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REPORT TO:	Lifelong Learning Scrutiny Committee
REPORT NO:	HEd/08/18s
DATE:	19 April 2018
LEAD MEMBER:	Councillor Phil Wynn (People – Education)
CONTACT OFFICER:	Siwan Meirion (Education Effectiveness Lead) - Tel: 295443
SUBJECT:	Performance of Free School Meal (FSM) pupils and other vulnerable groups of learners
WARD:	All

1.   PURPOSE OF THE REPORT

a)   To provide Members with information about the standards achieved by groups of vulnerable learners in Wrexham in 2017.

b)   To provide Members with information about the verified GCSE results in 2017. This focuses on the Level 2 inclusive indicator.

2.   EXECUTIVE SUMMARY

2.1   This report is inevitably of a technical nature, with frequent references to terms and indicators that require clarification and explanation. A glossary of terms is located at the end of this report, before the Appendices.

2.2   The substantive part of this report focuses on standards achieved by groups of vulnerable learners in Wrexham in 2017 due to there being very little change to the GSCE results from the data provided to the committee in October 2017. Appendix 7 provides detail at individual school level in respect of performance in GCSE at the level 2 inclusive indicator for eFSM and non-FSM pupils.

2.3 The Background Information section of this report, along with the numerous appendices, provides a detailed breakdown of the performance of vulnerable groups of learners against a range of relevant performance indicators.

2.4 The link between poverty and underachievement is well-researched. There is an intrinsic link between poverty and achievement. The entitlement to Free School Meals (e-FSM) is used by Welsh Government as the proxy indicator to define poverty. There are, however, other significant factors that impact upon learners' performance.

2.5 A more in-depth analysis of performance of e-FSM pupils is included in Appendix 5 of this report. The information included here is the performance data for e-FSM pupils who do not face the additional challenges posed by having English as an Additional Language (EAL) or by having specific Special Educational Needs (SEN).

2.6 This analysis identifies that the gap in performance between e-FSM and Non-FSM pupils has widened slightly at Foundation Phase (from 1.7 percentage points (pp) in 2016 to 5pp in 2017), but has narrowed at KS2 (from 6.3pp in 2016 to 2.4pp in 2017).

2.7 The gap in performance at KS3 has reduced from 11pp in 2016 to 3.5pp in 2017.

2.8 At KS4, however, the gap remains significant with little progress having been made since 2016 (0.7pp reduction in the gap). (See Appendix 1 and Appendix 5)

Planning for Improvement

2.9 As previously reported to this committee, the Business Planning process within the Education Department, and by GwE, (North Wales Regional School Improvement Service) our school improvement partners, has recently been revised. Improving the performance outcomes of pupils entitled to FSM is a golden thread that runs through the Level 1, Level 2 and Level 3 Business Plans and, as such, will be subject to further scrutiny by this committee.

2.10 Both GwE and the Education Department are in the process of developing the 2018/19 Business Plans, which will contain a breakdown of the specific actions that will be taken to support and challenge schools to improve the performance outcomes of e-FSM pupils.

3. **RECOMMENDATION**

3.1 **That Members of the Committee formulate their conclusions and recommendations based on the information in the report and the discussion at the meeting.**

REASON FOR RECOMMENDATION

(i) To further strengthen structures around challenging and supporting the performance of schools which consistently perform below expected levels.

4. BACKGROUND INFORMATION

2.11 At a meeting of the Lifelong Learning Scrutiny Committee held on 16 April 2015, the Committee agreed that future reports on education standards in respect of vulnerable groups of learners would also include the following:-

- GwE (North Wales Regional School Improvement Service) FSM data;

- Performance of Looked After Children (due to very low cohort numbers, it is not appropriate to report on this in 2017); and

- Trend data and all Wales comparative data, where available.

2.12 With regard to the actions outlined in the previous report to further raise standards, a request was made for context to be provided in relation to individual actions to enable the Committee to consider progress and to evaluate the effectiveness of the actions. This report sets out the following information, as requested:-

- Appendix 1 – performance of pupils entitled to free school meals against non-free school meals in Wrexham compared with the Wales average for all phases.

- Appendix 2a – Welsh Government 2 stage model of English as an Additional Language Acquisition.

- Appendix 2b – End of Key Stage results 2017 – EAL summary.

- Appendix 2c – Performance of EAL pupils in Wrexham at Foundation Phase, Key Stage 2 and Key Stage 3 who achieve the relevant outcomes/levels at Teacher Assessment and those who achieve the Level 2 inclusive threshold at Key Stage 4.

- Appendix 3 – performance of pupils in Wrexham with Specific Educational Needs.

- Appendix 4 – performance of pupils in Wrexham with Specific Educational Needs who are entitled to Free School Meals.

- Appendix 5 – Performance of FSM/Non-FSM pupils by characteristics at Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4.

- Appendix 6 – Targets for the performance of FSM pupils in Wrexham 2018-20.

- Appendix 7 – Verified GCSE outcomes for 2017.

Action being taken to further raise standards

2.13 The actions outlined in both the Education Department's and GwE's Business Plans (examples in 4.4 below) are ongoing and part of a three year improvement plan. It will not be possible to report on impact until the next set of outcomes are available and even then many of the strategies are long term ones that will take time to embed. Research undertaken for the UK government in 2015 by Durham University found that many of the factors that have the greatest impact on the attainment of e-FSM pupils, such as having a whole school ethos of achievement for all, high quality teaching, and clear, responsive leadership, take between 3-5 years to embed. A link to the full report is provided below.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

2.14 Amongst the range of actions that, since September 2017, GwE and the LA have, and continue to implement are:

- Require schools to send a copy of their Pupil Development Grant (PDG) plan to their GwE Supporting Improvement Advisor (SIA), and have monitored compliance with WG's requirement that plans are published. During the autumn term visit SIAs asked to see a detailed overview of how and where the PDG was to be spent over the coming year, checking that it was being targeted correctly – at e-FSM learners first and then other vulnerable pupils. All of the SIA's judgements and comments on the use of PDG are quality assured by the Core Lead and any follow up actions or concerns were flagged up to the LA at fortnightly accountability meetings.

- Collate regionally all the comments from all SIA reports and use them to inform the work of the Wellbeing Team. Training and development activities on how to use the grant most effectively to impact on outcomes for pupils were organised, focusing specifically on school-to-school collaboration to share effective practice.

- Discuss in detail at the autumn term visit the outcomes and targets of e-FSM pupils and challenge them appropriately. Targets of e-FSM pupils are specifically collated on the GwE target setting website and, as predictions are updated the SIAs monitor carefully any concerns regarding the progress of e-FSM pupils and rigorously challenge any lack of progress.

- Target support for schools with low performance, and this has had a focus on e-FSM learners who are borderline to achieve the expected outcome

or level. Bespoke support plans are in place for all schools categorised as Red or Amber.

- At Governing Body meetings, as part of headteachers' performance management and at Governor training, GwE and the LA have highlighted the need to improve the outcomes of e-FSM pupils and constantly monitor their progress.

- During in year visits, SIA's will consider the progress of e-FSM learners during activities such as learning walks, book scrutiny and listening to learners.

- The Core Lead for primary has established a network for sharing good practice in enrichment and wellbeing activities that are reported to have a positive impact on the engagement of e-FSM learners.

- GwE organised a very successful regional LAC Education/Wellbeing conference "Success For All – Creating a Nurturing Culture within our schools" at Venue Cymru on 6 March 2018. Over 400 attended with good representation from Wrexham schools. The conference had a range of exhibitors and workshops all within the key themes /evidence base of what makes a difference to the education of our looked after children and what support/provision schools could implement.

- Schools and Local Authority staff have utilised the regional based training programmes aimed at supporting vulnerable learners via the looked after grant allocation. All programmes linked to the PDG of children who are looked after have been and will be evaluated to show improvement in both learner's soft outcomes as well as key performance indicators within the school and local authority.

- Many secondary and primary schools have accessed trauma/attachment training programme for looked after children during the year that has resulted in teaching staff being more confident in dealing with learners and identifying suitable support and provision.

- A Family Learning Signature pilot with Ysgol Bryn Alyn and the feeder primary schools is currently being implemented.

Summary of performance

2.15

2017	Percentage of pupils gaining the expected level or above in the Core Subject Indicator (CSI)				
	Target	Achieved	Percentage point difference in 2017	LA position (2016 in brackets)	Wales Average 2017
FPOI	%	88.4%	+1.8%	11th (15th)	87.3%
Key Stage 2 - CSI	%	90.3%	+2.6%	7th (18th)	89.5%
Key Stage 3 - CSI	%	86.3%	+2.0%	16th (16th)	87.4%
*Key Stage 4 – L2+	%	49.3%	-6.0%	20th (18th)	54.6%

*As previously reported, due to changes in specifications and the composition of the performance indicators it is not appropriate to compare GCSE outcomes in 2017 to previous years.

e-FSM Pupils - Appendix 1

2017	Percentage of pupils gaining the expected level or above in the Core Subject Indicator CSI, and Level 2 and Level 2+ for e-FSM pupils			
	Wrexham	Wales	Percentage point difference between 2016 - 2017	Percentage point difference in 2017 to Wales average
FPOI	76.3%	75.9%	-0.2pp	+0.4pp
Key Stage 2 - CSI	76.0%	77.2%	+7.1pp	-1.2pp
Key Stage 3 - CSI	68.9%	70.8%	+3.2pp	-1.9pp
Key Stage 4 – L2+	20.4%	28.6%	-3.2pp	-8.2pp
Key Stage 4 – L2	29.9%	41.3%	-15.2pp	-11.4pp

2.16   In the foundation phase, the performance of pupils who are entitled to Free School Meals (e-FSM) in Wrexham dipped marginally in 2017 (-0.2pp) but remains 0.4pp above the Wales average. Performance was 1.3pp above the GwE average.

2.17   At Key Stage 2, the performance of e-FSM pupils in Wrexham improved in 2017 (+7.1pp), compared to a Wales increase of 0.1pp. The gap between Wrexham and the Wales average has significantly closed to -1.2pp. Performance was 2.3pp below the GwE average.

2.18   At Key Stage 3, the performance of e-FSM pupils in Wrexham improved by 3.2pp compared to a Wales increase of 1.4pp, reducing the gap to the Wales average to 1.9pp. Performance was 4.6pp below the GwE average.

2.19   At Key Stage 4 in the level 2 threshold indicator, the performance of e-FSM pupils in Wrexham decreased by 15.2pp in 2017. This was compared to a Wales decrease of 30.3pp. However performance remains below Wales averages by 11.4pp, and 8.3pp below the GwE average.

2.20   At Key Stage 4 in the level 2 inclusive indicator, the performance of e-FSM pupils in Wrexham decreased by 3.2pp in 2017 compared to a Wales decrease of 6.5pp. However, the performance is at 8.2pp below Wales averages and 6.5pp below the GwE average.

Pupils with English as an Additional Language (EAL) - Appendix 2a and 2b

2.21   Pupils with English as an Additional Language attain at their expected levels when their language acquisition level is considered (see Appendix 2a). Once pupils achieve a language acquisition level of D or above they achieve near to or better than the Wrexham average in the CSI, English and mathematics in the Foundation Phase, Key Stage 2 and Key Stage 3 and the Level 2 inclusive, Level 2 and CSI at Key Stage 4.

Pupils with Special Educational Needs (SEN) - Appendix 3, 4 and 5

2.22   Appendix 3 provides information about the number and percentage of pupils with Special Educational Needs (SEN) who achieve the expected levels at each of the 3 stages within the Code of Practice i.e. School Action, School Action Plus and in receipt of a Statement.

2.23   Appendix 4 provides similar information for SEN pupils who are e-FSM. It is important to take account of this information when considering the overall performance data for e-FSM pupils.

2.24   Appendix 5 provides information regarding the performance of e-FSM pupils who do not have SEN.

School Action

2.25   All pupils at School Action receive support/provision through schools' own resources.

School Action Plus (SAP)

2.26   The vast majority of pupils will also receive support/provision through school's own resources at SAP. However, if schools feel they need support to supplement this, they can make a request for additional resources/provision at School Action Plus for consideration by the Local Authority Moderation Panel. If this is agreed then the funding can be used for a range of provision, targeted programmes, training and targeted intervention following

recommendations from outside SAP agencies. The level of support/provision at SAP funded by the LA is dependent on the individual pupil's need and for these pupils they will primarily access mainstream schools.

Statements

2.27 A range of provision to support a pupil is identified in part 3 of the statement. This will vary according to the individual pupil's need according to the placement in part 4 which will be at a mainstream school, Resourced Provision or a special school.

5.   IMPLICATIONS

2.28 **Policy Framework** – the standards achieved by learners in Wrexham schools are important when considering how the council is progressing the following priorities:

E2 – Helping Tackle Poverty

PE2 – "All children and young people aspire and achieve their potential".

2.29 **Budget** – Additional funding has been provided from the departmental Targeted Support and Intervention fund to support targeted schools.

2.30 **Legal** – no implications.

2.31 **Staffing** – no implications.

2.32 **Equality/Human Rights** – An Equality Impact Assessment has been completed (ref: E/EIA00017/2017). The reporting of pupil outcomes does not in itself present equalities issues. However, in responding to the challenges posed by the data, any school based strategies would need to be equality impact assessed.

2.33 **Risks** - not applicable.

BACKGROUND PAPERS	LOCATION	WEBSITE INFO.
Building a Brighter Future: Early Years and Childcare Plan Welsh Government, 2013	Welsh Government website	http://wales.gov.uk/topics/educationandskills/publications/guidance/building-a-brighter-future/?lang=en
Building Resilient Communities: Taking Forward the Tackling Poverty Action Plan Welsh Government, 2013	Welsh Government website	http://gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en

Communities, Families and Schools Together: A route to reducing the impact of poverty on educational achievement in schools across Wales – research report commissioned by Save the Children Wales	Save the Children website	https://www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf
Communities Families and Schools Together, Egan, D (2012). Save the Children	Save the Children website	https://www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf
Deprivation and attainment – What can really make a difference?	Learning Wales website	http://learning.wales.gov.uk/resources/browse-all/deprivation-and-attainment-what-can-really-make-a-difference/?lang=en
DIY Evaluation Guide, Durham University and Education Endowment Foundation, January 2013	Education Endowment Foundation website	http://educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/
Dysg newsletter	Learning Wales website	http://learning.wales.gov.uk/news/?lang=en
The educational attainment of looked after children and young people, Auditor General for Wales, 2012	Wales Audit Office website	http://www.wao.gov.uk/publication/educational-attainment-looked-after-children-and-young-people
Effective practice in tackling poverty and disadvantage in schools, Estyn, 2012	Estyn website	http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163
Guidance for literacy and numeracy catch-up programmes, Welsh Government, 2012	Learning Wales website	http://learning.wales.gov.uk/resources/browse-all/catchupguidance/?lang=en
Learning Wales website	Learning Wales website	http://learning.wales.gov.uk/?lang=en
The Pupil Deprivation Grant: What Really Works? Welsh Government, 2014	Learning Wales website	http://learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en
Reducing the Impact of Poverty on Educational Achievement: Policy Observatory Report and Case Studies, WCEE, October 2014	Learning Wales website	http://learning.wales.gov.uk/resources/browse-all/reducing-the-impact-of-poverty-on-educational-achievement/?lang=en
Rewriting the Future: Raising Ambition and Attainment in Welsh Schools, Welsh Government, 2014	Welsh Government website	http://wales.gov.uk/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en

The Sutton Trust-EEF Teaching and Learning Toolkit, Education Endowment Foundation, October 2014	Learning Wales website	http://learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en
Transition Guidance: Flying Start, Welsh Government, Nov 2014	Welsh Government website	http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en
The Youth Engagement and Progression Framework, Welsh Government 2013	Welsh Government website	http://gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en
Using the PDG in support of Arts and Cultural Activity: Guidance for Practitioners, Welsh Government, February 2015		
Family and Community Engagement: FACE the Challenge together practical guidance for schools on engaging families and communities in children's learning, Welsh Government, February 2015		

A glossary of Education terminology

Term or Abbreviation	Definition / Explanation
ALNCO	Additional Learning Needs Co-ordinator
Ar	Art
Average Wider Points Score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped Points Score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
CATs	Cognitive Ability Test
Cohort size	This refers to the total number of learners in the respective year group under consideration. This is important when considering the context within which percentage changes are taking place and how significant they might be.
Core Subject Indicator (CSI)	This is a measure of how many learners achieved the expected level in each of the core subjects (i.e. English or Welsh, Mathematics and Science) in combination.
DT	Design Technology
EAL	English as an Additional Language
e-FSM	Entitled to free school meals
En	English
ESAP	Extended School Action Plus – a document which states learner's need and what provision they require. This is reviewed annually.
ESW	Education Social Worker
Expected level	This is the nationally defined level of performance expected by an average learner at the specified point in their learning journey. For the respective phases of education, the expected level is: Foundation Phase – Outcome 5 Key Stage 2 – National Curriculum Level 4 or above (L4+) Key Stage 3 – National Curriculum Level 5 (L5+)
FFT	FFT is a non-profit company established in 2001 with links to the Fischer Family Trust which provides accurate and insightful information to schools which is designed to enable pupils to achieve their full potential and schools to improve. They produce estimates of pupil achievements which are used to inform the setting of ambitious and aspirational targets for their students. 'B' is based on the 50th percentile of schools and 'D' the 25th percentile of schools. It is possible to set targets above 'D' e.g. 10th percentile.

Foundation Phase Indicator (FPI)	This is a measure of how many learners achieved the expected level in each of the areas of learning in combination with each of the 3 areas of learning.
Foundation Phase (FP)	Educational provision for 3 – 7 year old learners (Infants)
Ge	Geography
GwE	North Wales Regional School Improvement Service
Hi	History
INCERTS	Commercial computer tracking programme used by nearly all primary schools in Wrexham
IT	Information Technology
Key Stage 2 (KS2)	Educational provision for 8 – 11 year old learners (Juniors)
Key Stage 3 (KS3)	Educational provision for 12 – 14 year old learners
Key Stage 4 (KS4)	Educational provision for 15 – 16 year old learners
Key Stage 5 (KS5)	Educational provision for 17 – 18 year old learners (6th Form)
LAC	Looked After Children – children who are in the care of the local authority.
LENQ	The percentage of pupils that leave compulsory education without an approved external qualification.
Level 1Threshold (L1)	A volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade D-G.
Level 2 Inclusive Threshold (L2+)	A volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C, including English or Welsh first language and mathematics.
Level 2 Threshold (L2)	A volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C.
Level 3 Threshold (L3)	A volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grade A*-E.
LLCE	Language, Literacy and Communication Skills in English
LLCW	Language, Literacy and Communication Skills in Welsh
LNF	National Literacy and Numeracy Framework
Ma	Mathematics
MAT	More able and talented pupils
MD	Mathematical Development
MfL	Modern Foreign Languages

Mu	Music
PASS	An online commercial assessment tool to gauge pupils' attitude to school and self.
PDG	Pupils Deprivation Grant
PE	Physical Education
PSD	Personal and Social Development and Wellbeing
RE	Religious Education
Sc	Science
SDP	Schools' Development Plan
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator – a teacher who leads on this aspect within a school.
SIMS	Commercial computer programme used by all schools for managing information, also with a tracking element which is used by nearly all secondary schools in Wrexham.
We1	Welsh as a first language – in Wrexham, this only applies to our designated Welsh-medium schools.
We2	Welsh as a second language – in Wrexham, this applies to all of our schools, with the exception of our Welsh-medium schools.
WG	Welsh Government