

TRAFFORD COUNCIL

Report to: Children and Young People's Scrutiny Committee
Date: January 2019
Report for: Information
Report of: Director of Education, Standards, Performance and Quality Assurance

Report Title

Closing the Gap: Reducing Educational Inequalities within the Borough of Trafford

Purpose

Following a meeting with the Chairman and Vice-Chairman of the Scrutiny Committee in July 2015, the Acting Corporate Director, Children, Families and Wellbeing produced a report outlining the proposed education topics for Scrutiny Members to investigate. This report was brought to the Scrutiny Committee on 1 October 2015, and as a result it was agreed that a Task and Finish Group be formed to investigate educational inequalities within Trafford, and how these could be reduced.

The review's aim was to determine where and why these educational inequalities exist and which strategies can be implemented to improve this, and in turn, 'Close the Gap'.

Further to the Children and Young People's Scrutiny Committee Work Plan, a Closing the Gap follow-up report has been requested.

1. Background

Trafford Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life, especially those most vulnerable and disadvantaged. Our vision in Education is want every child and young person to attend a good or outstanding school or setting, achieve well—whatever their starting point or circumstance and go on to positive destinations as young adults.

This paper identifies all the actions being taken across Children and Young People's services, in partnership with early years settings and schools, to improve outcomes for vulnerable learners. These are the children and young people who are vulnerable to poorer outcomes because of the barriers presented by disadvantage, poverty, learning difficulties and the social and emotional difficulties they have faced in their childhood and adolescence. Our education and children's services have a responsibility to ensure they achieve more success and experience the positive outcomes we want for all children and young people, irrespective of background.

We recognise that the circumstances of a child's birth and the family's social and economic conditions determine more than ever a child's success in the education system and beyond. The school system and our other services cannot solve this lack of social mobility on their own, but they can contribute to improving the life chances for vulnerable children and young

people.

A key national policy has been the introduction of the Pupil Premium funding, with the expectation that this will be used to raise the attainment of pupils eligible for free school meals and thereby close the achievement gaps between these pupils and their peers.

Role of the School / Setting

Every individual child has unique and different needs and in order to fulfil their potential it is the role of the school to be ambitious for all their children and to ensure that all children have the opportunity to enjoy, achieve and live independently. To do this, it is sometimes necessary to actively remove barriers to learning and achieving so that children make accelerated progress to achieve their real potential, not just keep up with their peers.

Role of the Local Authority

The Local Authority has a role to champion all learners by supporting and challenging schools by holding them to account for improving outcomes for all learners and closing the gap between the outcomes for disadvantaged learners and their peers. The local authority's role in holding schools to account in terms of the quality of provision has changed and we must therefore evolve and adapt to meet the needs of a more autonomous education system, whilst still ensuring that the needs of all children and young people are met.

This paper sets out what we have achieved to date and the priorities going forward. It also identifies examples of good practice and the most effective strategies that are having some impact in narrowing the achievement gaps and promoting greater social mobility.

2. Outcomes for Trafford disadvantaged pupils

A. Early Years Performance

All Pupils		(& YoY* vs Self)					
Estab. Name	Indicator	2014	2015	2016	2017	2018	Trend
Emerging National	Good Level of Development ²	60.4%	66.3%	69.3%	70.7%	71.5%	
	Average Total Point Score	33.8	34.3	34.4	34.5	34.6	
Trafford	Good Level of Development ²	68.60%	73.50%	73.80%	73.00%	75.30%	
	Average Total Point Score	36.9	37.4	37.1	36.9	37.0	

Trend data for Trafford demonstrates continued high performance in the overall outcomes at the end of EYFS with attainment at its highest ever in 2018 and above the national percentage.

This places Trafford above national and top in the North West.

2018 EYFS %	Boys	Girls	FSM	SEND	EAL	PP
Trafford	69 (+3pp)	82 (+2pp)	50 (+2pp)	18	73 (+5pp)	50 (+2pp)
England	65	78	57	24	66	56
North West	62	76	54	21	61	54

There has been an improvement in outcomes for all groups in 2018, most significantly for EAL children.

However, the performance of FSM pupils remains below both the National and North West data for these groups.

Trafford Early Years Priorities

Priority	Impact	Next steps
<p>Improve outcomes by ensuring systems are more effective and integrated with a needs led approach</p>	<ul style="list-style-type: none"> • Starting Strong Pathway is live based on a universal plus/partnership plus offer • Autism and Social Communication pathway re-designed with training offer • Phased implementation of SLT pathway • Schools and settings have access to a system to enable them to carry out their own eligibility checks for EYPP • 86% of children achieved the ELG for C&L 	<ul style="list-style-type: none"> • Health visiting review underway to include the establishment of Early Help delivery and links with the wider offer. • Specific place-based action plans to target localities where need is greatest (Partington and North Localities) based on integrated working • Teaching School commissioned to develop a transition programme between settings and schools • PP network launched for schools aimed at targeted support for RAG rated settings and network for sharing good practice • Parenting offer to be mapped out to support earlier identification of mental health needs
<p>Secure sufficient, good quality early education and childcare places to meet families' needs</p>	<ul style="list-style-type: none"> • High percentage of good and outstanding settings • Increase in the number of graduate leaders • Comprehensive workforce development programme accessed by over 500 practitioners 	<ul style="list-style-type: none"> • Continued review of training programme to support systemic change

Improve outcomes for SEND children	<ul style="list-style-type: none"> Trafford Autism and Social Communication pathway re-designed to formalise links with early help provision Speech and Language pathway reviewed 35% of PVI settings trained in Wellcomm with vast majority within the North Locality 90 practitioners accessed Social and Emotional Learning and Development offer 	<ul style="list-style-type: none"> EP Service co-delivering SENCO training with SENAS on developing person-centred approaches. Early Years SEND Graduated Approach Workshop for all stakeholders to influence and shape the approach based on findings from previous work streams and views of partners
Ensure children meet their milestones for Physical Development		<ul style="list-style-type: none"> EYFS consultant commissioned to attend GM PD pathway task and finish group

B. Key Stage 2 Performance

ALL PUPILS	Indicator	Cohort Values (& YoY* vs Self)				Trend
		2018	2016	2017	2018	
NCER National	Reading ≥ Exp. Std.	613,133	65.7%	71.5% +5.8% pts	75.3% +3.8% pts	
	Writing TA ≥ EXS	613,279	74.0%	76.3% +2.3% pts	78.3% +2.0% pts	
	Maths ≥ Exp. Std.	613,013	69.7%	74.9% +5.1% pts	75.6% +0.7% pts	
	RWM ≥ Exp. Std.	612,499	53.2%	61.1% +7.9% pts	64.4% +3.3% pts	
Trafford	Reading ≥ Exp. Std.	2,934	76.3%	80.3% +4.0% pts	83.9% +3.7% pts	
	Writing TA ≥ EXS	2,934	78.2%	81.4% +3.3% pts	85.0% +3.6% pts	
	Maths ≥ Exp. Std.	2,934	80.7%	82.6% +1.9% pts	82.9% +0.2% pts	
	RWM ≥ Exp. Std.	2,934	63.4%	69.8% +6.4% pts	75.3% +5.5% pts	

2018 KS2 %	Boys	Girls	FSM	SEND	EAL	PP
Reading EXS	81	87	68	45	85	71
Writing EXS	80	90	68	40	88	72
Maths EXS	82	84	67	42	86	70

RWM EXS	72	79	54	25	80	59
Standards for all groups remain above national expectation.						
Reading GD	31	43	19	10	34	22
Writing GD	18	33	9	3	28	12
Maths GD	36	35	15	7	44	16
RWM GD	12	20	3	1	18	5
Again, standards for all groups remain above national expectations at greater depth except FSM for RWM combined.						

KS1 to 2 Progress

	READING				WRITING				MATHS			
	Cover %	% Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover %	% Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover %	% Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.
NCER National (all schools)	92.4%	51.7%	+0.0	± 0.0	93.0%	53.4%	+0.0	± 0.0	92.3%	50.7%	+0.0	± 0.0
DfE Region - North West	93.6%	53.5%	+0.3	± 0.0	94.2%	54.0%	+0.1	± 0.0	93.6%	53.2%	+0.4	± 0.0
LA (state-funded schools)	94.8%	60.1%	+1.1	± 0.2	95.0%	57.0%	+0.6	± 0.2	94.7%	61.5%	+1.3	± 0.2

The progress of pupils in Trafford has improved this year and remains well above both the National and North West data.

C. Key Stage 4 Performance

	Average Progress 8 score per pupil	Average Attainment 8 score per pupil	% of pupils achieving G5+ English & Maths
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	2016	2017	2018*		2016	2017	2018*		2016	2017	2018*	
National	-0.03	0	0		50	44.6	44.3	↓		39.6	39.9	↑
Trafford	0.05	0.16	0.22	↑	56.7	55.6	56.6	↑		62.7	63.5	↑
Disadvantaged	-0.45	-0.55	-0.23		43.5	39.8	42.5			32.1	33.5	
Other	0.18	0.35	0.33		59.8	59.6	59.8			70.5	70.4	
Female	0.17	0.36	0.40		58.7	58.3	58.5			66.0	64.9	
Male	-0.07	-0.04	0.06		54.8	52.9	54.8			59.5	62.2	
Low	-0.3	-0.32	-0.23		26.5	20.6	22.0			2.5	2.8	
Middle	0	0.01	0.14		49.8	41.8	43.1			26.8	30.1	
High	0.16	0.3	0.33		63.5	66.3	67.1			81.3	87.3	
SEN support	-0.19	-0.32	-0.21		44.1	39.3	41.2			31.3	35.1	
EHC/Stmt	-1.11	-1.22	-0.86		18.5	17.1	17.8			7.0	7.4	
No SEN	0.14	0.3	0.33		60.1	59.7	60.3			69.5	69.6	
EAL	0.43	0.42	0.66		57.6	55.8	57.2			60.1	61.7	
WBR	0.01	0.09	0.12		56.1	54.6	55.4			61.3	61.8	

The 2018 data shows that all groups achieve at or in most cases above the National equivalent group (meaning the gap to the National comparator group is less than the National gap). Trafford has seen a significant improvement in the outcomes for disadvantaged pupils this year with the gap to National other now significantly below the National gap.

The context of the secondary school sector within Trafford is significant to outcomes data as reflected below

Grammar Schools	Cohort	%	Average Progress 8 score per pupil	Average Attainment 8 score per pupil	% of pupils achieving G5+ English & Maths
All	1131	39.7	0.67	73.4	97.0
Disadvantaged	60	5.3	0.68	72.3	95.0
Other	1071	94.7	0.67	73.4	97.1
High Schools	Cohort	%	Average Progress 8 score per pupil	Average Attainment 8 score per pupil	% of pupils achieving G5+ English & Maths
All	1653	58.0	0.03	47.3	43.2
Disadvantaged	446	27.0	-0.21	41.0	27.4
Other	1207	73.0	0.11	49.6	49.0
Special Schools	Cohort	%	Average Progress 8 score per pupil	Average Attainment 8 score per pupil	% of pupils achieving G5+ English & Maths
All	61	2.1	-1.92	1.0	0
Disadvantaged	25	41.0	-2.27	1.7	0
Other	36	59.0	-1.66	0.6	0

This shows the uneven distribution of the disadvantage cohort across the schools and that when disadvantaged pupils are able to access the grammar schools their outcomes are in line with their 'other' peers.

The distribution of the disadvantaged pupils across the schools along with the addition of the single sex schools means the issues are very different in each establishment. The focus in each school has been the careful identification of the targeted cohort and in many cases this varies through the school years.

Priority	Impact	Next Steps
<p>Improve outcomes for disadvantaged pupils at all key stages through:</p> <ul style="list-style-type: none"> ➤ RAG rating of schools according to outcomes for disadvantaged pupils ➤ Focused discussion at annual QA meetings with focus on impact of PP spending ➤ Focused project work for identified secondary schools ➤ Support accessed through teaching schools 	<ul style="list-style-type: none"> • Standards for Pupil Premium children have risen at all key stages from 2017 and the gap against national has reduced to 11.6pp by the end of KS2, narrower than the national gap and to 7.8pp at KS4. • The 5 targeted secondary schools received PP Reviewer training and informal reviews took place. • Tighter plans and accountability evident in all schools • Focus on metacognition at KS3/4 contributed to improved outcomes. 	<ul style="list-style-type: none"> • Pupil Premium Network launch event which showcased work from both primary and secondary schools. • Targeted PP reviews for underperforming schools by LA officers • Network for sharing good practice facilitated by LA • Establish links between high and lower performing schools to monitor impact of PP spending. • Use of Governors' forum to ensure effective challenge
<p>Targeted school improvement support for vulnerable schools to ensure swift and prompt intervention and rapid improvement in standards</p> <ul style="list-style-type: none"> ➤ Brokered support through teaching schools ➤ School reviews led by NLEs and LA officers 	<ul style="list-style-type: none"> • All schools judged less than good show improvement in standards in all measures • Vulnerable schools attend monitoring meetings with LA officers to report school improvement with regular data checks 	<ul style="list-style-type: none"> • Early intervention provided by schools judged as vulnerable to securing good at the next inspection • Comprehensive CPD programme in place as provided by Trafford Teaching School Alliance

3. Bringing Schools Together to Share Good Practice

When it comes to closing the attainment gap, there is evidence of good practice happening within the Borough and work has taken place to create the circumstances where this good practice can be shared:

- A Trafford Pupil Premium Network Launch for all schools took place in October with the regional Ofsted HMI presenting as a keynote speaker. Trafford outcomes were shared and King's Road Primary and Stretford High School shared examples of effective practice which had improved outcomes for their disadvantaged pupils. This launch will be followed up at school senior leadership conferences in the new year, to maintain the focus on improving outcomes.

- Five of our secondary schools continued to work in partnership on a Metacognition Project. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. These approaches have consistently high levels of impact, with pupils making an average of seven months additional progress. The work has also been shared at GM meetings amongst other local authorities.
- Two of our secondary schools are part of The Greater Manchester Education and Employability Board's pilot project named 'Reaching out to all learners'. This is an initiative to raise attainment amongst disadvantaged students through establishing trios of schools to support efforts to improve attainment amongst their disadvantaged students through a peer review. This will lead to action research and joint practice development aimed at finding more effective ways of working and schools will be asked to plan and lead initiatives for widening the impact of the initiative amongst schools across the city region.