

# Annual Update on Achievement

29 April 2020



## Control Sheet

### Annual Update on Achievement 2018/19

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# 1. Early Years Foundation Stage Profile, 2018/19

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## 1. Early Years Foundation Stage Profile (EYFSP)

The EYFS profile is the summary of a child's attainment at the end of Reception. The profile assesses a child's attainment in 17 areas, known as the Early Learning Goals (ELGs). The ELGs set out what a child is expected to be able to do at the age of five. These cover seven areas of learning;

Communication and language development  
Physical development  
Personal, social and emotional development  
Literacy  
Maths  
Understanding of the world  
Expressive arts and design

Assessment is based on teacher's knowledge of children and from observations of what they can do. The Good Level of Development (GLD) is a performance measure used at the end of reception. Children achieving a good level of development are those attaining at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

The assessment is completed for all children in EYFS provision in receipt of government funding in the summer term; this therefore includes children attending independent schools.

All assessments are moderated internally, as part of clusters of schools or externally by Hackney Learning Trust.

The purpose of the assessment is to provide a reliable, valid and accurate assessment to inform parents about their child's development against the ELGs, support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers and help year 1 teachers plan an effective, responsive and appropriate curriculum that meets the needs of all children.

### Assessment arrangements for summer 2020

There will be no statutory requirement for schools to undertake the EYFSP in 2019/20. Schools are still free to complete assessments for children if they are able to, and to share with parents, carers and Year 1 teachers at an appropriate time, but they are not required to. If schools do choose to assess children, they do not need to share data with Hackney Learning Trust who will also not be required to moderate any assessments that are carried out.

### Assessment arrangements for summer 2021

The Department of Education (DfE) has consulted widely on a review of the ELGs and the moderation process. Although the new framework is yet to be published and will not become statutory until September 2021, schools have already been given the option to voluntarily opt out of the current assessment arrangements in summer 2021.

### 1.1 Summary of outcomes

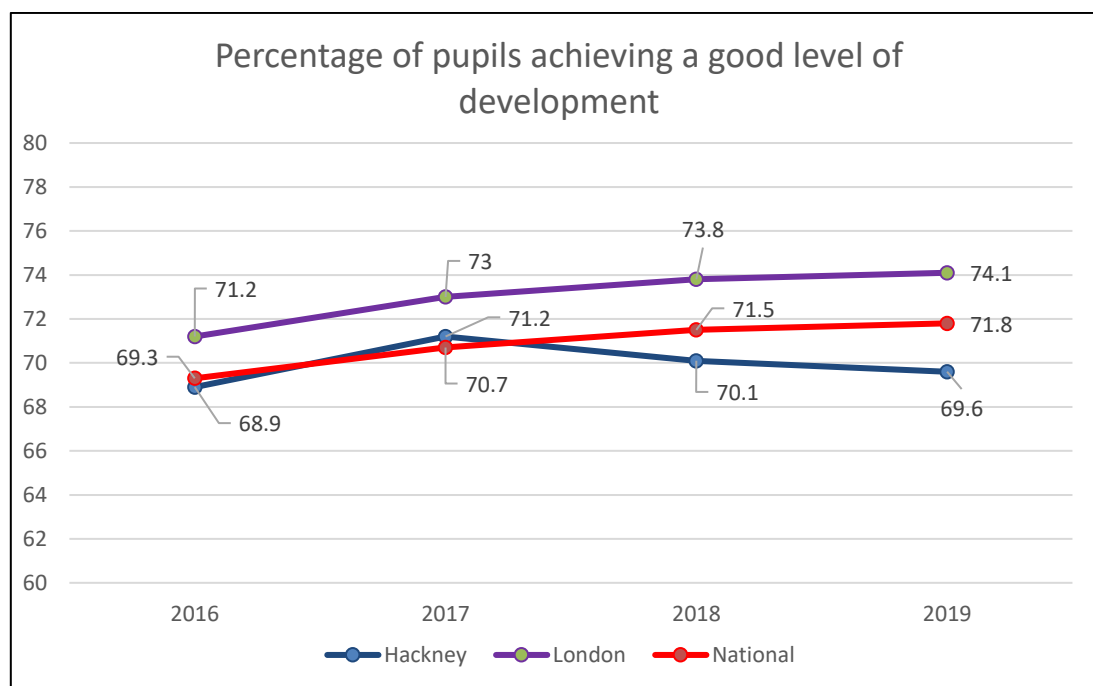
The attainment of children in Hackney's maintained school sector continues to exceed London and national outcomes while attainment of children in the private, voluntary and independent (PVI) settings fell by two percentage points (Table 1.2). This was in the most part related to low outcomes in reading and writing, part of the literacy strand within the GLD.

The focus for 2019/20, therefore, has been to support those PVI settings with a large number of children who have English as an additional language providing more opportunities for children to learn to speak English, develop phonological awareness and increase the opportunities for children to read and write in English. This will be a continued focus into 2020/21.

Table 1.1: Good level of development, 2016 to 2019

Good level of development	2016	2017	2018	2019
Hackney national rank	87	63	101	116
Hackney	<b>68.9</b>	<b>71.2</b>	<b>70.1</b>	<b>69.6</b>
National	69.3	70.7	71.5	71.8
London	71.2	73.0	73.8	74.1

Figure 1.1: Percentage of pupils achieving a good level of development



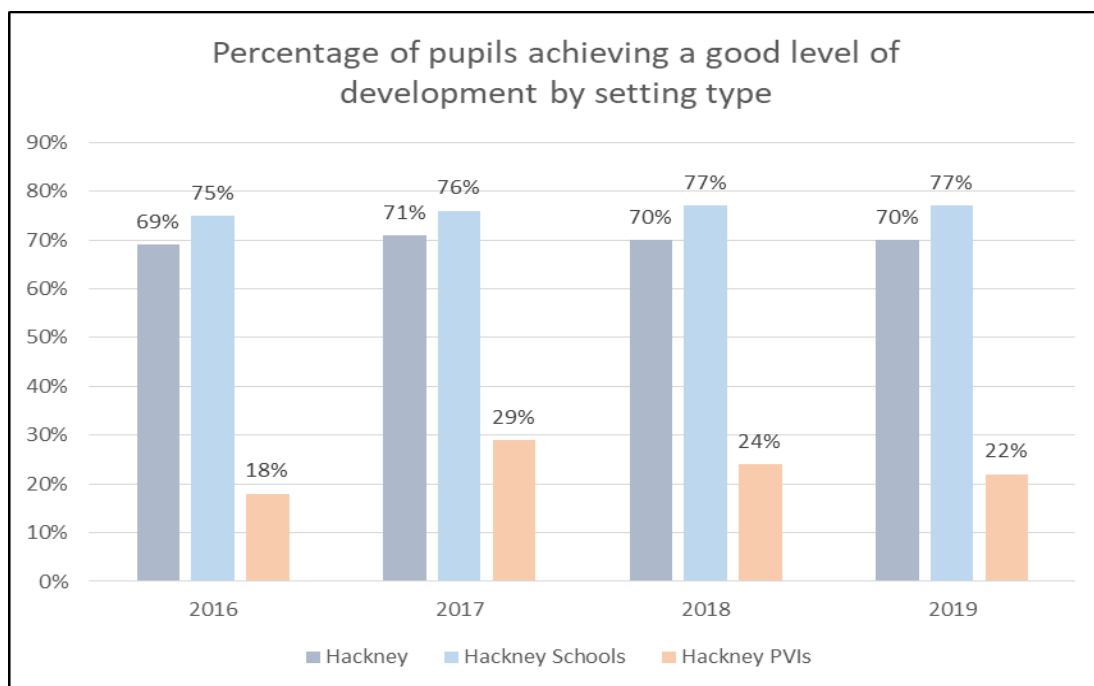
### 1.2: Percentage achieving a good level of development by setting type, 2016 to 2019

In 2019, the percentage of pupils achieving a good level of development in Hackney schools remained the same as in 2018, with 77% of pupils achieving the benchmark. The percentage of pupils achieving a good level of development in Hackney private, voluntary and independent settings (PVI) fell by two percentage points to 22% in 2019. There is a 55 percentage point gap between performance in schools and in PVIs.

Table 1.2: Good level of development in Hackney schools and PVIs, 2016 to 2019

Good level of development	2016	2017	2018	2019
Hackney	69%	71%	70%	70%
Hackney Schools	75%	76%	77%	77%
Hackney PVIs	18%	29%	24%	22%

Figure 1.2: Percentage of pupils achieving a good level of development by setting type



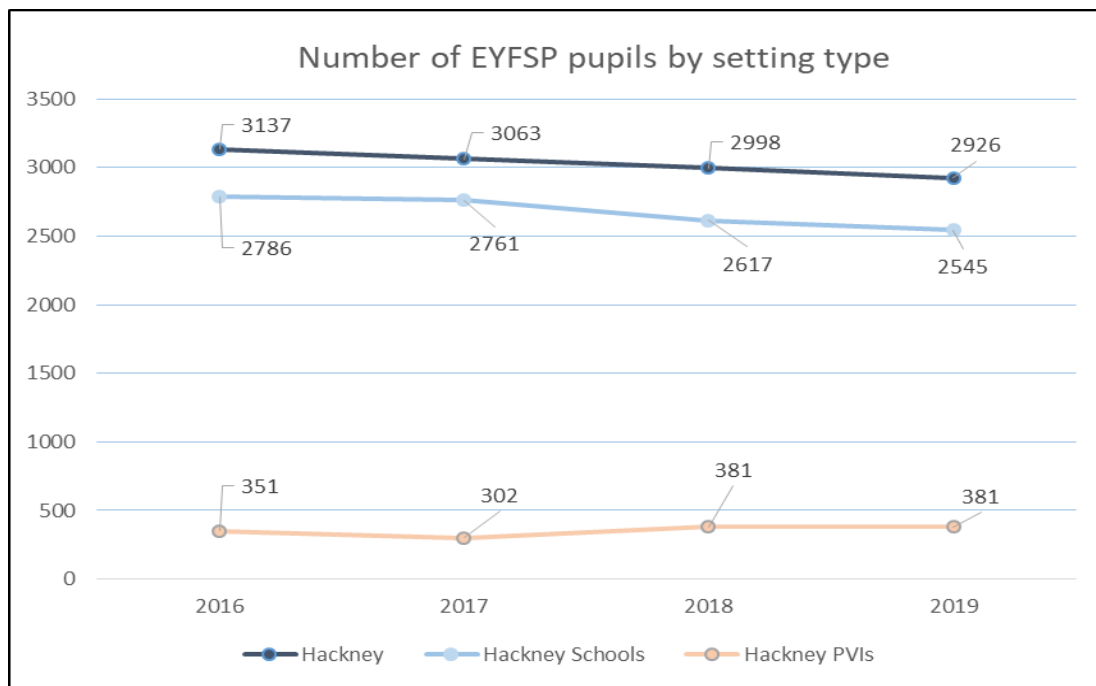
### 1.3: Number of pupils by setting type, 2016 to 2019

In 2019, the number of EYFSP pupils in Hackney has declined by 72 from 2018, and declined by 211 since 2016. This is caused by a reduction in the number of EYFSP pupils in Hackney schools, down by 72 from last year and down by 241 since 2016. The number of EYFSP pupils in Hackney PVIs remained the same in 2019 (381), an overall increase of 30 pupils since 2016.

Table 1.3: Number of pupils in Hackney schools and PVIs, 2016 to 2019

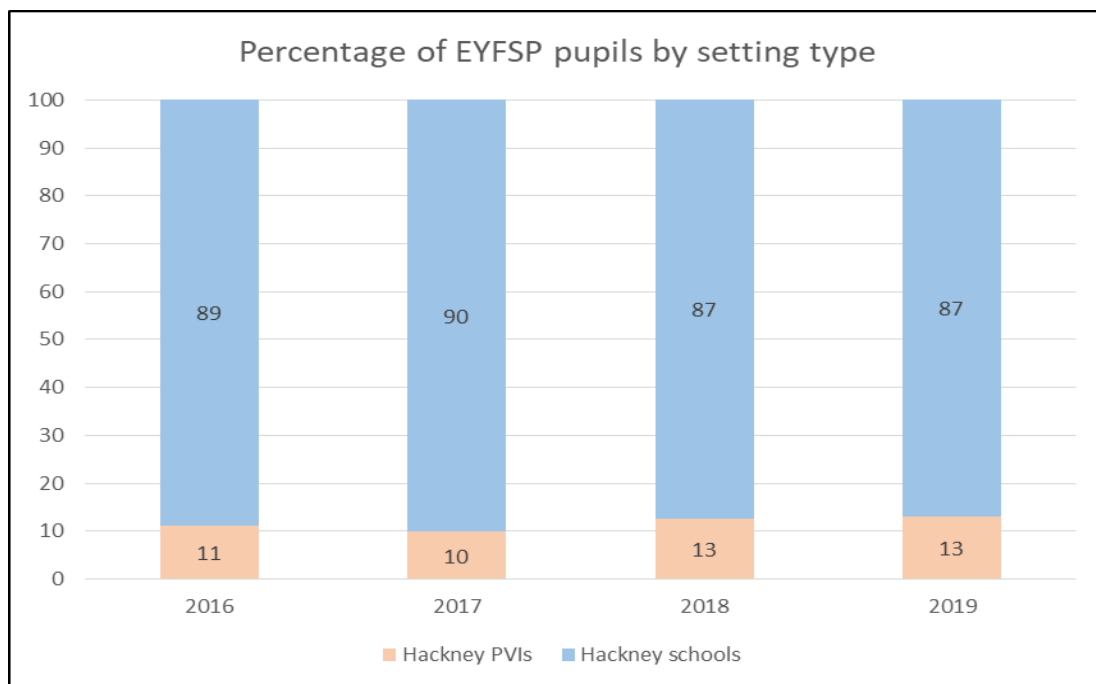
Number of pupils	2016	2017	2018	2019
Hackney	3137	3063	2998	2926
Hackney Schools	2786	2761	2617	2545
Hackney PVIs	351	302	381	381
Schools to PVI ratio	89:11	90:10	87:13	87:13

Figure 1.3: Number of pupils by setting type, 2016 to 2019



In 2019, as in 2018, 87% of EYFSP pupils in Hackney attended a Hackney school, with 13% at a PVI.

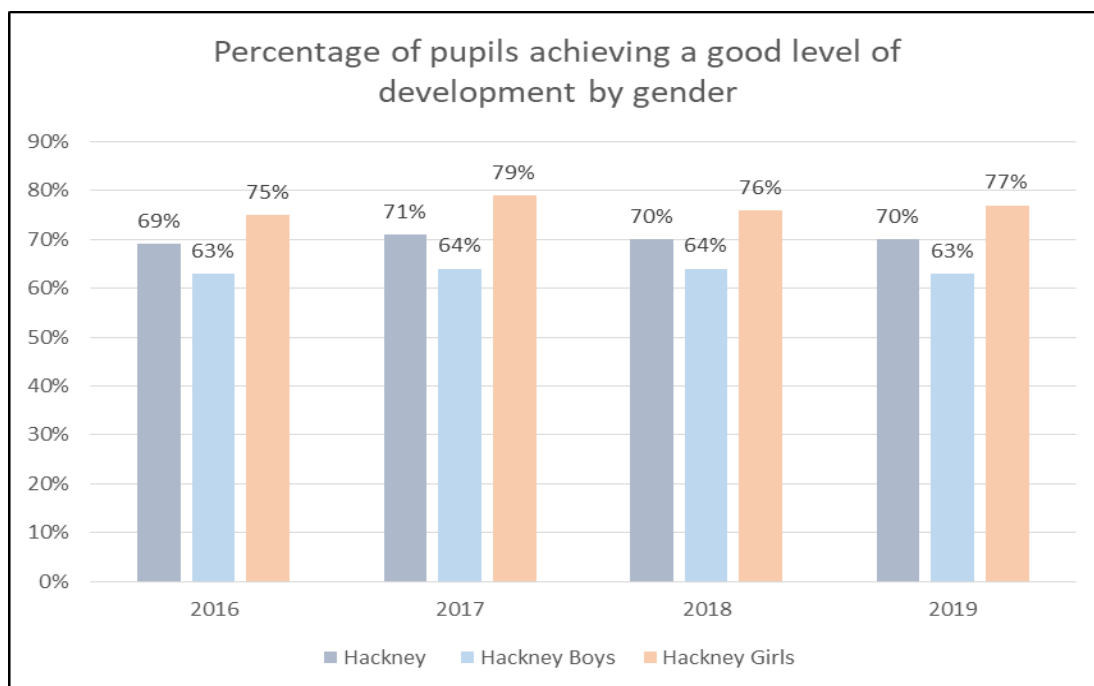
Figure 1.4: Percentage of EYFSP pupils by setting type, 2016 to 2019



#### 1.4. EYFSP performance by gender

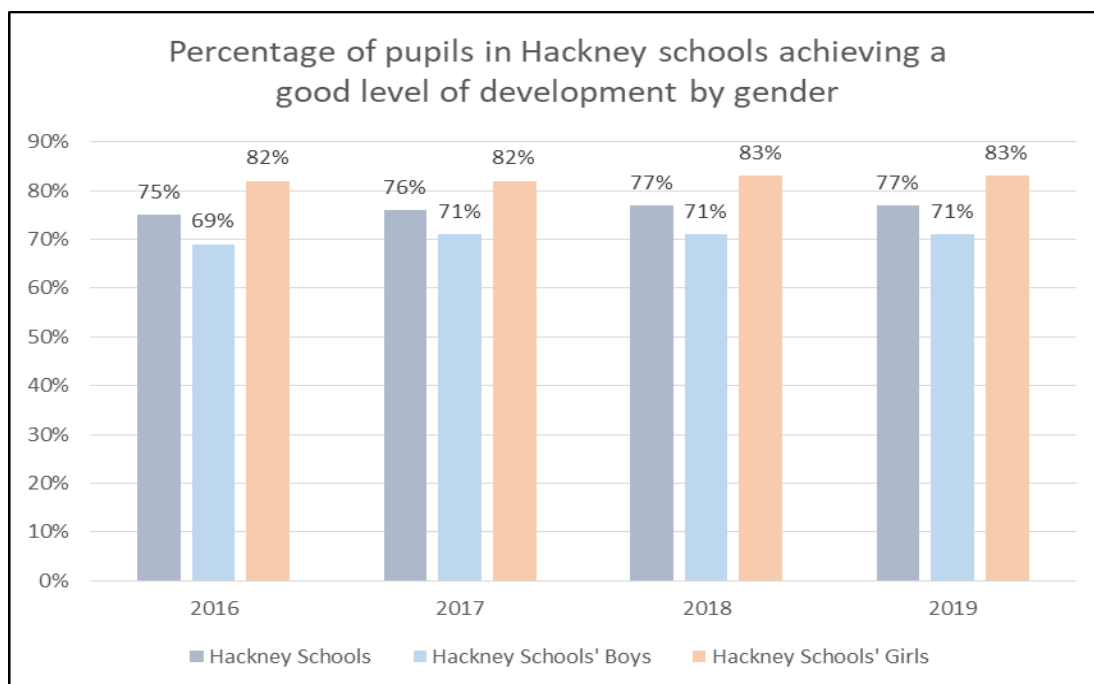
The gender gap between boys and girls (percentage of pupils achieving a good level of development) in Hackney has widened in 2019 to 14 percentage points (from 12 percentage points in 2018).

Figure 1.5: Percentage of pupils achieving a good level of development by gender, 2016 to 2019



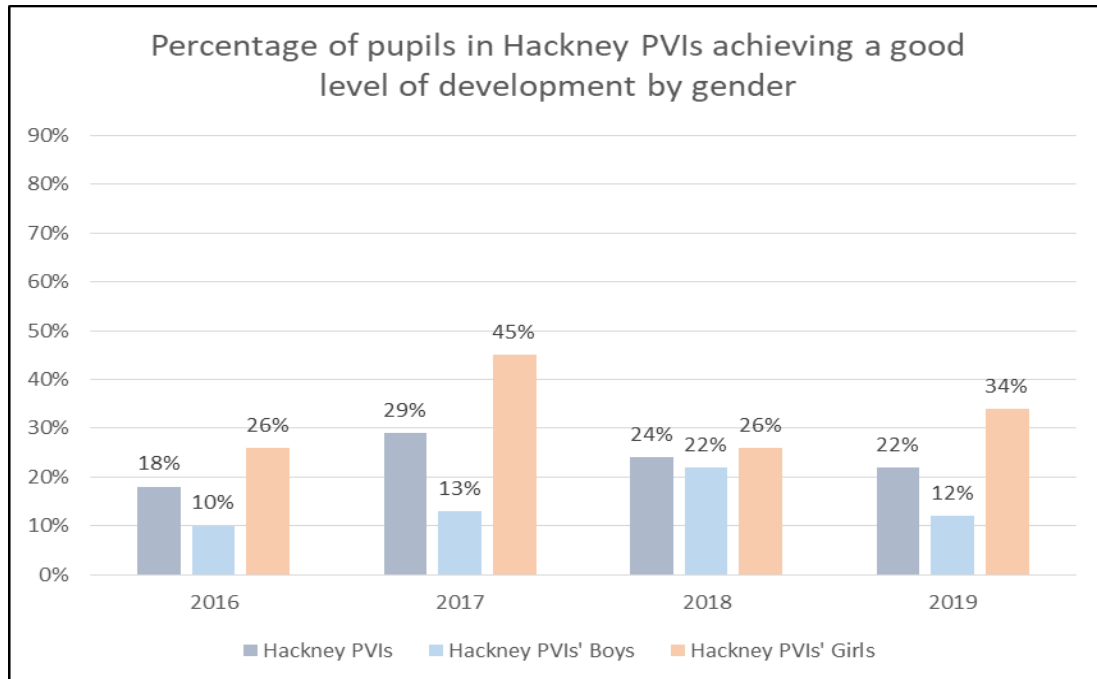
The gender gap between boys and girls (percentage of pupils achieving a good level of development) in Hackney schools remains unchanged in 2019 at 12 percentage points. Nationally, girls continue to do better than boys with an attainment gap of 12.9%.

Figure 1.6: Percentage of pupils in Hackney schools achieving a good level of development by gender, 2016 to 2019



The gender gap in Hackney PVI's has fluctuated considerably over the last four years, partly due to the smaller pupil numbers in this cohort (302-381 pupils). The gender gap in 2019 is 22 percentage points, up from four percentage points in 2018. 12% of boys in Hackney PVI's achieved a good level of development in 2019.

Figure 1.7: Percentage of pupils in Hackney PVI's achieving a good level of development by gender, 2016 to 2019





## 2. Key Stage 2, 2018/19

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### 2. Key Stage 2

Pupils in the final year (Year 6) at Primary Schools take national tests in Reading, Mathematics, Spelling, Punctuation and Grammar. These are externally marked. Pupils are graded as either not reaching, reaching or exceeding (higher than) the expected standard.

Maintained Schools, Academies and Free Schools undertake these tests. Children who are considered to be working well below the level of the tests e.g. pupils with certain types of Special Education Need do not sit tests but are included in the school outcome data.

- The Reading test is comprehension paper based on three short texts including both fiction and non-fiction texts.
- The Mathematics test consists of three papers, arithmetic and two problem solving papers.
- The Spelling test is a dictated list of 20 words which are added to given sentences and punctuation and grammar is assessed through a separate written paper requiring 50 written responses.
- Writing is assessed against national benchmarks by teachers. These outcomes are moderated in a minimum of 25% of schools each year by The Local Authority.

The headline measures are the number of pupils who achieve the expected standard in Reading, Writing and Mathematics and the progress pupils make from Year 2 assessments for each individual subject.

#### 2.1: Summary of KS2 Hackney performance, 2019

In 2019, 66% of Hackney pupils reached or exceeded the expected standard in reading, writing and mathematics. This was one percentage point above the national level with 64% of Hackney Primary Schools reaching this benchmark. The number of pupils achieving the expected standard in the Grammar, Punctuation and Spelling test was broadly in line with national averages at 78%.

The number of pupils achieving at least the expected standard in reading, writing and mathematics in 2019 shows a five percentage point decrease from previous (2018) year and also represents a three-year declining trend.

Hackney pupils achieving the expected standard in reading at the end of Key Stage 2 decreased the most significantly, by six percentage points from 78% to 72%. This score was below the national average of 74% and impacted on the overall average of pupils achieving the expected standard in reading, writing and mathematics

In 2019, Reading outcomes for disadvantaged pupils also decreased by 5%, but due to the decline in both groups, the gap between the number of disadvantaged and all pupils achieving the expected standard remained the same. Girls typically outperform boys across all three subjects by around 6-9%. The lowest performing group was pupils from Turkish, Kurdish Cypriot backgrounds. Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

A number of schools had lower outcomes than those predicted. Headteachers have reported that pupils who did not meet the expected standard in reading typically struggled to read at sufficient speed to successfully complete the paper. Many Hackney pupils have language and communication deficits on starting school and disadvantage can negatively impact on a broader cultural understanding of the world, and in turn comprehension skills. Schools which consider a well-planned, wide curriculum offer can minimise this disadvantage. Children from disadvantaged backgrounds who are less likely to live in households where reading is prevalent and schools with robust home and school reading programmes where pupils are encouraged to read regularly and often perform better. Teacher

expertise in the teaching of reading can be variable, and schools who have a structured approach supported by a robust development and monitoring programme typically perform better. It is of note that Hackney schools using the Hackney reading model Destination Reader typically performed better than other Hackney schools. This model explicitly teaches pupils reading skills such as inference, deduction and clarification of meaning through the use of taught language structure (e.g. 'I think that....because...'). This supports pupils who have less developed language and communication skills.

In response to the 2019 outcomes, an increased number of schools were identified for targeted support which included support from consultants, visits to review progress and termly meetings to evaluate the impact of actions they were taking. A termly visit from a school improvement partner was revised to allow a look in more depth into underperforming areas including reading where this was a concern. A reading audit tool was launched by the Hackney Teaching and Learning team to support leaders in their self-evaluation of the quality of reading in the school. Additional funding and resources were provided to support pupils from Turkish Kurdish Cypriot and Black Caribbean Backgrounds and this included the supported delivery of taught programmes, reading/book clubs for older pupils along with parent reading workshops to encourage home reading.

Table 2.1 summarises Hackney performance against the main KS2 performance indicators, with comparisons to national and other local authorities. The Hackney percentage/number is presented alongside the London and national figures, with a comparison between the Hackney and national levels. 'Rank' shows where, out of 151 local authorities in England, Hackney is ranked on each measure.

- Hackney is ranked 60<sup>th</sup> of all local authorities on the percentage of pupils reaching the expected standard in reading, writing and maths and 29<sup>th</sup> on percentage of pupils reaching a higher standard in reading, writing and maths.
- Hackney is ranked 9<sup>th</sup> of all local authorities on the percentage of pupils achieving the expected standard in writing and 10<sup>th</sup> on the percentage of pupils working at greater depth in writing.
- Hackney is in the bottom quartile for the percentage of pupils achieving the expected standard in reading and in maths. Hackney has negative progress scores in reading and in maths.

### **Assessment arrangements for summer 2020**

In 2020, all assessment at Primary schools was cancelled as a result of the school closures and outcome data for reading, writing and mathematics will not be published for this year. The current cohort of pupils who will sit tests in 2021 have received a significantly reduced educational offer as a result of closures and schools are now planning on how best to prepare these pupils and close the gaps in knowledge and understanding that will have arisen as a result.

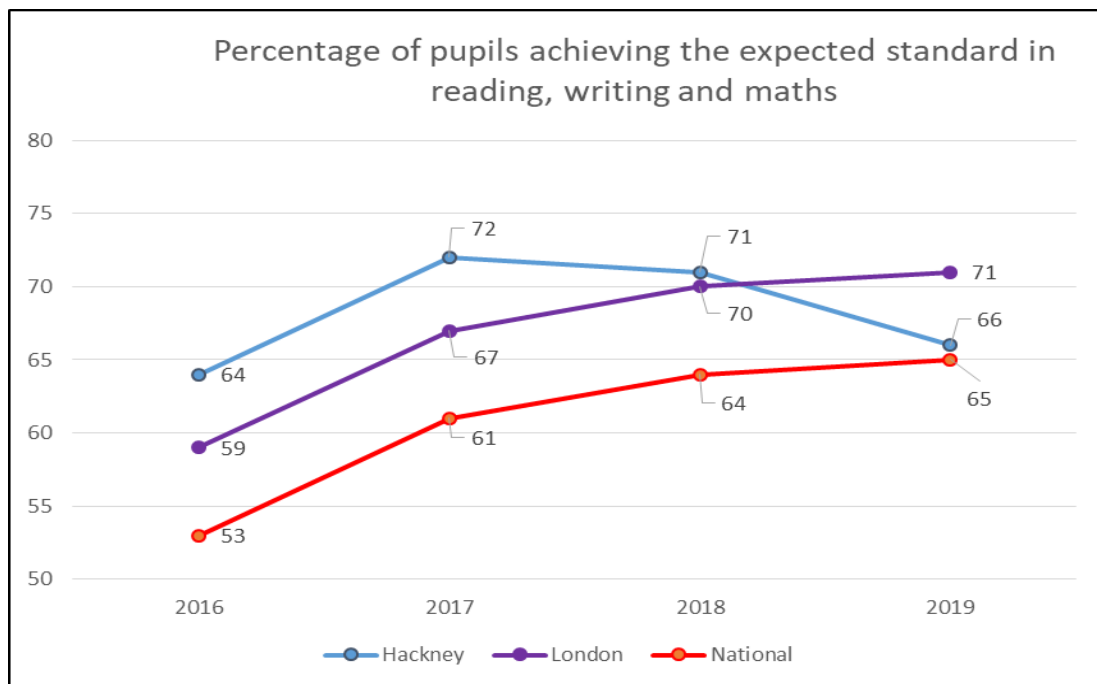
Table 2.1: Performance in Hackney compared to London and England, 2019

Performance measure		Hackney	London	England	Rank
1	Percentage of pupils reaching the expected standard in reading, writing and maths	66	71	65	60/151
2	Percentage of pupils reaching a higher standard in reading, writing and maths	13	14	11	29/151
3	Pupils' average progress in reading	-0.2	0.8	0.0	107/151
4	Pupils' average progress in writing	1.1	0.8	0.0	16/151
5	Pupils' average progress in maths	-0.2	1.2	0.0	92/151
6	Percentage of pupils reaching the expected standard in reading	72	78	74	101/151
7	Percentage of pupils achieving a high score in reading	27	31	27	71/151
8	Percentage of pupils reaching the expected standard in writing	84	82	79	10/151
9	Percentage of pupils working at a greater depth in writing	27	24	20	9/151
10	Percentage of pupils reaching the expected standard in maths	78	83	79	107/151
11	Percentage of pupils achieving a high score in maths	25	34	27	90/151

## 2.2: Summary of KS2 Hackney performance, 2016 to 2019

The percentage of pupils reaching the expected standard in reading, writing and maths in 2019 is one percentage point above the national level. In 2016, Hackney was eleven percentage points above the national level.

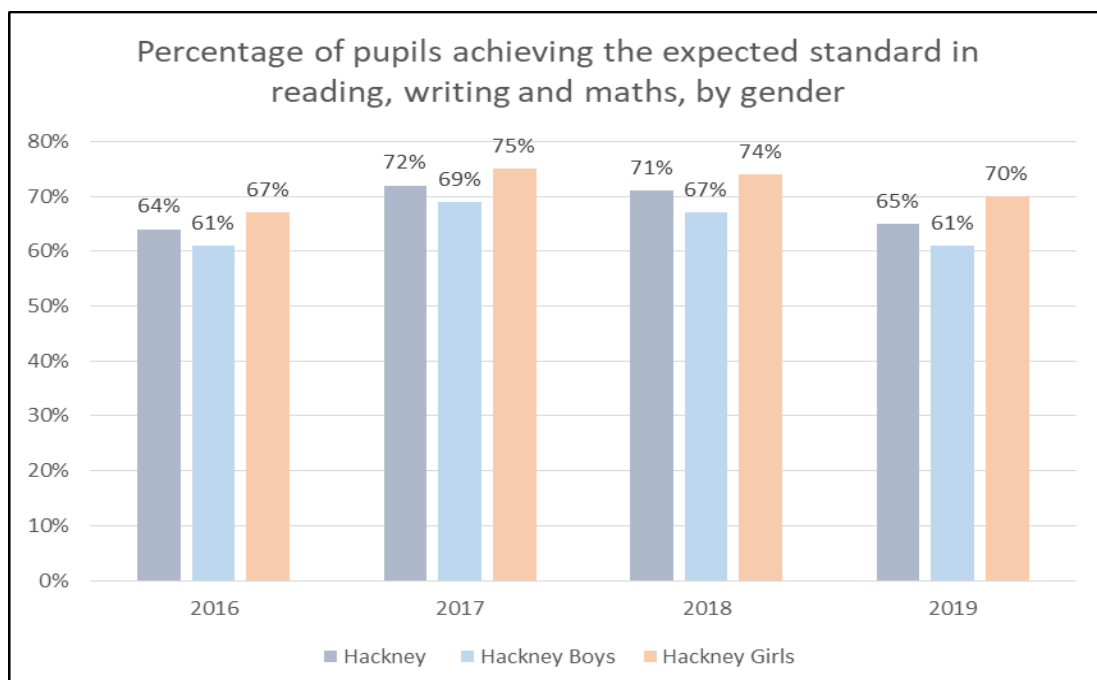
Figure 2.1: Percentage of pupils achieving the expected standard in reading, writing and maths, 2016 to 2019



## 2.3: Summary of KS2 Hackney performance by gender, 2016 to 2019

The gender gap in Hackney (on the percentage of pupils achieving the expected standard in reading, writing and maths) has widened from six percentage points in 2016 and 2017, to seven percentage points in 2018, and nine percentage points in 2019.

Figure 2.2: Percentage of pupils achieving the expected standard in reading, writing and maths by gender, 2016 to 2019



## 3. Key Stage 4, 2018/19

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### 3. Key Stage 4

End of key stage 4 outcomes are reported through the following headline measures:

- Attainment 8 - attainment across 8 approved (GCSE) qualifications
- Progress 8 – gains from starting points across the same 8 qualifications
- Attainment in English and maths – strong pass (Grade 5) and standard pass (Grade 4)
- EBacc APS - English Baccalaureate Average Point Score (measured across English, maths, a science, a language and a humanities GCSE)

The system is designed to encourage breadth and balance, with a focus on an academic core. GCSE examinations are now largely written linear papers taken at the end of Year 11.

#### 3.1: Summary of KS4 Hackney performance, 2019

GCSE results in 2019 show improvement. On all headline measures Hackney is ranked in the upper quartile when compared with other local authorities. Students in Hackney secondary schools make better progress than their peers; the Progress 8 score is 0.29 compared with 0.01. We continue to outperform most of our statistical neighbours.

Just under half of our students achieved a strong pass or better in English and mathematics. Results improved locally but nationally they fell slightly. Against the national average, across three years, Hackney has continued to be further ahead.

The proportion achieving a standard pass or better in English and mathematics exceeds national figures. Ten out of fifteen schools showed an increase. Over the past three years, the gap from the national average has increased.

There is a positive picture with EBacc. The headline measure has improved and shows performance in Hackney continues to be above the national average.

#### By key group

**Gender** – outcomes for girls and boys are consistently above national averages. However, the performance gaps between them has widened, particularly at strong pass.

**Caribbean** – standards and progress scores are below local but consistently above national averages. The Attainment 8 measures for boys and girls improved on 2018. Across three years this has risen whilst nationally it has fallen. For girls, there is a small fall. Progress 8 scores across three years show a decline.

**African** – the Attainment 8 score of 46.8 is down from the 2018 and below local and, now, national figures. Across three years figures for boys and girls have fallen. Progress 8 scores have successively fallen during this period.

**SEND** – Attainment 8 and Progress 8 scores are above the averages for England.

**FSM** – pupils eligible for FSM outperform their national peers on both the Attainment 8 and Progress 8 measures. On these indicators, the performance gaps across the past three years are smaller than those seen nationally.

#### Strategies for raising standards and improving outcomes

We believe that improving school cultures and practices benefits for all pupils. Our overall strategy is to provide high quality advice/support/challenge, through our advisor programme, intelligence gathering, identifying need and risk,

Careful monitoring, effective networks and professional development and training. The work with schools is contact based with a focus on impact and the following:

- 1 Aspirations and expectations
- 2 Leadership - culture, ethos, school-wide commitment, partnership-collaboration
- 3 Curriculum/high quality teaching
- 4 Behaviour and attendance – exclusions, well-being

Some of the specific actions or initiatives being taken in addition to core school improvement work and core subject support/training:

- Conference on boys' achievement - practical strategies e.g. how lessons could be improved (range/type of activities, challenge....importance of plenary, nature of words)
- Developed an education strategy, part of Hackney's programme for improving outcomes for Young Black Men - training on cultural competence, auditing - how to build an ethos that embraces diversity and has high expectations, knowledge of cohort and the drivers that may lead to engaged, motivated children with a strong sense of belonging, a curriculum that is inclusive which seeks to improve outcomes and 'lived' experiences, addressing bias
- Targeted use of de-delegated funding to support specific underachieving groups – schools have been asked to submit proposals
- Participation in Wellbeing and Mental Health – developing resilience
- Supporting transitions and partnership work between schools and external agencies.

#### **Assessment arrangements for summer 2020**

GCSE examinations and performance tables have been cancelled. Instead, there will be a system of teacher assessment and moderation by statistical modelling. Schools will submit 'Centre Assessed Grades'. Guidance has been issued. For each grade, in each subject, students will be ranked. Only evidence up to March 20th, when schools closed, can be considered. There will be an appeals process and an opportunity to sit GCSEs in September. For 2021, we are awaiting guidance from Ofqual.

Table 3.1: Summary Key Stage 4 (GCSE) results for Hackney secondary schools and academies, 2019

	<b>Performance measure</b>	<b>Hackney</b>	<b>London</b>	<b>England (state-funded)</b>	<b>Rank (All LAs)</b>
1	Average Progress 8 score	0.29	0.22	-0.03	15 <sup>th</sup>
2	Average Progress 8 score English	0.33	0.29	-0.04	21 <sup>st</sup>
3	Average Progress 8 score Maths	0.23	0.19	-0.02	16 <sup>th</sup>
4	Average Attainment 8 score per pupil	49.2	49.7	46.8	34 <sup>th</sup>
5	Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs	47.6	49.0	43.4	34 <sup>th</sup>
6	Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs	69.4	68.7	64.9	29 <sup>th</sup>
7	English Baccalaureate (Average Point Score)	4.44	4.47	4.08	27 <sup>th</sup>

Table 3.1 shows Hackney's position in the performance distributions of the other local authorities in England across seven Key Stage 4 indicators

Progress 8 score (Overall): Hackney is currently ranked 15th nationally for the average Progress 8 score (+0.29 points).

Attainment 8 score (Overall): The average Attainment 8 per pupil is 49.2 points in Hackney in 2019, increasing by 0.2 percentage points compared to 2018. Hackney is currently ranked 34th among all LAs in England.

Percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs: 47.6 percent of pupils in Hackney achieved a strong pass (a grade 5 or higher) in both English and maths this year, 4.2 percentage points higher than the national average, ranking Hackney 34th of all LAs.

Percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs: 69.4 percent of pupils in Hackney achieved a standard pass (a grade 4 or higher) in both English and maths this year, 4.5 percentage points higher than the national average, ranking Hackney 29th of all LAs.

English Baccalaureate- Average point score per pupil: Hackney is currently ranked 27th LA nationally for the English Baccalaureate- Average point score per pupil (4.08).

Hackney is in the top quartile for all seven measures. Hackney is above the national average on all measures and above London on the three progress-related measures and the percentage of pupils who achieved a standard pass (grades 9-4) in English and maths GCSEs, but not Attainment 8, the percentage of pupils who achieved a strong pass (grades 9-5) in English and maths GCSEs and the English Baccalaureate (Average Point Score).

Table 3.2 below shows the rank in more detail how Hackney has performed in 2019 on the 'Basics' measures, showing a strong performance among statistical neighbours and other London local authorities.



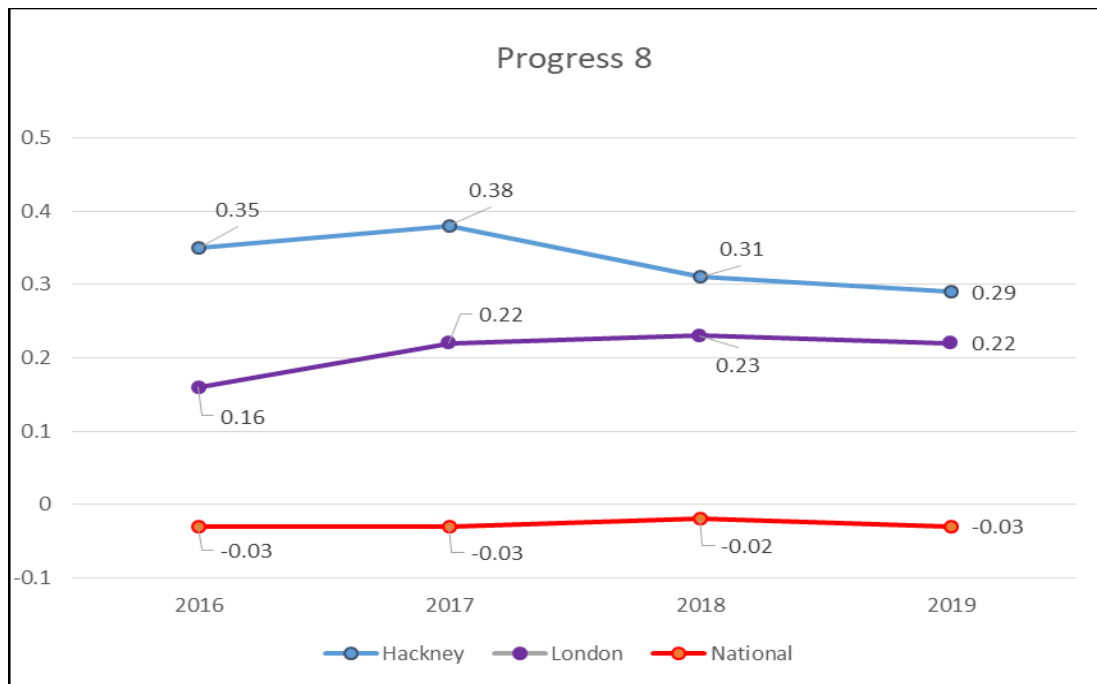
Table 3.2: Key Stage 4 (GCSE) results: English and maths GCSEs, 2019

English and maths GCSEs, 2019	Percentage of pupils who achieved a 9-4 pass in English and maths GCSEs	Percentage of pupils who achieved a 9-5 pass in English and maths GCSEs
<b>Hackney</b>	69.4	47.6
Rank (All LAs)	29 <sup>th</sup>	34 <sup>th</sup>
Rank (London LAs)	13 <sup>th</sup> (of 32)	18 <sup>th</sup> (of 32)
Rank (Inner London LAs)	4 <sup>th</sup> (of 13)	5 <sup>th</sup> (of 13)
Rank (Stats neighbours)	2 <sup>nd</sup> (of 11)	3 <sup>rd</sup> (of 11)
<b>England (state-funded)</b>	64.9	43.4

### 3.2: Summary of KS4 Hackney performance, 2016 to 2019

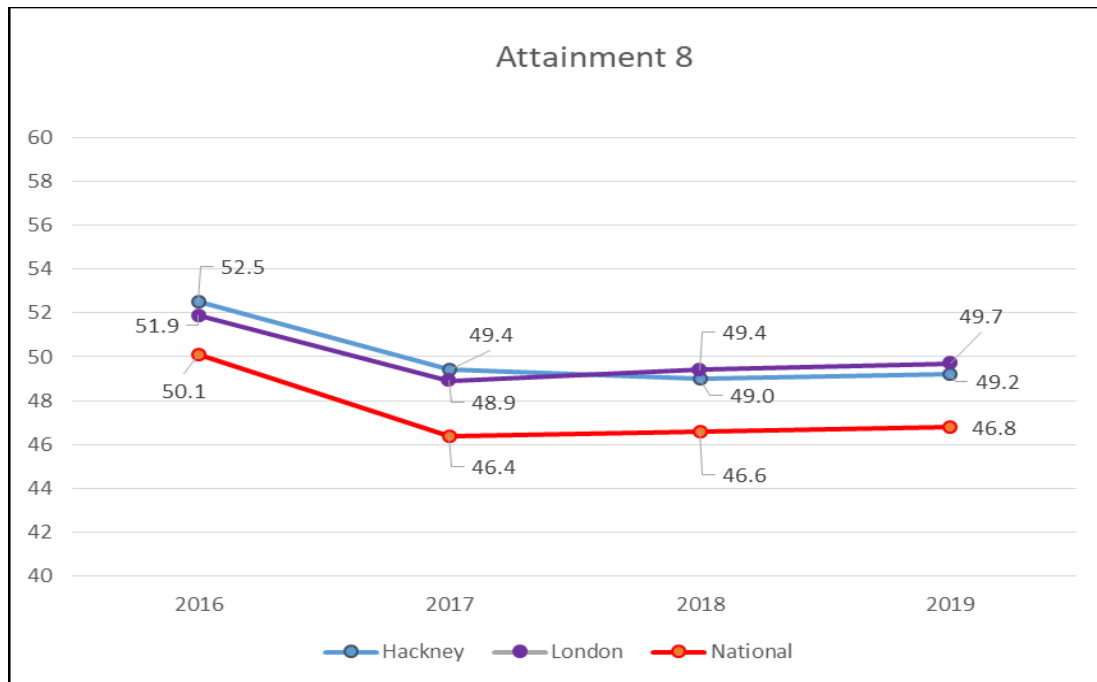
Progress 8 in Hackney has fallen from a peak of 0.38 in 2017 to 0.29 in 2019. This is 0.07 above the London level.

Figure 3.1: Progress 8, 2016 to 2019



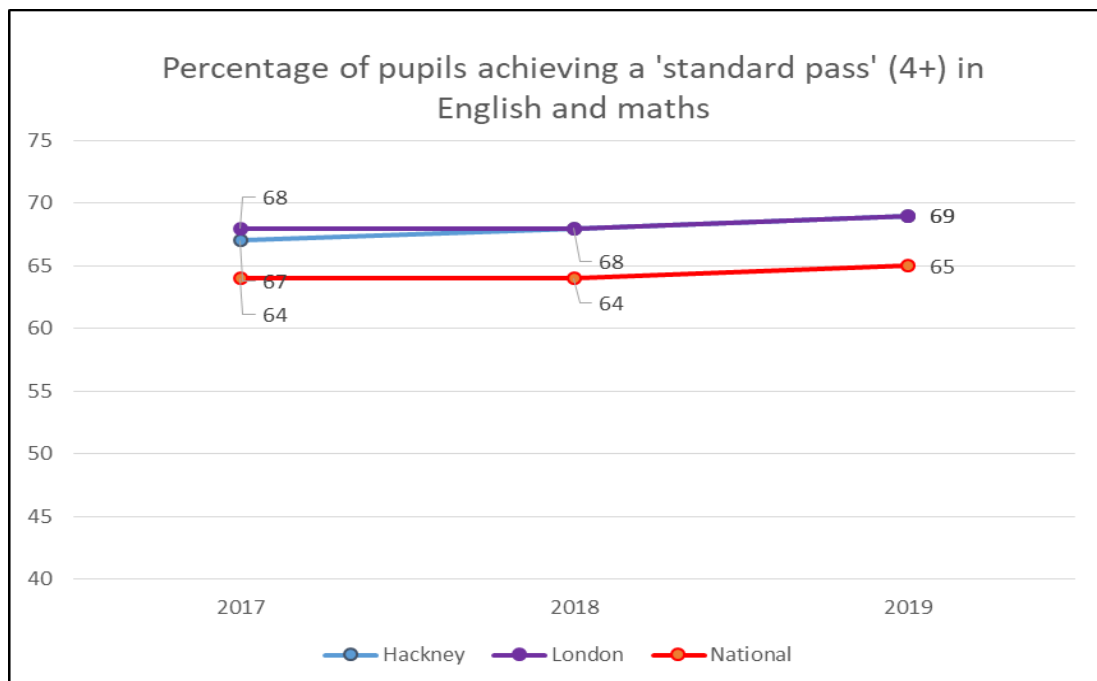
Attainment 8 in Hackney has tracked the national and London trends over the last four years, and in 2019 is 0.7 below the London level and 2.4 above the national level.

Figure 3.2: Attainment 8, 2016 to 2019



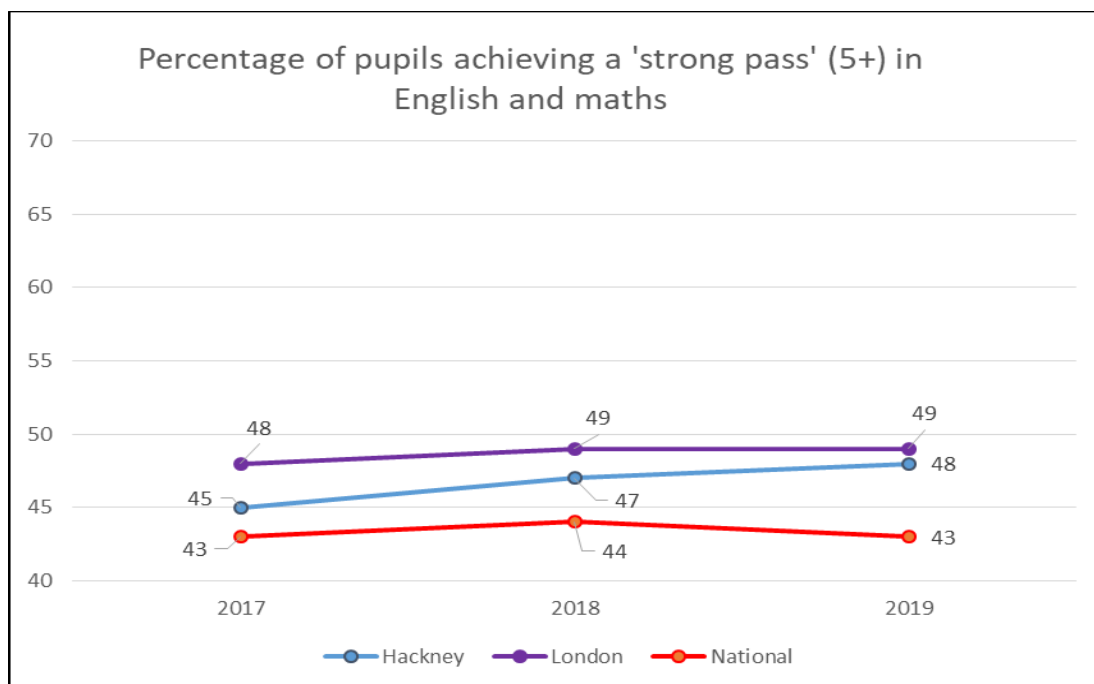
The percentage of pupils achieving a 'standard pass' (4+) in English and maths in 2018 and 2019 in Hackney (69%) is the same as the London level, and is currently four percentage points above the national level.

Figure 3.3: Percentage of pupils achieving a 'standard pass' (4+) in English and maths, 2016 to 2019



The percentage of pupils achieving a 'strong pass' (5+) in English and maths in 2019 in Hackney (48%) is one percentage point below the London level, and six percentage points above the national level.

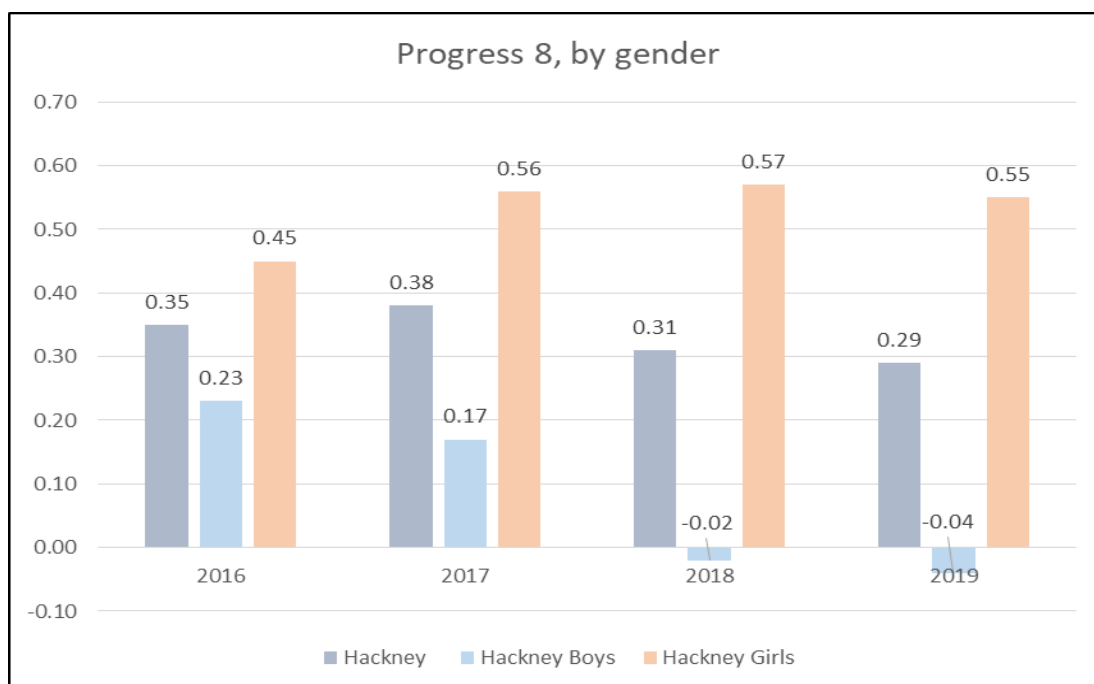
Figure 3.4: Percentage of pupils achieving a 'strong pass' (5+) in English and maths, 2016 to 2019



### 3.3: Summary of KS4 Hackney performance by gender, 2016 to 2019

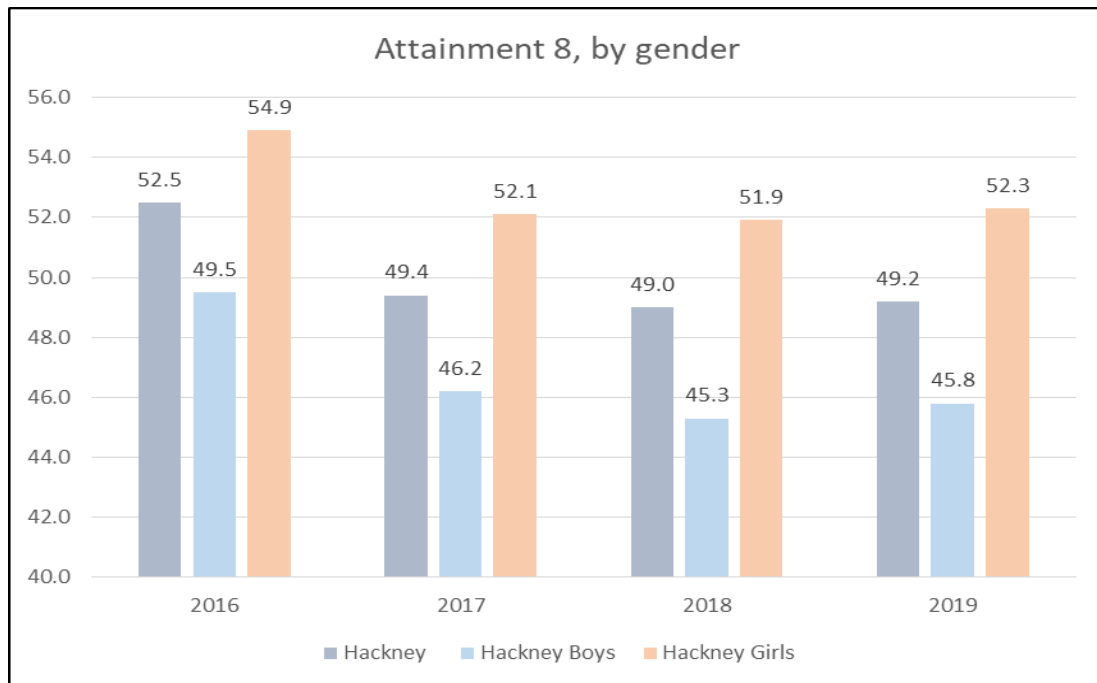
The gender gap in Hackney, on the Progress 8 measure, has widened from 0.22 in 2016 to 0.59 in 2019. In 2018 and 2019, Progress 8 for boys was negative.

Figure 3.5: Progress 8 by gender, 2016 to 2019



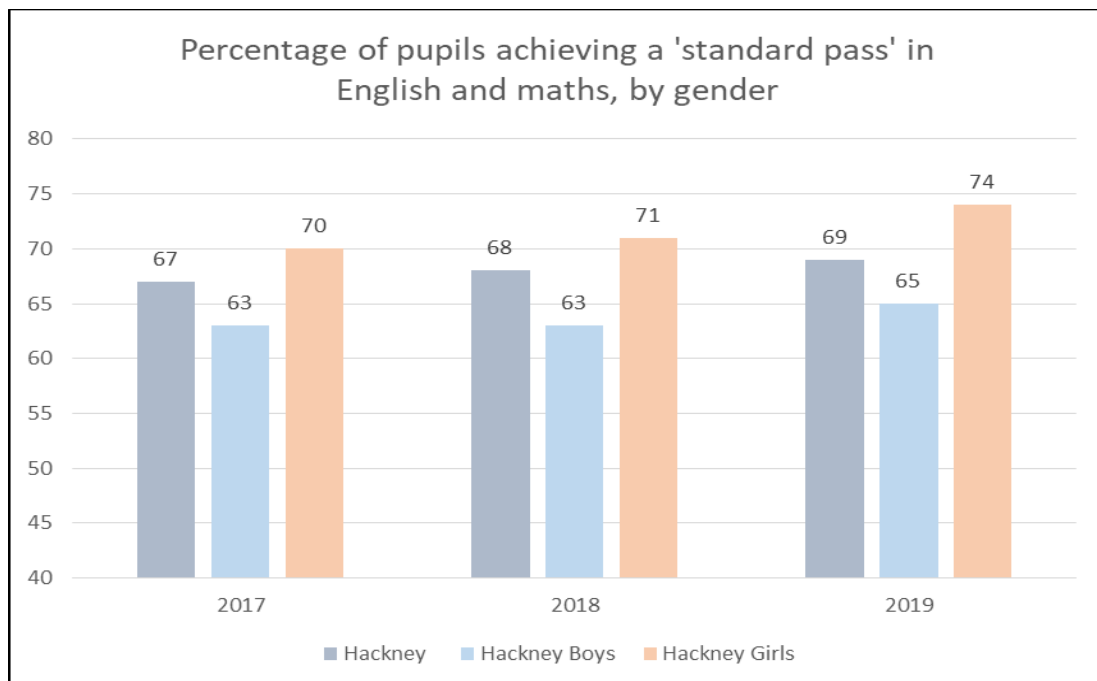
The gender gap in Hackney, on the Attainment 8 measure, has widened from 5.4 points in 2016 to 6.5 points in 2019.

Figure 3.6: Attainment 8 by gender, 2016 to 2019



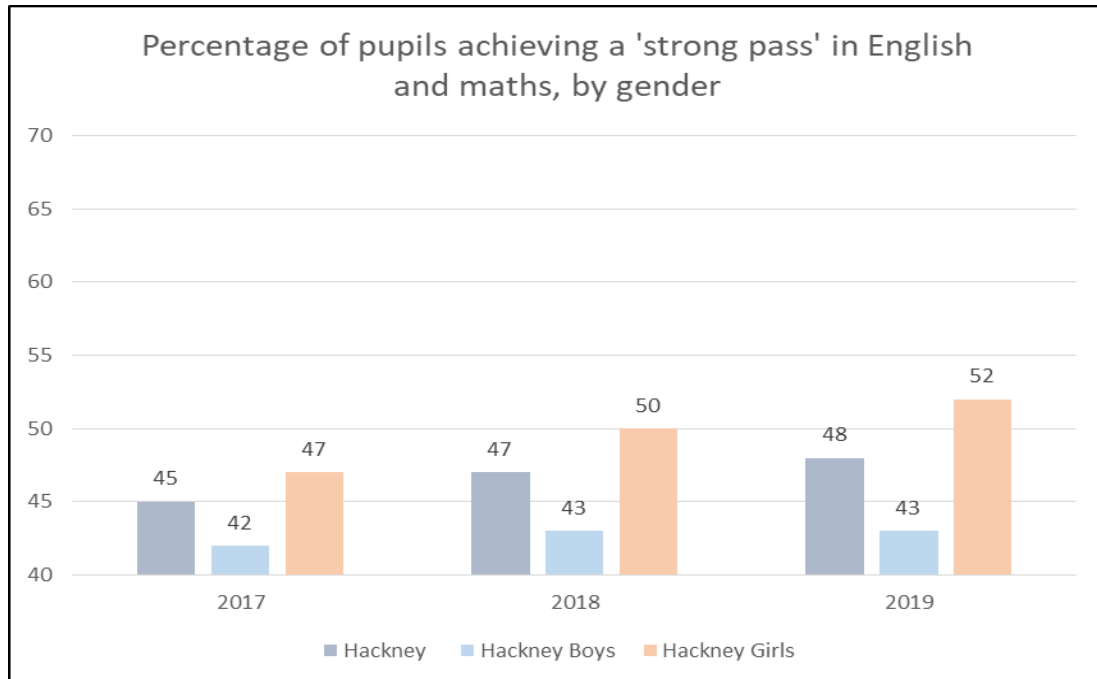
The gender gap in Hackney, on the percentage of pupils achieving a 'standard pass' (4+) in English and maths, has increased by one percentage point each year, from seven percentage points in 2017, to eight in 2018 and nine percentage points in 2019.

Figure 3.7: Percentage of pupils achieving a 'standard pass' (4+) in English and maths by gender, 2016 to 2019



The gender gap in Hackney, on the percentage of pupils achieving a 'strong pass' (5+) in English and maths, has increased by two percentage points each year, from five percentage points in 2017, to seven in 2018 and nine percentage points in 2019.

Figure 3.8: Percentage of pupils achieving a 'strong pass' (5+) in English and maths by gender, 2016 to 2019



## 4. Focus on attainment of key groups, 2018/19

### 4.1 Focus on attainment of Young Black pupils

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by three percentage points) but perform five percentage points below the Hackney level (by five percentage points); this gap is down from ten percentage points in 2018. The percentage of African pupils achieving a good level of development fell by three percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

EYFSP GLD (Hackney figures are 'schools only')	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	76%	71%	77%	72%	77%	72%
Caribbean (All)	76%	68%	67%	69%	72%	69%
Caribbean boys	66%	59%	58%	61%	65%	62%
Caribbean girls	85%	77%	76%	76%	80%	76%
African (All)	74%	70%	78%	71%	75%	70%
African boys	67%	63%	70%	63%	67%	62%
African girls	82%	78%	86%	79%	83%	78%
Mixed: White and Caribbean (All)	73%	68%	74%	70%	73%	70%
Mixed: White and African (All)	73%	72%	87%	73%	67%	72%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS2 RWM (Exp+)	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	72%	61%	71%	64%	66%	65%
Caribbean (All)	64%	54%	65%	55%	58%	56%
Caribbean boys	59%	48%	56%	49%	54%	49%
Caribbean girls	69%	59%	75%	61%	61%	64%
African (All)	68%	62%	68%	66%	63%	67%
African boys	66%	58%	66%	62%	58%	61%
African girls	70%	65%	70%	70%	68%	73%
Mixed: White and Caribbean (All)	68%	55%	59%	57%	69%	59%
Mixed: White and African (All)	68%	62%	83%	65%	77%	67%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by 2.1 points) but perform 7.7 points below the Hackney level on the Attainment 8 measure; this gap is down from 8.8 points in 2018. African pupils have an Attainment 8 score of 46.8, down from the 2018 level and below the overall Hackney figure and the equivalent national cohort. Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	49.4	46.4	49.0	46.6	49.2	46.8
Caribbean (All)	43.0	40.5	40.2	39.6	41.5	39.4
Caribbean boys	38.7	36.9	36.4	35.5	39.9	35.7
Caribbean girls	46.8	44.0	43.0	43.4	43.4	43.2
African (All)	49.9	46.9	48.3	47.5	46.8	47.3
African boys	46.7	43.7	43.8	44.0	42.3	43.6
African girls	52.5	50.1	51.5	51.0	50.5	51.0
Mixed: White and Caribbean (All)	44.6	41.3	39.1	41.3	49.9	41.0
Mixed: White and African (All)	52.6	47.0	52.2	46.5	49.6	47.4

Caribbean pupils had a negative Progress 8 score of -0.27 in Hackney, with Caribbean boys having a Progress 8 figure of -0.55. African pupils have a positive 0.25 figure.

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	0.38	-0.03	0.31	-0.02	0.29	-0.03
Caribbean (All)	0.04	-0.23	-0.27	-0.30	-0.27	-0.34
Caribbean boys	-0.17	-0.47	-0.56	-0.59	-0.55	-0.65
Caribbean girls	0.23	-0.01	-0.06	-0.03	0.05	-0.04
African (All)	0.65	0.37	0.33	0.31	0.25	0.03
African boys	0.54	0.15	-0.04	0.04	-0.09	0.61
African girls	0.73	0.58	0.57	0.58	0.53	0.33
Mixed: White and Caribbean (All)	-0.05	-0.33	-0.35	-0.37	0.50	-0.38
Mixed: White and African (All)	0.77	0.08	0.30	0.01	0.23	0.04

#### 4.2 Focus on attainment of SEN pupils

13% of pupils with an EHCP in Hackney achieve a good level of development, above the national level (5%). 35% of SEN Support pupils in Hackney achieve a good level of development, above the national level of 29%.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	5%	4%	7%	5%	13%	5%
SEN Support	37%	27%	43%	28%	35%	29%

13% of pupils with an EHCP in Hackney achieved the expected standard in reading, writing and maths, above the national level (9%). 33% of SEN Support pupils in Hackney achieve the expected standard in reading, writing and maths, above the national level of 25%.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	15%	8%	9%	9%	13%	9%
SEN Support	37%	20%	39%	24%	33%	25%

EHCP pupils and SEN Support pupils in Hackney both outperformed their equivalent national cohort in 2019 on the Attainment 8 measure, and both cohorts have a higher Progress 8 figure than the equivalent national cohort.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	17.5	13.9	15.3	13.5	17.2	13.7
SEN Support	39.5	31.9	36.9	32.2	35.5	32.6

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	-0.84	-1.04	-0.93	-1.09	-0.91	-1.17
SEN Support	0.03	-0.43	-0.25	-0.43	-0.41	-0.43

### 4.3 Focus on attainment of disadvantaged pupils

69% of pupils eligible for FSM in Hackney achieve a good level of development, above the national level (57%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving a good level of development) is one percentage point, compared to 17 percentage points nationally.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	68%	56%	70%	57%	69%	57%
Not eligible for FSM	72%	73%	70%	74%	70%	74%

57% of pupils eligible for FSM in Hackney achieve the expected standard in reading, writing and maths, above the national level (48%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving the expected standard in reading, writing and maths) is 13 percentage points, compared to 21 percentage points nationally.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	62%	43%	58%	46%	57%	48%
Not eligible for FSM	76%	64%	76%	68%	70%	69%

Pupils eligible for FSM in Hackney outperform the equivalent cohort nationally on both the Attainment 8 and Progress 8 measures, however the gap between pupils eligible for FSM and not eligible for FSM in Hackney widened on both measures in 2019 (compared to 2018).

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	44.0	35.1	43.5	34.5	43.3	35.0
Not eligible for FSM	52.0	48.2	51.5	48.4	52.4	48.8

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	0.11	-0.48	0.13	-0.53	0.01	-0.53
Not eligible for FSM	0.52	0.04	0.40	0.05	0.44	0.06