



## Attainment Sub-Committee

<b>Date:</b>	<b>Wednesday, 4 March 2015</b>
<b>Time:</b>	<b>6.00 pm</b>
<b>Venue:</b>	<b>Committee Room 1 - Wallasey Town Hall</b>

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## AGENDA

- 1. WELCOME AND APOLOGIES**
- 2. MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST**

Members are asked to consider whether they have any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on this agenda, if so, to declare them and state the nature of the interest.
- 3. MINUTES (Pages 1 - 6)**

To approve the accuracy of the minutes of the meeting held on 10 December, 2014.
- 4. OFSTED ASSESSMENT OF SCHOOLS IN WIRRAL (INCLUDING SCHOOLS IN SPECIAL CATEGORIES)**

Presentation.
- 5. OVERVIEW OF POTENTIAL INTERVENTIONS REGARDING CLOSING THE GAP (Pages 7 - 24)**
- 6. PROVISION TO SUPPORT BEHAVIOURAL ISSUES**

Verbal report.
- 7. WORK PROGRAMME FOR FUTURE MEETINGS**



## ATTAINMENT SUB-COMMITTEE

Wednesday, 10 December 2014

<u>Present:</u>	Councillor	W Clements (Vice Chair)	
	Councillors	T Norbury P Brightmore W Smith	P Hayes A Brighthouse
<u>Apologies</u>	Councillors	M McLaughlin D Cunningham	H Shoebridge

### 29 WELCOME AND APOLOGIES

Councillor Wendy Clements welcomed all present to the meeting of the Attainment Sub Committee and noted apologies.

### 30 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST

Councillor Paul Hayes declared a non pecuniary interest by virtue that he is a Governor of St Mary's Catholic College.

Councillor Tony Norbury declared a non pecuniary interest by virtue that his sister is employed in Early Years settings.

Councillor Wendy Clements declared a non pecuniary interest in agenda item 4 (minute 35 refers) by virtue that she is a Governor of Emslie Morgan Alternative Provision School (EMAPS) Special Needs Provision school.

### 31 MINUTES

**Resolved – That the accuracy of the Minutes of the Attainment Sub Committee held on 1 September, 2014 be approved as a correct record.**

### 32 OFSTED ASSESSMENT OF SCHOOLS IN WIRRAL (INCLUDING SCHOOLS IN SPECIAL CATEGORIES)

Sue Talbot, Senior Manager, School Improvement, Targeted Services, Children & Young People's Department gave an overview of Ofsted inspections since 1 September, 2014 to 1 December, 2014 and responded to members questions. It was reported that 2 schools were in an Ofsted category (1 secondary – serious weaknesses, 1 special school/alternative provision – special measures), 7 secondary schools required improvement

(3 academies, 4 maintained) and 13 primary schools required improvement. 86% of primary schools were currently reported as good or better 68% of secondary schools were currently good or better and 92% of special schools / alternative provision were good or better. There had been 17 inspections in this period; 2 schools had been downgraded (2 primary schools - good to requires improvement), 11 schools had stayed the same grade (9 good; 2 requires improvement) and 4 schools have been upgraded (2 primary schools, 1 secondary school, 1 special school).

Members considered the published results relating to Bidston Avenue Primary, Christ the King Catholic Primary School, Eastway Primary School, Egremont Primary School, St Joseph's Catholic Primary School (W), Leasowe Primary School, Woodslee Primary School, St. Mary's Catholic College, Lingham Primary School, Pensby High School for Boys, St Josephs's Catholic School (U), Stanton Road Primary School, Mendell Primary School, St. Alban's Catholic Primary School and monitoring inspection visits to Bebington High Sports College and Emslie Morgan Alternative Provision School. Sue Talbot also reported upon HMI Monitoring visits since Sept 2014, schools in Special Measures, schools in serious weakness and schools requiring improvement. It was noted that as schools convert to academies that the current status would disappear and in response to questions from members Sue Talbot informed the Sub Committee that support would be ongoing for these schools.

It was reported that two major reforms had been implemented which affected the calculation of Key Stage 4 performance measures data; Professor Alison Wolf's review of Vocational Education recommendations which would restrict the qualifications counted and prevented any qualification from counting as larger than one GCSE and capped the number of non GCSEs included in performance measures at two per pupil and secondly that an early entry policy should only count a pupil's first attempt at a qualification. Members also discussed the analysis of FSM Attainment Gap 5A\*-C Including English & Maths and the interventions which were in place throughout the country and determined to include this in the Work Programme for future meetings.

**Resolved – That;**

- 1 Sue Talbot be thanked for the presentation.**
- 2 the report be noted.**

**33 THE EVOLVING EDUCATION SYSTEM: A "TEMPERATURE CHECK" - DFE RESEARCH**

Julia Hassall, Director of Children's Services, presented a verbal report on the main priorities for the Council with schools 2014-15 and beyond. The presentation had been given to Primary and Secondary Headteachers. The Director of Children & Young Persons reported on the LGA – role of Councils

in relation to schools and the role of the Director of Children's Services. The Director also provided members with outcomes from the ADCS Conference in July 2014 that examined the evolving education system in England: a "temperature check" - DfE July 2014 – which was a study of 10 local education systems that referred to the evolution of the three key functions of a local education system - school improvement and intervention, school place – planning and supporting vulnerable children. The presentation also included an outline of supporting vulnerable children – national "temperature check", school improvement locally, place planning, and supporting vulnerable children. Members were also given an update on evolving local systems – Wirral / Cheshire West and Chester - shared service and shared service development. It was reported that both Cabinet's had made the decision to proceed in November and were now moving forward to set the company up from April 2015.

**Resolved – That;**

- 1 the Director of Children's Services be thanked for the presentation.**
- 2 the presentation be noted.**

**34 CHILD POVERTY PILOT PROJECTS**

Members considered a report of the Director of Children's Services that informed members about the work of two primary schools in Wirral, which had received investment from the Council to develop innovative approaches to tackling child poverty. The report evidenced the impact and added value of working in this way to improve outcomes for children, families and their communities. Examples included programmes of activity to engage children educationally during school holidays, support for parents to get into work and further training, and ways of engaging the whole community in a positive way. An appendix to the report provided details of the commissioning process for the projects.

The report set out the background and underpinning reasons for the project and informed the Sub Committee that 25% of Wirral children lived in poverty as determined by the income deprivation indicator for child poverty. It was reported there were acute inequalities in Wirral with levels as low as 1% in some areas and as high as 70% in others, where long-standing issues of deprivation and disadvantage prevented families from escaping poverty. Feedback from local agencies suggested that the financial climate and changes to the benefits system were having a combined impact on children and families in poverty. In June 2013 Cabinet had approved the Working Group's child poverty pilot project. The proposal was based on the evidence and research of the 2010 Marmot Review and Wirral's Child and Family Poverty Working Group. The proposal had invited those schools, where the majority (i.e. 51% or above) of pupils on roll lived in an area where child

poverty and deprivation levels were in the highest 20% of areas nationally, to express an interest in working with the Council to pilot a primary 'school community Hub'. The Hub acted as a central place for people to work together and access resources available in the school and in the community and offered a focused approach to children, young people and families to have their needs met as early as possible. It was reported that In January 2014, Holy Spirit Primary School, Leasowe and Fender Primary School, Woodchurch (the Community Hub) had been awarded £50,000 each to develop and implement a 'School' Community Hub. Upon allocation of the money the hubs had begun work immediately and had been active since that time.

The report informed the Sub- Committee that the objectives of the Hubs dovetailed with the Council's Corporate Priorities; Local Decisions; Local Solutions; Driving Growth and Promoting Independence. Translating these priorities into tangible objectives for the Hubs, were as follows:

- Increase family and children's wellbeing;
- Increase capacity in the community to tackle poverty;
- Create greater awareness of support available to parents in the local area;
- Increase desire of parents to move into work, and with a clear understanding of how to pursue this goal;
- Increase engagement of parents with existing employment and enterprise;
- Improve aspirations of children due to rising parental aspirations.

It was reported that the ultimate function of the Hubs was to create a web of support around the community's children, young people and families. The Hubs provided an opportunity for needs of the individual to be met as early as possible and incorporated active parental support to do this. Each Hub had recruited a Community Builder who was a local residents and trusted member of the community and the report showed positive outcomes illustrated by case studies of both children and parents. It was reported that both Community Hubs were working within and enhancing local community networks and were showing great strength at a local community level in building support for children and families at a timely and appropriate way.

**Resolved – That the Attainment Sub-Committee welcome the report and all those involved be congratulated.**

## 35 THE DELIVERY OF ALTERNATIVE EDUCATION PROVISION

Members considered a report that provided information about how the Council would be taking forward its provision for alternative education (AP). The report outlined the outcome of a review of alternative education provision, its recommendations and outlined the details of a further consultation about

options for the future provision of alternative education provision at Key Stage 3 and Key Stage 4.

Mr P Ward, Senior Manager, SEN attended the meeting and informed members that

36 **WORK PROGRAMME FOR FUTURE MEETINGS**

Members considered suggestions to be included in the Work Programme for future meetings and agreed that future areas for consideration should include;

1 interventions aimed at closing the attainment gap between pupils in receipt of free schools meals and other pupils and:

2 provision for disruptive (EBD) pupils and whether this was up to standard.

37 **DATE OF NEXT MEETING**

**The next meeting of the Attainment Sub Committee will be held on 4 March, 2015 in at 6 pm, Committee Room 1, Town Hall, Wallasey.**

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# Using the pupil premium effectively: an evidence-based approach to closing the gap

by John Dunford, *Whole Education*

If you ask school leaders what are their top two priorities, they are likely to say “raising achievement and closing the gap”. If you ask most politicians with responsibility for education the same question, you will get pretty much the same two aims. Middle leaders have a key role in both these objectives.

Indeed, most teachers came into the profession because they wanted to improve the life chances of young people. That was what motivated me and I know that Teaching Leaders is an organisation propelled by the same mission: “the belief that children’s success at school can be driven not by social background but by the quality and kind of education they receive”.

We are not alone in England in making this a priority. In the words of Andreas Schleicher of the OECD: “Our data shows it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the most difference. Your effect as a teacher is a lot bigger for a student who doesn’t have a privileged background than for a student who has lots of educational resources.”

This is especially true of your effect as a middle leader – and it applies particularly in England, where the gap between the educational attainment of rich and poor is wider than in many other countries.

The gap grows between the ages of 11 and 16, with the average gap between the proportion of pupil premium-eligible 11 year olds and others standing at 19% for level 4 in reading, writing and numeracy. This increases to an average gap of 26% at age 16. That is to say, 39% of pupil premium-eligible students obtain five or more A\*-C grades, including English and maths, at GCSE, compared with 66 % of others.

Like all averages, these figures disguise wide variations across the country and between schools in similar circumstances. The gap at age 16 in Westminster is 11%; in Wokingham it is 41%. In Southwark it is 12%; in Southend 40%.

I prefer to concentrate on the level of attainment of pupil premium-eligible students rather than the size of the gap. If you can raise their attainment, the gap will look after itself.

As a middle leader, there is much you can do to help to raise attainment of disadvantaged students, using evidence of what has been proved to work elsewhere.

- 1. Keep your focus relentlessly on the quality of teaching and learning in your part of the school.** Figure 1 opposite demonstrates that highly effective teaching disproportionately benefits disadvantaged children. So, if you teach well and they learn well, the gap should narrow. Conversely, poor teaching also disproportionately affects the disadvantaged, who generally don’t receive the help at home that more fortunate children have to make up what they lose by having a bad teacher.
- 2. Take a look at excellent practice in other schools.** The National College for Teaching and Leadership has a list of schools<sup>1</sup> that are successful in closing the gap. Pick up the phone and ask if you can visit them and talk to your counterpart and to the senior leader in charge of allocating the pupil premium and monitoring the impact of the pupil premium strategies.
- 3. Use the Sutton Trust / Education Endowment Foundation toolkit<sup>2</sup>** which lists 33 potential strategies for raising the attainment of disadvantaged pupils, drawing on evidence from over 5,000 research studies and giving each strategy a rating in terms of effectiveness and cost. You can click on each strategy and find further details. But remember – the estimates of the effectiveness of each strategy are averages – not all Teaching Assistants make no difference!

1 [http://apps.nationalcollege.org.uk/closing\\_the\\_gap/index.cfm](http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm)

2 <http://educationendowmentfoundation.org.uk/toolkit/>

Fig. 1

### Effect of teaching on students in years of progress

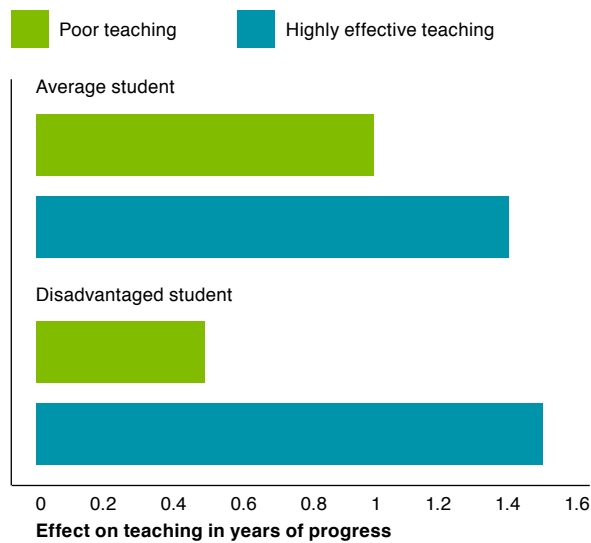
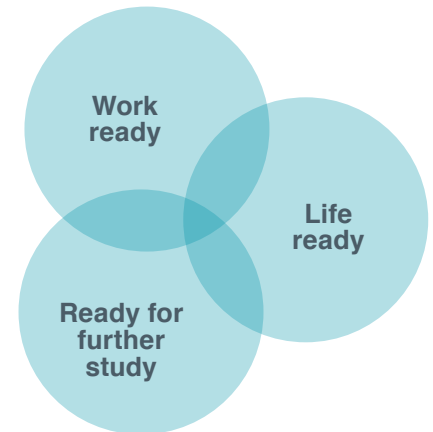


Fig. 2



- 4. Study Ofsted reports that focus on the pupil premium.** The February 2014 report<sup>3</sup> is particularly useful in including a list of successful approaches to using the pupil premium, and a list of less successful approaches. And read the wonderful Ofsted report 'Unseen children'<sup>4</sup>, published in July 2013.
- 5. An important part of your responsibility for raising achievement is not only to play a part in deciding on the best focus for your strategy and being responsible for implementing it, but it is also the accountability you hold for the use of the pupil premium and for ensuring the best outcomes for FSM pupils.** That means monitoring the progress of all pupils and, in this context, monitoring the difference made for the disadvantaged pupils. Are they making faster progress than other pupils? If not, are your strategies not working? Should you be going back to the evidence to see if something else would work better? To make your strategy successful and to contribute to the school's aims with pupil premium funding, you need to ensure that all the staff for whose work you are responsible know who are the pupil premium-eligible learners and use that information professionally to encourage their rapid progress.
- 6. Plan how you can develop skills as well as knowledge in all young people.** In the words of Andreas Schleicher of the OECD: "Today, schooling needs to be much more about ways of thinking, involving creativity, critical thinking, problem-solving and decision-making."

Students from disadvantaged backgrounds do not get the same chances to build skill levels as their more fortunate peers, so all the work you do in this field can help to close the gap.

As chair of Whole Education<sup>5</sup>, which is dedicated to finding ways of giving all young people a fully rounded education, I like to emphasise that, in terms of knowledge and skills, the curriculum must be both/and, not either/or. And, because you don't have time to teach knowledge and skills separately (and you can't teach skills in a vacuum anyway), think of teaching a curriculum of knowledge and skills as the warp and the weft of the same process: as young people develop their knowledge, so you map skill development onto that continuous process as explained in this video clip<sup>6</sup>. In that way, you not only raise their attainment, but make them work-ready, life-ready and ready for further learning.

The government has made a big commitment to the pupil premium, putting £2.5 billion into funding schools to raise the attainment of disadvantaged young people and thus increase social mobility. Not surprisingly, they are holding schools to account for the impact they make with this money and, as a middle leader, you are key to making this a success.

The government has given the profession a huge challenge. We need to make a success of it, not only to ensure that the Treasury sees that it is getting good value for money, but because closing the gap is at the root of the moral purpose of school leadership at all levels.



**Dr John Dunford is the National Pupil Premium Champion. He chairs Whole Education and the Chartered Institute of Educational Assessors.**

Follow John on Twitter  
@johndunford

3 <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

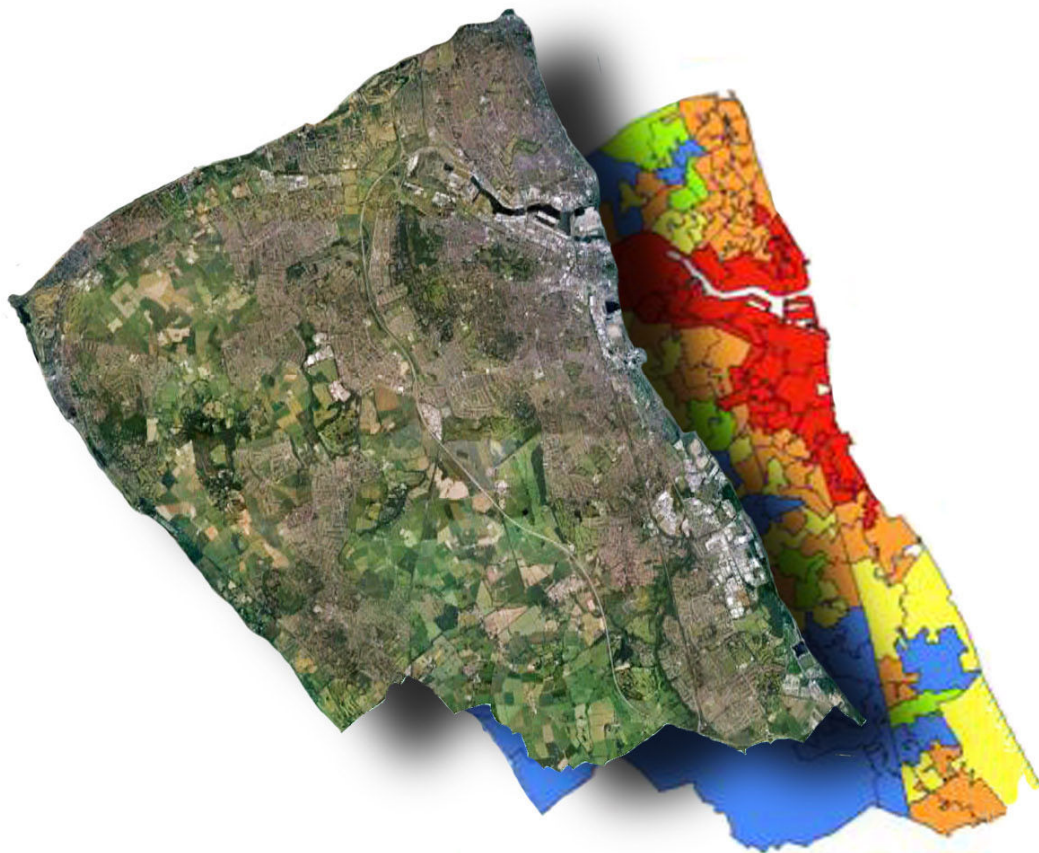
4 <http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>

5 [www.wholeeducation.org](http://www.wholeeducation.org)

6 [http://www.youtube.com/watch?v=0GARXFTtb\\_E](http://www.youtube.com/watch?v=0GARXFTtb_E)

# Potential interventions to close the attainment gap

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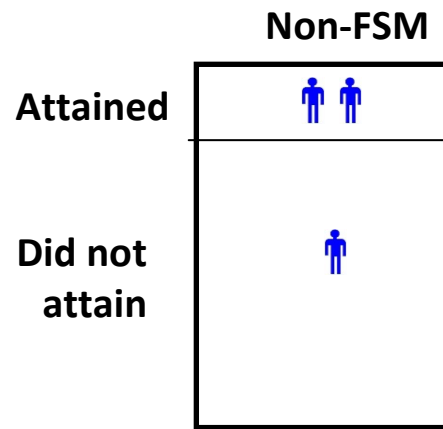


Dave Hollomby  
School Improvement Officer  
Wirral  
[davehollomby@wirral.gov.uk](mailto:davehollomby@wirral.gov.uk)

The scale of the attainment gaps (Wirral 2012 data).

**We start with the non-FSM children.**

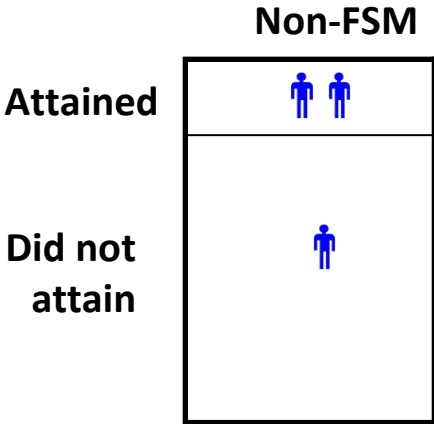
KS2: for every two non-FSM children who attained at L4b or above in reading and maths and L4+ in writing there was one non-FSM child who didn't.



The corresponding figure for FSM students is 3.

Now for the end of KS4. Again, we start with just the non-FSM children.

For every two non-FSM children who attained at 5+ A\*-C GCSEs (**including** English and maths), there was still just one non-FSM child who didn't.

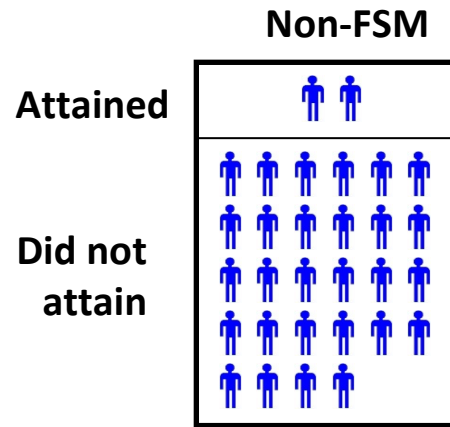


**The corresponding figure for FSM students is now 5.**

The failure rate of FSM pupils has increased – FSM children have fallen even further behind.

Now for A level. Again, we start with just the non-FSM students.

For every two non-FSM students who attained at 3+ A\*-A grades were 28 who non FSM students didn't. (3A\*-A grades is not an unusual requirement for many competitive universities and courses)



**The corresponding figure for FSM students is 560.**

It is virtually unheard of for FSM students to achieve the grades necessary to compete for the most selective universities and professions.

**In 2014 only 6 FSM students achieved 3A\*-A grades – just 1 more than in 2012.**

There is an attainment gap at every stage in the education system, but it actually gets wider, not narrower, as children progress through their schooling.

Wirral's gap at age 16 remains a particular concern, standing at the 4th widest in England in 2014.

Many interventions have already taken place, at both primary and secondary level. The Wirral's gap at the end of primary school has shown some narrowing in recent years, but it still significant. But its gap at the end of secondary school is actually widening.

Nationally, the secondary attainment gap is largely unchanged.

Two key questions are:

- what are the interventions typically used by schools?
- why do these interventions have limited, if any effect, in so many cases?

## Interventions and approaches used in schools that are known to be particularly effective

One-to-one and small group tutoring (ideally by teachers; if not, then by well-trained others)

Peer-tutoring

Meta-cognitive approaches (planning, monitoring and reviewing one's own learning)

Explicit, direct teaching providing **quality** feedback to learners

These are most effective when supported by high quality monitoring of pupil progress e.g. appropriate target setting, use of data, classroom evidence.

In addition, these approaches can be effective only if there is clear school leadership in this area.

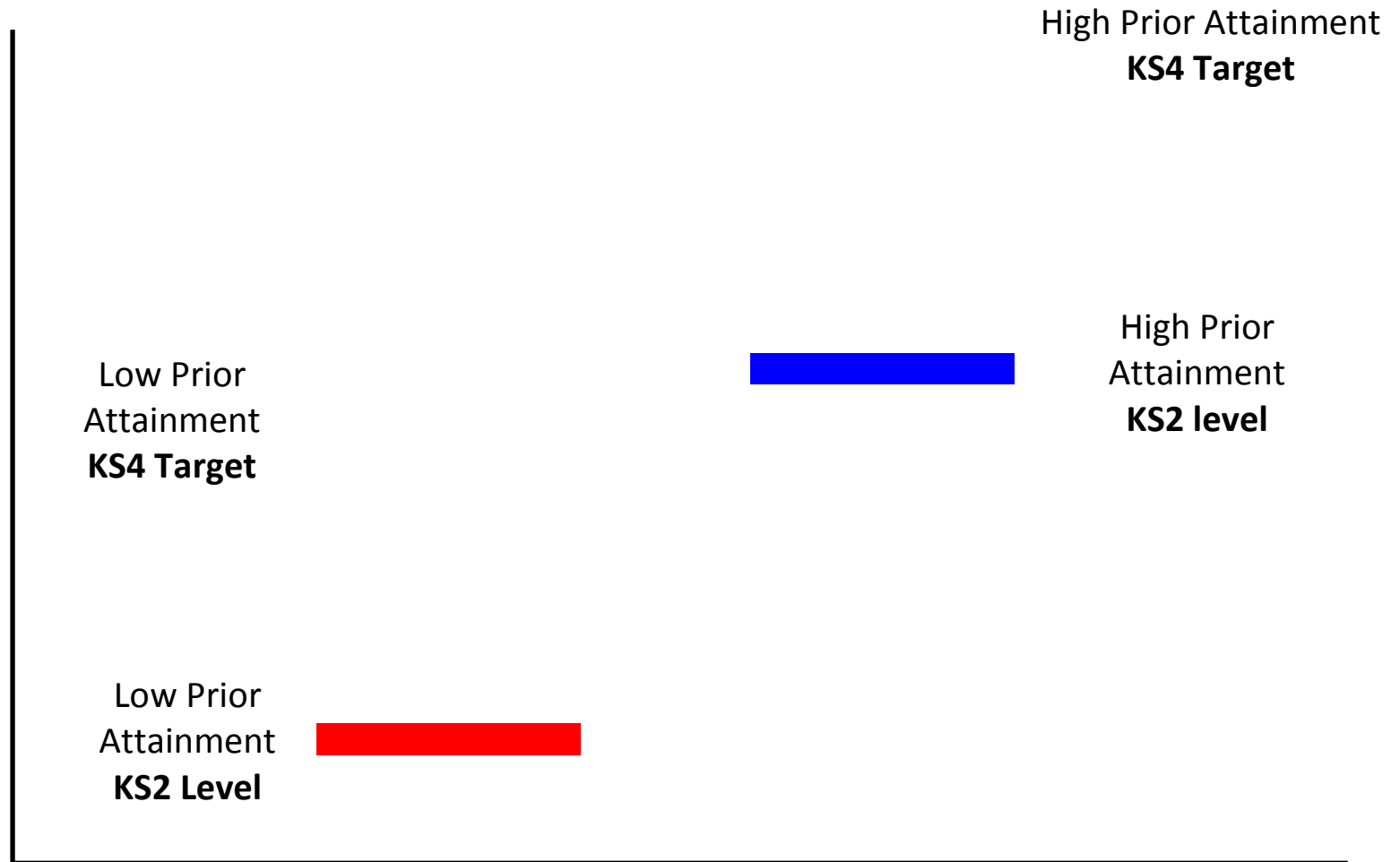
Ultimately, effectiveness is based no so much on *what* is done but on how *well* it is done.



# How do schools arrive at attainment expectations for children?

They set them targets.

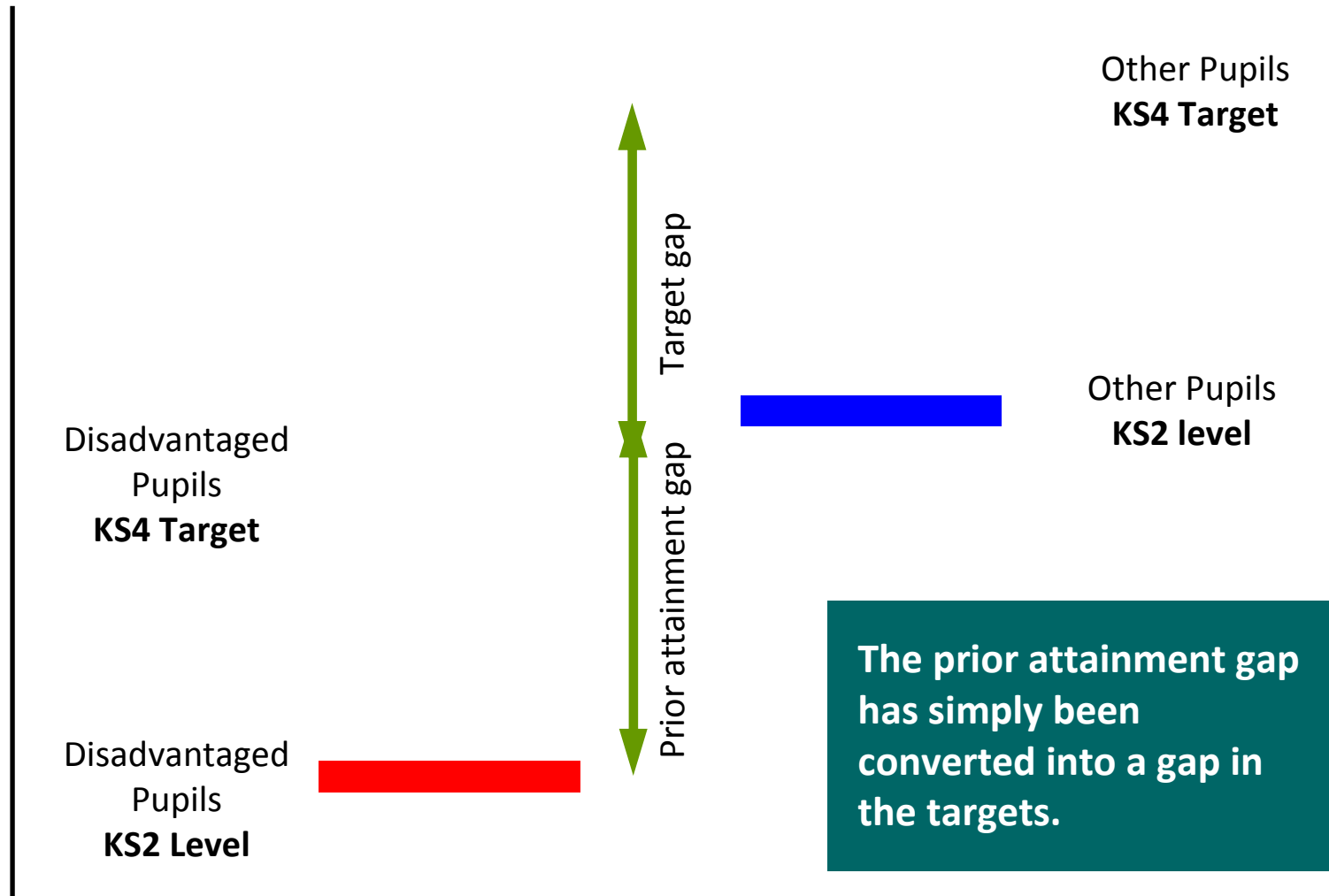
Commonly, to generate targets, schools use the assessment scores from a previous key stage and essentially add something on.



## What are schools' expectations for disadvantaged children?

On average, the prior attainment of disadvantaged pupils is lower than that of other pupils - there is a prior attainment gap at the start of the target-setting process

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## Two questions

Do schools have the same expectations for disadvantaged children as for other children?

On *average*, are the targets schools set for disadvantaged children *systematically* lower than those for other children?

If disadvantaged children have lower targets (on average) than other children then they are less likely to be identified as underachieving against these targets than if they'd had higher targets.

**It's very possible that many disadvantaged children are not appearing on the underachievement 'radar' until very late.**

**Consequently, interventions will have a much lower chance of working.**

## The RADY Project

(Raising the Attainment of Disadvantaged Youngsters)

***A pilot to see if the hypothesis about target-setting is correct***

Wirral Local Authority invited secondary schools with significant numbers of disadvantaged children to join a project designed to test the ideas outlined in the previous slides.

The only requirement was:

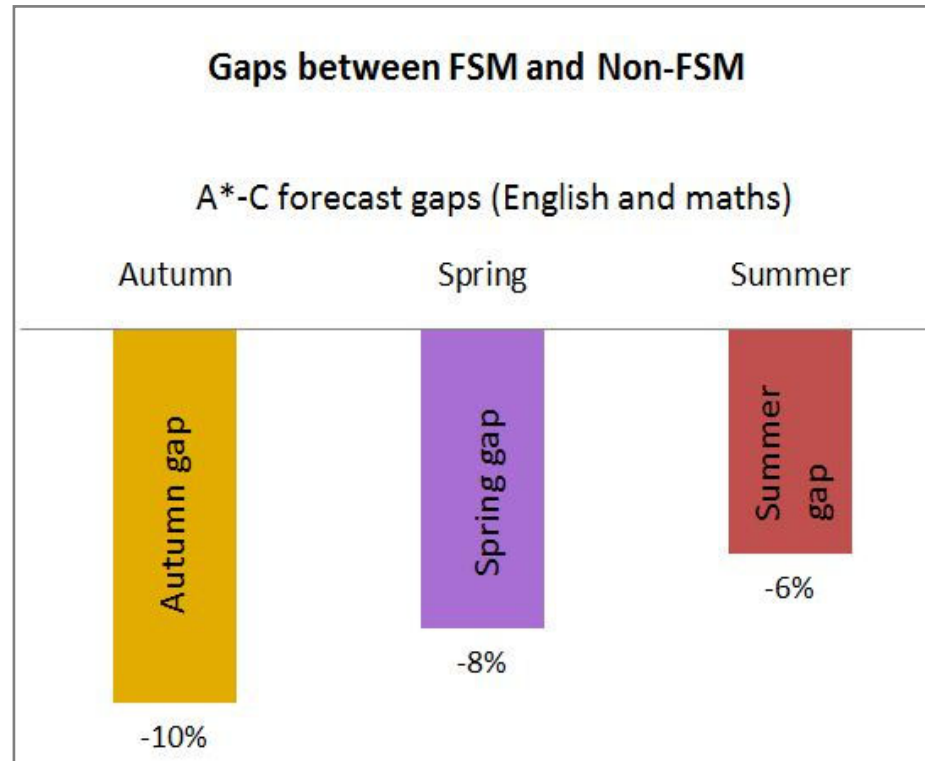
Schools were to set targets for their Year 7 disadvantaged children that were, **on average**, equal to those they set for other children.

***No other actions were required. In particular, schools were free to use whatever interventions they thought best to support children who were falling behind.***

***Additionally, there was no requirement to focus extra support on disadvantaged pupils merely because they were disadvantaged. Only if assessment data indicated that pupils were in need of extra support would they receive intervention.***

# Results from the first year of the Wirral's closing the gap project with Year 7 pupils

*All percentages refer to the proportion of pupils forecast, based on teacher assessments, to attain A\*-C in both English and maths*



This is the aggregated data for the schools involved in the Wirral pilot.

Based on the recent history of the schools involved (the previous three years) the expected gap at the end of KS4 is over 20%.

By the summer term the forecast gap was in single figures - down to 6%.

## Raising the Attainment of Disadvantaged Youngsters

However, it is a small pilot. More evidence is needed.

Wirral has been in discussion with other local authorities to widen this pilot. The wider project would include many more schools in a wider range of settings.

Also, Wirral has been in discussion with Fischer Family Trust (FFT), the organisation that produces extensive education data analyses for schools and local authorities. One of the pieces of work FFT does is to produce 'benchmarks' that many schools use when setting targets for pupils.

We are exploring how FFT might help schools more easily set targets for disadvantaged children, so that these targets broadly match the ones they set for other children.

Finally, a set of major changes in the way exam results are reported, both at primary and secondary level, will happen in just over a year. The tracking and monitoring approaches used in the small pilot cannot be used with the new exam reporting system, and so they need to be completely redesigned.

## 'Reasons' why it can't be done

Poor children are inherently less intelligent than better-off children - poverty is a symptom of underperformance, not a cause of it.

The expectations of disadvantaged children and their families are too low—they don't have the ambition that better-off families do.

It is stigmatising to identify and target FSM/poor children. Singling out FSM children for special support is contrary to our policy of equal opportunities. Anyway, it's not fair to non-FSM pupils.

Schools cannot address all society's ills.

The results we receive from the last key stage are inflated—they don't give a true reflection for some of the children, since the children have been 'pushed' to get the level.

Have you seen the estate these children come from?

The children have had nothing but intervention—they're sick and tired of it, and it's not working.

*Adapted from 'The Extra Mile' project, the BBC News website, National Strategies and other sources.*



## But...

Consider secondary schools that meet the following criteria:

- a) higher than average percentages of disadvantaged pupils;
- b) significant numbers of pupils in each group (disadvantaged and others);
- c) attainment of disadvantaged pupils was similar to or greater than the national average for all pupils
- d) small gaps within the school (in single figures)

In 2011 there were 51 such schools in England.

The corresponding figures for 2012 and 2013 were 73 and 83.

The number of secondary schools succeeding in delivering good attainment outcomes for their disadvantaged pupils is still relatively small but growing.

*There are many more that come close, if we relax the first three conditions slightly.*

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