

# CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>School Attainment and Progress 2023</b>
Meeting date	23 January 2024
Status	Public Report
Executive summary	<p>This is a summary of the results for the 2022/23 Cohort across EYFS - KS5 for all statutory assessment points and external examinations in BCP state schools.</p> <p>Progress by groups across educational phases will be available later in the Spring Term following all national checks and the outcomes of the census in January.</p> <p>The team would be happy to return to the Committee to discuss those at a later date if required.</p>
Recommendations	<p><b>It is RECOMMENDED that:</b></p> <p>The Committee note the outcomes of pupils in EYFS - KS5 and ask officers any questions they have as a result of the contextual information in the report.</p> <p>That the education improvement team (EIT) return later in the Spring Term to discuss gender, disadvantaged pupils and those who are in vulnerable groups such as SEND or with experience of care.<sup>1</sup></p>
Reason for recommendations	<p>This is the final year with any remaining Covid related "support" for examination and assessment for pupils and schools. By next year results for 2023/24 will be entirely under the same parameters as 2018/2019 which was the last standard year.</p>

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<sup>1</sup> The Virtual School will be presenting their results to their Governing Body this month.

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Wards	Council-wide
Classification	For update

## 1. Background

### Context of Cohort 2022/23.

The class of this academic year saw challenges that few pupils have seen for many decades. As well as the impact of the pandemic on their learning during their Early Years (EY) or previous Key Stage (KS); schools continued with additional challenges to attendance and attainment caused by;

- Pupils in Y1 had their nurseries closed in lockdown 1
- Educational and transport strikes
- Additional bank holidays x2

High demand for support for emotional health and well being amongst older pupils and with communication and language issues for our youngest learners, shows the ongoing impact of the pandemic on social skills and resilience.

There is some evidence that schools have been addressing learning deficits from the pandemic in outcomes, however there are some areas of concern around key groups that we would like to return to later in the year.

## 2. Recommended Areas for Development based on all phase reports.

As will be seen in each phase and stage of education, there are impacts to date of the pandemic on children & young people's (CYP) outcomes and experience in educational settings.

We have many successful aspects of our educational system. We have more educational settings rated Good or Outstanding than nationally<sup>2</sup>. This helps us attract people to live and work here and to grow our own future if we can encourage these CYP to stay or return to us.

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<sup>2</sup> See appendix a at the end of this report.

Our schools are assets to our community and they ameliorated the impact of Covid, by staying open for all vulnerable group pupils throughout the 2 lockdown years and sending as few pupils as home as possible throughout.

Despite this, we have seen some issues that we need to look into more deeply and address;

- Continuing challenge to support early learners with communication for learning and opportunities for older learners to be confident communicators with a range of adults to secure employment and for wider happier lives.
- Advocating for broader pathways from KS3 onwards for all CYP. T Levels have reduced access to applied and general qualifications which means that A Levels are the main school qualification 16-19, which limits options for students.
- Increasing support for CYP in schools with mental health and wellbeing as well as varied curriculum pathways that meet their needs, so that more SEND YP and vulnerable group students remain engaged in education and achieve their goals.
- Ensuring the funded 2s are tracked as FSM girls & boys are falling behind their peers in more than one subject and in most educational phases.

### 3. Early Years Foundation Stage

#### **Context.**

This phase of education covers from the very earliest days in nursery or childcare to 5 years of age.

The Early Years Foundation Stage Profile (EYFSP) assesses Reception year pupils in the June before they start Year 1 where most children turn 5. The EYFSP is based on observation and assessment in the three Prime<sup>3</sup> and four Specific<sup>4</sup> Areas of Learning along with 3 Characteristics of Effective Learning and each have subsections called Early Learning Goals (ELGs) which are assessed by teachers. A Good Level of Development GLD is when a child achieves “expected” in all the first 12 ELGs (all Primes, Literacy and Mathematics.)

2019 was the first year for BCP data<sup>5</sup> and data was not gathered in 2020-21 due to Covid.

**Cohort 2022/23** There were 180 children fewer, a 5% reduction from 2022. These children were in Nursery -3 and -2 during the two academic years of Covid and at its peak some of them will have been in settings that closed for lockdown 1 or struggled to provide places due to staff shortages.

#### **Outcomes.**

There is some evidence that schools and settings are addressing learning deficits with 70.4% of children in BCP achieving a **Good Level of Development** (GLD). This is an increase of 2.8pp since last year and is above national (67.2%).

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<sup>3</sup> **The Prime Areas of Learning:**

Communication and language (2 ELGs), Personal, social and emotional development (3 ELGs) & Physical development (2 ELGs)

<sup>4</sup> **The Specific Areas of Learning** Literacy (3ELGs), Mathematics (2 ELGs), Understanding the world (3 ELGs), & Expressive arts and design (2 ELGs)

<sup>5</sup> This was the first year we were one Council.

The lowest ELG was in Writing at 72.8%, which will be a target for improvement for many schools.

Pupils achieving all Prime Early Learning Goals (ELG) was up 1.3pp to 79% and above National at 75%.

The lowest Prime ELG is Listening & Attention at 85%, which is reflective of feedback from schools that communication for learning, is an important feature to focus on as children and families emerge from isolation.

Many settings success can be seen in BCP being above national for boys and girls, FSM and non-FSM.

#### **Areas for Development.**

- Focus needed on all FSM children Communication and Language and Literacy ELGs
- FSM girls are significantly underachieving by 20pp when compared to non-FSM girls.
- FSM boys, although above emerging national, are over 6pp below non-FSM boys.
- Boys Writing – especially FSM boys
- FSM imagination and creativity, which will support ideas for writing in later key stages.
- Ensure schools identify all FSM children<sup>6</sup> before end of the Key Stage.

**NB.** Please see appendices for summary table percentage of pupils achieving a Good Level of Development (GLD) by gender and free school meal eligibility.

#### **4. Y1 Phonics Screening Check**

**Context.** The phonics screening check (PSC) is an informal test that Y1 pupils undertake<sup>7</sup>. With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year (AY).

The PSC has 40 words divided into 2 parts. Both contain a mixture of real & “pseudo” words<sup>8</sup>. All pseudo-words in the check have a picture of an imaginary creature. Pupils are taught that when a word has a creature with it, it is a pseudo-word.

**Cohort 22/23 Y1 Context.** Y1 were in the last 2 years of nursery during Covid.

- 79% met expected standard, an increase of 3.5pp; in line with national & South-West (SW).
- FSM boys were the only group with reduced attainment -0.8pp from 2022
- FSM children & non FSM girls are below national.

**End of KS1 Tests** -This cohort were finishing Nursery & starting Reception during Covid.

- By the end of Year 2, 90% of children met the required standard for Phonics.
- This is above both national and South West by 1pp at 89%
- FSM is 1pp below national, boys are inline, girls are below.

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<sup>6</sup> As most children now have a FSM in Infants schools or KS1, sometimes families are eligible but not claiming FSM by end of KS1. This can lead to a lack of funding for Pupil Premium pupils (PP).

<sup>7</sup>Children who have not met the standard in Year 1 will re-take the check in Year 2. The 2023 phonics screening check threshold mark was 32.

<sup>8</sup> Pseudo-words are phonically decodable but without an associated meaning & are in the PSC to assess whether a child can decode words using phonics skills.

## Areas for Development

### Y1 PSC

- All groups, especially FSM children
- Ensure embedded phonic knowledge from EYFS

## 5. Key Stage 1 (KS1)

**Context.** Teacher assessment (TA) in reading, writing, maths and science are reported for each pupil at the end of KS1 (typically aged 7).

TAs are based on a range of evidence across the curriculum and knowledge of how pupils perform over time in a variety of contexts. Pupils take tests in reading & maths at the end of KS1, however TA is the only data used & reported.<sup>9</sup>

**Cohort 2022/23** This was larger than in 2022 by 57 children, an increase of 1.4% and was the cohort in summer 2020 just finishing Nursery, so did not experience any transition visits to school. In their first year of school, they experienced Autumn & Spring term lockdowns and as a result induction and transition into school was testing.

The outcomes below show some dropping of scores per pupil, however when National data is published, we may see some favourable comparisons. The concern is that FSM pupils and girls in particular are not doing as well as their peers.

**Outcomes** For combined Reading, Writing & Maths (**RWM**) at expected or greater depth<sup>10</sup>

- 55.9% of pupils met expected or greater depth standard, a drop of 0.6pp from 2022.
- Boys dropped 0.3pp
- Girls dropped -1.1pp

At greater depth

- 6.3% were at greater depth across all 3 areas, a drop of 1pp

### Areas for development

- **Reading**, girls as a cohort in general, especially non-FSM girls at expected and greater depth and FSM girls at greater depth.
- **Writing**. A focus for all groups, both at expected level and greater depth. FSM girls must be a target, 8pp below expected national peers. The only group above national is non-FSM boys.
- **Maths**, FSM girls at both expected & greater depth.

## 6. Key Stage 2 (KS2)

**Context.** KS2 SATs (standard assessment tests) are held annually in May for all children in Y6. Test papers are marked externally. Writing however is teacher assessed. The mark a child gets in each test is called a **raw score**. This score is made into a **scaled score**, to show match a child against the expected standard. The scaled score is 100 to meet the expected standard.

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<sup>9</sup> In 2023, moderation occurred through an external provider, and this is the last year of statutory KS1 assessments

<sup>10</sup> national yet to be published & we will comment further on comparisons when these are available

**Cohort 2022/23.** They were finishing Y3 during the first Covid lockdown summer 2020. They will have returned to school with disruption in Y4 and Y5.

## **Outcomes 2022/23 KS2**

Combined Reading, Writing & Maths (RWM)

At expected and greater depth

- 63% met expected or greater depth standard; an increase of 3pp on 2022<sup>11</sup>
- Disadvantaged children increased by 6pp and are now above national by 1pp.
- FSM boys are the only group below national, by 1pp.
- Girls are above national by 3pp, boys by 2pp.

At greater depth / higher standard

- 10% were at greater depth in all 3 areas; increase of 2pp and above national at 8%.
- FSM girls are the only group below national, by 1pp.

All children in individual subjects

- Reading at expected and greater depth, 76%, above national at 73%.
- At higher standard, 31% above national at 29%.
- Writing at expected and greater depth, 74%, above national at 72%.
- At greater depth, 15% above national at 13%
- Maths at expected and greater depth, 75%, above national at 73%.
- At higher standard, 27% above national at 24%

## **Areas for development**

- Reading, at expected non-FSM girls to be targeted and FSM boys at both expected and greater depth.
- Writing for FSM boys at expected
- Writing for FSM girls at greater depth
- All FSM children at expected level for maths
- Non-FSM girls at higher standard in maths

## **7. Key Stage 4 Context.**

This is the examination phase which includes Level 2 Qualifications usually taken by pupils in the year they are 16. They are often GCSEs and more rarely these days BTECs which are being overtaken by the introduction of T Levels.

KS4 performance measures in this report, for the 2022/23 academic year have been affected by the following factors:

- The return to pre-pandemic grading in 2022/23, with limited protections.
- 2022/23 performance measures may include some qualification grades that were awarded in 2021/22 using a different grading approach.
- The ongoing uneven impacts of the pandemic on different schools/colleges and pupils.

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<sup>11</sup> This is above national at 60%.

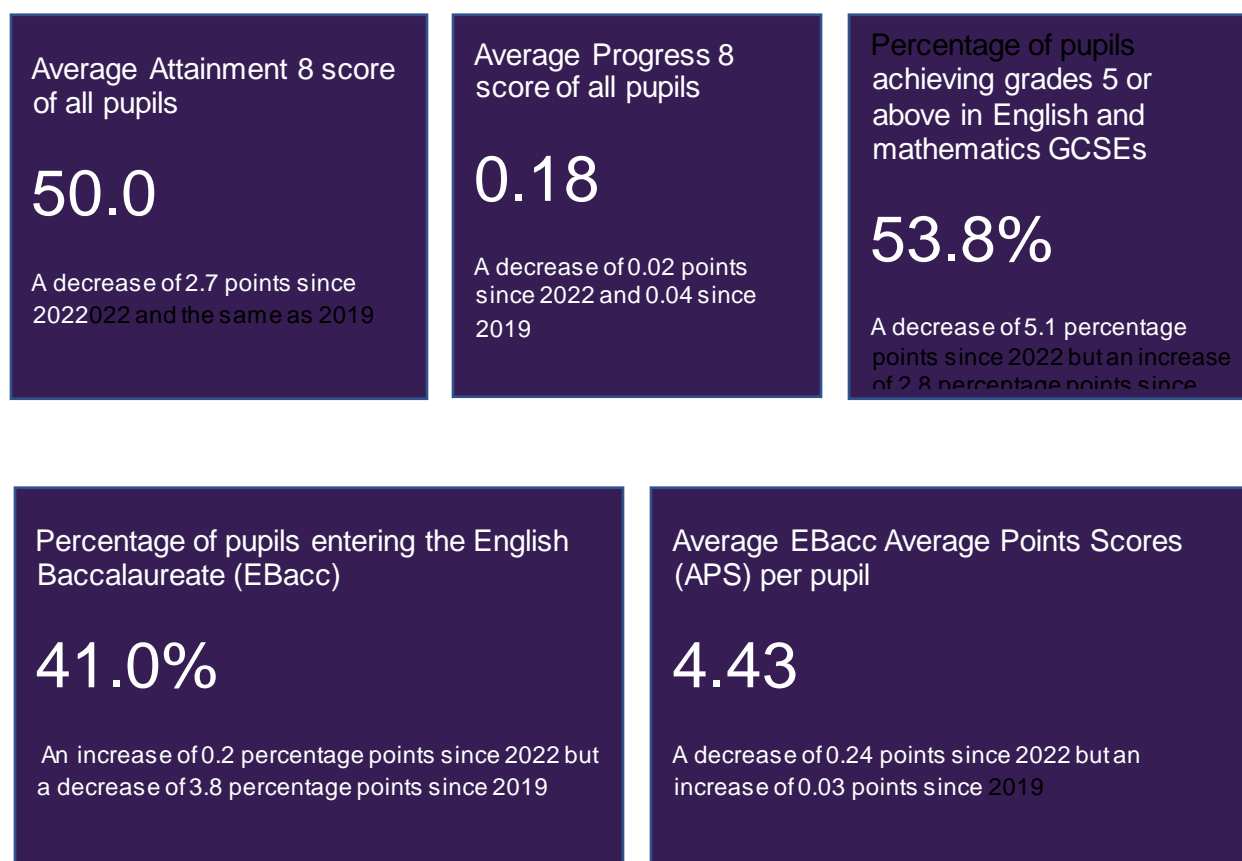
- In this year we saw some time gained for pupils in Y11 & Y13 by schools who were impacted by strike action. Examination groups & Y7 tended to be kept in school on 6 whole strike days for intensive revision.

For 2022/23, the KS4 attainment performance measures are:

- Attainment 8 - attainment across 8 qualifications
- Progress 8 - progress across the same 8 qualifications as Attainment 8
- Attainment in English & maths - % of pupils achieving grade 5 or above in English and maths.
- EBacc entry - % of pupils entering the English Baccalaureate<sup>12</sup>
- EBacc APS -Average Point Score

**Outcomes.** GCSE results of pupils at the end of Key Stage 4 (KS4) at state-funded schools in BCP and whose grades were awarded in summer 2023. In the 2022/23 academic year there were 27 state-funded schools with 3836 pupils at the end of KS4.

### Headlines.




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<sup>12</sup> The EBacc is GCSEs in: English language & literature, maths, the sciences, geography or history & a language

The changes in results seen in the headline attainment statistics reflect the changes in approach to grading in different years and resulting methodology changes for calculating the measures rather than demonstrating changes in standards. These varied throughout the pandemic years.

The Average Attainment 8 score in BCP has been greater in all three years than seen in any of the comparators.

BCP's Progress 8 score has been above the SW Region, our statistical neighbours and national in the in the last three years. In all three years BCP's Progress 8 scores were all positive, unlike the SW & our Statistical neighbours who saw negative progress scores in the three years 2018/19, 2021/22 and 2022/23.

The Progress 8 score in BCP, fell slightly between 2018/19 and 2022/23 from +0.22 to +0.18. The SW & our statistical neighbours saw a slight improvement in progress scores at the same time. Therefore, there has been a slight narrowing of the gap between BCP & our comparators.

The proportion of pupils achieving grades 5 or above in English and mathematics GCSEs in BCP has been greater in all three years than seen by our neighbours. The gap against national narrowed by 0.4 percentage points from 8.9 percentage points in 2021/22 to 8.5 percentage points in 2020/23. The gap in 2018/2019 between BCP and national was 7.6 percentage points.

Whilst the proportion of BCP pupils being entered into all components of the EBacc remains higher than that seen nationally the gap has narrowed from 4.7 percentage points in 2018/19 to 1.6 percentage points in 2022/23. This is likely to narrow further if DfE add EBacc participation to the league tables in 2024.

The Average EBacc APS per pupil in BCP has been greater in all three years than seen both in the SW Region & nationally.<sup>13</sup>

At KS4 girls continue to outperform boys, but the gap has been reducing. In 2022/23 both genders in BCP outperformed their peers nationally.

BCP had a smaller proportion of disadvantaged pupils at the end of KS4 in 2022/2023 than nationally. The attainment of both Disadvantaged and the 'All Other' pupils' groups in BCP outperformed their peers elsewhere. Subsequently in 2022/23 the disadvantaged attainment gaps are narrower than the gaps seen nationally.

There is a larger proportion of SEN pupils in BCP in KS4 in England as a whole. Although BCP SEN pupils are significantly outperformed by non-SEN pupils, they continue to outperform their SEN peers nationally. SEN gaps in BCP were narrower than the national SEN gaps for most indicators in 2022/23.

In all KS4 attainment measures BCP EAL<sup>14</sup> and Non EAL pupils outperform their peers nationally. BCP EAL pupils outperform BCP Non EAL pupils in all measures.

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<sup>13</sup> We have 5 schools who are either selective or partially selective. This tends to lead to EBacc at higher levels.



In 2022/23, BCP had a larger proportion of pupils with a white ethnic category than found nationally. BCP pupils of all ethnic categories outperformed their peers nationally in all KS4 attainment measures.

### **Areas for development.**

- Work with all schools/settings to maximise success in KS4 English and mathematics, so that young people can progress to level 3 qualifications.
- For a small number of pupils where achieving a standard pass at GCSE is not achievable at the end of year 11 – work with schools to consider introducing functional skills to lead onto apprenticeships.
- Further CEC<sup>15</sup> support schools with their Careers' strategies. Ensuring all young people have clear advice and guidance prior to selecting their KS4 options.
- Improve STEM take up post 14 and 16 via the Jurassic Maths Hub to work collectively on learning strategies and teaching arrangements to raise standards in schools to remove inconsistencies across the local authority.
- Challenge schools and settings to improve the performance of vulnerable pupils, whose attainment and progress has not improved fast enough and is inconsistent across all our schools.

### **8. Key Stage 5** This is for Level 3 qualifications usually taken at 18-19 years of age.

**Context:** In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise disruption that students faced. For Vocational, applied and technical qualifications that are taken alongside, or instead of, GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23.

Throughout this report, comparisons are made with 2022 & 2019. Summer 2019 was the last session that L3 exams were taken before the pandemic. In 2022, outcomes broadly reflected a mid-point between 2019 and 2021 to take account of the impact of the pandemic & in line with Ofqual's graduated approach to grading in 2022.

It is expected that 2023 performance will generally be lower than 2022 as we move back to normal. For this reason, we advise caution when considering comparisons over time, as they do not reflect changes in student performance alone.<sup>16</sup>

The KS5 performance measures covered in this report have been affected by the following factors:

- The return to pre-pandemic grading in 2022/23, with limited protections.
- some qualification grades awarded in 2021/22 used a different grading approach.

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<sup>14</sup> English as an additional language

<sup>15</sup> Careers and Enterprise Company

<sup>16</sup> In addition BCP only has one year of examination history as a single entity as a result of LGR

- The ongoing uneven impacts of the pandemic and strikes on different schools/colleges & pupils.

**Outcomes:** Across BCP schools and Bournemouth and Poole College (BPC)

<p>Average A level result</p> <p><b>C+</b></p> <p>The same as in 2018/19. (34.19 points to 34.96 points).</p>	<p>Average applied general result</p> <p><b>Merit+</b></p> <p>The same as in 2018/19. (29.74 points to 28.36 points).</p>	<p>Average tech level result</p> <p><b>Dist+</b></p> <p>An increase from Dist- in 2018/19. (30.75 points to 39.28 points).</p>
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Average Point Score (APS) per entry for all L3 cohorts is lower compared to 2021/22: A level, -4.15 points; applied general, -5.04 point; tech level, - 1.47 points.

Attainment remains slightly higher compared to 2018/19 for A level, +0.77 points, has dipped below 2018/19 for applied general, -1.38 points and remains higher than 2018/2019 tech level outcomes at +5.29 points. BCP attainment is below national for A Level, broadly in line with national for applied general and above national for tech level.

## A levels

The BCP A level APS per entry has been above national in all 3 years, SW region has been below national. However, the gap between national and SW region has narrowed and BCP is now only just above national.

Attainment at GCSE appears to be a good predictor of how well a student will achieve at 'A' Level.

In 2022/23 a higher proportion of BCP male potential students & female potential students studied A levels than their peers nationally.<sup>17</sup>

The average grade per entry between 2018/19 and 2022/23 for male students in BCP has remained at a C+ this is the same at the national average grade. The average grade per entry for BCP female students rose from, C+ to B- which is better than female students nationally who remained on a C+.

Both genders in BCP achieve on average better than their peers nationally. The gaps between genders, both in BCP and nationally widened between 2018/19 and 2022/23. Both in BCP and nationally female students outperform male students in A level study.

Since 2018/2019 BCP disadvantaged and non-disadvantaged students outperformed their peers nationally. However, gaps between BCP and national for non-disadvantaged students has reduced marginally between 2018/19 where it was 1.51 points to 2022/23 at 0.28 points.

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<sup>17</sup> We have far more school based 16-18 than our peers. Our statistical neighbour Exeter for example has 1 school based sixth form, we have 16.

In 2022/23 the BCP Disadvantaged, national non-disadvantaged A level gap was smaller than the national disadvantaged, non-disadvantaged gap.

2022/23 saw higher numbers of entries than 2018/19 into A Levels but lower than 2021/22. Students with an EHCP, those with SEN Support and those with no SEN identified have increased proportions of students being entered into A levels compared to 2018/19.

At A level, as measured by APS and average grade per students, BCP EHCP, SEN Support & Non-SEN students continue to outperform their peers nationally. Nationally students with an Unknown SEN outperform BCP pupils with an EHCP.

For all SEN groups, in BCP and nationally, the results as measured by APS and average grade per student have improved from the levels seen in 2018/19.

## **Applied General**

BCP saw a slightly larger increase in the applied level APS per entry between 2018/19 and 2021/22 than national. In 2022/23 the average grade per entry at Merit +for BCP students is in line with both the SW & national.

When considering the Applied general APS, in 2021/22 both genders in BCP underperformed compared to their peers nationally. In 2022/2023 a higher proportion of potential students, of both genders, studied applied general courses than BCP students.

BCP Females are now being outperformed by their peers nationally in applied general qualification.

In 2022/23 a lower proportion of BCP potential students, both disadvantaged and non-disadvantaged were entered for applied general subjects than national.

Since 2018/2019 BCP disadvantaged and non-disadvantaged students outperformed their peers nationally. In 2022/2023 BCP disadvantaged and non-disadvantaged students have underperformed compared to their peers nationally.

In 2022/23 the BCP disadvantaged, national non-disadvantaged, applied general gap was smaller than the equivalent national disadvantaged, national non-disadvantaged gap.

In 2022/2023 No students with an EHCP or SEN Support were entered into applied general exams.

No students with an EHCP in BCP took the applied general study route.

In 2022/23 a lower proportion of potential EHCP, SEN Support and Non-SEN students in BCP took the applied general route than national students in the same groups.

## **Technical level**

BCP saw a larger increase in the tech level APS per entry between 2018/19 and 2022/23 than both national and the SW region. This is reflected in an increase in grade per entry from Merit to Distinction-.

Due to these small numbers, it is not possible to provide any meaningful in-depth analysis of pupil groups taking the tech level route.

### **Areas for development.**

- Outcomes at A Level, Applied general and Tech Level qualification are starting to fall from strong outcomes in recent years to outcomes that are in line with or below national. Work with post 16 leaders to improve outcomes is being undertaken to look into causes of this decline.<sup>18</sup>
- Disadvantaged & SEND students are not well served in our sixth forms. We have increasing EHCPs coming through secondary phase & we must improve sixth forms accessibility to include all young people.
- No A Levels at B&PC. This is a particular issue for post 18 students. Students who wish to sit A Levels in a college setting must travel into Dorset (Weymouth) or Hampshire (Brockenhurst).
- Uncertainty remains around de-funding of vocational courses and classification remains around long-term plans for BTEC / Applied Awards. (Preventing future curriculum planning). This has led to a falling number of pupils taking applied pathways.
- Ensure that Sixth Forms are central to school development plans with Sixth Form leaders working with curriculum leaders to plan a 7-year journey. Thus improving seamless post 16 transitions & improving retention and inclusivity.
- Retention from Y11-12 is not strong in some settings. Work with school leaders to ensure each sixth form offer the correct curriculum route for their students.

### **Summary of equality implications**

We will be able to make a better estimation of the impact of the issues outlined above by characteristics covered in the Equality Act, following the progress reports by group.

Please note that secondary phase has a strong gender specific educational pathway, with single sex schools in all selective settings and also in two large secondary campuses in United Learning.

### **Background papers**

Each year the Education Improvement Team and the Education, Data Performance & Analysis Team produce reports on results from EYFS to Key Stage 5. These reports are shared with school and phase leaders and help inform the target groups and subjects that we and the educational system focus on for the following years.

For those Members interested in more in depth analysis, we have comprehensive reports on all stages and phases of education; EYFS, Phonics & KS1, KS2, KS4 and KS5 as further reading.

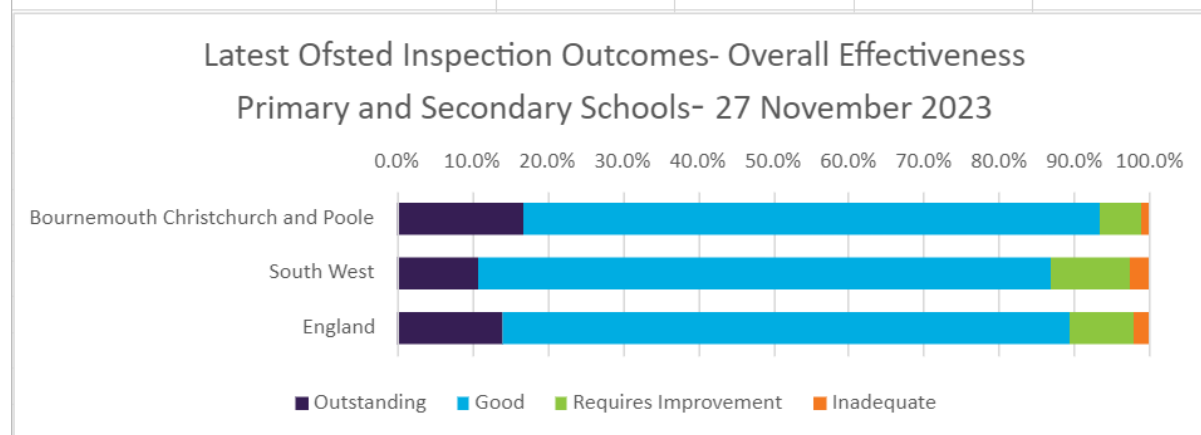
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<sup>18</sup> This may be related to subject specialist shortages. Recruitment into secondary teacher training has been halved this year and Technology, Design Technology and Geography have joined the list of shortage subjects.

## Appendices

### a) Ofsted outcomes (single grade BCP) November 2023.

Secondary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	25.0%	62.5%	8.3%	4.2%
South West	10.8%	69.3%	15.1%	4.8%
England	15.6%	66.8%	12.9%	4.7%



Primary and Secondary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	16.9%	76.4%	5.6%	1.1%
South West	10.8%	76.0%	10.5%	2.6%
England	14.0%	75.3%	8.5%	2.2%

**b) EYFS** Percentage of pupils achieving a Good Level of Development (GLD) by gender and free school meal eligibility.

	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
	Previous measure	Covid		First year for new ELGs			
Number of children	3,948			3,882	3,702	-180	
All	73.8%			67.6%	70.4%	2.8pp	67.2%
Boys	66.8%			60.9%	64.8%	3.9pp	60.6%
Girls	81.3%			74.7%	76.5%	1.8pp	74.2%
Gender gap	14.5pp			13.8pp	11.7pp	- 2.1pp	13.6 pp
FSM	58.7%			47.9%	53.9%	6.0pp	51.6%
FSM Boys	49.0%			39.3%	47.6%	8.3pp	43.7%
FSM Girls	71.4%			57%	59.9%	2.9pp	59.7%
Non-FSM	76.5%			71.9%	73.8%	1.9pp	71.5%
Non-FSM Boys	69.8%			65.8%	68.1%	2.3pp	65.0%
Non-FSM Girls	83.6%			78.4%	79.9%	1.5pp	78.2%
Non-FSM to FSM	17.8pp			24.0pp	19.9pp	- 4.1pp	19.9pp