupil Premium gap	22%	21%	22.3%	19%	18%

3. Key Stage 1 (Age 7)

The Key Stage 1 indicators are based on the percentage of students reaching 'expected standard' in reading, writing, mathematics.

Table 3: Key Stage 1 results by Gender in academic year 2017/18

Key Stage 1	Reading			Writing			Mathematics			Combined		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England (all schools)	75.4	71.2	79.8	69.9	63.4	76.7	76.0	74.9	77.3	65.3	60.2	70.6
South East	77.6	73.5	82.1	71.3	64.6	78.3	77.5	76.3	78.7	66.9	61.6	72.4
Bracknell Forest	78.0	73.0	83.0	74.1	66.2	82.2	79.8	79.2	80.5	68.0	62.2	74.0

As in previous years, girls in Bracknell Forest outperformed boys in all key indicators although the results followed the general trend of the national picture.

Table 4: Key Stage 1 results by Race for academic year 2017/18

Reading												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		75.3		77.3		77.4		76.6		83.7		75.4
South East		77.5		80.4		80.4		78.3		86.7		77.6
Bracknell Forest	963	79.0	80	81.3	63	82.5	39	76.9	10	80.0	1502	78.0
Writing												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		69.4		71.9		73.8		71.4		82.8		69.9
South East		70.7		74.4		76.6		73.0		86.2		71.3
Bracknell Forest	963	75.3	80	76.3	63	82.5	39	71.8	10	90.0	1502	74.1
Mathematics												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		76.1		76.5		78.3		74.0		90.6		76.0
South East		77.4		78.2		81.0		75.2		92.6		77.5
Bracknell Forest	963	81.6	80	82.5	63	82.5	39	69.2	10	90.0	1502	79.8
Combined												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		64.8		67.1		69.4		65.9		80.4		65.3
South East		66.4		69.9		72.3		67.5		83.1		66.9
Bracknell Forest	963	69.6	80	71.3	63	76.2	39	61.5	10	70.0	1502	68.0

The local distribution shows significant improvements on previous years with almost all monitored ethnic groups above the corresponding national averages. We have identified that black pupils are below average in mathematics and this will be looked at over the course of the following year. The cohort of Chinese students is too small to make any general conclusions at this stage.

Table 5: Key Stage 1 Performance of Disadvantaged* pupils by percentage – 2017/18

	2017/18 (173 Disadvantaged)			2016/17 (181 Disadvantaged)			
Reading	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Narrowed by
England	62.4	78.9	-16.5	63.2	79.0	-15.8	-0.7
South East	61.7	80.6	-18.9	62.6	80.9	-18.3	-0.6
Bracknell Forest	57.2	80.7	-23.5	54.1	77.7	-23.6	0.1
	2017/18			2016/17			
Writing	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Narrowed by
England	55.4	73.8	-18.4	54.3	72.0	-17.7	-0.7
South East	53.2	74.6	-21.4	52.7	73.0	-20.3	-1.1
Bracknell Forest	53.8	76.7	-22.9	44.8	69.9	-25.1	2.2
	2017/18			2016/17			

Mathematics	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Narrowed by
England	62.8	79.6	-16.8	62.3	78.7	-16.4	-0.4
South East	61.0	80.5	-19.5	60.7	79.6	-18.9	-0.6
Bracknell Forest	61.8	82.2	-20.4	54.7	78.7	-24.0	3.6
	2017/18			2016/17			
Combined	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Narrowed by
England	50.2	69.3	-19.1	49.3	67.6	-18.3	-0.8
South East	48.1	70.3	-22.2	47.5	68.8	-21.3	-0.9
Bracknell Forest	45.1	71.0	-25.9	37.0	66.1	-29.1	3.2

*Disadvantaged is defined as those pupils who are eligible for the Pupil Premium Grant, are Looked After or whose parents are in the armed forces. PPG make up almost all of the pupils in Bracknell Forest.

Despite a widening in the gap across all areas in the National and the South East region, Bracknell Forest has seen a marked reduction in the gap at Key Stage 1.

4. Key Stage 2 (Age 10-11)

The Key Stage 2 indicators are based on the percentage of students reaching 'expected standard' in reading, writing, mathematics and grammar, punctuation and spelling.

Table 6: Key Stage 2 results by Sex in academic year by percentage 2017/18

Key Stage 2	Reading			Writing			Mathematics			Combined			GPS		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	ALL	Boys	Girls
England (all schools)	75.3	71.7	79.1	78.3	72.4	84.4	75.5	75.2	75.9	64.4	60.6	68.4	77.6	73.3	82.1
South East	77.3	73.9	81.0	79.5	73.7	85.5	75.9	75.8	76.0	65.8	62.3	69.5	77.5	73.3	81.9
Bracknell Forest	77.0	74.6	79.8	77.7	70.0	86.3	74.5	75.4	73.6	63.6	60.5	67.1	77.2	71.7	83.5

The national picture continues to show girls outperforming boys and this is true in Bracknell Forest except for mathematics where boys continue to outperform girls.

Table 7: Key Stage 2 results by Race for academic year 2017/18

Reading												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils	
England		75.6		77.2		75.2		73.5		83.4		75.3
South East		77.2		78.6		79.8		74.0		87.8		77.3
Bracknell Forest	1139	76.6	83	77.1	85	82.6	46	78.3	3	100	1374	77.0
Writing												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils	
England		78.0		79.5		81.4		78.1		89.1		78.3
South East		78.8		81.1		84.9		80.9		91.8		79.5
Bracknell Forest	1139	76.6	83	79.5	85	88.2	46	80.4	3	100	1374	77.7

Mathematics												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		74.8		75.4		80.9		74.4		93.5		75.5
South East		75.2		75.9		83.9		74.2		94.2		75.9
Bracknell Forest	1139	74.2	83	74.7	85	82.6	46	73.9	3	100	1374	74.5
Combined												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		64.0		65.5		68.2		63.0		81.2		64.4
South East		65.1		66.6		73.4		63.5		85.1		65.8
Bracknell Forest	1139	62.7	83	67.5	85	74.1	46	63.0	3	100	1374	63.6
Grammar, Punctuation & Spelling												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		76.3		79.5		84.1		81.0		89.5		77.6
South East		76.2		80.0		87.2		82.9		91.8		77.5
Bracknell Forest	1139	75.2	83	81.9	85	93.0	46	87.0	3	100	1374	77.2

Despite the small cohort sizes, it can be seen that BAME students at KS2 are outperforming their national counterparts. White students, except for reading, are not doing as well as their counterparts nationally.

Table 8: Key Stage 2 Performance of Pupil Premium pupils – 2017/18

	2017/18 (119 FSM Eligible)			2016/17 (106 FSM Eligible)			
Reading	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	60.0	77.9	-17.9	54.6	74.4	-19.8	1.9
South East	57.3	79.7	-22.4	54.1	76.5	-22.4	0
Bracknell Forest	54.6	79.1	-24.5	49.1	73.8	-24.7	0.2
	2017/18			2016/17			
Writing	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	62.6	81.0	-18.4	60.5	79.1	-18.6	0.2
South East	59.1	81.8	-22.7	57.3	79.4	-22.1	-0.6
Bracknell Forest	55.5	79.8	-24.3	50.0	75.1	-25.1	0.8
	2017/18			2016/17			
Mathematics	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	59.4	78.3	-18.9	58.1	77.7	-19.6	0.7
South East	54.4	78.4	-24.0	53.8	77.5	-23.7	-0.3
Bracknell Forest	49.6	76.9	-27.3	50.0	73.5	-23.5	-3.8
	2017/18			2016/17			
Combined	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	46.1	67.5	-21.4	42.2	64.3	-22.1	0.7
South East	42.2	68.5	-26.3	38.7	65.2	-26.5	0.2
Bracknell	37.8	66.1	-28.3	34.0	60.0	-26.0	-2.3

Forest	2017/18			2016/17			
Grammar, Punctuation & Spelling	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	62.5	80.2	-17.7	61.1	79.6	-18.5	0.8
South East	55.8	80.0	-24.2	56.1	79.2	-23.1	-1.1
Bracknell Forest	49.6	79.9	-30.3	48.1	79.4	-31.3	1.0

While the gap remains below the national average for 2018 there has been improvement on the 2017 figures. However, there has been a widening of the gap in mathematics which has had a knock-on effect to the combined figures

5. Key Stage 4 (Age 16)

Key Outcome measures, Progress 8 and Attainment 8, are judged across attainment in a student's key 8 subjects and progress in those 8 subjects. The goal is to have a positive progress score. Subjects are graded on the 1-9 scale with 9 being the highest. 4 is judged to be a standard pass and 5 a good pass.

Table 9: Key Indicators by Gender at KS4 – 2017/18

Progress 8				
	Boys		Girls	
	No. of Pupils		No. of Pupils	
England		-0.25		+0.21
South East		-0.22 (-)		+0.24 (+)
Bracknell Forest	525	-0.17 (-)	518	+0.22 (+)
Attainment 8				
	Boys		Girls	
	No. of Pupils		No. of Pupils	
England		43.8		49.3
South East		45.1		50.7
Bracknell Forest	525	46.3	518	49.9
5+ 9-5 inc English & Maths				
	Boys		Girls	
	No. of Pupils	%	No. of Pupils	%
England		55.3		65.0
South East		58.0		67.5
Bracknell Forest	525	58.5	518	67.4

+/- significantly above/below national average

Girls are outperforming boys in all key indicators and are making significantly better progress than them. It is interesting to note that, when looking at attainment 8, boys in the area significantly outperformed the national average while girls were just above the national average.

Table 10: Key Indicators by Race at KS4 – 2017/18

Progress 8												+/- significantly above/below national average	
	White		Mixed		Asian		Black		Chinese		All Pupils		
	No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		
England		-0.11		-0.02		+0.45		+0.12		+1.03		-0.02	
South East		-0.05 (-)		0.07 (+)		+0.54 (+)		+0.27 (+)		+1.04 (+)		0.01 (+)	
Bracknell Forest	911	-0.04	41	0.11	59	+0.80 (+)	21	+0.49	1	NA	1043	0.02 (+)	
Attainment 8													
	White		Mixed		Asian		Black		Chinese		All Pupils		
	No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		
England		46.1		47.3		50.4		45.0		64.2		46.5	
South East		47.2		49.5		53.8		47.6		62.1		47.8	
Bracknell Forest	911	47.7	41	49.3	59	54.1	21	47.3	1	57.0	1043	48.1	
5+ 9-5 inc English & Maths													
	White		Mixed		Asian		Black		Chinese		All Pupils		
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	
England		59.6		60.3		66.1		55.8		86.3		60.1	
South East		61.8		64.9		72.0		60.8		85.0		62.6	
Bracknell Forest	911	61.8	41	68.3	59	72.9	21	76.2	1	100	1043	62.9	

With only one Chinese student, although they performed well, there is not much inference that can be made regarding this group. The data shows that Asian and Black students in the borough are making more progress than other groups and are significantly above national average. However, White students are significantly below average when looking at progress. Although, when looking at attainment, White students are above the national average.

Table 11: Pupil Premium performance

	2017/18			2016/17			
5+ 9-5 inc E&M	PP	Non-PP	Gap	PP	Non-PP	Gap	Narrowed by
England	40.2	67.2	-27.0	41.6	68.2	-26.6	-0.40
South East	36.0	68.9	-32.9	36.5	60.3	-23.8	-9.10
Bracknell Forest	42.3	66.1	-23.8	39.6	67.1	-27.2	3.40

The Pupil Premium gap for the national and the South East has widened on the previous year while it has narrowed considerably in Bracknell Forest.

6. Exclusions

Where the behaviour of a pupil in school is unacceptable, they may be excluded from a school either temporarily or in extreme cases permanently. Exclusion data is analysed by sex, age (via year group) and ethnicity.

Nearly 18,000 children attend Bracknell Forest maintained schools.

Table 12: Permanent Exclusions 2013/14 to 2018/19

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total number of pupils	1	2	3*	7	14	4
Sex						
Male	1	1	3*	7	11	3
Female		1			3	1
Year Group						
2					1	
3			1			
4			1			
5				1		
6						
7					1	
8					1	
9			1*	3	6	1
10	1	1		3	5	1
11		1				2
Race						
Race of pupils excluded	White Other	White	White	White	White 11 White Other 2 Black African 1	White British 3 White Asian 1
Proportion of excluded pupils	100%	100%	100%	100%	White 79% White Other 14% Black African 7%	White British 75% White Asian 25%
Proportion in school population	5.1%	80.5%	79.4%	78.7%	White 78% White Other 6% Black African 2%	

* NB: One of these exclusions is from a Bracknell Forest school, however the pupil resides in a neighbouring Local Authority (LA). For DfE statistical purposes the permanent exclusion counts against the home LA

Historically more boys have been excluded than girls.

In terms of race, again with a relatively small data set, it is difficult to determine trends, but over the past 6 years, of the 31 permanently excluded pupils, 26 were of White British ethnicity. Of the 5 non-White British children, 4 with ethnicity of 'White Other' were excluded. There was also a child described with 'Black African' ethnicity excluded in 2017/18.

7. Community Learning

Bracknell Forest Council's adult education service is managed by the Community Learning team. It includes a programme designed to:

- develop skills for people aiming to increase their economic activity
- encourage people to live active and healthy lifestyles and contribute to the community
- support and promote digital inclusion.

To enhance the breadth of engagement with adults who may not have otherwise previously participated in adult education, the service sub-contracts to two community organisations and partners with others, including schools, Children's Centres and libraries.

Access

Table 13: Adult Learners by Sex (April 2018 - March 2019)

Gender of Adult Learners 2018/19 compared with Bracknell Forest adult population				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
Female	2,634	80%	49%	+31%
Male	676	20%	51%	-31%
Total	3,310			

*ONS Mid-2016 estimates

The 80% to 20% split between female and male learners using our service is in line with adult learning across the country. This ratio has remained broadly similar over several years even though the gender split across Bracknell Forest, South East and the UK is 49% female to 51% male. However, in 2018/19, the number and percentage of male learners decreased. The service is taking steps to address this through targeted work with community groups.

Table 14: Adult Learners by Age band

Age band of Adult Learners 2018/19				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
16-18	2	0.1%		
19-24	142	4%	7.9%	-3.9%
25-39	1,762	53%	28%	+25%
40-59	1,124	34%	38.9%	-4.9%

60 plus	278	8%	25.2%	-17.2%
Unknown	2	0.1%		
Total	3,310			

*ONS Mid-2016 estimates

A focus on supporting people to improve their economic activity means the largest group of learners engaged are in the 25–59 age group. An increase in family learning in 2018/19 would also contribute to the increased number of learners in this group.

Table 15: Adult Learners by Ethnicity

Ethnicity of Adult Learners 2018/19 compared with Bracknell Forest Population				
	Adult Learners	%	Total Bracknell Forest population* %	Variance
Asian/Asian British	210	6%	4.7%	+1.3%
Black/Black British	69	2%	1.8%	+0.2%
Mixed	62	2%	1.3%	+0.7%
White	2,529	77%	91.5%	-14.5%
Other ethnic group	440	13%	0.4%	+12.6%
Unknown	1	0%		
Total	3,310			

*National Population Census 27 March 2011

The ethnicity of adult learners is broadly in line with the local Bracknell Forest population. However, a variance can be seen with the 'White' and 'Other ethnic group' learners. This builds on last year's trend of the service engaging with a larger proportion of learners in the 'other ethnic group' category.

Table 16: Adult Learners by Disability

Adult Learners by Disability (self-declaration)				
	2018-19		2017/18	
	Adult Learners	%	Adult Learners	%
Has a learning difficulty / disability	455	14%	497	16%
Does not have a learning difficulty / disability	2,609	79%	2,541	84%
Not declared	246	7%	0	0%
Total	3,310		3,083	

The data suggests that the service reaches a significant percentage of the Bracknell Forest population who have declared a learning difficulty or disability. However, in comparison to last year's data, there is a significant proportion of learners who have made no declaration. Work this year is focussing on the reason for this and whether it represents an under-declaration.

Outcomes

Achievement rates for people enrolling in adult learning courses are measured by them successfully meeting course objectives. For recognised qualifications, such as English, Retail Knowledge, Customer Service, Hospitality Industry, Food Safety, Health & Safety and Emergency First Aid at Work, achievement criteria are set by the relevant awarding body.

Table 17: Levels of achievement by Sex

Adult Learners - % of people enrolled who achieved their goals		
	Enrolments	% Achieved
All	4,387	99.1%
Female	3,485	99.2%
Male	902	99.0%

Table 18: Levels of achievement by Age band

	Enrolments	% Achieved
All	4,387	99.1%
19-24	187	98.5%
25-39	2,178	99.2%
40-59	1,652	99.2%
60 plus	366	98.4%
Unknown	2	100%

Table 19: Levels of achievement by Ethnicity

	Enrolments	% Achieved
All	4,387	99.2%
Asian	326	99.2%
Black	112	95.4%
Mixed	76	100.0%
Other	526	98.6%
White	3,347	99.2%
Unknown	1	100.0%

Table 20: Levels of achievement by Disability

	Enrolments	% Achieved
All	4,387	99.1%
Has a learning difficulty / disability	752	97.5%
Does not have a learning diff. / dis.	3,350	99.5%
Not declared	285	100.0%

The overall achievement rate continues to improve. Achievement in 2018/19 increased to c.99%; a 1% increase on 2017/18. Enrolments by Black learners increased by 47% (number of learners by 17%) but the achievement of this group was not sustained. Whilst increased

engagement of these learners is positive, work to improve outcomes is a priority for the service this year.

8. Conclusion

The data highlights some differences in the achievement of different groups of pupils, students and learners across the different stages of education. Work continues to understand the reasons for and address these differential performances in the context of raising achievement for all.

At all ages girls in the borough perform better than boys. This reflects the national position. Although the gap still exists there was some serious improvement in the boys results as a result of the ongoing work into engaging boys with reading. As a team we have been working with schools to help select appropriate reading lists to engage boys as well as developing strategies for teachers to use in order to encourage boys to read more.

At all Key Stages in the borough generally Asian and Black groups achieve better than White and Mixed-Race groups. Also the Asian and Black groups achieve higher than the same groups nationally, and White and Mixed Race groups not as well as nationally. The exception is Key Stage 4 when the White group achieves as well or slightly higher than the same group nationally. The differences between the groups are similar to the pattern nationally, although the performances of different groups are more similar nationally than in the borough

There are approximately 2500 pupils in receipt of Pupil Premium (PP) attending Bracknell Forest schools and the additional funding they bring into the borough is in the region of £3+m. The gap between their achievement and the achievement of other pupils varies between age groups. In 2017/18 it has closed slightly at the Foundation stage, Key Stage 1, most of Key Stage 2 and at Key Stage 4 but widened in mathematics at Key Stage 2. This reflects the ongoing priority of PPG pupils within the borough and the work the STEP team is having in schools. Performance of schools in this area varies - some schools have had a significant impact on closing the gap in achievement, but in others there has been little change or the gap has widened. The Council is working with schools to ensure best practice from schools where the gap has closed is shared with those where it has widened. A detailed strategy includes actions such as strengthening school leadership and governance as well as a range of activities which are specifically related to use of the grant.

Next Steps

The Education and Learning team are investing and developing the capacity for schools to improve and deliver Oracy skills across all key stages. This will continue to have a positive impact on pupil progress and will aim to continue to close the gap for disadvantaged pupils as well as engage boys.

9. Other Performance indicators related to specific groups

Table 21: Other Annual Performance indicators related to specific groups

Ind. Ref	Short Description	2014/15 (Financial year)	2015/16 (Financial year)	2016/17 (Financial year)	2017/18 (Financial year)
L153	Looked after children reaching level 4 in reading at Key Stage 2	80%	86%	100%	50%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	80%	60%	100%	75%
L190	Looked after children reaching level 4 in writing at Key Stage 2	80%	85.7%	100%	100%
L155	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	12.5%	33.3%	33.3%	21.4%
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2	26%	22%	31%	24%
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	32%	31%	26%	28%
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	4.1%	4.0%	3.9%	3.2%
L 195	Children who achieve or exceed levels of attainment at the end of the Foundation Stage in all of the Early Learning Goals for Communication and Language, Physical Development, Personal Social and Emotional development, Literacy and Mathematics	63.0%	73.2%	74.0%	73.3%