

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

13 DECEMBER 2018

**REPORT OF SENIOR
MANAGEMENT TEAM**

CABINET REPORT

Children & Young People - Lead Cabinet Member – Councillor Ann McCoy

SCHOOL PERFORMANCE 2017 – 2018 FOR VULNERABLE PUPILS

1. Summary

This report presents a headline, summary analysis of performance in the academic year 2017 – 2018 against all key stages for all providers in the Borough for vulnerable pupils. It is informed by the latest available data, some of which remains unvalidated and compared to national averages where they exist. It includes performance outcomes for:

- Pupils in receipt of Pupil Premium Funding;
- Performance by gender;
- Black and Minority Ethnic children;
- Looked After Children;
- Children with Special Needs;
- Attendance and exclusion figures for Stockton.

2. Recommendations

1. Cabinet is asked to:

- a. note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.
- b. note the strong overall performance of Stockton schools at both primary and secondary phases.

2. Reasons for the Recommendation(s)/Decision(s)

The annual report on standards for vulnerable groups across the borough enables Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support.

4. Members' Interests

Members (including co-opted Members) should consider whether they have a personal interest in any item, as defined in **paragraphs 9 and 11** of the Council's code of conduct and, if so, declare the existence and nature of that interest in accordance with and/or taking account of **paragraphs 12 - 17** of the code.

Where a Member regards him/herself as having a personal interest, as described in **paragraph 16** of the code, in any business of the Council he/she must then, **in accordance with paragraph 18** of the code, consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest and the business:-

- affects the members financial position or the financial position of a person or body described in **paragraph 17** of the code, or
- relates to the determining of any approval, consent, licence, permission or registration in relation to the member or any person or body described in **paragraph 17** of the code.

A Member with a personal interest, as described in **paragraph 18** of the code, may attend the meeting but must not take part in the consideration and voting upon the relevant item of business. However, a member with such an interest may make representations, answer questions or give evidence relating to that business before the business is considered or voted on, provided the public are also allowed to attend the meeting for the same purpose whether under a statutory right or otherwise (**paragraph 19** of the code)

Members may participate in any discussion and vote on a matter in which they have an interest, as described in **paragraph 18** of the code, where that interest relates to functions of the Council detailed in **paragraph 20** of the code.

Disclosable Pecuniary Interests

It is a criminal offence for a member to participate in any discussion or vote on a matter in which he/she has a disclosable pecuniary interest (and where an appropriate dispensation has not been granted) **paragraph 21** of the code.

Members are required to comply with any procedural rule adopted by the Council which requires a member to leave the meeting room whilst the meeting is discussing a matter in which that member has a disclosable pecuniary interest (**paragraph 22** of the code)

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SUMMARY

This report presents a headline, summary analysis of performance in the academic year 2017 – 2018 against all key stages for all providers in the Borough for vulnerable pupils. It is informed by the latest available data, some of which remains unvalidated and compared to national averages where they exist. It includes performance outcomes for:

- Pupils in receipt of Pupil Premium Funding;
- Performance by gender;
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RECOMMENDATIONS

1. Cabinet is asked to:
 - a. note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.
 - b. note the strong overall performance of Stockton schools at both primary and secondary phases.

DETAIL

Summary

- **There is a continued strong trajectory of improvement evident in the performance of vulnerable pupils.**
- Attainment for disadvantaged pupils has improved from the previous year in all key stages.
- Improvement in attainment is largely evidenced for both boys and girls across key stages. However, the progress of disadvantaged boys remains an area of focus at Key Stage 4.
- Attainment for BME pupils is mainly equal to or above attainment from the previous year in all key phases other than Key Stage 1, where attainment is equal to national averages. Progress for BME pupils has also improved at KS4. BME KS2 attainment in Maths is an area of focus.

- Overall the gap between SEN and Non SEN in Stockton is closing when compared to 2016/17.

DISADVANTAGED PUPILS

1. Disadvantaged Pupils are defined as those in receipt of Free School Meals for the last 6 years, children of service personnel, Children and Young People in Our Care and adopted children subject to Pupil Premium funding.
2. It has been a particular priority for services in Stockton to improve the outcomes for this group of children.
3. It is pleasing, therefore, that performance in the early years, and across all phases of education in most measures, has improved in 2017-2018 for disadvantaged pupils.

Good Level of Development – Disadvantaged Children

4. Good Level of Development (GLD) attainment for disadvantaged students has risen over five years from 33% to 59% (+26%)
5. Good Level of Development attainment for non-disadvantaged students has also risen from 57% to 73% over the same period (+16%)
6. The gap between disadvantaged and non-disadvantaged students is closing.
7. Overall GLD attainment in Stockton Borough remains 0.5% lower than the 2017 national average (71.5%) but substantial progress has been made to bring this very close to the national average
8. Work continues to secure high quality early years provision by working with all providers, including all private and voluntary providers and all schools.
9. The work to develop effective partnerships between schools, settings and other key partners (e.g. Health, Social Care, Early Help) remains key, with a particular focus on monitoring the impact of the provision of 30 hours free childcare across the EY sector.

Key Stage 2– Disadvantaged Children

10. At Key Stage 2, 54% of disadvantaged Year 6 children in Stockton achieved combined reading, writing and maths at the expected standard or above in 2018. This is a 9% increase from the previous year.
11. Individual school outcomes vary, but overall both disadvantaged and non-disadvantaged pupils have improved outcomes in all areas. The in-LA gap is closing in all measures. The national indicator (which compares LA disadvantaged pupils with non-disadvantaged pupils nationally) is not yet available.
12. Improvements have resulted from ongoing LA support to strengthen school leadership and management so that we know what the issues are and how to address them.
13. Stockton produced resources used to support this include the Excellence in Inclusion, Pupil Premium Toolkit and Pupil Premium Audit Tool.

14. Training for school leaders and governors has also been provided via Closing the Gap Clusters, workshops, and the delivery of Pupil Premium Reviews to specific schools.

Key Stage 4 – Disadvantaged Children

Attainment

15. At Key Stage 4, attainment of both disadvantaged pupils and non-disadvantaged pupils has improved. The local authority gap between disadvantaged and non-disadvantaged pupils has also narrowed.
16. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.
17. The percentage of disadvantaged pupils in Grangefield achieving GCSE English and maths at grade 4 was the highest in the local authority (62.5%).
18. The percentage of Stockton Y11 disadvantaged pupils achieving GCSEs in both English and maths at grade 4 or above improved from the same benchmark last year to 43.7%. Using this comparison, the attainment gap for this measure has narrowed.
19. Attainment of GCSEs in both English and maths at grade 4 or above for disadvantaged pupils has improved in 7 of 12 secondary schools, the greatest increase by 16.6%. Of these, three schools have both narrowed gaps and improved/ sustained the attainment of both disadvantaged and non-disadvantaged pupils.

Progress

20. Progress measures for disadvantaged pupils have declined from the previous year.
21. The progress of disadvantaged pupils is -0.55 (well below national average) and for non-disadvantaged pupils is +0.10 (above national average). Using this comparison, the progress gap for this measure is -0.65;
22. As progress measures for disadvantaged pupils have declined but improved for non-disadvantaged pupils, this gap has widened from the previous year.
23. The progress overall for disadvantaged pupils has improved in 5 of 12 secondary schools with the greatest increase in Egglecliffe Academy by +0.28. Of these 5 schools, one school has both narrowed gaps and improved the progress of both disadvantaged and non-disadvantaged pupils. The percentage of disadvantaged pupils in Grangefield achieving Progress 8 was above national average (0.35) and the highest in the local authority.
24. Improving attainment and progress for disadvantaged pupils via targeted support and challenge will continue to be an area of focus in 2018/19.
25. In order to improve outcomes for disadvantaged pupils further, in collaboration with key partners, including Health, the service has updated the Excellence in Inclusion resource.
26. The termly Closing the Gap clusters to disseminate effective practice, resources and national/regional guidance are held in high regard by colleagues in schools and ensure that up to date research and effective practice are shared

27. Pupil Premium Reviews, targeted support and intervention are offered via our traded services.

GENDER

Good Level of Development – Gender

28. Good Level of Development attainment in the early years for girls has consistently improved for five consecutive years.
29. The gap has widened by 3%, because girls' attainment has increased by 4% and boys' attainment has remained the same. 63% of boys and 80% girls in Stockton achieved a Good Level of Development in 2018.

Key Stage 2– Gender

30. At key Stage 2, the attainment for both boys and girls shows an improvement in almost all measures identified.
31. The largest improvement is by 7% in reading for boys; girls also improved in reading by 6%. This is as a result of coherent targeted support and intervention.
32. Local authority attainment at the expected level or above exceeds national averages in all measures,
33. The gaps between boys and girls attainment continue to close or remain static as Appendix 5.

Key Stage 4– Gender

34. At Key Stage 4, the attainment of boys shows improvement over time and gaps in Stockton have narrowed. Individual school outcomes, however, vary widely. 64.9% of boys and 68.7% girls in Year 11 children in Stockton achieved GCSEs grade 4 or above in English and maths in 2018.
35. At Key Stage 4, progress of both boys and girls has improved. Boys achieved Progress 8 points overall of -0.24 (below national average) and girls +0.10 (above national average).
36. The progress gap for this measure has narrowed (-0.34).
37. Progress 8 overall for boys has improved in 8 of 12 secondary schools, with the greatest increase in St Patrick's Academy by 0.63.
38. Progress 8 overall for girls has improved in 10 of 12 secondary schools, with the greatest increase in Grangefield Academy by 0.62.
- 39.
40. Further raising of achievement and closing the attainment gap between boys and girls, with a particular focus on the outcomes for boys therefore continues to be a focus of work for targeted schools. This will include challenge and support via

secondary Raising Achievement Partnerships and senior/ middle leadership development via targeted Closing the Gap support with participating schools.

BLACK AND MINORITY ETHNIC CHILDREN (BME)

Good Level of Development – BME Children

41. The Early Years BME cohort attainment of Good Level of Development is broadly aligned to the previous year (62%) following a rising trend the previous three years.

Key Stage 2– BME

42. At Key Stage 2, BME attainment at the expected standard or above has improved in reading, writing and combined reading, writing and maths from the previous year and marks a three year upward trend in each measure.
43. BME attainment at the expected standard or above improved in reading by 7%. This is particularly pleasing as this was a focus area last academic year.
44. Fewer BME students met the standard in maths and SPAG, though attainment is broadly aligned to all pupils or higher in these measures.
45. The gap between BME and all pupils increased in all measures other than reading. This is largely because improvement for all pupils was greater than that of BME pupils.
46. Performance in maths will be a focus for this year.

Key Stage 4– BME

47. At Key Stage 4 BME Combined English and maths (G4+) attainment improved from the previous year. The attainment of BME students is 73.3% and WBRI 65.9%. BME students out-performed WBRI for this measure.
48. BME Progress 8 average progress improved from the previous year. The Progress of BME students is +0.47 (above national average) and WBRI -0.14 (below national average).
49. In relation to Progress 8, BME students make greater than average progress and make greater progress than WBRI.
50. A range of primary and secondary EAL support is available via our traded offer including EAL Networks and EAL Handbook.
51. We have worked in partnership with Campus Stockton Teaching Alliance to recruit an EAL Specialist Leader in Education; their role is to provide support in strengthening quality of teaching, learning and assessment as well as leading and management for EAL Leaders across Stockton.

52. In collaboration with Middlesbrough EAL Service, we have supported their offer of an EAL service level agreement, designed for the bespoke needs of our schools.

CHILDREN AND YOUNG PEOPLE IN OUR CARE

53. Children in care are not a homogenous group, mobility is often pronounced, many factors impact on their educational achievement and there is a high number who have a Special Educational Need. Overall, the circumstances are often complex and over simplification of results can be misleading. In many cases analysing attainment or progress alone does not always reflect the progress or impact of targeted support implemented by schools or the Virtual School.
54. However in 2017/18 there have been some positive outcomes in all areas where the gaps have closed.
55. Outcomes for Early Years, at the end of Reception, have improved significantly where 64% achieved GLD (+39%) There has also been a significant increase in Phonics attainment in Year 1 where 83% achieved the standard required.
56. KS1 shows a significant increase in all areas of attainment, especially in writing and maths, and is well above the national average in 2017. KS2 also shows a significant improvement and is now above or in line with the national averages for in 2017.
57. In KS4 the percentage of pupil with SEN and /or attending a specialist placement was high in 2018 but KS4 attainment continues to be slightly above the national average for in 2017 (2018 national averages are currently not available); the percentage of pupils achieving grade 4+ and 5+ in English and maths in 2018 shows a slight improvement and outcomes for those in a mainstream school show a significant improvement. National outcomes for all pupils and in 2018 have not yet been released.
58. In KS5- 88 % of Year 11 pupils have progressed into education employment or training, 4 are NEET but are being closely supported by Youth Direction Participation Advisors
59. Progression to University is pleasing, with 22 students now undertaking Higher Education courses. 6 students started University this academic year.
60. Preliminary data indicates that attendance and exclusion rates remain very favourable in comparison to national averages.

CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS

Headlines

61. These outcomes reflect the results for children who have an Educational Health Care Plan (EHCP) and those identified as having access to Special Educational Needs Support, this is a category of need for a child where the school makes additional provision. The results reflect only those children educated in the Borough.
62. 7 of Stockton's Secondary Schools narrowed the gap between SEN and Non SEN pupils in 2018 compared to their results previously in 2017.

63. The overall gap for Stockton SEN and Non SEN pupils at KS4 has continued to decrease during the last 3 years.

Key Stage 1 - SEN

64. The number of pupils with an EHCP (49 pupils) and those on SEN support (363 pupils) has increased this academic year. Overall we have seen a reduction in the attainment of KS1 children with SEN this academic year.
65. In reading the number of children with an EHCP achieving expected or above has decreased by 9% this academic year. The number of pupils receiving SEN support achieving expected has remained very similar, in 2016 (27%), 2017 (25%) and 2018 (24%).
66. The % of pupils in KS1 with an EHCP achieving expected in writing decreased by 5% this year. Pupils on SEN support decreased by 1% this academic year.
67. In Maths 10% of pupils with an EHCP and 37% of pupils on SEN support achieved expected or above this academic year.

Key Stage 2 – SEN

68. The number of pupils in Y6 on SEN support or with an EHCP has increased this year. In 2018 84 pupils had an EHCP and 397 children were registered on SEN support. The headlines show that the attainment of Key Stage 2 pupils achieving at least expected has increased this year.
69. In reading 21% of pupils with an EHCP achieved at least the expected standard in reading. This is a 15% increase from 2016. The percentage of pupils achieving at least the expected standard in reading who are registered as SEN support has also increased by 16% this year. In 2018 51% of pupils achieved at least the expected standard in reading.
70. In writing 17% of pupils with an EHCP achieved expected compared to 11% in 2016. 49% of pupils on SEN support achieved at least expected compared to 34% in 2016.
71. Maths also saw an increase in the percentage of pupils achieving the expected standard or better. 17% of pupils with an EHCP achieved at least expected compared to 12% in 2016. 51% of pupils on SEN support achieved at least expected compared to 34% in 2016.
72. The percentage of pupils achieving CRWM has doubled since 2016 for pupils on SEN support - in 2016 16% achieved this whilst in 2018 the figure has risen to 32%. Pupils with an EHCP has increased by 7% this academic year. In 2018 12% of pupils achieved expected or better CRWM.

Key Stage 4 – SEN

73. The number of Y11 pupils with an EHCP has stayed broadly stable for the last 3 years: in 2016 there were 79 pupils whilst in 2018 there were 84 pupils. The number of pupils in Y11 registered as SEN support has fallen from 204 pupils in 2016 to 184 pupils in 2018. Overall the gap between SEN and Non SEN in Stockton is closing when compared to 2016/17.

Attainment

74. In English the percentage of pupils on SEN support who achieved a Level 4 or better has risen by 9% this academic year (51.1% in 2018). The number of pupils with an EHCP achieving Level 4 or better has risen from 6.3% in 2016 to 8.8% in 2018. The gap between children with SEN and Non SEN achieving a level 4 or better has continued to reduce (2018 -47.2%).
75. In Maths the percentage of pupils achieving at least level 4 has continued to increase since 2016. 39.1% of pupils registered as SEN support and 7.5% of pupils with an EHCP achieved at least Level 4 or better. The gap between children with SEN and Non SEN achieving a level 4 or better has reduced (2018 -47.5%).

Progress

76. The Progress 8 score for pupils on SEN support shows the gap is closing from -0.72 (2016), -0.41 (2017) -0.31% (2018). Pupils with an EHCP achieving Progress 8 shows the gap is closing -1.62 (2016) to -1.46 (2018).

CHILDREN FROM SERVICE FAMILIES

77. From the DfE's Pupil Premium data based on spring 2018 schools census the total number of children from service families in Stockton was 318 pupils; 203 were registered in primary schools, 113 in secondary schools and 2 in a special school.
78. The number of children from service families in each primary school, including special schools, eligible for this Pupil Premium funding ranged from 0 to 16 pupils and 0 to 20 pupils for secondary schools.
79. According to the 2018 spring census there are 51 primary schools, 12 secondary schools and 1 special school which have children from service families on their roll.
80. As cohorts in each school are very small, analysis of academic achievement and pupil need is carried out on a school by school basis.
81. A range of ongoing differentiated challenge and support is in place which strengthen Leadership and Management systems including training, reviews, and targeted support / intervention and audit resources.
82. Support for children of service personnel continues to be offered via our termly closing the Gap Clusters.

EXCLUSION AND ATTENDANCE

PERMANENT EXCLUSIONS

83. There has been a further increase in permanent exclusions to 43, with 88.4% (38 exclusions) being in secondary schools/academies.
84. For the first time since 2004/05 there have been Primary permanent exclusions, with a total of 4, from schools within two academy trusts.

85. There has been a 77% rise in fixed term exclusions from the previous year, to 5566, with 94.4% of these being in secondary schools/academies.
86. Two academies accounted for approximately 35% and 34% of all secondary exclusions respectively, with the remaining 31% being made up between the other 11 secondary schools.
87. For the second consecutive year, persistent disruptive behaviour was the main reason for permanent exclusion, with 42.9% in 16/17 and 55.8% in 17/18, where previously the majority of permanent exclusions had been for one-off serious incidents.

ATTENDANCE

Primary School Attendance: spring and summer terms 2017-18

88. Overall absence in primary schools is 4.1% and is in line with national average of 4.1%, and regional Tees Valley average of 4.2%. Out of the 60 primary schools in Stockton, 34 schools' absence is on or better than the national average.
89. Persistent absence is 9.4% and below the national average of 9.6%, the North East average of 9.8% and the Tees Valley average of 10.3%. Stockton has the lowest rate of persistent absentees in primary schools in the Tees Valley. 37 schools are performing better than the national average for persistent absence.

Secondary School Attendance: spring and summer terms 2017-18

90. Overall absence in Stockton secondary schools is 5.9% and is above the national average of 5.3% despite 8 out of 12 secondary schools being below the national average. Secondary absence is 0.5% above national average and 0.2% above the North East average. However, it is 0.7% better than the Tees Valley average of 6.6%.
91. Persistent absence in Stockton secondary schools is 16.4% compared to a national average of 13.5% and a North East Average of 15.1%. The Tees Valley average is 18.5%. 6 out of the 12 Stockton secondary schools are below the national persistent absence figure. High levels of fixed term exclusions contribute negatively to all absence figures in the borough.

Special School Attendance

92. Stockton special schools overall absence is 10.1% and is 0.2% better than the national average of 10.3%. 3 out of 4 Stockton special schools have an absence rate that is better than the national average. The 1 secondary special school for EBD pupils has an absence rate that is more than double the national average.
93. Persistent absence in Stockton secondary schools is 28% and is 1.9% better than the national average of 30.1%. 3 out of the 4 special schools have a level of persistent absence that is well below the national average and the 1 EBD special school has a persistent absence rate that is double the national average at 60.5%. Stockton special schools perform less favourably than the North East and Tees Valley averages of 26.6% and 25.2% respectively.

Pupil Referral Unit (PRU) School Attendance

94. Stockton has one PRU and overall absence is 8.6% which is significantly better than the national average of 34.6%. The PRU performs better than the North East and Tees Valley averages at 34.4% and 38.1% respectively.
95. Persistent absence is 69% compared to a national average of 74.3%. Stockton PRU performs better than both the North East and Tees Valley averages of 76% and 83.8% respectively.

COMMUNITY IMPACT IMPLICATIONS

96. This report is for information only; its contents cover the vulnerable group outcomes at the end of each key stage for Stockton's pupils.

FINANCIAL IMPLICATIONS

97. There are no financial implications to the report.

LEGAL IMPLICATIONS

98. There are no legal implications to the report.

RISK ASSESSMENT

99. Educational attainment is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

COUNCIL PLAN POLICY PRINCIPLES AND PRIORITIES

100. This report responds to the Policy Principles in the Council Plan and in particular our work to reduce disadvantage and promote inclusion in the outcomes for children and young people in Stockton.

CORPORATE PARENTING IMPLICATIONS

101. The report includes the details of performance of children in our care.

CONSULTATION INCLUDING WARD/COUNCILLORS

102. There has been no consultation as this report is for information only.

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Education related: YES

Background Papers: NO

Ward(s) and Ward Councillors: ALL

Property: NONE