

Report Title:	Standards and Quality of Education – A Review of the Academic Year 2015-16
Contains Confidential or Exempt Information?	NO - Part I
Member reporting:	Councillor N Airey, Lead Member for Children’s Services and Councillor D Evans, Deputy Lead Member for School Improvement
Meeting and Date:	Cabinet - 23 March 2017
Responsible Officer(s):	Alison Alexander, Managing Director and Strategic Director of Adults, Children and Health Kevin McDaniel, Head of Schools and Education Services
Wards affected:	All

REPORT SUMMARY

1. This report highlights a number of areas:
 - Progress against the outcomes set by cabinet in March 2016.
 - Overall performance of all pupils in 2015-16.
 - OfSTED judgements of schools in the borough.
 - The attainment of Disadvantaged pupils.
 - The volatility in the number of permanent exclusions.
 - The quality of information about 16 and 17 year old destinations.
2. The report sets out the overall high level of educational achievement of pupils attending schools within the Royal Borough. There is particularly good performance in the two new benchmarks in Key Stage 2 attainment and Key Stage 4 progress, see Appendix A which details the changes from previous years.
3. Young people who are or have been eligible for Free School Meals continue to achieve at a significantly lower level than other borough children from early years through to age 11. Two action plans to support early years settings and schools with this challenge are set out in Appendix B and C.
4. Volatility continues in the number of permanent exclusions from schools over the last four years. The Council works with schools to try to reduce this number, however plans are being developed to respond should the higher level of exclusion continue.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Cabinet notes the report and:

- i) **Approves the statutory school age pupil premium plan as outlined in 2.18 and detailed in appendix B.**
- ii) **Approves the early years pupil premium plan as outlined in 2.20 and detailed in appendix C.**

- iii) **Delegates to the Lead Member for Children’s Services and the Director of Children Services, the decision to approve a plan, funded through the High Needs DSG block, to increase the support for increased levels of permanent exclusion.**
- iv) **Approves the proposal to consult with all schools on a revised Fair Access Protocol and process as set out in 2.28**
- v) **Request a report on validated attainment and progress data for academic year 2016-17 on 22 March 2018.**

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

2.1 This report is the seventeenth annual report on the quality of education. It presents analysis of the performance of pupils in state funded schools located within the Royal Borough of Windsor and Maidenhead in the academic year 2015/16 against national, statistical neighbour and previous years. It is based on validated data published by the Department for Education, most recently in February 2017. A consolidation of a wide range of education data is presented in Appendix D: The Education Data Pack 2015-16.

Impact of work since March 2016

2.2 In March 2016 Cabinet approved four outcomes in relation to education standards, one of which had two parts, see table 1 for progress.

Table 1: Achievements against cabinet report outcomes

Defined Outcomes	Progress	Commentary															
85% schools inspected during April 2016 to March 2017 secure at least Good in inspection by OfSTED.	Unmet 78% (7 of 9) were judged Good or Outstanding ¹ . The others were judged Requires Improvement ²	At the end of Academic year 2015-16 in September 2016, 83% of all state-funded schools* were judged to be Good or Outstanding within the Royal Borough. That has increased to 86% at the end of February 2017 with only one school ³ remaining inadequate.															
Reduce FSM gaps at Key Stage 2 and Key Stage 4 by at least 4%	Unmet in KS2 The gap grew by 9% in RBWM compared to 4% nationally	In Key Stage 2, there was a new benchmark in 2015-16 based on pupils reaching the expected standard in reading, writing and mathematics. The gap can be compared although the actual results cannot.															
		<table border="1"> <thead> <tr> <th></th> <th colspan="2">2014-15</th> <th colspan="2">2015-16</th> </tr> <tr> <th></th> <th>RBWM</th> <th>Nat</th> <th>RBWM</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>non-FSM (1)</td> <td>84%</td> <td>83%</td> <td>62%</td> <td>57%</td> </tr> </tbody> </table>		2014-15		2015-16			RBWM	Nat	RBWM	Nat	non-FSM (1)	84%	83%	62%	57%
	2014-15		2015-16														
	RBWM	Nat	RBWM	Nat													
non-FSM (1)	84%	83%	62%	57%													

¹ All Saints Junior, Riverside Primary, St. Michael’s Primary, Waltham St. Lawrence Primary, Wessex Primary, The Royal First, Furze Platt Senior.

² Bisham Primary, Datchet St. Mary’s.

³ St Peters Middle School

Defined Outcomes	Progress	Commentary				
		FSM (2)	58%	66%	27%	36%
		Gap (1-2)	26%	17%	35%	21%
	Met in KS4 The gap fell by 5% in RBWM compared to remaining flat nationally	The overall gap in RBWM has risen to 35% in 2015-16 compared to 26% in 2014-15.				
		There has been a similar change in benchmark for Key Stage 4, which is now based on pupils achieving grade A*-C in Mathematics and English.				
			2014-15		2015-16	
			RBWM	Nat	RBWM	Nat
		non-FSM (1)	66%	61%	74%	67%
		FSM (2)	38%	33%	51%	39%
		Gap (1-2)	28%	28%	23%	28%
		The overall gap in RBWM has fallen to 23% in 2015-16 compared to 28% in 2014-15 and is now 5% less than the national average.				
Every school has a published Pupil Premium Plan	Met	The websites of all 66 state-funded schools in October 2016 contained a Pupil Premium plan as required by regulation.				
5% increase in pupils going to 'top third Higher Education Institutions'.	Unmet Performance fell from 21% to 19%.	Over a quarter (26%) of students leaving RBWM schools go onto a top third HEI. This reduces to 2% for those that attend a Further Education college for post 16 education .				

* This includes the last published inspections for schools that have converted to Academy status and have yet to be inspected under that new leadership.

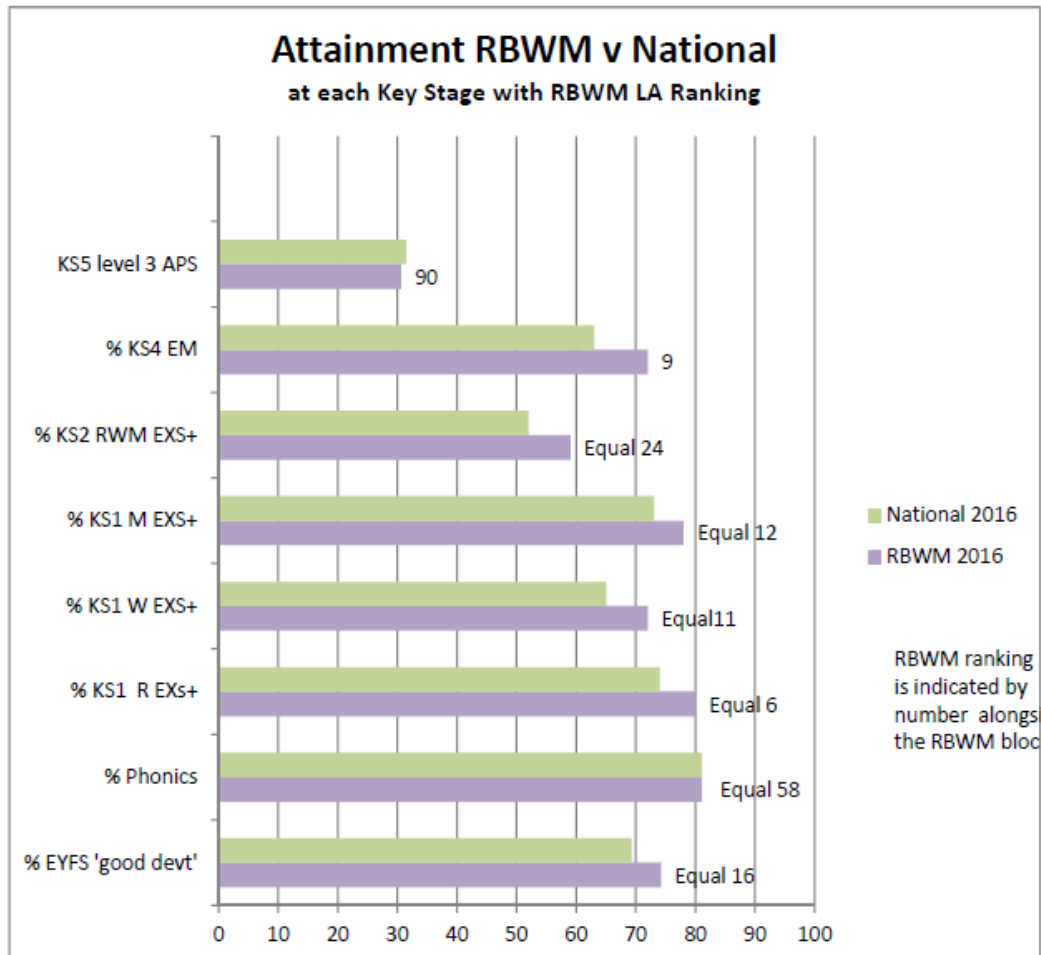
2.3 In summary two of the five defined outcomes have been met, and three were unmet. The achieved outcomes relate to all schools having published pupil premium reports and the improved outcomes for Free School Meals pupils in their GCSE examinations. The areas of declining performance are the gap between Free School Meal and non- Free School Meal pupils in SAT tests and assessments at the end of year 6, and the proportion of students going onto top third Higher Education institutions, especially from further education colleges. The fifth outcome was unmet due to an insufficient volume of OfSTED inspections. This lower volume of inspections is expected to continue in the remaining of the academic year 2016/17 and into academic year 2017/192017. Consequently it is proposed to measure future outcomes in terms of the overall proportion of all schools judged Good or Outstanding regardless of when their inspection takes place.

Overall attainment for all pupils

2.4 The data in Appendix E sets out attainment and progress in great detail, covering all of the different measures that the Department for Education specifies for education. Overall, the Royal Borough outperformed the national

average level of attainment at all key stages, and the ranked comparison at each key stage against the 150⁴ education authorities in England is summarised in Chart 1. The Royal Borough has maintained its broad position as a top 20% local authority area for attainment in 2015-16. This includes a notable improvement at Key Stage 2 where the ranking has increased to 24th from 44th in 2014-15.

Chart 1: All pupil performance compared to national



2.5 The government introduced a new benchmark in Key Stage 4, called Progress 8, which is focused on measuring improvement from age 11 to 16. The Royal Borough ranks in the top 20% of local authority areas for this measure, with no secondary schools below the national average. Of note is the improvement in attainment for students at Altwood, with 62% achieving A*-C in English and Maths GCSEs which is close to the national average in 2015-16.

2.6 The data in chart 1 is the consolidation of the performance of individual schools. Appendix D details the summary results for all schools collated by education phase. The changes in benchmarks in recent years makes comparison over the last three years difficult, The focus continues to be one measuring the overall cohort performance to ensure that all pupils achieve well.

⁴ There are 152 Local Authorities with education responsibilities however the Scilly Isles and City of London are excluded as they have a very small number of schools.

- 2.7 Alongside the lower attainment for those eligible for pupil premium, attainment of pupils from Pakistani and Black background is low. School improvement officers will ensure that these groups are included in school level data analysis and school development plans during the Autumn term link visits.

OfSTED judgements

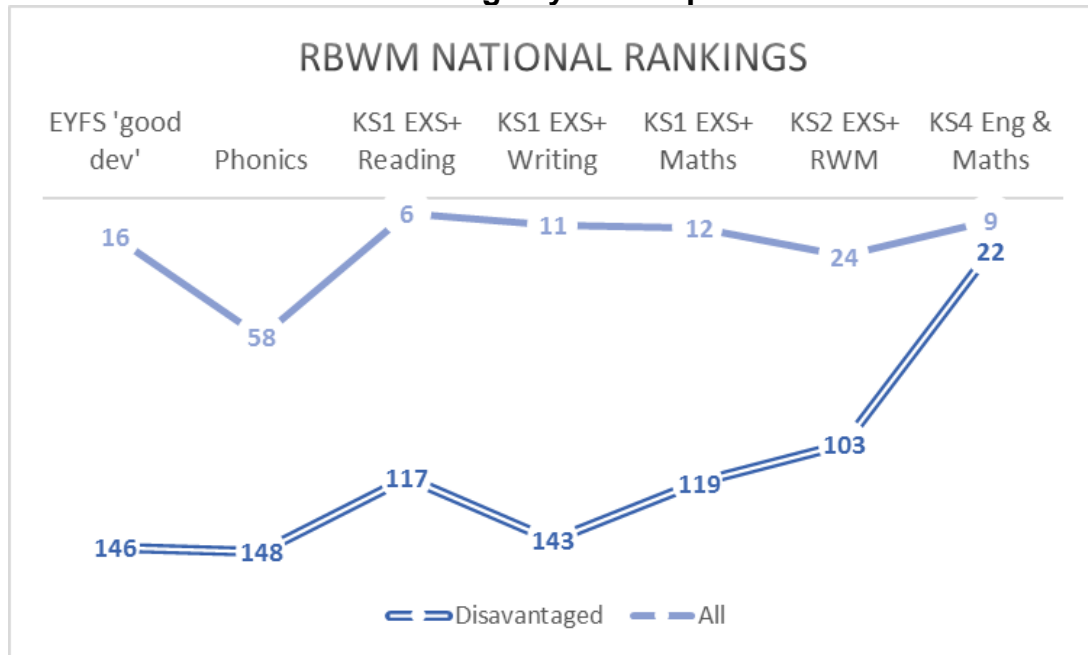
- 2.8 At the start of Academic year 2015-16 the proportion of schools judged to be Good or Outstanding in the Royal Borough was 75%. During the Academic year 2015-16 there were 12 inspections which raised the proportion of schools judged to be Good or Outstanding to 83%, compared against the 89% national average.
- 2.9 Of those 12 inspections⁵:
- 8 improved.
 - 3 remained constant.
 - 1 declined by one grade.
- 2.10 Of the 10 schools in the borough judged Requires Improvement or below at the end of academic year 2015-16, two have been inspected in 2016-17 and have secured Good judgements. Eight schools are still awaiting inspection.
- 2.11 86% of schools in the borough are judged Good or Outstanding at the end of February 2017. Five of the remaining schools have, or will shortly convert to have, Academy status and therefore they are not expected to be inspected in the next year. Consequently there is limited scope for the overall proportion of schools judged Good or Outstanding to increase in the academic year 2016/17. The Council's school improvement resource will continue to be used to ensure appropriate support for all schools, with focus on those schools currently judged Good and due for their next Ofsted inspection, and those that are expanding in both primary and secondary phases.

The impact of financial disadvantage

- 2.12 The government provides statistics about pupils who are eligible for free school meals at the time they sat their exams. This was a cohort of 95 pupils at Key Stage 2 and 87 pupils at Key Stage 4. These pupils are included in a cohort called Disadvantaged pupils which includes those who have been eligible for free school meals at any time in the last six years and children in care of the Local Authority on the roll of a school. This wider groups totals 255 pupils in Key Stage 2 and 227 pupils in Key Stage 4. This group attract additional funding called Pupil Premium and is commonly used for comparative purposes. Chart 2 shows the ranking of the Royal Borough compared to the 150 local authorities in England where a rank of 1 is the highest performance in 2015-16. The two lines are for All pupils and Disadvantaged pupils.

⁵ Bisham Primary, Holy Trinity Primary Cookham, Riverside Primary, South Ascot Village Primary, St. Michael's Primary, Wessex Primary, Churchmead Secondary and Furze Platt Secondary improved. Eton Porny First, The Queen Anne Royal Free First and St Mary's Primary unchanged. Eton Wick First declined.

Chart 2: RBWM National rankings by school phase



- 2.13 Chart 2 shows that Disadvantaged pupils attending RBWM schools on average achieve less well, up to the age of 11, than others attending schools in at least two thirds of other local authorities in England. However, by the age of 16, this cohort achieves in line with the top15% of local authorities in the core subjects of English and Mathematics.
- 2.14 In 2016, the Key Stage 2 Disadvantaged cohort in the Royal Borough totalled 255 pupils, the third smallest in England. In all ten Local Authorities with a cohort of less than 400 pupils in this cohort the attainment was less than the national average of 39% reaching the expected standard in reading, writing and mathematics. This includes other overall high performing local authorities (top 20%) such as Richmond, Kingston and Wokingham. This similarity has been identified in discussion with Achieving for Children and joint planning for 2017/18 is underway.
- 2.15 It is important for each school to understand the barriers to success for each pupil in the Disadvantaged group and to make differentiated plans which enable the schools to identify which interventions allow the individual pupils to make progress. This is challenging for schools where there are small numbers as systematic solutions are rarely a good fit.
- 2.16 During October 2016, an audit of published Pupil Premium plans for all state-funded schools. confirmed all schools in the Borough had a published plan, however plans were of variable quality and highlighted the importance of each school knowing the issues which impact their pupils. There were a few examples which demonstrated the impact the school was having with their pupils. This good practice was showcased at the School Improvement Forum in November 2016 and has been used in follow up activity with other schools.
- 2.17 Since September 2016, the Royal Borough has offered every school a Pupil Premium gap analysis as part of the school improvement offer. At the end of February 2017, 45 have taken up that offer for the current school cohort. This exercise has shaped the published plans for the schools to enable them to

have more impact on their pupils, based on the impact of the chosen intervention in other schools.

- 2.18 The School Pupil Premium Improvement plan, set out in Appendix B is devised to further impact on practise in schools and improve the overall outcomes our children achieve. The plan sets out how:
- Pupil Premium Gap Analysis started in 2016-17 will continue because it can help each school focus on the specific barriers for their pupils and the generation of an effective, published pupil premium plan.
 - Pupil Premium Champions network will be continued as it is enabling practitioners to share good practice and raise expectations for all students.
 - Local expertise as part of School Improvement offer in 2017-18, will be used to share widely what has worked well.
 - Pupil premium training for staff and governors which will allow schools to undertake their own gap and impact analysis on a regular basis will be provided.
- 2.19 Chart 2 indicates that the Early Years settings and classes are the least effective at addressing the weaknesses of those living with such disadvantage. While it is true that these settings have the least time with the pupils, almost all other local authorities manage to achieve a higher level of success. From April 2017, the Royal Borough will match the level of Early Years pupil premium to support increased efforts to raise the chances these youngest pupils.
- 2.20 The Early Years pupil premium plan set out in Appendix C sets out how::
- Targeted CPD with the teaching school alliance to address the weakest area within the good level of development (GLD) measure following an analysis of 2016 results in order that every setting has the opportunity to develop their staff.
 - A network of “Champions” who provide both general and targeted advice to grow the confidence of all adults working with these children.
 - A fund for additional resources to support a particular child in a setting for a defined period will be established. The fund can secure time from Champions and others to model the required practice or additional resources which will enhance the education of the pupil.

Volatility in the level of permanent exclusions

- 2.21 The rate of permanent exclusions from schools is expressed as a percentage of school population and the latest published national figure for 2014-15 was 0.07%, or 7 in every 10,000 pupils. Table 2 shows that figure for the Royal Borough including local figures for 2015-16

Table 2: Permanent exclusions of RBWM resident pupils

	2012-13	2013-14	2014-15	2015-16	2016-17 to date
Per 10,000 pupils	4	9	3	9	n/a
(actual number)	(8)	(20)	(11)	(24)	(10)

- 2.22 While some of this volatility is a result of relatively small numbers, more detailed analysis suggests that the fall in numbers during 2014-15 was due in part to the local authority coordinating more managed moves and jointly funding alternative provision. That was less common in 2015-16 due to tighter budgets and less capacity for such pupils. To the end of January 2017 there have been 10 permanent exclusions in the current academic year which is comparable to the same stage in academic year 2015-16.
- 2.23 For academic year 2016/17 the local authority has contracted for additional capacity to meet the duty to provide fulltime education provision from day six for all excluded pupils. The high number of excluded pupils increases the pressure on the High Needs block of the dedicated schools grant. Given the number of exclusions and requests for the Local Authority to support alternative provision, for those not yet excluded, the local authority are planning for a higher level of exclusions (9 per 10,000 pupils) and developing plans for appropriate provision for this cohort of young people from September 2017.
- 2.24 Similarly, there is an increasing number of young people considered as Hard to Place, with 24 cases referred to the Fair Access Protocol since September 2016. The aim of the Fair Access protocol is to ensure that all pupils can promptly access education and is required, through statute, that all state-funded schools sign up to the protocol. It is becoming increasingly difficult for schools in the Royal Borough to reach agreement on placements on young people hard to place with a range of pressures within different schools.
- 2.25 During the remaining of the academic year 2016/17 consultation with schools in the Royal Borough will take place on changes to the Fair Access Protocol and process. The changes are designed to evenly allocate pupils to schools while recognising the existing demands within the system. In particular, it is proposed to:
- Require a recorded vote on the proposed school for each case presented under the protocol.
 - Appoint an independent chair of the fair access panel, with admissions experience, to ensure each decision of the panel is made in accordance with the local protocol.
 - Agree to a binding admission decision without direction or referral to the Secretary of State for Education to speed up the process of securing a school place for all pupils.

Tracking 16/17 year olds in education, employment or training

- 2.26 During academic year 2014-15, schools became accountable for the destinations of pupils who took their GCSE's at the school. Whilst schools hold the accountability the local authority hold the duty to report to Government. Since 2014/15 the Local Authority resources were focussed on offering services to those young people known to be not in education, employment or training (so called NEETs) and no resource has been expended on following those whose destination is not confirmed.
- 2.27 The DfE are measuring young peoples destinations. During the annual measuring point, Sept to November 2016, an average of 59 of young people aged 16 and 17 (2.3%) in the Royal Borough were known to be NEET each month. This is in line with the England average for the same period.

However, the proportion who status was unrecorded and therefore considered unknown is 47.4%. This is the highest in England and significantly above the England average of 15.4%.

- 2.28 A part-time resource has recently been deployed for 12 hours a week to focus on reducing the number of unknowns, and that number fell by just under 200 during December 2016, a reduction of 15%. This resource will concentrate on reducing the number of 16 year-olds whose status is unknown during the remainder of academic year 2016-17 and preparing for the new cohort that will come forward in September 2017.

3. KEY IMPLICATIONS

- 3.1 The analysis and recommendations set out in section 2 support the four key implications.

Table 3: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
% of all state funded schools are judged to be Good or Outstanding	< 86%	86% - 89%	90-93%	>93%	31 March 2018
Improve disadvantaged pupil attainment at EYFS so that RBWM is ranked at least:	>120 th	120 th – 100 th	99 th – 76 th	< 75%	31 Aug 2017 (National validated data in February 2018)
Improve disadvantaged pupil attainment at KS2 so that RBWM is ranked at least:	> 75 th	75 th – 70 th	69 th – 61 st	< 60 th	31 Aug 2017 (National validated data in February 2018)
Increase the proportion of 16 and 17 year olds known to be in employment, education or training	< 81%	81% - 85%	86%-90%	> 90%	31 December 2017

4. FINANCIAL DETAILS / VALUE FOR MONEY

- 4.1 The medium term financial plan has been set with the confirmation that the Education Support Grant, which is not ringfenced, declines from September 2017. The council continue to fund a proportion of education and school services from the council budget.. Education based services are supported with budget from the Dedicated Schools Grant as agreed with the Schools Forum. There are increasing demands on school budgets and the Schools Forum has committed to a review of High Needs spending to seek better value for money during 2017-18, with an expected outturn in 2016-17 of about £18,000,000, an overspend of £1,200,000
- 4.2 The indicative national funding formula for schools block funding, due to take effect from April 2018 indicates that while the Royal Borough will see a slight increase of about £200,000 a year, there are a range of impacts on individual schools in the range +3.5% to -2.8% depending on the outcome of the national phase 2 consultation which closes on 22 March 2017.

5. LEGAL IMPLICATIONS

- 5.1 The Council is accountable for the performance of maintained schools, both Community and Voluntary Controlled, including as the employer. This includes a statutory duty for school improvement which extends to Voluntary Aided schools.
- 5.2 With the advent of Academy schools and Free Schools, the Royal Borough has no statutory role to provide school improvement services for these schools. That responsibility now sits with the Trust accountable for the Academy with oversight from the Regional Schools Commissioner for North West London and the South.

6. RISK MANAGEMENT

Table 5: Risk Management

Risks	Uncontrolled Risk	Controls	Controlled Risk
Academy schools decide to not collaborate with the action plans set out in this report	MEDIUM	Ensure Academy schools and the Regional Schools commissioner are fully aware of the support being offered by RBWM	LOW

7. POTENTIAL IMPACTS

- 7.1 An Equality Impact Assessment (EQIA) was not required for this report as the recommendations apply to all pupils in all schools.

8. CONSULTATION

- 8.1 The headline performance data was shared with schools at the Education Leadership Forum on 1 February 2017.
- 8.2 The report will be considered by Children's Overview and Scrutiny Panel on 22 March 2017.
- 8.3 The data pack will be circulated to schools immediately following the publication of this report for Children's Overview and Scrutiny Panel.

9. TIMETABLE FOR IMPLEMENTATION

- 9.1 The data presented relates to attainment in the past academic year 2015-16. Actions to address priorities for improvement are being implemented during the current academic year, 2016-17.

Table 6: Timetable for implementation

Date	Details
September 2016	School improvement resource focussed on statutory school age pupil premium action plan.
September 2016	Increased resources applied to identifying 16 and 17 year old students engagement with education, employment or training.
April 2017	Start of Early years pupil premium plan with increased funding.

- 9.2 Implementation date if not called in: 'Immediately'.

10. APPENDICES

- 10.1 This report has five appendices
- A: A glossary of education terms.
 - B: The Statutory School Age Pupil Premium Plan.
 - C: The Early Years Pupil Premium Plan.
 - D: Primary and Secondary Phase Results Summary 2015-16.
 - E: The RBWM Education Data Pack. Academic Year 2015-16. (available electronically)

11. BACKGROUND DOCUMENTS

- 11.1 Education standards report 2014-15, Cabinet papers from March 2016.

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Commented & returned
Cllr N Airey	Lead Member Children's Services	21/2/17	21/2/17 & 12/3/17
Alison Alexander	Managing Director	21/2/17	21/2/17 &

Name of consultee	Post held	Date sent	Commented & returned
			12/3/17
Russell O'Keffe	Strategic Director	21/2/17	
Rob Stubbs	Section 151 Officer	21/2/17	
Hilary Hall	Head of Commissioning	21/2/17	
Anna Trott	Service Manager Performance	21/2/17	21/2/17

REPORT HISTORY

Decision type: For information	Urgency item? No
Report Author: Kevin McDaniel, Head of Schools and Education Services, 01628 683592	

Appendix A: A glossary of relevant Education Terms

A.1 This Appendix sets out a number of terms used in this report and notes in particular where they are different to previous terms, measures or definitions.

Term	Description	Replaces	Comparable?
Good Level of Development	Early years measure of a pupil's ability in 10 areas. Assessed by professionals in the setting against a national definition and curriculum.		
Expected Standard (EXS)	Judgement informed by mixture of assessment and tests by professionals in primary age classes against broad standards but not curriculum.	Numeric levels	No
Progress 8	A measure at Key Stage 4 calculated for each student based on the change in their attainment between Key Stage 2 and Key Stage 4. Spread over 8 subjects with a national definition for calculation. School, LA and national figures are a simple aggregation process.	Value added measures	No
Attainment 8	Similar to Progress 8 in methodology but ignores starting position and looks only at GCSE results	5+ A*-C grades	No
English and Maths	A pupil meets this criteria if they achieve a grade C or above in GCSE maths and one or more of of English Language or Literature. Wider definition that previously	5+ A*-C inc English and Maths	Similar
Free School Meals	A family is considered Eligible for Free School meals if their financial circumstances meet the DWP thresholds at a given point in time.		
Disadvantaged pupils	Have been eligible for Free School Meals at some point in the last six years. This is known as Ever6 or EverFSM. The data set includes Children in Care		

	who are on the roll of a school.		
Pupil Premium	Is additional funding provided to a school for each pupil identified in their census as being Ever6. Currently £1900 per school year.		
Pupil Premium Plus	Is additional funding provided to local authorities, via the Virtual Head to support the educational progress of Children in Care. It is a nominal £1900 per child per year and normally provided to the school to support the objectives of the Personal Education Plan.		

Action Plan to Improve the attainment of statutory school age Pupil Premium Children

<p>Aim: To raise the attainment of all children at the end of the Early Years Foundation Stage with a particular focus on improving the “good level of development” of pupil premium children.</p>
<p>Success criteria:</p> <ul style="list-style-type: none"> All key stage attainment measures for the disadvantaged cohort improves on 2016 outcomes year on year over the next 3 years. RBWM Local Authority ranking for Disadvantaged KS2 EXS in reading, writing and maths is 35th or better in English LA rankings.
<p>Context: Although the borough is regarded as a high performing local authority the outcomes for pupil premium children are poor with a large gap between their attainment and that of their peers nationally. The gap in attainment to the age of 11 is below that of over two thirds of other local authorities and this is clearly not acceptable, particularly when the absolute level of attainment is also low.</p>
<p>Headline plan to be effective by 1st September 2016:</p> <ol style="list-style-type: none"> Pupil Premium Gap Analysis to help each school focus on the specific barriers for their pupils and the generation of an effective, published pupil premium plan. Pupil Premium Champions network which builds on the initial group working in 2016/17 so that practitioners can share good practice and raise expectations for all students. Skills brokering as part of School Improvement offer in 2017/18 which will enable local expertise to support others. Pupil premium training for staff and governors which will allow schools to undertake their own gap and impact analysis on a regular basis.

Actions	Date	Personnel	Resources	Evaluation/Evidence
1	Analyse similar authorities with better outcomes for their PP children and assimilate best ideas in RBWM practice	January–December 2017		Key actions for LA PP champion following comparator visits
2	Audit 2016 results pertaining to PP compared to national and NPP Analysis of R/W/M	Initial results - July and September 2016 – Raise on line Nov '16	2 days	List formulated with schools whose gaps are larger than NA and large in-school gaps
2	The LA offer – toolkit – best practice model inc. examples of website compliance, case-studies, Ofsted criterion	Devised with PP support group October – April 2017		Aspects of kit are used for new champions and routinely adapted as necessary dependent on school expertise and confidence – rolled out
2	Analysis of individual schools with priority lists; subsequent invites for gap analysis and action	By July 2017	One day per school – including	All schools engage in the process of action planning and are data aware with personalised plans/case studies for a

Action Plan to Improve the attainment of statutory school age Pupil Premium Children

	planning			academies	proportion of their PP children
2	Collate PP Champion list and associated governors from letter to schools	By July 2017		1 day	All schools have assigned PP champions Schools are aware of trends and gaps and have an action plan to improve outcomes
3	Identify areas of good practice Schools invited to showcase these ideas in the School Improvement Forum twice yearly	By December 2016		As necessary	Match need to expertise Collection of borough wide good practice is available and celebrated
4	Initiate PP support group from good practice practitioners	September 2016		As necessary	Formulation of ideas to share – school to school support.
5	Offer PP gap analysis/review to all schools – prioritising those with significant numbers or large gaps	Completed by October half term		One day for each school	Diarised: Riverside – 26 th September Dedworth Middle – Wraysbury- Larchfield – St Peters – Review All Saints SAVs Waltham St Lawrence – 20 July 16 Dedworth First – 6 July '16 Oakfield – 18 July '16
6	Website compliance update	July 2017		2/3 days	All schools have relevant evaluative information, up to date and comprehensive. Follow up to individual schools as necessary
7	Training needs identified with individual schools: Dedworth Datchet St Peters Eton Wick	By July 2017		As necessary dependent on need	Data training and use of FFT Wider opportunities availability linked to outcomes Attendance data and initiatives
8	Support Alternative Provision with ensuring PP compliance and collation of outcomes evaluation	August 2016		2 days	Website compliance Case studies complete, evaluative and useful for transition Data is used effectively to appraise outcomes and monitor use of resources to ensure value for money.

Additional activities:

Action Plan to Improve the Good Level of Development of Pupil Premium Children in Early Years Settings

Aim: To raise the attainment of all children at the end of the Early Years Foundation Stage with a particular focus on improving the “good level of development” of pupil premium children.					
Success criteria: <ul style="list-style-type: none"> Overall GLD improves on 2016 outcomes The FSM “gap” reduces to be at least in line with national RBWM ranking for FSM GLD is 35th or better in the country 					
Context: Although the borough is regarded as a high performing local authority the outcomes for pupil premium children are poor with a large gap between their attainment and that of their peers. The gap in attainment at the end of the early years foundation stage is one of the widest in the country and this is clearly not acceptable.					
Headline Plan to be effective by April 1st 2017: <ol style="list-style-type: none"> Develop and deliver targeted CPD with the teaching school alliance and with early years leading practitioners to address the weakest areas within the GLD measure following an analysis of 2016 results in order that every setting has the opportunity to further develop their staff. Instigate a network of “Champions” to provide both general and targeted support to grow the confidence of all adults working with EYPP children. Set up a fund for additional resources to support identified children in a setting for a defined period. The fund can secure time from Champions and others to model the required practice or additional resources which will enhance the education of the pupil. 					
Actions					
Actions	Date	Personnel	Resources	Evaluation/Evidence	
RV and EY team to undertake research to identify LAs where high numbers of PP children achieve GLD	Jan 17	Rita Vasa (RV) and Sian Thomas (ST) meet with Kens & Chelsea	Time	<ul style="list-style-type: none"> Successful outcome. School visits in Tri Borough arranged (ST RV) Partnership formed and future activities discussed Practice shared – many similarities. Information will be shared at launch event in March. 	
Identify all current FSM reception children across the borough Identify those remaining in EY settings in receipt of EYPP	Jan 17	Karin Taylor (KT) Ian Povey (PVI)		<ul style="list-style-type: none"> Accurate picture of PP children in reception classes and settings across borough Received Feb 3rd Received Feb 1st for EY settings 	
Identify a group of champions for reception PP children – outstanding practitioners Briefing/coaching for champions to include SLCF (JL)	Jan 17	MNS SLEs and leading teachers		<ul style="list-style-type: none"> List of champions – outstanding practitioners including PVI rep. 	
Allocate PP children to champions Allocate EYPP in PVI to EY team plus outstanding practitioners (dependent on numbers)	Jan/Feb 17	RV		<ul style="list-style-type: none"> Champions know all their allocated children and plan series of visits to their schools/settings – dates in diary – master for RV Records of visits Key points arising 	
Agree the scope and terms of reference for project	Jan/Feb 17	RV and team	RV/ST meeting and planning time	<ul style="list-style-type: none"> Draft in place prior to Feb 22nd 	
Hold event for champions – hosted by FPI	Feb 22nd	RV & ST	Time Prep Refreshments	<ul style="list-style-type: none"> LA context, priorities and action re PP GLD shared 	
Hold launch meeting for reception teachers – Alwyn to host	March 1st	RV & ST	Time Prep	<ul style="list-style-type: none"> Share learning from HMI conference – Liz Clark/RV 	

Action Plan to Improve the Good Level of Development of Pupil Premium Children in Early Years Settings

			Refreshments	
Initiate monthly twilight sessions to focus on pupil premium	From Feb 17	RV/ST		
Plan appropriate training and support - to include Communication Early writing Adult interactions Number		MNS teaching school alliance Jenni Lark (JL) Lindsay O'Connell (LoC)	Time and resources/equipment	
Hold monthly meetings of PP champions with allocated schools to discuss, monitor and evaluate provision and progress of PP reception children.	From March 17			<ul style="list-style-type: none"> • Clear, accurate data to show progress of PP reception children – regularly updated
Hold monthly meetings of champion team to scrutinise data and progress and identify strengths and weaknesses.	From March 17			<ul style="list-style-type: none"> • Analysis of data and actions to address and arising issues.
Identify and agree CPD opportunities for PP champions.				

Additional activities

Feb 2nd – RV and RBWM headteacher to attend HMI conference on improving outcomes for disadvantaged children

Evaluation – conference attended along with reps from SE LAs – very informative; valuable information sharing and gathering....to be shared and used

The MNS teaching school alliance are leading on moderation and will be active partners in this project

RV and ST are visiting schools in the Tri –borough in March

Appendix D - Primary and Secondary Phase Results Summary 2015-16

School	Ofsted Rating as at 31.08.16	Cohort Number	Intake (KS2 Reading, Writing & Maths Level 4+)	Key Stage 4 Attainment					Key Stage 2-4 Progress					Destinations	Absence
				A*-C in English + Maths GCSes	English Bacc		Attainment 8		Progress 8					Pupils staying in education or going into employment (2014 leavers)	% Overall absence 2014/15
					%	% Entered	% Achieved	Score	As Grade	Score	Range	DfE Descripton	Ranking		
Altwood	Requires imp.	133	69	62	30	20	50.6	C	-0.15	-0.34 to +0.03	Average		-0.32	97	5.3
Charters	Outstanding	245	75	78	47	35	56.9	B-	0.3	+0.17 to +0.44	Above average		-0.02	98	4.8
Churchmead	Good	87	61	69	29	22	51.0	C	0.20	-0.05 to +0.46	Average		+0.31	90	6.2
Cox Green	Good	146	67	74	40	29	54.6	C+	0.20	+0.02 to +0.37	Above average		-0.01	91	5.0
Desborough	Good	64	56	64	33	20	48.1	C-	-0.02	-0.29 to +0.24	Average		-0.49	96	4.7
Furze Platt	Requires imp. (Good - Sep 2016)	186	71	74	47	31	55.3	B-	0.26	+0.10 to +0.42	Above average		-0.18	96	4.1
Newlands	Good	181	82	88	52	70	58.5	B	0.42	+0.25 to +0.58	Above average		+0.19	98	3.8
Windsor Boys' School	Requires imp.	222	58	68	39	24	52.3	C+	0.17	+0.02 to +0.32	Above average		-0.05	95	5.2
Windsor Girls' School	Outstanding	183	71	73	49	39	51.5	C	0.1	-0.06 to +0.26	Average		-0.09	95	5.6
RBWM		1470	69	72.4	44.1	31.6	53.0	C+	0.16	+0.11 to +0.22	Above average		-0.12	95.0	4.8
National 2016 (state funded)				63	39.7	24.7	49.8	C	-0.03				-0.38	94.0	5.3

Source: Performance Tables 2016