

Report No.
ED12061

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Policy Development and Scrutiny Committee

Date: 6 November 2012

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **SUPPORT FOR UNDERACHIEVING GROUPS OF CHILDREN –
CLOSING THE GAP**

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Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: Boroughwide

1. Reason for report

1.1 To update Members on support for underachieving groups of children and where gaps have closed.

2. **RECOMMENDATION(S)**

2.1 **That Members of the Education Policy Development and Scrutiny Committee consider and comment on issues raised with underperforming groups in Bromley and how this accords with the local agenda for the future.**

Corporate Policy

1. Policy Status: Not Applicable
 2. BBB Priority: Children and Young People:
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Financial

1. Cost of proposal: No Cost:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre:
 4. Total current budget for this head: £
 5. Source of funding:
-

Staff

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: None:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

3.1 Introduction

- Successive governments have been exercised by improving the outcomes of vulnerable pupils which can differ significantly compared with those from more advantaged backgrounds. The groups of children who are vulnerable and therefore may underachieve are identified nationally as:
 - Gender - Boys
 - Pupils eligible for Free Schools Meals
 - Ethnicity / EAL
 - Special Educational Needs
 - Looked After Children
- There are 'sub' groups within Ethnicity and Special Educational Needs.
- The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system, for example children from the lowest income homes are half as likely to get 5 good GCSEs and go on to higher education.
- White working-class pupils – particularly boys – are among the lowest performers in academic achievement.
- Socio – economic gaps are much greater than ethnic group differences.
- There is extensive research in the UK analysing the link between poverty and attainment, however, there is much less quantitative and qualitative evidence available in terms of 'what works'
- Priorities for the Coalition Government to address 'Closing the gap' include:
 - providing funding to schools through the Pupil Premium to address the gap in outcomes for children living in poverty.
 - targeting resources where needs are most acute.
 - encouraging early intervention.

3.2 Trends over time – Closing the Gap in Bromley

The attainment for all indicators from KS1 to KS4 for Bromley Local Authority is higher than the National Average, however, in some indicators the gaps between identified groups are similar. Some data for KS2 and KS4 is not available until the end of December 2012.

3.3 Gender

- Foundation Stage
 - The percentage gap between the lowest achieving 20% in FSP has narrowed by 6% from 2008 to 2012. This is broadly in line with the national average.
 - The gap between boys and girls has narrowed from 14% in 2011 to 7% in 2012 with girls outperforming boys, which is in line with the national average.

- Within the EYFS profile girls outperform boys in all aspects with the biggest gap in Communications, Language and Literacy – which was 20% in 2011 but has narrowed to 15% in 2012.
- Key Stage 1
 - In the Year 1 Phonics Screening Check, introduced for the first time in 2012, girls outperformed boys by 64% to 58% a gap of 6% compared with a gap of 8% nationally.
 - At KS1 girls outperform boys in reading by 5%, compared with 6% nationally. Trends over time have been variable, ranging from a similar 5% gap in 2008 to a 7% gap in 2010. Girls outperform boys in writing by 9% compared with 10% nationally. This gap has been consistent over time both locally and nationally. In mathematics, girls outperform boys by 2% compared with 3% nationally. The gap over the last 5 years has varied between 1% and 3%.
- Key Stage 2
 - Girls continue to outperform boys but the gap is narrowing slowly in writing. There is no gap in mathematics and boys outperform girls by 9% at the higher level 5. In reading the gap is 6%, which reflects the national gap and the trends over time vary between 5% and 7%.
 - In writing the gap in 2008 was 11% compared with 7% nationally and in 2010 it was 13% compared with 15% nationally. The gap has narrowed in 2012 to 9% compared with 11% nationally. In mathematics at KS2 L4+ there is no gap and this is the same nationally. Boys outperformed girls by 2% in 2008 and girls outperformed boys by 1% in 2010.
- Key Stage 4
 - Girls outperform boys in the key indicator of 5+ A*-C including English and mathematics. In 2010 the gap was 1.5% compared with 7.5% nationally, however, for 2012 there has been a significant rise in the gap for Bromley which is now 11% compared with 9.5% nationally.

3.4 Free School Meals Eligibility

- Foundation Stage
 - There was a significant gap in the Foundation Stage indicator of achieving at least 78 points and 6+ in all PSE and CLL. The gap in 2007 was 22% compared with 21% nationally however in 2012 the Bromley gap narrowed by 8%
- Key Stage 1
 - In the Year 1 Phonics Screening Check the gap between FSM and non FSM is 21% compared with the national which is 17%.
 - At KS1 in reading the gap is 18% compared with 14% nationally. Trends over time indicate gaps of between 20% in 2010 and 15% in 2011. In writing the gap is 22% compared with 16% nationally. Trends over time vary between 25% and 20% compared with the national which is between 20% and 16%. In maths the gap is 13% compared with 11% nationally. This has varied between 9% and 15% over time compared with the national of 11% and 13%.

- Key Stage 2
 - The gap between those eligible for FSM and Non FSM achieving L4+ in English and mathematics is 22% compared with 29% in 2008 and 2009. The national varies between 23% and 20%.
- Key Stage 4
 - The gap for those achieving 5+ A*-C grades at GCSE including English and mathematics is the widest of all key stage indicators, however the gap has narrowed from 35% in 2010 to 26% in 2011. The data for 2012 is not yet available. The gap nationally over the last 5 years has remained fairly static at 27% or 28%.

3.5 Ethnicity

- Key Stage 1
 - The lowest performing group in the Year 1 Phonics Screening Check is White achieving 59% compared with 61% for all pupils and 83% achieved by Chinese pupils. This reflects the position nationally.
 - At KS1 the percentage achieving L2+ reading indicates little variation on the 88% for all pupils except for 100% of Chinese pupils who reach this standard. It is similar for writing and mathematics.
- Key Stage 2
 - At KS2, the lowest performing group is Black, achieving 72% L4+ English and mathematics compared with 70% nationally and 83% for all pupils. This is a 5% increase since 2009.
- Key Stage 4
 - At KS4 the lowest performing group is Black achieving 61% 5+ A*-C including English and mathematics compared with 55% nationally and 68% for all pupils. This is a 7% increase since 2009.

3.6 Special Educational Needs

- Pupils classified as 'School Action' tend to perform slightly below national expectations in all KS1 indicators but achieve slightly above expectations at KS2. In 2012 at KS1, 61% achieved L2+ in reading compared with 63% nationally. Trends over time indicate that this gap has varied slightly between 2% and 3%.
- In writing, 48% achieve L2+ compared with 53% nationally and in mathematics the gap is 2% with 72% achieving L2+ compared with 74% nationally.
- At KS2, there has been a steady increase in English and mathematics at L4+, with 72% achieving L4+ in English compared with 62% in 2011 and 57% nationally (2011).
- Mathematics has increased from 58% in 2010 to 63% and English and mathematics combined results have increased from 44% in 2010 to 54% in 2012 compared with 43% nationally (2011).
- At KS4, 25% on School Action achieved 5+A*-C including English and mathematics in 2010 however this increased to 40% in 2012.

- School Action Plus pupils achieve at national expectations in Y1 Phonics, but above at KS1 L2+ in reading, writing and mathematics. This indicates a steady trend of improvement in all areas, for example reading has increased 14% in 3 years, writing 16% and mathematics 9%. This compares with national increases of between 2% and 5%.
- We do not have the KS2 data for 2012, but in 2011, School Action Plus pupils did not achieve national expectations in any of the indicators, however there has been a steady trend of improvement, for example 37% achieved L4+ in English in 2010 but 52% achieved that indicator in 2012. Similarly in mathematics, 45% achieved L4+ in 2010 compared with 59% in 2012.
- At KS4, 17% on School Action Plus achieved 5+A*-C including English and mathematics in 2010, however this increased to 24% in 2012.
- Statemented pupils achieved 4% above national expectations in the Y1 Phonics Screening Check and significantly above at KS1 L2+ by 6% in reading, 8% in writing and 4% in mathematics.
- We do not have the national data for KS2 but there were significant increases compared with 2011 – 5% increase in English, 7% in mathematics and 4% in English and mathematics combined and significantly above the 2011 national average.
- At KS4, 15% of pupils with statements achieved 5+A*-C including English and mathematics in 2010, however this decreased to 13% in 2012.

3.7 National Strategies to Support Schools:

- Previous funding to support the most disadvantaged was through 'One to One' tuition for literacy and/or numeracy and several initiatives aimed at Early Years and KS1 and KS2, in particular 'Every Child a Reader (ECAR), Every Child a Writer (ECAW), Every Child a Talker (ECAT) and SEAL (Social and Emotional Aspects of Learning). The strategies and materials to support these initiatives continue to be used in many schools.
- The Pupil Premium is government funded and was introduced in April 2011. It is to support children from low-income families who are eligible for free school meals, looked after children and those from families with parents in the armed forces. From April 2012, the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. The Pupil Premium is currently £619 per pupil and this will rise to £900 in the next financial year.
- Schools decide how the money is used to secure the best outcomes for those pupils eligible for the Premium, however, schools must publish on line how the funding has been spent and the impact. Ofsted will evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.

3.8 Local Strategies to Support Schools:

- School by school analysis of data by Research and Statistics to identify underperforming groups supported by further analysis by the Head of Learning.
- 'Closing the gap' is a focus for school reviews.

- For schools in a category of concern, there is school based intervention which can range from whole school training to intensive support from an LA specialist advisory teacher for small groups of pupils – for example EAL support, support for boys and writing,
- There is a dedicated specialist teacher for Family Learning, funded by a national grant, to support the most vulnerable with their learning through parental/carers engagement.
- There is a dedicated LA Looked After Children team to support a range of funded learning opportunities which include after school and holiday events.
- Advice, support and training (including accredited courses leading to Specialist qualifications) for SENCOs and Inclusion Managers.
- There is a comprehensive ‘Sold services’ offer for all schools to buy into, eg EAL support, specialist literacy, specialist numeracy, support for particular aspects of SEN eg Down’s Syndrome, behaviour support.

3.9 Impact:

- There are a number of schools which have narrowed the gap for some of the most vulnerable pupils because of carefully focused and targeted intervention. The table below indicates those schools which have the highest FSM and the highest social deprivation indicators. Some schools in challenging circumstances may appear to be doing less well than more advantaged schools in terms of attainment but the progress for English in particular, which is a key indicator, shows a different picture. In the examples below, some schools are doing exceptionally well with their attainment as well for a number of reasons eg stability compared with high mobility rates in schools.
- It is expected that the Annual Standards Report will indicate an increasing trajectory of improvement for those schools with the highest number of vulnerable pupils. The Pupil Premium should start to show an impact in the 2013 results.

School	FSM	MEG	SA+/St	SDF	Progress - English 2+ levels KS1-KS2	Attainment L4+ English
St Mary Cray	57.4%	25.6%	12.2%	0.42*	100%	60%
Mottingham	56.5%	41.9%	9.5%	0.40*	97%	86%
Manor Oak	55.3%	43.6%	14.0%	0.45*	92%	79%
Midfield	48.8%	23.5%	27.0%	0.37*	96%	89%
James Dixon	48.2%	77.9%	19.9%	0.36*	93%	93%
Leesons	48.1%	24.0%	22.4%	0.39*	89%	86%
Castlecombe	47.8%	21.9%	13.1%	0.41*	97%	100%
National	26.2%	27.7%	7.9%	0.24	89%	81%
Bromley LA	12.6%	N/A	N/A	N/A	92%	88%

FSM = Free School Meals

MEG = Minority Ethnic Groups

SA+ / St = School Action Plus / Statemented

SDF = Social Deprivation Factor

* = Top Quartile

3.10 Characteristics of schools which close the gap:

- strong, visionary leadership
- rigorous monitoring and use of data
- judicious use of intervention strategies
- effective use of external support
- raising pupil aspirations
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions

3.11 Future support for schools:

- The future for 'in-house' support services is currently under review, but continues to be provided as a 'sold service' until further notice.
- There are a number of external providers that also offer packages of support required and requested by schools.
- The School Improvement Service also continues to support and promote the use of high quality school-to-school support through Borough school partnership arrangements.

Non-Applicable Sections:	Policy Implications, Financial Implications, Legal Implications, Personnel implications
Background Documents: (Access via Contact Officer)	Bromley School Improvement Plan