

Report Title:	Standards and Quality of Education – A Review of the Academic Year 2016-17
Contains Confidential or Exempt Information?	<i>NO - Part I</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 - 22 March 2018
Responsible Officer(s):	Kevin McDaniel, Director of Children's Services
Wards affected:	All

REPORT SUMMARY

- This report highlights a number of areas:
 - Progress against the outcomes set by cabinet in March 2017.
 - Overall performance of all pupils in academic year 2016-17.
 - Ofsted judgements of schools in the Royal Borough.
 - The attainment of disadvantaged pupils.
 - The challenge of inclusion in mainstream schools.
 - Progress in tracking the participation of 16 and 17 year old students.
- The high level of educational achievement of pupils attending schools within the Royal Borough continues with pupils once again achieving significantly above the national averages in Key Stages 1, 2 and 4. As a result of 21 school inspections since September 2016, 88% of borough pupils attend Good or Outstanding schools and one third of the schools are judged by Ofsted to be Outstanding.
- In 2017 the service embarked on a three year plan to significantly improve the outcomes for young people who are or have been eligible for Free School Meals (known as "disadvantaged pupils"). At the end of year one, despite increases in the level of attainment, including meeting the milestone for early years, these pupils continue to achieve at a lower level than other borough children through to age 11.
- Throughout 2017 the trend of an increasing number of young people being excluded from school has continued. Additionally the number registered for home education by their parents, or changing schools mid-year continues to rise. This trend mirrors the national picture identified by Ofsted's Chief Inspector in her annual report. The local authority has responded through the plan to adopt an Inclusion Charter for all pupils.
- During 2017, the Council has re-invested in tracking the participation of 16 and 17 year old students in employment, education or training and has developed a proportionate plan to re-establish the level of known participation above the national average by spring 2019.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That cabinet:

- i) **Notes the report**
- ii) **Approves the priority outcomes in table 5 for academic year 2017-18. They are:**
 - Increase the percentage of Good and Outstanding schools.
 - Improve the local authority ranking of disadvantaged pupil attainment in the Early Years Foundation Stage.
 - Improve the local authority ranking of disadvantaged pupil attainment in Key Stage 2.
 - Increase the proportion of 16 and 17 year olds known to be participating in education, employment or training.
- iii) **Request a report on validated attainment and progress data for academic year 2017-18 in March 2019.**
- iv) **Approves the expenditure of £55,000 for 2018/19 and £45,000 for 2019/20 to continue to track the participation of 16 and 17 year olds through existing budgets.**

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

- 2.1 This is the eighteenth 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 2016-17 against national and statistical neighbours and previous years. It is based on validated data published by the Department for Education in February 2018. A number of key education terms are described in Appendix A and school level outcomes are contained in Appendix B. The complete range of education data is presented in appendix C (The Education Data Pack 2016-17).

Impact of work since March 2017

- 2.2 In March 2017 Cabinet approved four education outcomes.

Table 1: Achievements against cabinet report outcomes

Defined Outcomes	Progress	Commentary
86-89% of all state-funded schools are judged to be Good or Outstanding	MET 86% of schools judged Good to Outstanding at the end of February 2018.	At the end of Academic year 2016-17, 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 2018 with 33% of schools currently judged as Outstanding. 14% of schools are currently judged as Requires Improvement. We have no schools that are graded as Inadequate.

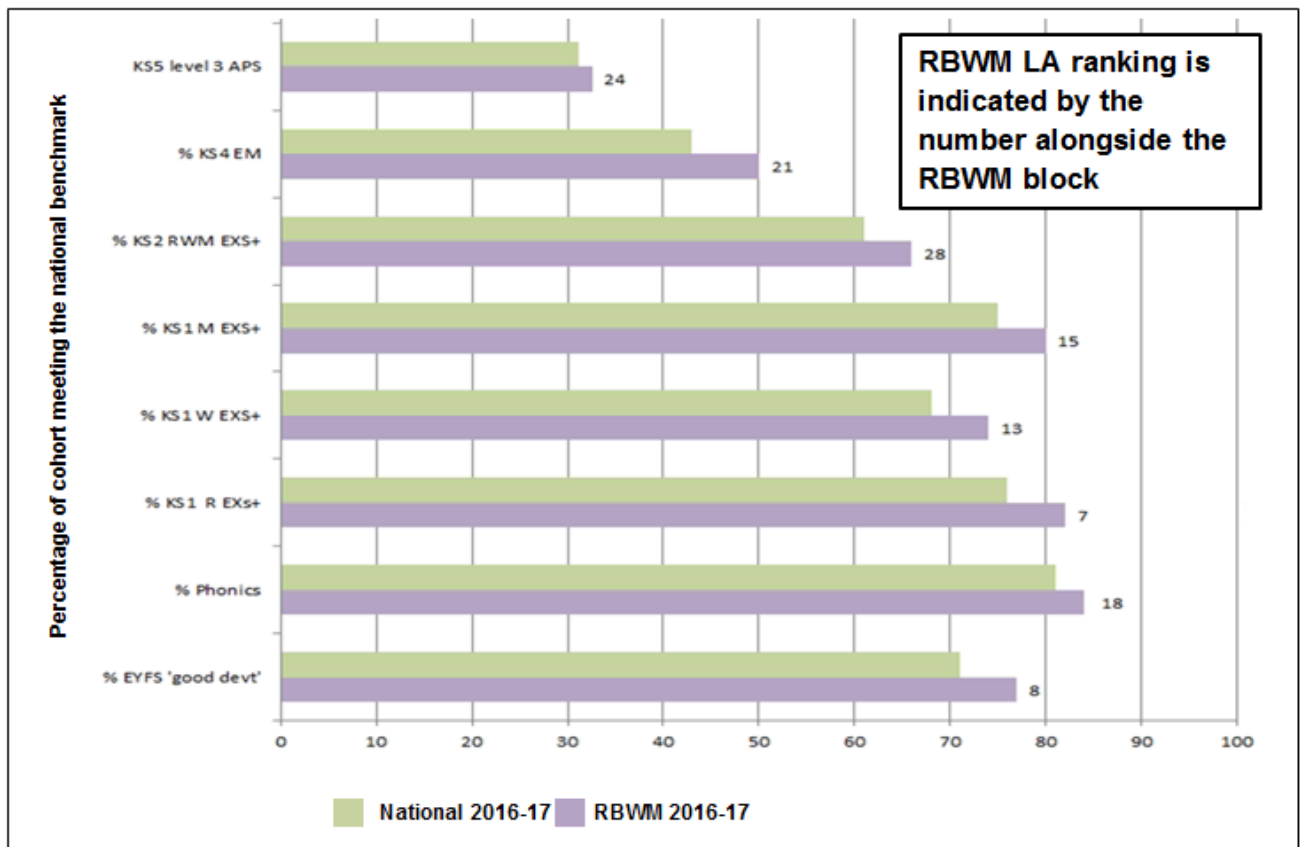
Improve disadvantaged pupil attainment at KS2 so that RBWM is ranked at least 75 th	UNMET The RBWM ranking improved marginally from joint 103 rd to joint 99 th despite a 6% improvement in the actual level of attainment by this cohort of pupils.	The proportion of disadvantaged pupils achieving the expected standard for all of reading, writing and mathematics increased from 38% to 44%. This level remains below the national average which increased from 44% to 48%.
Improve disadvantaged pupil attainment at EYFS so that RBWM is ranked at least 120 th	MET Our position improved significantly from 145 th to joint 114 th this year.	DfE statistics for disadvantaged EYFS show the proportion of pupils attaining the DfE's definition of good level of development in RBWM for 2017 was 52%
Increase the proportion of 16 and 17 year olds known to be in employment, education or training (81% - 85%)	MET We have met this target, with 81.2% of pupils known to be in employment, education or training.	Recent reinstated tracking work means that the proportion of pupils whose participation is formally 'unknown' has decreased from 44% last year to 18.2% this year (December figure). 0.6% of the cohort are known to be not in education, employment or training (NEET) which is better than the national average.

- 2.3 The outcomes in table 1 reflect progress of current active plans to i) improve outcomes for disadvantaged pupils and ii) improve the clarity of recording of the participation status for 16 and 17 year olds. The improvement plans have been revised and are continuing in these areas, see points 2.23 to 2.36.

Overall attainment for all pupils

- 2.4 The data in appendix B sets out attainment and progress results from the 2016-17 academic year, covering all of the different measures that the Department for Education specifies for education. Overall for all pupils, schools in the borough outperformed the national average level of attainment at all Key Stages. The Royal Borough has maintained its broad position as a top 20% Local Authority area for attainment in 2017-18.
- 2.5 The level of attainment against each benchmark and the relative ranking against the 150 education authorities in England which publish statistics is summarised in Chart 1.

Chart 1: All key stage performance and national ranking



- 2.6 The national system for GCSE results is in a transition phase with English and Maths GCSE now scored on a scale of 9 (high) to 1 (low) as a result of a single examination set at the end of a course of study. A score of 4 is considered a pass, with 5 called a “strong pass”. Overall at Key Stage 4, 50% of pupils in Windsor and Maidenhead schools achieved English and Maths GCSE at grade 5 or above compared to 42% nationally. The percentage of RBWM pupils attaining English and Maths at grade 4 and above is 72% compared to 64% nationally. This percentage is similar to the percentage of pupils who achieved a grade C or above in English and Maths in 2016 (73%).
- 2.7 A new benchmark for Key Stage 4 is called Attainment 8. This is based on students’ attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. For 2017, points are awarded for GCSEs which range from 8.5 points (for an A*) to 1 point (for a G). In English and Mathematics the numerical grades are used. The average Attainment 8 score across RBWM was 49.4, above the national average of 46.3. It is too early in the life of this measure to review any trend data.
- 2.8 Appendix B outlines the summary results for all schools collected by education phase. For 2015, pupils were assessed on the old curriculum levels and sub-levels making a comparable three year trend difficult as they are now assessed against an expected standard which is considered to be higher than the previous benchmark. This dataset will continue to evolve.

- 2.9 In March 2017 it was identified that within borough schools, small groups of pupils with a common characteristic, known as “Groups” by Ofsted, show lower attainment than the outcomes for all pupils which are typically a top quintile (20%) authority. The Director of Children’s Services wrote to the chairs of governors at all schools in April 2017 seeking their support to ensure that their leaders focus on these groups with a broadly positive response. School Link Advisors continue to work with individual schools to make sure that school development plans are shaped to include the relevant groups for the schools.
- 2.10 The 2016-17 results across the borough indicate that young people from Asian, black or mixed heritage attain less well than their peers and this will be a targeted area of monitoring through the School Improvement Forum during 2018/19.

Ofsted judgements of school quality

- 2.11 13 schools^{1*} were inspected during the academic year 2016-17. The percentage of schools judged to be Good or Outstanding in RBWM was 83%. Since September 2017, a further eight schools have been inspected** which has raised the percentage of schools judged to be Good or Outstanding to 86% compared to 89% nationally.
- 2.12 Since the start of the academic year 2016-17, five schools have increased their Ofsted judgement to Outstanding so one third of schools in the Royal Borough are currently judged to be Outstanding.
- 2.13 Of those 21 inspections
- 9 schools improved their judgement.
 - 10 schools remained unchanged.
 - 2 schools were downgraded.
- 2.14 At March 2018, there are nine schools in RBWM which currently have a judgement of Requires Improvement. Six of those schools have converted to Academy status and have been exempt from Ofsted inspection for up to three years, however four of them are due an Ofsted inspection within the next year. The three remaining maintained schools are currently in the Ofsted three year cycle and are not expected to be inspected this year.
- 2.15 School Link Advisors will continue to ensure that there are robust Ofsted action plans in place with all nine schools seeking to improve their judgement to at least Good.

The performance of disadvantaged pupils

- 2.16 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 96 pupils at Key Stage 2 and 111 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

¹ *All Saints Junior School , Braywick Court, Cookham Dean Primary, Cookham Rise Primary, Courthouse Junior, Furze Platt Senior, Homer First School, Holyport College , Knowl Hill Primary, RBWM Alternative Provision, St Edwards Peters, The Royal First School and Waltham St Lawrence Primary

^{**}Altwood School, Alexander First School, Holy Trinity St Stephens, Manor Green, St Luke’s Primary, St Peters Middle, Wraysbury Primary and Woodlands Park Primary

care of a Local Authority on the roll of a school. This wider groups totals 248 pupils in Key Stage 2 and 234 pupils in Key Stage 4. This group attract additional funding called Pupil Premium and is commonly used for comparative purposes.

- 2.17 This cohort has been the focus for improvement work and this report comes after one year of activity in the current three year plan. Table 2 shows the attainment for disadvantaged RBWM pupils compared to all borough pupils and equivalent national groups.

2.18 **Table 2: RBWM disadvantaged attainment by phase: 2016 vs 2017**

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 9-5 pass Eng & Maths
2017 RBWM Disadvantaged	52% (+8%)	68% (+12%)	52% (-2%)	44% (+7%)	54% (+2%)	44% (+9%)	29%
2016 RBWM Disadvantaged	44%	56%	54%	37%	52%	35%	n/a
2017 National Disadvantaged	56% (+2)	68% (-2)	61% (-1%)	52% (-1%)	60% (=)	48% (+9%)	25%
2016 National Disadvantaged	54%	70%	62%	53%	60%	39%	n/a

(Figures in brackets show year on year change in attainment)

- 2.19 Table 2 shows that there have been strong attainment gains for disadvantaged pupils in the Early Years, Key Stage 1 and Key Stage 2. The one exception is a slight fall in the attainment for Key Stage 1 reading which is similar to the national position at Key Stage 1 which has broadly fallen back. Research shows that early intervention with the disadvantaged group will have impact in their future education.
- 2.20 Key stage 4 results cannot be compared with last year due to the GCSE grading system changes as set out in 2.6.
- 2.21 Table 3 shows the rankings for disadvantaged and all RBWM pupils compared to the 150 local authorities in England where a rank of 1 is the highest performance.

Table 3: RBWM disadvantaged ranking by phase vs all RBWM pupils

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

(Figures in brackets show year on year change in ranking)

- 2.22 We expect that the significant LA ranking improvement in phonics of 74 places and in EYFS of 32 places will have a positive follow through effect for KS1 results in 2018 and beyond.
- 2.23 Work continues from last year for schools to understand the barriers to learning for the disadvantaged groups and plans to address these needs are in place. This still remains a challenge for most schools with small cohorts as resources are limited for sustained targeted intervention. Next steps have been identified by the internal Education Improvement Group (EIG):
- Pupil Premium Gap Analysis started in 2016-17 and will continue to be monitored by School Link Advisors as it helps each school focus on the specific barriers for their pupils and the generation of a clear, actionable and published Pupil Premium plan.
 - 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 own specific gap analysis.
 - 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.
- 2.24 In February 2018, 15 Pupil Premium Champions from a range of schools attended a Pupil Premium conference organised by the Department for Education and the Regional Schools Commissioner which reinforced to schools present that they are well engaged with national strategies which have been shown to work. We will be looking to further grow the Pupil Premium Champions network in the borough so that good practice can be shared along with lessons learnt from visits to other Local Authorities.
- 2.25 At the end of academic year 2015-16, the local authority ran a Pupil Premium Summer Camp. Seven schools nominated 30 children who have limited life experiences and who would benefit from opportunities that encourage them to take risks, develop independence and build relationships in a productive manner. These children enjoyed three days of creativity, outdoor learning and water sports where they worked in teams and co-operated in activities not available to them because of financial constraints or family circumstances. This was not residential and the team were able to engage with the parents and carers each day to reinforce their confidence with the education sector.

- 2.26 The Foundation for Learning (Nursery Federation Teaching School) is working on behalf of RBWM on the Early Years Pupil Premium Project with schools and private and voluntary nurseries and groups, collectively called settings.
- 20 settings have been identified for support based on the number of pupils in receipt of Pupil Premium funding by focusing on any setting with 3 or more pupils in receipt of funding.
 - Special leaders in education, outstanding teachers and leaders have been recruited to support teachers, leaders and practitioners to identify these children and work together to ensure that they make maximum progress.
 - All settings have received a visit from their special leaders in education to talk about the children, their data and future outcomes. This was an opportunity for all to share the support that they might need to enable the children to meet a Good Level of Development at the end of Foundation Stage 2.
 - At the end of January leaders and teachers came together to discuss funding, concerns and future training. Special leaders in education continue to visit the schools/settings to offer bespoke support.
- 2.27 All opportunities to share and collaborate for these pupils will be crucial to making improvements. It is noted in national data that local authority areas with small numbers of disadvantaged pupils dispersed across the schools in the area have the largest gaps. RBWM fits that pattern and table 4 is a direct comparison of similar Local Authorities and School Link Advisors will be speaking to these Local Authorities to see if there are lessons that can be learnt.

Table 4: Key Stage 2 comparison with similar cohort numbers

LAs with less than 30% disadvantaged pupils and between 200-450 disadvantaged pupils in Year 6 (closest comparison to RBWM)	Disadvantaged pupils (DP)		% DP who met the standard in Reading, Writing & Maths	% all pupils who met the standard in Reading, Writing & Maths
	% DP	No of DP		
Richmond upon Thames	17%	357	51%	76%
England - state funded			48%	62%
Herefordshire	24%	424	47%	60%
Kingston upon Thames	23%	371	46%	65%
Windsor and Maidenhead	17%	248	44%	66%
Wokingham	11%	219	43%	70%

- Volatility in the level permanent exclusions of borough resident pupils**
- 2.28 The rate of permanent exclusions has risen in 2016-17 to 0.12%; the national exclusion rate was 0.08% (2015-16 national rate equates to eight pupils per 10,000 were excluded). Two permanent exclusions were from primary phase and 25 from secondary phase. Table 5 shows the local trend over four years.

Table 5: Permanent exclusions for RBWM residents

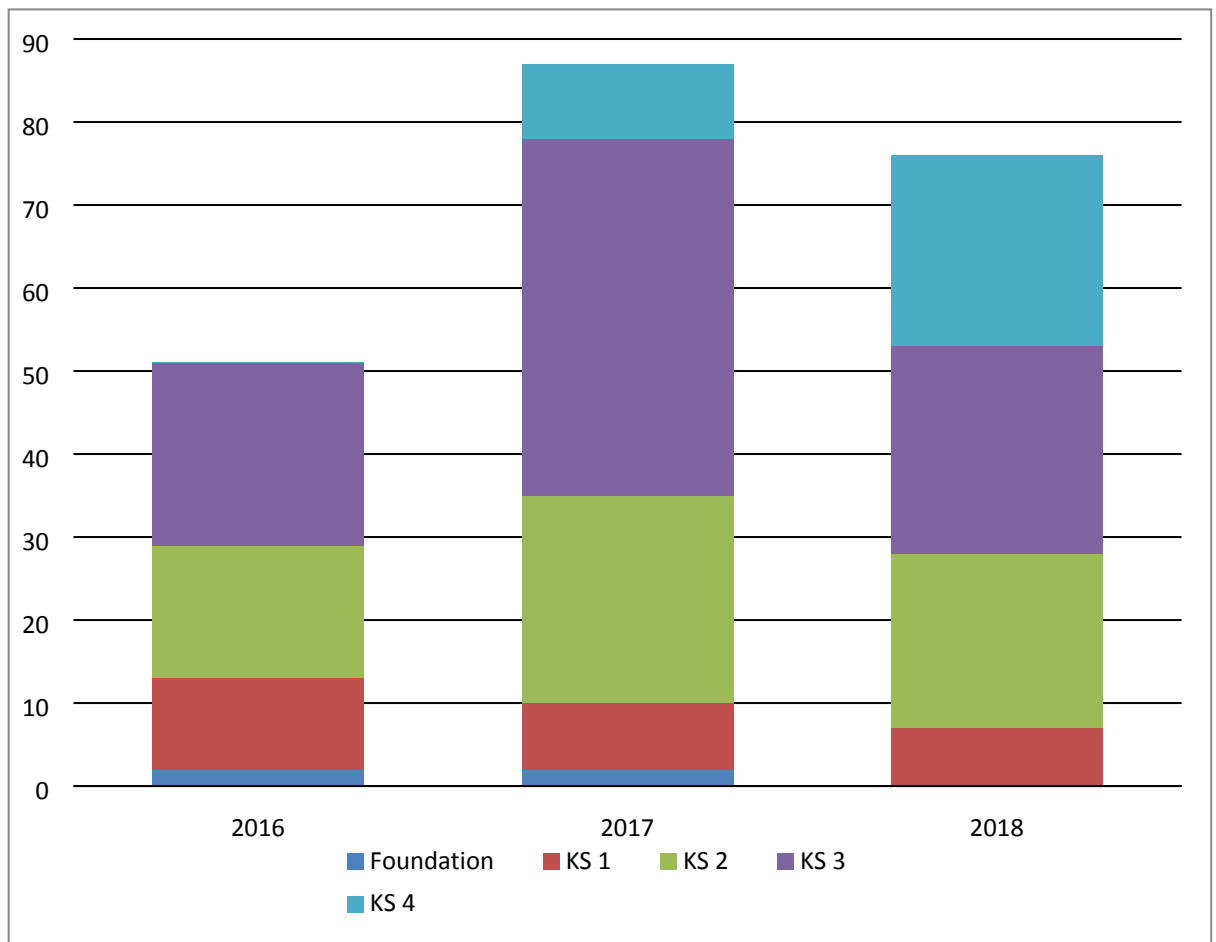
	RBWM Permanent Exclusions			
	2013/14	2014/15	2015/16	2016/17
Number of pupils*	20	10	20	27
% of Total pupils	0.09%	0.03%	0.09%	0.12%

Source: Exclusions SFR except 2016/17 (Educational Welfare)

*SFR rounds total pupil numbers to nearest 10

- 2.29 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 RBWM coordinating more managed moves and jointly funding alternative provision from the high needs block.
- 2.30 As part of the high needs block recovery plan which started in financial year 2017-18, it was determined that RBWM would cease jointly funding alternative provision while strengthening the provision for those unable to attend school on medical grounds or permanently excluded. Schools are finding it harder to fund access to alternative provision where it makes sense for their students. The increase in numbers is thus partly expected and RBWM continues to work with schools to ensure permanent exclusion is only used when appropriate for a young person.
- 2.31 For academic year 2016-17 RBWM arranged for additional capacity to meet the statutory duty to provide education from day six for all permanently excluded pupils. The high number of excluded pupils contributes to the pressure on the high needs block of the dedicated schools grant. Given the number of exclusions and ongoing requests for RBWM to support alternative provision for those not yet excluded, RBWM planed for a higher level of exclusions (9 per 10,000 pupils) and appropriate provision for this cohort of young people was put in place from September 2017. Work is underway to secure a multi-year arrangement to increase the effectiveness of the education offered to these pupils and be flexible enough should the rate of exclusion continue at the current level or rise further.
- 2.32 The borough is seeing increases in the level of elective home education and in-year school transfers as well as exclusions. Chart 2 shows the increasing level of recorded cases of elective home education in recent years. The Education Welfare service offers to meet with all of these families and is feeding into the School Link Advisors as necessary.

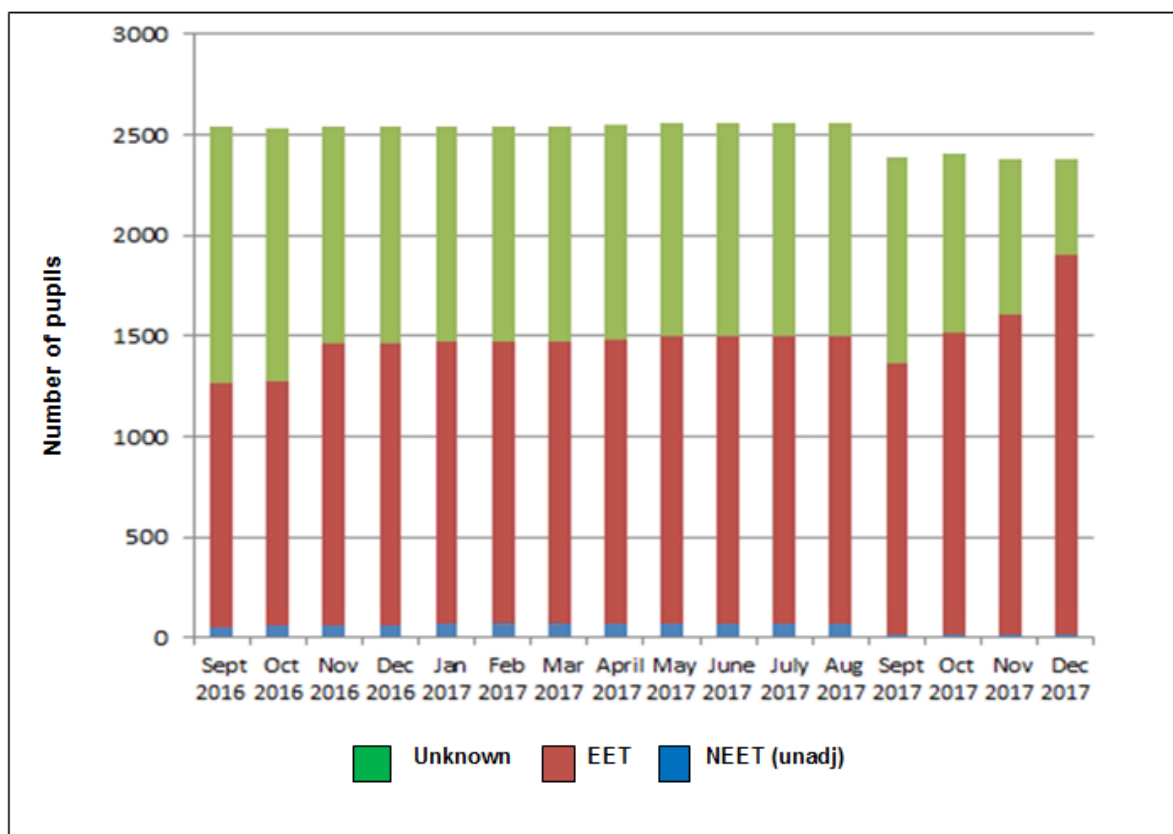
Chart 2: Number of electively home educated children by academic year



Tracking 16-17 year olds in education, employment and training

- 2.33 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 Royal Borough has the duty to report to Government. Since 2014-15 RBWM resources are focussed on offering services to those young people known to be not in education, employment or training (so called NEETs).
- 2.34 The average number of 16-17 year olds identified as NEET in RBWM was 13 over the three months to December 2017, which represents 0.6% of the population and below the national average.
- 2.35 A new headline measure was introduced and published during 2017 which combines the NEET rate with the 'Unknown' rate for young people aged 16 and 17. The Department for Education believe this gives a more accurate and well-rounded impression of how well Local Authorities are fulfilling their duty to track young people and encourage them to participate. Chart 3 shows the growth in the proportion of "not known" students over time, including the impact of the work in 2017 to re-instate the tracking process.

Chart 3: Participation status of 16-17 Year Olds living in RBWM



2.36 The percentage of those known to be in Education, employment or training was 81.2% for January 2018 which is in line with our recovery plan milestone. The national performance tables will be published again in late spring and the current performance will continue to be low.

2.37 Following a meeting between Ann Milton MP, the Leader of the Council and the Director of Children's Services, the service will maintain our plan of action in collaboration with colleagues from Achieving for Children which means the service will:

- Engage with the current 15 year old cohort (year 11) prior to GCSE examinations to secure their participation intentions for September and to ensure that all settings and young people are aware of the services offered to those at risk of not participating.
- Exchange data with the schools and colleges during September and October 2018 to confirm those arrangements.
- Write to the home addresses of those whose status is not confirmed by the data exchange in November 2018 seeking confirmation.
- Telephone and door knock as required to minimise the number of young people whose status is still not known.

2.38 In 2017-18, the cost of the work to reduce the "not known" figure was circa £55,000 for software and resource hours. This work has identified just one young person so far who was not participating nor accessing support services.

3. KEY IMPLICATIONS

3.1 The analysis and recommendations set out in Section 2 support the same four key implications that remain a focus from last year. Targets have been reviewed and reset as appropriate.

Table 5: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
% of all state funded schools are judged to be Good or Outstanding	<88%	89%-92%	93%-96%	>97%	31 March 2019
Improve disadvantaged pupil attainment at EYFS so that RBWM is ranked at least 80 th	>80 th	80 th – 70 th	71 th -60 th	<60 th	Aug 2018 (National Validated data in February 2019)
Improve disadvantaged pupil attainment at KS2 so that RBWM is ranked at least 75 th	>75 th	75 th – 70 th	69 th -61 st	<60 th	Aug 2018 (National Validated data in February 2019)
Increase the proportion of 16 and 17 year olds known to be in employment, education or training	<91%	91%-95%	96%-98%	>98%	January 2019

4. FINANCIAL DETAILS / VALUE FOR MONEY

- 4.1 For 2018/19 the government announced significant changes to the Schools block funding. In 2018/19 and 2019/20 the national formula will set the notional allocations for each school, which are aggregated and used to calculate the total schools block to be received by each local authority as a provisional allocation.
- 4.2 For these transitional years local authorities will determine the final funding allocations to schools through a local formula, along with the schools annual growth fund, falling rolls fund and any agreed movement to the high needs block. To limit the impact on RBWM schools in 2020/21, in agreement with Schools Forum, where possible the local formula has moved towards the National Funding arrangements.
- 4.3 As part of the budget setting a schools block transfer of £416,000 was agreed by Schools Forum to support a programme investing in SEND inclusion to raise standards, performance and improve value for money. This will include some of the issues behind increased exclusion and rates of home education.

- 4.4 Throughout 2017/18 the in-year monitoring has shown a consistent level of pressure on budgets financed by the dedicated schools grant, with a projected deficit carry forward as at 31 March 2018 of circa £2,000,000. This deficit may impact future levels of delegated schools budget and the council continues to work with the Schools Forum to find effective ways to reduce this pressure.
- 4.5 The tracking of participation by students was funded in 2017-18 from existing local authority budgets. Achieving for Children have identified that they could support borough pupils through their processes and rationalise the software costs in the longer term following a data migration project. This is likely therefore to continue to cost £55,000 in 2018/19 and fall to £45,000 from 2019/20.

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 6: 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, unvalidated performance data was shared with schools at the Education Leadership Forum in November 2017.
- 8.2 The report will be considered by Children's Overview and Scrutiny Panel on 22 March 2018.
- 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 2016-17. Actions to address priorities for improvement are being implemented during the current academic year, 2017-18 and action is ongoing.

10. APPENDICES

- 10.1 This report has three appendices

- A: A glossary of education terms.
- B: Primary and Secondary Phase Results Summary 2016-17.
- C: The RBWM Education Data Pack. Academic Year 2016-17 (electronic)

11. BACKGROUND DOCUMENTS

- 11.1 None.

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Commented & returned
Cllr N Airey	Lead Member Children's Services	22/2/18 5/3/18	23/02/18 6/3/18
Cllr D Evans	Deputy Lead Member Children's Services	6/3/18	6/3/18
Alison Alexander	Managing Director	23/02/18	23/02/18
Kevin McDaniel	Director of Children's Services	20/2/18 5/3/18	22/2/18 5/3/18
Rob Stubbs	Section 151 Officer		
	Other e.g. external		

REPORT HISTORY

Decision type: For information	Urgency item? No
Report Author: Clive Haines, School Leadership Development Manager 01628 796960	

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 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.		
Not Known Status	A pupil aged 16 or 17 is considered to have a "not known" status if their current participation cannot be recorded with sufficient detail of the education/training element. This includes detailed course, timetable and attendance information		