

CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP

REPORT

DATE OF MEETING: 01 September 2014

SUBJECT: CLOSING THE GAP

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Purpose

To explain to the strategic partnership the achievement gap between children from poorer backgrounds and other vulnerable groups and their peers.

To outline plans for helping schools to 'close the gap'.

Background

The Child Poverty Act of 2010 sets out a requirement for Local Authorities to undertake a need assessment and develop a strategy for tackling child poverty. According to recent data 15.9% of children and young people (0-19) in Lincolnshire live in poverty. As providers and commissioners of services, Local Authorities and their partners have a vital role in delivering services that will contribute to the reduction in the number living in poverty and **the improvement of life chances for all of our children.**

Nationally

- The DfE performance tables now include a section on closing the gap.
- The Ofsted inspection framework asks inspectors to make specific judgements about the performance of different pupil groups, the school's work to close gaps, and whether it is making effective use of pupil premium.
- 'Destination data' has been introduced which will be used as a measure of success for secondary schools and post 16 providers.
- Post 16 providers are required to publish how they allocate the 16 – 19 bursary funds which are required to be used to support students facing financial hardship.

One of the Department for Education's (DfE) and Ofsted's key foci is the progress of pupils eligible for free school meals (FSM). Nationally and locally FSM pupils do not achieve as well as other pupils at all stages of their education

It is vital that all young people leave education with good qualifications as:

- Outcomes at the end of secondary school account to a large extent for success in courses and qualifications thereafter.
- Adults who do not secure good literacy and numeracy skills by the age of 19

struggle to gain them subsequently.

- In the UK, pupils from the highest social class groups are three times more likely to enter university than those from the lowest social class groups.

The Gap shows that FSM children are more likely to leave school with lower attainment than their peers. This is a matter of concern nationally.

The Lincolnshire Context

Please note that 2014 achievement data will not be published until the early spring of 2015. The following analysis is based on validated 2011, 2012 and 2013 data.

Early Years – assessment at the end of reception year

For 2013 there is a new measure in Early Years which reports on the “good level of development” achieved by pupils. 65.5% of Lincolnshire pupils achieved this level compared to 52% of pupils nationally. This is an excellent outcome, and very early national data shows us to be in the top five LAs. We do not yet have regional or statistical neighbour outcomes and this is a different measure to last year so there is no direct comparison to 2012.

However, data shows the gap was **16.8%** which places Lincolnshire in the top ten LAs. It was 19.1% in 2012, and 20% in 2011. Improvement has been achieved through an accelerated rate of progress from FSM children although their peers have also improved. There must be a continued focus on the progress and attainment of FSM pupils as **it will be many years before this improvement and success has an impact on secondary progress measures where, currently, the gap widens again.**

Primary – assessments at end of year 1 for phonics, end of KS2

Phonics

Although this assessment is only in its second year the LA has performed well overall. 2012 data showed that we were in the top 5 highest performing LAs.

In 2013 the provisional data shows pupil performance increased by 7%, to 76%, although as we expected the national figure also increased. We remain 7% above the national average and that of our statistical neighbours. This is a strong outcome.

The gap between FSM pupils and their peers was 19% in 2012 and is down to 17% this year. So, as well as overall performance improving, the gap is closing.

Key Stage 1

The gap is closing again between pupils eligible for FSM and their peers who achieved level 2 or above in reading, writing and maths. Both groups have improved on last year's performance but FSM pupils have made more accelerated progress. In 2011 the gap was 21%, in 2012 19% and in 2013 it has reduced to **14%**. This is a much improved picture.

Key Stage 2

The gap is closing again between pupils eligible for FSM and their peers. Both groups have improved on last year's performance but FSM pupils have made more accelerated progress. In 2011 the gap was 27%, in 2012 it was 22% and in 2013 it has reduced to **20%**. This is a much improving picture. The National figure for 2012 and 2013 is 19%.

Although the gap at KS2 is narrowing it will be a number of years before this feeds through to secondary where the gap widens again.

Key Stage 4

By Key Stage 4 Lincolnshire currently performs in line with our statistical neighbours in terms of outcomes for pupil premium children, but performs worse than the national average for these children, by 4.8%. The national gap is 27.6% and **Lincolnshire's gap is 30.6%**.

This illustrates the difference between non-FSM pupils and FSM pupils achieving 5 A*-C including English and Maths.

The performance of "other" children is broadly in line with that nationally, so the gap is largely created through the underperformance of the pupil premium children.

The Pupil Premium (inc FSM, LAC, Service children) gap widens as pupils get older and although the DfE has reviewed Pupil Premium spending in schools, at present, the impact of this spending is variable. It is for schools to decide how to spend this money and to evaluate the impact.

The Closing the Gap offer to educational settings (Appendix 1) will contribute to Lincolnshire's Child Poverty Strategy by focussing on closing the educational gaps for vulnerable groups, particularly those children and young people eligible for free school meals (FSM). It will provide challenge for schools to access 'robust evaluation' of how they spend all funding, in particular Pupil Premium funding, to support disadvantaged students.

Additionally there are opportunities for research and development, sharing good practice, working in partnerships with other schools and educational settings, accessing networking events, evaluating and refreshing current literacy and numeracy interventions. Plus a student conference which will have a direct impact on our most vulnerable year 10 students from across the county.

The offer to schools has an explicit focus on strategies to support literacy and numeracy. The National Literacy trust report, '*Written Off? How literacy affects opportunity*' makes the link between poor literacy and the negative impact on life chances, health, wealth and personal satisfaction. It also details the link between deprivation and attainment. A clear focus on literacy and numeracy skills enables pupils to access all other areas of the curriculum; if pupils do not learn to read they cannot read to learn. Additionally, the new specification GCSEs have 10% spelling, punctuation and grammar content in **all subject areas** and 20% through English, which is double weighted, along with maths in the new performance measures.

Our young people need to be literate and numerate in order to achieve higher-level qualifications and to be functional, independent citizens when they leave formal education. It is vital that we continue to address literacy and numeracy and the Closing the Gap offer gives us the opportunity to challenge underperformance and celebrate success in supporting our disadvantaged pupils to achieve their academic potential.

Conclusion

Lincolnshire County Council will support and challenge schools to 'Close the Gap' by implementing the attached action plan (Annex 1).
The CfBT School Improvement Team will lead.

Recommendation

Partnership members are requested to take these messages into their own organisations and singly, or jointly, implement complementary actions to help 'close the gap'

Closing the Gap – Offer to all Lincolnshire educational settings

Context

The Child Poverty Act of 2010 sets out a requirement for Local Authorities to undertake a need assessment and develop a strategy for tackling child poverty. According to recent data 15.9% of children and young people (0-19) in Lincolnshire live in poverty. As providers and commissioners of services, Local Authorities and their partners have a vital role in delivering services that will contribute to the reduction in the number living in poverty and **the improvement of life chances for all of our children.**

Lincolnshire currently performs in line with our statistical neighbours in terms of outcomes for pupil premium children, but performs worse than the national average for these children, by 4.8%. The national gap is 27.6% and Lincolnshire's gap is 30.6%. The performance of "other" children is broadly in line with that nationally, so the gap is largely created through the underperformance of the pupil premium children.

Evaluation of Pupil Premium by the DfE (July 2013) suggests that:

'Schools should seek out robust evaluation of how they spend all funding to support disadvantaged students'

The suggested methodology for evaluation of the effectiveness of Pupil Premium spending in schools mentions four strands –

- *Scoping stage – short case studies 4/5 schools – initial picture of how schools are responding to the PP in order to inform further study and evaluation*
- *20 mins telephone conversation with as many schools as possible in the LA (datasheet and questions sent in advance of call) –ask about school support for disadvantaged students and opinions of pupil premium, schools with higher level of Pupil Premium were over represented (some might choose not to be involved)*
- *Case studies of more schools – to explore use of Pupil Premium in greater depth, interviews with HT, school business manager, and senior leader responsible for work on educational disadvantage*
- *Analysis of data from National Pupil Database to examine the characteristics of schools taking part in the survey and compare them to schools nationally – break down survey findings for schools with different characteristics*

This methodology is implicit in the actions below

Actions to offer Lincolnshire educational settings support, challenge and research and development in order to achieve best value from Pupil Premium funding.

Outcome: raise attainment of disadvantaged children and young people.

Costs: £27,640 plus 112 days of consultant / adviser time (152 days with additional offer in action 1)

Strategic Action	KPI Context Indicators	Outcomes - generic
<p>Action 1: Robust challenge to schools through analysis of data and Pupil Premium review</p> <ul style="list-style-type: none"> • Detailed data analysis to determine where gaps are widest and where gaps have narrowed • At each key stage highlight schools where the gap has narrowed – make contact in order to share good practice / involve in county networks, mini case studies of 4/5 schools • Identified schools with widest gap and offer challenge by having a Pupil Premium review • Results of reviews collated to find commonalities and differences in schools’ approach to Pupil Premium • Report written which outlines above and suggests new approaches to be fed through Closing the Gap networks • Schools where gap has narrowed, visited to establish learning which can be shared across the county 	<p>%Pupils completing KS4 achieving 5A*-C(EM)</p> <p>Achievement at level 4 or above in both English and Maths at Key Stage 2 (NI073)</p> <p>% point gap at KS2 level 4+ English & Maths -White Gypsy/Roma/Irish Heritage Travellers (NI107)</p> <p>% point gap KS2 level 4+ English & Maths - Any Other White Background (NI107)</p>	<ul style="list-style-type: none"> • <i>Numbers of school uptake for Pupil Premium review</i> • <i>Data analysis, research and development plus Pupil Premium reviews provide evidence of successful Closing the Gap strategies – to be shared cross - county</i> • <i>Evidence of gaps narrowing in some schools</i> • <i>Ofsted inspection reports for county schools show that schools are using Pupil Premium funding effectively</i>
<p>Action 2: Pupil Premium Conferences to offer challenge, support and strategy to all schools (autumn and spring term)</p> <ul style="list-style-type: none"> • Offered to all educational settings • Range of guest speakers (eg Sir John Dunford, Sue Hackman, John West-Burnham, Patricia Meatham , Debra Myhill, David Waugh, Ofsted representative) • Workshops led by local head teachers (primary and secondary) range of schools and contexts • A range of other services in attendance • Delegate evaluations ask detailed questions about own school response to Pupil premium spending and asks for schools wiling to share good practice • Evaluations followed up by consultants and advisers to inform end of year Closing the Gap conference which celebrates good practice locally 	<p>Gap in achievement between FSM cohort and their Peers at KS4 (NI102)</p> <p>Achievement gap between pupils eligible for free school meals and their peers (KS2) (NI102)</p>	<ul style="list-style-type: none"> • <i>Number of staff / educational settings attending conferences and networks</i> • <i>Positive evaluations from delegates</i> • <i>Number of networks established</i>

Strategic Action	KPI Context Indicators	Outcomes - generic
<p>Action 3: Closing the Gap senior leader networks</p> <ul style="list-style-type: none"> To offer robust challenge and to share and develop best practice Bespoke for primary / secondary and post 16 settings Once per half term Facilitated by CfBT consultants and advisers Action research based (using CfBT and national research as starting point) Use of international, national, regional and local research to inform workshops / school work / Pupil Premium planning Schools in attendance followed up and subsequent actions evaluated for impact 	<p>CS136: % of pupils achieving 5 or more A*-G grade GCSEs (or equivalent) including English and Maths</p> <p>CS137: percentage of pupils achieving the English Baccalaureate at KS4</p>	<ul style="list-style-type: none"> <i>Numbers of educational settings sharing good practice in smaller themed networks</i> <i>Numbers of schools in attendance at Switch-on training</i> <i>Number of schools who implement Switch-on</i>
<p>Action 4: Switch-on as new primary and secondary literacy intervention (Switch-on is a literacy intervention based on the principle of Reading Recovery, funded in Nottinghamshire by the Education Endowment Foundation and found to have a positive effect)</p> <ul style="list-style-type: none"> Offer two days training each term (includes primary and secondary) Follow up impact with attending schools including method of delivery / timetabling /number of students having intervention and evaluation of success 	<p>CS138: progression by 3 levels in English between KS2 and KS4</p> <p>Gap in achievement between FSM cohort (Disadvantaged (FSM6+LAC) Pupil Premium Pupils) and their Peers at KS2 - NI102:</p>	<ul style="list-style-type: none"> <i>Numbers of students who have Switch-on intervention, evaluations and impact data</i> <i>Number of research projects undertaken</i> <i>Number of educational settings that respond to audit questions / evaluations report outlines strengths and areas for development</i>
<p>Action 5: Establish research links with Lincoln University.</p> <ul style="list-style-type: none"> Develop units on Pupil Premium research with possible Masters accreditation. Once in place, signpost schools to relevant areas of study Linked with CfBT Research and Development division Identified schools to share results of research at conferences and Closing the Gap senior leader networks (and possibly at wider East Midlands forums) 	<p>NI102ii achievement gap between pupils eligible for free school meals (Disadvantaged (FSM6+LAC) Pupil Premium Pupils) and their peers (KS4</p>	<ul style="list-style-type: none"> <i>The most successful literacy and numeracy interventions at all key stages are identified and best practice is shared across the county</i>

Strategic Action	KPI Context Indicators	Outcomes - generic
<p>Action 6: Literacy and numeracy intervention analysis and evaluation primary and secondary</p> <ul style="list-style-type: none"> • Contact with Newark Town SENCO to adapt recent successful model of analysis • Contact schools and send intervention audit and five point intervention analysis • Collate and analyse information regarding which interventions are in place, which are successful / effective / which are funded by Pupil Premium • Disseminate findings through Closing the Gap networks also possibly through primary and secondary head teacher briefings 		<ul style="list-style-type: none"> • <i>Educational settings are signposted to the identified interventions through consultant / adviser support / challenge in order to use Pupil Premium funding effectively</i> • <i>Number of FSM / LAC students attending GCSE English and Maths conference</i>
<p>Action 7: Year 10 focus student GCSE conference (raising participation) Possibly in partnership with Lincoln Uni or Bishop Grosseteste</p> <ul style="list-style-type: none"> • Pupil Premium (FSM / LAC / boys) students are invited to attend a day conference with a GCSE English and Maths D/C borderline focus (up to 80 student per day) • Schools are targeted based on wide gap data • Students attend 4 presentations / workshops over the day facilitated by local teachers and organised / led by H Spoors • Local teachers are recruited and attend a training day which supports planning for the students needs (this also builds capacity within the school) • The university provide the venue and student helpers – part of the day is about supporting students to see higher education as an option • Guest speaker presentation (Dreadlock Alien, Matt Windle) 		<ul style="list-style-type: none"> • <i>Analysis of evaluations showing positive effects on student progress and attitudes towards higher education</i>