



Findings which suggest actions for practice and policy, and further research

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Overview of Session

- Links to Progress in Reading and maths
 - At the start of school
 - At the end of the year
- Implications

Pupil characteristics starting points and progress

- What links to attainment?
 - Sex
 - District
 - Home background (pupil and school)
 - Age
 - Grade R
 - Language of instruction
 - School
 - Behaviour

On entry: what is important

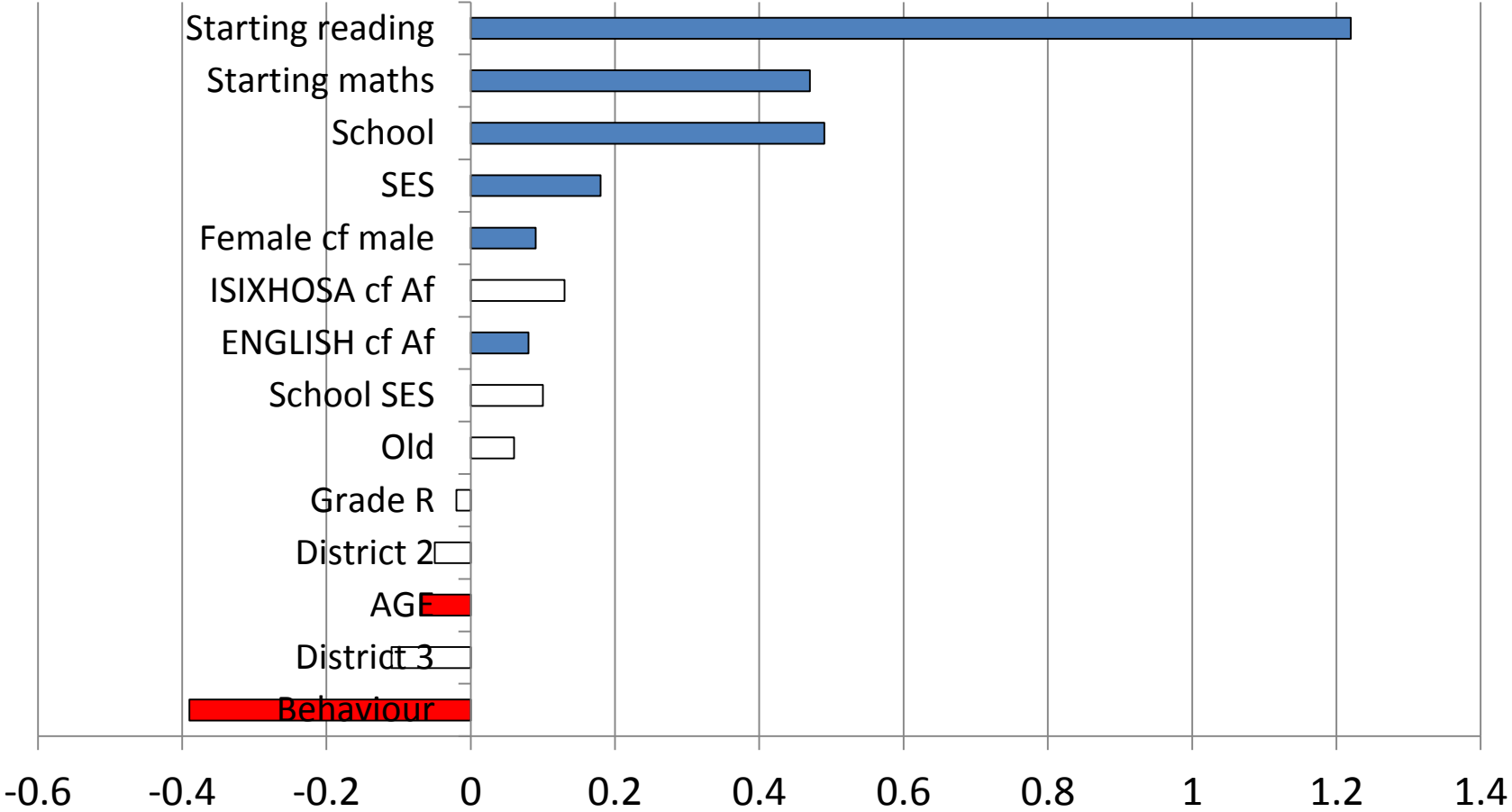
- Maths

- Pupil home background ++
- The school's SES intake ++
- Attendance at Grade R ++
- Age +
- Male +
- IsiXhosa (--ve)
- Behaviour (--ve)

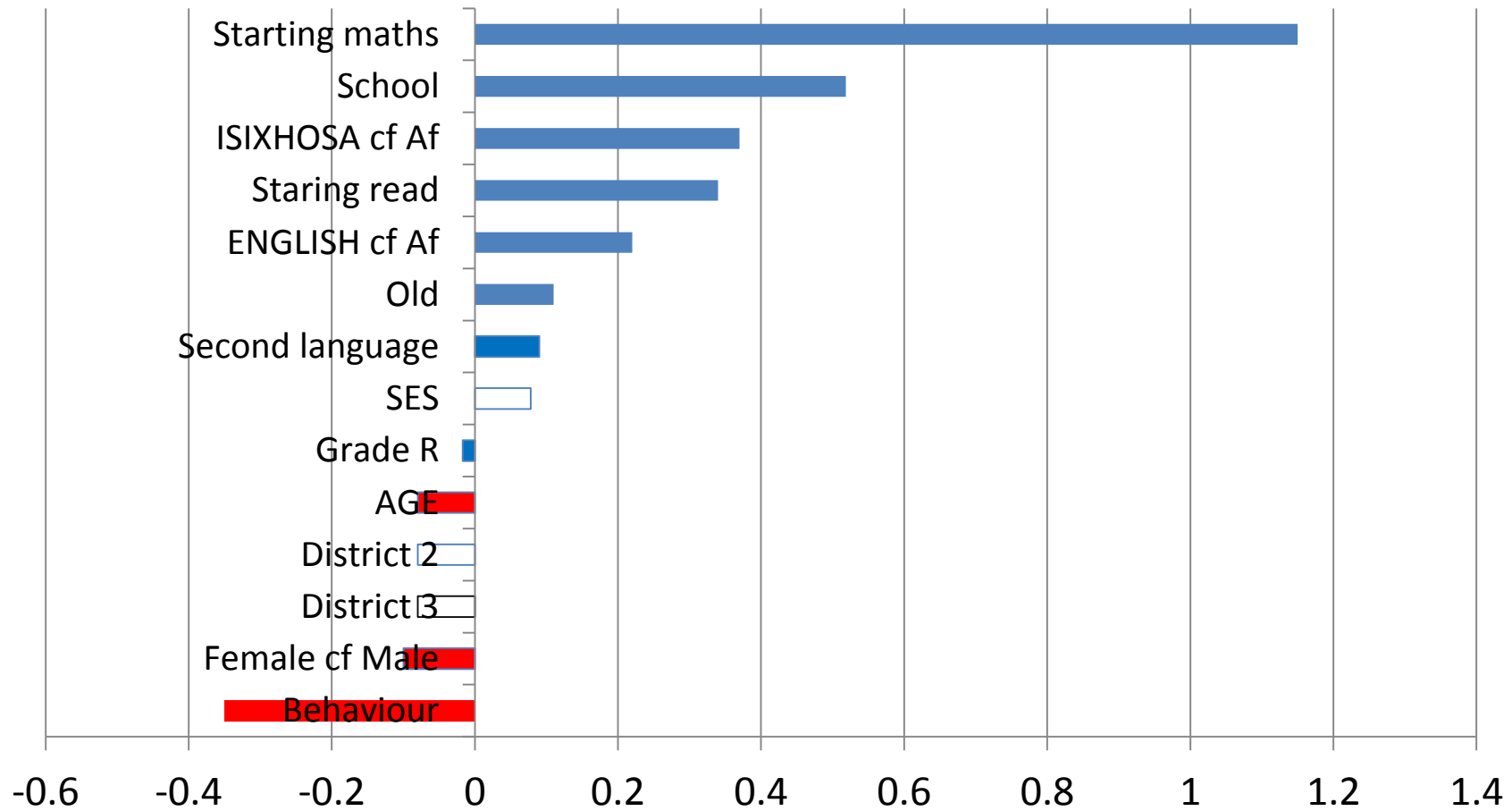
Reading

- The school's SES intake +++
- Pupil home background ++
- Attendance at Grade R ++
- Age +
- District 3 (--ve)
- Behaviour (--ve)

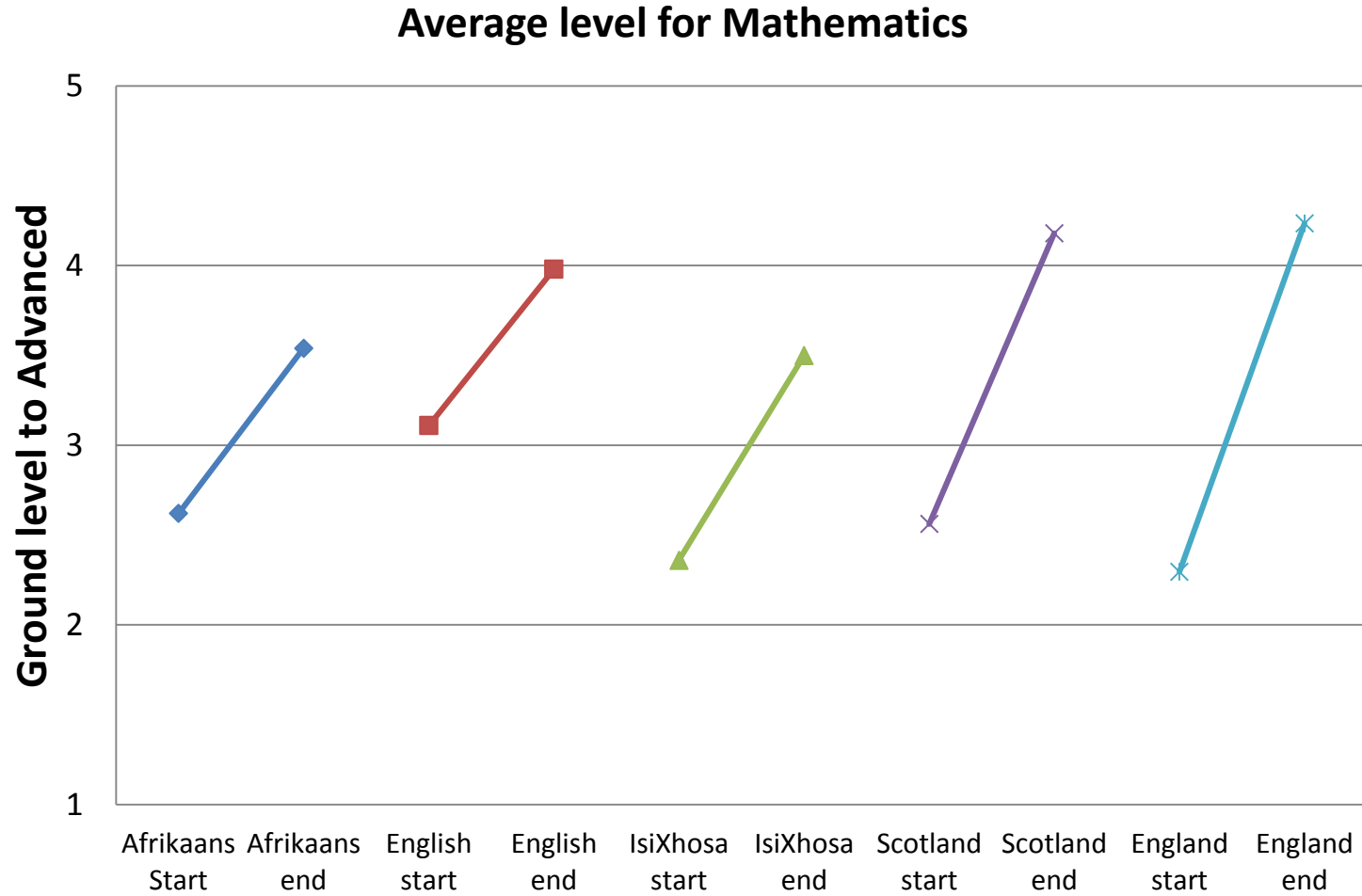
Reading: Links to end of year



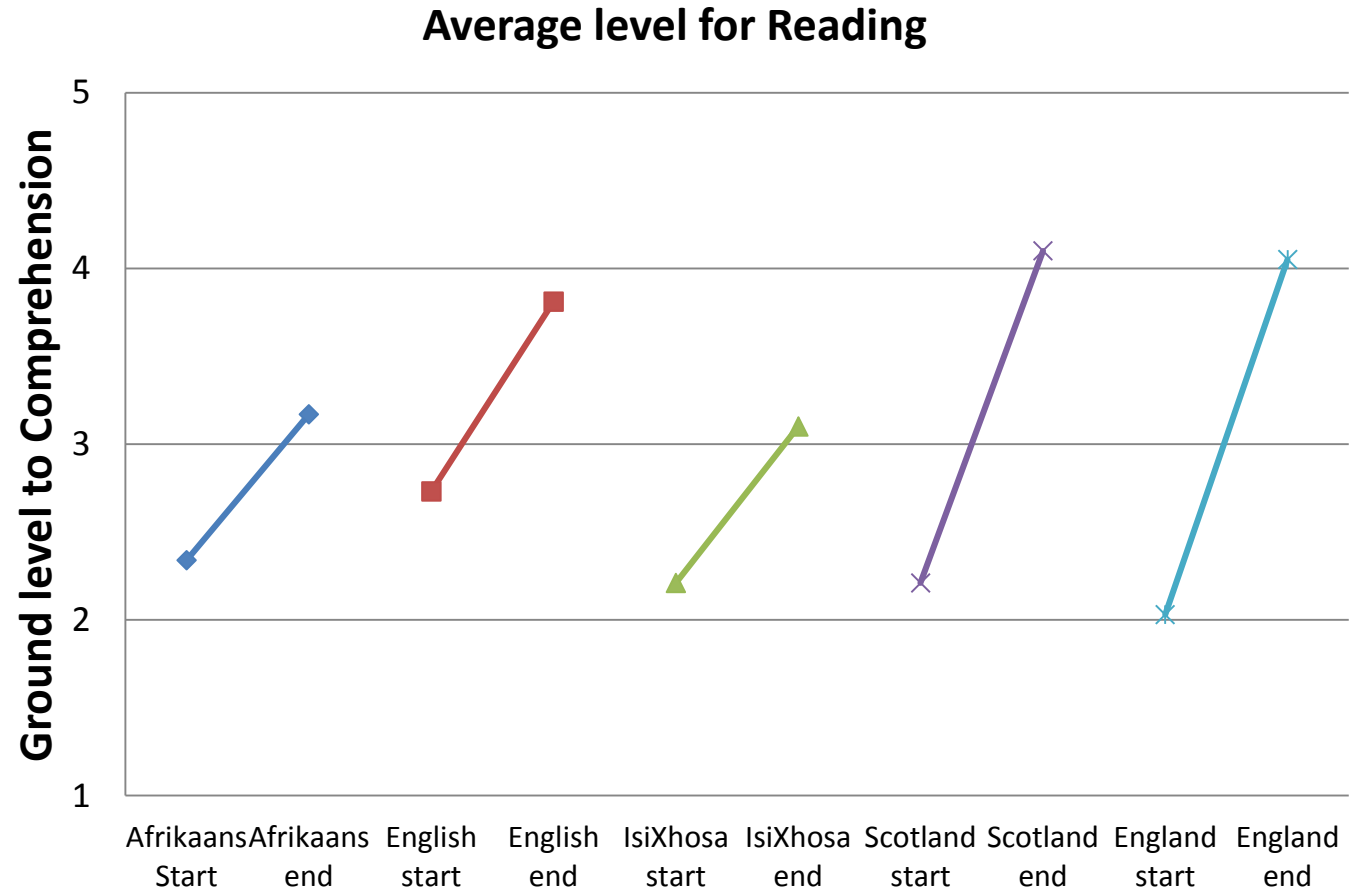
Maths: Links to end of year



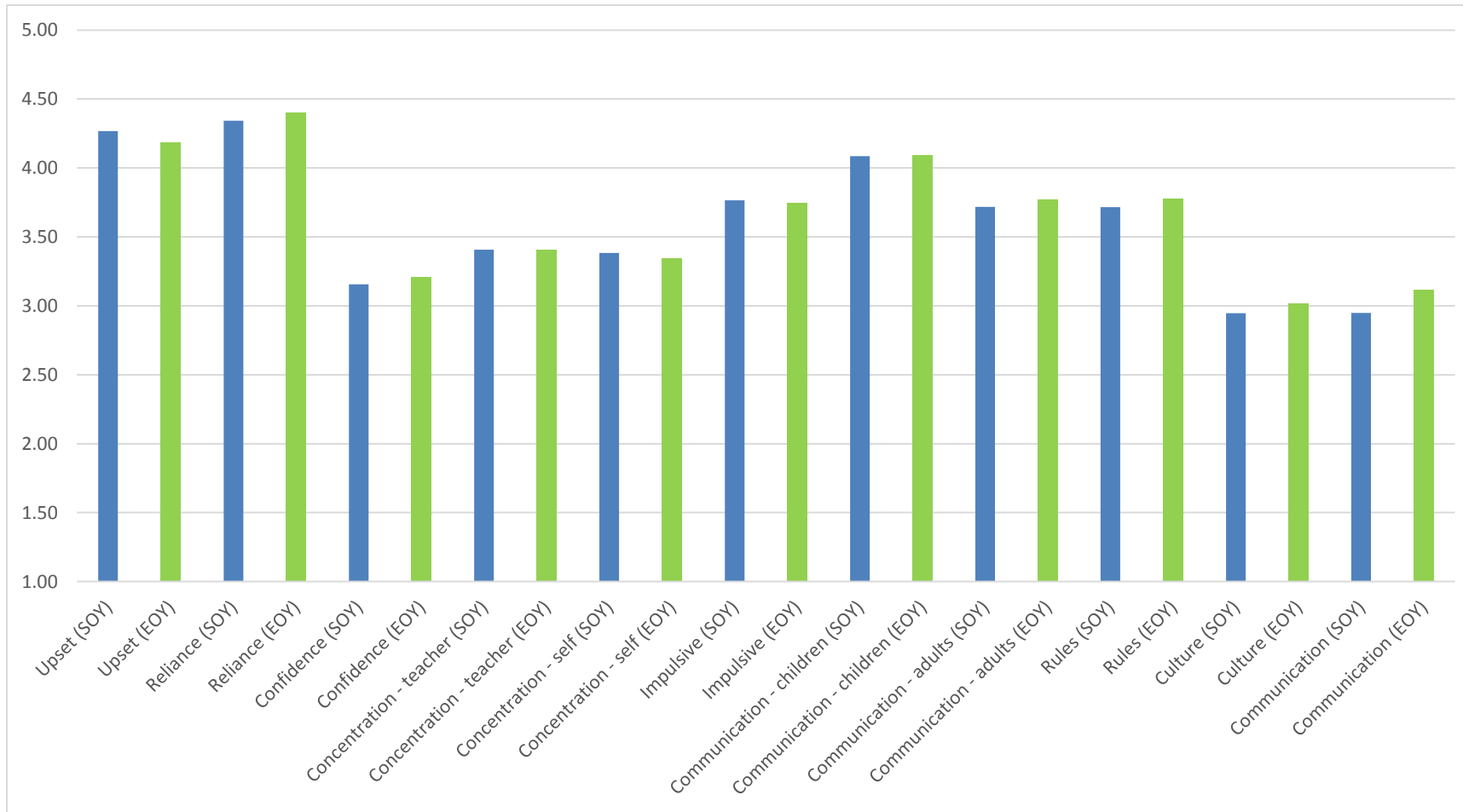
Maths comparison to the UK



Reading compared to the UK

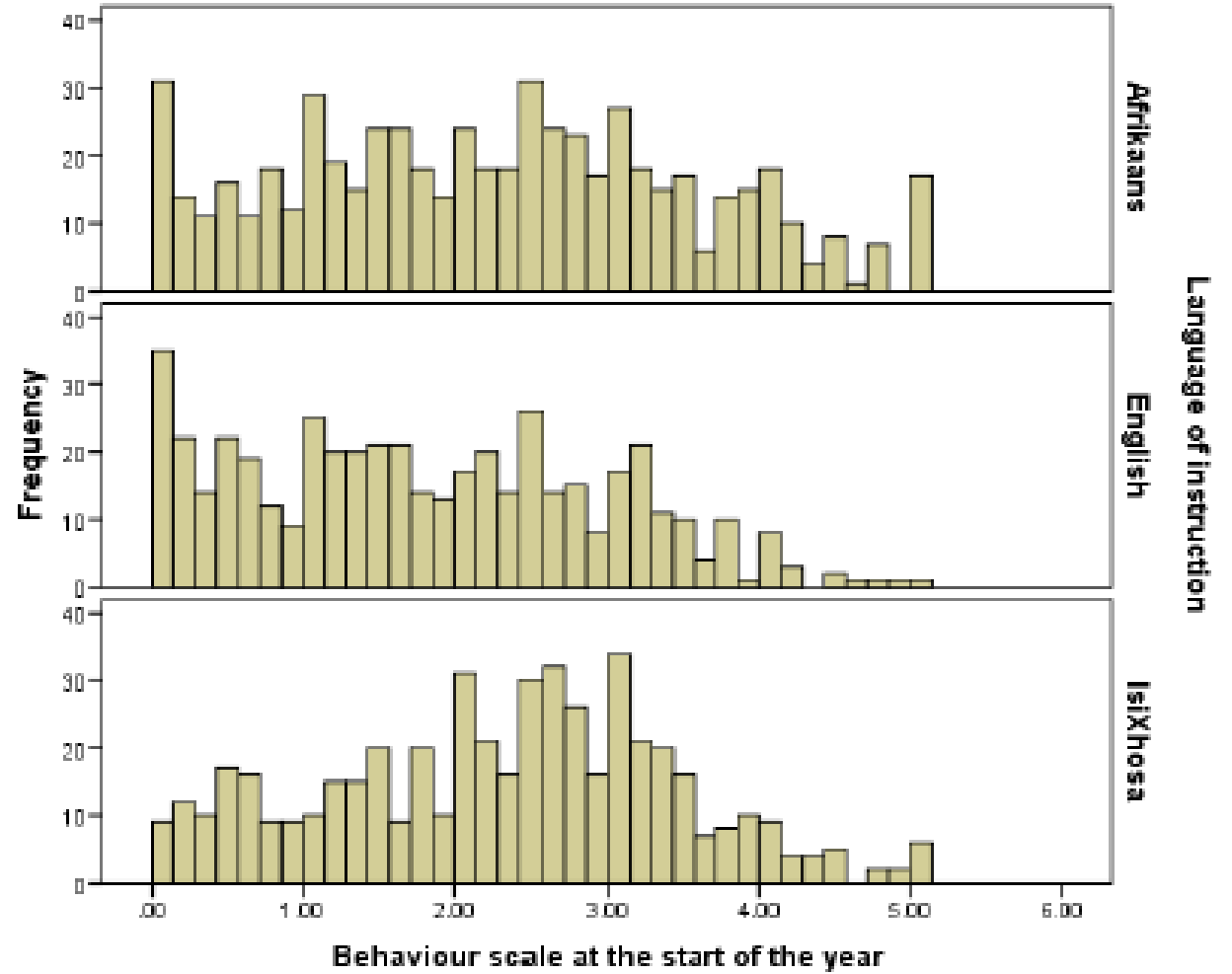
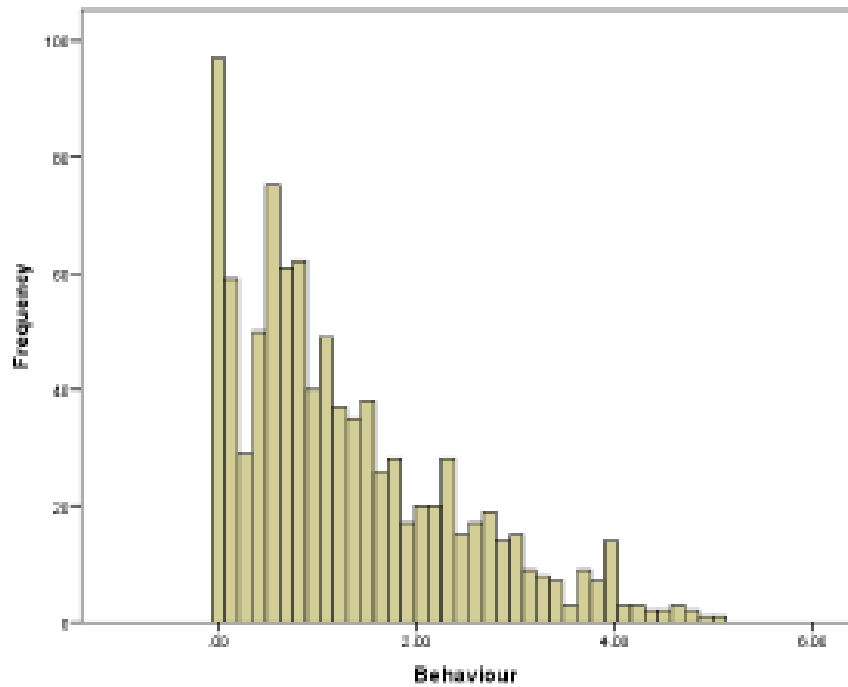


PSD changes



Behaviour

England



Broad findings

- All schools make progress in reading and maths
- All pupils make progress in reading and maths
- End of year attainment is linked most strongly to
 - Start attainment
 - School attended
 - Behaviour
- Quintile categorisation was not helpful
- Our SES measure was useful but could be improved
- The WC children start slightly ahead of their peers in the UK but finish slightly behind.
- A large number of pupils start after they are 7 years old

Implications

- Immediate – increase Grade R attendance
- Improve quality of schools (teaching)
- Consider carefully the link to behaviour
 - Inattention, hyperactivity and impulsiveness
- Make PIPS available in schools (teachers want it)
- Get all children to school at age 6

Thank you!

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