Wiltshire Council

Children's Select Committee

Date: 5 March 2019

Educational Outcomes for Disadvantaged learners in Wiltshire

Purpose of Report

1. The report provides an overview of the performance of Disadvantaged Learners (DL) at the end of each key stage comparing outcomes in Wiltshire with national figures and comparison of Wiltshire figures with other Local Authorities (LA). The report gives an overview of strategic school improvement activity carried out by the School Effectiveness Team.
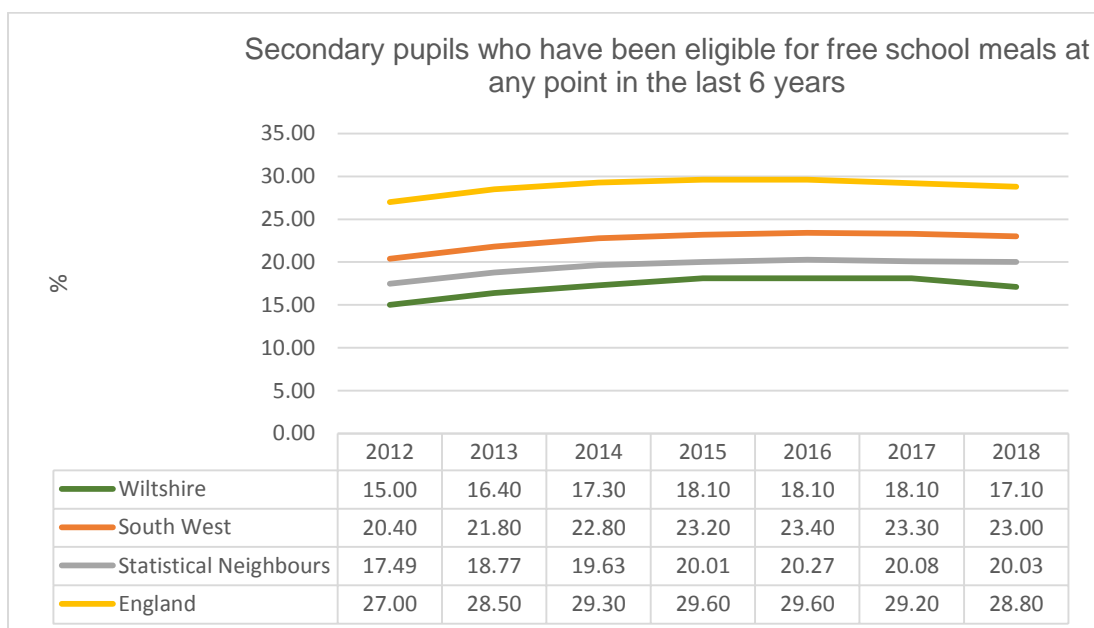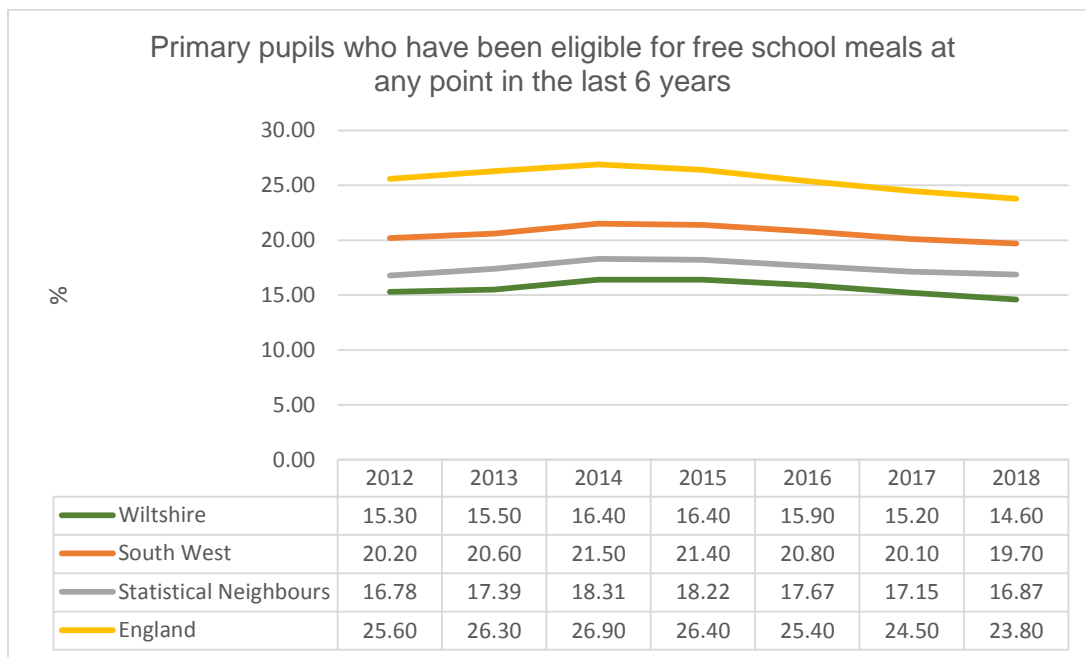
Background

2. Disadvantaged pupils are defined by the Department for Education as those eligible for additional funding through the Pupil Premium. This includes

- pupils who are eligible for Free School Meals (FSM) where families are in receipt of benefits (e.g. Income Support, Jobseekers Allowance),
- pupils who have ever been in receipt of FSM in the last six years (Ever 6FSM)
- Looked after children (LAC)
- Children adopted from care

The full definition of the groups and amount of pupil premium in 18/19 per pupil can be seen in the table below.

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

The pupil premium grant must be used by schools to raise the attainment of disadvantaged pupils of all abilities to reach their potential. The DfE does not specify how the grant should be spent and schools are able to match the needs of their disadvantaged pupils to provide support that will remove any barriers to their achievement.

Although there are over 10 000 pupils eligible for the pupil premium, Wiltshire has a very low proportion when compared with other areas. Although they do not include LAC and children adopted from care, the graphs below show the proportion of Ever6 FSM in comparative areas.

Primary pupils who have been eligible for free school meals at any point in the last 6 years

	2012	2013	2014	2015	2016	2017	2018
Wiltshire	15.30	15.50	16.40	16.40	15.90	15.20	14.60
South West	20.20	20.60	21.50	21.40	20.80	20.10	19.70
Statistical Neighbours	16.78	17.39	18.31	18.22	17.67	17.15	16.87
England	25.60	26.30	26.90	26.40	25.40	24.50	23.80

Secondary pupils who have been eligible for free school meals at any point in the last 6 years

	2012	2013	2014	2015	2016	2017	2018
Wiltshire	15.00	16.40	17.30	18.10	18.10	18.10	17.10
South West	20.40	21.80	22.80	23.20	23.40	23.30	23.00
Statistical Neighbours	17.49	18.77	19.63	20.01	20.27	20.08	20.03
England	27.00	28.50	29.30	29.60	29.60	29.20	28.80

With high employment rates and relative prosperity over most of the County, there are fewer families in receipt of benefits, eligible for FSM for their children

and therefore a low rate of eligibility for the pupil premium.   In Wiltshire in 2018, there were 30 schools with less than 5% of the school population who were DLs. For some primary schools there may be only one or two pupils in each year group. This can mean that the economies of scale in using the pupil premium grant may not be realised and schools with few DL in each year group may be not be able to us the finding as flexibly as school with higher numbers.

Background to Primary attainment and progress
A more challenging National Curriculum was introduced in 2014 and the 2016 key stage 1 and 2 assessments were the first assessment of this framework. Assessments no longer compare attainment against levels. At Key Stage 1 and 2 pupils are assessed against an expected standard benchmark which is different from and more demanding than previous benchmarks. The implementation of this more demanding curriculum and assessment method means that data is not directly comparable before 2016.

The progress pupils make from KS1 to the end of KS2 is calculated for reading, writing and maths separately. Pupils' results at the end of KS2 are compared with those nationally who had the same KS1 results. Progress scores are expressed as positive or negative numbers around zero. Zero means pupils have made the same progress as similar pupils nationally, positive scores means they have made more progress. A negative progress score means pupils made less progress than other pupils nationally with similar results at the end of KS1.

The Early Years Foundation Stage Profile (FSP) summarises and describes children's attainment at the end of the reception year in school in relation to seventeen Early Learning Goals (ELG). Children are assessed as reaching a good level of development (GLD) when they have reached the expected levels for the ELG in the prime areas of learning and in maths and literacy.

The Phonics screening check is to enable teachers to check whether pupils are able to use phonics skill to achieve the expected standard.

Background to Secondary attainment and progress

The GCSE reforms continue with 20 new subjects examined in 2018. The reformed GCSEs award 1-9 grades replacing A*-G. There is difficulty with equivalence with the legacy grade C equivalent overlapping both a 4 and 5. A grade 4 is a standard pass, a grade 5 a strong pass. A 9 is beyond an A*.   It is therefore not possible to look with accuracy at trends from last year and any comparisons should be made with caution as assessment and the demands of the curriculum have changed.   Comparisons with 2017 figures are only possible for English and maths as they were examined in their reformed style in 2017 with students awarded grades 1 – 9 in both 2017 and 2018.

Progress 8 is a main indicator of schools' performance. This measure aims to show the progress of each pupil from end of KS2 to the end of KS4 and compares the score for each pupil with similar pupils with the same starting point. Progress 8 is a relative score and the national figure is 0 as with primary progress.

Attainment 8 measures the attainment of pupils in 8 qualifications. These include English and maths (both are double weighted to reflect the importance of these subjects), 3 other English Baccalaureate (EBacc) qualifications and another 3 qualifications from a list approved by the DfE.

Where available the report provides a comparison of the Wiltshire figures against other LA using the LA quartile position – 'A' being the top quarter and 'D' being the lowest quarter of LAs in England.

Main Considerations for the Council

3. Performance overview at each phase and key stage

The Table below provides summary of the outcomes for Disadvantaged Learners (DL) and non-disadvantaged learners. EYFSP and phonics results are for pupils eligible for free school meals only to provide nationally comparable data.

Key Stage	Indicator	2016	2017	2018	Nat figure 2018	Quartile (National rank /152)
EYFSP (age 5)	FSP GLD (FSM) (%)	48	50	49 ⬇	57	D (135)
	FSP GLD (non-FSM) (%)	73	72	74	74	C (64)
Phonics (age 6)	Phonics (FSM) (%)	53	59	63 ⬆	70	D (142)
	Phonics (non-FSM) (%)			82.8	84.8	-
KS1 (age 7)	RWM DL (%)	36	39	41 ⬆	50	-
	RWM non-DL (%)	62	64	66	69	-
KS2 (age 11)	RWM DL (%)	33	38	41 ⬆	51	D (142)
	RWM non-DL (%)	59	65	68	71	D (124)
	Prog Re DL (prog score)	-	-1.1	-0.7 ⬆	-0.6	C (77)
	Prog Re non-DL (prog score)	-	0.2	+0.2	+0.3	C (95)
	Prog Wri DL (prog score)	-	-0.9	-1.2 ⬇	-0.4	D (114)
	Prog Wri non-DL (prog score)	-	-0.4	-0.4	+0.2	D (130)
	Prog maths DL (prog score)	-	-1.5	-1.6 ⬇	-0.6	D (119)
	Prog maths non-DL (pro score)	-	-0.7	-0.7	+0.3	D (138)
KS4 (age16)	P8 DL (prog score)	-0.56	-0.64	-0.49	-0.44	B (66)
	P8 non-DL (prog score)	0.12	0.01	0.10	0.13	C (82)
	A8 DL (score)	38.4	33.5	35.4	36.8	C (80)
	A8 non-DL (score)	54.0	49.4	50.8	50.3	B (56)
	9-5 E&M GCSE DL (%)	-	20.2	23.5 ⬆	24.9%	-
	9-5 E&M GCSE non-DL (%)	-	48.4	51.3	56.6%	-

Whilst there have been some improvements in outcomes for disadvantaged learners the gap remains too high between their outcomes and those of their peers. Where it is possible to see trends, results are not improving quickly enough to close the gap and disadvantaged learners continue to have lower outcomes than their peers in Wiltshire.

The comparison with other disadvantage learners outcomes from elsewhere also does not provide favourable comparisons. Where other LA comparisons are available, Wiltshire's ranking and quartile position rarely places the LA above the national figure and more often in the bottom 25% of other LAs.

A noticeable exception to this is DL progress outcomes in KS4 where the Progress 8 score is not far behind the national figure. Wiltshire is ranked in the top half of other LAs for this indicator showing that DL pupils between the end of KS2 and KS4 have made better than average progress in their GCSEs. However their final attainment remains slightly below the national figure. The English and

maths at GCSE grades 9-5 also show improvement from 2017 and whilst there is still a large gap between DL and their peers, the Wiltshire figure for this indicator is comparable with DL nationally. The English and maths figure for 2018 has increased by 3.3% which is slightly more than the 2.9% rise for non-disadvantaged learners.

Current activity to improve outcomes

Clearly the outcomes for DL are not improving fast enough and there remain too large a gap between their outcomes and other learners. In order to support school leaders and governors in raising the achievements of DL a number of approaches have been implemented to challenge schools and promote improvements.

Three areas have been identified as key strategies

1. Challenging school leaders and governors to improve outcomes
2. Improving Teaching, Learning and Assessment
3. Communication

These three areas have been identified to ensure that school leaders continue to focus in this aspect of school improvement and are enabled to use best practice and evidence based research to ensure impact from their work.

Challenging school leaders and governors is essential to ensure that the outcomes for DL remains a high priority in every school. Governor and headteacher development includes input regarding DL. All new governors and those leading on DL have are offered training resulting in over 200 governors attending these training sessions. Governors are also offered training for self-evaluation and the interpretation of performance data to ensure that they can challenge headteachers and leaders. For LA maintained schools, all headteachers are challenged by their Challenge and Support partners and where schools have been identified as benefitting from additional support through the Wiltshire Improving Schools Programme (WISP) a session dedicated to improving outcomes for DL has been included.

All new headteachers attending The Wiltshire's new Head teachers induction Programme are provided with information and access to resources. The headteacher of the Virtual School for Looked After Children (LAC) has access to comprehensive data sets to support the evaluation of outcomes and to help set targets for the end of the next key stage.

A number of programmes have been completed and are ongoing to support **improvements in teaching, learning and assessment** for DL. A primary language and vocabulary project to support improved literacy has commenced targeting 27 schools where outcomes for DL from 2018 were significantly low. Assessment workshops to improve writing outcomes at KS2 were focused on DL and subject leaders networks similarly continue to include focus on this group. The DL lead network meetings run at two locations three times during the academic year, and each session provides DL updates, new research

information, and input from an invited guest presenter, as well as an opportunity to share good practice. These are well attended but not by every school. To ensure that Teaching Assistants (TAs) are fully informed and feel confident with the approaches developed in line with latest research, the TA DL network meetings run at two locations three times during the academic year. Each session provides updates on effective TA practice to best support DLs and new research information.

Communication regarding the outcomes for DL is key. The gap in outcomes between DL and their peers has remained high for many years and there is a danger that the messages are not so prominent. It is therefore important to ensure that the communications ensure that the high significance and priority of the improvements in DL outcomes is sustained and regular Pupil Premium Bulletins are now provided for schools for display on school staff notice boards. Where outcomes were good as seen in high attainment and progress , 11 schools have received a letter congratulating them on this achievement and further work is planned to identify where this good practice can be shared.   Key documents that have been developed in past years remain helpful for schools to use and documents such as the DL Lead job description, the DL charter and the toolkit remain available for schools to use.

The Annual Pupil Premium Conference 'Literacy Matters' was held in November 2018 where school leaders and governors were invited to attend together. Contributors included The Education Endowment Foundation who have led on national improvement for DL and local school leaders sharing practice that has been successful in their school.

All schools have been provided with the 2018 minimum standards for DL outcomes at the end of KS2 and KS4. Known as the DiSMiS standards. Schools with outcomes that fall below this are identified and receive a letter informing them of low achievement of their pupils and inviting them to attend supportive events like the DL lead network meetings and where resources to support improvements can be accessed. For schools that have fallen below the minimum standard for two years running, each school will receive a challenge visit to discuss their practice and complete a pupil premium audit design to support evaluation of outcomes, analyse barriers to future good attainment and a review of expenditure of the pupil premium.

Safeguarding Considerations

4.   Although this report does not include reference to issues regarding child protection, the broadest definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. Academic outcomes have a significant impact on life chances for children and young people and for those groups vulnerable to underachievement, especially DL, this is an essential consideration.

Public Health Implications

5.   Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Environmental and Climate Change Considerations

6.   There is no specific environmental or climate change considerations in relation to this report.

Equalities Impact of the Proposal

7.   All groups of learners have the right to have the opportunity to make good progress and achieve high standards. DL outcomes are not in line with other pupils; either with their peers in the LA or DL elsewhere in the country.   This equalities issue remains a high priority and must ensure that all pupils, regardless of family economic circumstances, achieve well.

Risk Assessment

8.   There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.

9.   The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by non-engagement of academies that may pose a risk to continued improvements DL in state funded education. As the number of Academies grows, the LA has less direct influence on standards of performance across schools and for particular groups. Whilst the LA and academies in the local area have a good relationship, it is primarily for the academy to determine their level of engagement with the LA.

Financial Implications

10.   In recent years ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to improve performance. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus will not be able to be sustained with the result of increased risk to performance standards.

Legal Implications

11.   There are no legal implications in relation to this paper.

Conclusion

12.   A secure economy with fewer families receiving benefits, result in relatively fewer DL in Wiltshire than in comparative areas. DLs may therefore number only a few in many schools leading to diseconomies of scale in the use of the Pupil Premium Grant.

13.   However, regardless of the numbers of pupils in each school, the grant is there to remove barriers that hold back learning. This has not been successfully achieved in many schools and outcomes across all areas and phases of school remain low compared with peers and at the primary phase, very low, in comparison with other LAs.

14.   Despite ongoing support for school for leadership and teaching, learning and assessment, outcomes have not improved sufficiently fast enough in recent years. The LA continues to work with schools to challenge leaders, support improvements and has extended the work of the Families and Children's Transformation (FACT) to incorporate extended work across a number of LA services.

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Xx February 2019

Background Papers

None

Appendices

None