

CABINET REPORT

Children & Young People
Lead Cabinet Member – Councillor Lisa Evans

SCHOOL PERFORMANCE 2022 – 2023 FOR VULNERABLE PUPILS



AGENDA ITEM
REPORT TO CABINET
15 FEBRUARY 2024
REPORT OF
CORPORATE
MANAGEMENT TEAM

CABINET INFORMATION ITEM

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

SCHOOL PERFORMANCE 2022 – 2023 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 2022 – 2023 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 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 work undertaken to further reduce educational attainment gap.

DETAIL

1. In Stockton in 2023:

- a. 9,196 of Stockton's 29,268 pupils, who are considered for Pupil Premium, are classified as disadvantaged, this is 31.4% of the cohort. **This is 4.7% higher than the national average of 26.7% (Bibliography - 1).**
- b. 26.8% of pupils in primary schools are eligible for Free School Meals (FSM). **This is 2.8% higher than the national average of 24% (2).**
- c. 26.5% of pupils in secondary schools are eligible for Free School Meals (FSM). **This is 3.8% higher than the national average of 22.7% (2).**
- d. 1.37% pupils are identified as Children in Our Care (CIOC). **This is 0.66% higher than the national average of 0.71%.**
- e. 4,028 of Stockton's 32,300 pupils are classified as having Special Educational Needs (SEN) Support provision, this is 12.5% of the cohort. **This is 0.5% lower than the national average of 13% (1).**
- f. 1,399 of Stockton's 32,300 pupils are classified as having SEN Education Health and Care Plan provision (EHCP), this is 4.3% of the cohort. **This is 0.1% higher than the national average of 4.2% (1).**
- g. 7.5% of pupils in primary schools have a first language other than English. **This is 14.5% lower than the national average of 22% (1).**
- h. 7.0% of pupils in secondary schools have a first language other than English. **This is 11.1% lower than the national average of 22% (1).**
- 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. 2020/21 data (4) evidences **37.3% of children in Stockton are living in poverty**, compared to 27% in the UK. This is an increase of 11.8% points since 2014/15, compared to a UK decrease of 2% points for the same period.

DISADVANTAGED PUPILS

2. Disadvantaged Pupils in this report are defined as those in receipt of Free School Meals for the last 6 years, subject to Pupil Premium funding.

3. WHAT HAS WORKED WELL

- a. 2023 Stockton DS (Glossary Appendix 1) pupil attainment has improved compared to Stockton 2022 in Early Years, KS1 and KS2 Writing
 - b. The attainment of DS pupils in Stockton is higher than the national average for DS pupils in 7 of the 13 benchmarks across primary and secondary phases.
 - c. The Stockton 2023 DS/ National NDS gap is closing most in Early Years, compared to 2022.
 - d. All Stockton 2023 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. Both NDS KS1 Reading and Maths at the Expected level or above ranked first against North East Regional benchmarks.
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
 - Equalities Networks
 - Early Years Networks
 - Library Service.
 - Network CPD is fine-tuned to include evidence -based strategies, interventions and resources which impact positively.
 - b. Robust challenge and support to strengthen the impact on pupil outcomes via school adviser Monitoring and Evaluation Reviews and Local Development Partner visits.
 - c. Bespoke design of training programmes to support schools in reducing barriers to achievement, including Improving Educational Outcomes 5-7 programme.
 - d. Comprehensive identification of challenges which impact pupils' educational achievement for all schools across Stockton, then matching training to this need.

5. AREAS FOR DEVELOPMENT – CHALLENGES

- a. The Stockton 2023 DS/ NDS gap is widening compared to Stockton 2022 DS/NDS gap in most areas across primary and secondary phases.
- b. Only about 4 in 10 DS pupils at the end of KS1 have developed the reading, writing and maths knowledge and skills they need for KS2.
- c. DS KS1 attainment and KS2 progress and attainment in Reading, is a high priority.
- d. These schools largely serve more complex communities with higher percentages of pupils who are disadvantaged, SEN, English as an Additional Language or have public health and/ or social care involvement (Early Help, Child in Need, Child Protection). Many pupils thus have multiple vulnerabilities. Teacher recruitment/ retention and highly mobile pupil populations are also a challenge in these schools.

GENDER

6. WHAT HAS WORKED WELL

- a. The attainment of boys in Stockton improved in 2023 compared to 2022, particularly in KS1 reading and KS2 writing.
- b. The attainment of boys in Stockton improved in 8 of the 13 benchmarks across all key phases compared to 2022.
- c. The boy/ girl gap within Stockton is closing compared to Stockton 2022 in almost all KS2 and KS4 measures.
- d. The outcomes of boys in Stockton compares favourably against national measures in Early Years, KS1 and KS2 and KS4 attainment.
- e. The outcomes of girls in Stockton compares favourably against national measures in Early Years, KS1 and KS2 (other than in Reading) at the Expected Level and KS4 attainment.
- f. The Stockton boy/ girl gap is narrower compared to the national boy/ girl gap in KS2 attainment at the Expected level, KS1-2 progress Reading and Maths and both KS4 (4+EM) and KS4 Progress 8 measures.
- g. Boys KS2 Writing at the Expected Level and above ranked first against North East regional benchmarks.
- h. Boys KS4 attainment ranked first against North East regional benchmarks
- i. Girls' attainment in Early Years and KS1 Reading and Maths at the Expected Level and above ranked first against North East regional benchmarks.

7. AREAS FOR DEVELOPMENT - CHALLENGES

- a. Girls reading is an area of focus in KS2. In 2023, about 1 in 4 girls at the end of KS2 had not developed the reading knowledge and skills they need for the next stage in their education.
- b. Girls KS2 Reading attainment at the Expected Level ranked eleventh against North East regional benchmarks. This is not typical in Stockton.
- c. Stockton girls KS1-2 progress is lower than national in Reading, Writing and Maths.

BLACK AND MINORITY ETHNIC CHILDREN (BME)

8. WHAT HAS WORKED WELL

- a. Significant improvements for BME pupils in Early Years compared to the previous year; the BME/ WBRI gap is also closing.
- b. Both BME and WBRI groups of pupils made strong improvements in KS1 Reading compared to 2022.
- c. The 2023 BME/ WBRI gap is closing within Stockton compared to Stockton 2022 in Early Years and most KS2 measures.
- d. The Stockton 2023 BME outcomes are higher than 2023 National BME against all the benchmarks identified, other than KS1-2 progress Reading. The most positive comparison is KS4 Grade (4+EM) (+8.2%).
- e. The Stockton 2023 WBRI is higher than 2023 National WBRI against all the benchmarks identified below, other than KS1-2 progress Reading and KS4 P8(-0.11).
- f. Stockton's BME/ WBRI gap is narrower than the BME/ WBRI national gap for 5 of the 13 identified measures.

- g. Stockton BME outcomes rank first of the twelve North East local authorities for KS2 CRWM at the Expected level or above and KS4 Grade (4+EM).
- h. Stockton WBRI outcomes ranked first of the twelve North East local authorities in KS1 Maths at the Expected Level and above.

9. AREAS FOR DEVELOPMENT – CHALLENGES

BME KS1-2 Reading progress is an area of focus

CHILDREN AND YOUNG PEOPLE IN OUR CARE

10. WHAT HAS WORKED WELL

- a. Children in Care in Stockton achieving a good level of development (GLD) at the end of reception is above the national figure for Children in Care (CiC) nationally
- b. All outcomes at Key Stage 1 are in line with or above the national figure for CiC nationally
- c. All outcomes at Key Stage 2 are well above the national figure for CiC nationally
- d. At Key Stage 4, the percentage of CIOC achieving Level 5-9 in English and Maths is above the percentage for CiC nationally. The progress 8 measure is the same for Stockton CiC and CiC nationally
- e. The data for CiC achieving Level 4-9 in English and Maths has not yet been published.
- f. At Key stage 4 (Level 5-9 in English and Maths) the gap between CIOC and all pupils nationally is variable due to the changing assessment criteria following the COVID pandemic. However, the gap in 2019 was 36.1%, the gap has narrowed this year to 30.7%.

11. AREAS FOR DEVELOPMENT – CHALLENGES

- a. Outcomes at GLD. Schools are reluctant to predict that children will achieve GLD at an early stage and are extremely cautious. This makes it difficult to ensure that the appropriate interventions are in place
- b. This year, progress from Key Stage 1 to Key Stage 2 was slightly below what we would expect however outcomes are excellent
- c. Attendance is still below pre-pandemic levels
- d. We are seeing more children struggling with the demands of school, experiencing social, emotional, and mental health difficulties.
- e. There has been a lack of educational psychologist support and we have struggled to acquire support for supply agencies

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 and progress for CWSWs within the primary phase is typically stronger than for CWSWs nationally.
- b. CP did slightly better than CIN last year by the end of KS2 – is this due to the additional focus given by the CP process? If so, it mirrors the improved performance of CIOC last year (who performed almost as well as Stockton All pupils by the end of KS2) and suggests that an increased oversight pays dividends.

- c. Although not shown by the academic data, it is worth noting that the CWSW cohort is now much more visible due to the Vulnerable Childrens Database (VCD) and the opportunities taken this year to raise their profile. Social Care are showing a growing interest in learning more about education so that they may support CWSW better. Over the last year, we have identified and developed more opportunities for education and social care to work together, e.g., through development of CP and CIN plans.
- d. Recent work with education and social care colleagues shows that there is a clear appetite across both sectors for improving the way they work together.

13. AREAS FOR DEVELOPMENT – CHALLENGES

- a. CWSW still do significantly worse academically than non-CWSW (and were also significantly behind CIOC by the end of KS2).
- b. Attendance is a big issue (around 6% lower for CIN and CP than the figure for All pupils at primary; around 18% lower for CIN at secondary; around 26% lower for CP at secondary).
- c. Exclusions (both fixed term and permanent) are a big challenge. CWSW make up a disproportionate number of those suspended or permanently excluded.
- d. There appears to be a clear divide between the performance of CWSW in the primary and secondary phases. Identifying the possible reasons behind this would be complex (not least because not all factors will be school-related) but it is a challenge we should be considering.

CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS

- 14. **Overall:** In Stockton-on-Tees 16.8% of pupils have a statutory plan of SEN (EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 17.3% across All English authorities. This represents a further increase year on year since 2018/19.
- 15. **EHCPs:** Across All English authorities, the proportion of pupils with education, health and care (EHC) plans ranges from 1.8% to 6.6%. Stockton-on-Tees has a value of 4.3%, compared to an average of 4.4% in All English authorities. This represents a further increase year on year since 2018/19.
- 16. **SEN Support:** For SEN support the proportion for All English authorities ranges from 5.3% to 21.8%. Stockton-on-Tees has a value of 12.5%, compared to an average of 13.0% in All English authorities. This represents a further increase year on year since 2018/19.
- 17. **CIOC:** In Stockton-on-Tees, 25.2% of looked after children are on SEN support, compared to 26.3% in All English authorities. 27.0% of looked after children in Stockton-on-Tees have an EHC Plan, compared to 31.5% in All English authorities.
- 18. **CIN:** In All English authorities, 21.1% of Children in Need are on SEN support and 27.3% an EHC plan. In Stockton-on-Tees, 20.5% of children in need are on SEN support and 21.8% of children in need have an 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 33.6% 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 19.6% of SEN Students having Moderate Learning Difficulties (MLD) as the most frequent primary need, followed closely by SEMH with 18.9% of SEN Students having this as their primary need. In **specialist provisions** in Stockton-on-Tees this differs again with 20% of students there having MLD as their primary need followed by 19.6% with Autistic Spectrum Disorder (ASD).
21. **Placement:** The majority of children with an EHCP are placed in Specialist provision (32.9%) meaning that this proportion of children will not have access to a full curriculum, therefore nor will they complete assessments in the same way that their contemporaries do. This compares with 21.9% of children with an EHCP who attend a mainstream school.
22. **Statutory Deadlines:** In Stockton-on-Tees, 95.2% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20-week time limit, compared to the All English authorities average of 55.2%. Including exceptions, 77.9% were issued within 20 weeks, compared to the All English authorities average of 52.6%. **This has placed Stockton-on-Tees in the top five councils nationally for meeting its statutory deadlines.**
23. **EHCPs - WHAT HAS WORKED WELL**
 - a. KS1 maths has increased and is now in line with national figures
 - b. KS2 Reading has increased and in line with national figures
 - c. KS2 maths has again increased and is above national figures
 - d. KS2 CRWM has increased and is in line with national figures
 - e. KS1-2 Progress in Reading has increased and is in line with national figures
 - f. KS1-2 Progress in Writing has remained the same but also remains above national figures
 - g. KS1-2 Progress in Maths has increased slightly but has remained above national figures
 - h. KS4 Grade 4+ (E+M) has increased and is above national figures
 - i. KS4 Progress 8 has increased and is now only slightly below national figures
24. All the following approaches have supported these improvements:
 - a. Caseworkers are allocated specific schools now, which means that they know their caseloads better than ever before and thus can provide greater support and challenge. Schools have been very appreciative of this change, and we will continue to build on this success. The additional gain here is that we are becoming aware sooner of children who are bubbling up the system and can put support in place faster. We have worked on developing caseworker 'ownership' of their own caseload over the year, which also links in with the new Local Area SEND Ofsted Framework, where they will meet with inspectors to discuss individual cases and face questions back from them. This work is ongoing.
 - b. This last year we have had a concerted effort to turn around Reviews in a much timelier fashion (praised by DfE who said they did not know of another LA in such a favourable position).
 - c. Greater focus on outcomes within EHCPs at each Review.

- d. We now track outcomes from EHCPs, and this informs subsequent input and involvement around reviews.

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

- a. GLD remains consistent but below national levels
- b. KS1 Reading has fallen in line with national figures
- c. KS1 Writing remains in line with national figures
- d. KS 2 Writing remains static and slightly below national figures

26. **SEN Support – WHAT HAS WORKED WELL**

- a. KS1 Reading has increased and now matches national figures
- b. KS1 Writing remains same and is in line with national figures
- c. KS1 maths has increased but is still behind national figures
- d. KS2 Reading, Writing and maths have all increased and are all above national figures
- e. KS2 CRWM is significantly above national figures
- f. KS1-2 Progress in Reading, Writing and maths have improved slightly and are in line with national figures
- g. KS4 Grade 4+ (E&M) has increased year on year and is above national figures

27. **SEN Support - AREAS FOR DEVELOPMENT – CHALLENGES**

GLD has fallen slightly and the gap with national figures has increased also.

CHILDREN FROM SERVICE FAMILIES

28. From the DfE's Pupil Premium data based on spring 2023 schools census the total number of children from service families in Stockton was 396 pupils; 200 were registered in primary schools, 188 in secondary schools and 8 in a special school.
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 17 pupils and 0 to 29 pupils for secondary schools.
30. According to the 2023 spring census there are 46 primary schools, 13 secondary schools and 4 special schools 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 including:
 - o Armed Forces Covenant Duty Toolkit
 - o Thriving Lives Toolkit
 - o Family Federations links for the Army, Navy, and RAF

- CPD offers
 - Children of Service Personnel information and guidance from Oxford Local Authority
- c. In addition, we have supported MODLAP in capturing Service Children voice via promotion of the national Voice of Schools Survey across the borough.
- d. Where appropriate, school advisers challenge and support schools' leaders on the targeted support and intervention of this cohort.

33. AREAS FOR DEVELOPMENT – CHALLENGES

34. As Children of Service Personnel cohorts are so small, securing statistically viable data is a challenge.
35. Although Closing the Gap Clusters and, when appropriate, Personal Development 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

36. Context

37. The top three reasons for permanent exclusion during the academic year 2022/23 was 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.
38. 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.

39. WHAT HAS WORKED WELL

- a. We have continued to have no permanent exclusions from our special schools this year.
- b. Several permanent exclusions were avoided through the vulnerable learners and placement & governance teams collaborating with schools to support, or by offering rigorous challenge at pupil disciplinary meetings for permanent exclusions.

40. AREAS FOR DEVELOPMENT – CHALLENGES

41. Exclusions

- a. During the academic year 2022/23, Stockton received 126 permanent exclusions. 15 of these were for primary aged pupils and 111 were for secondary aged pupils.
- b. Unfortunately, this year, we have continued to see permanent exclusions of primary aged children. We continue to use our Pathway Development Centre (PDC) Model to support children in KS1 & KS2 who have been permanently excluded or who are at risk of permanent exclusion and require a short-term placement within PDCs.
- 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 number of girls who were permanently excluded had risen by 50%.

- d. Stockton 2023 permanent exclusions during the academic year 2022-2023 are greater than Stockton permanent exclusions recorded during the academic year 2021-2022*.
- e. There has been an increase in exclusions both regionally and nationally, particularly in Key Stage 3. In Stockton last academic year pupils in year seven and pupils in year ten had the highest number of permanent exclusions.

42. Suspensions

- a. We have continued to see an increase in the use of suspensions within the borough since we had a full return to school at the beginning of the Autumn 2021 term.
- b. Stockton suspensions during the academic year 2022-2023 are greater than Stockton suspensions recorded during the academic year 2021-2022*.
- c. 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.
- d. By the end of the summer term 2023 the days lost to learning in our secondary schools equate to over fifty-four academic years of learning.
- e. By the end of summer term 2023 the days lost to learning in our primary schools equate to over one and a half years of academic years of learning.

ATTENDANCE

- 43. The latest DfE published data is for autumn term 2022 and spring term 2023 combined. The information details the data for overall absence, persistent absence (more than 10% absence) and the newest category of absence known as severe absence. Severe absence is pupils who have 50% absence or more.

44. WHAT HAS WORKED WELL

45. Primary School Attendance: autumn and spring terms 2022-23

- a. Overall absence in primary schools is 5.6% and is 0.4% better than the national average of 6% absence. In comparison to local statistical data Stockton is performing better than both the regional average of 5.8% and national 6%.
- b. Persistent absence is 16% and is better than the national average of 17.3% and the regional average of 17.1%. Stockton has the lowest rate of persistent absence in the Tees Valley.
- c. Severe absence is 0.7% and is the same as the national average.

46. Secondary School Attendance: autumn and spring terms 2022-23

- a. Overall absence in Stockton secondary schools is 9.7% ; this is better than the Tees Valley average of 10.2%
- b. Persistent absence in Stockton is 28.8%; this is better than the Tees Valley average of 29.3%.
- c. Severe absence in Stockton (3.8%) which is lower than the Tees Valley combined with 4.65% of pupils who are severe absentees.

47. Special School Attendance: autumn and spring terms 2022-23

- a. Stockton special schools' overall absence is 13.1% and is marginally better than the national average of 13.2%,

- b. Persistent absence in Stockton special schools is 33.8% and is better than the national average of 39.1%. Stockton special schools perform more favourably than the regional and Tees Valley averages of 35.8% and 34.3% respectively.

48. Pupil Referral Unit (PRU) School Attendance: autumn and spring terms 2022-23

Stockton has one PRU, overall absence is 40.7% which is the same as the national average 40.7% and better than the regional average of 42.9%.

49. **AREAS FOR DEVELOPMENT - CHALLENGES**

50. Primary School Attendance: autumn and spring terms 2022-23

- a. Severe absence is 0.7%, which is higher than the regional and Tees Valley rate of 0.5%.
- b. Stockton has higher levels of severe absentees than local authorities locally and regionally combined. One hundred and twelve primary school age pupils in Stockton are severely absent having more than 50% of absence from school.

51. Secondary School Attendance: autumn and spring terms 2022-23

- a. Overall absence in Stockton secondary schools is 9.7% and is lower than the national average of 8.7% and the regional average of 9.4%.
- b. Stockton Persistent absence of 28.8% is less favourable than both the national average of 25.2% and the regional average of 27.5%.
- c. Severe absence is 3.8% and is worse than both the national and regional levels of 3.1% and 3.6% respectively.
- d. The actual number of pupils in Stockton who fall into the severe absence category is four hundred and seventy-three secondary age pupils who have high levels of absence and missed more than half of their schooling.

52. Special School Attendance: autumn and spring terms 2022-23

- a. Stockton special schools' overall absence is less favourable than the regional average of 12.8% and the Tees Valley average of 12.2%.
- b. Severe absence is 7.6% and is worse than the national, regional and Tees Valley rates of 6.1%, 6.3% and 5.9% respectively. The number of pupils in Stockton who have missed more than half of their schooling is forty-seven.

53. Pupil Referral Unit (PRU) School Attendance: autumn and spring terms 2022-23

- a. The Tees Valley combined PRU attendance average is 37.1%.
- b. Persistent absence is 96.5% and is significantly worse than the national, regional and Tees Valley averages of 81.2%, 84.4% and 84.4% respectively.
- c. Severe absence is 47.1% and is worse than the regional and Tees Valley averages of 40%, and 35.7% respectively. The number of pupils who missed more than half of their schooling in Stockton was forty-one. National data was not available.

54. WHAT WE ARE DOING TO ADDRESS THESE CHALLENGES

55. 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 current Children's Services Transformation has strong potential to strengthen the targeted multi-agency support, particularly between Education, Social Care and SEN so services are more coherent and effective.
- c. A scrutiny with a focus of Narrowing the Gap in Educational Attainment has been scoped; the scrutiny involves a robust Appreciative Inquiry. The overall aim of the project is to work collaboratively with schools and partners to explore what good practice already exists and what could still be done to support of families, establish innovative ways of working and make better use of resources through a renewed approach.
- d. There are several schools serving a higher proportion of disadvantaged pupils where outcomes have been more successful; these schools have been engaged to share their effective practice.
- 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 Closing the Gap Clusters
 - 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. Networks and CPD is fine-tuned to include evidence -based strategies and interventions which impact positively on identified priorities including our Attachment Aware and Trauma Informed offer, Virtual Reality Headset training and Virtual School CPD Offer to schools, foster carers and social workers
- i. Corporate Social Responsibility Networks have been engaged aiming to recruit reading mentors from local businesses for targeted schools.
- j. The full range of challenges for our disadvantaged pupils identified by schools across the borough has been collated, analysed and shared across services.
- k. Stockton's Healthy Schools Programme multi-agency offer and accreditation is offered universally and targeted to those schools experiencing the most challenges.
- l. 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).
- m. A strengthened, better targeted marketing and communication strategy for our training and support has been designed to share opportunities more widely across services and our schools.

56. 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

- Improving Educational Outcomes 5-7 with a focus on reading progress and attainment
- Leading Reading (new for 2023-24)
- 'Boost Reading' Intervention to all our CIOC in years 1 and 2 using the school led tutoring grant to fund a teacher to deliver this intervention
- Letterbox programme

b. Targeted support, monitoring and intervention

- Targeted promotion of networks, CPD and support to identified schools.
- Drop-in support for parent/ carers to ensure needs are being met early on before crisis
- Recovery premium is given directly to schools, who are using this funding to deliver individually targeted and group interventions that are monitored through the personal education plan (PEP)
- Attendance data is collected weekly and reviewed by the Virtual School fortnightly to support and challenge where necessary. There is a robust attendance procedure (detailed in the Virtual School Head Teachers Report 2022-23) that is followed and monitored.
- Weekly SENCo drop ins with key members of staff
- Virtual School monitoring cycle to identify CIOC in need of support through the Virtual School Data Dashboard and regular Virtual School meetings
- Thrive assessments
- Sensory Profiling
- GCSE English Tuition

c. Partnerships with/ between schools

- Challenge and support from our Enhanced Mainstream Supports (EMS) to other schools and settings

d. Ongoing bespoke support

- Identified via School Strategy Meetings. For example via school advisers and specialist teachers

57. 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.

58. FINANCIAL IMPLICATIONS

There are no financial implications to the report.

59. LEGAL IMPLICATIONS

There are no legal implications to the report.

60. 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.

61. COUNCIL PLAN POLICY PRINCIPLES AND PRIORITIES

This report responds to the Policy Principles in the Council Plan:

1. Protecting the vulnerable through targeted intervention
2. Developing strong and healthy communities
3. Creating economic prosperity.

62. CORPORATE PARENTING IMPLICATIONS

The details of the performance of Looked After Children will be reported to Cabinet in December when the detailed data is available.

63. CONSULTATION INCLUDING WARD/COUNCILLORS

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

Name of Contact Officer: Elaine Redding
Post Title: Director of Children's Services (Interim)
Telephone No: 01642 527050
Email Address: Elaine.redding@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:	Curriculum 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:	Her 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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