

Education & Children's Services Scrutiny Sub-Committee

Monday 23 February 2015

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1
2QH

Supplemental Agenda

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10.	Review: Attainment Gap - survey results Report on survey results is attached.	27 - 55
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Contact

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Date: 20 February 2015

SUMMARY OF DECISIONS AND ACTION ARISING

NAME OF MEETING: EDUCATION & CHILDREN'S SERVICES SCRUTINY
SUB-COMMITTEE – OPEN

DATE OF MEETING: WEDNESDAY 14 JANUARY 2015

The following is a summary of the decisions taken at the above meeting and identifies the action arising. The first named officer is the person responsible for initiating and co-ordinating the action required.

Clarification or queries on any points should be raised in the first instance with Julie Timbrell

Item No.	Title/Summary of the decisions	Action
1	APOLOGIES	
2	NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT	
3	DISCLOSURE OF INTERESTS AND DISPENSATIONS	
4	MINUTES	
5	SOUTHWARK SAFEGUARDING CHILDREN BOARD REPORT	

RESOLVED

The minutes of the previous years Children's Safeguarding Board will be provided.

The Independent Safeguarding Board chair will be invited to attend the next meeting.

A copy of the DVD on Child Exploitation will be provided.

Item No.	Title/Summary of the decisions	Action
6	REVIEW: ATTAINMENT GAP	
	RESOLVED	
	Edna Mathieson will provide a copy of work undertaken in Lambeth with white working class pupils , produced by Feyisa Demie and Kirston Lewis, and details of a conference held in June 2014.	
	The chair will meet with Edna Mathieson to discuss her work further.	
7	MINI REVIEW: ADOPTION - FEEDBACK FROM ADOPTION FOCUS GROUPS	
	RESOLVED	
	Information from PAC – UK on their work with schools will be circulated.	
8	FREE HEALTHY SCHOOL MEALS (FHSM)	
9	WORK-PLAN	
	RESOLVED	
	FGM scrutiny in a day will be held on a Thursday and a doodle will be sent around to establish the best date for members, officers, outside experts and survivors.	
	The Autism Strategy has been pushed back and will now be taken in March.	
	Members present will each contact four schools and encourage them to complete the Attainment gap survey.	

Item No. 6	Classification: Open	Date: Jan 2015	Meeting Name: Scrutiny
Report title:		Implementation of the SEND provisions of the Children and Families Act 2014	
Ward(s) or groups affected:		All	
From:		Merril Haeusler	

RECOMMENDATION

That committee notes the report on the SEND changes and how Southwark is implementing the requirements of the Children and Families Act and SEN regulations.

BACKGROUND INFORMATION

1. The Special Educational Needs (SEN) and Disability (D) provisions (SEND) set out in Part 3 of the Children and Families Act 2014, came into force on 1st September 2014. They represent the biggest change in SEND legislation for 30 years and have been further clarified by the 0-25 SEN Code of Practice issued in July 2014 and the SEN Regulations issued in August 2014.

The reforms extend provision from birth to 25 years of age and extend rights and protections to young people by introducing a new Education, Health and Care plan replacing SEN statements. Professionals will also provide more tailored support to families, providing help and assistance as appropriate and relevant to needs. The Department of Education has also worked with Mencap to publish easy to read guides for young people with SEND and their parents that explain the reforms to the system.

The key themes arising from this change, and for implementation are:

- To place families, parents and young people at the heart of the changes using a 'person centered' approach;
- A coordinated assessment leading to an outcome focused integrated Education, Health and Care Plan (EHCP) from 0-25 years;
- An EHCP that offers statutory protection for the provision identified and redress to the SEND tribunal from 0-25.
- Jointly commissioned services between the LA (education, social care adults and children's) and health;
- A Local Offer setting out all services available to families, children, parents and young people with SEND from 0-25 and how services are accessed across Education, Health and Social Care.
- The right to request a personal budget for services identified in the EHCP, extending choice and control;
- Bringing all schools, nurseries and FE providers under the same SEND legislation and responsibilities (including academies and free schools)

- Increased access to information, advice and support for parents, carers and young people aged 0-25.
2. Since September 2013 Southwark has been preparing for the implementation of the new provisions. This has been an enormous task and between September 2013-July 2014, the work was led by the SEND Implementation Board, chaired by the Director of Education. A number of work streams were established to focus on the various aspects of the changes and these fed information back into the Board for decision making. This ensured the workload was manageable and all necessary actions were being taken in readiness for the September 2014 start. The majority of the work streams have now completed their tasks but the Board continues to monitor implementation and address them as they emerge.

The workstreams focused on

- Developing a new assessment process and coordinated plan
- The Local Offer and developing the market place
- Personal Budgets
- Developing the life-long pathway (Asd Strategy)
- Preparation for adulthood

At least 2 parent/carers were represented on all workstreams.

Consultation with parents and young people.

3. To prepare for the changes Southwark's Information, Advice and Support (SIAS) Team (formerly known as the parent partnership service) consulted with over 400 parents and young people across the borough to find out what they wanted the Local Offer to look like in Southwark. Parents and Young People attended focus groups and events, completed surveys and took part in working groups to help ensure that services were designed for maximum benefit from September 2014.. The comments, suggestions and views of parents and young people were used as a foundation during the implementation and design phase of the SEND reforms. In addition over 250 young people and parents provided input through on line questionnaires, focus group discussions and through liaison with schools. All Southwark special schools have been visited to discuss changes and needs with the Head Teacher and SENCO's. 16 consultations were held in schools providing opportunity for parents and teachers to add pupil voices and approximately 80 young people contributed to the shaping of the Local Offer.

SIAS is planning regular events to ensure that co-production partnership, planning and delivery is part of our ongoing development of services for children, young people and their families.

Letters were sent to approx 300 parents of children with disabilities, and young people, informing them of the SEND agenda and inviting them to a market place event providing an opportunity for them to meet providers of services for children with disabilities. The purpose of the event was to ensure open communication and clarify any questions parents/carers raised .

The Local Offer (LO)

4. Council's must provide information about all of its services for children and young people with SEND in one accessible place. Southwark's Local Offer is now available www.localoffer.southwark.gov.uk. The LO provides information for parents, young people and professionals on all aspects of SEND from 0-25. Information can be found in the following categories:
 - Education (mainstream schools, specialist schools, applying for schools, early years, education funding, specialist services offered by the council, learning choices at 16+, supplementary education, alternative provision, exclusions)
 - Health and wellbeing (emotional wellbeing, support for siblings, sunshine house services, therapy services explained)
 - Care (carers: including young carers, children with disability service, getting a break from caring, social care OT team, transition team)
 - Education, Health and Care Plans (Appeals, FAQ'S, Transfer to EHC, Requesting an EHC, annual reviews)
 - Growing up
 - Transport (transport to school, parking, independent travel training, other useful information)
 - Employment (apprenticeships, employment advice, training, volunteering) Training, drop ins and events (drop ins, parenting programs, training workshops and personal development)
 - Leisure (afterschool and youth clubs, art and music, holiday play and activities, libraries and sport)
 - Housing (advice, independent living)
 - Information, advice and support (advocacy, mediation and disagreement resolution, Disability benefits advice, individual support for families, support groups for parents and young people, personal budgets)
 - Have your say (forums, get involved in the offer, complaints)

5. The SIAS Team has worked with over 800 parents and young people in the first 3 months either by providing 1:1 support at the drop in services or meetings, phone advice, attendance at seminars and information events. The team has held held 32 training sessions for parents and professionals this term focusing on the SEND reforms. There have been 5,092 page visits to our local offer website since it was launched.

Young People indicated that they wanted a separate Local Offer especially for Young People. This work has commenced and Southwark's Youth Offer will be launched in March 2015.

School's Information Report (Local Offer)

6. All Southwark school websites have been audited to check compliance with the SEND Code of Practice, which requires publication of the schools SEN Information report (Local Offer). All schools have had feedback on their publication and support is being offered to those that require it, with a view to having all schools compliant by Easter.

The Education, Health & Care Plan (EHCP)

7. Working with social care, health colleagues and parents, the SEN team designed a new assessment process and EHC plan. It dovetails with assessments carried out by social care and is contributed to by health professionals. The assessment and plan was trialed prior to full implementation in September 2014. Parents designed a leaflet explaining the process for potential new cases, in order to ensure they were familiar with the assessment criteria and what they might expect throughout the assessment process. In addition, 43 consultation sessions were held with parents, carers and young people, involving 513 consultees providing input to the development of the EHC plan and the content of the Local Offer. Sessions also included briefings and information sessions on the new requirements and changes to traditional practice. To date 22 EHC Plans have been finalised within the 20 week period, and 31 are at the last stage of finalisation. Thirty three plans are in the co production stage. Initial feedback from parents on the new process is very positive. The DFE considered Southwark's EHC Plan as a good example when a case study was requested and it has been published on the pathfinder website.

8. In addition to the new process, the LA must transfer all existing statements to EHCPs within 3.5 years. A transfer plan has been written and published on the Local Offer (see Appendix 1).. Southwark has over 1,500 statements to transfer. The priority for this year is Year 11, sixth formers moving on and year 5. If there is capacity Year 9 and Year 2 will be the next groups to transfer. In addition many young people with Learning Difficulty Assessments post 16 will also request an EHCP to continue in education. In the first term, Southwark has commenced over 200 transfers with a third of these complete. The new process is significantly more 'person centered' and "labour intensive", requiring the trust of the family throughout the process and in co-producing the EHCP with the family. Meeting the 20 week assessment and plan timeline has been very challenging in our first term of operation. The team is committed to securing well written, consistent plans of high quality, establishing a high standard, and this is the focus of our first year of work.

9. The facilitation of SEN Young People Post 16 from school to Further Education and Training has been a major priority. Over 200 young people have been moved in to FE provision in the last 18 months. The Council uses a range of post 16 providers. The local providers are variable in quality but there are also good and outstanding providers that are available locally. The local Independent Specialist College, Orchard Hill is judged 'outstanding' and NASH is judged 'good'. Bromley College is judged 'good' and all are used.

10. We have made funding available to support children in the early years who may require additional support but who at this stage do not have an EHC plan. This funding can be applied for by all early years settings including the private and voluntary sectors. In addition the Early Help Service works with families where there are early indicators of a special educational need and can support

families through the EHC assessment process and beyond if required.

Personal Budgets (PB)

11. A personal budget is the total amount of money per year that is allocated to meet the needs of children and young people. A PB offers more flexibility, choice and control about what works best by involving the family at the outset in identifying needs and determining the best individual support. This is done through an individual assessment by a social worker as part of the EHC plan or at any time a Personal Budget is requested. Once the assessment is complete a budget is allocated to the child/young person using a "Resource Allocation System" (RAS), a formulae used to calculate the sum of money rather than the previously used "hours of home care" or "days of day care". Once clear about the amount of money available as a Personal Budget the parent/carer and/or young person is able to complete a support plan, with the help of the social worker, and with reference to services available on the Local Offer.
12. The agreed support plan must meet the identified needs and stated outcomes for the child or young person before the services are put in place. Personal Budgets are paid into a bank account or managed on the child/young person's behalf by the local authority or an agreed managed service. Cash payments are not made.
13. In order to ensure that families being introduced to Personal Budgets feel well informed about the possibilities now open to them a range of activities has taken place:-
 - The Personal Budget workstream that included Education, Health and Social Care professionals, and parents who were part of the Parent Carer's Council, advised on the assessment process and suggested various helpful tools. Parents helped produce a parent's flyer and guide to Personalisation and the Personal Budget Policy.
 - In addition to the various SEND events across the authority the Children with Disabilities service held two information sessions to focus on SEND and Personal Budgets. The events were attended by 32 parents of children receiving care packages. Although these events did not lead to requests for Personal Budgets, 5 parents expressed their interest in support planning training and are currently receiving this with a view to requesting a Personal Budgets for their children. The Local Offer has been highlighted as an important tool for parents and young people as it offers a menu of services providing families with options and suggestions for alternative uses for Personal budgets.
14. The development of personal budgets is well underway. Social Care are the most advanced in this area with personal budgets for health services only being available to those who meet continuing care criteria. Personal budgets for educational services is a very new and developing area. Some families have personal budgets for home to school transport. Personal budgets as part of the EHCP process are beginning to be requested and policy in this area continues to be developed.

15. Social care personal budgets have already been provided in adult social care for three years, and offered by the transition team for young people from 16yrs+ since the team commenced operation in January 2013. Personal budgets are now being offered for children with disabilities and social care needs. The CCG is also offering personal budgets for children and young people who meet the criteria for NHS continuing healthcare

Preparing for adulthood

16. A Preparing for Adulthood programme has been established to ensure aspirations are raised and the system is oriented to support young people with SEND to transition into adulthood successfully and meet their full potential. The council is working with the National Development Team for inclusion (NDTi) who run the national Preparing for Adulthood programme for the Department for Education to assist with the local programme, ensuring Southwark can learn from best practice elsewhere and benefit from external expertise and challenge. The council has identified a small group of 15 young people with SEND who as part of the project with NDTi will be supported to develop person centred transition plans that describe the type of support they need to move into adulthood with the following outcomes:

- Employment
- Housing and support
- Friends relationships and community inclusion
- Health and wellbeing

17. From these plans we will identify what is in place in Southwark to help people achieve independence in adulthood and what is missing. We will then work with post 16 providers eg: colleges and other partners, to develop person centered support that helps young people improve their lives. This approach to changing the local system and culture builds on the learning from the national **Getting a Life** programme, focusing on co-production and partnership with young people and families.

In November the Council held a Preparing for Adulthood Stakeholder Visioning event with parents, young people and professionals from the various agencies and support providers to coproduce a Southwark vision. The vision has been recorded in a video and placed on the Local Offer website, so that it is easily accessible to young people with SEND and their families and local professionals. The first of four workshops has already taken place to address the changes needed to help people achieve the life outcomes, beginning with the employment pathway. Actions arising from these events with stakeholders will be overseen by the Preparing for Adulthood Steering Group, chaired by the Head of Disability and Independent Living in adults services, with parent representatives and professionals, and ensure delivery of better information and stronger community service.

Joint Commissioning

18. There is a new requirement to ensure joint commissioning arrangements for education, health and social care, in particular to:

- Secure the EHC needs assessment
- Secure the provision required as a result of the assessment
- Agree Personal Budgets

Additionally, there is a need to agree how provision will be secured and how disputes between the parties will be resolved.

Southwark Council and NHS Southwark Clinical Commissioning Group (CCG) have a good history of joint working and commissioning. There is already in place a comprehensive s75 agreement which enables joint commissioning, with clear governance and management of the arrangements. It also includes the process for managing any disputes.

This agreement enables us to rapidly set up joint commissioning arrangements for provision that is identified during the EHC process. As more of these assessments are completed, we will be able to identify key areas and outcomes that are being identified and look to strategically commission services to help achieve those outcomes. We will utilise the information we have from our consultation events to identify initial areas to explore joint commissioning in the coming months (e.g. issues with access to and experiences of therapies have been a common theme across our consultation to date, and we will explore joint commissioning opportunities to help address those issues).

Workforce Development

19. Five training sessions have taken place to communicate information about the SEND changes to a range of stakeholders including staff in schools. These sessions briefed staff on the SEND reform as well as providing change management training for staff. There have been information and consultation sessions for Head Teachers, School Governors, FE providers, preschool providers, parents, young people and all professional groups in health, education and social care as well as the voluntary sector. This will continue as there remains an ongoing task of information sharing and cultural change that will take time to embed. Workforce reform remains an ongoing issue and the SEN Team has been undergoing a reorganisation and retraining to align itself better with the new ways of working.
20. SEND briefing sessions have also been delivered to Social Care staff, and 'identifying good outcomes' national training will be delivered in February for key champions who will be expected to cascade this training to professionals within their respective service area.
21. The social workers in the Children with Disabilities service have received personal budget and support planning training as all the children supported by this service will be eligible to receive Personal Budgets. There are currently 142 children with disabilities receiving care packages with nearly half in receipt of direct payments which allows them to procure services in the form of carers for their child. Personal budgets will provide the opportunity to procure other types of services for children and young people within their own communities enabling them to progress, make friends, build relationships and achieve good outcomes. Over the next year the Children with Disabilities service plans to support parents to transfer from direct payments to Personal Budgets.

Policy implications

22. The SEND changes instigated through Government Policy and the Children's and Families Act reflect the Council's commitment to equality and diversity and are about young people with SEND and their families taking ownership of their lives and having local services available for them to live happy, healthy and fulfilled lives reaching their full educational potential. This fits well the Council's Fairer Future ethos and it is reflected in the Children's Plan.

Resource Implications

23. In order to implement the new reforms, there have been considerable workforce changes, developing the skills and expertise of staff to work with parent/carers in a different way to that which they have in the past. An increase in the number of Educational Psychologists has been required in order to conduct assessments for transfers from Statements to EHC Plans. A priority has been to skill SENCO's in schools to take increased responsibility for the development of plans and to assist in transfers. This has required additional training and support for school staff.

The DFE has provided a one off Reform grant to assist with preparation of the new requirement (£577,000) and an implementation grant (£302,786) to support Local Authorities for the implementation period. Additionally £100,000 has been allocated by Southwark as Core budget to help implement these changes.

It is expected then, the LA will absorb the new requirements and practice into their traditional budgets.

APPENDICES

No.	Title
Appendix 1	Transfer Plan
Appendix 2	Quarterly Report for Southwark Information, Advice and Support Team
Appendix 3	

AUDIT TRAIL

Lead Officer	Merril Haeusler	
Report Author	Merril Haeusler	
Version	final	
Dated	18 February 2015	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments Included
Director of Legal Services	No	No
Strategic Director of Finance and Corporate Services	No	No
Other officers:		
Yvonne Ely	Yes	Yes
Peta Smith	Yes	Yes
Alex Laidler	Yes	Yes
Cara Jones	Yes	Yes
Cabinet Member	Yes	No
Date final report sent to Scrutiny Team		18 February 2015

London Borough of Southwark
Southwark Transfer Plan
September 2014

Transfer of statements/Learning Difficulty Assessments (LDAs) to Education, Health and Care plans (EHC Plans)

1. Background

In accordance with the Children and Families Act 2014 and the Transition statutory guidance issued August 2014, all statements must be converted to EHC plans by 1st April 2018. (Just over 3 years).

All young people who receive support as a result of an LDA who are continuing in FE or training beyond 1 September 2016 who need an EHC Plan should have one by 1st September 2016.

No statements or LDAs can 'lapse' under the new Code. All must be reviewed to be ceased or transferred.

2. Consultation

As part of the SEN and Disability reform programme in Southwark, over 400 parents have been actively involved in consultation events about the changes. Parents have been involved in drawing up an information leaflet for parents about the transfer process and this has been sent to every parent of a child with a current statement in September 2014.

All Southwark Schools were invited to sessions in the Summer Term 2014 about the changes where transfers were discussed and sessions have been held for school Governors which are ongoing this term.

Consultation with some young people has taken place and will continue over the course of this year.

Health and social care professionals have had briefings both in the summer term and continuing into the autumn term 2014.

3. Numbers to be transferred and annual plans

The table below shows the planned number of transfers in each academic year, per year group.

The year groups that MUST be done each year is explained below in section 4.

Total transfers to EHCP per year

	-1	2	5	9	11	12	13	14	Total
2014-15	1	86	96	124	134	63	57	37	598
2015-16	0	67	110	132	124				433
2016-17	0	38	99	100					237
2017-18	0	1		106					107
									1375

The table below shows the number of LDAs currently maintained by the LA.

LDA Data transfers

Year groups	Year 12	Year 13	Year 14	Year 15	Year 16	Year 17	Year 18	Year 19	YEAR 20	Total
Approx age	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	
number	83	45	66	123	84	94	101	27	20	643
Transfer year (deadline 2016)	15/16	14/15	15/16	15/16	15/16	14/15	14/15	14/15	14/15	

4. How will Southwark LA work with schools to transfer statements to EHCP's and in what order will these be carried out?

Further statutory guidance was issued by the Department for Education in August 2014 about the transfer process.

In all cases the transfer meeting will take the place of the Annual Review meeting for the year that the transfer review is completed.

Some new regulations have been put in place that apply between **September 2014 and September 2015**. This means that the LA has to:

- Complete any transfers for young people who receive support as a result of an LDA who request an EHC needs assessment;
- Complete transfers for young people moving into FE or training from school in September 2015 (by May 2015)

In most cases this means that young people in year 11 and school sixth forms moving onto FE are the cases that MUST be transferred this year.

Children moving to secondary school in September 2015 can transfer with a statement.

Other groups that are a focus are:

Any child facing a key transition point:

- Entry to primary school in 2015
- Entry to junior school in 2015
- Year 5 (entry to secondary school in 2016)
- Year 9
- Year 2
- Young people leaving custody
- Children/young people moving in from another LA area
- Young people transferring from a mainstream school to a special school or vice versa.

In addition, any child who had a non statutory plan prior to September 2014 will have their plan issued as a statutory EHCP.

From September 2015 and 2016 the same groups will be the priority. The only change is for young people moving into FE the process must be complete by the end of March each year.

Key transition points will then be the focus in each year as in the table set out in 3 above.

In year 4 (September 2017-March 2018) any cases that have not been transferred in the previous 3 years, for whatever reason, will than be transferred.

5. How will parents, young people and schools find out when transfers are to take place?

All parents of children with a statement have been sent a leaflet setting out the order of transfer. All schools have also been sent a copy.

All schools will receive a letter setting out their transfer reviews in each year. In addition, the Transfer Team Leads will liaise with schools about the need for up to date reports prior to the transfer reviews being held.

Direct support will be offered to schools in the form of resources to support the process in school, direct training from the LA for the school SENCo and ongoing officer support at the transfer reviews and as needed.

Until a transfer review has taken place, schools should continue with the annual review of a child's statement. Schools and the LA will be running both processes for the next 3 years.

Primary Phase

The distribution of statements is not even across Southwark primary Schools. Some schools have high concentrations of statements whilst others have very few.

The priority groups will be:

Year 5 children in 2014/15
Year 2 children in 2014/15

Year 5 children in 2015/16
Year 2 children in 2015/16

Year 5 children in 2016/17
Year 2 children in 2016/17

Any remaining children in September 2017 must have their statement converted by April 2018

This timetable allows all primary statements to be converted by April 2018.

Secondary Phase

All secondary schools in Southwark have pupils with statements of SEN. The priority group will be year 11 over all 3 years of the conversion process. In addition, each secondary school with a sixth form may have young people moving into FE, these must be a priority where these young people are on a school roll. Finally, as many year 9 statement transfers as possible should be carried out over the 3 year timetable. In this way all statements in secondary schools will be converted by April 2018.

At year 9 all cases will transfer to the oversight of the SEN Post 16 Team (to be renamed the Preparation for Adulthood Team). For the next 3 years this team will focus on the conversion of statements to EHC plans for the priority groups stated above.

Special Schools

The process is more intense in special schools as every pupil will require a statement transfer.

The Senior Adviser SEN will be lead officer on special school transfers. The same principles for order of transfer as above should be applied.

6. The transfer Review process

The LA must undertake an EHC needs assessment. This means:

- If information (advice) already exists that is current (no more than 2 years old) and all parties are in agreement this is sufficient, it is that information/advice that is used for the EHC needs assessment;
- If the information is out of date, new reports need to be requested. The Transfer Team in the LA will organise and arrange for an up to date Educational Psychology report to be carried out. Schools need to work with the LA transfer team closely on this. Reports from other relevant agencies should be requested by the school as for annual reviews;
- Parents/carers will be asked to contribute to the reports by the school. Support is available for this from SIAS (see & below)
- Dates for the transfer reviews need to be set by schools for the year. Dates need to be communicated to families and the LA in good time. All parents of children with statements are being sent a simple leaflet about the transfer process. A timetable of actions for the school regarding transfers is already available on the secure website. Link: <http://www.southwark.gov.uk/downloads/download/3900/ehcp>
- Schools need to ensure that their SENCo books onto an LA transfer review training session;
- Schools collate reports and send to parents, the LA and other relevant professionals at least 2 weeks prior to the meeting;
- Schools need to complete as much of the EHCP as possible from the reports received. SENCo training is available for this;
- Children and Young People need to be prepared by schools for their transfer meetings. The meeting must be person centered and involve the family as equal partners in the process. The LA will offer training sessions to support schools with this;
- For post 16, the young person is the lead if they have the mental capacity to do so. In some cases, for special school children, the parents will remain the lead but there will be cases, particularly in mainstream, where young people will be able to lead their own input to their plan;
- Schools will hold and Chair the meetings. LA staff will attend as needed;
- The draft EHCP will be sent to the LA, it will be quality assured and issued in draft to the family;
- The final EHCP will be issued once the family have commented on the draft and amendments considered;
- The process should be completed in 14 weeks for statement transfers and 20 weeks for LDA transfers.

7. Help and Support with queries

Parents/Carers

The Southwark Information and Advice Service (SIAS) is available to all parents and young people to offer direct advice or signpost to the right service.

Contact details: Email sias@southwark.gov.uk
Tel: 020 7525 2886

Schools

The transfer team is being led by:

Hanna Hancock and Emma Pearl for updated EP advice
JohannaHanna.Hancock@southwark.gov.uk
Emma.pearl@southwark.gov.uk

School SENCo Training and support for primary schools is being led by:

Maria Blanchard-Rowe
Maria.Blanchard-Rowe@southwark.gov.uk

Special School and Resource Base Support is being led by:

Ian Morris
Ian.Morris@southwark.gov.uk

Secondary Support and LDA transfers is being led by:

Isabel Ladeira
Isabel.Ladeira@southwark.gov.uk

For independent and Non Maintained Schools information and signposting:

Barbara Hulus
Barabra.Hulus@southwark.gov.uk

8. Monitoring

The Head of SEN will oversee the Transfer strategy and process in collaboration with staff listed above, schools, settings and other agencies such as health and social care.

A report on the progress of transfers will be published annually (each September until 2017) on the Southwark Local Offer. A final report will be published in April 2018.

Southwark Information, Advice and Support Team

For parents and young people with SEND, 0-25

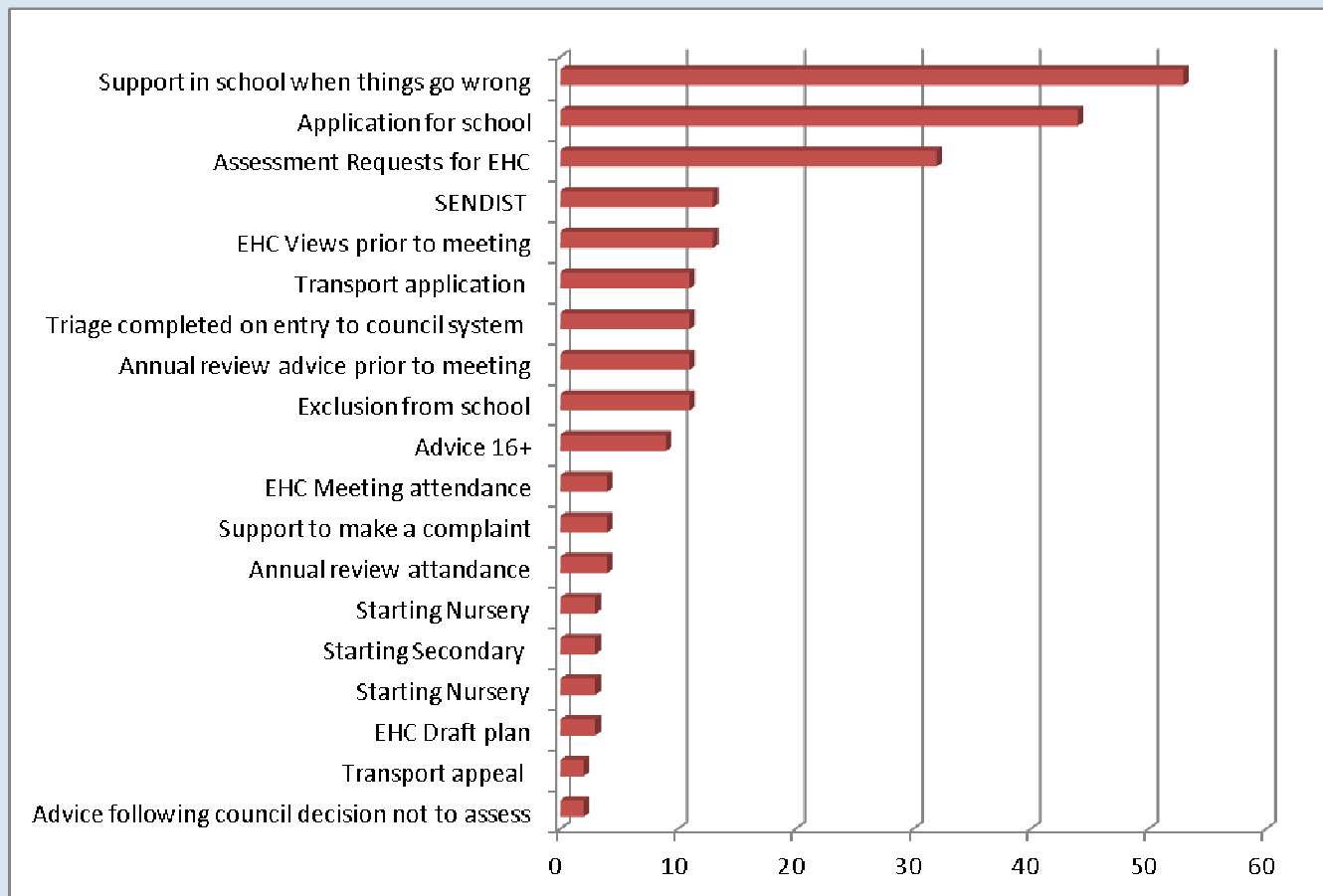
QUARTERLY REPORT

1st September to 31st November 2014

The team provide Information, advice and support in a variety of ways including face to face, telephone, specialist casework and training. The team also manage Southwark's Local Offer and provide school preference advice for all families. We work with families and young people upto the age of 25. Although the service is funded by the council it is impartial and at arms length to the council. The line management of this service is separate to the services which make decisions and policy. Our market is **7,500** children and young people with SEND in Southwark. The cost of the service is **£7.60** per head per quarter.

Performance Information advice and support

273 parents and young people accessed our **drop in services** at Sunshine House and Peckham Service Point and received specialist casework support in the following areas;



Specialist casework service

58 Meetings were attended with parents and young people including TAC meetings, appointments at Tooley Street, Social Care meetings, informal mediation sessions

3000 incoming and outgoing telephone calls taken at Tooley Street office. **83%** of incoming calls were answered first time.

Triage service

In September 14 we implemented a system that we designed and developed after winning a national bid with the Council for Disabled Children to think about the delivery of Independent Support (IPS). This **unique** system is designed to welcome each new family into the council system and for us to assess the type and level of support that all families require developing a personalised approach to support our most vulnerable families.

61 new families entered the council system this quarter and **19** attended their triage appointment.

378 Parents, young people and staff attended events, training and seminars organised or presented by SIAS

In the autumn term we held information sessions at the Maudsely for staff, Southwark Sickle Cell Family Day, Governor training, CAMHS @ Sunshine House for staff, Co-design workshop, **6 week Cygnet course for parents, local offer launch**, Inset at Summerhouse PRU, Transition team meeting, **starting primary school event, starting secondary school event**, preparing for adulthood, specialist family focus team meeting.

Sessions for parents held at the following schools; Southwark Park Primary School, Townsend Primary School, Charles Dickens Primary School, Heber Primary School, St Peters Walworth Primary School, St Mary Magdalane Primary School, St James The Great Primary School, St Josephs Borough Primary School, Ilderton Primary School, Peter Hills Primary School, Camelot Primary School, Alfred Salter Primary School, Goodrich Community, Little Saints, Rotherhithe Primary School, Kintore Way

Highlights from this quarter

- The Children and families act 2014 came into legislation in September. During the first quarter the team were busy being trained, reading and working with Parents, Carers and other Council Teams to implement the new laws.
- On 1st September 2014 we went live with Southwark's Local Offer which was implemented by the SIAS team and designed in conjunction with Parents, Young People, Schools and Colleagues from across services.
- The team are involved with projects across services providing specialist support based on our everyday experience working with families. This quarter we were involved with the on-going work on personal budgets 0-25, preparation for adulthood pathway,

Our focus for the next Quarter

What's new and different next quarter?

- Youth Offer modelling our Local Offer but for young people 16-25 launching in April 15
- Young Offenders Offer responding to the guidance assisting young offers with SEND from April 15
- The development of SEND Training course to be delivered to parents, young people and staff to learn about the law, processes, services in Southwark.

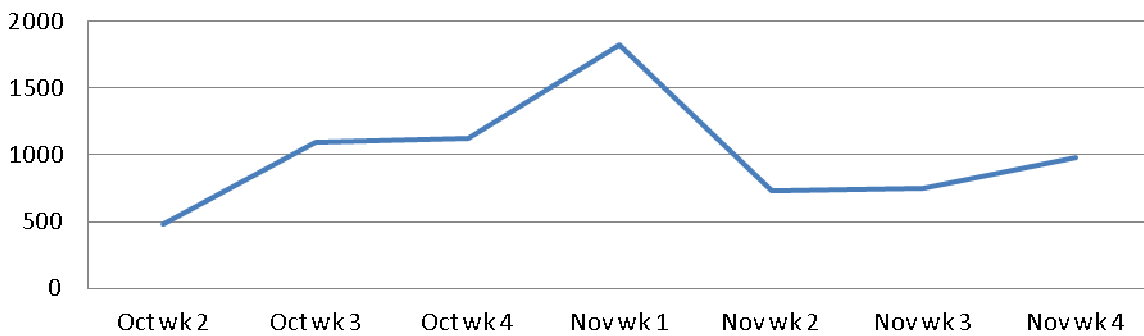
LOCAL OFFER

LONDON BOROUGH OF SOUTHWARK

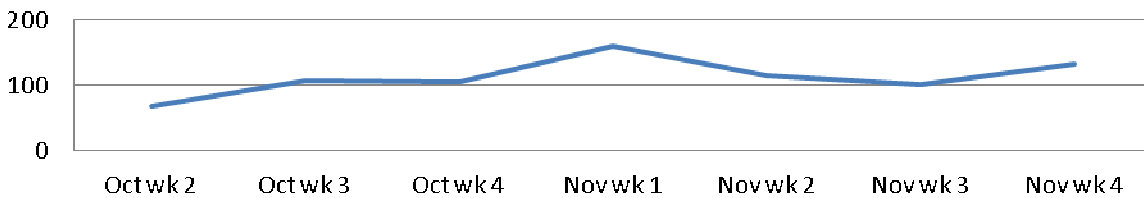
The Local Offer sets out in one place all of the services and information that parents and young people might need to access in Southwark. This is a statutory requirement which has its own legal framework in which we must operate. Please visit the site www.localoffer.southwark.gov.uk

6984 Pages were viewed on the local offer website since the analytics were installed mid October. **791** users accessed the Local Offer during this time.

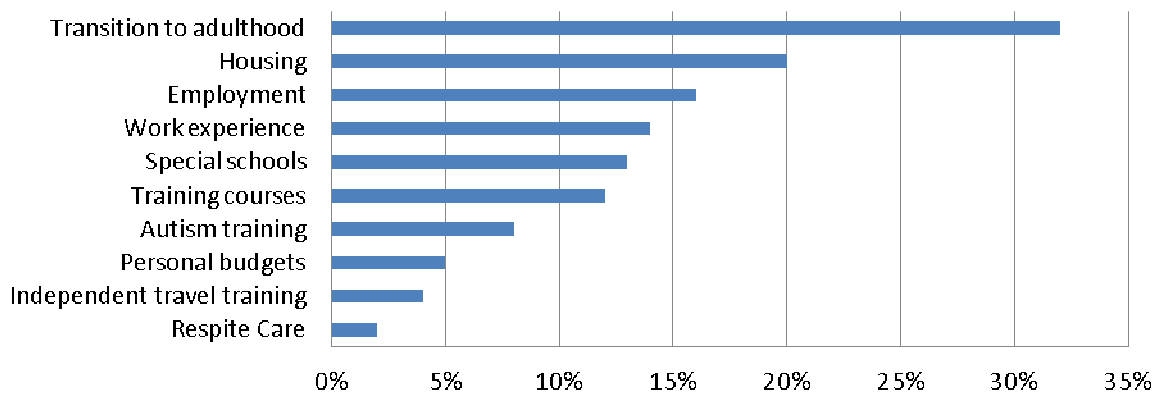
Local Offer Page Views

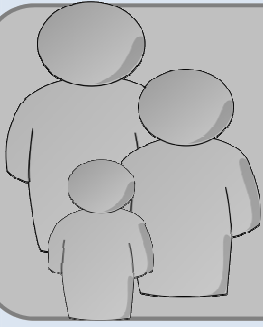


Local Offer Users



Top ten most searched items on LO





“what our families have been saying”

'I just want to thank you for all your advice and support throughout this time, it really helped us and kept me motivated in fighting for my child. I guess with organisations like yours, there are success stories.

Thanks again and keep up the good work.' (Mum SE22)



“English is not my first language so the team helped me with reading and writing during the assessment process” (mum SE15)



“We’re ok in meetings but when it comes to writing we need help with that” (Mum and Dad SE1)



“I’m not the kind of person to ask for help I’ve been very independent all my life but now I need help for my children” (Mum SE5)



“I was completely frustrated I didn’t know where to go for help” (Mum SE15)



Twitter: @swklocaloffer
Followers: 28



Item No. 9a	Classification: Open	Date: 23 February 2015	Meeting Name: Education and Children's Services Scrutiny Sub-Committee
Report title:		Timeliness of adoption	
Ward(s) or groups affected:		All	
From:		Director of Children's Social Care, Children's and Adults Services	

BACKGROUND INFORMATION

The Scrutiny Sub-Committee requested further detailed information on the timeliness of adoptions for under 2 year olds, for different ethnic groups and for children with special needs and disabilities.

KEY ISSUES FOR CONSIDERATION

1. Under 2s

The timeliness of adoption for children under 2 years of age has improved steadily since 2010/11. In 2010/11 it took under 2s an average of 552 days from entering care to being placed for adoption with their adoptive families for those that were adopted. In 2014/15* this has decreased to 287 days. This is a 265 day improvement.

Some children are already living with foster carers who go on to adopt them. When this is taken into account the average time from entering care to moving in with their adoptive family is lower at 223 days for 2014/15*.

Timeliness is monitored by the Adoption Taskforce which oversees performance on adoption and is an additional layer of scrutiny to ensure that there are no avoidable delays for children.

2. Ethnicity

The data below shows the significant improvement in timescales for children from almost all ethnic groups between 2010/11 and 2014/15*. It also shows that despite this there continues to be a challenge in finding adoptive families for children from of black and mixed ethnicity backgrounds. When taking into account that some children are already living with foster carers who go on to adopt them the data shows more improvement, although, challenges remain.

The Adoption Service is continuing to develop and improve its practice model and managerial oversight to reduce delay in all areas to ensure there are no barriers to matching children with adopters. It is also focusing on improving its offer of support for adopters, as well as the recruitment of more adopters who will meet the needs of children who wait longer. This involves targeted recruitment campaigns, community

engagement work as well as developing partnerships with other adoption agencies across the South London region.

Average time between a child entering care and moving in with its adoptive family (days)

All children who were adopted between 1 April 2010 and 31 December 2014				
White	Mixed	Black Caribbean	Black African	Black Other
530	704	684	791	842
All children who were adopted this financial year - 1 April 2014 and 31 December 2014				
White	Mixed	Black Caribbean	Black African	Black Other
259	494	340	672	864

All children who were adopted between 1 April 2010 and 31 December 2014
Adjusted to include adoptions by foster carers when children placed for adoption

White	Mixed	Black Caribbean	Black African	Black Other
423	496	427	787	608

The current national timescale for children of all ages and ethnicities is 487 days. Although, Southwark does not currently meet this target, at 504 days we are close. This is a significant improvement compared to five years ago when our performance was 736 days.

As part of our quality assurance audit programme we will be undertaking a case audit of black African and Black other children in February to better understand the reasons behind delay, so that we can take steps to reduce the gap.

Out of the 33 children adopted in 2014/15* nine (27%) were transracial adoptions. Eight of these nine were White adopters adopting BME children and one was a Black adopter adopting a White sibling group. This adopter had been their foster carer.

3. Special needs / disabilities

In 2014/15* one child with a disability was adopted. He was a two year old Black African boy and he was placed with his foster carers who adopted him. Time from entering care to moving in with his adoptive family was 35 days which is the second best time for all children in 2014/15*.

Another three year old White British boy with a disability has been placed for adoption with his foster carer who has also decided to adopt him. This child was one day old when he was placed with his carer and when he is adopted timeliness will be one of the best for all children adopted in the current financial year.

**2014/15 figures show results up to the 31st of December 2014*

AUDIT TRAIL

Lead Officer	Rory Patterson - Director, Children's Social Care, Children's and Adults' Services	
Report Author	Sadie Dann - Policy Officer	
Version	Final version	
Dated	17 February 2015.	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments Included
Director of Legal Services	No	No
Strategic Director of Finance and Corporate Services	No	No
Cabinet Member	Yes	No
Date final report sent to Scrutiny Team	17 February 2015	

Education and Children's Services
Scrutiny Committee



Survey Results Narrowing the Attainment Gap –

Submissions from schools on how they are narrowing the gap between the most vulnerable children in Southwark and their peers.

The Education and Children's Services Scrutiny Committee 2014/15 conducted a review focused on raising attainment levels for pupils in the borough and contributing to the new administration's commitment to guarantee education, employment or training for every school leaver in Southwark.

As part of this review the committee devised a survey asking headteachers to outline how their schools were narrowing the gap in outcomes. The survey asked six questions and called for case studies from Southwark schools to demonstrate how they have, or are about to narrow the attainment gap.

17 Schools contributed to the review:

Compass School Southwark (Secondary)

Bethlem & Maudsley Hospital School

Nell Gwynn Nursery School

Comber Grove Primary School

Redriff Primary School

Ilderton Primary School

St Michael's Catholic College (Secondary)

Notre Dame RC Girls' Secondary School

City of London Academy –Southwark (Secondary)

St Paul's Church of England Primary School, Walworth

St. Johns' Roman Catholic Primary School

Grange Primary School

Albion Primary School

St John's Walworth Church of England Primary School

St John's and St Clement's Church of England Primary School

Surrey Square Primary School

Carwford Primary School

1 What are the key groups of pupils needing extra help that your school has identified?

All pupils in this local, regional and national facility - any pupil arriving here will need extra help (Bethlem & Maudsley Hospital School)

Boys White British Children with challenging behaviour SEN EAL
Boys Caribbean Boys G + T
(Nell Gwynn Nursery)

EAL SEN Mobile children who are CP or CIN (Comber Grove)

More Able children. Disadvantaged children (Redriff)

We have several cohorts of children that require additional support, mainly children that have been identified as having additional educational support needs, economically disadvantaged children and our traveller community. (Ilderton)

The key groups of pupils identified on the basis of detailed evaluation of both prior data and the colleges' own termly data are: Pupils in receipt of the Pupil Premium and in particular pupils in receipt of the Pupil Premium who have been identified as being vulnerable or having an SEN/D need. (St Michael's Catholic College)

EAL students / FSM Ever6 students / White British students with poor attendance / Asylum seeker / refugee students / Young Carers
(Notre Dame RC Girls School)

Our key groups are White British (particularly boys); students with SEN needs (particularly those formerly identified as School Action); Pupil Premium students and G&T students/students targeted 8 A*-Bs.
(City of London Academy , Southwark)

Pupil premium. Those without recourse to public funds, in particular those awaiting decisions from the home office regarding immigration status.(Surrey Square)

EAL - nearly 50% of our pupils speak English as their second language. We have many pupils who start the term/ arrive mid-year in lower a& upper KS2 with no spoken English - children with special educational needs who need EHC - Children on CIN or CP plan (Crawford)

Children with special educational needs Disadvantaged pupils (St. Pauls' Church of England School)

Children join St. Johns' from a variety of heritages and backgrounds with 27 languages spoken in the school community. In EYFS the 'vulnerable' children tend to be those coming from homes where English is not the first language used. Another vulnerable group are 'boys' therefore the focus is given to promoting opportunities for speaking and listening as essential 'early learning' skills. This is achieved by high pupil: adult staffing ratios as well as support from the school based speech and language therapist to promote language skills. Another vulnerable group are 'white working class boys'. These pupils are very often from single parent households and can present as less focused in class sometimes with challenging behaviour, or with apathy towards learning. (St. John's Catholic School)

At Grange we have identified FSM Ever 6 and SEND pupils as key groups of pupils who need extra help in order to improve their outcomes and become in line with their other peers, the LA averages and national averages. In addition, we closely monitor outcomes for various ethnic and gender groups in all year group; these vary from year to year. (Grange Primary School)

SEN, EAL, Families that do not have high aspirations for their children (Albion School)

Speech and language EAL Higher ability Dyslexic/short term memory Emotional and social communication (St John's CE Walworth)

Pupil premium (St John's and St Clement's)

2. What are the gap(s) in achievement that you are you trying to narrow? 150 words

Academic performance and achievement of: - Pupil premium eligible students (the majority) against those who are not - Students new to the UK (EAL) in English - African/Caribbean heritage students in Maths - Most able (G&T) students in all subjects " (Compass)

Due to the relatively short stay in hospital we focus on literacy and numeracy gains (Bethlam & Maudsley Hospital School)

Writing, Numbers and Understanding the World

We are striving to ensure that all our children make 3 points of progress. Schools target 80% of pupils achieve 40-60E against EYFS curriculum (Neil Gwynn Nursery School)

Yr 2 and Reception children who have EAL and/or have very little support at home either because of EAL of single parent household and no access to public funds (Comber Grove)

Increase attainment in Maths - across the board. Increase the number of 5+ aggregate in Maths and English (Redriff)

We meticulously scrutinise our school data to ensure that any identified gaps in attainment are eradicated in the most time efficient way possible. We do not use any social or other perceived barrier as an excuse for attainment gaps, it is our duty to ensure ALL children make accelerated progress well above local and national indicators (Ilderton Primary School)

-In KS3 we focus on narrowing the gaps in the levels of progress achieved by Pupil Premium and Non Pupil Premium pupils in English, Maths, and Science as well as overall progress to targets across all subjects. -In KS4 our focus is on narrowing the gaps (St Michael's Catholic College)

We are trying to ensure that a student's social background, housing conditions, language difficulties and economic situation do not prevent her from achieving her potential and so enable her to have opportunities in the future. We try to raise the aspirations of some of the families who do not give the same value to the education of girls that we do. We want to narrow the gap in terms of attendance and attainment.
(Notre Dame RC Girls' School)

We historically had a gap with boys exceeding girls, which subverted the national trend. We have since reversed the gap and girls now exceed the attainment of boys, so we are now focusing on boys attainment. We are also focusing on the gap between levels of progress of SEN students and the attainment of students with now recorded SEN needs. Additionally, though it is not as poor compared to national average, the gap between Pupil Premium students A*-C and non-Pupil Premium students has widened slightly at the school. Finally, we are working to close the gap between levels of progress of our top band students against the levels of progress of our middle band students. Students targeted A*s and Bs are not securing progress as consistently as their peers and therefore the number of A*s and As the school achieves is not at national average in many areas. Finally, White British students do not achieve as well as their peers in other ethnic groups.(City of London Academy – Southwark)

It is expected that children with special needs will attain lower than children without special needs, but children with special needs are not always making similar rates of progress to children with no special needs across the school. Disadvantaged pupils are not attaining the same levels as other children, although in many cases they are making faster progress than other children, and the gap is therefore closing. (St. Paul's Church of England School Walworth)

At present there are no significant gaps in achievement, but this is due to a number of strategies. In KS1, the acquisition of phonics as the building blocks of reading is a focus. Any child who is not keeping up with the phonics programme receives extra input, usually in a small group situation or on a one to one basis. By the time the children are in Year 2, progress particularly in reading, writing and maths is being tracked even more closely with additional support given to those at both ends of the ability spectrum. This tracking continues throughout each academic year with there being three data collection points. Where progress is stalling, interventions are put into place. Sometimes it is a catch up programme run by a teacher or a learning support assistant. The Learning Mentor is used to help pupils with barriers caused by self-esteem, confidence issues, social skills difficulties and behavioural problems. She will also work with parents where appropriate or sign-post parents to further support. Towards the end of KS2, provision is made in order that accelerated progress is a focus for all pupils. This provision is through bespoke intervention support for groups and individuals by additional teaching staff or a HLTA. (St. Johns' Catholic School)

We strive to create an environment where all children feel valued and all children are learning to high standards. We deploy various strategies, teaching and learning, assessment for learning and feedback to students, including individual or group support to close the achievement gap. Although all groups of children achieve well at Grange, their attainment and progress outcomes could vary from year on year. We use RAISEonline alongside the schools own tracking data and other data analysis to monitor and address disparities. In 2013 RAISEonline, the following gaps have been identified: -the average point score by FSM Ever 6 pupils at the end of KS2 in Writing compared to national averages, -the average point score by FSM Ever 6 pupils at the end of KS2 in RWM combined compared to national averages, - the number of pupils attaining L3+ in KS1 and L5+ in KS2 in Writing and Mathematics. (Grange Primary School)

Speech and Language Emotional Development Literacy (reading and writing)
Maths Access to, and knowledge of, The Arts and The Wider World (general knowledge) (Albion)

No discernible gaps on learning except for pupils who have a diagnosed learning problem and are designated SEN. This is confirmed by Ofsted, Raise online, school assessments and published performance statistics. This was the case before and after Pupil Premium funding. (St Johns Walworth)

Engagement in learning Motivation Ability to focus G&T Leading to underachievement in reading and writing skills (St John's and St Clement's)

Pupils being school well behind national averages. A particular need is identified in speaking and listening skills.(Surrey Square)

Achieving L5 for NFSM in a more consistent way (Crawford)

3. What specific options have been identified to improve attainment for each group of pupils and what has been achieved. 150 words

Quality First Teaching “ We have a strong focus on staff CPD, with internal programmes of support and weekly CPD activities for all staff. -Reading interventions - All students reading ages established on entry, with students reading below their age (Compass School Southwark)

Highly personalised curricula derived from our baseline assessment on admission (Bethlem & Maudsley Hospital School)

Engage fathers in the FRED programme Appoint experienced member of staff TLR 3 to improve behaviour . Forest school .More activities to address boys needs - use of big movements, climbing opportunities, chance to develop deep muscle strength through proprioceptor programme developed with occupational therapist. Whole staff inset on making Maths fun.

Targeted interventions for SEN who are making exceptional progress (ie between 3 and 15 points of progress) sensory room, TEACHH, EHP's . Working with families to resolve poor housing , providing FT nursery places. Targeted support in Maths & Literacy . We have a very long list of what we do - much more then fit in this box. (Nell Gwynn Nursery School)

Intervention classes in school on top of normal lessons parent support groups and workshops to help them learn the basics so that they can teach their children (Comber Grove Primary)

Governors focus group meeting fortnightly to challenge leadership. * Daily setting involving the best teachers and specialist teachers from secondary school. *Saturday school (Class teacher lead) for specific targeted children. * Holiday teaching (Class teacher lead) for specific targeted children * feedback and response marking * regular data lead, adjustments - forensic use of data.(Redriff)

We meet with our class teachers every 6 weeks to look at pupil progress, this is triangulated with observations of teacher performance, recorded outcomes and interviewing children about their learning. We then have the option of being fully responsive to any identified needs in terms of additional support and interventions. We only use tried and tested, high quality impact interventions, alongside high quality whole class teaching to ensure that children are progressing in line with our high expectations. (Ilderton Primary School)

The following options and interventions were identified as being necessary to improve attainment of those pupils in receipt of the Pupil Premium: - Curriculum and Teaching Support -Revision days, Study Clubs and Holiday Revision sessions -Overstaffing in core subjects -Bryanston Square Unlock Project with business partners to raise aspirations -PWC mentoring scheme - SEN/D and Literacy Support using Graduate level teaching assistants - Targeted Additional Provision Programme -School Counsellor -Parental Engagement drop in sessions -Gifted and Talented programme -Careers and Higher education support and guidance -Targeted enrichment and trips This provision is now embedded across the college and is key to securing success for our most vulnerable pupils. The impact of this provision is closely monitored by the college through rigorous monitoring of termly data.(St Michaels Catholic College)

EAL students. We run EAL homework classes before and after school We have EAL student mentors. We have a residential weekend for some Year 11 EAL students which has developing English, Maths and confidence building as its aim. We run a parenting programme and English classes for parents FSM Ever6 students .We use Pupil Premium in a variety of ways to support these students including study support, bursaries, scholarships, mentoring, confidence building programmes, visits to universities, in class support and many others. White British students with poor attendance We work with the school EWO to monitor these students. Attendance over 95% is rewarded and special outings etc are only offered to students with good attendance. Asylum seeker / refugee students We support these students in terms of uniform, offering study facilities, supporting them in their dealings with housing, social services, Home Office etc. Young Carers We provide laptops and internet connection to all our Young Carers so that they can study at home whilst caring for others. We have a member of staff who monitors their performance and mentors them.

(Notre Dame RC Girls' Secondary School)

Some options we have considered and are using currently: achievement mentoring of year 11 students targeted at students underperforming, specifically the students in those areas; role modelling (KS5 mentors, matching with teachers; curriculum adjustments to a) ensure students are on pathways they can succeed on and b) streamline the provision so that students who are overburdened can focus on key areas; Raising Attainment and Progress (RAP) meetings at all Key Stages where key stakeholders from faculties and the pastoral team have a platform to discuss underachievement of key groups on a pupil level; parent workshops to support study at home; study skills embedded in tutor time; literacy interventions in KS3 during tutor time; numeracy interventions in KS3 during tutor time; targeted programme of extra classes during holidays; targeted programme of extra subject skills classes for KS4 during tutor time; use of personalised learning methods and other PiXL pedagogy to support smart use of assessment data; regular review of target groups after data points; quality first teaching and a focus on the inclusive practitioner to support Wave 1 interventions; students teaching students using sixth formers.

(City of London Academy –Southwark)

We have employed teachers and teaching assistants to give small group or 1:1 support for Pupil Premium pupils. The gaps are closing for these groups. Teaching Assistants are used to help deliver personalised programmes to pupils with SEND, as advised by external agencies or specialist teachers. There are interventions in place to support the learning of SEND pupils, using such interventions as Read, Write Inc (St Paul's Church)

Not so much as improved but maintained. Since 2012 the above mentioned strategy package has resulted in the contextual value added measure at the school being in the top 10% nationally.(St Johns Catholic)

Setting specific and ambitious individual and group targets at the beginning of the academic year and involving staff, pupils and parents in various ways: conferencing; parent-teacher meetings; pupil progress meetings and effective assessment for learning. Consistent and robust in-school moderation of pupil's work and involvement in standardisation processes with other local schools, led by a literacy consultant. Increasing assessment for learning opportunities for pupils and staff , including adopting Hattie's model of effective feedback to pupils, creating a teacher-pupil dialogue which moves the learning on. Ensuring pupil performance data is used well at class and school level and that accountability for this was clear and consistent; supported by senior leadership and/or the Assessment Leader .Ensuring that teaching and learning strategies are targeted to match the children's needs and abilities in order to raise attainment. The school was amongst the top 1% of all schools in England for progress in Reading (2013) * The school was amongst the top 3% of all schools in England for progress in Mathematics (2013) * The APS (Reading, Writing and Mathematics) has improved for FSM 6+ (2014) * The percentage of all pupils attaining 4B+ in Reading and EGPS is better than the national averages and broadly in line for Mathematics and Writing in 2014. * The percentage of pupils achieving L4+ in Reading, Mathematics, RWM combined and EGPS is above the percentage achieved by all schools in England and broadly in line in Writing (2014) (Grange Primary School)

See actions in Pupil Premium information attached (Albion School) – to follow

Speech and Lang: training for staff by SALT. Language groups daily supported by highly experienced SENDCO, weekly 'Speech Bubble'. EAL: Drama specialist from 'Artis' working with teachers and pupils to develop descriptive and expressive vocabulary. Higher ability: Pupil Premium funding used to release highly experienced senior staff to work with groups of higher ability pupils Dyslexia/short term memory: SENDCO leads programme of interventions within classrooms Emotional and Social Communication: Learning mentor and SENDCO daily with groups/individuals in the Pupil Development Centre (St Johns' Walworth)

Use of art psychotherapy sessions 1:1 (St John's and St Clement's)

Our outcomes by the end of KS2 are excellent and very many pupils achieve above the national averages. There are a huge number of interventions which go to support this. In particular we monitor the progress of every pupil very carefully and ensure that we close the gaps for every child through specific provisions for them. Those include Place2Be for emotional support, and various group and individual academic interventions.(Surry Square)

4. What evidence do you have that outcomes have improved? 150 words

It is early days for Compass School but over half of all students achieved 3 sub-levels of progress on Maths and almost half in English last year, in excess of the national expected rate of progress. For disadvantaged groups of students, the proportions making and exceeding 2 sub-levels of progress in English and Maths, from each starting point, are narrower than the national gap. In addition, the gap continues to narrow with each term of assessment data. (Compass)

See attached section from Head's report to governors – Appendix 1 (Bethlem & Maudsley Hospital School)

Data evidence that these groups of children have below expected levels at baseline but are making good progress and achievement in these areas. (Nell Gwynn Nursery School)

Intervention results show good progress (Comber Grove)

Very significant increase in attainment (RoL) particularly at 5+ level. Higher levels of pupil engagement and satisfaction.(Redriff)

Our KS1 and 2 results are consistently above both local and national, we are performing in the top 1% of schools nationally and have a whole school approach to continue this trend. We use our in house, local and national data and share this with our entire staff team to ensure all of our staff that work with children are clear about the impact they have. (Ilderton)

GCSE Results 2014 show that apart from English where there was a small gap of 3% between the results of Pupil Premium pupils and non Pupil Premium students, students in receipt of the Pupil Premium outperformed non pupil premium students. In year 10 there was no gap in levels of progress made by pupil premium pupils in English and Science and a small gap of less than 0.2 levels of progress in Maths. In year 8 and 9 there was a small gap of 0.3 levels of progress on average across the core subjects. In Year 7 there was a small gap of 0.2 levels of progress on average across the core subjects. "(St Michael's Catholic College)

EAL Students Impact - parents engage more with school and students achieving well at GCSE.

FSM Ever6 students Impact - FSM Ever6 students achieving as well as or better than non FSM Ever6 students in general.

White British students with poor attendance Impact -There has been some positive effects, but for some families, nothing appears to make a difference.

Asylum seeker / refugee students Impact -These student and their families respond in a positive way and achieve good results at KS3 and GCSE.

Young Carers Impact - These student and their families respond in a positive way and achieve good results at KS3 and GCSE.

Last year's Year 11: 42% of the top 20% achievers were Ever6 FSM 85% of students who came from another country during KS3/4 achieved 5+A*-C 46% of students who came from another country during KS3/4 achieved 5+A*-C(EM) All students went onto Sixth Form Colleges or other training/ education (Notre Dame RC Girls' Secondary School)

In 2013, pupils made Outstanding progress in English with 74% (NA 69%) making 3LOP and 40% (NA 30%) making 4LOP. This represents a considerably better performance than the 2012 4LOP figure of 29%. The proportion of FSM/CLA pupils make 3LOP at a rate equal to the NA figure for non-FSM and compares favourably to non FSM/CLA pupils. 39% of FSM/CLA pupils made 4LOP which is above the NA figure of 34% for non-FSM (see tracking folder for current figures). Pupils' progress in mathematics is Good and exceeded the national figures for 3LOP (73% versus 70%) and match the proportion of pupils exceeding expected progress at 32%. There is a gap in performance, though considerably less than the national, between FSM/CLA and non-FSM making expected progress (70% versus 80%) which is currently being addressed (see tracking folder for current figures). Average capped point and total point scores with equivalences are outstanding. These are significantly above national figures across most pupil groups including FSM, gender and a range of ethnicities. There are also outstanding performances in the capped GCSE only measure including FSM and SEN. Basics indicator for FSM has rapidly improved from 53% in 2012 to 62% in 2013 (FSM NA in 2012 39%) The Academy has also had a significant impact on the historic underachievement of WBRI girls shifting the 5A*-C including EN/MA indicator from 52% in 2012 to 63% in 2013. A similar rise has been seen with WBRI boys from 49% in 2012 to 55% in 2013. A*-B grades at A2 have improved from 34% in 2012 to 44% in 2013, and 43% in 2014 (provisional results) with a significantly larger cohort.
(City of London Academy –Southwark)

In EYFS and Key Stage 1, the results in attainment between disadvantaged and other children was not significant. In Key Stage 2, the gap in difference between disadvantaged and other children nationally had reduced by 1 point in reading. School data shows that Pupil Premium children are making similar or better levels of progress in most year groups across reading, writing and maths. In Key Stage 2, where many of the interventions for children are focused, pupils with SEND are making similar or greater progress than non SEND children in 3 out of 4 year groups.(St Pauls Church of England)

In 2013, the progress measure for pupil premium pupils was 102.7 against the national mean of 99.8. In 2014, it was 101.8 against a national mean of 99.7. Both these measures were judged to be significantly above the national context. In 2014, the average point score in reading, writing and maths for pupils eligible for pupils premium funding at the end of key stage 2 was 30.1 compared to a national score of 27.0. (St Johns Church)

Closing the Gap analysis evidenced in 2013 RAISEonline and the 2014 School Profile Termly in-school data analysis and Annual Assessment Overview Evaluation of Pupil Premium Action plan with Pupil Premium data analysis Quality of work in books and round the school (Grange)

See evidence in Pupil Premium information attached (Albion) To follow

Termly Assessments SATs results (KS 2) Teacher Assessments (KS1) pupil talk/feedback quality of work in books and displays (St Johns' Walworth)

Example Child - now in year 6. In year 4 likely to be excluded, working at 2B level in reading and writing. Started weekly art therapy - now in Year 6, behaviour not affecting learning, focusing and working well with peers. Expected to achieve L4s (St Johns and St Clements)

Our evidence is our pupil data, which shows excellent progress across the school in every year group. This means that by the end of KS2, pupils achieve very well indeed and in many cases, significantly above the national expectations.(Surry Square)

We have doubled our L5 at the end of KS2 SATs in one year . Progress and attainment is rising at a good pace.(Crawford)

5. How are you using the Pupil Premium for each disadvantaged child to improve attainment?

In the 2013-14 academic year, Compass School Southwark used the Pupil Premium to fund or part fund the following: -

- One-to-one tuition for students in literacy and numeracy, with a qualified teacher
- Mentoring sessions, for students who require additional support outside of the classroom
- Counselling/emotional support, with a fully trained and qualified School Counsellor
- Individual Support Plans, developed following accurate assessments of students
- Healthy eating, with all students eligible for free fruit at break time and breakfast each day
- Enrichment activities, including drama, music and sport, delivered each day by outside experts
- Learning resources, including text books available for students to use at home
- Educational visits, for students to explore new places and ideas as an extension to the school curriculum

(Compass)

INSET for teachers on AFL from Professor Dylan William of the Institute of Education. CPD for teachers on literacy and numeracy teaching, purchasing high quality resources, enabling children to reintegrate on discharge by leaving with the right materials to enable them to re-enter their schools with dignity (Bethlem & Maudsley Hospital School)

PP helps to fund extra staff either TA or intervention PP funds free places on school trips and for after school clubs (Coomber Grove)

We do not get any. Nor do we get enough funding for our high needs children. We currently have 10 autistic children + 11 other children with various high needs. (Nell Gwynn Nursery School)

To fund all the interventions above as well as a other interventions across the school. Please see online Pupil Premium statement (Redriff)

Please see attached analysis [appendix 2] We allocate funding to high impact, quality intervention programmes and invest heavily in whole staff training and ongoing professional development to ensure our workforce is fully equipped to support our children and families. (Ilderton)

1. Pupil Premium funding is identified in the budget by the College and spending is clearly allocated for specific initiatives targeted at Pupil Premium pupils
2. The College ensures that a designated Assistant Headteacher and the Headteacher have a clear overview of how the funding is being allocated and by reviewing data termly.
3. The College never confuses eligibility of the Pupil Premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest levels
4. St Michael's has put a wide range of tightly targeted interventions in place to support Pupil Premium pupils and the relative effectiveness of each is evaluated on the basis of detailed Raise Online evidence and the college's termly data particularly in English, Maths and Science.
5. Recent reports relating to the use of Pupil Premium e.g. from Ofsted and the DFE are read, understood and used to inform future decisions about the use of Pupil Premium funding and to ensure that funding is allocated to activities that are most likely to have an impact on improving attainment and achievement.
6. We allocate our best teachers to teach intervention groups to improve Mathematics and English and redeploy support teachers who have a good record of raising attainment in those subjects.
7. Teachers and other practitioners are well aware of those pupils who are in receipt of the Pupil Premium and play a full part in deciding which strategies might be appropriate for individual students at core subject meetings in KS3, 4 and 5
8. The projects we have set up are to tackle a range of issues e.g. attendance, behaviour, factors outside the school, professional inset on Pupil Premium pupils, effective teaching and learning, strong careers information,

advice and guidance , literacy support, targeted support, good facilities for supported study, further enrichment. "(St Micheal's catholic College)

Unlock programme in Year 9 Additional staff to keep class sizes down
 Employment of Pastoral Leaders to support students' progress enrichment opportunities such as visits to theatres, museums extra curricular activities such as sports clubs, debating, choir bursaries for instrumental music lessons residential activities laptops / mini iPads Bursaries for activities revision classes booster classes homework club before and after school mentoring hospitality lunches extra equipment Many of our disadvantaged students do not attract Pupil Premium because they have no recourse to public funds . Only FSM Ever6 and LAC children receive Pupil Premium. See answer to Question 3 and school website for further information(Notre Dame RC Girls' Secondary School)

We have focussed on smaller class sizes with additional staffing in English, Maths and Science. Students with specific literacy and numeracy needs are supported on the 1-to-1 tuition programme. In addition, students are supported through off-site provision, music lessons and study skills sessions. The academy has also implemented a range of well-being programmes such as: 1) Providing academic mentors 2) Parental support sessions with focus on literacy and counselling 3) Participation in paid trips and residential enrichment activities 4) Homework clubs and KS4 study support programmes (City of London Academy –Southwark)

Use of extra teachers and teacher assistants to focus on Pupil Premium children â€¢ Use of a drama group (Blue Elephant) to work with Years 3 and 4 to improve oracy and confidence. Extra Speech and Language Therapy .A strong focus on social and emotional aspects of education . Before and After School Clubs . Extra Teaching Assistant in the early Years to get children off to the best possible start (St Pauls' Church of England School)

Using specialist support to improve provision: -

Lead Practitioner appointed to improve practice of inexperienced teaching staff
 Lead Practitioner appointed to provide additional teaching support in Years 2 and 3

Additional teacher employed in Year 6 to enable focus groups to take place to boost attainment

Securing progress for targeted learners SALT,
 learning support, Mentor: 35 days of speech and language support has been commissioned by the school (an additional 13 days).

A menu of targeted interventions has been established to support speech and language development as well as developing early literacy and numeracy, including small group and one-to-one teaching by level 3 qualified support staff. - Increased provision of learning support staff. - Learning Mentor to support vulnerable children in order for them to fulfil their potential

Minimising the impact of barriers to learning: - Additional activities are being run after school with an appointed co-ordinator to facilitate. PP funding used to offset the real cost of these. - Opportunities for learning outside the classroom have been maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom. (St Johns Catholic School)

Homework clubs two per week after school. Individual tuition from teachers and HLTAs. Booster groups after school. Intervention groups in school time and after school. Mathematics specialist teacher. Springboard Maths after school led by Learning Mentor. Additional teaching group in morning sessions for English and Mathematics. Therapeutic story writing. Phonic groups run in afternoon by LSA. Teacher trained in Reading Recovery supports groups and individuals in addition to class guided reading. Better Reading Partners (trained TAs) support targeted children in the afternoons. (Grange Primary School)

See actions in Pupil Premium information attached (Albion) To follow

Full time small group / intervention teacher (St Johns and St Clements)

We buy in additional adults to deliver a range of interventions, including a learning mentor. We buy in the services of Place2Be to deliver emotional and therapeutic support, as well as buying in CAMHS (mental health) services which we deliver in school. Also buy in to City Year as a way of delivering a wide range of interventions. (Surrey Square)

Horse riding -SALT (our own) -OT (our own) -Deputies teaching -Employing ASTs to teach -Teaching SENCO - 1:1 target readers -Buying in the following : Working with men; music therapy; music instrument tuition; artist in resident - reading recovery teacher (Crawford)

6. How can your school contribute to Southwark Council's commitment to guarantee education, employment or training for every school leaver in Southwark?

By September 2018, Compass School will be a full 11-18 school, delivering high quality Level 3 qualifications. We will work hard with the local community, employers, and other training and skills establishments, to ensure that all Compass alumni are supported into education, employment or training, whether they leave us at 16 or 18. (Compass)

By teaching those pupils who are admitted from Southwark to the best of our ability and by providing good independent IAG (Information, Advice and Guidance).(Bethlam and Maudsley Hospital School)

By giving them an excellent start and setting them off on a journey where education is valued. We are at the very early stages of planning to become a teaching school under the STEEP model (Nell Gwynn Nursery School)

By sharing ideas and by working closely with child social care and early help to target support to those families identified (Comber grove)

By ensuring that all children leave our school well qualified and with a good attitude to learning (Redriff)

We work very closely with our colleagues in Southwark, and are open to sharing any practice and hosting visits.(Ilderton)

Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience placements. All pupils also receive a wide range of preparation activities for future life: work related learning activities, one to one interviews, mock interviews at local businesses, careers fairs and post 16 information sessions and UCAS guidance. This ensures that disadvantaged students can make informed decisions about their courses and choices and be prepared for their future lives. All year 11 students have received an individual interview to support them with their college applications and targeted Pupil Premium students in year 9 have been provided with a mentor from PWC to help raise aspirations. Raising aspirations trips to PWC head office were also held for targeted students in years 9 and 10 The college has provided students in year 12 and 13 with the opportunity to attend Oxbridge and Russell group conferences as well as master classes at Cambridge University and has covered the cost of these courses and transport for Pupil Premium pupils which has helped raise aspirations. Pupils with SEN/D needs have additional advice and guidance meetings with staff from the SEN/D team at Southwark who support them with post 16 and post 18 choices and help set up meetings and interviews with colleges/training centres as appropriate. Vulnerable pupils particularly those identified as being at risk of being NEET are referred by the Inclusion team to meet with education and training advisors at Southwark who are able to provide them with additional advice and bespoke careers and training guidance. (St Micheal's Catholic College)

By helping all our students to achieve the best results they can at GCSE. 100% of our students continue in full-time education when they leave us at 16. All our students have priority of place at St Francis Xavier 6th Form College in Clapham. The majority of students go there or to Christ the King 6th Form College in Lewisham. (Notre Dame RC Girls' Secondary School)

We have an excellent careers and guidance officer who works closely with students to ensure 0% NEET. CoLA would be happy to share our work with schools locally. (City of London Academy –Southwark)

We take students from Southwark schools for work experience.(St Pauls' Church of England School)

We have taken on an apprentice to work in the Early Years setting from the local Bosco College this academic year. We have previously taken on local, young people from the college, in order to give them a chance to develop their skills in the workplace (St John's Catholic school)

By continuing to try to raise our pupil's aspirations; striving to ensure they will be the best they can be. By working with other schools in a range of partnerships, sharing and learning good practice. By continuing to improve standards.

(Grange School)

Ensure that Albion pupils receiving Pupil Premium continue to achieve highly. (Albion)

Quality education targeted for each pupil with a view to preparing them for full participation as citizens when they are adults within a Christian context (St Johns' Walworth C of E)

We do extensive work around supporting aspirations in our pupils, and work with a large number of corporate partners to deliver this. We believe that equipping children with both personal and academic skills is critical in ensuring they are successful in life, and hence we place a significant emphasis on teaching core behaviours. We have a highly developed approach to this work, using our core values, and can support others in ensuring that schools deliver a balanced and broad offer.

(Surrey Square)

Inclusion team could support other schools to set up effective systems to target under-achievement

(Crawford)

Please return to Cllr Jasmine Ali and Julie Timbrell no later than 30 January 2015 to jasmine.ali@southwark.gov.uk & julie.timbrell@southwark.gov.uk . If you have any queries please call Julie 020 752 50514

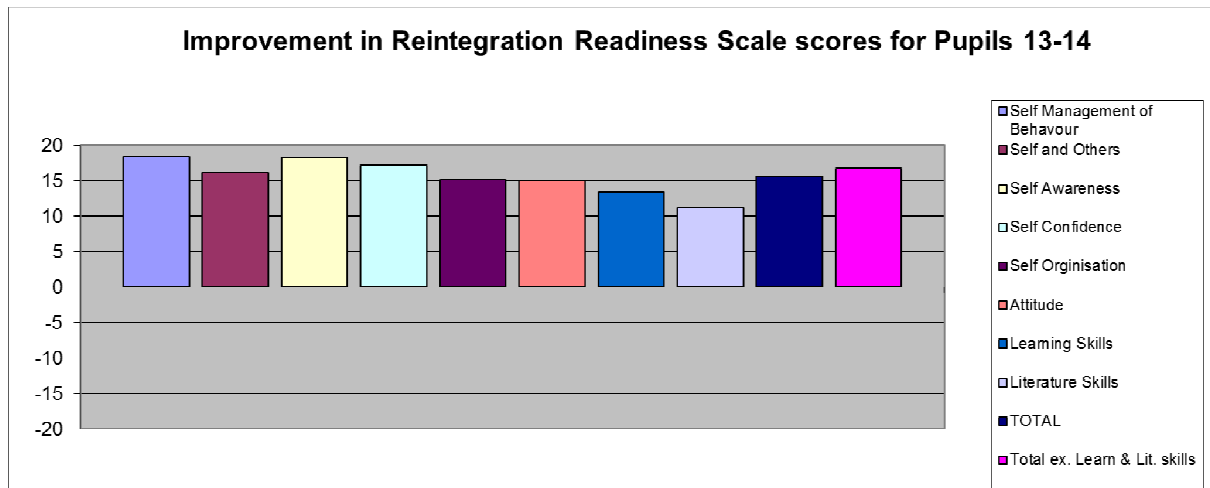
Bethlem & Maudsley Hospital School – Appendix 1

EXTRACT FROM HEAD'S REPORT TO GOVERNORS - AUTUMN TERM 2014

PUPIL PROGRESS 2013-14

Progress across the school is measured in a variety of ways:

- **The RRS (Reintegration Readiness Scale)** - a teacher-based assessment of classroom functioning based on a published measure that gives an indication as to whether the pupil is ready to return to full-time education within a mainstream setting. Assessments are carried out by the key teacher two weeks after admission and towards the end of the pupil's admission. The averaged change in classroom functioning in various areas for pupils in 2013-14 is shown in the chart below:



All sub-scales show a positive degree of change.

- **The WRAT (Wide Range Achievement Test)** - this published psychometric assessment of literacy and numeracy functioning is given at and towards the end of the pupils' admission. Parallel forms are used. This allows two tests of equivalent difficulty containing different items to assess the value added by our teaching. Being a standardised measure, it is possible to see the effect of teaching and learning whilst taking into account the expected changes due to age. Any increase in the standardised score can be ascribed to the school.

The average changes, annualised for the year 2013-14, are

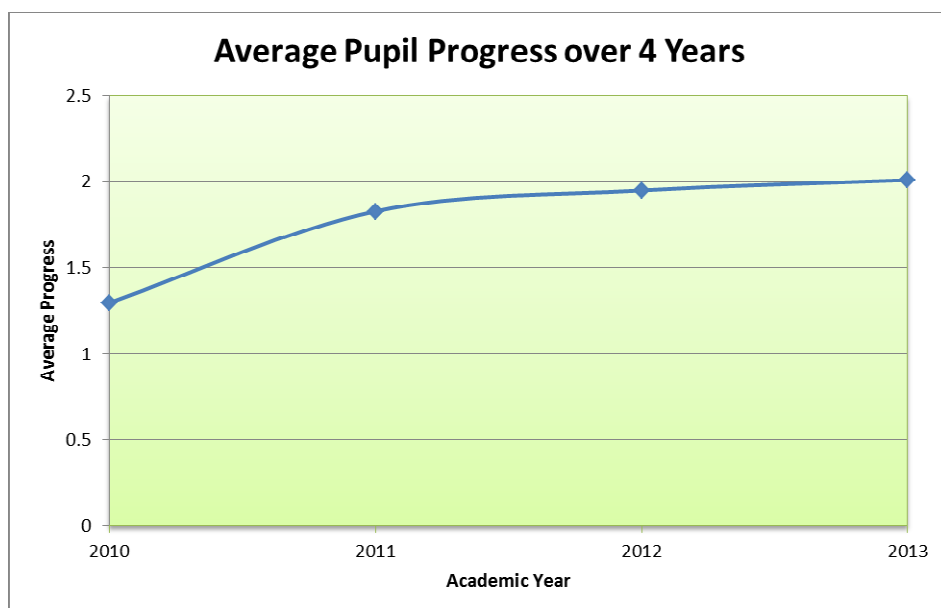
- In Maths Computation: +6 points.
 - ◆ For the pupils eligible for the Pupil Premium (looked after children and pupils eligible for the receipt of free school meals), typical progress was +11 points.
 - ◆ This would be representative of progress from the low range to the low average range (77 to 88).

- In Word Reading: +19 points.
 - ◆ For the pupils eligible for the Pupil Premium, typical progress was also +19 points.
 - ◆ This would be representative of progress from the average range to the high average range (93 to 112).

These levels of progress for all are above those expected of the average child undergoing mainstream education; for whom the average score would be expected to stay the same over time.

- **Analysis of Learning Objectives** - level and complexity: key teachers review the level and complexity of the pupils' Learning Objectives at and towards the end of the admission. The focus is on maths, English or independent learning (where the pupil is 16+ and following an academic or vocational course). The difference in level and quality of successful Learning Objectives (learning outcome expected within a lesson) is rated on a scale from -3 (severe regression) to +3 (considerable progress). This form of assessment has allowed us to capture changes in pupil learning on especially short admissions.

The average progress made across the school using this measure is +2.01 in 2013-14 (+1.95 in 2012-13, +1.83 in 2011-12 and +1.3 in 2010-2011).



The table below shows comparable progress across the school:

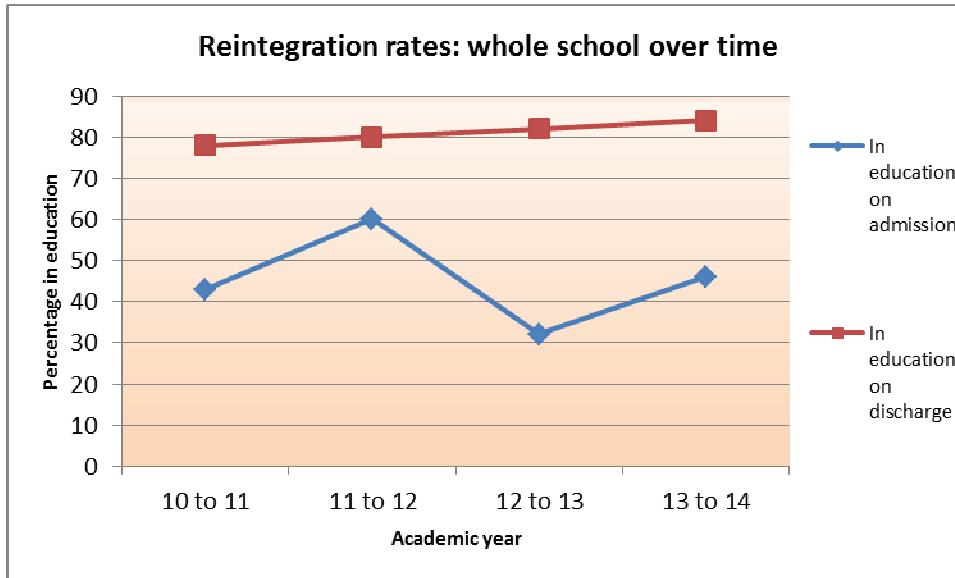
	Average Learning Objective progress over admission (2011-2012 in brackets)
Primary/Middle class	2.46 (12-13) = 2.05)
Secondary/Learning Skills Centre	1.54 (12-13) = 2.00)
Snowsfields Adolescent Unit	1.87 (12-13) = 1.85)
Intensive Treatment Programme	2.77 (12-13) = 1.83)

- **Success at reintegration:** many of our pupils start the school with fragile or non-existent educational placements. The key focus for the school is to ensure they return to education, training or employment. With increasingly shorter admissions, this work becomes more challenging but we are continually seeking ways to ensure success. `In education on discharge` is defined as when a young person has a placement to start the following term with a college or school. The rates of reintegration for last year, by school department, are:

	In education on admission	In education on discharge
Primary/Middle class	55%	100%
Secondary/Learning Skills Centre	20%	73%
Snowsfields Adolescent Unit	44%	83%
Intensive Treatment Programme	88%	91%

Average percentage across school in education on admission = 46 (12-13 = 32%).

Average percentage across school in education on discharge = 84 (12-13 = 82%).



Pupil progress - analysis of pupil progress by groups

Analysis was made of the differential achievement of groups of pupils in relation to: Special educational needs; Gender; Ethnicity; English as an additional language; Gifted and Talented; Pupil Premium-eligible pupils (Looked-after children and children entitled to free school meals); Refugee/asylum seekers. No significant differences were identified between these groups or with those who belonged to more than one of these groups. Progress is also no different between the 6th form and the rest of the school. All groups made substantial progress.

This year there was no difference in relation to rates of progress, compared to last year, when those who were placed back into education did better than those who weren't.

Summary: The RRS continues to show an improvement in the average pupils' classroom functioning that is also reflected in the WRAT and Learning Objectives analysis. Most notable are the continually impressive rates for reintegration.



The Mayflower Federation
APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap



The Mayflower Federation
Ilderton Primary School
Pupil Premium Analysis 2013/14

Narrowing the Gap

(Reversing the gap against National)



**The Mayflower Federation
APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap**



The Mayflower Federation are committed to narrowing any identified gaps in attainment between pupils.

We are totally transparent in how we use the Pupil Premium funding, this enables us to tailor provision to meet individual need through the use of tested intervention programmes that can offer sustained and accelerated progress for our pupils.

What are we doing to narrow the gap?

- **Half termly and termly Pupil Progress review of FSM progress against non-FSM**
- **Teachers targeting FSM chn in class – Evidenced by formal and informal observations**
- **Level 5 data to be analysed and strategies to be in place to narrow any gap between FSM & Non-FSM**
- **Full Governing Body update on Pupil Premium**
- **Resources Committee updated at every meeting (agenda item)**
- **Chart of Accounts to separately monitor income and expenditure of PP Funding**
- **Additional intervention funded using PP funding where a need has been identified (Maths booster, Target reading and Literacy support)**
- **Website updated to have parent/child friendly information – full breakdown of expenditure and impact to be uploaded at financial year end**

What impact has this had against National Indicators?

At Ilderton Primary School Pupil Premium children do not only close the gap of attainment, they **SIGNIFICANTLY** outperform at Level 5 & 6 against National indicators

Our children have not only closed the gap but they have reversed national trends, this is clear evidence that high quality **OUTSTANDING** teaching coupled with **OUTSTANDING** interventions not only closes gaps but support our children to significantly outperform attainment of **ALL** children nationally.

What are our priorities?

- We need to further improve on eradicating gaps in Level 4 & 5 attainment across SPAG and Writing (New target SPAG and Writing intervention in place for current Year 5)
- Target Pupil Premium chn to increase those achieving Level 6 in Reading & Writing



**The Mayflower Federation
APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap**



**The Mayflower Federation –
Ilderton Primary School - Pupil Premium Analysis**

Ilderton Primary School –

405 children on roll, 117 entitled to Free School Meals – **FSM 29%**

Pupil Premium Allocation - **£243,042**

Pupil Premium funding is being utilised to ensure that the identified % gap in attainment between FSM and non-FSM children at KS2 is being addressed and reversed in as quick and efficient way as possible.

Due to the demographics surrounding both schools, there are issues in terms of the threshold for Pupil Premium, we have a lot of families that are only just above the cusp and have a very mobile community. There is a clear divide in terms of affluence, the majority of children that attend come from low income families. It is also very much the ethos that we strive for **ALL** children to achieve regardless of any social barriers to learning.

The funding has been utilised to meet identified needs of pupils using tried and tested intervention strategies. Our provision map has been tailored to meet individual need to ensure sustained and accelerated progress.

The Pupil Premium was used to fund the following intervention programmes, we spent more than allocated to narrow the gap and support ALL children to make progress:



The Mayflower Federation
APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap



How was the funding used?

Ilderton

CWFD from 2012-2013	£97,233
2013-2014 Allocation	£145,809
	<hr/>
	£243,042

Ilderton Pupil Premium Costs 2013-2014

Easter revision booster camp	£8,000
Reading Recovery & Numbers Count	£44,457
2 x Deputy Head (2 hours per day)	£41,040
3 x HLTAs	£101,403
SENCO (1/2 day)	£22,725
Family Support Officer	£31,428
	<hr/>
	£249,053
Curriculum Related Costs:	£10,940
	<hr/>
	£259,993

Ilderton Primary school intervention staff work specifically with target groups to ensure children make accelerated progress. These groups are targeted for all learners that require support, however, children entitled to Pupil Premium are prioritised and tracked during pupil progress (6 times per academic year). We then ensure that intervention staff work directly with these children, we also work with teaching staff to ensure that during main teaching time Pupil Premium children are part of key questioning and focus groups – we then monitor this as part of our lesson observation cycle.



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APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap**



Key Findings - Average Points Progress (APP):

The impact of Pupil Premium funding is having a positive impact across our school. Children that are entitled to the additional funding are slightly outperforming their peers in Reading and Maths by + 0.3(APP) respectively and are level in Writing. Although these are marginal figures it proves that our funding is targeted on proven, high quality interventions and quality first teaching. We have eradicated both the national and local gaps in attainment for our Pupil Premium children. Progress for our children is above both national and local indicators.

Key findings – KS1 & KS2 Results:

Key Stage 1:

Our Pupil Premium children out perform their peers significantly at Level 2+ in Reading (+10%), Writing (+17%) and Maths (+5%), they also outperform their peers at Level 3+ in Reading (+1%), Writing (+1%) and are just below in Maths (-2%). At Level 3 the gap closes in terms of Pupil Premium children out performing their peers significantly, however, our Pupil Premium children still outperform against both local and national indicators.

Key Stage 2:

At Level 4 our Pupil Premium children have performed strongly in Reading, Writing & Maths with 100% of children reaching Level 4, in Reading & Maths this is the case for all children, however, in Writing our Pupil Premium children have outperformed their peers by +6%. There is a slight gap in SPAG (-8%), this will form a priority for targeted interventions from September 2014.

At Level 5 the gap widens for Pupil Premium children for SPAG to -15%, there is also a gap in Writing of -9%, this will prove to be a high priority focus area in terms of our KS2 teams (Year 3, 4, 5 & 6). We want to ensure that ALL children reach their maximum potential and will focus on ensuring these gaps are closed and eradicated efficiently as possible. Pupil Premium children performed strongly in Maths with 67% achieving Level 5, this is the same as their peers, they also performed strongly in Reading outperforming their peers by +2%.

Our Pupil Premium children have **excelled** at achieving Level 5 & Level 6 and have outperformed their peers significantly with 20% achieving Level 6 in SPAG +7% more than their peers and 27% of Pupil Premium children gaining a Level 6 in Maths, +3% more than their peers. This is an **outstanding** achievement for a group that nationally are struggling to attain Level 4.

In a comparison against national our Pupil Premium children have outperformed the national average by +18% in SPAG and +21% in Maths in Level 6 and across all areas significantly at Level 5.



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Pupil Premium Analysis
Narrowing the Gap



Ilderton Primary School	No.	%	No. FSM	% FSM	Non FSM	% Non FSM	Gap %
L2/+ Reading	53	93%	13	100%	40	90%	+10%
L2/+ Writing	53	87%	13	100%	40	83%	+17%
L 2/+ Maths	53	96%	13	100%	40	95%	+5%

Ilderton Primary School	No.	%	No. FSM	% FSM	Non FSM	% Non FSM	Gap %
L3/+ Reading	53	30%	13	31%	40	30%	+1%
L3/+ Writing	53	30%	13	31%	40	30%	+1%
L3/+ Maths	53	32%	13	31%	40	33%	-2%

Ilderton Primary School	No.	%	No. FSM	% FSM	Non FSM	% Non FSM	Gap %	National FSM + / - %
L 4/+ Reading	48	100%	15	100%	33	100%	0%	+14 Sig +
L4/+ Writing	48	96%	15	100%	33	94%	+6%	+17 Sig +
L4/+ SPAG	48	85%	15	80%	33	88%	-8%	+6
L 4/+ Maths	48	100%	15	100%	33	100%	0%	+15 Sig +

Ilderton Primary School	No.	%	No. FSM	% FSM	Non FSM	% Non FSM	Gap %	National FSM + / - %
L 5/+ Reading	48	85%	15	87%	33	85%	+2%	+43 Sig +
L5/+ Writing	48	40%	15	33%	33	42%	-9%	+3
L5/+ SPAG	48	71%	15	60%	33	75%	-15%	+13 Sig +
L 5/+ Maths	48	67%	15	67%	33	67%	0%	+26 Sig +

Ilderton Primary School	No.	%	No. FSM	% FSM	Non FSM	% Non FSM	Gap %	National FSM + / - %
L6/+ SPAG	48	13%	15	20%	33	13%	+7%	+18 Sig +
L 6/+ Maths	48	25%	15	27%	33	24%	+3%	+21 Sig +



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APP & Level 4, 5 & 6 –
Pupil Premium Analysis
Narrowing the Gap



Progress (APP) for Ilderton children on FSM compared to non-FSM (2013– 2014)

READING

Year group	Free School Meals (APP)	Non-free School Meals (APP)	Difference	All Children	APP across 3 terms			
					KS1		KS2	
					Poor	Below 3.8	Poor	Below 3.0
					Satisfactory	3.8	Satisfactory	3
					Good	4.8	Good	3.6
					Outstanding	6	Outstanding	3.9
Year 1 Firecrest	4.8	5.3	- 0.5	5.2				
Year 1 Cuckoo	3.5	4.0	- 0.5	3.9				
Year 2 Falcon	4.3	5.0	- 0.7	4.8				
Year 2 Skylark	6.6	5.3	+ 1.3	5.8				
Year 3 Stork	4.0	3.8	+ 0.2	3.8				
Year 3 Jackdaw	5.8	4.2	+ 1.6	4.8				
Year 4 Toucan	6.7	5.4	+ 1.3	5.6				
Year 4 Swift	3.7	3.7	0	3.7				
Year 5 Osprey	1.0	3.3	- 2.3	2.8				
Year 5 Seagull	5.3	3.3	+ 2.0	4.0				
Year 6 Goldfinch	5.1	4.9	+ 0.2	5.0				
Year 6 Chaffinch	7.3	6.3	+ 1.0	6.6				
Average APP	4.8	4.5	+ 0.3	4.7				

WRITING

Year group	Free School Meals (APP)	Non-free School Meals (APP)	Difference	All Children
Year 1 Firecrest	3.8	4.5	- 0.7	4.4
Year 1 Cuckoo	3.5	4.4	- 0.9	4.1
Year 2 Falcon	5.7	6.0	- 0.3	5.9
Year 2 Skylark	7.4	7.4	0	7.4
Year 3 Stork	3.8	3.7	+ 0.1	3.7
Year 3 Jackdaw	3.6	3.7	- 0.1	3.7
Year 4 Toucan	6.7	6.2	+ 0.5	6.2
Year 4 Swift	4.6	4.6	0	4.6
Year 5 Osprey	1.5	2.1	- 0.6	2.0
Year 5 Seagull	7.0	5.9	+ 1.1	6.3
Year 6 Goldfinch	5.1	3.2	+ 0.9	3.9
Year 6 Chaffinch	5.7	6.9	- 1.2	6.5
Average APP	4.9	4.9	0	4.9

MATHS

Year group	Free School Meals (APP)	Non-free School Meals (APP)	Difference	All Children
Year 1 Firecrest	3.7	4.0	- 0.3	3.9
Year 1 Cuckoo	3.3	4.1	- 0.8	3.9
Year 2 Falcon	5.7	4.8	+ 0.9	5.0
Year 2 Skylark	5.7	5.5	+ 0.2	5.6
Year 3 Stork	5.0	3.5	+ 1.5	3.7
Year 3 Jackdaw	4.9	3.1	+ 1.8	3.8
Year 4 Toucan	4.0	4.8	- 0.8	4.7
Year 4 Swift	6.3	4.1	+ 2.2	4.7
Year 5 Osprey	5.0	5.3	- 0.3	5.3
Year 5 Seagull	4.3	5.7	- 1.4	5.2
Year 6 Goldfinch	5.8	4.4	+ 1.4	4.9
Year 6 Chaffinch	6.3	6.8	- 0.5	6.6
Average APP	5.0	4.7	+ 0.3	4.8

24 March 2015
Brief interview with Independent Safeguarding Chair
Autism – mini review: receive and comment on draft strategy and action plan.
Review : draft Attainment gap report
Review : draft Adoption report
Review: draft Free Healthy School Meals
Cabinet member interview (Councillor Ian Wingfield)
Policy Seminar plans

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**EDUCATION & CHILDREN'S SERVICES
MUNICIPAL YEAR 2014-15**

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		Dated: June 2014	