

2017/18 Wellbeing Objective

APPENDIX 1

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Why we chose this

This objective aims to address the gap in attainment between vulnerable young people and children and those who are to receive the best education in trying to promote more equal opportunities by removing barriers specific to this group of our citizens.

As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population.

We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

We have set this in accordance with the 5 sustainable development principles because we know that **long term** education improvements and its wide range of support initiatives helps young people towards a better quality of life and this starts at an early age. Initiatives can take time to embed, however we are often judged on yearly results and it is important that improved performance is viewed in the understanding of better life chances for young people if this is to be understood in the longer term.

We take an **integrated approach** with schools and governors and the Education Achievement Service (EAS), we also have an extensive Youth Forum with which to **involve** and **collaborate**, who are themselves part of education system as well as systems for school involvement. The EAS and our schools are key partners in working towards improved outcomes for our pupils. However, when we look at causes of underachievement, we know that aspirations are often linked to family background and that there are links between poverty, deprivation and lower achievement. Therefore in order to **prevent** underachievement we must work with communities and key agencies who work with families such as Flying Start, Families First, Communities First and other key partners.

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For the year 2017/18 the overall level of progress at 6 months on this objective is deemed to be **partly successful**.

All actions are longer term and require summer 2018 data as well as subsequent academic years' data to identify the ongoing impact of work undertaken.

What have we done well over the last 6 months

During 2017-18 all schools have established targets for Summer 2018, and undertaken intervention work with support from both the local authority and Education Achievement Service staff. The EAS have monitored the implementation of the Pupil Development Grant and will evaluate the impact at the end of each academic year in line with reporting required. The EAS is currently promoting the Professional Learning Offer available to school staff as well as developing the implementation of the ACE awareness toolkit for schools from the autumn term 2018.

The JAFF (Joint Assessment Family Framework) has been evaluated and is now being widely used by schools for referrals to preventative services. The anti poverty programmes are working with the wider grant programmes in preparation for the Flexibilities Funding project proposed for April 2018. The current local work has focussed on joint commissioning of projects across grant funding streams to enable wider access to support, and joint funded posts to widen the access to families and offer continuity for the most vulnerable families. One example of joint commissioning which has improved parental and child literacy is the Parent Network PETRA project, which has shown significant outcomes for families to date.

Children First project to date has been working with the two communities to hear the voices of the community to identify the needs and co-produce the solutions to make the impact for outcomes for children and young people. The initial engagement and mapping phase is concluding and moving towards community planning and implementation, which is why this is partly completed and remains an action in the CCBC Wellbeing 5 year plan. The family support worker has had some initial success in delivery of parenting programmes across the age range with positive feedback for increased confidence of both parents and children. This work will progress in more detail as we move into the jointly funded post in 2018/19.

What areas do we need improve on, and how are we going to do it?

The outcomes for Summer 2018 are still being awaited to demonstrate impact of interventions in academic year 2017/18.

Continuation of jointly commissioned delivery projects and posts will be monitored and evaluated for impact during 2018/19 prior to renewal of contracts by April 2019. The focus on St James Primary School area with the Coalition for Change Board and Children First will establish the theory of change framework with the outcomes and measures to be evaluated to identify the impact of the system changes being made in 2017-2020.

Key: The following Action RAG status, shows delivery to date as	
	Unsuccessful
	Partly successful
	Fully successful

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Title	Comment	RAG	Overall Status	% Complete
1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	The EAS and local authority work closely with schools to create a culture of challenge in setting targets for pupils with particular focus on the most vulnerable learners, establishing sufficiently high targets for all individual pupils and aiming to close the gap in attainment.		Completed although ongoing work	100
2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities	The EAS provides appropriate challenge along with support and guidance to ensure that the schools' planned use of Pupil Development grant meets criteria and aims to impact on the most vulnerable learners. The impact is monitored over the academic year and awaits outcomes in Summer 2018 data.		Completed although ongoing work	100
3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not	The EAS is focussed on closing the gap in performance of the most vulnerable learners, through the implementation of the Equity and Wellbeing Strategy, subsequent professionals learning offer as well as the school ACE awareness self evaluation toolkit to be implemented in Autumn 2018.		Completed although ongoing work	100
4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)	Trinity Fields School and specialist resource bases have embedded PIVATS assessments for the majority of individual pupils, with moderation sessions ensuring consistency of application and implementation.		Completed although ongoing work	100
5. Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area	St James and Fochriw are Children First areas. The Coalition for Change Board has established the Children First steering group for the local development of measures and outcome framework. Initial engagement work has built on the joint commissioned projects, mapping of current provision across the anti poverty programmes and statutory services as well as hear the voice of the community in identifying their needs. The next steps include promoting the outcomes from collaborative projects, developing the theory of change framework of measures, and considering the need for system change locally to maximise outcomes for children young people and families.		Partially completed	75

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Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU003 (PAM/004) The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment Copy	90.10	90.40	85.00		90.40	Academic Year 2016 / 2017
2. EDU004 (PAM/005) % of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	84.10	86.10	80.00		82.00	Academic Year 2016/17
3. % pupils aged 15 who achieved level 2 threshold incl GCSE pass at L2 English or Welsh 1st language and Maths	49.90	56.00	42.00		53.00	Academic Year 2016/17. Please Note: This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.

How well did we do it?

Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 2	78.90	78.50	70.00		80.80	Academic Year 2016/17
2. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 3	68.50	69.50	55.00		65.10	Academic Year 2016/17
3. The percentage in receipt of free school meals achieving the Level 2 threshold including GCSE pass at Level 2 in English or Welsh first language and mathematics	25.30	38.40	25.00		30.10	Academic Year 2016/17 - This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.
4. EDU016a Percentage of pupil attendance in primary schools	94.70	95.30	92.00		94.65	Academic Year 2016/17
5. EDU016b Percentage of pupil attendance in secondary schools	93.30	94.00	90.10		93.40	Academic Year 2016/17

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Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU002i The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	1.20	0.30	0.40		1.10	Academic Year 2016 / 2017
2. EDU002ii The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	8.00	0.00	10.00		18.18	2/25 pupils left without a recognised qualification during Academic year 2016/17
3. % of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	1.90	1.30	2.00		2.60	Final result for Academic year 2017/18 which is an increase on the previous academic year 2016/17 from 2.10