



In order to best support our disadvantaged pupils, Mr J. Green has created this resource based on internal research of the impact a child's environment has on their reading age.

# National Curriculum Assessments at Key Stage 2 in England, 2019

## Statistics on pupils leaving Year 6 & entering Year 7

Overall, **65% of pupils reached the expected standard in reading, writing and maths** (combined) and 11% pupils reached the higher standard

**In reading, 73% of pupils reached the expected standard in 2019**, down by 2 percentage points (pp) from 2018.

**70% of girls** reached the expected standard whilst only **60% of boys did**.

**Table 1: Attainment in KS2 by subject** (percentage point changes from 2018 shown in brackets<sup>3</sup>)  
England, 2019 (all schools)

|                            | Reaching the expected standard | Achieving a high score |
|----------------------------|--------------------------------|------------------------|
| Reading test               | 73% (-2pp)                     | 27% (-1pp)             |
| Maths test                 | 79% (+3pp)                     | 27% (+3pp)             |
| GPS test                   | 78% (0pp)                      | 36% (+1pp)             |
| Writing teacher assessment | 78% (0pp)                      | 20% (0pp)              |
| Science teacher assessment | 83% <sup>4</sup>               | Not applicable         |

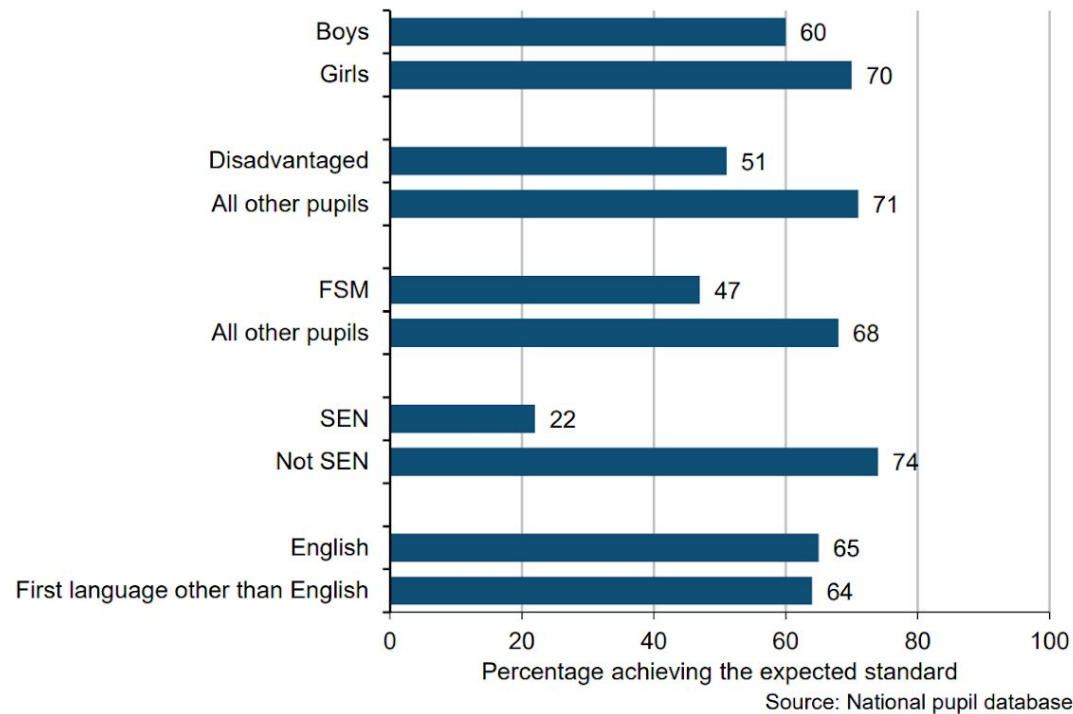
Source: National pupil database

Source: Department for Education - National curriculum assessments at key stage 2 in England, 2019 (revised)

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## Statistics on pupils leaving Year 6 & entering Year 7

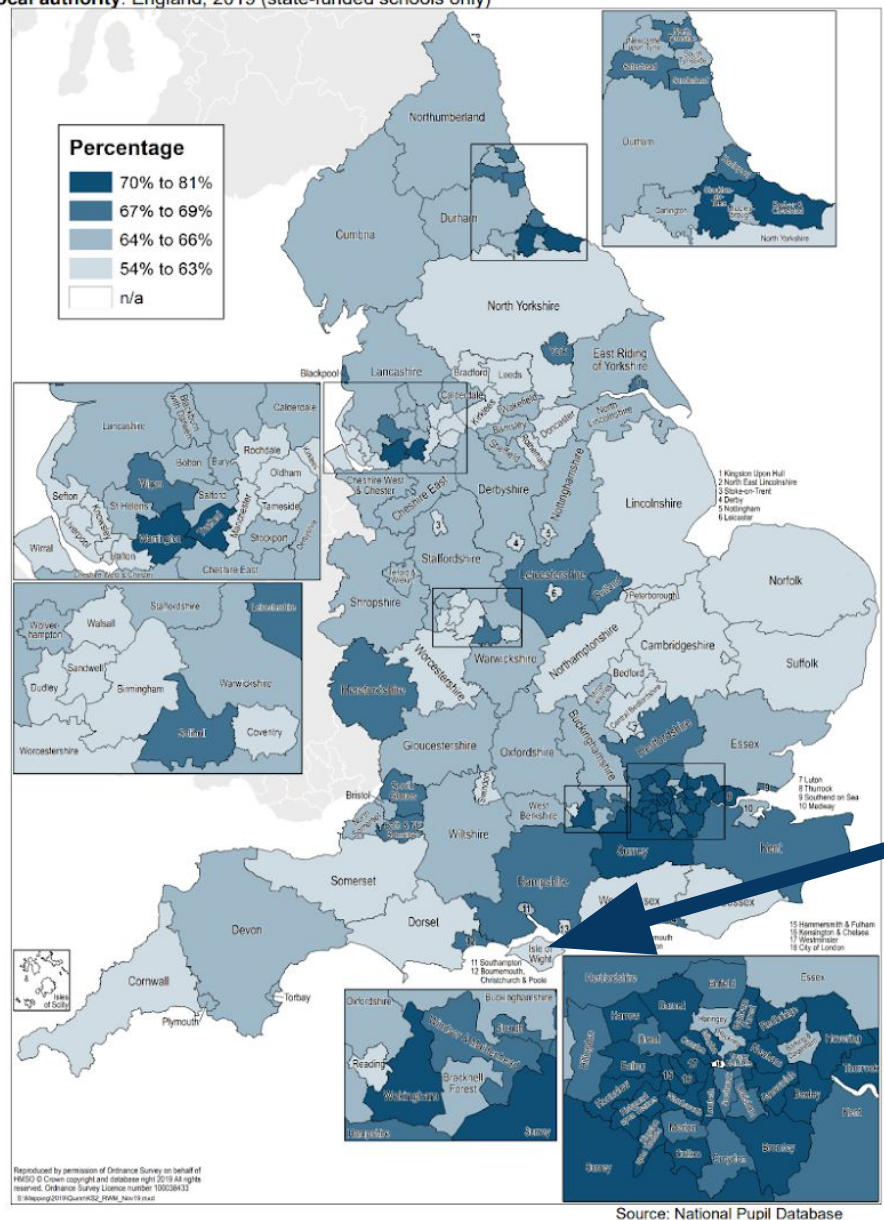
**Figure 5: Percentage reaching the expected standard in reading, writing and maths for different characteristics groups**  
England, 2019 (state-funded schools)



Generally disadvantaged pupils have significantly lower outcomes than non-disadvantaged pupils by the end of KS2.

Pupils with English as an additional language (EAL pupils) have almost the same outcomes as pupils with English as a first language.

**Figure 8: Percentage of pupils reaching the expected standard in reading, writing and maths by local authority. England, 2019 (state-funded schools only)**



# National Curriculum Assessments at Key Stage 2 in England, 2019

## Statistics on pupils leaving Year 6 & entering Year 7

The Isle of Wight is in the lowest group nationally for pupils reaching the expected standard in England by the end of KS2 in reading, writing and maths.

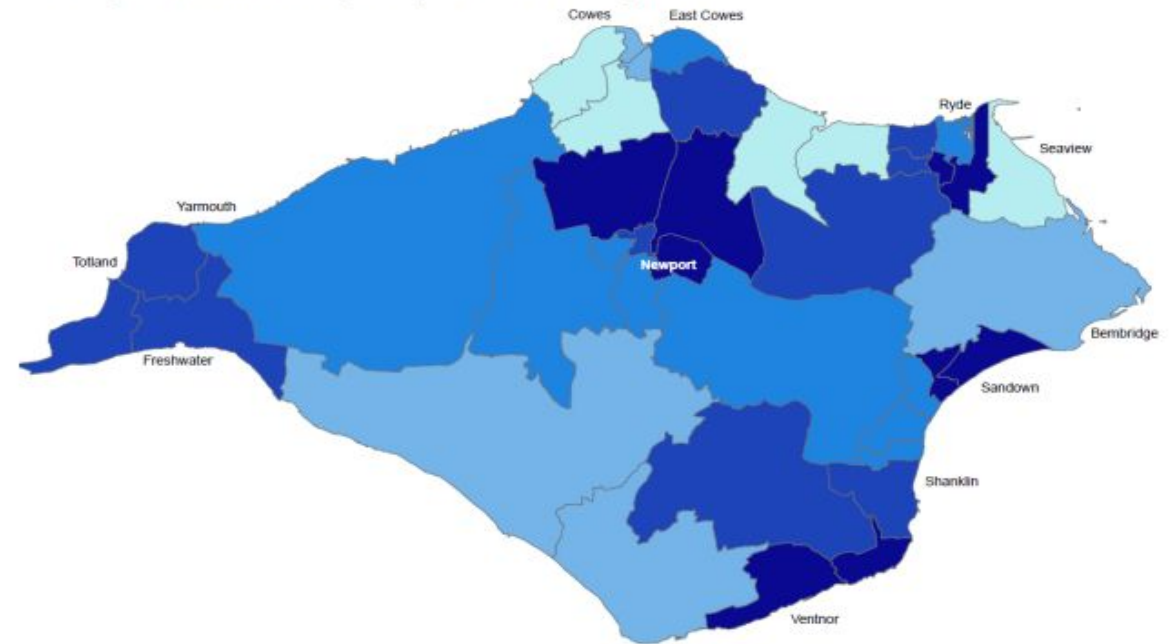
# Child Poverty Update 2019

In some areas of the South Wight, 1 in 4 children are considered to be living in poverty.

**Figure 3: LSOA with highest levels of child poverty (under 16s) HMRC measure**

| LSOA                     | Under 16 |
|--------------------------|----------|
| St Johns West A          | 43.6%    |
| Ventnor West B           | 37.8%    |
| Pan B                    | 34.9%    |
| Pan A                    | 34.4%    |
| Mount Joy B              | 32.9%    |
| Carisbrooke West B       | 29.8%    |
| Shalfleet and Yarmouth A | 29.0%    |
| Ryde South West A        | 28.9%    |
| Ryde North East B        | 28.4%    |
| Shanklin Central B       | 28.4%    |
| Sandown South B          | 27.6%    |
| Brading and St Helens B  | 27.1%    |
| Ventnor East A           | 25.8%    |
| St Johns East A          | 25.6%    |
| Freshwater Norton        | 24.2%    |

Percentage of Children in Poverty at May 2019 - After Housing Costs



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Produced by Isle of Wight Council Organisational Intelligence Team

Source: <https://www.endchildpoverty.org.uk/poverty-in-your-area-2019/>



Source: Isle of Wight Council – Child Poverty Update 2019

# What do these statistics mean?

1

**Pupils living in those wards with high levels of child poverty are unlikely to live in homes with high numbers of books. They are less likely to encounter reading and are less likely to be confident readers.**

“Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers.”

***McGrane et al. (2017) Progress in International Reading Literacy Study (PIRLS): National Report for England p. 16***

“Households in expenditure poverty spent the highest proportion of their total expenditure on food-related items (28.8%)”

***2017 Office For National Statistics***

“There is some evidence that chronic (severe, long-term) poverty has a more pronounced impact than less severe, short-term experiences on a number of education-related outcomes including maths and reading achievement, vocabulary and verbal memory.”

***Danziger, S. K. and Danziger, S. (1995) 'Child Poverty, Public Policy and Welfare Reform', Children and Youth Services Review, Vol. 17, No. 112, pp. 1–10***

# What do these statistics mean?

2

**Book talk, engagement & explicit teaching of vocabulary is extremely important. Giving pupils a stake in their reading by letting pupils select the text they will be reading increases both engagement and exposure.**

“The differences between the families, who were all disadvantaged, in the amount of talk directed to the child were almost as large as those reported in Hart and Risley’s much-quoted 1995 study, in which the families differed markedly in terms of their socio-economic circumstances: children with wider vocabularies typically came from wealthier families.” - Hart B and Risley TR (1995).

***DfE, The Reading Framework: Teaching the Foundations of Literacy. 2021.***

“Teachers cannot improve reading skills without also taking account of, for example, ‘access to interesting and meaningful reading materials’. The DfE’s internal analysis of the data from PIRLS in 2006 suggested it was particularly narrative rather than information texts that made the most difference.”

***OECD (2002). ‘Reading for change. Performance and engagement across countries. Results from PISA 2000’ Paris: OECD & Department for Education (2012). ‘Research evidence on reading for pleasure’ London: Department for Education***

# What do these statistics mean?

3

**1-1 reading interventions give pupils positive role models and engaging relationships built around reading. Trips to book stores to allow pupils to purchase their own books and exposes them to new “reading environments” and opportunities. Valuable texts for pupils must speak to them on a level they understand based on their own life experiences.**

“We know that emotional engagement is the tipping point between leaping into the reading life or remaining in a childhood bog where reading is endured only as a means to other ends.”

***Wolf M (2008). ‘Proust and the squid. The story and science of the reading brain’ Cambridge: Icon Books***

# What do these statistics mean?

4

**Early intervention is essential if pupils are to have successfully closed reading gaps by the end of their compulsory schooling.**

“By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes.”

*Jerrim, J, and N. Shure (2016) Achievement of 15-Year-Olds in England: PISA 2015 National Report DfE p. 105]*

Our current Year 11 (2017 cohort) PP pupils have an average reading age of 190 months, Non-PP are on 195. Our gap between our disadvantaged Year 11s and the rest of their peers is only 5 months, not 3 years. Early and consistent intervention through 1-1s, groups and tutor time reading has allowed this gap to close.

According to our study, nationally 25% of 15-year-olds have a reading age of 12 or below, 20% a reading age of 11 and below and 10% a reading age of 9 and below.

***READ ALL ABOUT IT: Why reading is key to GCSE success.  
NGRT. (2019)***

Of our pupils aged 15 and over only 2.4% have a reading age below 12. This equates to 3 pupils.

## 2020 Cohort Reading Progress since Entry compared to National KS2 Statistics

|                                       | % Of pupils reaching Expected Standard in Reading, English & Maths at the end of KS2 nationally | Autumn            |                     | Spring            |                     |
|---------------------------------------|-------------------------------------------------------------------------------------------------|-------------------|---------------------|-------------------|---------------------|
|                                       |                                                                                                 | % On/Above Target | Average Reading Age | % On/Above Target | Average Reading Age |
| <b>Boys</b>                           | 60%                                                                                             | 64.6%             | 145 months          | 63.9%             | 147 months          |
| <b>Girls</b>                          | 70%                                                                                             | 67.7%             | 143 months          | 72.5%             | 153 months          |
| <b>Special Educational Need (SEN)</b> | 22%                                                                                             | 20%               | 112 months          | 13%               | 116 months          |
| <b>Free School Meals (FSM)</b>        | 47%                                                                                             | 50%               | 131 months          | 53.3%             | 138 months          |
| <b>Pupil Premium (PP)</b>             | 51%                                                                                             | 53.8%             | 133 months          | 48%               | 139 months          |