

AGENDA ITEM
REPORT TO CABINET
13 FEBRUARY 2025
REPORT OF
CORPORATE
MANAGEMENT TEAM

CABINET INFORMATION ITEM

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

SCHOOL PERFORMANCE 2023 - 2024 FOR VULNERABLE PUPILS

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 2023-2024 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 and regional averages where they exist. It includes performance outcomes for:

1. Pupils in receipt of Pupil Premium Funding;
2. Performance by gender;
3. Performance by ethnicity;
4. Children and Young People in Our Care;
5. Children with Special Needs;
6. Children from Service Families;
7. Attendance and exclusion figures for Stockton.

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.

Recommendations

- Cabinet to note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.
- Cabinet to note the strong overall performance of Stockton schools at both primary and secondary phases.
- Cabinet to note work undertaken to further reduce educational attainment gap.

DETAIL

1. In Stockton in 2024*:
 - a. 9599 of Stockton's 29297 pupils are eligible for Pupil Premium and are classified as disadvantaged. This is 31.6% of the cohort. **This is 4.7% higher than the national average of 27.3%**
 - b. 27.1% of pupils in primary schools are eligible for Free School Meals (FSMEver6). **This is 2.9% higher than the national average of 24.2%**
 - c. 27.3% of pupils in secondary schools are eligible for Free School Meals (FSMEver6). **This is 3.3% higher than the national average of 24%**
 - d. 1.3% pupils are identified as Children in Our Care (CIOC). **This is 0.64% higher than the national average of 0.66%.**
 - e. 4,194 of Stockton's 32,182 pupils are classified as having Special Educational Needs (SEN) Support provision, this is 13.0% of the cohort. **This is 0.3% lower than the national average of 13.3%** (Source NCER Census Data - Spring 24 Census exc. subsidiary pupils)
 - f. 1,499 of Stockton's 32,182 pupils are classified as having SEN Education Health and Care Plan provision (EHCP), this is 4.7% of the cohort. **This is 0.1% higher than the national average of 4.6%** (Source NCER Census Data - Spring 24 Census exc. subsidiary pupils)
 - g. 8.1% of pupils in primary schools have a first language other than English. **This is 14.6% lower than the national average of 22.7%** (Source NCER Census Data - Spring 24 Census exc. subsidiary pupils).
 - h. 7.1% of pupils in secondary schools have a first language other than English. **This is 11.4% lower than the national average of 18.5%** (Source NCER Census Data - Spring 24 Census exc. subsidiary pupils).
 - i. **12% of pupils in North East are identified as long-term disadvantaged** (3). The highest percentage is in London (15%). Long-term disadvantage varies considerably across the country.
 - j. Disadvantaged pupils tend to do worse than their better-off peers.
 - k. Those who are disadvantaged for the longest time do worst of all.
 - l. 2021/22 data (4) evidences **32.6% of children in Stockton are living in poverty**, compared to 29% in the UK. This is an increase of 7.1% points since 2014/15, whilst the UK average is the same as at that point.
 - m. There is no longer any statutory reporting of pupil outcomes at the end of KS1.
 - n. Pupil progress data for the end of KS2 is not available in 2024 because these pupils were not assessed at the end of KS1 due to covid restrictions.

*based on the spring census

DISADVANTAGED PUPILS

2. Disadvantaged Pupils in this report are defined as those in receipt of Free School Meals at some point within last 6 years, and who have been eligible for Pupil Premium funding.

3. WHAT HAS WORKED WELL

- a. 2024 Stockton DS (Glossary Appendix 1) pupil attainment has improved compared to Stockton 2023 in Y1 phonics, KS2 reading, and in the overall KS2 combined reading, writing and maths benchmark (CRWM)
 - b. The attainment of DS pupils in Stockton is higher than the national and regional average for DS pupils in all 6 of the benchmarks across the primary phase.
 - c. The attainment of DS and NDS pupils in Stockton is above national average in the secondary phase.
 - d. All Stockton 2024 NDS primary attainment outcomes are above national average.
 - e. Secondary KS4 DS (4+EM) and DS Early Years Good Level of Development ranked second against North East regional benchmarks.
 - f. The Stockton 2024 DS/ NDS gap has narrowed compared to Stockton 2023 DS/NDS gap in KS2 reading and CRWM, as well as KS4.
 - g. The gap between Stockton DS and National NDS has narrowed in KS2 reading and CRWM compared to 2023.
4. All the following approaches have supported these improvements:
 - a. A relentless focus on closing the educational attainment gap in all our networks including:
 - Headteacher networks
 - English Leader Networks
 - Maths Leader Network
 - Closing the Gap Clusters
 - Attendance Networks
 - Early Years Networks
 - Library Service.
 - b. Robust challenge and support to strengthen the impact on pupil outcomes via school adviser Monitoring and Evaluation Reviews for our maintained schools and Leadership Development Partner visits for those schools that are part of Raising Achievement Partnerships.
 - c. Bespoke design of training programmes to support schools in reducing barriers to achievement, including Improving Educational Outcomes 5-7 programme and Leading Improvement in Reading programme.
 - d. Comprehensive identification of challenges which impact pupils' educational achievement for all schools across Stockton through the appreciative enquiry: 'Narrowing the Gap in Educational Attainment'

5. AREAS FOR DEVELOPMENT – CHALLENGES

- a. The Stockton 2024 DS/ NDS gap has widened compared to Stockton 2023 DS/NDS gap at the end of the Early Years.
- b. Many of our most disadvantaged pupils have multiple vulnerabilities such as SEND, English as an Additional Language, social care involvement, poor attendance etc. The impact of the pandemic continues to be felt most strongly in these communities. Teacher recruitment/ retention and highly mobile pupil populations are also a challenge in the schools that serve the most disadvantaged communities.

GENDER

6. WHAT HAS WORKED WELL

- a. The attainment of girls in Stockton improved in 2024 compared to 2023, particularly in KS2 reading, writing and CRWM, but also in Y1 phonics.
- b. The boy/ girl gap within Stockton is closing compared to Stockton 2023 at the end of EYFS.
- c. The attainment of boys in Stockton compares favourably against national measures in Early Years, KS2 and KS4 attainment.
- d. The outcomes of girls in Stockton compares favourably against national measures in Early Years, KS2 (other than in reading) and KS4 attainment.
- e. The Stockton boy/ girl gap is narrower compared to the national boy/ girl gap at the end of the EYFS, and in KS2 attainment for reading, writing and CRWM, and both KS4 (4+EM) and KS4 Progress 8 measures.
- f. Boys attainment at the end of EYFS, KS2 maths and KS4 attainment ranked first against North East regional benchmarks

7. AREAS FOR DEVELOPMENT - CHALLENGES

- a. Although still above national, girls' attainment in reading at the end of KS2 continues to be a challenge and has declined in comparison with 2023.
- b. The boy/girl gap in maths at the end of KS2 is wider than national and regional comparators. Both genders outperform their group regionally and nationally.
- c. Although the gap in attainment at the higher standard at the end of KS2 is smaller than the regional and national average, this is because the proportion of pupils achieving the higher standard is lower for both gender groups.
- d. Progress 8 scores for both boys and girls are lower than the national average. Both have declined slightly in comparison with 2023.

PERFORMANCE BY ETHNICITY

8. WHAT HAS WORKED WELL

- a. The attainment of both non-white and white pupil groups at the end of EYFS is the highest in the region.
- b. Both white and non-white pupil groups outperform their peers nationally in writing at the end of KS2. Non-white pupils attain particularly well in this area.
- c. Both white and non-white pupil groups outperform their peers nationally for CRWM at the end of KS2
- d. The attainment of non-white pupils at KS4 has improved. While this mirrors the national picture, attainment for this group has improved more than nationally and Stockton ranks second in the region.
- e. Progress 8 scores for non-white pupils have improved.
- f. The attainment of non-white pupils for writing at KS2 ranks first regionally. Stockton is joint second in the region for white pupils.
- g. The attainment of non-white pupils for maths ranks second regionally. Stockton is third in the region for white pupils.
- h. The attainment of both white and non-white pupils for KS4 ranks second regionally.

9. AREAS FOR DEVELOPMENT – CHALLENGES

- a) The attainment of non-white children at the end of the EYFS has declined in comparison to 2023. The gap between white and non-white children has increased and is wider than the national average.
- b) The attainment of non-white pupils for reading at the end of KS2 has declined in comparison to 2023. The gap between white and non-white pupils has increased and is wider than the national average.
- c) The attainment of non-white pupils for maths at the end of KS2 has declined in comparison to 2023. Although this means that the gap has narrowed, it is still slightly wider than the national average.
- d) The attainment of non-white pupils for CRWM at the end of KS2 has declined. Although this means that the gap has narrowed it should still be viewed as a challenge.
- e) Networks for EAL have been poorly attended in the last year and some have had to be cancelled.

CHILDREN AND YOUNG PEOPLE IN OUR CARE

10. WHAT HAS WORKED WELL

- a. The number of children in care, in each cohort, when assessments are carried out can often be so small that comparisons with other larger cohorts of children (for example regional and national cohorts) can be very misleading. The changing nature and stability of these cohorts can also make comparisons difficult.
- b. Data shows that outcomes for Children in our Care (CIOC) are in line with the national outcomes for Children in Care at both Key Stage 2 and Key Stage 4 (Level 5+ in English and Maths). No progress measures are available currently.
- c. Attendance figures for Children in our Care, although lower than it was prior to the pandemic in 2019, it is in line with national figures for Children in Care and has remained stable.
- d. Robust challenge and support from the Virtual School to schools and other professionals, promotes high quality educational experiences for Children in our Care.
- e. A comprehensive training programme organised and delivered by the Virtual School has provided 62 training sessions for 724 staff, from 68 educational establishments. Virtual Reality Headset Trauma training has been delivered to 35 education settings, social care staff and to a group of police officers. All training has received good or better feedback.
- f. Personal Education Plan completion has improved from 86.2% to 92.7% and quality of plans has improved overall, pleasingly in the top category (Green) from 73% to 79%.
- g. The Virtual School, through strong partnerships with schools, have avoided several permanent exclusions for Children in Care. This is achieved through good relationships, allowing for professional challenge and using a problem-solving approach to support appropriate alternative provision for these children.

11. AREAS FOR DEVELOPMENT – CHALLENGES

- a. Suspensions have risen significantly since COVID and are well above the national rate for all Children in Care.

- b. Attendance is still below pre-pandemic levels. The number of Children in Care who have attendance below 50% is higher than pre-pandemic levels, as is the number of children who are not on a school roll.
- c. Take up of training is lower than this time last year as school staff are finding it harder to leave school during the school day.
- d. Availability of Educational Psychology support is a challenge.

**Virtual School Extended Duties for Children with a Social Worker (CWSW)
Data available for Children in Need (CIN) and children on child protection plans (CP)**

12. WHAT HAS WORKED WELL

- a. Attainment for Children in Need (CIN) in the primary phase remains stronger than for all Children in Need nationally.
- b. Attainment for Children on a Protection Plan (CP) in the primary phase remains stronger than for all Children on a Protection Plan nationally.
- c. At Key Stage 4 (Level 5+ in English and Maths) both Children in Need and Children on a Protection Plan achieve higher than this group nationally.
- d. Suspensions for CIN and CP are in line with national figures for this group of children.
- e. Attendance figures are in line with national figures for this group of children.

13. AREAS FOR DEVELOPMENT – CHALLENGES

- a. Children With a Social Worker (CIN, CP and children who have had a social worker within the previous 6 years) still do significantly worse academically than non-CWSW.
- b. Attendance figures for CWSW is below the figure for all children and is below the figure for Children in Care.
- c. Suspensions for CWSW are above the figure for all children and above the figure for Children in Care. CWSW make up a disproportionate number of those suspended or permanently excluded.
- d. A continued area for development for this group is to continue to promote this group of children as a group in their own right, and to share their challenges through the FOCUS dashboard and accompanying analysis.

CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS

- 14. **Overall:** In Stockton-on-Tees 17.7% of pupils have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 18.1% across All English unitary authorities. This represents a further increase year on year since 2018/19.
- 15. **EHCPs** Across All English unitary authorities, the proportion of pupils with statements of education, health and care (EHC) plans ranges from 2.7% to 6.8%. Stockton-on-Tees has a value of 4.7%, compared to an average of 4.7% in All English unitary authorities. This represents a further increase year on year since 2018/19.
- 16. **SEN Support:** For SEN support the proportion for All English unitary authorities ranges from 10.2% to 16.8%. Stockton-on-Tees has a value of 13.1%, compared to an average of 13.3% in All English unitary authorities. This represents a further increase year on year since 2018/19.

17. **CIOC:** In Stockton-on-Tees, 26.1% of looked after children are on SEN support, compared to 26.0% in All English unitary authorities. 28.5% of looked after children in Stockton-on-Tees have a statement of SEN or EHC Plan, compared to 32.1% in All English unitary authorities.
18. **CIN:** In All English unitary authorities, 21.7% of Children in Need are on SEN support and 27.4% have a statement of SEN or EHC plan. In Stockton-on-Tees, 18.0% of children in need are on SEN support and 21.9% of children in need have a statement of SEN or EHC plan.
19. **Primary Need:** In Stockton-on-Tees the most frequent primary need in **primary schools** is Speech, Language and Communication Needs (SLCN) with 33.1% of SEN pupils having this as their primary need. The second most frequent need in primary schools is Social, Emotional and Mental Health (SEMH) with 14.3% of SEN pupils having this recorded as their primary need.
20. This differs in **secondary schools** with 20.3% of SEN Students having Social, Emotional and Mental Health (SEMH) as the most frequent primary need, followed closely with Moderate Learning Difficulties (MLD) with 18.2% of SEN Students having this as their primary need.

In **specialist provisions** in Stockton-on-Tees 20.9% of students have SLCN as their primary need followed by 19.5% with Autistic Spectrum Disorder (ASD).

21. **Placement:** The majority of children with an EHCP are placed in mainstream school or academy (25.7%). 9.8% of children with an EHCP attend a general further education or tertiary school placement.
22. **Statutory Deadlines:** In Stockton-on-Tees, 99.4% of EHCPs were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20 week time limit, compared to the All English unitary authorities average of 51.3%. Including exceptions, 99.1% were issued within 20 weeks, compared to the All English unitary authorities average of 49.8%.
This has placed Stockton-on-Tees in the top five councils nationally for meeting its statutory deadlines.

23. **EHCPs - WHAT HAS WORKED WELL**

- a. The proportion of children with an EHCP achieving GLD at the end of EYFS has increased to 3.1%
- a. Caseworker Attendance at PCP meetings.
- b. The standardised EHCP template has led to positive feedback regarding provision; and outcomes are now more succinct.
- c. The Annual Review Project and changes to the annual review process have secured positive responses from schools and settings.
- d. More robust decision making at EHC Panel has resulted from caseworkers presenting their own cases.
- e. Parent/carers are signposted to Stockton Parent Carer Forum (SPCF) and are able to access SEND caseworkers, as well as the Designated Social Care Officer (DSCO) and Designated Clinical Officer (DCO) via this route. This ensures parent/carers voice is captured at an earlier point and informs planning.

25. **EHCPs - AREAS FOR DEVELOPMENT – CHALLENGES**

- a. Although the proportion of children attaining GLD has improved by 1.1%, it remains below national.

- b. Outcomes for pupils with an EHCP have fallen in all measures for KS2 and are below national
- c. Outcomes for pupils with an EHCP have fallen in all measures for KS4 and are below national.
- d. The gap between Stockton EHCP and Non-SEN nationally has widened for all measures

26. SEN Support – WHAT HAS WORKED WELL

- a. The proportion of children with SEN Support achieving GLD at the end of EYFS has increased to 25.4%. This is marginally above national.
- b. The proportion of pupils at the end of KS2 achieving the expected standard in writing has remained stable and above average.
- c. The proportion of pupils at the end of KS2 achieving the expected standard in maths has remained stable and above average
- d. The proportion of pupils achieving expected standards at the end of KS4 has increased and is above the national average. This is also the case for Progress 8.
- e. The gap between Stockton SEN Support and Non-SEN nationally has narrowed for GLD and at the end of KS4

27. SEN Support - AREAS FOR DEVELOPMENT – CHALLENGES

- a. The proportion of pupils at the end of KS2 achieving the expected standard in reading has declined and has fallen below the national average
- b. The gap between Stockton SEN Support and Non-SEN nationally has widened for reading and overall performance at the end of KS2.

CHILDREN FROM SERVICE FAMILIES

- 28. From the DfE's Pupil Premium data based on spring 2024 schools census the total number of children from service families in Stockton was 408 pupils; 202 were registered in primary schools, 200 in secondary schools, 5 in a special school and 1 at the Pupil Referral Unit (PRU). This is an increase of 12 pupils in comparison with 2023.
- 29. 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 5 to 31 pupils for secondary schools.
- 30. According to the 2024 spring census there are 50 primary schools, 13 secondary schools and 3 special schools plus the PRU which have children from service families on their roll.
- 31. As cohorts in each school are very small, analysis of academic achievement and pupil need is carried out on a school-by-school basis.

32. WHAT HAS WORKED WELL

- a. We have regularly attended the Ministry of Education Local Authority Partnership (MODLAP) which includes senior leadership membership from local authorities across the United Kingdom.
- b. Through this partnership a wide range of effective practice and useful resources have been signposted, then shared via our networks with school leaders and governors.
- c. In addition, we have supported MODLAP in evaluating the impact of the Armed Forces Covenant and wider support for the Armed Forces community.

- d. Where appropriate, school advisers challenge and support schools' leaders on the targeted support and intervention for this cohort.

33. AREAS FOR DEVELOPMENT – CHALLENGES

- a. As Children of Service Personnel cohorts are so small, securing statistically viable data is a challenge.
- b. Although Networks share a variety of toolkits, resources, information and guidance, these events are not necessarily attended by the schools with higher cohorts of Children of Service Personnel on their roll.

PERMANENT EXCLUSIONS AND SUSPENSIONS

34. Context

- a. The top three reasons for permanent exclusion during the academic year 2023/24 were persistent disruptive behaviour or physical abuse against adults or peers. Persistent disruptive behaviour was the biggest reason for permanent exclusion in secondary aged pupils. Physical assaults against adults was the most common reason for permanent exclusion in primary aged pupils.
- b. We have continued to see permanent exclusions for a 'one off incident' where a child has breached a school's behaviour policy. Any such instances are always looked at carefully by the Local Authority and we continue to work with schools to consider alternative methods to permanent exclusion

35. WHAT HAS WORKED WELL

- a. We have continued to have no permanent exclusions from our special schools during the academic year 2023/24.
- b. Several permanent exclusions were avoided through the vulnerable learners and placement & governance teams collaborating with and supporting schools, or by offering rigorous challenge at pupil disciplinary meetings for permanent exclusions.
- c. We have continued to deliver annual training for governors and headteachers so that they are up to date with current legislation relating to their statutory duty regarding exclusions from schools and academies.
- d. An external appreciative enquiry during 2023-24, which was multi-agency in its approach identified high exclusions/suspensions as a key area for development. There is embryonic impact from the new ways of working which have been adopted as a result.
- e. Stockton's permanent exclusions during the academic year 2023/2024 was marginally lower than Stockton permanent exclusions recorded during the academic year 2022/23.

36. AREAS FOR DEVELOPMENT – CHALLENGES

37. Exclusions

- a. During the academic year 2023/24, Stockton received 104 permanent exclusions. 7 of these were for primary aged pupils and 97 were for secondary aged pupils. Although this is a decline it is still too high.
- b. Unfortunately, this year, we have continued to see permanent exclusions of primary aged children.

- c. In Stockton, boys were more likely to be excluded than girls. However, we have seen a rise in the number of girls permanently excluded and at the end of the year the final figure is slightly increased in comparison with the previous year.
- d. There has been an increase in exclusions both regionally and nationally, particularly in Key Stage 3. In Stockton, since September 2022, the highest number of exclusions have been in Y7 and Y10. A high number of Y7 and Y9 pupils have also been permanently excluded during the year.

38. Suspensions

- a. We have continued to see a year-on-year increase in the use of suspensions within the borough.
- b. The number of days lost to learning is high and can equate to weeks, months and academic years of education lost when looking at the total. For example, during the academic year 2023-24, the days lost to learning in our secondary schools were equal to 64 academic years (based on 39 weeks per year).

ATTENDANCE

39. The latest DfE published data for autumn term 2023 and spring term 2024 combined is used in this report to give comparisons with national data. The information details the data for overall absence, persistent absence and severe absence across the school phases.

40. WHAT HAS WORKED WELL

- a. Attendance Networks have taken place on a termly basis throughout the academic year. The Attendance Networks have been well attended by school colleagues across the phases with delegates in a range of positions in school. Colleagues from other agencies have been invited to share key messages with school colleagues on a range of support and information services available to them to support pupils who may need to be navigated to an external team or service. The DfE Attendance Advisor has presented at the spring term network, and this was well received. Overall, the feedback from delegates on the range of attendance focused topics has been positive.

Primary School Attendance: autumn and spring terms 2023-24

- b. Overall absence in primary schools is 5.3% and is the same as the national average. In comparison to local statistical data Stockton is performing better than the regional average of 5.5%
- c. Persistent absence is 14.4% and is better than the national average of 14.6% and the regional average of 15.9%.
- d. Severe absence is 0.7% and is marginally better than the national average of 0.8% and the same as the regional average of 0.7%.

Secondary School Attendance: autumn and spring terms 2023-24

- e. Overall absence in Stockton secondary schools is 9.6%; this is an improvement of 0.1% compared to autumn and spring 2022-23
- f. Persistent absence in Stockton is 27.8%; this is an improvement of 0.8% compared to the autumn and spring combined presented last academic year.

Special School Attendance: autumn and spring terms 2023-24

- g. Stockton special schools' overall absence is 11.8%; this is a 1.3% improvement compared to autumn spring 2022-23. It is better than the national average of 12.9% and the regional average of 13.1%
- h. Persistent absence in Stockton special schools is 32.2%; this is a 1.6% improvement compared to autumn and spring term 2022-23. It is better than the national average of 36.7% and the regional average of 35.2%.
- i. Severe absence in Stockton is 5.2% and is a 2.4% improvement compared to autumn and spring 2022-23. It is better than the national average of 6.4% and the regional average of 7.1%.

Pupil Referral Unit (PRU) School Attendance: autumn and spring terms 2023 - 24

- j. Stockton has one PRU, overall absence is 49.6% this is an increase in absence of 1.5% compared to autumn and spring 2022-23. It is worse than national average of 41.5% and the regional average of 43.3%.
 - k. Persistent absence in Stockton PRU is 94.8% and is a 1.7% improvement compared to autumn and spring term 2022-23. It is significantly worse than the national average of 81.2% and the regional average of 85.3%.
 - l. Severe absence in Stockton PRU is 52% and is 4.9% worse compared to autumn and spring 2022-23. It is significantly worse than the national average of 38.2% and the regional average of 40.7%.

41. AREAS FOR DEVELOPMENT – CHALLENGES

- a. Although overall absence in Stockton secondary schools has improved it is worse than the national average of 8.5% and the regional average of 9.5%.
- b. Although persistent absence has improved it is worse than the national average of 23.8% and the regional average of 27.2%.
- c. Severe absence in Stockton is 4.4% which is an increase in the level of severe absence compared to autumn and spring 2022-23. This is worse than the national average of 3.5% and the regional average of 4.2%.

42. WHAT WE ARE DOING TO ADDRESS THESE CHALLENGES

43. Universal

- a. More granular school level analysis of data indicates that schools serving a higher proportion of disadvantaged pupils have tended to secure lower overall outcomes.
- b. The Children's Services Transformation is beginning to strengthen targeted multi-agency support with the development of the Team Around the School Support programme (TASS) and closer working partnerships across the Education, Inclusion and Achievement team (EIA).
- c. The Appreciative Enquiry with the focus of Narrowing the Gap in Educational Attainment was completed in summer 2024. The report led to 17 recommendations and work is underway to move these recommendations forward. This process includes a continued focus on identifying and sharing good practice, and making best use of available resources.
- d. Ongoing engagement with leaders of schools and multi-academy trusts with a renewed focus on partnership.
- e. Continue to identify and make visible vulnerable group cohorts.

- f. Continue to promote the need to plan strategically to meet the needs of vulnerable groups.
- g. Effective practice from a range of services is shared more widely via Networks and Briefings including:
 - o Headteacher networks
 - o English Leader Networks
 - o Maths Leader Network
 - o EAL and Equalities Networks
 - o Early Years Networks
 - o Personal Development Networks
 - o SENCO leadership briefings
 - o Governor Briefings
 - o Designated Teacher Termly Network Meetings
 - o Trauma Informed Practice in Stockton (TIPS) Network Meetings
- h. Ongoing work to develop the CPD offer for schools from EIA as a whole (including SEND) ensuring that it is more coherently marketed and more closely aligned to schools' needs.
- i. The full range of challenges for our disadvantaged pupils identified by schools across the borough has been collated, analysed and shared across services.
- j. Stockton's Healthy Schools Programme multi-agency offer and accreditation is offered universally and targeted to those schools experiencing the most challenges.
- k. A comprehensive Attendance Strategy has been co-designed in collaboration with our key partners which aims to address the significant challenges we have regarding attendance. This includes promotion of more effective attendance procedures which address the barriers to attendance (rather than simply stepping through the procedures towards legal action).
- l. An Attendance Self-Evaluation toolkit has been designed and shared with all schools. Use of this evidence based support will help schools fine tune their attendance strategies to strengthen their impact.
- m. Promote to all schools the use of the Horizons Emotionally Based School Attendance (EBSA) Programme.
- n. Complete a deep dive into the reasons for Children in our Care suspensions and how we can support schools to keep children in school.
- o. Implementation of a Virtual School Governing Body to further enhance challenge and support for strengthened impact.

44. Targeted Support and Intervention

A summary of the range of support and intervention to address these challenges is below.

- a. **Bespoke targeted programmes aligned to need**
- b. **Targeted support, monitoring and intervention**
 - o Targeted promotion of networks, CPD and support to identified schools.
 - o Targeted support to improve attendance via Attendance Reviews. For example, the Pupil Referral Unit will be offered an attendance review based on the recently devised attendance self-evaluation toolkit to support the scoping out of a targeted action plan to drive forward improvements.
 - o Differentiated Attendance Networks for primary and secondary, to give more focus to the challenges in improving attendance in the secondary phase.
 - o Drop-in support for parent/ carers to ensure needs are being met early on before crisis
 - o Weekly SENCo drop ins with key members of staff
 - o Virtual School monitoring cycle to identify CIOC in need of support through the Virtual School Data Dashboard and regular Virtual School meetings

- Implement Thrive assessments
- Apply Sensory Profiling
- Allocate GCSE English Tuition
- Promote the Key Adult intervention as part of our Attachment Aware and Trauma Informed work.

c. Partnerships with/ between schools

- Challenge and support from our Enhanced Mainstream Schools (EMS) to other schools and settings.
- Embed the use of the Virtual School Speech and Language Intervention that runs as part of the St Johns Inclusion Hub to support early identification of need and appropriate support
- Through the Appreciative Enquiry work, partnerships will be strengthened and good practice shared.

d. Ongoing bespoke support

- Identified via School Strategy Meetings, primarily for maintained schools. For example, via school advisers and specialist teachers.

45. COMMUNITY IMPACT IMPLICATIONS

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

46. FINANCIAL IMPLICATIONS

There are no financial implications to the report.

47. LEGAL IMPLICATIONS

There are no legal implications to the report.

48. RISK ASSESSMENT

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

49. COUNCIL PLAN PRIORITIES

This report aligns with the following priorities:

1. The best start in life to achieve big ambitions.
2. Healthy and resilient communities

50. CORPORATE PARENTING IMPLICATIONS

The details of the performance of Looked After Children have been reported to the Corporate Parenting Board in December as part of the Virtual School Head Teachers Report.

51. CONSULTATION INCLUDING WARD/COUNCILLORS

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

Name of Contact Officer: Majella McCarthy
Post Title: Director of Children's Services
Telephone No: 01642 524994
Email Address: Majella.mccarthy@stockton.gov.uk

Education related: YES

Background Papers: NO

Ward(s) and Ward Councillors: ALL

Property: NONE

APPENDIX 1

GLOSSARY

AATI:	Attachment Aware and Trauma Informed
BME:	Black and Minority Ethnic pupils
CIN:	Children in Need
CIC:	Children in Care generally
CIOC:	Children in Our Care i.e. specifically Stockton Children in Care
CPD:	Continuing Professional Development (staff training)
CWSW:	Children With a Social Worker
DCO:	Designated Clinical Officer
DSCO:	Designated Social Care Officer
DS:	Disadvantaged pupils
DS/ NDS gap:	The difference in outcomes between disadvantaged pupils and those who are non-disadvantaged.
EAL:	English as an Additional Language
EHCP:	Education Health and Care Plan
FSM:	Free School Meals
FTE:	Fixed Term Exclusions/ Suspensions
GLD:	Good Level of Development
HMI:	His Majesty's Inspector for Ofsted
KS:	Key Stage
	1. KS 1 and 2 – primary phase
	2. KS 3, 4 and 5 – secondary phase
NDS:	Non-disadvantaged pupils
PDC:	Pathway Development Centre
PEX:	Permanent Exclusion
SEN:	Special Educational Needs
VCD:	Vulnerable Children's Database
WBRI:	White British pupils
4+ EM:	GSCE English and Maths at Grade 4 or above

APPENDIX 2
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