

Our Well-Being Objective – 2016/17

IO1 : Improve outcomes for all learners, particularly those vulnerable to underachievement

1. *What difference do we plan to make?*

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” (Council Aspiration No.3). 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.

2. *Why we have 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 schools (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 the child or young person has an additional learning needs, or is a Looked After Child (LAC).

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.

3. *Which National Well-being goal(s) does this contribute to?*

A prosperous Wales - An innovative, productive and low carbon society which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

A Healthier Wales - A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

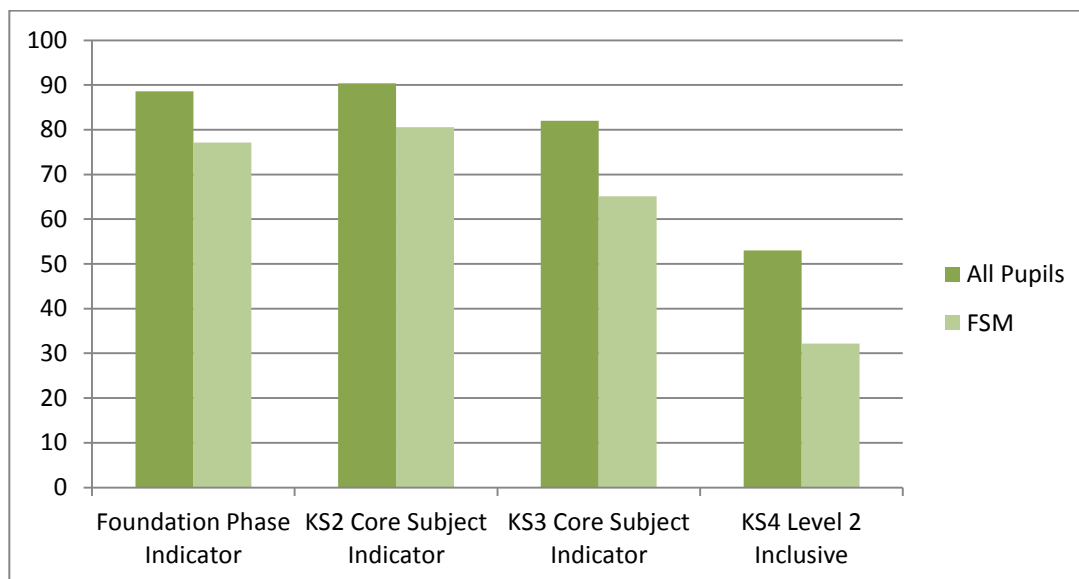
A more Equal Wales - A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

4. *Where are we now?*

In terms of academic attainment, the measurements are taken at the end of each phase of education, and pupils are measured against whether they have achieved the main performance indicators. Up until the age of 15 these are measured internally through teacher assessment. At the end of Key Stage 4, pupils are measured externally.

There are many factors which increase levels of vulnerability in learners, one of which is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data below (Table 1) provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals. This also highlights that the gap in performance increases throughout school life.

Table 1 : Attainment – Academic Year 2015/16 – Free School Meals



The Welsh Index of Multiple Deprivation (WIMD) uses a number of deprivation measures to calculate deprivation. For Education, 31 Lower Super Output Areas (LSOAs) are in the top 20% most deprived in Wales, with St James 3 ranking 1st, as the most deprived. This area will be a focus for improvement throughout this plan.

5. What actions are we going to take to improve?

- Work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement
- 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.
- Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not.
- Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)
- Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area - The action plan has been completed and pilot projects are due for evaluation summer 2017. The strategies to work with families and young people to improve attendance in St Martins have shown positive results increasing attendance. The small group of targeted pupils in St James have shown sustained improvement in attendance over a four term period and the working relationships with their families has been improved. Engagement projects have been successful although there is still working targeting persistent lateness of some pupils which is yet to be fully evaluated.

6. How will we know we have improved?

Each year the school attainment results are published at a local authority level by the Welsh Government. This provides us with a benchmark for the academic achievements of all pupils. For a more in depth breakdown of the result, the www.mylocalschool.com website can be used to access information at a school level. In addition, Performance Indicators for Value Added Targets Setting (PIVATS) will also be collected and analysed in relation to pupils educated in Trinity Fields and Local Authority Resource Bases.

The actions identified in this plan will be highlighted in strategic annual service plans and operational service delivery plans, and communicated to the regional Educational Achievement Service (EAS).

In addition future ESTYN inspections and reviews will monitor the progress made in improving outcomes for our children and young people through the strategies, services and initiatives that we deliver.

7. Who are we going to work with to deliver this objective?

The EAS and our schools will be a key partners in working with towards improved outcomes for our pupils. However, we are aware that aspirations are

linked with the family and therefore Flying Start, Families First, Communities First and other key agencies working with families will also be key partners.

In addition, many studies have shown that raising aspirations and improving attitudes to learning is wider than just educational barriers. Therefore, strategies may require the support of services such as leisure, parks and countryside as a mechanism for engaging with children and young people.

8. What resources do we have to deliver this objective?

This objective is initially focused on aligning existing resources to provide targeted support in areas of need. However, as part of the delivery of the multi-agency plan, £30,000 has been allocated to St. James to support the post of Family Worker until August 2017.

9. Evidence

IO Raise the standards of educational attainment in identified vulnerable groups	AY 2015/16 FY 2016/17 Target	AY 2015/16 FY 2016/17 Result	AY 2016/17 FY 2017/18 Target
We will measure how much we are doing using the evidence below			
EDU/003 The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	89.6	90.4	88.1
EDU/004 The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	84.1	82.0	86.9
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	58.4	53.0	63.6
We will measure how well we are doing using the evidence below			
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS2	78.5	80.8	79.0
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS3	69.5	65.1	75.2
% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	38.4	30.1	41.7
% pupil attendance – Primary	95.1	94.6	95.3
% pupil attendance -Secondary	93.8	93.4	94.0
We will measure whether anyone is better off using the evidence below			
EDU/002i The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.3	1.1	0.2
EDU/002ii The percentage of pupils in local authority care, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0		
% of 16 year olds not in employment, education or training (NEET) in October	1.5	1.9	1.3