

Improvement (Well-being) Objective

Improve outcomes for all learners, particularly those vulnerable to underachievement

6 month update 2016/17

Outcomes

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. This plan aims 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.

Why have we chosen this?

Parents and young people have a right to expect the best from the education they receive. As a local authority, we will work with the regional consortia for school improvement and the schools Education Achievement Service (EAS) to ensure that all children and young people have access to high quality education, training and work experience, tailored to meet their needs.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether a child or young person has additional learning needs, or is a Looked after child (LAC).

Data identifies that there is a 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 the gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

2016/17 – 6 month progress update

We assessed this objective and judged it to be **partially successful** at 6 months because:

All actions have been initiated but are at an early stage of development, performance data at KS4 has yet to be verified and new targets are due to be set.

What have we done well over the last year?

A System for Tracking and Reporting Identified Vulnerability in Education (STRIVE) has been developed and utilised to inform/support all managers in their work with children and young people, to identify vulnerable pupils. STRIVE now holds the data from September 2016 for all Flying Start children which will allow tracking of interventions and outcomes longer term. This is currently being developed further to include early preschool ALN data which will enable planning for school placements.

An education group has been established in order to improve learning opportunities in the St James area. The action plan identifies interventions which have improved engagement. Both St James Primary and St Martins have Family Engagement Workers, funded through Education and Communities First, who work closely with the Hub team and Flying Start family support team to deliver coordinated support for families in St James area. They work together closely to ensure good communication and partnership working as well as prevent duplication for families. Attendance data for St Martins has shown improvements and attainment has shown significant improvement across the school.

EAS have worked closely with schools regarding strategies to close the gap in performance between those in receipt of free school meals, and those who are not.

Challenge advisers also monitors the plan for the PDG

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

The work of the multi agency group needs to be embedded and must fit into existing structures in order to avoid duplication and maximise impact. Officers will monitor carefully the implementation of the plan and evaluate actions taken.

The use of STRIVE in schools is being considered as a tool to support them in the identification of vulnerable pupils.

Actions

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	All schools set targets for pupils including vulnerable groups of learners in partnership with their Challenge Adviser. These are scrutinised closely by the Consortia and LA to ensure that they provide sufficient challenge for pupils and also to ensure that they work towards closing the gap in performance between those in receipt of Free School Meals and those who are not. Targets will be agreed in November 2016.	Amber		50%
Q2 2016.17	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	<p>The EAS has strengthened its commitment to improving outcomes for vulnerable pupils, through the 'closing the gap service offer' for 2016-2017. This provides useful practical guidance and professional development opportunities for schools across the region.</p> <p>Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.</p>	Amber	In progress	%

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School, and those who are not	<ul style="list-style-type: none"> • There is an EAS Professional Learning Offer in place to support schools in closing the gap for 2016-2017. • As part of the EAS LA Annex for 2016-2017 (Financial Year), a Family Learning Signature pilot programme is currently running in the Rhymney Comprehensive cluster to improve family and community engagement. The Family Learning Signature is a systemic approach to family engagement and education with positive research evidence available from schools across the country. Evidence gathered demonstrates that the FLS improves the capacity of schools to engage with families and learners. The family conversations about learning that the FLS stimulates help the family consider their own learning and to understand how to plan to enhance their ability to support learning in the home. Evidence from long term users has demonstrated how the signature has helped to close the gap between FSM and non FSM learners in attendance and attainment. 	Amber	In progress	%
Q2 2016.17	4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)	The majority of pupils in Trinity Fields School and in specialist resource bases have completed baseline PIVATS assessments. Well attended PIVATS moderation sessions have taken place. Work is planned to ensure that data is appropriately uploaded to a central system and outcomes analysed.	Amber	In progress	50%

Period	Title	Comment	RAG	Overall Status	% complete
Q2 2016.17	5. Monitor and evaluate the multi-agency strategy to provide improved learning opportunities in the St James area	The progress in the plan has been updated and is showing improvements especially in attendance and engagement in interventions.	Amber	In progress	50%

Title	Actual	Target	Comment
How much did we do?			
EDU003 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	90.4%	89.6%	
EDU004 The percentage 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	82.0%	84.1%	
% pupils aged 15 who achieved level 2 threshold including GCSE pass at Level 2 English or Welsh first language and Maths		58.4%	To be confirmed – December 2016
How well did we do?			
% in receipt of free schools meals achieving the core subject Indicator (CSI) at Key Stage 2	80.6%	78.5%	
% in receipt of free schools meals achieving the core subject	65.1%	69.5%	

Title	Actual	Target	Comment
Indicator (CSI) at Key Stage 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		38.4%	To be confirmed December 2016
EDU016b Percentage of pupil attendance in Primary schools	94.6%	95.1%	
EDU016a Percentage of pupil attendance in Secondary schools	93.4%	93.8%	
Is anyone better off?			
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		0.3%	The final figures are due early December 2016
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.		0%	The final figures are due early December 2016
% of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	2.1%	1.5%	