

**AGENDA ITEM
REPORT TO CABINET
19th JANUARY 2023
REPORT OF
CORPORATE
MANAGEMENT TEAM**

CABINET INFORMATION ITEM

Children & Young People – Lead Cabinet Member – Councillor Lisa Evans

EDUCATIONAL ATTAINMENT FOR VULNERABLE PUPILS 2022

REASONS FOR PRODUCING THIS REPORT

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.

SUMMARY

This report presents a summary analysis of vulnerable pupil performance in the academic year 2021 – 2022 for all key stages and all providers in the Borough. 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:

1. Pupils in receipt of Pupil Premium Funding;
2. Performance by gender;
3. Black and minority ethnic children;
4. Children and young people in our care ;
5. Children with special needs;
6. Attendance and exclusion.

KEY MESSAGES

1. Educational performance and achievement in Stockton-on-Tees remains the best in the region across almost all aspects and across phases.
2. Performance and achievement in Stockton-on Tees is above available national averages across almost all aspects and across phases.
3. However, attainment levels, as in the rest of the country, are down on 2019 for early years and primary children which suggests a significant impact of the pandemic, though the decline in performance is less in Stockton-on-Tees than for national, regional and statistical neighbours.
4. Gaps between vulnerable students and overall attainment have widened – the pandemic has had the biggest impact on more vulnerable pupils in early years and primary. This again mirrors national data and trends.
5. We have a significant support and challenge offer to schools to address performance and to target interventions to close gaps.

- We will also address these issues as part of the implementation plan for the Fairer Stockton-on-Tees framework which prioritises the best start for children and young people.

DETAIL

- Comparative performance across phases is set out in the tables below. Table 1 outlines the overall performance, table 2 the performance for vulnerable pupils. The text below the tables provides a commentary.

Educational Attainment EY – KS4, 2021/22 and 2018/19

Stockton on Tees versus Boys England, North East and our Children’s Statistical Neighbours

	Early Years ⁽¹⁾			Key Stage 1 ⁽¹⁾⁽⁴⁾			Key Stage 2 ⁽¹⁾			Key Stage 4		
	Good Level of Development			Meeting Expected Standard CRWM			Meeting Expected Standard CRWM			Achieved Grade 4+ in English and Maths		
	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap
England	65.20%	71.80%	-6.60%	N/A	N/A	N/A	58.00%	65.00%	-7.00%	68.80%	64.90%	3.90%
North East	64.10%	71.80%	-7.70%	N/A	N/A	N/A	59.00%	67.00%	-8.00%	65.60%	61.60%	4.00%
Children’s Statistical Neighbours	63.00%	70.30%	-7.30%	N/A	N/A	N/A	57.00%	63.90%	-6.90%	66.33%	63.69%	2.64%
Stockton on Tees	67.70%	73.70%	-6.00%	57.70%	69.30%	-11.60%	64.00%	69.50%	-5.50%	71.50%	67.50%	4.00%

DATA SOURCE AND TREATMENT NOTES:

- All data for Stockton on Tees, other LAs, the North East and England has been sourced from DfE. All data for EYFS, KS1 and KS2 cohorts within Stockton on Tees has been sourced from the Information and Intelligence 3 year Trend Report.
- All data relates to formal assessments in Summer 2022 and is provisional until DfE release in January 2023
- All data is for 2018/19 (Summer 2019) as data is not available for 2019/20 and 2020/21 due to no formal assessments being made during the Pandemic
- National data for KS1 is not published by DfE as a combined measure for reading, writing and mathematics . All data shown here for CRWM has therefore been calculated for Stockton on Tees overall and cohorts within it by the Information and Intelligence team at SBC and, for the CIOC cohort only, by NCER. All such calculations are based on data sourced from DfE.

Educational Attainment EY – KS4, 2021/22 and 2018/19 for vulnerable pupils

		Early Years ⁽¹⁾			Key Stage 1 ⁽¹⁾⁽⁴⁾			Key Stage 2 ⁽¹⁾			Key Stage 4		
		Good Level of Development			Meeting Expected Standard CRWM			Meeting Expected Standard CRWM			Achieved Grade 4+ in English and Maths		
		2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap	2021/22 ⁽²⁾	2018/19 ⁽³⁾	Gap
Stockton on Tees	2021/2222	67.7%	73.7%	-6.0%	57.7%	69.3%	-11.6%	64.0%	69.5%	-5.5%	71.5%	67.5%	4.0%
	2021/22 versus 2018/19	-6.0%			-11.6%			-5.5%			-4.0%		
Gender	Boys Outturn	60.9%	67.7%	-6.8%	53.2%	65.6%	-12.4%	58.6%	65.1%	-6.5%	69.6%	66.2%	3.4%
	Boys 2021/22 versus Boys 2018/19	-6.8%			-12.4%			-6.5%			-3.4%		
	Boys 2021/22 versus Borough 2021/22	-6.8%			-4.5%			-5.4%			-1.9%		
	Girls Outturn	74.9%	80.3%	-5.4%	62.5%	73.1%	-10.6%	70.0%	73.6%	-3.6%	73.4%	68.7%	4.7%
	Girls 2021/22 versus Girls 2018/19	-5.4%			-10.6%			-3.6%			-4.7%		
Ethnicity	Non-BME Outturn	69.7%	75.1%	-5.4%	58.1%	69.0%	-10.9%	65.4%	69.4%	-4.0%	70.4%	67.7%	2.7%
	Non-BME 2021/22 versus Non-BME 2018/19	-5.4%			-10.9%			-4.0%			-2.7%		
	Non-BME 2021/22 versus Borough 2021/22	2.0%			0.4%			1.4%			-1.1%		
	BME Outturn	61.1%	64.9%	-3.8%	56.3%	72.6%	-16.3%	58.5%	71.1%	-12.6%	80.6%	65.5%	15.1%
	BME 2021/22 versus BME 2018/19	-3.8%			-16.3%			-12.6%			15.1%		
Disadvantaged	BME 2021/22 versus Borough 2021/22	-6.6%			-1.4%			-5.5%			9.1%		
	Disadvantaged Outturn	50.7%	58.2%	-7.5%	42.0%	56.7%	-14.7%	51.1%	54.3%	-3.2%	49.3%	47.8%	1.5%
	Disadvantaged 2021/22 versus Disadvantaged 2018/19	-7.5%			-14.7%			-3.2%			1.5%		
	Disadvantaged 2021/22 versus Borough 2021/22	-17.0%			-15.7%			-12.9%			-22.2%		
SEN	SEN Outturn	18.9%	23.2%	-4.3%	16.4%	19.5%	-3.1%	17.7%	29.3%	-11.6%	43.9%	34.9%	9.0%
	SEN 2021/22 versus SEN 2018/19	-4.3%			-3.1%			-11.6%			9.0%		
	SEN 2021/22 versus Borough 2021/22	-48.8%			-41.3%			-46.3%			-27.6%		
CIOC	CIOC Outturn	27.3%	60.0%	-32.7%	38.9%	71.4%	-32.5%	41.2%	41.9%	-0.7%	28.60%	20.00%	8.60%
	CIOC 2021/22 versus CIOC 2018/19	-32.7%			-32.5%			-0.7%			8.6%		
	CIOC 2021/22 versus Borough 2021/22	-40.4%			-18.8%			-22.8%			-42.9%		

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- National data for KS1 is not published by DfE as a combined measure for reading, writing and mathematics . All data shown here for CRWM has therefore been calculated for Stockton on Tees overall and cohorts within it by the Information and Intelligence team at SBC and, for the CIOC cohort only, by NCER. All such calculations are based on data sourced from DfE.
- All CIOC data is sourced for pupils in care 12 months or more.
- All CIOC data is sourced directly from Stockton's Virtual School

Early Years

8. 67.7% of our pupils meet the expected standard in 2022. This is higher than England (65.2%), the North East (64.1%), and our Children's Statistical Neighbours¹ (63%).
9. Between 2019 and 2022 there was a 6% reduction in the proportion of pupils in Stockton on Tees meeting the expected standard. This reduction is smaller compared to national (-6.6%), regional (7.7%) and Children's Statistical Neighbours (-7.3%).
10. Within the borough the '2021/22 versus 2018/19' gap is widening across all vulnerable pupil groups with the largest such gap seen for CIOC pupils (-32.7%) and the smallest for BME pupils (-3.8%). Meanwhile, the largest 'vulnerable pupils versus borough 2022' gap is seen for SEN pupils (-48.8%). Conversely, girls achieved +7.2% on the borough average.

Key Stage 1

11. 57.7% of our pupils met the expected standard in 2022, a reduction of 11.6% since 2019.
12. For disadvantaged pupils local authority attainment at the expected level or above exceeds national averages in KS1 measures for reading (+2.3%), writing (+4.6%) and maths (+3.4%).
13. Similarly for both boys and girls local authority attainment at the expected level or above exceeds national averages in KS1 measures for reading (boys +0.8%/ girls +0.6%), writing (boys and girls +3.9%) and maths (boys +1.8%/ girls +3.3%).
14. Provisional outcomes for children in our care (CIOC) is broadly in line with national averages for children in our care.
15. Overall there have been reductions in attainment of KS1 children with SEN in 2022 compared to figures from 2019.
16. The largest gap in 2022 is seen for SEN pupils (-41.3%), but on the other hand, girls achieved +4.8% on the borough average.
17. Since 2019 the gap is widening across all vulnerable pupil groups with the largest gap seen for CIOC pupils (-32.5%) and the smallest for SEN pupils (-3.1%).

Key Stage 2

18. Provisional data shows that 64% of our pupils met the expected standard in reading, writing and maths (combined) in 2022 which is higher than England (58%), the North East (59%), and our Children's Statistical Neighbours (57%).
19. The largest gap is seen for SEN pupils (-46.3%). Conversely, girls achieved +6% on the borough average.
20. Between 2018/19 and 2021/22 there was a 5.5% reduction in the proportion of pupils in Stockton on Tees meeting the expected standard. Positively, this gap is smaller compared to national (-7%), regional (-8%) and our Children's Statistical Neighbours (-6.9%).
21. At the expected standard, all KS2 outcomes of disadvantaged Year 6 children in Stockton are higher than the equivalent national averages in reading, writing and maths individually.
22. KS2 outcomes for boys and girls also exceed national averages in all measures.

¹ Our Children's Statistical Neighbours are Durham, Darlington, North Tyneside, Bury, Calderdale, Wigan, Wirrall, Sefton, St Helens, Lancashire.

23. At Key Stage 2 there has been an increase in the number of students with SEN (both with EHCPs and at SEN Support) achieving at least expected progress in writing and maths between KS1 and KS2.
24. Provisional Key Stage 2 CIOC data shows that for attainment in reading, writing and mathematics the children in our care are doing better than all children in care nationally.
25. The '2021/22 versus 2018/19' gap is widening across almost all vulnerable pupil groups with the largest gap seen in the BME pupil group (-12.6%) and the smallest for CIOC pupils (-0.7%).

Key Stage 4

26. Provisional data shows that 71.5% of our KS4 pupils achieved grades 4 or above in English and Maths GCSEs in 2022. This is higher than England (68.6%), the North East (65.6%), and our Children's Statistical Neighbours (66.3%).
27. The largest 'vulnerable pupils versus borough 2022' gap is seen for CIOC pupils (-42.9%). Conversely, BME pupils achieved +9.1% on the borough average.
28. Between 2019 and 2022 there was +4.0% change in the proportion of our pupils achieving grades 4 or above in English and Maths GCSEs. This degree of positive change is greater than nationally (+3.9%) and across our Children's Statistical Neighbours (+2.64%).
29. The percentage of disadvantaged pupils achieving GCSEs in both English and maths at grade 4 or above improved from the 2019 benchmark (47.8%) to 49.3%. This is above the national average of the same measure (48.2%).
30. The attainment of both boys and girls shows improvement from 2019. In addition the gap has narrowed for girls: attainment of both boys and girls is above the national average.
31. The progress of disadvantaged boys remains an area of focus at Key Stage 4.
32. BME attainment has improved from 2019.
33. In addition, CIOC pupils achieved above 2019 outcomes in 2022.
34. There has been an increase in the KS4 Progress 8 score for both those pupils with an EHCP and those with SEN support and the gaps between SEN and non-SEN pupils have been reduced

Attendance and exclusion

26. Overall absence in Stockton primary schools is 3.6% and is better than the national, regional and Tees Valley averages.
27. Primary persistent absence is 7% and is better than the national average of 9.6%. Stockton is the strongest performing local authority in the Tees Valley and north east region with the lowest recorded levels of pupils who are persistently absent from school.
28. Overall absence in Stockton secondary schools is 5.7% and is higher than the national regional averages, though 0.4% better than the Tees Valley average.
29. Persistent absence in Stockton secondary schools is 14.5% The persistent absence rate in Stockton schools is 0.1% poorer than the north east average though 1.1% better than the Tees Valley average.
30. There has been a further increase in permanent exclusions to 60, with 95% (57 exclusions) being in secondary schools/academies. This is an increase of 40%.

31. There has been a 31.7% decrease in fixed term exclusions from the previous year.

WHAT WE ARE DOING TO ADDRESS CHALLENGES

Early Years

32. The biggest challenges and COVID-19 impact have been seen in the early years, and we will continue to prioritise a series of interventions and actions through our strategy for the best start in life: From Conception to Reception, and through specific programmes contained in it such as Stockton-on-Tees Talks. The key priorities in the strategy are:
- a. Work alongside families to develop a clear offer of support for all children from conception to five years
 - b. Building and strengthening early relationships
 - c. Supporting children and families with the development of early speech, language and communication
 - d. Supporting families to provide a positive home learning environment
 - e. Encouraging access to high quality, inclusive and affordable early years education including recent capital investment into school nurseries to develop outdoor play provision.
33. Alongside this, Education Improvement Service will continue to ensure quality childcare across the borough through partnership work and more extensive training. For example:
- a. Assessment and Moderation partnerships, where Early Years staff share ideas for developing a high quality curriculum so pupils achieve more
 - b. Training to develop further communication and language, including CPD on effective use of outdoor provision
34. In terms of support for children with SEN:
- a. Early Years SENCO delivering specific Early Years CPD to settings to ensure challenging curriculum is being delivered
 - b. Early Years SENCO Briefings all in person now and after hours due to the nature of Early Years Provision. Uptake is increasing
 - c. Early Years settings can access the general SEN CPD offer below

KS1

35. A new Improving Educational Outcomes 5-7 initiative has been designed targeted at maintained schools to raise achievement at KS1.

All phases

36. Ongoing training and briefings are in place for senior/ middle leadership and governors to strengthen leadership capacity to close the gap. Events include a range of proven effective practice including:
- practice case studies
 - research on what works well
 - relevant resources, CPD and events
37. 45 of our 60 primary schools and 7 of our 13 secondary schools have identified social and emotional wellbeing as a barrier to learning for disadvantaged pupils in their pupil

premium strategy statements. To minimise the impact of this barrier our Health Education and Relationships Manager leads the delivery of Healthy Schools Programme Accreditation

- Physical activity
- Nutrition
- Resilience
- Social and emotional wellbeing

38. In order to ensure more coherent coverage of the Healthy Schools accreditation across all key phases an EYFS Healthy Schools Programme Accreditation is under development.
39. 9 of our 13 secondary schools and 10 of our 60 primary schools have identified behaviour for learning as a barrier to learning for disadvantaged pupils in their pupil premium strategy statements. To minimise the impact of this barrier we have worked in partnership with Catalyst to secured £146, 000 TVCA funding for a Recovery Impact Bid. The funding has been used to recruit volunteer mentors for disadvantaged pupils in targeted schools to encourage re-engagement in their learning and raise aspirations.
40. A comprehensive CPD offer has been distributed to schools (September) and specific settings/schools are being directed to particular training by our EHCP and ONE Point Panels (all Key Stages) according to areas for development identified by Service Lead SEND Assessments and Review, Service Lead SEND Placement and Governance plus EHCP and ONE Point Panels.
41. SENCO and New SENCO Briefings cover all updates re: data collection/analysis as well as how the role of the SENCO is changing within schools given the green and white papers. We also offer CPD from external sources at each Briefing to ensure that a varied 'diet' is offered.
42. Weekly SENCO drop in sessions each Thursday to continue to offer support on a weekly basis and covered by whole team on a rota to ensure cross-team messages are consistent and the whole team has exposure to our schools/settings
43. Governor training re: duties for schools and settings around SEND to continue and specifically focus on the SEND Governor role of being a support/challenge to the SENCO.

Virtual School for children in our care

48. All of the following resources and activities are included in the Virtual School 2022/23 development plan.

Early Years

49. Caseworker deployed with specific responsibility for Early Years.
50. Engagement with Early Years team to ensure our support is coordinated and in line with EIS priorities.
51. Attendance at Early Years Managers meetings.

Reception and Key Stage 1

52. School Led Tutoring to support literacy tutoring in Reception, Year 1 and Year 2.
53. Booster reading intervention.

Key stage 2

54. Booster reading intervention.
55. Enhanced monitoring by identifying schools where progress and attainment is below expected and extend our monitoring programme with these schools.

Key Stage 3 and 4

56. Booster reading intervention in Year 7.
57. English tuition in Year 10.
58. Challenge to schools in the use of School Led Tutoring funding to support gaps in learning.
59. Other interventions in the Virtual School 2022/23 development plan that will impact on attainment and progress include:
 - a. Attachment Aware and Trauma Informed training programme.
 - b. Trauma Informed Virtual Reality Headsets training programme.
 - c. Continuing to strive for the highest quality Personal education plans (PEPs), that accurately reflect the support that CIOC are achieving and the use of pupil premium plus in improving outcomes for CIOC.
 - d. Implementation of Extended duties focus on the educational outcomes of this particular group of children.
 - e. Post 16 pupil premium plus pilot project.

Attendance

60. A new Stockton on Tees attendance strategy is under development. This will be multi-agency and co-produced and will set out our strategy to improve attendance and will include parent and pupil voice. There will be clarity as to the roles and responsibilities of each agency to deliver the strategy.
61. Encouragement and support is given to schools to register on the new DFE attendance portal so that a nationally produced live data feed for all schools/settings in Stockton is easily accessible.
62. Information sharing with schools to share good practice and notify them of updates and new initiatives are in place. These include termly attendance networks, emails and discussions at termly schools visits.

Exclusion

63. In addition to the above, support and challenge is provided around the use of suspension and exclusion with headteachers. Further support is in place to secure alternatives and to determine the support for each child and their outcomes.
64. Specific training on legal processes for exclusion and suspension is offered to all schools, governors and key stakeholders.
65. Assistant Educational Psychologists in particular support with interventions for children at risk of permanent exclusion identified through the PDC process; some success and impact is evidenced via this approach this year.

Summary

66. This report sets out that whilst educational attainment in the Borough continues to outperform regional, national and statistical neighbours, there has been a pronounced COVID-19 impact, and that this has been felt most by more vulnerable pupils.

67. We have an extensive support offer in place, and will also focus on these issues as part of the action plan for a Fairer Stockton-on-Tees in 2023.

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