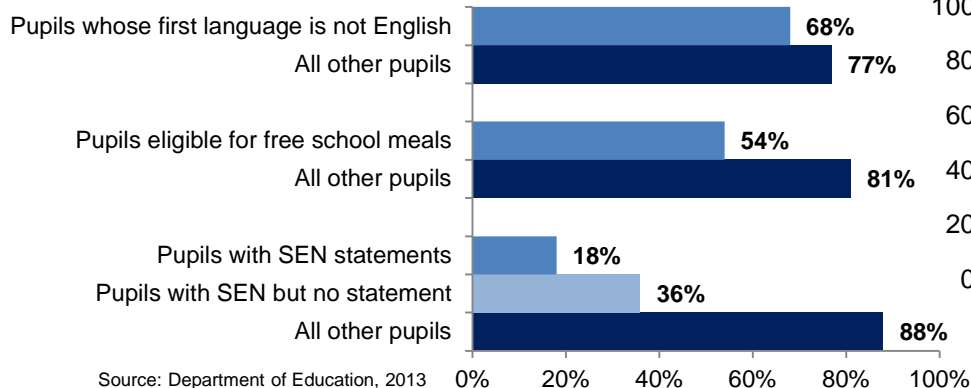


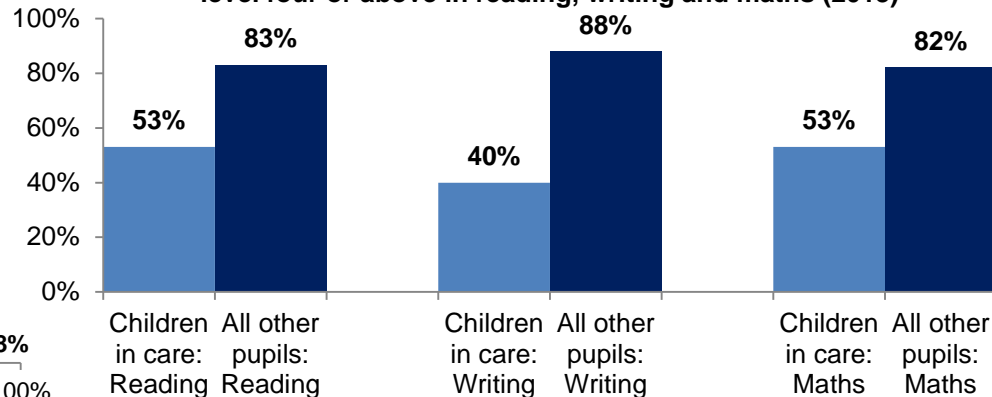


**Percentage of key stage two pupils achieving level four or above in reading, writing and maths (2013)**



Source: Department of Education, 2013

**Percentage of children living in care at key stage two achieving level four or above in reading, writing and maths (2013)**



Source: Department of Education, 2013

Key stage two typically relates to pupils in schools at age 11. In Cheshire West and Chester, children and young people facing disadvantage perform significantly worse than their peers.

The percentage of pupils achieving level four or above at key stage two who are eligible for free school meals (FSM) is 27 percentage points lower than their peers not eligible for free school meals. The percentage gap has increased between 2012 and 2013 although has decreased since 2011.

For children in care, achieving level four or above, the percentage point gap ranges from 48 percentage points for writing, to 29 percentage points for maths. The percentage gaps have reduced between 2012 and 2013.

Pupils with special educational needs (SEN) have the greatest gaps in attainment to their peers. The percentage of pupils with statements of SEN achieving level four or above is 70 percentage points lower than their peers, for those without statements the gap is 52 percentage points.

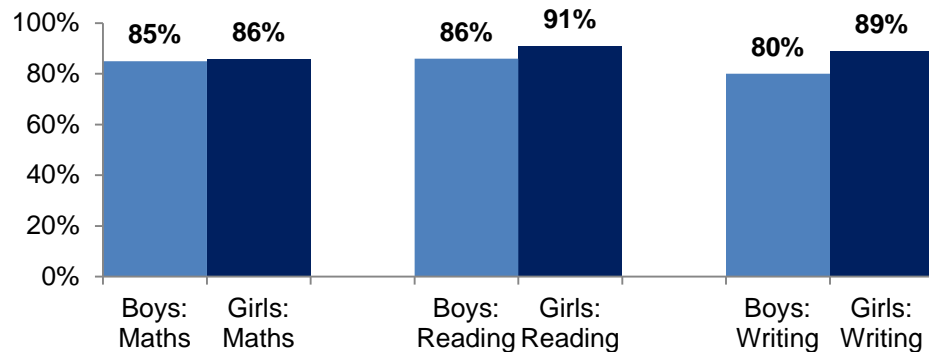
Percentage gap in attainment with peers

	Children in care	Free school meals	SEN with statement	SEN no statement
<b>Reading</b>	30%	17%	58%	29%
<b>Writing</b>	48%	24%	71%	51%
<b>Maths</b>	29%	19%	67%	33%

Pupils whose first language is other than English have an 11 percentage point gap to their peers in achieving level four in reading, writing and maths.

In Cheshire West and Chester, there is also a consistent gap in attainment between boys and girls. For maths the gap is small at one percentage point. The gap is largest for writing at nine percentage points.

**Percentage of boys and girls at key stage two achieving level four or above in reading, writing and maths (2013)**



Source: Department of Education, 2013

Rationale: Children from poorer families are at risk of becoming poor adults unless the attainment gap with their peers is closed. Those who grow up in poverty, are less likely to be able to afford educational activities and resources, have parents who are more stressed and less well-placed to help them with school work, and are more likely to leave school early and without a qualification (Joseph Rowntree Foundation).