

Closing the Gap – 2015 to 2018

“Championing better life chances for our most vulnerable learners”



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Introduction

The Council's core purpose is to develop and sustain a society that looks after its most vulnerable members, delivers appropriate, quality services at the right time, and seeks opportunities for economic growth and innovation.

We will know that we are on the right track when:

- Our communities and individuals are safe and protected from harm and are able to remain independent for longer.
- The health and wellbeing of all in Peterborough is protected.
- Our economy is vibrant, residents have access to jobs, training and skills development
- Resources and services are targeted effectively, whether delivered by the local authority, commissioned or in partnership.

Our Education Vision states:

Our vision is for Peterborough to support people, especially the most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently.

Peterborough City Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life; especially those most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently.

Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance.

It is an important fact however that not all children and young people start from the same point and factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.

Sir Michael Wilshire, HMCI has stated recently that:

"A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages"

In the publication, Unseen Children: access and achievement 20 years on, 2013, he goes on to say:

"Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no

evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school regardless of your Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so”.

Role of the School /Setting

The needs of every child are different and in order to fulfil their potential it is the role of the school to be ambitious for **all** their children and to ensure that all children have the opportunity to enjoy, achieve and live independently.

There is a long standing debate about the role of the school in narrowing the achievement gap. Whilst many of the factors influencing achievement are beyond the direct control of schools, it is a mistake to assume that schools cannot be part of the solution. The reasons for underachievement of disadvantaged pupils are complex, but research shows* that schools can make a difference.

(*Demie and Mclean 2014; Mongon and Chapman 2010; Ofsted 2009; Cassen and Kingdom 2007)

There are now schools serving disadvantaged communities that can demonstrate poverty should not be an excuse for low attainment. These show that high quality education can transform lives and compensate for shortcomings in society.

Role of the Local Authority

The Local Authority firmly believes that disadvantage has multiple causes and the many challenges faced by young people in the most deprived areas cannot be ignored or left at the school gates. This strategy provides a framework for the commissioning and delivery of education services and support for disadvantaged children and young people in order to close the performance gap. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our disadvantaged groups.

It is the role of the Local Authority to champion all learners by challenging schools and holding schools to account for improving outcomes for all learners and closing the gap between the outcomes for vulnerable learners.

It is therefore the role of the local authority to work across the early years foundation stage sector, primary and secondary schools and Post 16 providers to ensure that they share best practice and support the development of evidence based programmes in schools. They should plan targeted approaches to raise the aspirations of children from low income families and engage parents in school life.

Recent changes in legislation confirm increasing diversity of educational provision with greater freedoms extended to schools and other education providers. Additionally the local authority now has a very different role and must evolve and adapt to this role to meet the needs of a more autonomous education system.

In a climate of financial austerity it is crucial that schools target any resources for vulnerable learners into interventions that are proven to raise outcomes.

Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. From 2015 Pupil Premium Funding will also be provided for Early Years.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are Looked After by the local authority (children who have been looked after continuously for more than six months), have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and children of service personnel.

Pupil Premium funding amounted to £2.5 billion to schools in the financial year 2014 to 2015, and increasing this funding to £2.545 billion in 2015 to 2016.

Data shows that nationally more than 6 in 10 children on free school meals fail to secure 5 good GCSEs. In some schools and areas that rises to almost 8 in 10 such children. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those on free school meals and other pupils. David Laws said, in 2015 - "This appalling gap between the life chances of poor children and the rest is a scar on the face of English education. No school, however impressive, can be an "Outstanding School" if it is not achieving excellence for its most disadvantaged pupils. So, even where overall attainment is high, we want schools to focus relentlessly on closing this gap by improving outcomes for those from disadvantaged backgrounds. Over the last 5 years, the Free School Meal gap at Key Stage Four has narrowed by just 1.5%. That is not nearly enough".

Allocation of PP funding in Peterborough.

	2014/15			2015/16		
	No of pupils	Unit Value	Allocation	No of pupils	Unit Value	Allocation
Ever 6 Pupils - Primary & Secondary*						
Ever 6 Pupils - Primary*	5,670	1,323	7,500,749	6,161	1,320	8,132,520
Ever 6 Pupils - Secondary*	3,799	935	3,552,065	3,838	935	3,588,530
Service Pupils**	297	300	89,100	315	300	94,500
Post LAC*	112	1,900	212,800	100	1,900	190,000
LAC	262	1,900	497,800	262	1,900	497,800
Total			11,852,514			12,503,350

*Includes Academies

**Excludes Academies

Background

Many children do well in our schools but, a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

Closing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good have an equal opportunity to achieve, thus contributing to the economic and social well-being of individuals, families and communities

All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

Why is this strategy needed?

Research evidence indicates that children and young people from vulnerable groups are at risk of poorer outcomes and life chances than their peers.

Data available from Peterborough Schools shows that children and young people from vulnerable groups perform less well than their peers and in some case the performance gap is widening.

Facts, Figures and Findings

Peterborough's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (free school meal eligible and/or looked after).

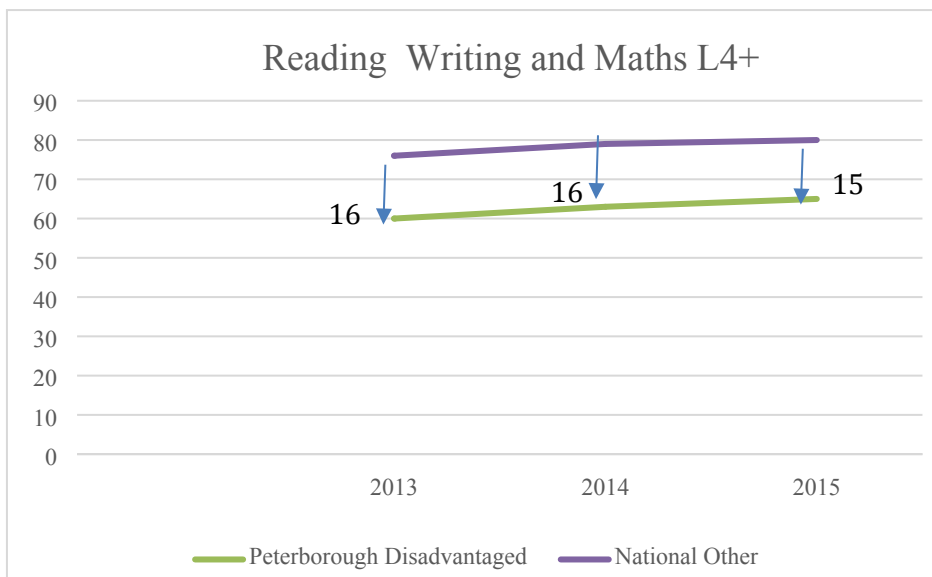
Disadvantaged Pupils (Free School Meal and Looked After)

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable. When comparing Key Stage 2 and Key Stage 4 data, these 'disadvantaged pupils' as defined by the DfE, underperform compared to their peers. The DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA)

Key Stage 2 attainment of disadvantage pupils at level 4

Reading and Writing and Maths - Level

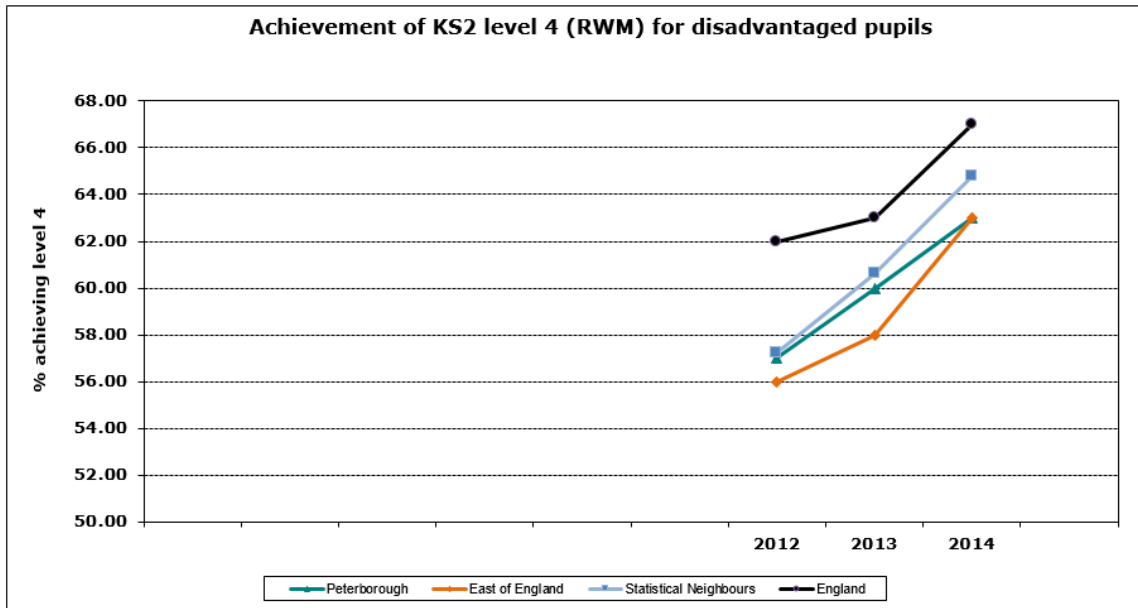
4+	2013	2014	2015
Peterborough Disadvantaged	60	63	65
National Other	76	79	80
Gap	16	16	15



Reading and Writing and Maths - Level 4+		Disadv	Other	Gap to all Nat
Peterborough	2013	60	77	15
	2014	63	79	16
	2015	65	80	15
National	2013	61	76	
	2014	67	79	
	2015		80	

Local Authority, Region and England

		-	-	-	-	-	-	2012	2013	2014	-
874	Peterborough	-	-	-	-	-	-	57.00	60.00	63.00	-
985	East of England	-	-	-	-	-	-	56.00	58.00	63.00	-
	Statistical Neighbours	-	-	-	-	-	-	57.20	60.60	64.80	-
970	England	-	-	-	-	-	-	62.00	63.00	67.00	-



The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in Reading, Writing and Maths has remained largely static in the past two years (16ppts) whilst the national gap has fallen by over the same period of time.

Key Stage 2 progress of disadvantaged pupils

The disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 remained static for Reading between 2014 and 2015 and reduced 1 percentage point for Maths and 3 percentage points in Writing.

Compared to Peterborough, at a National level higher proportions of disadvantage pupils are making expected progress in all three of the subjects of Reading, Writing and Maths.

Key Stage 4 attainment of disadvantaged pupils

Key Stage 4 5+ A*-C GCSEs

	2011	2012	2013	2014
Peterborough disadvantaged	29.5%	26.3%	34.3%	28.8%
National non disadvantaged	59.0%	59.4%	59.2%	53.4%
Gap	29.5%	33.1%	24.9%	24.6%

The gaps widen as pupils continue their schooling, with a difference of 25 pts in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2014.

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4:

- Is lower in Peterborough than at a National level for Maths where 36.8% achieved the expected progress compared to 48.5% nationally.
- Is slightly above National level in English where 62.6% achieved expected progress compared with 59.1% nationally.

KS4 attainment 5A*-C (E&M) - disadvantaged pupils

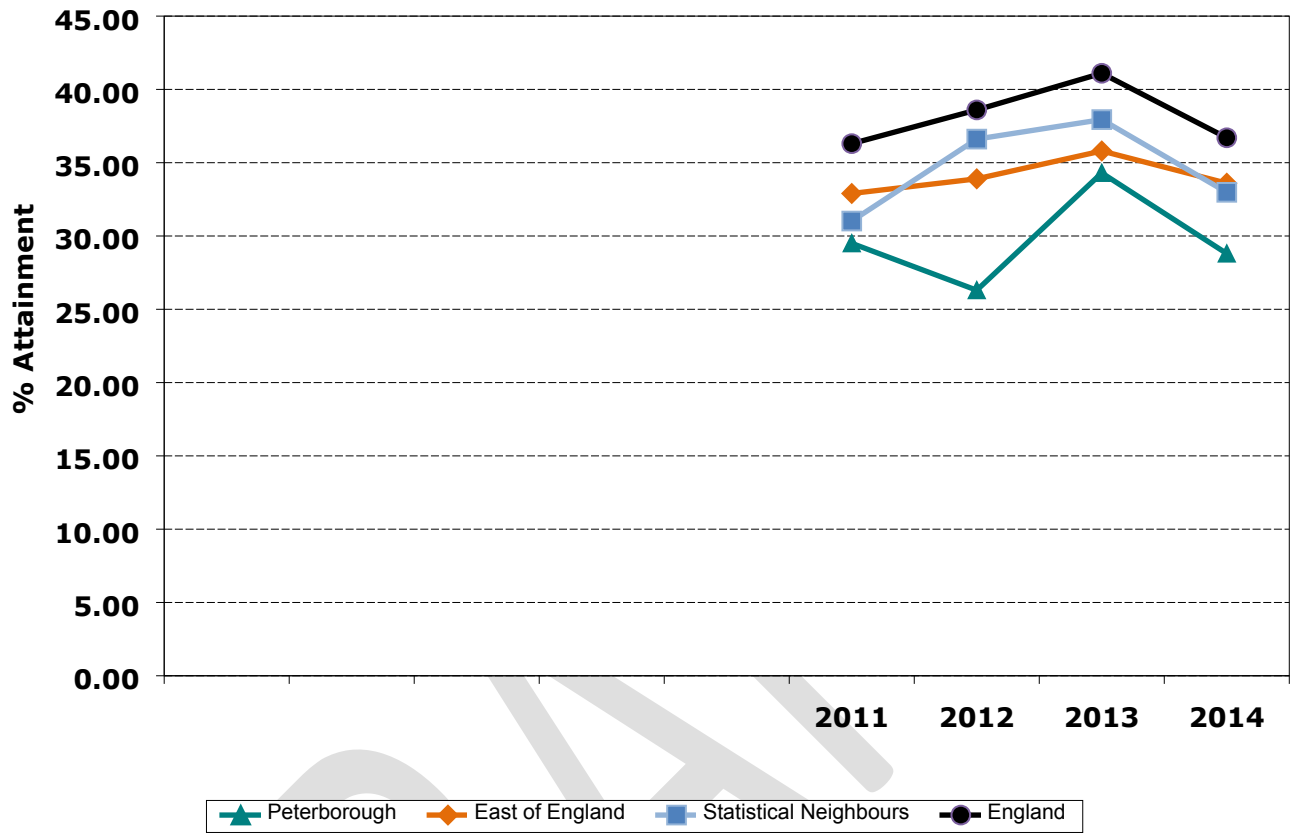
Local Authority, Region and England

						2011	2012	2013	2014	
874	Peterborough	-	-	-	-	29.50	26.30	34.30	28.80	-
985	East of England	-	-	-	-	32.90	33.90	35.80	33.60	-
	Statistical Neighbours	-	-	-	-	31.02	36.61	37.94	32.98	-
970	England	-	-	-	-	36.30	38.60	41.10	36.70	-

Quartile bands

		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
874	Peterborough	↓	-5.50	137	D	31.30	34.20	40.00	63.80

KS4 attainment 5A*-C (E&M) - disadvantaged pupils



What makes a difference for disadvantaged Learners?

Children and young people living in poverty respond to classroom interventions that improve instructional processes and teaching methods. Children from deprived backgrounds respond positively to opportunities that raise their aspirations for learning and future success.

Parents and carers should be actively engaged by schools to support their child's development and learning. Breaking cycles of low aspiration and disenfranchisement with education is an important step for narrowing attainment gaps.

Strong and visionary leadership, provided by head teachers, is often the driving force behind improving outcomes for children living in poverty.

Consciously or otherwise, leaders and managers develop cultures around them. They may articulate what they believe is important but their behaviours show what really matters to them and are modelled by others across the organisation. What is tacitly accepted or ignored also impacts on the behaviours of others. Effective leaders model a strong and consistent alignment between what is said and what is done. Schools are often clear about their values and beliefs. The most effective ensure that these carry through to the behaviours of every member of staff and every pupil.

Culture is particularly powerful in relation to Closing the Gap as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. The explicit development of a culture conducive to success is a key responsibility of all headteachers and senior leaders.

Promoting an inclusive learning school environment is likely to have the greatest impact on the most disadvantaged and vulnerable learners. A learning environment which labels pupils entitled to FSM as less able, undeserving or lacking commitment, ensures pupils are likely to be further disadvantaged. By contrast, a learning environment which insists that everybody values individuals and personal opportunity, builds self – belief and focuses on the core business of learning, is likely to increase success. The development of an inclusive learning environment is a key responsibility of all headteachers and senior leaders and is outlined in the Equality, Diversity and Inclusion Statement.

Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. Every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency.

<http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>

We expect schools to:

- Rigorously use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate;
- accept no excuses;
- take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly;
- evaluate, celebrate and share success;
- support school transitions;
- provide strong and visionary leadership.

Make effective use of the Pupil Premium to:

- raise pupil aspirations using engagement/aspiration programmes;
- develop social and emotional competencies;
- intervene early and effectively, track progress and change approaches where necessary;
- focus on transition, one-to-one tuition and progressive development of language and literacy skills;
- search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning.

The Local Authority will:

1. Establish a project board which will include a variety of work streams to identify issues and potential solutions and to share best practice across Peterborough.

The work streams will include.

1. Peer Review	2. AfA – Achievement for All
3. Governance	4. Looked After Children (LAC)
5. FSM Claiming and Connecting Families	6. Primary good practice and Action research
	7. EYFS

2. The project board will oversee the projects.
3. A toolkit will be produced to capture and share good practice.
4. Conferences or networking events will be held to share ideas and outcomes.
5. Schools and governing bodies will be held to account for the spending of PP.
6. Support schools to maximize PP funding by working with NLEs, LLEs and PP Reviewers to support schools with large or persistent gaps.
7. Connecting Families.

Appendix 1:Project Summary

1. Peer Review

Schools working (initially phase specific) in Triads to peer review provision and outcomes in each school.

Working with Mark Feldman (Consultant Headteacher and Ofsted Inspector) to agree a framework for peer reviews in order to ensure consistency of approach and common data sets to include:

- Progress of PP pupils
- Progress of SEN pupils
- Attendance and Exclusions

Take account of RADY (Raising the Achievement of Disadvantaged Youngsters) project. Take account of schemes and commercial projects to maximize outcomes (tactical awareness)

2. Governance

To make clear for Governing Bodies in maintained schools and academies their strategic responsibility to hold their school to account for Closing the Gap:

- Raise awareness of pupil group performance gaps, and of the present PCC project.
- Provide insights into effective practice, and outline expectations of good schools.
- Deliver targeted training in the use of performance data and diverse sources of information for governors.
- Provide guidance on effective governance structures, systematic monitoring, collaboration within groups of schools.
- Ensure that Governing Bodies are fully compliant with all requirements – including website information in relation to the IMPACT of Pupil Premium spending.

3. FSM Claiming

To improve FSM registration rates in Peterborough by reducing the gap between entitled to FSM and those actually claiming. Outcomes to include increasing pupil premium and financial well being of families. Key activities proposed:

Targeted

- Cross-referencing Priority Families database with FSM lists to identify which families should be claiming but are not

Universal

- Registration at point of contact - Working in partnership with Revenue and Benefits to ensure all those claiming qualifying benefits are also signed up for FSM
- Toolkit to be developed for schools on how to promote FSM take up
- Work with Education service on issues posed by UFSM and potential impact on pupil premium
- Explore role of Governors in championing FSM
- Commission public information via CAB for parents, carers, schools and governors on raising awareness of FSM and registration

Other

- Linkages with Public Health and other 'food' related initiatives such as Breakfast Clubs & FSM provision during summer holidays
- Communication and Engagement

4. Looked After Children

To meet the strategy to ensure we Close the Gap for LAC.

Pupil premium LAC funding is managed by the LA and used to meet the strategy to ensure we Close the Gap. £1,900 is received per pupil. £1,800 is passed to the schools who will be held to account via PEP meetings and strategy meetings with the schools to review progress. The remaining £100 could be used for the following targeted interventions:

- enhanced IAG for LAC at the end of statutory school age
- EPs training schools on attachment and trauma
- Targeted intervention for individuals in turbulent or crisis situations

5. Achievement for All

Achievement for All is a successful national project enabling schools to Close The Gap. Peterborough is targeting primary and secondary schools subsidising the cost by 50% for the schools.

6. Primary good practice and Action Research

To identify strategies and projects that schools and settings can use to address the gap in early years and reception. To also identify activities to support the transition of pupils from primary to secondary school. To include working with NLEs and LLEs to identify and share good practice.

Primary Action Research project with 10 Peterborough Schools and Warwick University.

Closing the Gap, research specification, University of Warwick, October 2015 Evaluation of the effective strategies and how the impact of the culture in schools supports the attainment of disadvantaged children Background

Peterborough City council has identified Closing the Gap as a major area for development and a project was established in June 2015 with a variety of work streams. Many children do well in Peterborough schools but a significant minority of children do not. In 2014 there was a gap of 16 ppts between disadvantaged children in Peterborough achieving a level 4 or above in reading writing and mathematics compared to non-disadvantaged pupils nationally. This gap widens at the end of key stage 4 to 25 ppts between disadvantaged pupils achieving 5+ A*-C at GCSE (inc E&M) in Peterborough and compared to non-disadvantaged pupils nationally. This gap has remained relatively static over the past 4 years.

One of the work streams is to commission a piece of research to identify the most effective strategies employed by schools to raise the attainment levels and close the gap in attainment of disadvantaged children. Through discussions with primary schools we know there are schools doing the same activities but achieving different levels of success, the difference is how they do it not what they do. The culture of a school plays a key role in success.

Aim

- To assess the most effective strategies delivered by schools
- To provide data on school improvement and the practice of school leadership in schools that have developed effective strategies
- To understand/explain the variation in impact of the same/similar strategies in different contexts ie identify the way in which the culture of a school impacts positively on successfully addressing the disadvantage performance gap
- To highlight aspects of good practice.

The findings from the research will be shared to provide schools with practical examples of how changes to the culture of a school may impact positively on the success of disadvantaged children.

Objectives

- To evaluate the most effective strategies (and where applicable the ones that don't work)
- To identify aspects of the following that make a difference in schools:
 - Culture
 - Philosophy
 - Principles
 - Commitment
 - Consider the expectations and how leadership drive that
 - Use of data strategically
 - Common themes

- To identify successful practice and how it is embedded
- To provide recommendations on the most effective practice/optimum strategies to make a positive impact on the attainment of disadvantaged children
- To recommend ways in which the process can be improved to further raise attainment levels of disadvantaged learners.

Methodology

- Undertake desk research
- Data analysis of available attainment data for individual schools
- Undertake semi structured interviews with sample of 10 primary schools in Peterborough determined by those with the narrowest gap from a cross section of geography and size. Interviews to be held with head teachers and senior leaders in schools, pupil premium leads/family support workers
- Other interviews to take place with stakeholders – LA representatives

Outputs

- Written report
- Case studies of good practice in a format suitable to place on a website
- Presentation of findings at 2 head teacher briefings

Timescales

- November 2015 – Initial Meeting with participating schools
- January 2016 - Field work to commence
- March 2016 - Interim findings
- April 2016 - Final report and suitable website format
- Presentation dates to be agreed

Appendix 2 - Governance of the Project

A project will be initiated and a Project Board established chaired by Cllr Holditch.

The Project Board will consist of:

Terry Reynolds Secondary Headteacher EYFS Primary Headteacher Special School Headteacher Allison Sunley Sheelagh Sullivan Thanai Coates Claudia Wade Dee Glover Gary Perkins Karen Moody Claire George	Interim Service Director Education, People and Resource tbc tbc tbc tbc Post 16 Learning and Skills Manager Vulnerable Learners Service Manager Data and Project Manager Project Director Head of Virtual School Head of School Improvement Connecting Families Head teacher - PRU
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Appendix 3 – Targets

The plan 2015-2018 sets out the Local Authority's targets for Closing the Gap.

Closing the Gap - Attainment: Key Stage 2 (Primary):

% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths

Aim	Trend data			2014/15 Actual	Targets			
	2012	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
Smaller is better	23%	21%	21%	-	TBC	TBC	TBC	TBC

Closing the Gap - Attainment: Key Stage 4 (Secondary):

% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A*-C grades including English & maths

Aim	Trend data			2014/15 Actual	Targets			
	2011/12	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
Smaller is better	40%	34%	35%	-	TBC	TBC	TBC	TBC

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