

# SCHOOL IMPROVEMENT FORUM

TUESDAY, 27TH FEBRUARY, 2018

At 5.00 pm

in the

DESBOROUGH 2 & 3 - TOWN HALL,

## SUPPLEMENTARY AGENDA

### PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
4.	<u>KS1 AND KS2 VALIDATED DATA</u> To discuss the next steps.	3 - 18
5.	<u>EYFS VALIDATED DATA</u> To discuss feedback on EYFS Pupil Premium project.	

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# School Improvement Meeting

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**achieving  
for children**

# AGENDA

- **KS1 and KS2 validated data**
- Next Steps
  - Clive Haines
- **EYS validated data**
- Feedback on EYFS Pupil Premium Project
  - Sarah Cottle / Lorraine Clark (Foundation for Learning)

# Outcomes of Pupils - Phonics

<b>Disadvantaged</b>			
<b>Attainment - PHONICS Y1 (ages 5 - 6)</b>			
	<b>2015 % Wkg At Standard</b>	<b>2016 % Wkg At Standard</b>	<b>2017 % Wkg At Standard</b>
<b>RBWM</b>	<b>63</b>	<b>64</b>	<b>68</b>
		<b>+</b>	<b>+</b>

- LA Ranking 74<sup>th</sup> Compared to 148<sup>th</sup> (2016)

# Outcomes of Pupils – KS1

Disadvantaged									
KS1 % L2+ (ages 6 - 7)			KS1 % meeting age related expectations						
	2015 Rdg	2015 Wtg	2015 Ma	2016 Rdg	2016 Wtg	2016 Ma	2017 Rdg	2017 Wtg	2017 Ma
<b>RBWM</b>	<b>78</b>	<b>72</b>	<b>83</b>	<b>67</b>	<b>52</b>	<b>63</b>	<b>63</b>	<b>53</b>	<b>63</b>
<b>National</b>							<b>63</b>	<b>54</b>	<b>62</b>

No Levels

- Reading LA ranking **143** (2017) – 117 (2016)
- Writing LA ranking 135 (2017) – 143 (2016)
- Maths LA ranking **127** (2017)- 119 (2016)

# Outcomes of Pupils – KS2

Disadvantaged			
KS2 % Reading, Writing & Maths L4+ (ages 7 - 11)		KS2 % meeting expected standard	
	2015 RWM4+	2016 RWM	2017 RWM
<b>RBWM</b>	<b>64</b>	<b>35</b>	<b>44</b>
<b>National</b>	<b>70</b>	<b>39</b>	<b>48</b>

No Levels

- LA ranking jt 99 (2017) – jt 103 (2016)

# Outcomes of Pupils – disadvantaged overall

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 EXS Eng & Maths
<b>2017 Disadvantage</b>	114 (+32)	74 (+74)	143 (-26)	135 (+8)	127 (-8)	99 (+4)	41 (-19)
<b>2016 Disadvantage</b>	146	148	117	143	119	103	22
<b>2017 All</b>	8 (+8)	18 (+40)	7 (-1)	13 (-2)	15 (-3)	22 (+2)	29 (-20)
<b>2016 All</b>	16	58	6	11	12	24	9



## Summary of Results

- **Early Years** and **Phonics** significant ranking improvements.
- There is also good attainment gains in **Key Stage 2**, however this has resulted in marginal ranking gains so this focus has to be maintained.
- **Key stage 1** results have maintained the levels of attainment but lost ground in comparison to other authorities. This is balanced by the striking improvements in phonics, a rise of 74 ranking places, which we believe with have a positive follow through effect for KS1 reading and writing results in 2018 and beyond

## KS1 and KS2 next Steps

- 15 Schools have attended a DfE South East Pupil Premium conference
- Pupil Premium Gap Analysis started in 2016-17 and will continue to be monitored by Link Advisors
- Pupil Premium Champions networks have started which enable practitioners to share good practice and raise expectations for all pupils
- Pupil Premium training for staff and governors allows schools to undertake their gap analysis

## KS1 and KS2 next Steps

- Where School Link Advisors have been invited to support head teachers in their performance appraisals an objective has been linked to narrowing the gap of the disadvantaged pupils
- Pupil Premium summer camp (SL6 Schools)
- Teaching School Bid for KS2 Literacy
- Transition project for years 6/7 (SL6 Schools)

## Learning from Others?

- National data tables – we looked at KS2 Progress Data; undertaking Progress gap analysis.
- Compared RBWM with other LAs with < 30% disadvantaged pupils, and where the number of disadvantaged pupils is 200 < 450.
- Also looked at those larger LAs in London & South East with < 30% disadvantaged pupils and where the number of disadvantaged pupils > 450

# Learning from Others – Key Findings

Table 1:

LAs with less than 30% disadvantaged pupils and <b>between 200-450</b> disadvantaged pupils in Year 6 (closest comparison to RBWM)	Disadvantaged pupils (DP)		% DP who met the standard in RWM	Progress Scores: disadvantaged pupils			Progress Scores: All other pupils			Progress Gap - between disadvantaged and all other pupils		
	% DP	No of DP		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>England - state funded mainstream</b>			<b>48%</b>	<b>-0.7</b>	<b>-0.4</b>	<b>-0.6</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>1.0</b>	<b>0.6</b>	<b>0.9</b>
Richmond upon Thames	17%	357	51%	0.7	-1.1	-0.6	2.6	0.5	2.3	1.9	1.6	2.9
Kingston upon Thames	23%	371	46%	-0.5	-1.3	0.0	0.9	-0.7	1.2	1.4	0.6	1.2
Wokingham	11%	219	43%	-0.5	-1.2	-0.8	1.2	-0.3	0.7	1.7	0.9	1.5
Herefordshire	24%	424	47%	0.2	1.2	-0.8	1.2	1.2	0.4	1.0	0.0	1.2
Windsor and Maidenhead	17%	248	44%	-1.3	-1.9	-2.2	0.9	-0.5	0.2	2.2	1.4	2.4
York	20%	374	40%	-1.4	-0.7	-1.2	0.3	0.5	0.6	1.7	1.2	1.8
Bournemouth	27%	433	50%	-1.5	-0.6	-1.2	-0.5	0.6	-0.1	1.0	1.2	1.1
West Berkshire	17%	289	35%	-1.5	-2.4	-2.8	0.3	-0.6	-0.4	1.8	1.8	2.4
Bath and North East Somerset	20%	350	40%	-1.2	-2.6	-2.8	1.0	-0.9	-0.7	2.2	1.7	2.1
Bracknell Forest	21%	268	38%	-2.2	-2.7	-2.5	-0.4	-1.0	-0.9	1.8	1.7	1.6
Poole	26%	346	40%	-2.7	-1.5	-3.0	-1.4	-0.6	-1.0	1.3	0.9	2.0

In all cases the confidence interval for progress scores is +/- 0.6 or 0.7

Table 2:

LAs with less than 30% disadvantaged pupils and <b>more than 450</b> disadvantaged pupils in Year 6 (London & South East only)	Disadvantaged pupils (DP)		% DP who met the standard in RWM	Progress Scores: disadvantaged pupils			Progress Scores: All other pupils			Progress Gap - between disadvantaged and all other pupils		
	% DP	No of DP		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>England - state funded mainstream</b>				<b>-0.7</b>	<b>-0.4</b>	<b>-0.6</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>1.0</b>	<b>0.6</b>	<b>0.9</b>
Bromley (London)	24%	829	61%	2.2	0.6	1.4	2.3	1.1	2.3	0.1	0.5	0.9
Harrow (London)	25%	686	55%	0.6	-0.1	1.1	0.8	0.5	2.6	0.2	0.6	1.5
Sutton (London)	26%	546	56%	-0.1	0.3	-0.6	1.2	0.9	2.2	1.3	0.6	2.8
Merton (London)	28%	570	52%	0.4	0.0	0.6	2.1	0.8	2.6	1.7	0.8	2.0
Slough (South East)	29%	604	49%	-0.8	0.7	-0.1	-0.2	1.1	1.5	0.6	0.4	1.6
Windsor and Maidenhead	17%	248	44%	-1.3	-1.9	-2.2	0.9	-0.5	0.2	2.2	1.4	2.4

Confidence interval ranges +/- 0.3 or 0.4 (Bromley) to +/- 0.5 (Sutton)

Source: Dfe - SFR69\_KS2\_2017\_LA\_Tables. Tables L7a and L7b

## Learning from others – next steps

Investigate further by talking to

- Richmond regarding Reading
- Kingston regarding Writing

1. Is there borough-wide practice, or strategies that we could learn from?
2. Which of their schools are demonstrating excellence, and why?

### Other Ways

- Other LAs – Herefordshire / Bromley / Harrow / Slough
- Our Schools good practice
- Chelsea LA – same numbers of PP (small cohorts)

# Outcomes of Pupils - EYFS

15

<b>Disadvantaged</b>			
<b>Attainment - EYFS (ages 4 - 5)</b>			
	<b>2015 % Good Level of Dev't</b>	<b>2016 % Good Level of Dev't</b>	<b>2017 % Good Level of Dev't</b>
<b>RBWM</b>	<b>57</b>	<b>48</b>	<b>56</b>
		<b>-</b>	<b>+</b>

- National RBWM jt 115<sup>th</sup> ranking (jt 145)

## EYFS Pupil Premium Project

- The project was launched on 29<sup>th</sup> January with a meeting of the 7 SLEs and delegates from the 20 settings/schools involved.
- Initial visits have been carried out by SLEs to their designated settings/schools and information has been gathered.
- The common barriers that have been identified are;
  - » Parent engagement
  - » Attachment and emotional well-being
  - » What effective intervention looks like
  - » Behaviour management
  - » Quality of teaching



## EYFS Pupil Premium Project

- A training day has been organised at Moor Hall on 16<sup>th</sup> March. The content of the day will be addressing the common barriers and working with the delegates to make their own action plans, based on the needs of their own PP children.
- SLEs have more visits planned into their schools/settings during which they will offer support and training based on individual needs.
- Research and information given at the most recent PP conference, states quite clearly that the most effective way to close the attainment gap, is high quality teaching. This is where our focus must lie.
- From meeting with pre-schools in the project, it is very clear that a lot of support is needed to raise the quality of teaching and learning and provide the early intervention that is needed for our most vulnerable children.

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