

Appendix 6: Key Stage 2

6. KEY STAGE TWO (KS2) Results

6.1 Context

In 2016 the measures for KS2 performance changed. Where previously results were recorded as the percentage of pupils gaining a particular national curriculum level, the key measure since 2016 is the percentage of pupils reaching an expected standard. This measure has been assessed by tests (and teacher assessment) in reading, maths, grammar, punctuation and spelling (GPS) and through teacher assessment alone in writing and science.

The headline measures are:

- the percentage of pupils achieving the expected standard in reading, writing and mathematics (RWM) (*the assessment for measuring writing changed in 2018 so RWM outcomes are not comparable to 2017*)
- the percentage of pupils achieving the higher standard in reading, writing and mathematics (*Changes to the assessment regime in 2018 mean writing outcomes are not directly comparable to recent years.*)
- the school's progress score in each of reading, writing and maths
- the pupil's average scaled* score in each of reading and mathematics

*The scaled score takes pupils actual scores and using a statistical model, supported by a panel of teachers, adjusts scores to fall into a range from 80 – 120. A score of 99 or below means a pupil has not reached the expected standard. 100 or more signifies a pupil has met the expected standard and above 110 has exceeded the expected standard.

Interpreting progress scores

By definition, the average progress score, for all mainstream pupils nationally, is zero.

A school's progress scores, for each of English reading, English writing and mathematics are the average of each of its pupils' progress score in that subject. School level progress scores will be presented as positive and negative numbers either side of zero.

- a score of 0 means pupils in this school, on average, do about as well as those with similar prior attainment nationally
- a positive score means pupils in this school, on average, do better than those with similar prior attainment nationally

- a negative score means pupils in this school, on average, do worse than those with similar prior attainment nationally.

(A negative score does not mean that pupils did not make any progress; rather it means they made less progress than other pupils nationally with similar starting points. In 2018 research from recent years was applied to ensure that highly negative scores are not included in the calculation for progress scores so that this does not impact disproportionately on the overall outcome)

Notes: Using the new national comparators to compare local performance with national outcomes for progress and attainment of pupil groups; raising the bar.

In order to be able to interpret the data at KS2 please refer to the table at the start of this document which clearly sets out the national comparator groups which changed in 2016.

To assist in understanding how outcomes for particular groups are changing, a measure described as NAT (SAME) has been added to some of the tables where the data is available. This provides the outcomes for the same group nationally, so that a comparison can be made to national outcomes with similar groups of Manchester learners.

6.2 Headlines

Attainment at KS2

- Attainment outcomes for achieving the expected standard in maths and science improved in 2019. In writing and Grammar, Punctuation and Spelling (GPS), outcomes remain unchanged and in reading they declined by 2%.
- 61% of pupils in Manchester met the expected standard in reading, writing and maths combined. This is 1% below the results for 2018. As outcomes nationally improved by 1%, Manchester's gap to national has increased to 4%.
- In Maths, the Manchester average was 1% below the national average for pupils achieving the expected standard. The percentage of pupils in Manchester achieving the expected standard in reading, writing and science were all below the national average, by 3 percentage points. Manchester was in line with the percentage of pupils achieving the expected standard nationally in Grammar, Punctuation and Spelling (GPS). The average scaled score was 0.6 higher than the national average for GPS, but 0.7 lower in reading and 0.3 lower in maths.
- Manchester had 9% of pupils achieving the higher standard in reading, writing and maths combined. The 2% improvement made in 2018 has been maintained however this is 2% below the national average. Pupil outcomes at the higher standard were 3% below the national average in reading, 4% below in writing and 2% below in maths.

Progress in 2019 at KS2

- As in previous years, the progress scores in all subjects for the 2019 cohort of Manchester pupils, were above the national average and were statistically significant.
- On average, Manchester's pupils have made more progress than those pupils nationally with the same prior attainment level.

6.3 Percentage of pupil groups achieving Expected Standard at KS2 in Manchester LA compared with national comparator groups

Summary

- Of the three elements making up the KS2 reading, writing, maths (RWM) expected measure, reading and writing were the areas where all learners were the furthest away from national outcomes, at -3%. This placed the outcomes for Manchester pupils in terms of RWM 129th out of 152 Local Authorities. This was lower than both 2017 and 2018.
- The progress made by Manchester pupils in reading and maths were statistically significantly better than national and there was no difference in writing.

Comparison with national averages

	KS2 % Achieving Expected Standard in Reading Compared with National Comparator Groups and Same Groups											
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	69%	72%	-3%	72%	72%	75%	-3%	75%	70%	73%	-3%	73%
Boys	66%	68%	-2%	68%	69%	72%	-3%	72%	64%	69%	-5%	69%
Girls	72%	75%	-3%	75%	76%	79%	-3%	79%	76%	79%	-3%	79%
FSM	60%	74%	-14%	55%	63%	78%	-15%	60%	61%	76%	-15%	58%
Non FSM	72%	74%	-2%	74%	76%	78%	-2%	78%	73%	76%	-3%	76%
Disadvantaged	63%	77%	-14%	60%	67%	80%	-13%	64%	65%	78%	-13%	62%

Non Disadvantaged	75%	77%	-2%	77%	78%	80%	-2%	80%	75%	78%	-3%	78%
SEN Support	36%	72%	-36%	37%	44%	75%	-31%	43%	36%	73%	-37%	41%
EHC Plan	8%	72%	-64%	15%	16%	75%	-60%	16%	9%	73%	-65%	16%
No SEN	78%	80%	-2%	80%	81%	83%	-2%	83%	80%	81%	-1%	81%
EAL	63%	72%	-9%	65%	68%	75%	-8%	71%	66%	73%	-7%	70%
Non EAL	73%	72%	1%	73%	76%	75%	1%	77%	72%	73%	-1%	74%

KS2 % Achieving Expected Standard in Writing Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	75%	76%	-1%	76%	75%	78%	-3%	78%	75%	78%	-3%	78%
Boys	69%	70%	-1%	70%	70%	72%	-2%	72%	68%	72%	-4%	72%
Girls	81%	82%	-1%	82%	81%	84%	-3%	84%	82%	85%	-4%	85%
FSM	66%	79%	-13%	61%	65%	81%	-16%	63%	65%	81%	-16%	64%
Non FSM	78%	79%	-1%	79%	79%	81%	-2%	81%	79%	81%	-2%	81%
Disadvantaged	70%	81%	-12%	66%	70%	83%	-13%	67%	70%	83%	-13%	68%
Non Disadvantaged	80%	81%	-1%	81%	81%	83%	-2%	83%	80%	83%	-3%	83%
SEN Support	33%	76%	-43%	34%	38%	78%	-40%	38%	36%	78%	-42%	39%
EHC Plan	5%	76%	-71%	13%	12%	78%	-66%	13%	9%	78%	-69%	14%
No SEN	86%	86%	0%	86%	86%	88%	-2%	88%	87%	88%	-2%	88%
EAL	74%	76%	-2%	74%	72%	78%	-6%	77%	74%	78%	-5%	77%
Non EAL	75%	76%	-1%	77%	78%	78%	-1%	79%	76%	78%	-2%	79%

KS2 % Achieving Expected Standard in Maths Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	75%	75%	0%	75%	75%	76%	-1%	76%	78%	79%	-1%	79%
Boys	74%	75%	-1%	75%	75%	75%	0%	75%	76%	78%	-2%	78%
Girls	77%	75%	2%	75%	76%	76%	0%	76%	80%	79%	1%	79%
FSM	65%	78%	-14%	59%	65%	78%	-13%	59%	68%	82%	-14%	63%
Non FSM	79%	78%	1%	78%	79%	78%	1%	78%	82%	82%	0%	82%
Disadvantaged	69%	80%	-12%	63%	69%	81%	-12%	64%	72%	84%	-12%	67%
Non Disadvantaged	83%	80%	3%	80%	82%	81%	1%	81%	84%	84%	0%	84%
SEN Support	42%	75%	-33%	41%	46%	76%	-31%	42%	43%	79%	-36%	46%
EHC Plan	10%	75%	-65%	15%	13%	76%	-63%	15%	13%	79%	-66%	17%
No SEN	85%	83%	2%	83%	84%	84%	0%	84%	88%	87%	1%	87%
EAL	76%	75%	1%	76%	75%	76%	-1%	77%	80%	79%	1%	80%
Non EAL	76%	75%	1%	75%	76%	76%	0%	75%	77%	79%	-3%	78%

KS2 % Achieving Expected Standard in RWM Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	60%	61%	-1%	61%	62%	64%	-2%	64%	61%	65%	-4%	65%
Boys	56%	57%	-1%	57%	58%	61%	-3%	61%	55%	60%	-5%	60%
Girls	64%	65%	-1%	65%	66%	68%	-2%	68%	68%	70%	-2%	70%
FSM	49%	64%	-15%	43%	51%	68%	-17%	46%	50%	68%	-18%	47%
Non FSM	64%	64%	0%	64%	66%	68%	-2%	68%	66%	68%	-2%	68%
Disadvantaged	53%	67%	-14%	48%	56%	70%	-14%	51%	55%	71%	-16%	51%
Non Disadvantaged	68%	67%	1%	67%	69%	70%	-1%	70%	68%	71%	-3%	71%

SEN Support	22%	61%	-39%	20%	27%	64%	-37%	24%	23%	65%	-42%	25%
EHC Plan	2%	61%	-59%	8%	8%	64%	-56%	9%	5%	65%	-60%	9%
No SEN	71%	70%	1%	70%	72%	74%	-2%	74%	73%	74%	-2%	74%
EAL	56%	61%	-5%	58%	59%	64%	-5%	63%	60%	65%	-5%	64%
Non EAL	63%	61%	2%	62%	65%	64%	1%	65%	63%	65%	-2%	65%

KS2 % Achieving Expected Standard in Science Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
All	78%	82%	- 4%	82%	79%	82%	-3%	82%	80%	83%	-3%	83%
Boys	75%	79%	- 4%	79%	77%	80%	-3%	80%	76%	81%	-5%	81%
Girls	82%	84%	- 2%	84%	82%	85%	-3%	85%	83%	86%	-3%	86%
FSM	68%				70%				71%	86%	-15%	69%
Non FSM	82%				82%				83%	86%	-3%	86%
Disadvantaged	73%				74%				75%	88%	-13%	73%
Non Disadvantaged	85%				84%				84%	88%	-4%	88%
SEN Support	42%	82%	- 40 %		46%	82%	- 36%		45%	83%	-38%	51%
EHC Plan	6%	82%	- 76 %		15%	82%	- 67%		13%	83%	-70%	18%
No SEN	89%				89%				90%	92%	-2%	92%
EAL	77%	82%	- 5%		76%	82%	-6%		79%	83%	-4%	83%

Non EAL	79%	82%	- 3%		0%	82%	- 82%		81%	83%	-2%	84%
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National comparators for science are only available for all pupils, boys and girls in 2017 and 2018.

6.3.1 Gender

- In 2019, at KS2 girls continued to out-perform boys in all areas with the greatest difference in writing (14%) and least in maths (4%).
- Girls' attainment in maths was 1% above the national average. In all other subjects both girls' and boys' attainment were below national.
- The gender gap in reading for Manchester pupils was 12%, nationally it was 10%. In writing the gap was 14% and 13% nationally. In maths Manchester's gap was 4% and nationally it was 1%.
- The gap between boys' and girls' attainment in Manchester widened from 2018 to 2019 in all subjects.

6.3.2 Pupils eligible for free school meals

- In 2019 at KS2 the difference between outcomes in reading for FSM and non FSM pupils in Manchester was 12%, nationally it was 18%. In writing and maths the difference in Manchester was 14% whereas nationally it was 17% and 19% respectively.
- FSM learners in Manchester did better in reading (+6%), in writing (+3%) and in maths (+5%) when compared with other FSM pupils nationally. They also did better than the similar group in the RWM (+5%) combined measure.

6.3.3 Disadvantaged Pupils

- When compared with the national disadvantaged cohort, disadvantaged learners in Manchester exceeded national outcomes in 2019 in all measures: reading (+6%); writing (+5%); maths (+5%); combined RWM (+7%).
- The difference between Manchester's non-disadvantaged cohort and the disadvantaged cohort was 6% better than national in reading, 15% better in writing and 5% better in maths and 7% better in RWM combined.

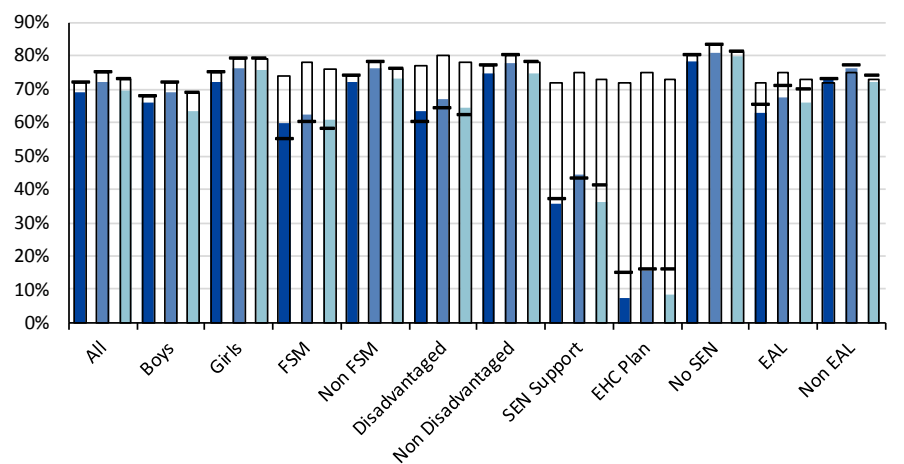
6.3.4 Pupils with Special Educational Needs

- In comparing the outcomes for Manchester pupils in receipt of SEN support with the similar group nationally, their outcomes were 5% below in reading, 3% below in writing and maths and 2% below in RWM combined.
- KS2 outcomes in 2019 for learners with SEN support showed that there continues to be significant gaps to national comparators in all areas.
- Outcomes for pupils with an EHC plan were below the national cohort of pupils with EHC plans in all areas.

6.3.5 Pupils speaking English as an Additional Language

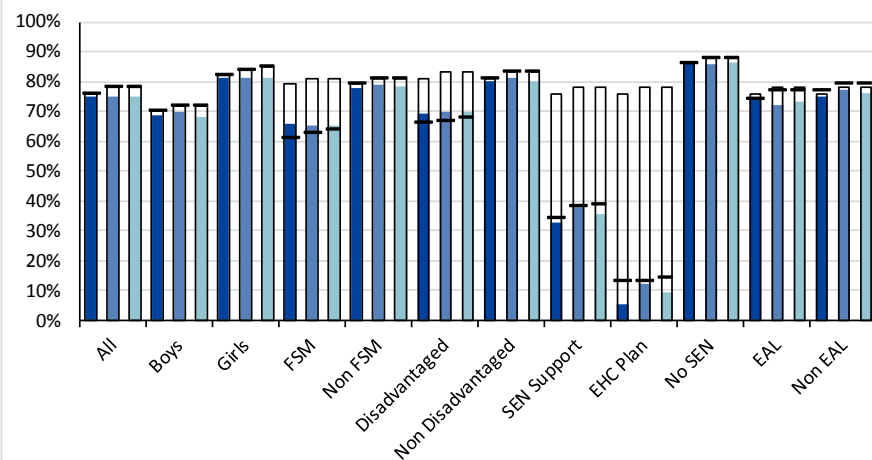
- Outcomes for EAL learners in Manchester were below the national outcomes in reading (-4%) and writing (-3%) compared with those learners in the EAL national cohort. In maths, they were in line with national. They were also below in RWM combined (-4%).
- In Manchester the largest difference in outcomes between EAL and non EAL learners was in reading (-6%); nationally it was -4%. In maths, Manchester's EAL learners outperformed non EAL by 3%; nationally it was 2%.

KS2 - % achieving Expected Standard in Reading



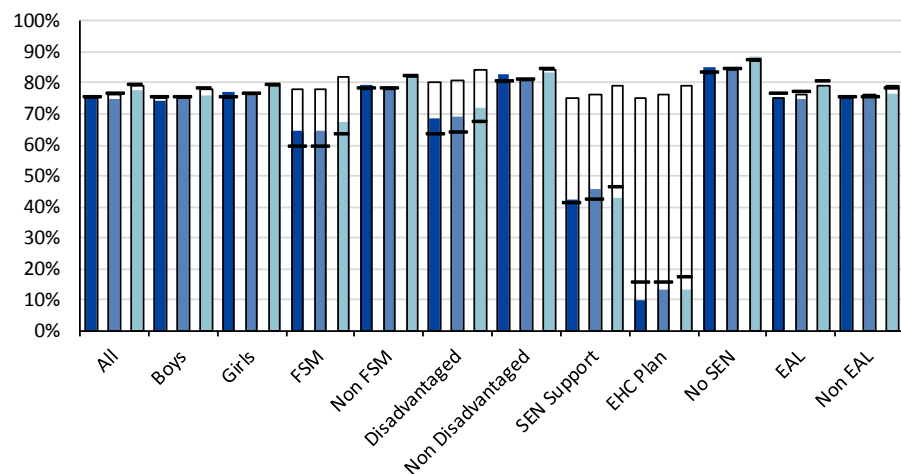
Source: DfE
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KS2 - % achieving Expected Standard in Writing



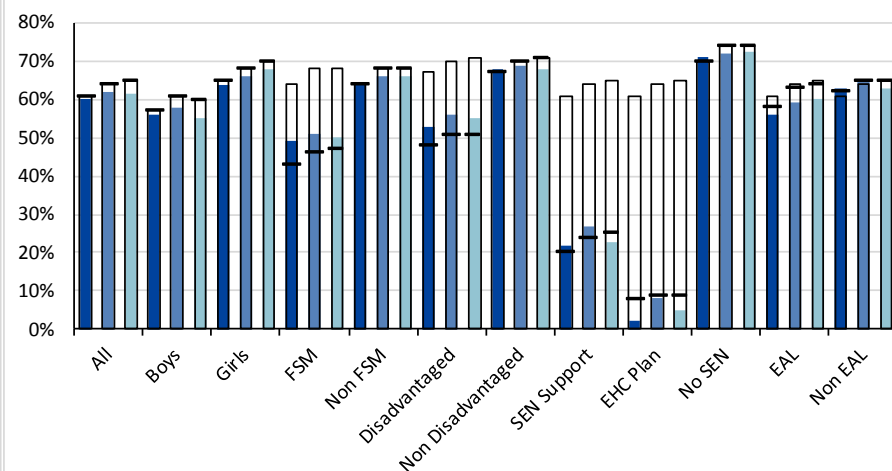
Source: DfE
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KS2 - % achieving Expected Standard in Maths



Source: DfE
Produced by Children's PRI

KS2 - % achieving Expected Standard in RWM



Source: DfE
Produced by Children's PRI

6.4 Percentage of pupil groups achieving Higher Standard at KS2 in Manchester LA compared with national comparator groups

Comparison with national averages

For pupils to achieve the higher standard they must have gained a scaled score in the relevant subject at 110 or above. In writing a moderated teacher assessment indicating they were working at the higher standard must be achieved.

	KS2 % Achieving Higher Standard in Reading Compared with National Comparator Groups and Same Groups											
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	21%	25%	-4%	25%	26%	28%	-2%	28%	24%	27%	-3%	27%
Boys	19%	22%	-3%	22%	22%	24%	-2%	24%	20%	22%	-3%	22%
Girls	24%	28%	-4%	28%	30%	33%	-3%	33%	28%	32%	-4%	32%
FSM	13%	27%	-14%	12%	18%	30%	12%	16%	16%	29%	-14%	15%
Non FSM	24%	27%	-3%	27%	29%	30%	-1%	30%	27%	29%	-2%	29%
Disadvantaged	16%	29%	-13%	14%	21%	33%	12%	18%	18%	31%	-13%	17%
Non Disadvantaged	27%	29%	-2%	29%	31%	33%	-2%	33%	30%	31%	-1%	31%
SEN Support	3%	25%	-22%	7%	11%	28%	17%	9%	8%	27%	-19%	9%
EHC Plan	1%	25%	-24%	4%	5%	28%	23%	4%	1%	27%	-26%	4%
No SEN	25%	28%	-3%	28%	30%	32%	-2%	32%	28%	31%	-3%	31%
EAL	16%	25%	-9%	19%	22%	28%	-7%	24%	21%	27%	-6%	25%
Non EAL	25%	25%	0%	26%	29%	28%	1%	29%	26%	27%	-1%	28%

KS2 % Achieving Higher Standard in Writing Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	15%	18%	-3%	18%	16%	20%	-4%	20%	16%	20%	-4%	20%
Boys	11%	13%	-2%	13%	13%	15%	-2%	15%	12%	15%	-3%	15%
Girls	18%	23%	-5%	23%	20%	25%	-5%	25%	20%	25%	-5%	25%
FSM	9%	19%	-10%	8%	11%	22%	11%	10%	10%	22%	13%	10%
Non FSM	17%	19%	-2%	19%	18%	22%	-4%	22%	19%	22%	-3%	22%
Disadvantaged	11%	21%	-10%	10%	12%	24%	12%	11%	11%	24%	13%	11%
Non Disadvantaged	19%	21%	-2%	21%	21%	24%	-4%	24%	21%	24%	-3%	24%
SEN Support	3%	18%	-15%	3%	3%	20%	17%	3%	3%	20%	17%	4%
EHC Plan	0%	18%	-18%	1%	1%	20%	19%	2%	0%	20%	20%	2%
No SEN	18%	21%	-3%	21%	20%	24%	-4%	24%	20%	24%	-4%	24%
EAL	13%	18%	-5%	16%	14%	20%	-7%	19%	15%	20%	-5%	19%
Non EAL	16%	18%	-3%	18%	19%	20%	-2%	20%	17%	20%	-3%	20%

KS2 % Achieving Higher Standard in Maths Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	23%	23%	0%	23%	23%	24%	-1%	24%	25%	27%	-2%	27%
Boys	24%	24%	0%	24%	24%	26%	-2%	26%	28%	29%	-1%	29%
Girls	22%	21%	1%	21%	21%	22%	-1%	22%	23%	24%	-1%	24%
FSM	12%	25%	-13%	11%	14%	26%	12%	12%	15%	29%	14%	14%
Non FSM	27%	25%	2%	25%	26%	26%	0%	26%	29%	29%	0%	29%
Disadvantaged	16%	27%	-11%	13%	17%	28%	11%	14%	17%	32%	15%	16%
Non Disadvantaged	32%	27%	5%	27%	29%	28%	0%	28%	33%	32%	1%	32%
SEN Support	6%	23%	-17%	5%	6%	24%	18%	6%	6%	27%	21%	7%
EHC Plan	1%	23%	-23%	3%	4%	24%	20%	3%	1%	27%	26%	3%
No SEN	28%	26%	2%	26%	27%	27%	0%	27%	31%	31%	0%	31%
EAL	24%	23%	1%	26%	23%	24%	-1%	27%	28%	27%	1%	32%
Non EAL	23%	23%	0%	22%	22%	24%	-2%	23%	24%	27%	-4%	25%

KS2 % Achieving Higher Standard in RWM Compared with National Comparator Groups and Same Groups												
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
All	7%	9%	-2%	9%	9%	10%	-1%	10%	9%	11%	-2%	11%
Boys	5%	7%	-2%	7%	8%	8%	0%	8%	8%	9%	-2%	9%
Girls	9%	10%	-1%	10%	10%	12%	-2%	12%	10%	13%	-3%	13%

FSM	3%	10%	-7%	0%	4%	11%	-7%	4%	5%	12%	-8%	4%
Non FSM	9%	10%	-1%	10%	11%	11%	0%	11%	11%	12%	-1%	12%
Disadvantaged	5%	11%	-6%	4%	6%	12%	-6%	4%	5%	13%	-8%	5%
Non Disadvantaged	10%	11%	-1%	11%	12%	12%	0%	12%	13%	13%	0%	13%
SEN Support	1%	9%	-8%	1%	1%	10%	-9%	1%	2%	11%	-9%	2%
EHC Plan	0%	9%	-9%	1%	1%	10%	-9%	1%	0%	11%	-	1%
No SEN	9%	10%	-1%	10%	11%	12%	-1%	12%	11%	13%	-2%	13%
EAL	6%	9%	-3%	8%	8%	10%	-2%	10%	8%	11%	-3%	11%
Non EAL	8%	9%	-1%	9%	10%	10%	0%	10%	10%	11%	-1%	11%

6.4.1 Gender

- In 2019, 2% more girls than boys achieved the Higher Standard in RWM. Nationally this measure was 4%. In Manchester 8% more girls than boys achieved the Higher Standard in reading and writing. 5% more boys than girls achieved the Higher Standard in maths.
- Both boys' and girls' outcomes at the Higher Standard were below national in all areas; most noticeably for girls' reading (-4%) and writing (-5%).

6.4.2 Pupils eligible for free school meals

- In 2019 FSM pupils achieved 1% above the national averages for similar pupils at the Higher Standard in reading, maths and RWM combined. In Manchester the percentage of the FSM cohort achieving the Higher Standard in writing was in line with national.

6.4.3 Disadvantaged Pupils

- In 2019 the percentage of Manchester disadvantaged pupils achieving the Higher Standard in RWM was in line with the national disadvantaged comparator group.

- When compared with the national cohort of disadvantaged learners, Manchester learners were above national comparator outcomes by 1% in reading and maths and were in line with national in writing.

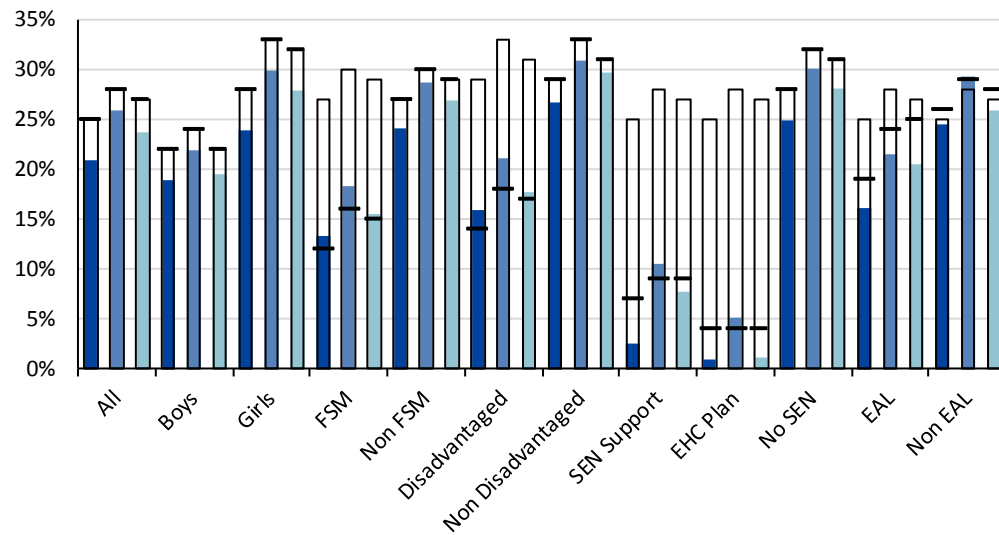
6.4.4 Pupils with Special Educational Needs

- KS2 outcomes at the Higher Standard in 2019, for pupils with SEN support, were 1% below the same cohort nationally in reading, writing and maths and were in line with national in RWM combined.
- Outcomes for Manchester pupils with an EHC plan attaining the Higher Standard, were below the same cohort nationally in all areas. The greatest difference was in reading (-3%)

6.4.5 Pupils speaking English as an Additional Language

- In 2019 outcomes at the Higher Standard for Manchester pupils with EAL were below those seen by the national EAL cohort. In reading, writing and maths the gap to national was -4%. In RWM combined it was -3%.
- In Manchester the largest difference in outcomes at the Higher Standard, between EAL and non EAL learners was in reading (-5%); nationally it was -3%. In maths, Manchester's EAL learners outperformed non EAL by 4%; nationally it was 7%.

KS2 - % achieving Higher Standard in Reading

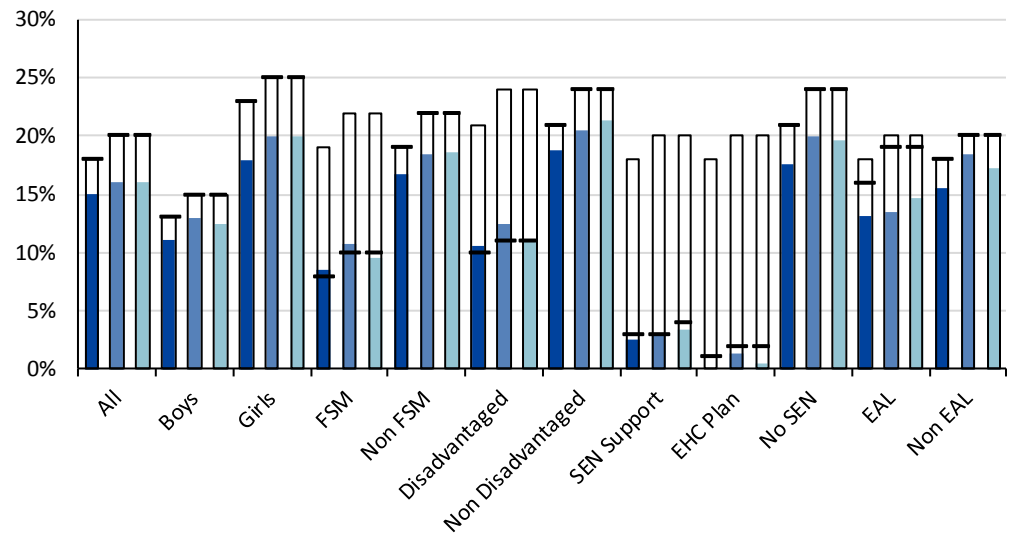


Source: DfE

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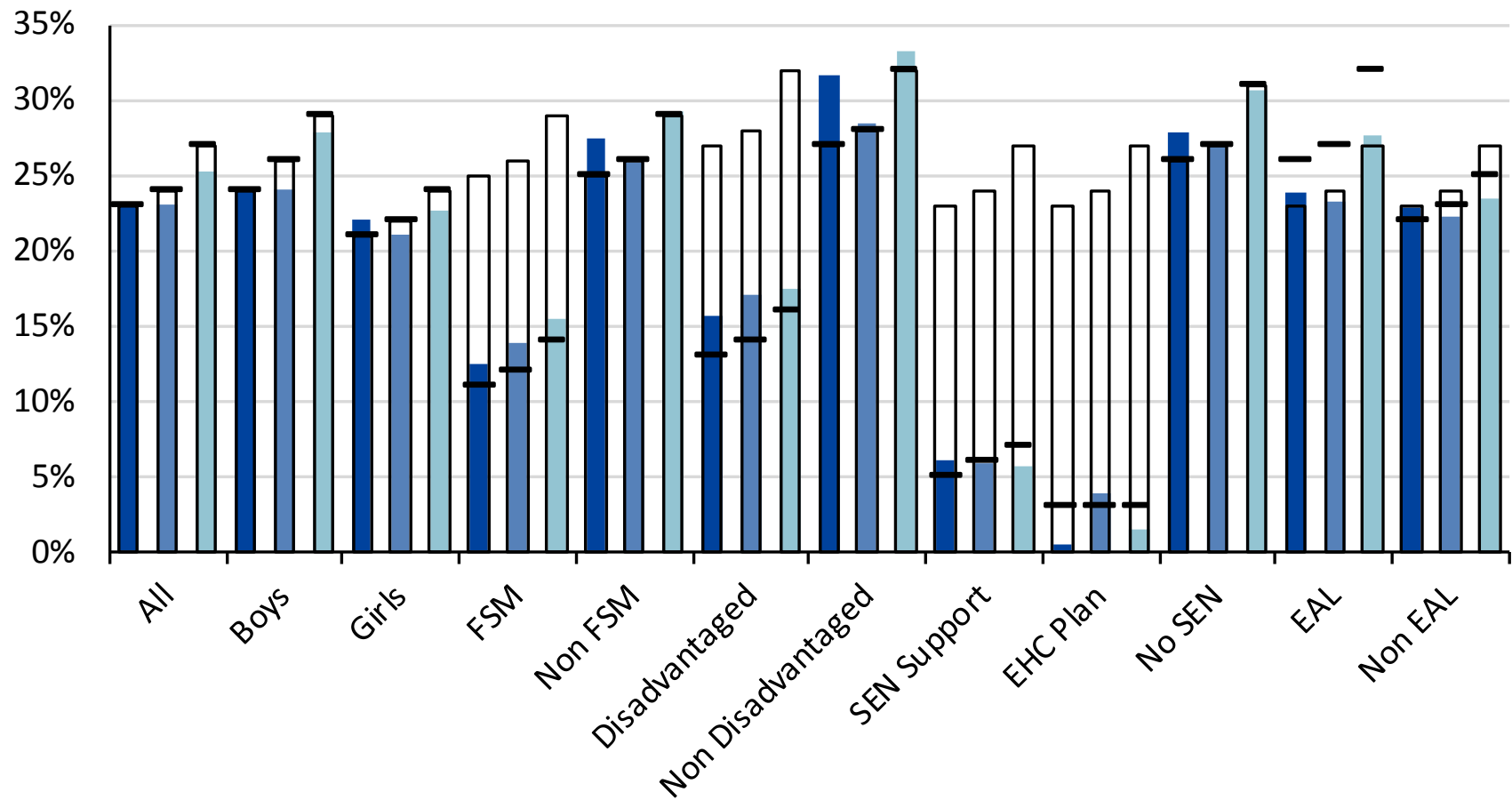
■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

KS2 - % achieving Higher Standard in Writing



Source: DfE
Produced by Children's PRI

KS2 - % achieving Higher Standard in Maths

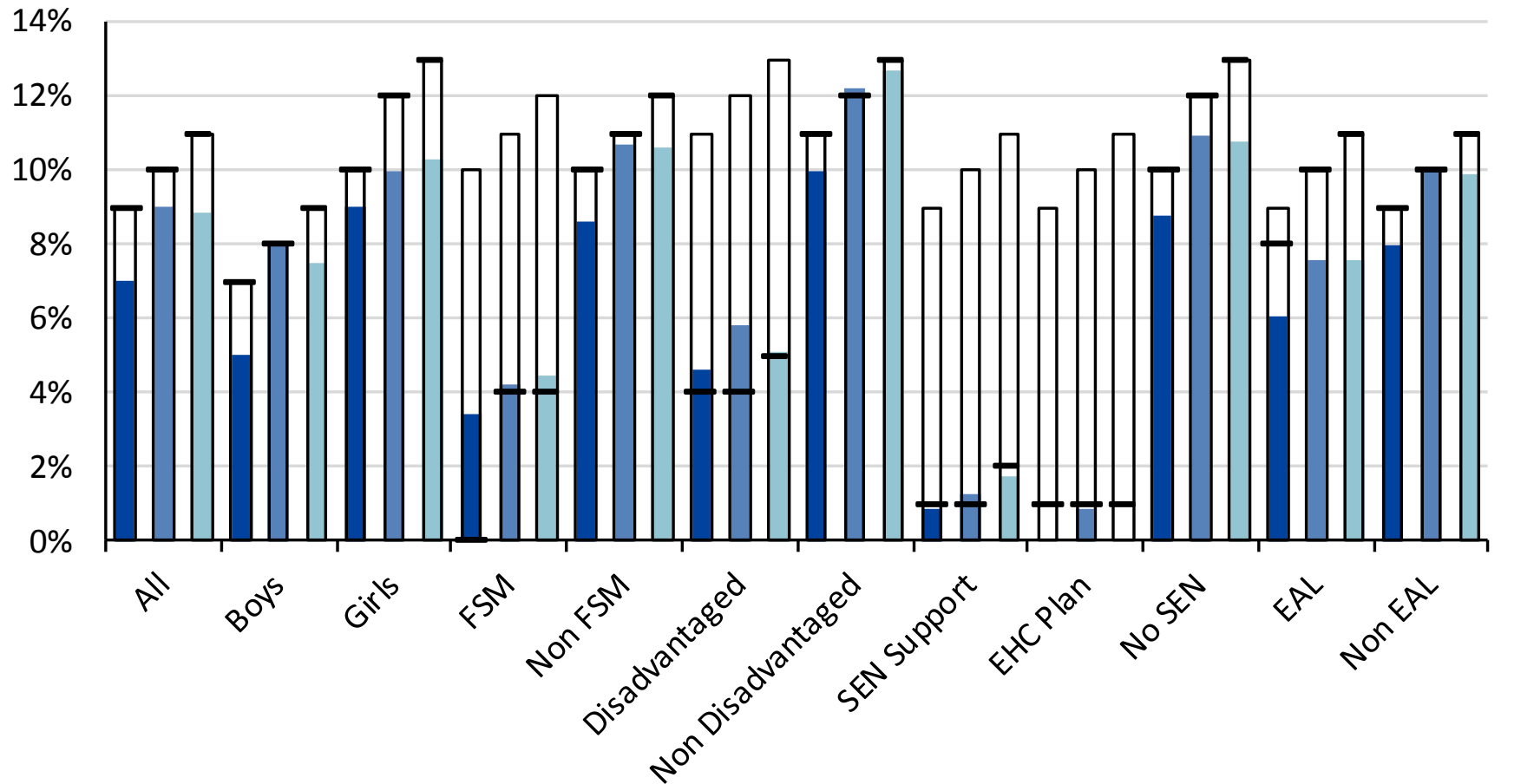


Source: DfE

Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

KS2 - % achieving Higher Standard in RWM



Source: DfE

Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

6.5 KS1 to 2 Progress

New progress measures were calculated for the first time in 2016 identifying each pupil's starting point in KS1, plotting expected progress and measuring against the number of learners making this same progress. If all pupils make the progress, a score of zero is recorded. A score greater than zero highlights pupils making more progress than would be expected. A score below zero suggests progress is below what would be expected.

Progress for **All** pupils in Manchester is above what would be expected in:

- reading (+0.4)
- writing (+0.2)
- and maths (+0.8)

	Progress Scores in Reading with National comparator groups and National Same groups											
	2017				2018				2019			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MC R	NA T	Diff	Same
All	0.5	0	0.5	0	0.9	0	0.9	0	0.4	0	0.4	0
Boys	0.48	-0.3	0.78	-0.3	0.5	-0.4	0.9	-0.4	- 0.23	- 0.54	0.31	-0.54
Girls	0.64	0.3	0.34	0.3	1.4	0.4	1	0.4	1.13	0.62	0.51	0.62
FSM	0.09	0.2	- 0.11	-0.9	0.1	0.2	-0.1	-0.8	- 0.23	0.2	- 0.43	-0.8
Non FSM	0.74	0.2	0.54	0.2	1.2	0.2	1	0.2	0.71	0.2	0.51	0.2
Disadvantaged	0.28	0.3	- 0.02	-0.7	0.4	0.3	0.1	-0.6	- 0.04	0.3	- 0.34	-0.6
Non Disadvantaged	0.87	0.3	0.57	0.3	1.4	0.3	1.1	0.3	0.96	0.3	0.66	0.3
SEN Support	-0.18	0	- 0.18	-1.2	0.4	0	0.4	-1	- 0.43	0	- 0.43	-1

EHC Plan	-5.36	0	-5.36	-3.7	-3	0	-3	-3.8	-3.38	0	-3.38	-3.6
No SEN	0.84	0.3	0.54	0.3	1.2	0.3	0.9	0.3	0.79	0.4	0.39	0.4
EAL	0.32	0	0.32	0.3	1	0	1	0.6	0.72	0	0.72	0.8
Non EAL	0.69	0	0.69	-0.1	0.9	0	0.9	-0.1	0.25	0	0.25	-0.1

	Progress Scores in Writing with National comparator groups and National Same groups											
	2017				2018				2019			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
All	0.52	0	0.52	0	0.3	0	0.3	0	0.19	0	0.19	0
Boys	-0.18	-0.8	0.62	-0.8	-0.5	-0.8	0.3	-0.8	-0.48	-0.73	0.25	-0.73
Girls	1.22	0.8	0.42	0.8	1	0.8	0.2	0.8	0.88	0.82	0.06	0.82
FSM	0.1	0.1	0	-0.7	-0.6	0.1	-0.7	-0.7	-0.64	0.2	-0.84	-0.7
Non FSM	0.69	0.1	0.59	0.1	0.6	0.1	0.5	0.1	0.53	0.2	0.33	0.2
Disadvantaged	0.29	0.2	0.09	-0.4	-0.2	0.2	-0.4	-0.4	-0.33	0.3	-0.63	-0.5
Non Disadvantaged	0.78	0.2	0.58	0.2	0.7	0.2	0.5	0.2	0.74	0.3	0.44	0.3
SEN Support	-1.88	0	-1.88	-2.2	-1.7	0	-1.7	-1.8	-1.37	0	-1.37	-1.7
EHC Plan	-6.41	0	-6.41	-4.3	-3.2	0	-3.2	-4.1	-4.63	0	-4.63	-4.3
No SEN	1.2	0.5	0.7	0.5	0.8	0.5	0.3	0.5	0.76	0.5	0.26	0.5
EAL	1.48	0	1.48	1.4	0.6	0	0.6	-0.2	0.9	0	0.9	-0.2
Non EAL	-0.07	0	-0.07	-0.3	0	0	0	-0.2	-0.27	0	-0.27	1.2

	Progress Scores in Maths with National Comparator group and National Same group											
	2017				2018				2019			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
All	1.35	0	1.35	0	1.1	0	1.1	0	0.82	0	0.82	0
Boys	1.94	0.6	1.34	0.6	1.6	0.7	0.9	0.7	1.46	0.73	0.73	0.73
Girls	0.76	-0.7	1.46	-0.7	0.6	-0.7	1.3	-0.7	0.16	-0.69	0.85	-0.69
FSM	0.41	0.2	0.21	-0.8	0.1	0.2	-0.1	-0.8	-0.11	0.2	0.31	-0.9
Non FSM	1.71	0.2	1.51	0.2	1.5	0.2	1.3	0.2	1.2	0.2	1	0.2
Disadvantaged	0.78	0.3	0.48	-0.6	0.5	0.3	0.2	-0.6	0.12	0.4	0.28	-0.7
Non Disadvantaged	2	0.3	1.7	0.3	1.7	0.3	1.4	0.3	1.58	0.4	1.18	0.4
SEN Support	0.14	0	0.14	-1.1	0.2	0	0.2	-1	-0.5	0	-0.5	-1
EHC Plan	-4.72	0	-4.72	-4.1	-3.2	0	-3.2	-3.8	-2.73	0	2.73	-4
No SEN	1.74	0.3	1.44	0.3	1.5	0.3	1.2	0.3	1.26	0.4	0.86	0.4
EAL	2.24	0	2.24	2.1	2.2	0	2.2	-0.4	2.27	0	2.27	2.1
Non EAL	0.81	0	0.81	-0.4	0.5	0	0.5	-0.4	-0.11	0	0.11	-0.4

6.5.1 Gender

- Gender performance in 2019 mirrors that of the last 2 years. In reading and writing girls' progress was better than boys however in maths, boys' progress was better than girls'.
- Manchester boys and girls made more progress than pupils nationally in reading, writing and maths.

6.5.2 Pupils eligible for free school meals

- Manchester's FSM pupils made more progress in reading, writing and maths; when compared with the national FSM cohort.

6.5.3 Disadvantaged Pupils

- Disadvantaged pupils from Manchester made more progress in all subjects when compared with the national disadvantaged cohort and better than expected progress in maths.

6.5.4 Pupils with Special Educational Needs

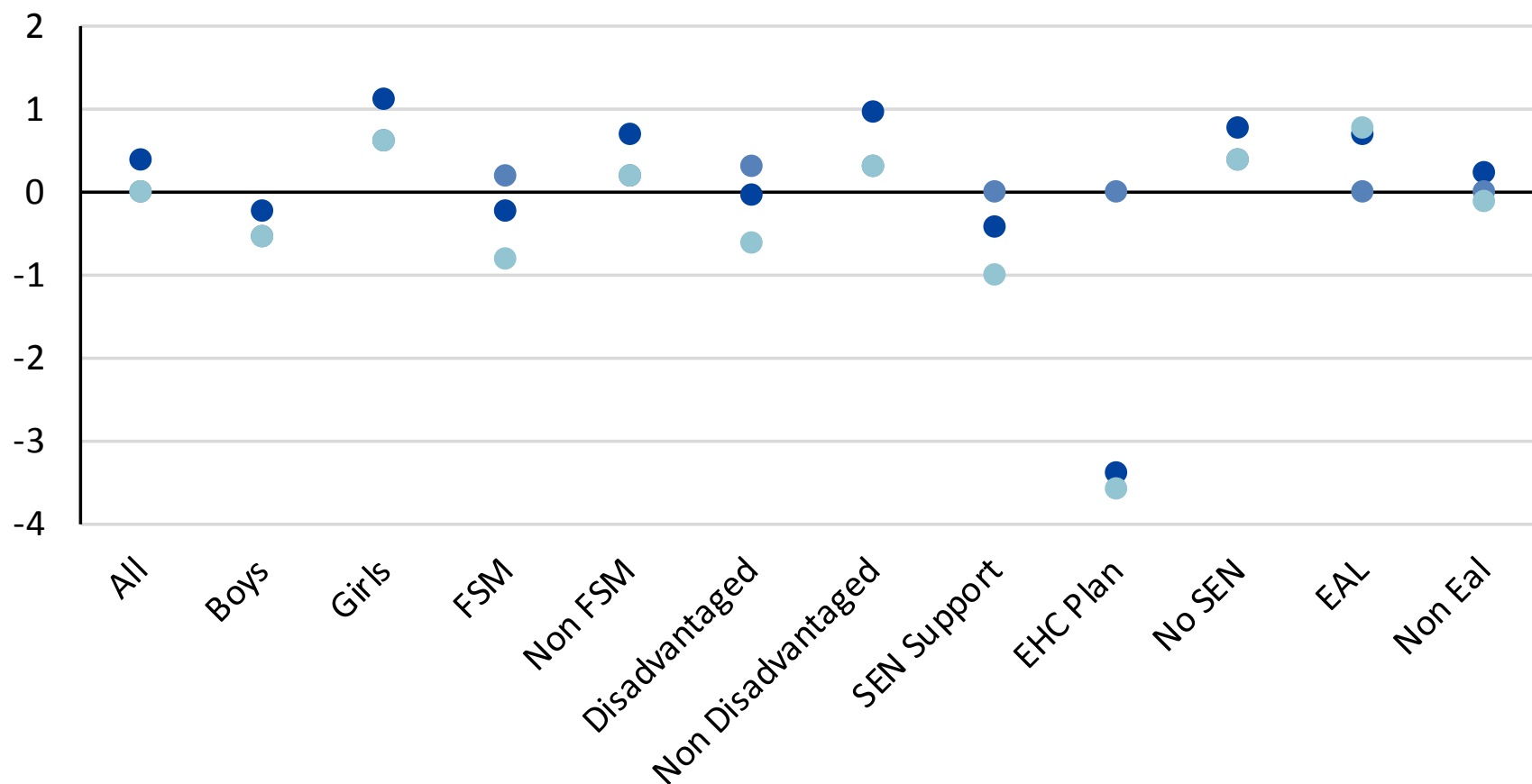
- Pupils in the group SEN support made better progress in reading, writing and maths when compared with the national SEN cohort.
- For Manchester pupils with an EHC plan, progress was better than the national cohort in reading and maths. This is a year on year improvement in maths, since 2017.

6.5.5 Pupils speaking English as an Additional Language

- EAL learners in Manchester made better than expected progress in all areas.
- When compared to the national cohort of EAL pupils, progress was better in writing and maths.

The 3 graphs below highlight expected progress in reading, writing and maths. The horizontal axis marks expected progress.

2019 Progress Scores - Reading

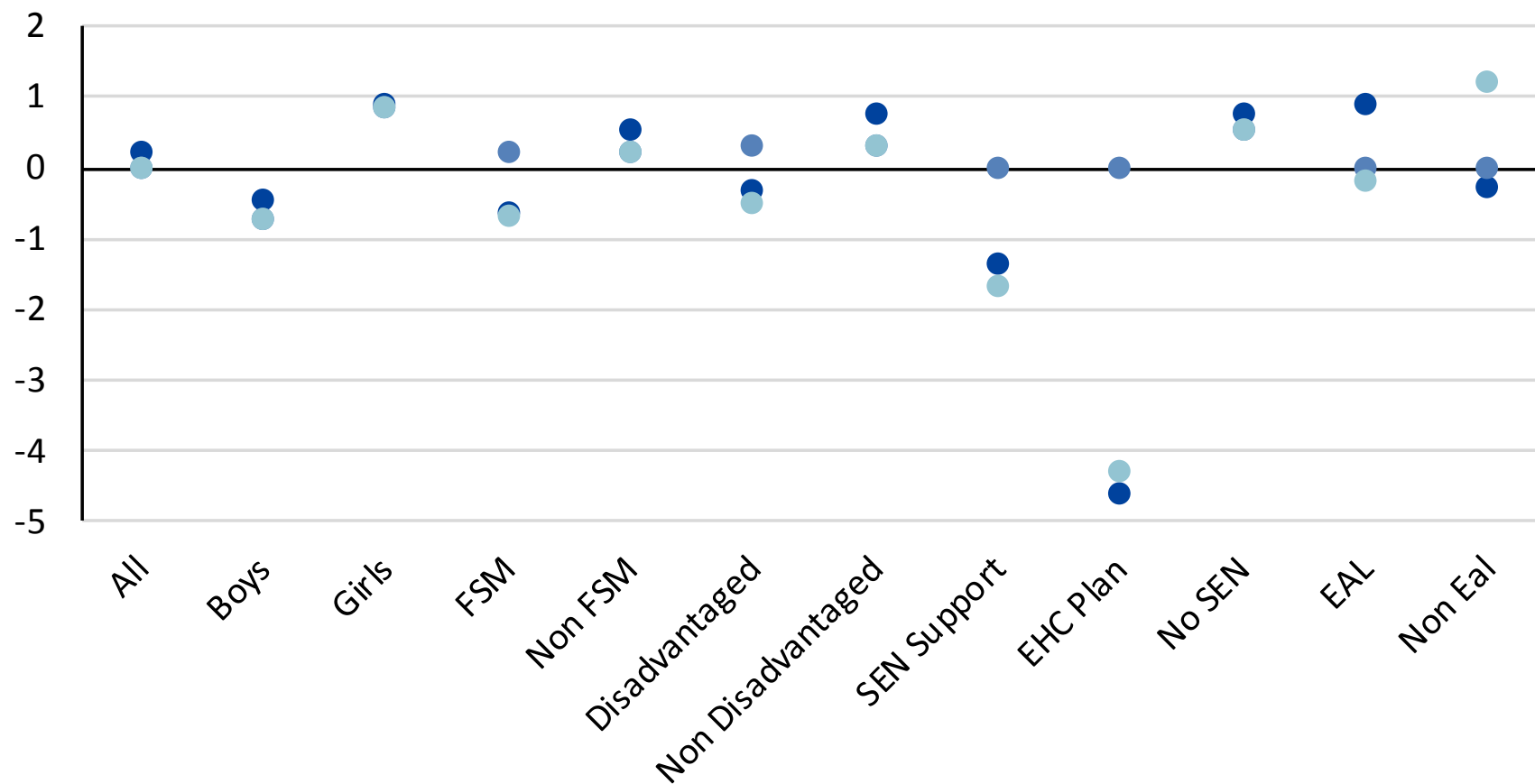


Source: DfE

Produced by Children's PRI

● Manchester ● National - Comparator ● National - Same

2019 Progress Scores - Writing

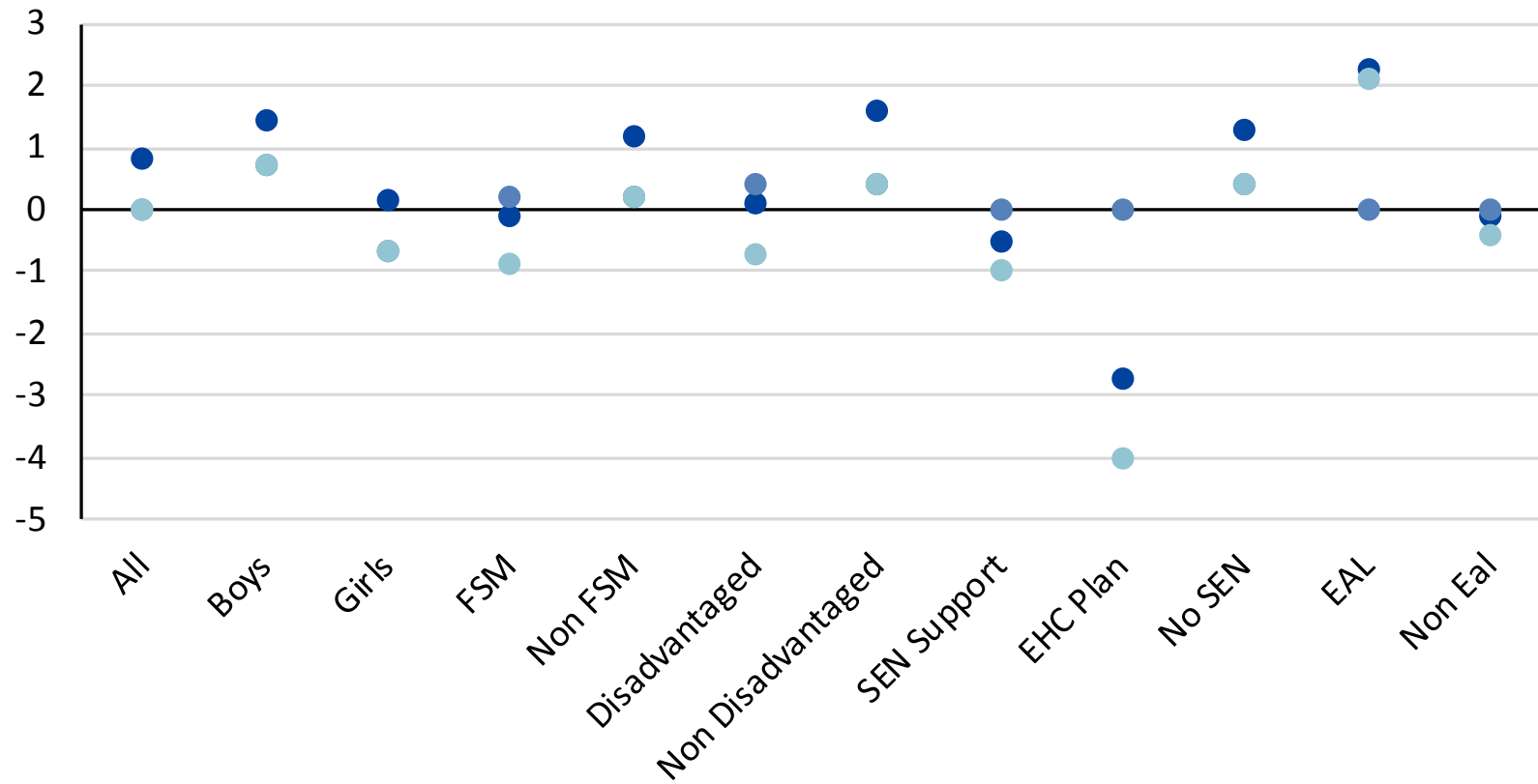


Source: DfE

Produced by Children's PRI

● Manchester ● National - Comparator ● National - Same

2019 Progress Scores - Maths



Source: DfE

Produced by Children's PRI

● Manchester

● National - Comparator

● National - Same