

**Wiltshire Council**

**Children's Select Committee**

**10 March 2020**

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## **Disadvantaged Learner Action Plan - update**

### **Purpose of Report**

1. To provide the committee with an update regarding progress towards meeting the success criteria listed in the disadvantaged learner action plan.

### **Background**

2. The action plan is the School Effectiveness element of an overarching Council Social Mobility Plan.
3. Wiltshire Council Business Plan clearly identifies a commitment to:
- Promoting high educational standards for all children, working closely with education providers, schools, colleges and academies. This will be through securing new schools for a growing population, improvement advice, brokering school to school support and wider partnerships and providing support for leaders and governors.
  - Work with schools to support children who are vulnerable to underachievement – including children from low-income families, those in care and those with Special Educational Needs or Disabilities (SEND).
  - To achieve the aims of the plan, the School Effectiveness team is providing a range of universal support for all schools through network meetings and targeted support for individual schools where 2019 performance was unacceptable.
4. 10,547 of Wiltshire's 68,726 pupils are classified as disadvantaged, this is 15.3% of our cohort. This is 8.0% lower than the national average of 23.3%. Disadvantaged pupils contribute £12,550,449 to the budget of Wiltshire LA schools in disadvantaged funding. This equates to an average of £53,179.87 per school in the LA. This summer 1125 disadvantaged pupils are due to sit KS2 SATs and 800 due to sit GCSEs. 31.6% (3,328) of Wiltshire's disadvantaged pupils have a SEN provision, 6.0% higher than the national of 25.6%. 8.3% (873) of the disadvantaged pupils are BME, 20.6% lower than the national of 28.9%. 3.9% (414) of the disadvantaged pupils have a first language other than English, -14.1% lower than the national of 18.0%.

5. Highly ambitious KPIs have been set regarding performance in the 2019/20 academic year.

### **Main Considerations for the Council**

6. Universal support remains on offer for all schools at a reduced rate with termly network meetings for Primary and Secondary colleagues. These meetings include the governor with oversight of pupil premium. This academic year sees meetings held more regionally so as to widen attendance and encourage school to school working. These meetings are supplemented by a new Leading Successful Schools workshop on leading pupil premium.

7. An additional 'mark for impact' project has been developed by the Consultant Head Teacher based on national research that identifies that effective marking and feedback strategies with disadvantaged pupils has a significant impact on progress and attainment. This has initially been targeted at the schools with the highest proportion of pupil premium children. This project will start in March and run until the summer of 2021.

8. The English Adviser is developing a project on improving oracy for children early in their Primary Education. This will target schools in high levels of disadvantage and schools where indicators of successful acquisition of language skills are low and will link with early years. Pupils who participate in spoken language interventions make approximately five months additional academic progress over a year

9. Schools have received letters that focus on their achievements with disadvantaged learners for the 2018-19 year. These letters congratulate where progress has exceeded that for all pupils nationally and offer support where progress is substantially below national averages. This offer of support includes schools receiving a pupil premium review which evaluates the impact of current approaches to narrowing the attainment gap. Five Secondary Schools and three Primary Schools received congratulatory letters whereas ten Secondary and five Primary Schools received an offer of support.

10. A challenge to improvement at KS2 is the relative difference in performance between Maintained Schools and Academy Schools. This is highlighted in the table below where 0 represents average progress nationally.

Phase	Number of disadvantaged learners	Reading progress	Writing progress	Maths progress
Both phases	1096	-0.82	-1.19	-1.78
Maintained	657	-0.33	-0.75	-1.13
Academy	439	-1.51	-1.69	-2.69

11. A key strategy continues to be the promotion of the research of the Education Endowment Federation (EEF) particularly strategies to improve the curriculum to engage the needs of all learners and improving metacognition.

Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

12. The updated action plan provides a more cohesive way of providing schools with support and guidance whilst holding them to account about the progress of their disadvantaged learners. The plan has distinct aspects, led by specialist colleagues leading to improvements. The Disadvantaged working group review progress against the action plan each month.

13. Datasets regarding school characteristics are now shared with refinements made based on feedback. These datasets include data regarding attendance and exclusions and form the basis of challenging conversations between LA Officers and individual schools. The March version of the data will include financial information regarding SEN and FSM for the first time.

14. A key priority for the academic year 2018-2019 was improving achievement at KS1 for all learners, including disadvantaged learners. Additional activity included bespoke training for schools with poor results in the previous academic year. This resulted in the following improvements in standards:

Subject and threshold	Percentage improvement
Reading at expected standard	2
Writing at expected standard	0.2
Reading at greater depth	4.8
Writing at greater depth	0.4
Maths at greater depth	0.8

15. At KS4, attainment for all pupils is just above the national average. In 2018-2019, the disadvantaged cohort of 775 pupils had an average Attainment 8 Score of 34.6 which was 2 points below the national average. This was slightly greater than the previous year. Progress rates vary between subjects. When measured as a percentile rank (1 being best, 50 being average and 99 being lowest) against other LAs progress is strongest in mathematics. For the 743 disadvantaged students in 2019 the percentile of progress by subject is listed below:

Subject/s	Percentile rank
Progress 8	58
English	60
Maths	50
English Baccalaureate	42
Other subjects	65

## Conclusion

There has been a renewed commitment to effect system wide change and improvement from Wiltshire Council to make significant improvements for the lives and educational chances of our disadvantaged children and young people. The implementation of all the projects and approaches listed above are now becoming real actions that will make a difference to schools, children and young

people and school leaders. Measurable impact will be observable in attendance and exclusion data sets as the academic year progresses and examination results from July.

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**Background Papers**  
None

**Appendices**  
DL action plan (*to follow*)