

# **GIFTED & TALENTED**

# **NATIONAL RURAL NETWORK**

## DATA ANALYSIS PROJECT

## **THE REGIONAL VIEW**

# ABOUT MIME CONSULTING

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- Education data consultancy, with a particular focus on G&T
- We support clients to use data intelligently in decision making
- A great deal of experience in G&T education, including:
  - Yorkshire & Humber report on Use of Data in G&T Education
  - Gifted & Talented Data Analyser Software:
    - London
    - West Midlands
    - South West
    - East Midlands
  - Direct work for local authorities & schools on use of data in G&T

# OVERVIEW OF SESSION

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## **1. Recap of national-level findings**

- Rurality definitions
- Key findings

## **2. Examples of the contents of your regional data packs**

- How to interpret the analysis
- What to look out for

## **3. Breakout groups to consider regional analysis**

# 1. A RECAP OF THE ANALYSIS PROJECT NATIONAL FINDINGS

# BACKGROUND TO THE PROJECT

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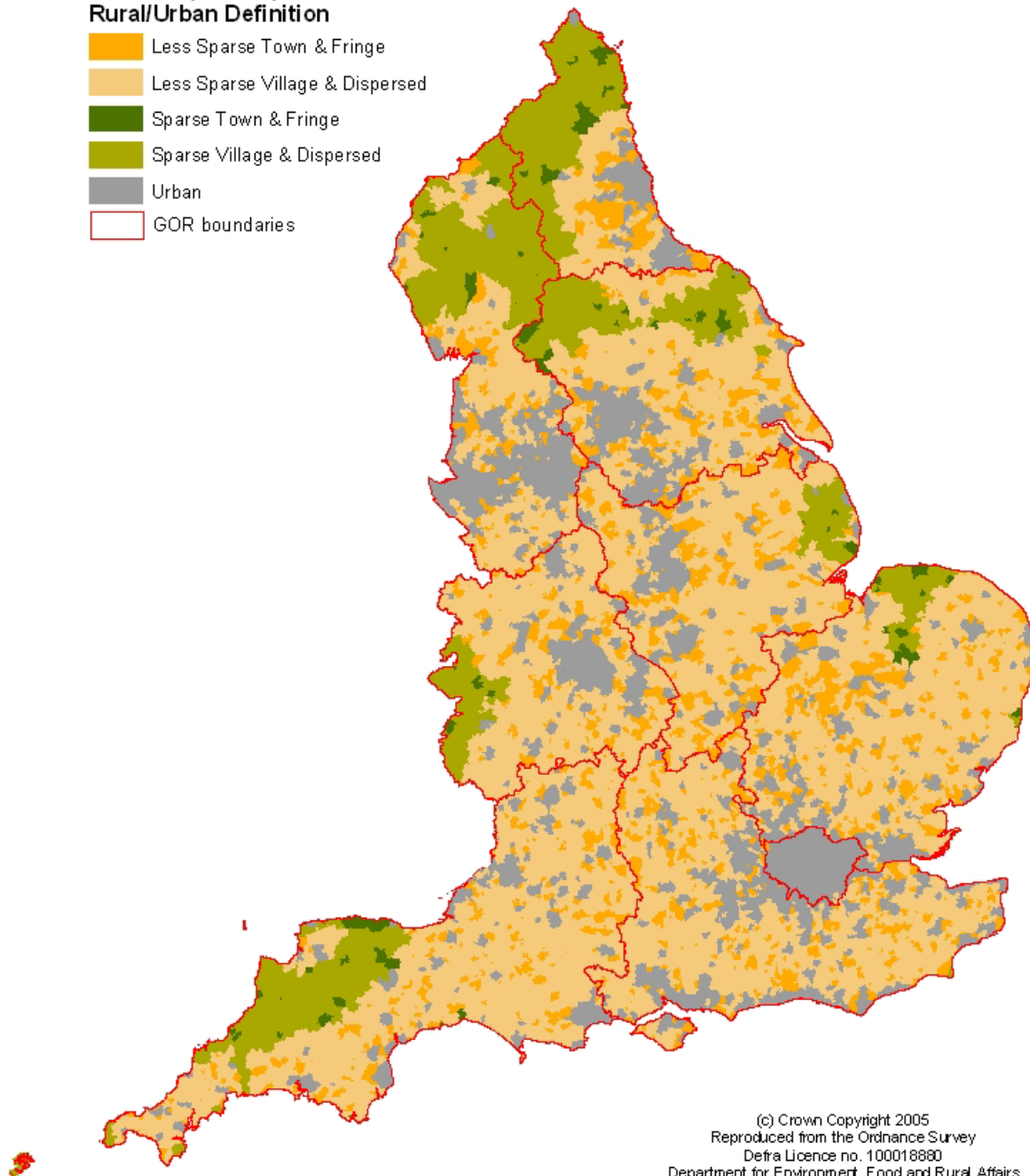
- Used a variety of datasets to compare various indicators for pupils in rural and urban areas in England. Indicators included:
  - Numbers of schools/colleges
  - Numbers of pupils
  - Pupil characteristics (e.g. ethnicity, deprivation)
  - Key Stage 2, 4 & 5 attainment
  - Key Stage 2 to 4 progress
- Each piece of analysis is broken down by three ONS/Defra rurality classification (and region):
  - Village, Hamlet & Isolated Dwelling (= Rural)
  - Town & Fringe (= Rural)
  - Urban (Settlements of over 10,000 people)

# RURALITY CLASSIFICATIONS & REGIONS

## Lower Super Output Areas

### Rural/Urban Definition

- Less Sparse Town & Fringe
- Less Sparse Village & Dispersed
- Sparse Town & Fringe
- Sparse Village & Dispersed
- Urban
- GOR boundaries



# SUMMARY OF KEY FINDINGS AT THE NATIONAL LEVEL

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- Pupils in rural areas typically outperform their urban counterparts
- However, **relative deprivation almost completely explains the differences** (particularly in primary); deprived pupils in rural areas are just as likely to underperform than deprived pupils in urban areas...
- ...and this is a significant group – there are approximately 75,000 rural pupils on free school meals, and 25% of rural children live in poverty
- In particular, **deprived pupils in Town & Fringe areas appear to underperform**
- This issue is common to all regions in the country, although there are some differences between key stages which makes deeper investigation worthwhile

# NUMBERS OF SCHOOLS / COLLEGES

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Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Number of primary schools	3,392	1,829	11,842
% of all primary schools in England	19.9%	10.7%	69.4%
Number of secondary schools	162	381	2,690
% of all secondary schools in England	5.0%	11.8%	83.2%
Number of post-16 institutions	20	2	345
% of all post-16 institutions in England	5.4%	0.5%	94.0%

- Majority of schools are in urban areas
- Proportion increases through the phases

# NUMBERS OF PUPILS

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Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Number of primary pupils	305,658	347,144	3,276,180
% of all primary pupils in England	7.8%	8.8%	83.4%
Number of secondary pupils	282,973	314,561	2,539,018
% of all secondary pupils in England	9.0%	10.0%	80.9%

- Majority of pupils live in urban areas, although 1.25million live in rural areas
- In primary, the % of pupils in rural areas is lower than the % of schools in rural areas (reflects smaller school size in rural areas?)
- In secondary, the reverse is true (reflects pupil migration from rural areas to urban secondary schools?)

# OVERALL ATTAINMENT (“HIGHER ATTAINING” INDICATORS)

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Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% achieving Level 5 in KS2 Eng & Maths	↑ 24.1%	→ 21.5%	↓ 18.4%
% achieving 3+A*-A at GCSE	↑ 29.0%	→ 23.4%	↓ 19.1%
% achieving ABB or equivalent at KS5	↑ 59.4%	→ 54.5%	↓ 51.0%

- At each Key Stage, attainment is higher in rural areas...
- ...but this only tells half the story (see later slides)

# ATTAINMENT OF G&T PUPILS

Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% achieving Level 5 in KS2 Eng & Maths	↑ 24.1%	→ 21.5%	↓ 18.4%
% of G&T pupils achieving Level 5 in KS2 Eng & Maths	↑ 55.1%	↑ 54.9%	↓ 47.7%
% achieving 3+A*-A at GCSE	↑ 29.0%	→ 23.4%	↓ 19.1%
% of G&T pupils achieving 3+A*-A at GCSE	↑ 69.5%	→ 65.2%	↓ 55.9%
% achieving ABB or equivalent at KS5	↑ 59.4%	→ 54.5%	↓ 51.0%
% of G&T pupils achieving ABB or equivalent at KS5	↑ 83.0%	→ 79.6%	↓ 75.9%

- G&T pupils' performance far exceeds overall performance

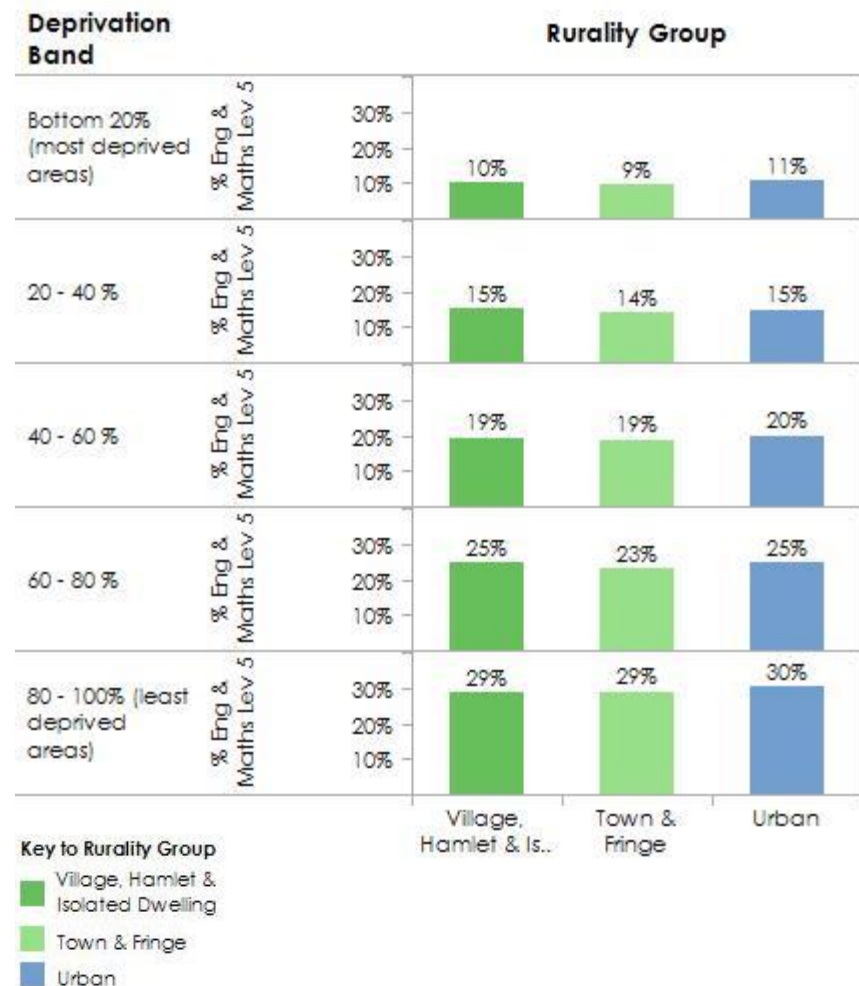
# IMPACT OF DEPRIVATION ON ATTAINMENT (1)

Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% achieving Level 5 in KS2 Eng & Maths	↑ 24.1%	→ 21.5%	↓ 18.4%
% of FSM pupils achieving Level 5 in KS2 Eng & Maths	↘ 7.0%	↑ 7.5%	↓ 6.9%
% achieving 3+A*-A at GCSE	↑ 29.0%	→ 23.4%	↓ 19.1%
% of FSM pupils achieving 3+A*-A at GCSE	↑ 7.6%	↓ 5.2%	→ 6.4%
% achieving ABB or equivalent at KS5	↑ 59.4%	→ 54.5%	↓ 51.0%
% of FSM pupils achieving ABB or equivalent at KS5	↑ 40.7%	↘ 37.1%	↓ 31.3%

- In primary, virtually no difference in attainment of FSM pupils in rural areas and urban
- In secondary, rural FSM pupils do better than their urban counterparts...
- ...but that's still not the whole picture

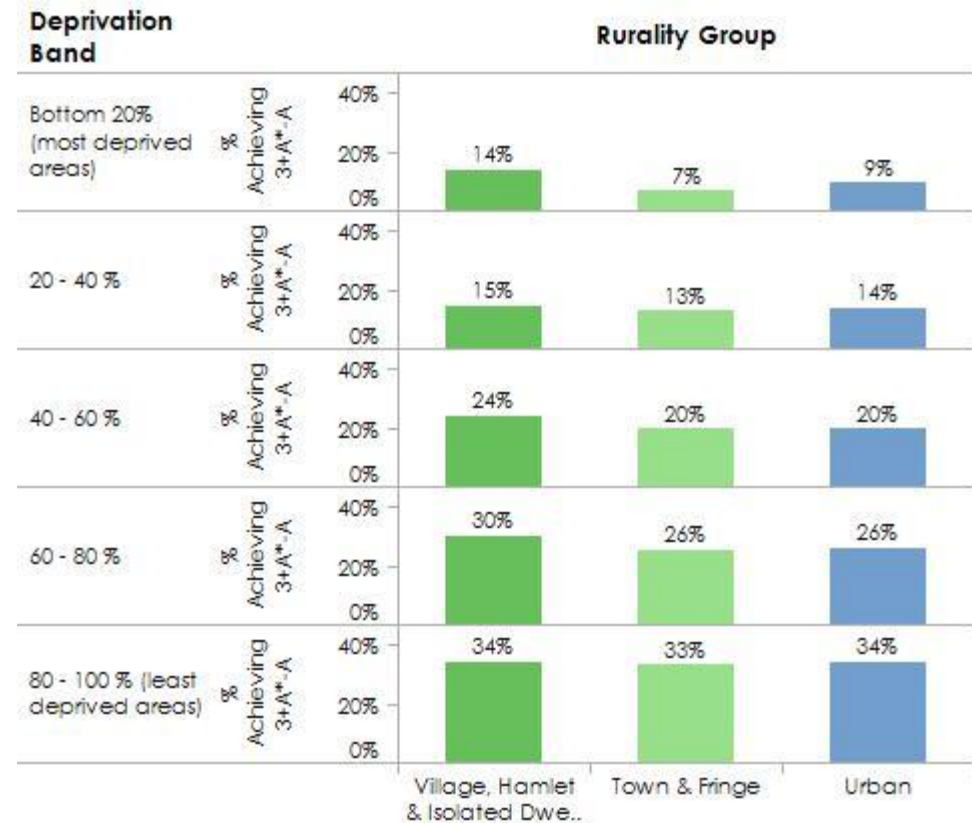
# IMPACT OF DEPRIVATION ON ATTAINMENT (2)

- “IDACI” allows us to band pupils based on their area’s deprivation
- When pupils are banded into deprivation categories, there is no meaningful difference in performance between rural and urban areas
- i.e. Deprivation explains the full difference between rural and urban performance



# IMPACT OF DEPRIVATION ON ATTAINMENT (2)

- The pattern is less clear at KS4
- However, the difference between town and fringe and urban can be explained by deprivation
- Deprived pupils in villages, hamlets & isolated dwellings perform better than their urban counterparts



#### Key to Rurality Group

- Village, Hamlet & Isolated Dwelling
- Town & Fringe
- Urban

# SECONDARY PUPIL PROGRESS (KS2 TO KS4)

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Indicator	Rurality Classification		
	Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Average KS2 to KS4 CVA score	↑ 1003.5	↓ 999.1	↓ 999.3
Average KS2 to KS4 CVA score of FSM pupils	↑ 1002.4	↓ 995.6	↑ 1001.1
Average KS2 to KS4 CVA score of G&T pupils	↑ 1017.2	↔ 1015.0	↓ 1014.2

- Pupils in Town & Fringe progress less well than those in urban areas
- FSM pupils in Town & Fringe progress well below expectation
- G&T pupils progress far better than expectation in all areas

## **2. EXAMPLE OF REGIONAL LEVEL ANALYSIS**

More detailed analysis has been produced for each region. The following slides provide information on the format of that analysis, and what to look out for.

# REGIONAL PACKS – OVERVIEW OF CONTENTS

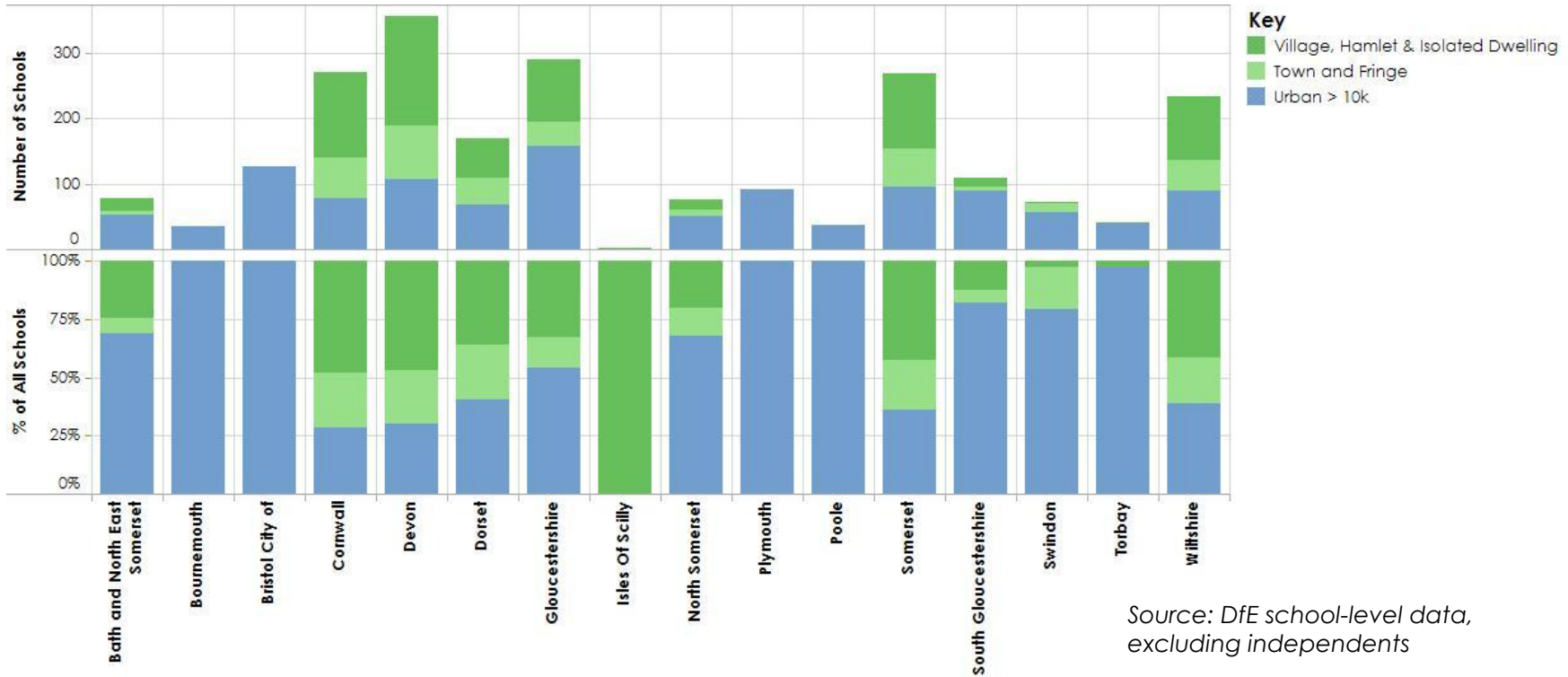
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Each regional pack contains:

- Summary of key points for the region
- An overview of the project and explanation of rural definitions
- Summary of pupils and schools split by rurality classification, including LA breakdowns and a map of schools with rural colour coding
- Analysis of demographic characteristics of rural pupils
- Analysis of attainment and progress of rural pupils
  - Key Stage 2, 4 & 5 attainment
  - Key Stage 2 to 4 progress
  - Split by vulnerable groups

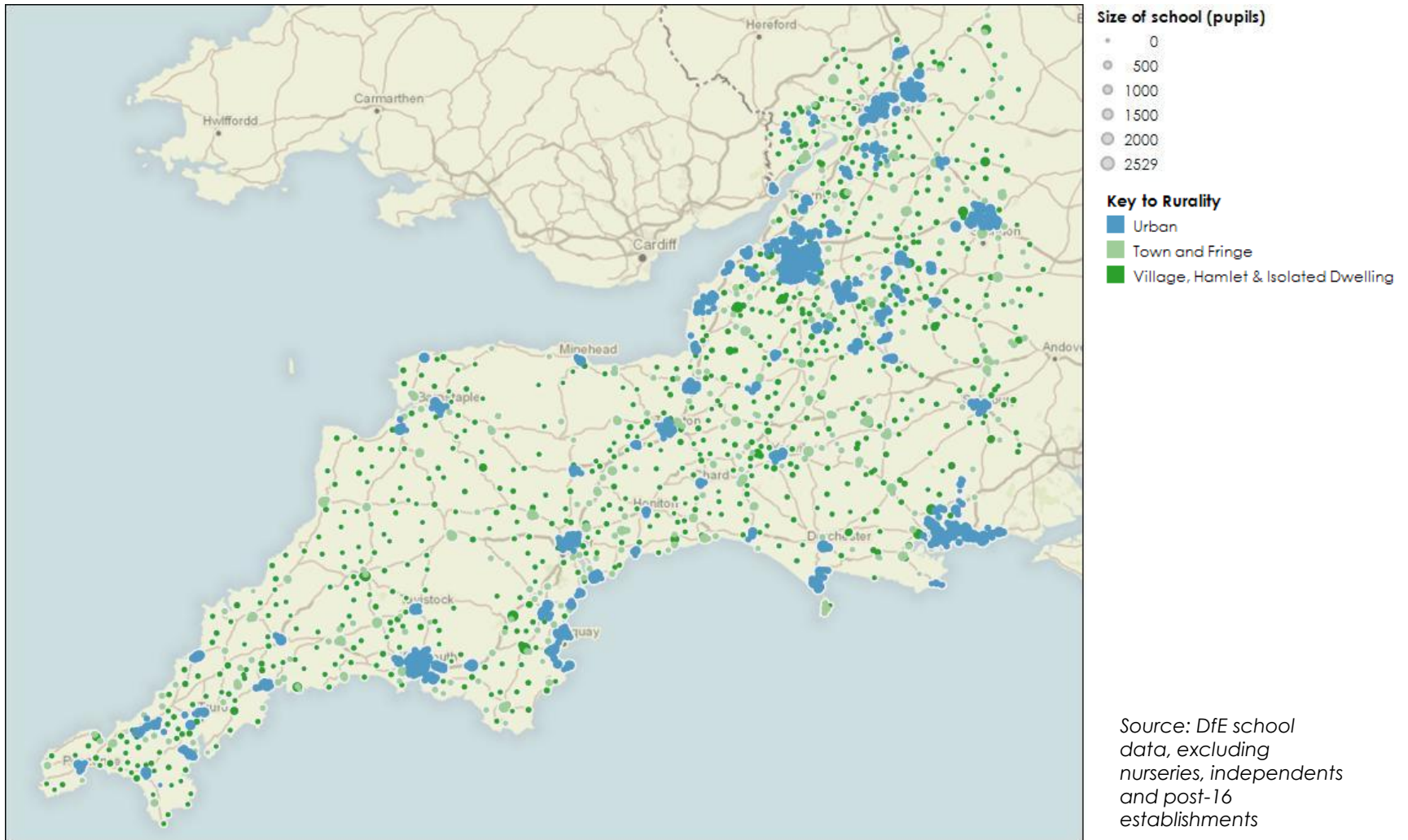
Commentary is provided on each slide that is specific to your region

# 1B. NUMBERS OF SCHOOLS / COLLEGES



- Use this chart to identify which LAs in your region have the greatest volume and greatest number of rural schools & colleges.

# 1C. DISTRIBUTION OF SCHOOLS IN THE REGION



# INTERPRETING THE ANALYSIS THAT FOLLOWS

## (SECTIONS 1 & 2 - VOLUMES & DEMOGRAPHICS)

- In the some of the analyses that follow, colour coding and symbols are used to assist the reader. These visual aids help the reader to see:
  - a) The difference between regional and national data
  - b) The difference between rural and urban schools/pupils in the region

EXAMPLE REGION – NOT REAL DATA!		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Indicator				
% of primary pupils on FSM	Region	<b>5.9%</b>	6.7%	12.5%
	England Average	5.0%	7.9%	17.5%

a) **Bold green** formatting is used to show where the regional value is greater than the national value for the particular rurality category. In this example, there is a higher *proportion* of FSM pupils in villages & hamlets in the region that there are in villages & hamlets in England as a whole, so the value of **5.9%** is displayed in bold green. No formatting is applied to the Town & Fringe value of 6.7% because this is lower than the England average for Town & Fringe.

b) **Blue shaded bars** are used to denote whether the volume or percentage of a particular indicator is higher in urban areas in the region or in rural. In this case, there are more FSM pupils in urban areas in the region than in rural, so the shaded bar is larger in the urban category

# 2B. PUPIL CHARACTERISTICS – G&T & ETHNICITY

Indicator		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% of primary pupils classified as G&T	South West	8.6%	8.3%	8.2%
	England Average	8.7%	8.4%	8.2%
% of secondary pupils classified as G&T	South West	18.3%	15.3%	14.7%
	England Average	16.0%	14.1%	13.4%
% of pupils who are in ethnic minorities	South West	1.9%	2.4%	6.6%
	England Average	2.4%	3.0%	21.8%

- Use this table to understand the percentages of pupils classified as G&T in rural areas. You can multiply the percentage by the pupil volumes on previous slides to get overall numbers.
- Note the differences between primary and secondary, and between rural and urban.

# INTERPRETING THE ANALYSIS THAT FOLLOWS

## (SECTION 3 – ATTAINMENT & PROGRESS)

- In the analyses that follow, colour coding and symbols are used to assist the reader. These visual aids help the reader to see:
  - a) The difference between regional and national data
  - b) The difference between rural and urban pupils in the region

EXAMPLE REGION – NOT REAL DATA!		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Indicator	Region	● <b>27.0%</b>	● 23.1%	● 20.3%
% achieving 3+A*-A at GCSE	England Average	29.0%	23.4%	19.1%

a) **Bold maroon** formatting is used to show where the regional value is *lower* than the national value for the particular rurality category. In this case, there is a lower proportion of village & hamlet pupils achieving 3+A\*-A in the region that there are in village & hamlet in England as a whole, so the value of 27.0% is displayed in bold maroon. No formatting is applied to the Urban value of 20.3% because this is higher than the England average for Urban areas.

b) ● ● ● Traffic light icons are used to denote whether the performance of students on a particular indicator is higher in Urban areas or Rural in the region. In this case, the performance of pupils in Urban areas in the region is lower than in Rural, so a red icon is applied to the Urban category. Note that sometimes, where two values are close together and very different from the third value, the two similar values may be assigned the same colour (e.g. 2 reds and 1 green).

# 3A. OVERALL ATTAINMENT

## ("HIGHER ATTAINING" INDICATORS)

Indicator		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% achieving Level 5 in KS2 Eng & Maths	South West	● 22.9%	● 19.2%	● 18.5%
	England Average	24.1%	21.5%	18.4%
% achieving 3+A*-A at GCSE	South West	● 28.1%	● 22.4%	● 19.6%
	England Average	29.0%	23.4%	19.1%
% achieving ABB or equivalent at KS5	South West	● 55.9%	● 50.9%	● 51.2%
	England Average	59.4%	54.5%	51.0%

- Use this table view overall attainment by rurality classification. Most regions will find more rural pupils do better than their urban counterparts.
- Also note how your region's average compares to the national – which key stages are your rural pupils behind national?

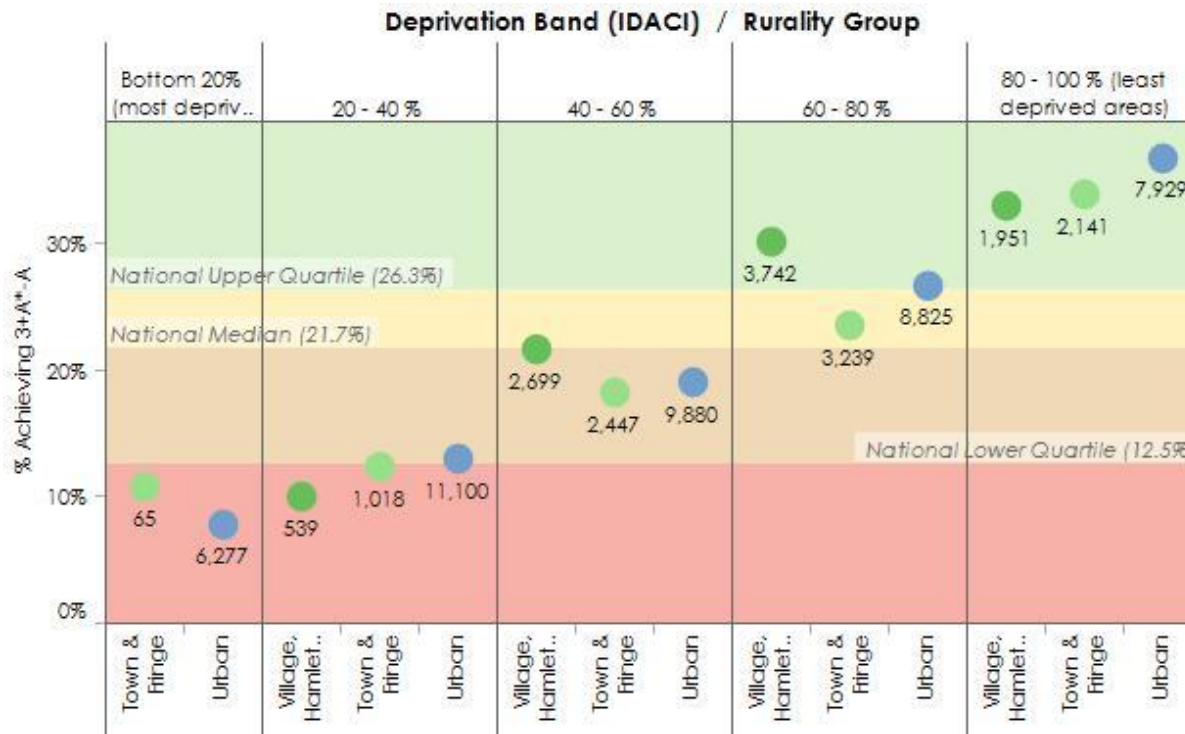
# 3C. IMPACT OF DEPRIVATION ON ATTAINMENT (1)

Indicator		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
% of <b>FSM pupils</b> achieving Level 5 in KS2 Eng & Maths	South West	● 7.9%	● <b>6.0%</b>	● 7.0%
	England Average	7.0%	7.5%	6.9%
% of non-FSM pupils achieving Level 5 in KS2 Eng & Maths	South West	● <b>23.7%</b>	● <b>20.3%</b>	● <b>20.1%</b>
	England Average	25.0%	22.7%	21.0%
% of <b>FSM pupils</b> achieving 3+A*-A at GCSE	South West	● 8.3%	● 6.1%	● <b>5.0%</b>
	England Average	7.6%	5.2%	6.4%
% of non-FSM pupils achieving 3+A*-A at GCSE	South West	● <b>29.0%</b>	● <b>23.5%</b>	● <b>20.9%</b>
	England Average	29.9%	24.5%	21.0%
% of <b>FSM pupils</b> achieving ABB or equivalent at KS5	South West	● <b>25.0%</b>	● 37.1%	● <b>25.3%</b>
	England Average	40.7%	37.1%	31.3%
% of non-FSM pupils achieving ABB or equivalent at KS5	South West	● <b>56.2%</b>	● <b>51.1%</b>	● <b>51.6%</b>
	England Average	59.6%	54.7%	51.8%

- This is an important slide. You will see that FSM pupils in urban areas perform well below Non-FSM pupils in urban areas.
- At which key stages do rural FSM pupils in your region perform below rural FSM pupils nationally? (The red bold figures)

# 3E. IMPACT OF DEPRIVATION ON ATTAINMENT (3)

## 3+A\*-A AT GCSE



- See how the performance of rural pupils gets better as you move through the deprivation bands.
- Also note how the performance of pupils within in deprivation band tend to be grouped – deprivation is a stronger indicator of performance than rurality.
- Be wary of small numbers of pupils (the nos under the dots)

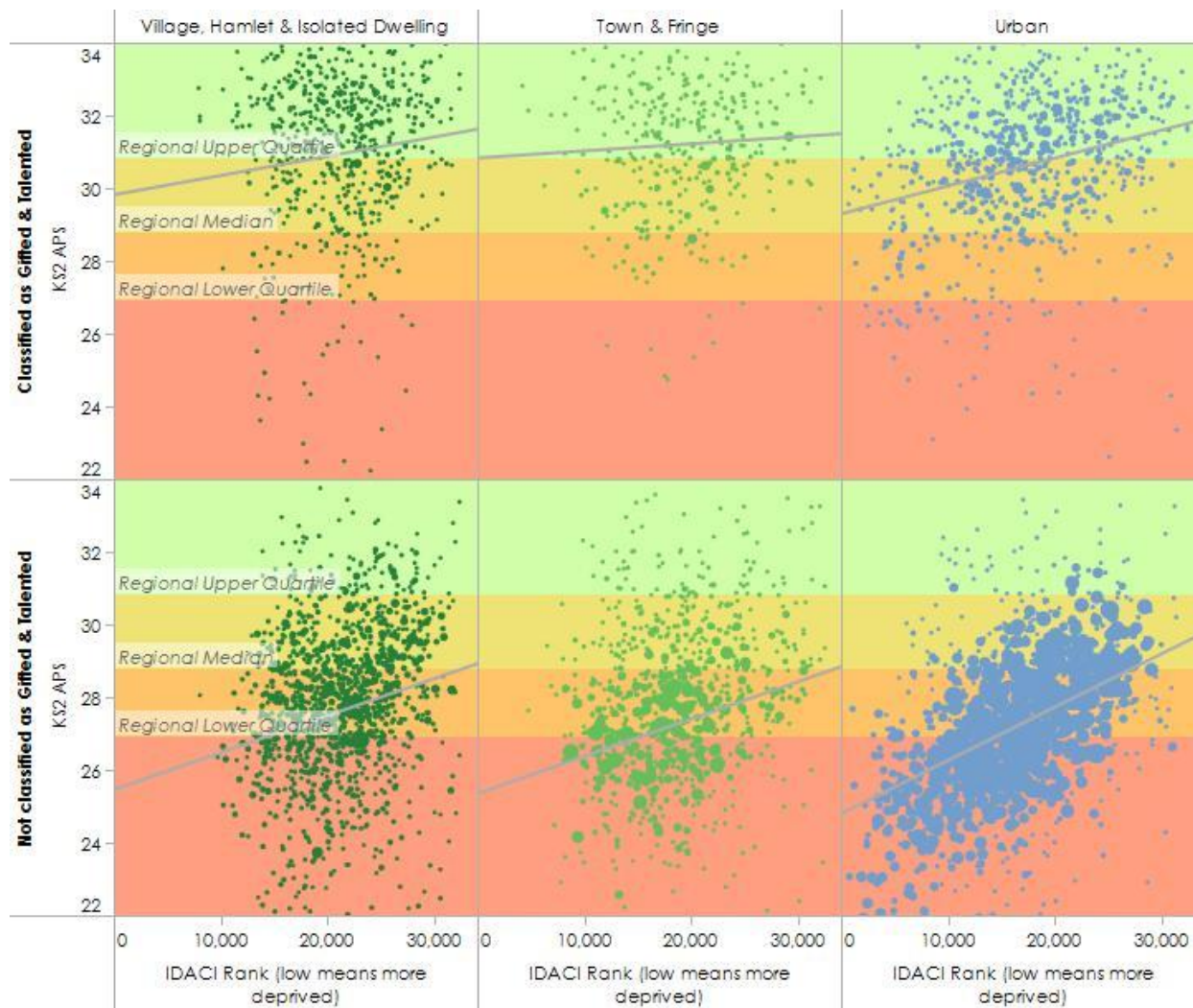
# 3F. SECONDARY PUPIL PROGRESS (KS2 TO KS4)

Indicator		Rurality Classification		
		Village, Hamlet & Isolated Dwelling	Town & Fringe	Urban
Average KS2 to KS4 CVA score	South West	● 1004.3	● 999.5	● <b>995.8</b>
	England Average	1003.5	999.1	999.3
Average KS2 to KS4 CVA score of FSM pupils	South West	● <b>995.2</b>	● 1000.0	● <b>996.3</b>
	England Average	1002.4	995.6	1001.1
Average KS2 to KS4 CVA score of G&T pupils	South West	● 1018.5	● 1016.7	● <b>1012.2</b>
	England Average	1017.2	1015.0	1014.2

- CVA scores of under 1000 are under expectation
- Notice the CVA scores of FSM pupils in Town & Fringe particularly. Many regions show scores of far less than 1000 for this particular indicator.

# APPENDIX 4 – SUPPLEMENTARY KS2 ANALYSIS – AVERAGE PTS SCORE & DEPRIVATION OF PUPILS IN THE REGION

- This chart shows Key Stage 2 average points score split by deprivation ranking (where 1 is most deprived).
- You can see that a significant proportion of pupils in the region that are not classified as G&T fall into the red lower quartile band (the bottom 25% of pupils) for the region, and a large number of these live in rural areas.



## 3. BREAKOUT GROUPS