

ENJOY AND ACHIEVE STRATEGY GROUP REPORT TO THE BOARD

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**1.0 Background**

1.1 The Enjoy and Achieve outcome area within the ECM Framework has the following aims and goals:

*Aims*

- Ready for school
- Attend and enjoy school
- Achieve stretching national educational standards at primary school
- Achieve personal and social development and enjoy recreation
- Achieve stretching national educational standards at secondary school

*Goals*

- Every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11.
- Every young person with the skills for adult life and further study with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A levels by age 19.

1.2 The Enjoy and Achieve Strategy group brings together key leaders and managers from across the partners within the Children's Trust, including representatives from schools, in order to analyse our outcomes in this area, identify key priorities and actions and monitor and evaluate our progress against our targets.

**2.0 Progress 2009-2010**

<b>Key recent achievements</b>	<ul style="list-style-type: none"><li>• Continued progress with both Primary and Secondary Review of school places.</li><li>• Improvements in performance in Early Years. Targets for children attaining 78+ scale points and level 6+ points in CLL &amp; PSE were exceeded. The attainment for children in the lowest quintile improved thereby narrowing the attainment gap.</li><li>• Attainment in Mathematics at L3+ has improved by 3% but attainment is still below the national average.</li><li>• At KS2, attainment at L4+ in Maths showed an increase on last year and is above national average and FFTB. Attainment at L5+ in Maths stayed the same as last year and is above national averages. The percentage of pupils making 2 levels progress in Mathematics increased by 4% and is above the national average.</li><li>• Attainment in English at L4+ and L5+ are above the national average. The percentage of pupils making 2 levels progress is above the national average and showed an increase on last year.</li><li>• At Key Stage 4, the provisional results for 5+ A*-C GCSE or equivalent grades including English and Maths indicate that they have:<ul style="list-style-type: none"><li>○ Exceeded national averages and national gains</li><li>○ Met FFT 'D' estimates</li><li>○ Exceeded statutory targets set</li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>• The provisional results for 5+ A*-C GCSE or equivalent grades indicate that they have: <ul style="list-style-type: none"> <li>○ Exceeded national averages and national gains</li> <li>○ Exceeded FFT 'D' estimates</li> </ul> </li> <li>• Improvements in performance in National Challenge schools are at a higher rate; only 1 school is now below the Key Stage 4 threshold of 30% 5+ A*-C GCSE or equivalent grades including English and Maths with the other 5 National Challenge schools sustainably above.</li> <li>• Outcomes of secondary OFSTED reports have over half outstanding.</li> <li>• All schools are meeting the Extended Schools Full Core Offer.</li> <li>• Successful implementation of Children's Centres OFSTED framework following statutory designation</li> <li>• Development of performance management framework for Children's Centres building on learning from successful OFSTED inspection.</li> <li>• Implementation of e-Start database to support monitoring and evaluation of Children's Centres.</li> <li>• Implementation of Early Years Quality Improvement Support Programme with private, voluntary and independent providers of early education and care</li> <li>• Implementation of the extended free entitlement for 3 and 4 year olds to 15 hours per week.</li> <li>• Increased opportunity available for parents to take free entitlement more flexibly.</li> <li>• Capital funding made available through the Quality Improvement Grant has so far enabled 114 PVI settings to improve outdoor learning environments, IT provision and resources to implement quality in EYFS. A further 5 PVI settings based on school sites have benefitted from having their premises replaced or refurbished.</li> <li>• Successful 2 year old funding initiative with case study evidence of impact.</li> <li>• Successful Every Child a Talker Cohort 1 with demonstrable impact and successful introduction of programme to Cohort 2. Wirral rated as Outstanding in most recent ECaT RAG meeting.</li> <li>• All schools inspected during the Autumn term 2010 have been graded as good or better by OFSTED.</li> <li>• The Local Authority's Leadership &amp; Management programme has been used nationally as an example of best practice.</li> <li>• SEAL and Family Works programmes demonstrating impact.</li> <li>• Only 1 school in an OFSTED category.</li> <li>• Successful implementation of 1-1 tuition.</li> <li>• Continued improvement of attendance figures and especially in Persistent Absence schools.</li> <li>• Good performance of LAC at Key Stage 2 and at Key Stage 4 (relative to expected progress based on prior attainment).</li> <li>• Foundation Learning programmes at Key Stage 4 are starting to show demonstrable impact.</li> <li>• Ten Diploma lines are running with 148 learners on these programmes.</li> </ul>
<p><b>Key issues and areas for further development</b></p>	<ul style="list-style-type: none"> <li>• Moving towards implementation for Primary Review Phase 6 and Secondary Review Phase 1.</li> <li>• Very ambitious Early Years targets; closing the gap in Early Years.</li> <li>• Measuring impact of Children's Centres and ensuring vulnerable children and families are being targeted.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of new Early Years funding formula (postponed nationally until April 2011).</li> <li>• Delayed migration of Family Information Directory data from current software platform to upgraded programme.</li> <li>• At Key Stage 1, attainment in Mathematics at L2+ has decreased by 1% and is below the national average with a decrease in boys' performance. Boys' attainment has decreased at 2b+ so the development foci are transition from FS2 to Year 1 to ensure progression in early mathematical understanding and challenge for the more able pupils.</li> <li>• At Key Stage 1, attainment in both reading and writing at L2+ is below the national average. Boys' attainment in writing from F2 through to the end of the Key Stage 2 needs to be a development focus to narrow the gender gap.</li> <li>• At Key Stage 1, attainment at L2b+ in reading is static and is below the national average.</li> <li>• Attainment of more able pupils in Mathematics at the end of Key Stage 2 needs further improvement.</li> <li>• At Key Stage 2, increase the number of pupils making 2 levels progress in either English or Mathematics so that it is higher than FFTB.</li> <li>• At Key Stage 2, increase the number of pupils attaining Level 4+ in English and Mathematics</li> <li>• Continued implementation of e-learning strategy and VLE</li> <li>• Continued implementation of Assessment for Learning and Assessment of Pupil Progress so there is even more impact on standards.</li> <li>• Review target setting and assessment procedures at all key stages.</li> <li>• Narrowing the gap between SEN/non-SEN pupils at KS2.</li> <li>• Continue to improve the performance of LAC.</li> <li>• Improve performance post-16.</li> <li>• Embed Foundation Learning at Key Stage 4.</li> <li>• Clarity over the strategic commissioning role of LA for post-16 in the light of changes to the funding mechanisms.</li> <li>• Moving further towards implementation of Raising the Participation Age.</li> <li>• Improve the % of schools and PVI settings offering the free entitlement for 3 and 4 year olds flexibly. Further support PVI settings to improve the number getting OFSTED reports of good or better.</li> </ul>
<p><b>Key challenges ahead</b></p>	<ul style="list-style-type: none"> <li>• Implications of the Schools White Paper.</li> <li>• Ending of National Strategies programmes, changes to LA roles and responsibilities and reduction of capacity to deliver school improvement work.</li> <li>• Managing expectations with reduced capacity.</li> <li>• Funding going direct to schools with various grant funding streams ceasing and the movement of school improvement into traded services.</li> <li>• Schools to take greater lead and ownership of school improvement in their area. Developing an effective School Improvement Strategy in that context.</li> <li>• Collaborative service delivery approach with neighbouring local authorities.</li> <li>• Extended schools agenda not continuing as grant ends.</li> <li>• Impact of budget challenges.</li> </ul>

	<ul style="list-style-type: none"> <li>Continued need to Narrow the Gap.</li> <li>A new National Commissioning Framework for post-16 provision.</li> </ul>
<b>Risks to outcome delivery and proposed actions</b>	<ul style="list-style-type: none"> <li>Reduction in staff.</li> <li>Implications of budget challenges.</li> <li>Implications of Schools White Paper.</li> <li>HR issues – managing staff changes.</li> <li>ICT infrastructure and support.</li> </ul>
<b>Areas requiring further partnership involvement</b>	<ul style="list-style-type: none"> <li>Efficiencies across partners in response to budget challenges.</li> <li>Continued implementation of multi-agency working and clarity with schools and their role.</li> <li>Delivery of Narrowing the Gap.</li> <li>Retaining Partnership momentum in a 14-19 policy vacuum.</li> </ul>
<b>Equalities impact assessment areas for development and progress made</b>	<ul style="list-style-type: none"> <li>Good progress made with the actions in the EIA plan.</li> <li>Further improve outcomes for some specific groups.</li> <li>Need to continue to raise awareness of the needs of some specific groups.</li> </ul>
<b>Areas for promotion /publicity / communication / engagement</b>	<ul style="list-style-type: none"> <li>Extended schools.</li> <li>1-1 tuition and other personalised support.</li> <li>Early Years and Sure Start activity.</li> <li>14-19 reforms.</li> <li>Families Information Service</li> </ul>

### 3.0 Case Studies of Good Practice

#### 3.1 Early Language Intervention Programmes: Communication, Language and Literacy Development (CLLD) and Every Child a Talker (ECaT)

CLLD is a quality first teaching programme linked closely with and complementary to other key national strategies: Early Years Foundation Stage, Every Child a Talker and the Literacy framework. The alignment has provided consistent and cohesive guidance to leaders and managers, teachers and practitioners. Outcomes should be clear and detailed, with evidence of children's progress and achievement at the end of the EYFS and improved outcomes at the end of key stage 1, in terms of both reading and writing.

Wirral became a funded Local Authority in 2008; 10 schools and 3 PVI settings were invited to participate, identified on the basis of low baseline on entry, low FSP scores across the four aspects of CLL scale points and free school meals.

- September 2008: on entry 96% of children in the programme were at Phase 1 in Foundation 2 and 1% of children on entry to KS1 were at Phase 5.
- July 2009: 53% of children in the programme were at Phase 3 at the end of Foundation 2 and 39% were at Phase 5 at end of Y1 in KS1

The national expectations are that:

- 80% of children secure at Phase 2 at the end of F2
- 85% of children secure at Phase 5 at the end of Yr1

In 2009, a further 12 schools were participating in the programme, giving a total of 25 schools.

By July 2010:

- 50% of targeted schools have more than 75% of children secure at Phase 3.
- 31% of targeted schools have children secure at Phase 5.

The 2010 Early Years Foundation Stage Profile data indicates that:

- CLLD schools show an average 18% increase in children attaining 6+ across all aspects of CLL.
- 1 school showed 54% increase in children attaining 6+ across all the aspects of CLL.

By way of comparison, non-CLLD schools show an average 0.8% increase in children attaining 6+ across all aspects of CLL.

In 2010 the universal offer of the CLLD programme provided schools with the opportunity to engage in a proven approach to impact on children's speaking, listening, reading and writing attainment. 33 schools accepted the offer of the training package addressing the four aspects of CLL, cluster group meetings, funding for staff release/resources, telephone and email support. 17 target schools access the training package, funding for staff release/resources, dedicated release time for a lead person to support colleagues and monitor programme throughout the school. Dedicated consultant support and bespoke training is available to schools. Termly data submission and analysis with electronic tracking systems identify potential vulnerable groups. Termly cluster group meetings held.

In 2010 10 schools exited the programme to become self sustaining. Funding had been made available to release the CLLD lead to maintain and sustain the impact through the monitoring and evaluation of the programme. There is continued access to training for additional staff and termly network meetings to share good practice

### **3.2 Foundation Learning (Test and Trial 2008-10)**

#### **Jay**

Jay is 15 years old and struggles with learning in a formal setting. His family represents several generations of unemployment and there is little support for his learning in school. Out of school he is regularly involved in drug, and other risk taking behaviours.

His initial assessment showed the following:

KS2 outcomes were levels 2c in English, Maths and Science

Y7 Reading Age: 6 years 8 months

Y7 Spelling Age: 6 years 10 months

Y8 Reading Age: 9 years

Y8 Spelling Age: 8 years 10 months

KS3 outcomes were level 4 in English, level 3 in Maths and Science

Y9 CATS test results were: Verbal 66, Quantitative 60, Non-verbal 75

KS3 attendance was 68%

Jay was entitled to Free School Meals

He was identified as SEN (as outlined on IEP) include strategies for dealing with BESD and MLD

As a result of initial assessment, Jay was identified as working predominantly at Entry Level, with the potential to achieve level 1 and therefore Foundation Learning was the appropriate pathway for Jay.

Throughout KS3, attendance was erratic and there was significant involvement by the Education Social Welfare Service. This clearly impacted upon his achievements. It was felt that he was at risk of disengagement, and high risk of NEET. Jay began an in-house Foundation Learning programme leading to a NOCN Step-Up Diploma, targeted at children with MLD. However he became disruptive which was having an impact on the progress of other students in the group.

During a review meeting, Jay expressed a keen interest in cars and, in particular, Motor Vehicle Maintenance. It was felt that he was mature enough to be able to respond to the motivational aspects of off-site learning, with the intention of providing a clear progression route into employment in the future. Indeed in Year 10 attendance improved from 68% to 88.7%.

#### *Foundation Learning Programme*

In order to equip Jay with qualifications for the workplace, two days were spent at an off-site training provider in both Years 10 and 11. In addition there was one day work experience in Year 11.

Off-site he began work towards the NOCN Step-Up Diploma at Level 1 (500/3830/8), which included the credits he had achieved through the in-house FL programme. In addition he worked towards a non-QCF qualification City and Guilds 4041 in MVM (now C&G LI Diploma in Vehicle Systems Maintenance (QCF) 500/8862/2).

In-school he worked towards the PSD units, Functional Skills and the core curriculum programme. The school and off-site training provider liaise closely so that Jay gained accreditation for the PSD work completed in school as an integral part of the NOCN Diploma. In addition the off-site provider seeks to embed Functional Skills within the vocational context, in order to provide opportunities for application and practice of these essential skills for the workplace.

### *Qualifications and credits achieved*

	Credits	SCAAT pts
NOCN Step Up Diploma Level I (including PSD units)	39	100
WJEC Functional Skills English E3	5	7
WJEC Functional Skills Maths LI	5	12.5
Edexcel Functional Skills ICT LI	5	12.5

### *Overall attainment*

In addition Jay gained the following non-QCF qualifications delivered alongside the Foundation Learning programme

	Grade	Pts
City & Guilds 4041 Motor Vehicle Maintenance		75
GCSE English	G	16
Maths	F	22
Science	G	16
RE	U	

Jay's expected capped AAT (as used in CVA measure) was 207.7. Jay actually achieved 261 pts and therefore exceeded the predicted potential and achieved the level I threshold.

### *Progression routes*

Jay's work experience placement was very successful. He demonstrated commitment and reliability. He responded well to instructions and worked well as part of a team and as a result, Jay was offered an apprenticeship in Motor Vehicle Maintenance at the Garage. He can now build upon the Foundation Learning qualifications at level II in his chosen career.

## **Chloe**

### *Background*

Chloe transferred to secondary school having had a very unsettled primary school education due to her poor behaviour and difficult home life. She was taken into care during the first year at the school and spent the following four years in several foster homes, which impacted on her education and personal and social development.

Throughout KS3 Chloe benefitted from:

- PAYP (Positive Activities for Young People) throughout the school holidays. This included personal development and social skills
- Support from a Key Worker

- Advice and support from the school nurse
- Anger management and social development courses offered by the Learning Mentor.

During Year 9 and following further assessment, it was recognised that Chloe needed additional support with literacy and numeracy and significant support in personal and social skills. It was felt that she would benefit from a personalised Foundation Learning programme at KS4. Chloe had expressed an interest in working in the Fire and Rescue Service and the school wanted to exploit this motivation.

At KS4 the Foundation Learning programme included:

- Functional Skills in English, Maths and ICT, all at Entry 3 and progressing to Level I.
- a two day programme off-site working at a local training provider, where she had the opportunity to apply the Functional Skills and acquire vocational knowledge and skills
- an individualised PSD programme which included the development of employability skills, further anger management, motivational workshops and a 'Time-Out' card to alleviate her stress

The Foundation Learning programme complemented a core programme in school which included Science, PE, CEIAG and Work Related Learning, also Citizenship/RE/Philosophy. In addition she continued to benefit from whole school activities such as Enterprise Days.

She was supported by a Key Worker throughout this period and began to engage with the tutors after an initial rocky start. The PSD programme began to impact positively and she responded well to the regular reviews of her Individual Learning Plan

In Year 11 Chloe became more positive and wanted to achieve more qualifications, recognising these as a stepping stone to a positive future. She had already gained some credits towards Foundation Learning qualifications e.g. NCFE Entry to Uniformed Services and NOCN Step-Up Diploma. Tutors gave extra tuition in Functional Skills English and Maths and her goal was to achieve level I threshold to enable her to progress to a first full level II qualification, this time in Health and Social Care

However, Chloe became homeless and was placed in independent living accommodation (MAP). This caused depression and a sense of worthlessness. At age 15 she was not ready for Independent living and financial worries exacerbated the situation. The PSD programme was amended to include:

- managing personal finances (including accessing a bank account)
- further personal hygiene and independent living skills
- motivational rewards
- a work experience placement where she was comfortable and happy
- voluntary work during school holidays to raise self-esteem and confidence.



As a result Chloe achieved has now achieved:

- NCFE Entry to Uniformed Services LII (184 pts)
- NCFE Certificate in Sports Coaching LII (46 pts)
- C&G Certificate in Employability and Personal Development LI (25 pts)
- Functional Skills English LI (12.5 pts)
- GCSE English grade D (34 pts)
- Functional Skills Maths E3 (7 pts)
- GCSE Maths grade D (34 pts)
- Functional Skills ICT LI (12.5 pts)
- NOCN Step Up Certificate at Level I (25 points) including units such as Healthy lifestyles; Personal budgeting and money management; Using cooking skills in a domestic kitchen and Understanding stress & stress management techniques

### *Progression*

Chloe exceeded the threshold for level I and has progressed to BTEC First Diploma in Health and Social Care and is working towards Functional Skills at LII. She has developed a positive outlook and is well motivated, wanting to progress to a career in Social Work in the future.

### **3.3 The Short Term Impact of Free Early Learning and Childcare Offer for Two Year Olds in Wirral**

The information provided by the baseline data and end data shows that there has been a significant change in the children who have accessed Early Learning and Childcare for 2 year-olds in Wirral. It is expected that by the age of 2 a child will be functioning within the 22- 36 month age bracket. Consideration is given to the fact that all children develop at different rates. However with the children whose data was contributed to the study 72% were functioning below this level, with 27% showing considerable delay across the 6 areas of the EYFS. This indicates a delay of between 4 and 16 months, a delay which without intense support could seriously damage the life chances for these children.

There has been a change from 72% of the children functioning at an age below expected age range to 65% functioning at the appropriate age range with 5.5% exceeding expectations at the age of 36 months.

However the research suggests that 12.5% of the children are functioning between 16 - 26 months, 6.9% below 20 months and 5.5% functioning between birth and eleven months at around their 3rd birthday. This would indicate that the children have a serious developmental delay. Unfortunately information on disability was not gathered in this study. However, reports from the focus group confirms that there have been a large number of children referred for additional assessment and support due to developmental delay, disabilities, behaviour or social and emotional issues since they started at the childcare settings. Reports back from the nursery settings and professionals indicate that there have been a high percentage of children with developmental delay many of which have only been recognised during their time within the setting.

All parents taking part in the survey could demonstrate that their child had made progress in key areas such as with 100% reporting improved speech and language acquisition, in addition to improvements in self confidence and self esteem, social skills and physical development. These areas relied on the parents' subjective view of their child's development. 42% of the families taking part reported that their child had no established sleep routine prior to nursery, 79% claim that this is now in place 85% saying their child cooperates at bedtime.

There has also been a change to the number of children who are eating with their family from 25% to 79% with parents reporting up to 85% of the children now eating a variety of foods. The evidence from the professionals working with the families also point to the quality of food on offer at these family meals improving significantly.

27% of parents' attending the Children's Centre, adult learning and voluntary work have started doing so since their child has attended the funded childcare. While 42% care for another child and regularly use Children's Centres.

Extract from "A Review of the Assessment Criteria and Short Term Impact of Free Early Learning and Childcare Offer for Two Year Olds in Wirral" by Helen Richards, Dissertation for MA in Multidisciplinary Leadership, University of Chester

### 3.4 Narrowing the Attainment Gap at Key Stage 4

Please see Appendix 1 attached.

## 4.0 Brief SWOT Analysis of the Outcome Area

<b>Strengths</b>	<b>Weaknesses:</b>
<ul style="list-style-type: none"> <li>• Improvement in E1 and Foundation Stage Profile</li> <li>• KS2 Maths</li> <li>• KS4 performance including National Challenge</li> <li>• Performance of LAC v. National at KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of LAV v. their peers</li> <li>• Difference in performance of children on FSM v. non-FSM and SEN v. Non-SEN</li> <li>• Boys writing at EY, KS1 and KS2.</li> <li>• Performance at Post-16</li> </ul>
<b>Opportunities:</b>	<b>Threats:</b>
<ul style="list-style-type: none"> <li>• Schools White Paper</li> <li>• Service redesign</li> <li>• Localism and greater freedoms under national policy</li> </ul>	<ul style="list-style-type: none"> <li>• Budget constraints and capacity</li> <li>• Impact of economic climate</li> <li>• People's well-being</li> </ul>

## 5.0 Summary

Across the Enjoy and Achieve Outcome area we are making good progress in most areas. Standards and outcomes are high for most children. We need to maintain and further develop that but with a particular focus at all phases on improving outcomes of vulnerable groups and narrowing the gap. We need to ensure that all are aware of which children fall into this category and harness the benefits of multi-agency working to impact on these children and families.

## **6.0 Recommendations:**

That Wirral Children's Trust Board endorse the report.

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## Narrowing the Attainment Gap at Key Stage 4

NI 102  
PSA 11

### Summary of Key issues

Nationally, in 2009 the attainment at 5+ A\*-C including English and maths of pupils on free school meals (FSM) was 27% lower than non-free school meals (non-FSM). The corresponding gap on Wirral was 37%. This places Wirral in the bottom 10 authorities in the country with the widest gap for this key National Indicator. 2010 national data is not yet available for this indicator.

### Background

Nationally, in 2009 the attainment at 5+ A\*-C including English and maths of pupils on free school meals (FSM) was 27% lower than non-free school meals (non-FSM). The corresponding gap on Wirral was 37%.

### Aim

To reduce Wirral's gap from its current level of 37% by at least 5% by 2011.

### Actions taken so far

#### Change the formula for funding to schools

The local authority changed its formula for funding to schools, increasing significantly the element attached to deprivation.

Below is evidence that this step may already have had an impact on the relative progress made by FSM pupils.

#### 5+ A\*-C including English and maths CVA

		2007	2008	2009	2010	Change 2008-2010
Higher funded schools	All pupils	3.6%	3.9%	5.6%	8.3%	4.4%
	Non-FSM	5.1%	7.4%	7.4%	9.6%	2.2%
	FSM	2.1%	0.3%	3.6%	6.9%	6.6%
Other Schools	All pupils	2.9%	3.5%	2.0%	3.3%	-0.2%
	Non-FSM	3.0%	3.8%	2.3%	3.3%	-0.5%
	FSM	2.6%	1.9%	0.8%	2.9%	1.0%
Difference (higher funded schools CVA minus other schools CVA)	All pupils	0.6%	0.4%	3.6%	5.0%	4.6%
	Non-FSM	2.1%	3.6%	5.1%	6.2%	2.7%
	FSM	-0.6%	-1.6%	2.8%	4.0%	5.6%

*N.B. Higher funded schools are those whose per-pupil deprivation element increased by the greatest amount under the new formula.*

#### Conduct thorough data analysis

A key question posed when conducting the analysis was "Why is Wirral's gap so much larger than the national average?" This was crucial to understanding the gap and then making informed decisions on the planned actions. The key findings of this in-depth data analysis are outlined in Appendix 1.

#### Pilot school-based strategies to narrow the gap

Pilot programmes to test strategies for narrowing gaps ran in 2009/10. Ten Wirral secondary schools involved were required to share with all schools the evaluations of their year-long projects.

**Train key people in the understanding and use of data**

A programme of training for governors, senior leaders and middle leaders was undertaken by the local authority to allow them to identify the issues in their own schools around the gap. This programme is still running.

**Target other funding at the issue**

The targeted element of the standards fund grant 1.8, approximately £500,000 for 2010/11, has been devolved to secondary schools according to a formula based on the forecast attainment of FSM pupils in each school.

**Target individual tuition**

The 1:1 Tuition grant, £622,000 for 2010/11, has been allocated according to a formula based around low attainment from the previous Key Stage – and analysis showed this to be linked very strongly to FSM entitlement. It is too early at this stage to determine the impact of 1:1 on the gap.

**Actions under way to achieve short-term impact****Devolve additional funding to schools**

The local authority has identified a cohort of 100 FSM pupils (in the 2010/11 exam cohort) to receive additional support, either to ensure success at the threshold where it is considered likely or to boost additional FSM pupils who have lower chances.

Schools with significant numbers of FSM pupils have been allocated extra funding of approximately £1200 per pupil identified. This funding is in addition to all other grants devolved by the local authority, and corresponds roughly to 20 hours of 1:1 tuition. Schools have submitted outlines of what additional support the identified pupils will receive.

Schools are required to submit to the local authority half-termly progress data for the identified pupils in order that the virtual group's progress can be closely monitored during their Year 11.

**Establish a Narrowing the Gap group**

The local authority will co-ordinate representatives from each school and hold regular meetings to monitor general progress of FSM pupils, identify barriers and attempt to provide solutions, and to share practice that is being found to be effective. It is important to share the findings from all the strategies used in the pilot, even where impact has not been detected.

**Actions planned to achieve long-term impact****Identify target group of FSM pupils currently in Years 7 and 8**

Schools will be asked to identify FSM pupils who are thought unlikely to achieve the threshold without support over and above that already planned for them.

We believe this approach has great potential for achieving improved outcomes for disadvantaged young people. Thorough understanding of the elements that contribute to the problem is essential if the correct diagnosis is to be made, and attempts to improve this understanding continue. Solutions that are generated by schools themselves are as at least as important as suggested approaches that come from outside agencies such as the National Strategies.

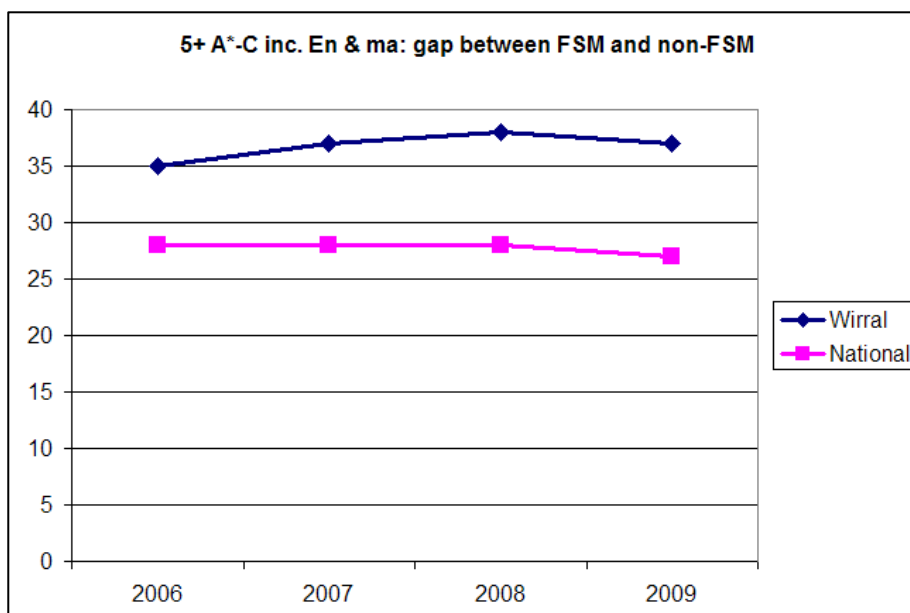
**Appendix 1: Key findings of the data analysis**

- At LA level, the greater the proportion of FSM pupils in an LA, the narrower the gap.
- At LA level, the greater the percentage of schools that are selective, the wider the gap.
- Wirral pupils who are classified as 'Wealthy Achievers' according to ACORN demographic classification perform significantly better than similar pupils nationally.
- Wirral's FSM pupils perform similarly to FSM pupils nationally.
- KS1-2 pupil-level CVAs for pupils entering selective schools are significantly higher than those for other pupils.

- This component suggests that preparation for the selection exam, including private tuition, may be a major factor in the elevated KS1-2 CVAs of pupils attending selective schools.
- The internal gaps within schools are generally much smaller than Wirral's gap. This outcome is counter-intuitive, but analysis shows it to be real.
- Initiatives aimed to raise attainment overall generally may do little to narrow the gap and could even widen it. Borderline pupils tend to be non-FSM pupils.
- Pupil-level target needs to take into account the effect it would have on the gap.
- If FSM pupils attained at FFT B the gap would close by 8%.

### Appendix 2: Data

How Wirral's gap has changed since 2006, compared with the national gap. 2010 FSM national data is not yet available.



How Wirral's gap compared with individual school gaps in 2008. Note that Wirral's gap is greater than each school's gap.

School	2008 Gap
A	-25%
B	1%
C	-25%
B	-27%
C	-10%
B	-33%
C	-22%
B	-28%
C	-15%
B	-23%
C	-28%
B	-28%
C	-14%
B	-23%
C	-14%
B	-2%
C	-17%
B	-27%
C	-14%
B	-26%
C	1%
B	-29%
Wirral	-37%

Forecast performance of FSM cohort, if no significant improvement occurs, compared with Fischer Family Trust B estimates.

KS4 exam cohort	Forecast	B	Difference	No. of pupils this corresponds to
2011	28%	35%	7%	67
2012	31%	38%	7%	69