

**Accelerating the achievement of vulnerable groups  
of children and young people within  
Cambridgeshire, 2014-16**

**ANNUAL REPORT  
June 2015**

## 1 Introduction

- 1.1 The *Accelerating Achievement* strategy sets out our ambition to improve the educational achievement of vulnerable groups of children and young people. These include (but are not limited to) children entitled to Free School Meals, children who have Special Educational Needs or Disabilities (SEND), or are Looked After (LAC). The strategy is available on the Council's website at [http://www.cambridgeshire.gov.uk/downloads/file/3322/accelerating\\_achievement\\_strategy](http://www.cambridgeshire.gov.uk/downloads/file/3322/accelerating_achievement_strategy).
- 1.2 Overall, our aim is that Key Stage 2 and Key Stage 4 attainment by children in vulnerable groups will have improved by three percentage points above the attainment of pupils not in vulnerable groups in 2014, 2015 and 2016.
- 1.3 To achieve this aim, the strategy describes two sets of objectives. One set focuses on how the Council in general will work across Directorates, and with schools, settings, professionals and families to improve the achievement of children in vulnerable groups in general. The other set focuses on specific vulnerable groups, identifying the actions the Council will take in order to improve the achievement of children in those groups. For this second set of objectives, specific targets for vulnerable groups have been set.
- 1.4 This annual report is in two parts. The first part is an analysis of the most recent set of assessment results, to test against the overall ambition and the specific targets as described above. The second part is a description of the actions that have been undertaken as part of the delivery of our strategy, and an assessment of their output.
- 1.5 *Accelerating Achievement* was launched in April 2014, a refresh of *Narrowing the Gap 2012 to 2014* (available from [http://www.cambridgeshire.gov.uk/downloads/file/522/narrowing\\_the\\_gap\\_strategy](http://www.cambridgeshire.gov.uk/downloads/file/522/narrowing_the_gap_strategy)). The attainment and progress data presented in this report are derived from the achievement of children in assessments taken in June / July 2014, only a few months after the launch of *Accelerating Achievement*. The results from assessments taken in June / July 2015 will be available over the summer of 2015 in unvalidated form.
- 1.6 In 2014-15, *Accelerating Achievement* was overseen by a steering group which is chaired by the Executive Director for CFA or the Director for Learning, and involving the Heads of Service from the Learning directorate and the objective leads for each objective. The steering group met every two months. Feedback from CFA staff was that schools and parents could be better represented in the governance of the strategy.

## **2 Executive Summary**

### **Performance overall**

- 2.1 At KS2, absolute performance improved in nearly all target groups. A larger proportion of children eligible for free school meals, with special educational needs, speaking a Central or Eastern European language at home or from Gypsy / Roma ethnic backgrounds, achieved the required benchmark at the end of KS2. However, this still fell slightly short of our overall aim of 3ppts more than non-disadvantaged children. Unfortunately, a smaller proportion of Looked After Children achieved the benchmark than the previous year.
- 2.2 At KS4, a comparison to last year's results is not possible. However, the general trend has been that the gap is reducing in FSM and SEND statement, but not in SEND non-statement.

### **Specific success criteria**

- 2.3 At EYFS all targets have already been achieved. This is a real strength. KS1 and KS2 targets were not achieved, and not on target broadly speaking. KS4 targets were not achieved but are on target to achieve by the end of the strategy period.

### **Action plan**

- 2.4 The action plan is based on 9 objectives, 5 of which are cross-directorate and cross-phase, and 4 of which are specific actions for each school stage.
- 2.5 Key actions from the cross-phase objectives that have been undertaken in 2014-15 were
- The re-organisation of early help services to focus on families, and on educational achievement within the family plan.
  - Bringing together specialist SEND services so that children with SEND get the right support from the Council.
  - Focusing on Pupil Premium and the performance of disadvantaged pupils in summer term monitoring visits with schools.
  - An analysis of the characteristics of children who did not achieve the benchmark in 2013 at KS2, which found that the combination of FSM and SEND was particularly challenging.
  - Publishing guidance documents including pathways for SEND (the pathway on autism received national recognition from a charity), information about good practice in Pupil Premium, and good practice in interventions for children with SEND.
  - Ensuring the largest possible proportion of children in vulnerable groups are registered to receive all of the education welfare and free childcare they are entitled to.

- Piloting a new Family Common Assessment Framework process, which supports better planning around the parental role in supporting educational achievement, in 3 areas and due to roll out countywide in Autumn 2015.
- Set out clear expectations of parental engagement in the learning of children with SEND as part of the Local Offer.
- Organised conferences for school staff on the best use of Pupil Premium.
- Continued to campaign under the 'Count Me In' banner for registration for FSM and Pupil Premium, with a 38% increase in applications in January 2015.
- Linked together information about Funded 2s places with information about children in early years to ensure maximum take up of EY Pupil Premium.
- Improved the 'Risk of Non-Participation Indicator' to include more variables, so as to target pupils leaving school who are most likely to not be in education, employment or training post-16.
- Engaged with the Learning and Skills Board to improve the support offered to help vulnerable post-16 into good education, employment or training opportunities.

### **Next steps**

- 2.6 The Accelerating Achievement Steering Group has agreed the following actions to progress delivery of the strategy
1. The Steering Group will set absolute targets by September 2015 for EYFSP, KS1, KS2 and KS4 targets based on the ambition of ensuring that by 2016 all children in Cambridgeshire have similar chances of success compared to their peers in similar areas.
  2. The Steering Group will refresh the Accelerating Achievement action plan by September 2015, ensuring there is a 'big idea' that underpins a set of sensible actions in each area.
  3. A Project Manager will be appointed to support the delivery of the action plan

### 3 2014 Results

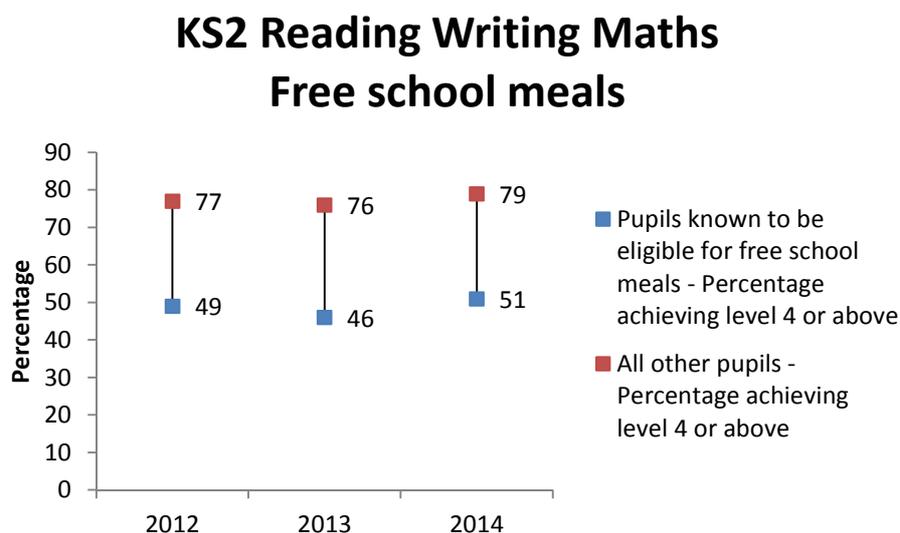
3.1 Our strategy identifies the following gaps as the most important:

- KS2 – FSM, SEN, Gypsy / Roma, Eastern European Language at home, Looked After Children<sup>1</sup>
- KS4 – SEN, FSM, Looked After Children

Performance for each of these gaps is set out in the sections below. The key actions highlight some the actions undertaken in the first year of the strategy to improve the proportion of children at these particular phases and in these vulnerable groups who meet the benchmark in the 2015 assessments.

#### Key Stage 2

3.2 Key Stage 2 – children eligible for free school meals in the January 2014 school census



Source: SFR 50 / 2014

This chart shows the difference between the performance of children eligible for free school meals and all other children. Comparing 2014 to 2013, children eligible for free school meals did substantially better, with a 5ppt improvement (around 30 more children out of approximately 660 achieved the benchmark). This improvement is nearly at the target of 3ppts above the performance of non-FSM children.

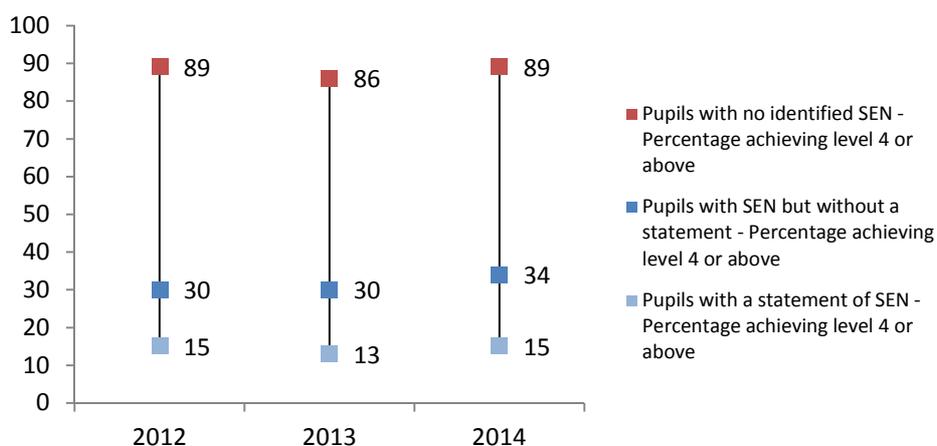
<sup>1</sup> 'Looked After Children' relates to two distinct groups. The first is children who are Looked After and at school in Cambridgeshire. They may be the responsibility of Cambridgeshire CC or they may be the responsibility of another local authority. The second is Looked After Children for whom Cambridgeshire CC has parental responsibility but who are at school in a different authority area. This report focuses on the first group, the achievement of LAC in Cambridgeshire schools. See Appendix 2 for details of cohort numbers.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Challenge schools who are not making the best use of Pupil Premium funding
- Focus summer term visit to schools on disadvantaged pupils
- Revise Pupil Premium Toolkit

### 3.3 Key Stage 2 – children with special educational needs

## KS2 Reading Writing Maths Special educational needs



Source: SFR 50 / 2014

This chart shows the performance of children with special educational needs compared to all other children. Comparing 2014 with 2013, children with SEN but not a statement did substantially better, with 4ppts more achieving the benchmark (around 45 – 50 children out of approximately 1,150 in the cohort achieving the benchmark who did not in the previous year). This increase was 1ppt more than the increase in the ‘no identified SEN’ cohort, which is lower than the target of 3ppts difference between these two.

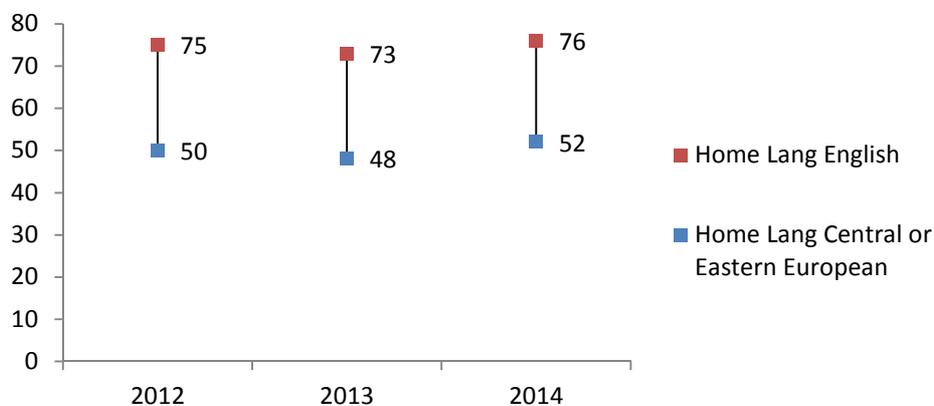
Comparing 2014 with 2013, children with statements did slightly better, with 2ppts more children achieving the benchmark (around 5 – 10 more children). This was not as much of an increase as amongst children without any SEN.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Provide Subject Leader Briefings, encouraging schools to use intervention programmes with proven high impact record
- Publication of SEND pathway guidance

### 3.4 Key Stage 2 – children with Central or Eastern European home language

#### KS2 Reading Writing Maths Home language



Source: Home Lang English = SFR 50 / 2014; Home Lang Central or Eastern European = in house data (IMS pupil level datasets)

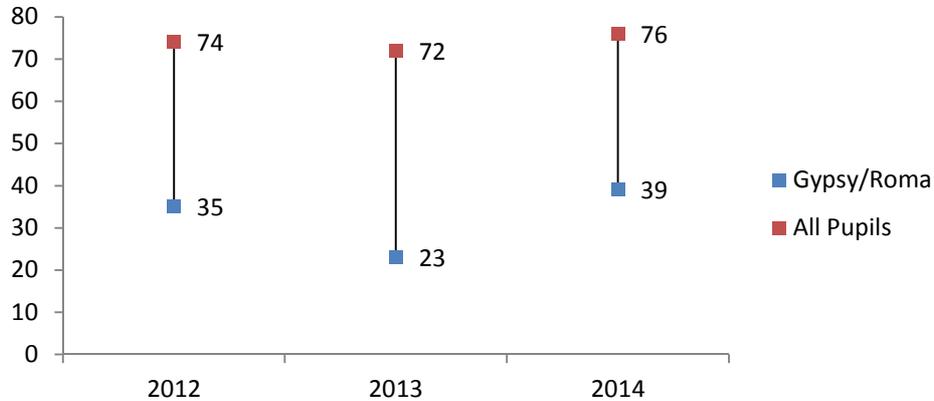
This chart shows that the performance of children with a Central or Eastern European language at home has improved by 4ppts in 2014 compared to 2013; but that is only 1ppt more than the improvement in children with English at home.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- EAL project – set up EAL network in Wisbech based on school to school support / priorities
- Planned conference on EAL and achievement

### 3.5 Key Stage 2 – children from Gypsy / Roma ethnic background

#### KS2 Reading Writing Maths Ethnicity



Source: All Pupils = SFR 50 / 2014; Gypsy / Roma = in house data (2012) (IMS pupil level datasets), LA RAISEonline (2013 and 2014)

This chart shows that pupils from a Gypsy / Roma ethnic background did 16ppts better in 2014, 9ppts above the targeted improvement of 3ppts more than the rest of the cohort. However, numbers are small (2012: 46, 2013: 53, 2014: 46) and 2013 is substantially lower than 2012.

Key actions in this area include:

- Provide guidance to schools on good practice in teaching children who are disadvantaged to include minority ethnic children and Gypsy, Roma and Travellers

### 3.6 Key Stage 2 – Looked After Children attending Cambridgeshire schools

<b>%L4+ KS2 RW&amp;M</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Cambridgeshire	35	43	28
Cambs Cohort (number of pupils)	c.15	c.20	c.25
Stat Ns	38	44	45
East of England	43	38	44
England	42	45	48

Source DfE LAIT and SFR 49/2014 (*Cohorts rounded to the nearest 5*)

This table shows that the performance of Looked After Children in Cambridgeshire schools deteriorated in 2014, and the gap between LAC attending school in Cambridgeshire and the national level of achievement by LAC generally widened.

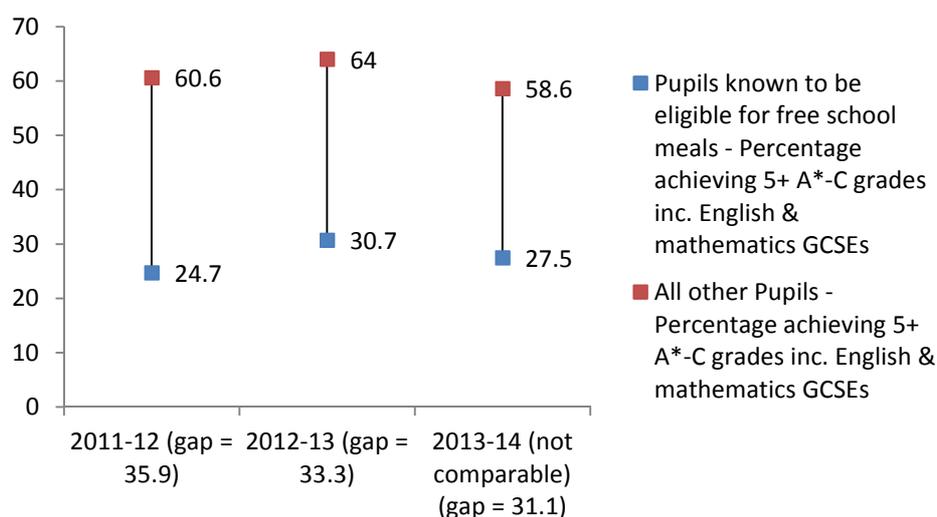
Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Provide guidance and training to Designated Teachers, social workers and carers on Pupil Premium+
- Challenge schools through PEP on use of PP+ and educational achievement

## Key Stage 4

### 3.7 Key Stage 4 – children eligible for free school meals in the January 2014 school census

#### KS4 5 GCSE A\* - C inc. Eng & Maths Free school meals



Source SFR 06 / 2015

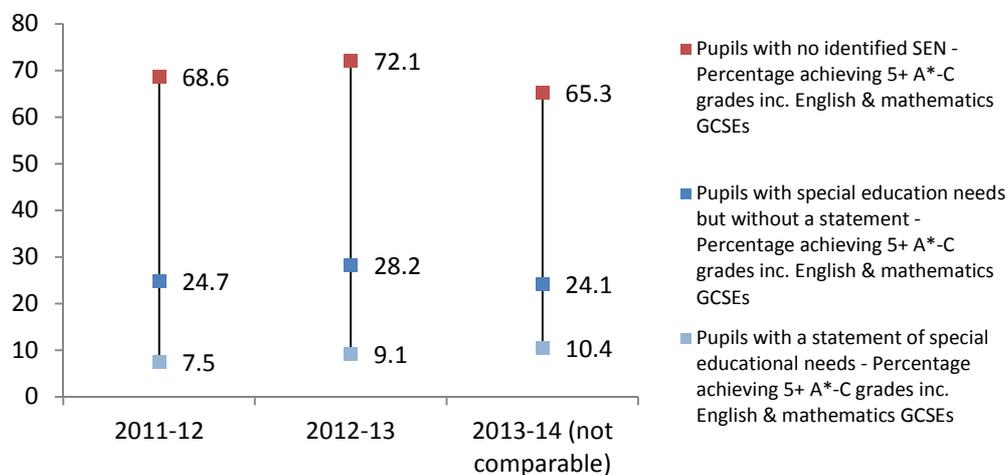
This chart shows the performance of children eligible for free school meals at KS4 with the performance of all other children. Due to changes in the benchmark (first entry instead of best entry), the scores are not comparable from year to year. No conclusion can therefore be drawn about any change in performance comparing 2014 to 2013. However, since the assessment regime applies equally to all children in the FSM and non-FSM cohorts, the gap can be compared over time, and it seems to have reduced in 2014 compared to 2013.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Complete all KIT visits with secondary schools by July 2015, reviewing use of Pupil Premium
- Allocation and review of project funding to accelerate the achievement of vulnerable groups

### 3.8 Key Stage 4 – children with special educational needs

## KS4 5 GCSE A\* - C inc. Eng & Maths Special educational needs



Ppts	2011-12	2012-13	2013-14
Statement gap	61.1	63	54.9
Non-statement gap	43.9	43.9	41.2

Source: SFR 06 / 2015

This chart compares the performance of children with special educational needs at KS4 with the performance of all other children. Due to changes in the benchmark (first entry instead of best entry), the scores are not comparable from year to year. No conclusion can therefore be drawn about any change in performance comparing 2014 to 2013. However, since the assessment regime applies equally to all children in the SEN and non-SEN cohorts, the gap can be compared over time, and it seems to have reduced in 2014 compared to 2013, particularly in the stated children group.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Gain accreditation to deliver aptGO training and consultancy (audit and planning tool for good/outstanding SEND delivery) (delivery of training for schools in 2015-16)
- Market training programme to all schools with emphasis on 'outcome-focused' practice

### 3.9 Key Stage 4 – children who are Looked After

%5+ GCSE grades A*-C inc E&M	2012	2013	2014
Cambridgeshire	Supp*	Supp*	Supp*
Cambs Cohort (pupil numbers)	c.35	c.35	c.30
Stat Ns	12.3	13.2	12.2
East of England	15.3	14.0	10.3
England	14.9	15.5	12.0

\*Suppressed by the DfE because 5 or less children achieved the benchmark (see note).

Source DfE LAIT and SFR 49/2014 (Cohorts rounded to the nearest 5)

Note: The DfE suppress numbers where there are 5 or fewer pupils and percentages with a numerator less than 5 or a denominator less than 10. As Cambridgeshire is likely to have had more than ten LAC children taking GCSEs this suggests that fewer than 5 LAC children achieved 5+ GCSE including English and Maths.

Key actions relating to this particular phase and vulnerable group undertaken in 2014-15 include:

- Ensure that Personal Education Plans are of high quality and completed consistently
- Ensure clear accountability of schools to Virtual School Head regarding use and impact of Pupil Premium Plus

#### **4 Progress in delivering the *Accelerating Achievement* action plan**

4.1 The Accelerating Achievement Action Plan records the actions the County Council is taking to support and challenge schools, settings and professionals working with families to accelerate the achievement of those vulnerable to underachievement (whole service actions), and the actions we are undertaking for driving improvement for vulnerable groups (specific target actions). The plan can be viewed on the Learn Together Website.

4.2 This section sets out the activities undertaken in each objective of the action plan.

#### **4.3 Our whole system of services will work together to support and challenge schools and settings**

In the system in Cambridgeshire, there are three clear points where professionals have the opportunity to discuss whether the right support is being provided for vulnerable children. Improvements are being made to all of these parts of the system and are detailed in what follows below.

Firstly, at KIT visits with schools, which involve School Advisers and Locality Managers. Evidence of challenge and support is available from the minutes of the meetings. This system is well-embedded and is being incrementally improved. Secondly, when a CAF is produced, which involves building a plan and involving relevant professionals. Improvements to this process include a focus on the whole family and how educational achievement is supported within that. This system offers an opportunity to provide much more joined up support around a child and their family, and provide support and challenge to the school in meeting an individual child's needs better. Thirdly, when a children-in-need planning conference is convened by social care.

Following the development of a draft Early Help Strategy, from November 2014 to the end of January 2015, a large consultation on the structure and organisation of the Council's services to support vulnerable groups was undertaken.

Management responded to feedback in March 2015, and confirmed service provision would become more targeted, focusing on SEND, child / parental mental health issues, underachievement due to poverty, domestic abuse, substance misuse and families facing multiple problems. A key outcome of service would be attendance at school and educational achievement, including making expected progress.

The decisions resulting from that consultation are shown in this plan under the relevant objective and action heading. There are two key points in terms of the decisions about family work and specialist SEND provision.

Educational achievement has been included as a key outcome in the Together for Families Phase 2 project, which is being broadened to define the whole Council's approach to family work, and will result in all family work providing appropriate focus and support to educational achievement of children in a family.

SEND Specialist Services have been brought together to integrate the Council's specialist support for children with SEND alongside the locality model. The referral for support process will be improved, resulting in the right support being joined up with other services and clarifying processes for schools.

As well as structural changes, a consistent approach also needs to be developed across CFA services.

We have brought together a group of professionals from school support, Early Years, SEND, CSC Disability, Together for Families and Commissioning Enhanced Services to develop understanding of work and priorities in providing support for children in disadvantaged groups. The group has set itself the task of reviewing existing strategies and interventions that might impact on the educational achievement of children in disadvantaged groups. The group intends to develop tools (including a checklist of the top 10 interventions or approaches to supporting children in disadvantaged groups) to enable consistent and high quality support for children in disadvantaged groups wherever they may interact with Council and school services.

Key tasks for the next two years include developing a website to effectively share information with parents, families, Council staff, teachers and children and young people about the right approaches and support available for improving the educational achievement of children in disadvantaged groups. Furthermore, the processes and planning mechanisms for multi-disciplinary family plans will be developed so that they make the most of opportunities for sharing information and always include the school.

#### **4.4 We will improve our analysis and use of data to plan and target services**

A major piece of analysis work looking at the characteristics of the cohort of children who did not achieve level 4 in reading, writing and maths at the end of Key Stage 2 in 2013 was completed. In terms of vulnerable groups, it showed that the proportion of children with FSM (excluding children with SEND in addition) achieving the benchmark did about as well as the overall county proportion; however, the proportion of children with SEND and FSM who achieved the benchmark was much lower. This has led to a focus on the achievement of children with a combination of these dimensions of disadvantage in working with schools in the regular discussions with schools (called 'KIT' visits). The Faculty of Education at Cambridge University

expressed an interest in exploring these results further and that will be the focus for the next two years.

A major piece of research was published looking at a large-scale intervention in Cambridgeshire schools focused on improving the achievement of children in vulnerable groups. The Achievement for All programme, undertaken by some Cambridgeshire schools from 2012 to 2014, has had a proven profound impact on pupils' learning. A report detailing the impact was published in July 2014. The Cambridgeshire data shows that the progress made by the target groups of pupils in Cambridgeshire Achievement for All schools is better than the average progress made by pupils with SEND nationally and for pupils without SEN nationally.

A need to ensure that all support services, settings and schools could access pupil level data about achievement and disadvantage was identified. Schools have been provided with tools to support such pupil level data analysis but it is not clear that they are all using them to their best effect; nor that they are all available to Council-provided support services like Specialist Teachers. A review is therefore being undertaken to identify the most useful tools staff and schools can access for this work and a training programme to support their use tools will be provided.

A number of guides describing good practice were written published. A review of key interventions to support better outcomes in KS2 was sent to all primary schools. A review of the evidence base on interventions that will improve outcomes for children with SEND was produced 18 months ago. It was updated and made available on the website in February 2015. It is entitled 'Improving Outcomes for Children and Young People with Additional Needs.' It has been received positively by schools. Four 'pathways', setting out guidance about best practice in supporting children and young people with SEND across education, health and social care services are being developed as part of the development of the Cambridgeshire Local Offer. The first, focusing on services for children and young people with autism, has already been published, welcomed by schools, health services and parents, and received recognition from Ambitious About Autism, a national organisation. These will all be completed by September 2015.

Regular information and analysis on the performance of individual schools and cohorts of children was provided to the CFA Management Team, the Learning Management Team, and the SEND Performance and Commissioning Board. This meant that information about vulnerable groups was effectively shared amongst Council staff. School level information was provided through KIT visits.

#### **4.5 We will improve parental engagement in the achievement of vulnerable groups of children and young people in schools and settings, and support parents to keep the aspirations they have for their children on track**

One of the most important ways the Council engages with parents is through family work. A focus on parental participation in learning will be incorporated into the suite of parenting programme delivered by family workers. Furthermore, Social Care staff will ensure that foster carers and adopters attend training about how they can fully support children's learning.

Engaging with parents early in a family's life is important to supporting them to make a good start, especially where those parents are young themselves and therefore more vulnerable. Children's Centre staff will be trained in Five to Thrive methodology. A Young Parents protocol, drawing together practice across agencies about working with young parents through Children's Centres, will be agreed and published.

The focus in Children's Centres has been increasing the proportion of children in target groups who are registered and maintaining sustained contact with their local Children's Centre.

The numbers of children in vulnerable groups who are registered and who maintain sustained contact is improving. In terms of hard to reach groups, 73.4% of those with a CAF are registered (below target of 90%), 70.4% of those open to social care are registered (below target of 80%) and 78.6% of those have sustained contact (just below target of 80%). 80.2% of children open to early support are registered (below target of 90%).

Also crucial to supporting parental engagement is ensuring families take up all education-related benefits available to them, such as funded 2s and Early Years Pupil Premium (covered in Objective 4). The current take-up (May 2015) is 1289 which equates to 64.6% putting us in the top half of Councils nationally but below target of 80%. We are seeing an increase each term in relation to the number of children in Cambridgeshire taking up their entitlement to a Funded Twos place. The new staff team of Funded 2s support officers are going to be crucial in improving this figure.

As well as focusing on ensuring good engagement with parents of young children, we are changing the system to support engagement with all parents in their children's learning and achievement. The Common Assessment Framework, the key way of identifying need across the system, will be updated to cover families rather than only focusing on children. The 'Family CAF' is currently being piloted in 3 locality areas, with the intention of rolling out across the county in Autumn 2015.

This development will include changes in the guidance on CAF action planning to focus on parental roles in education.

The SEND guidance published as part of the SEND Reforms clearly sets out the role of parents in a child's education, the engagement with parents as part of the process of writing an Education Health and Care Plan, and expectations of schools in terms of parental involvement. Training for schools has been provided on how to work with parents of SEN pupils.

#### **4.6 We will be rigorous and systematic in our support and challenge to schools to ensure best use of the Pupil Premium**

In the work of our Advisers with schools, we have focused in on disadvantaged pupils and the impact of Pupil Premium. This has included a much more specific focus on Pupil Premium in KIT visits, and challenge from Advisers where necessary. Data returned from schools about use of Pupil Premium and the learning from KIT visits will be collated and good practice be shared with all schools. Conferences have been, and will be, organised that allow schools in each area to share good practice in the use of Pupil Premium. Schools with a gap of 8ppts or more will be targeted as the audience for future events. Schools have improved their monitoring of their Pupil Premium and will update their websites to explain how they are using their allocation.

Governors have an important role in monitoring the use of Pupil Premium in their school and challenging the Headteacher when appropriate. To achieve this, Chairs of Governors have been involved in KIT visits during the Autumn Term 2014, during which there has been a conversation about the use of Pupil Premium. Information about Pupil Premium has been provided to Governors through termly briefings, information circulations, and national speakers, including Sir John Dunford, the DfE's Pupil Premium Champion, attending the annual conference.

A report by the internal audit department in May 2015 of the Council gave 'substantial' assurance that management information and monitoring procedures are sufficient.

A programme of support to Early Years settings, about the purpose of EY Pupil Premium, guidance for the work force, and the sharing of case studies and good practice through clusters of settings and forums, will be provided throughout 2015.

We are currently working with our District Council colleagues, through local data sharing arrangements, to identify families who are entitled to, but not currently claiming a Free School Meal (FSM) or the Pupil Premium (PP), for their school age child. Over the last year we have received and processed

information from 3 of the 5 district councils. From this data we have identified 130 children who are either eligible to a FSM for the first time, or who, due to a change in circumstances, are now re-eligible to a FSM. We are expecting the data from a 4th district council this term and looking forward, using recently revised legislation and regulations, are looking to establish a timetable to enable this data to be shared from all district councils more regularly and more effectively.

As a result of introduction of Universal Infant Free School Meals there were concerns that families would no longer apply for a Free School Meal for their child in Key Stage 1 – Reception, Year 1 and Year 2 - which would result in a loss of funding for the school. Since April 2014 Free School Meal applications and communications were re-branded to try to remove the stigma for parents and to make it a positive reason for applying – Count Me In was launched. As a result of this new campaign, working closely with our schools, application numbers for the period April 14 – January 15, when compared to the same period in the previous year, rose by 38%.

In January 2015, the council became an early adopter of the Early Years Pupil Premium (EYPP). Entitlement to EYPP is directly linked, on economic grounds to entitlement to FSM. In order to provide a “whole family” approach the Council’s website has been updated to provide detailed information on EYPP, linked to pages explaining FSM and “Funded Twos” entitlement. The online application form has been revised to include the option to apply for all three services on one form. We have also ensured our consent collection will now enable us to check Reception aged children’s eligibility for Pupil Premium.

Since its introduction in January, PVI settings have identified and submitted EYPP claims for 592 children whilst maintained settings have been able to claim for 148 children.

The team are currently using the updated consent and data collection from previous and current Funded Twos applications to enable them to identify children who may benefit from EYPP at the term they start to access their three year old place. The Funded Twos’ Support Officers are also providing information and support to those families with whom they are in contact to apply for and access EYPP or FSM

#### **4.7 We will focus - with schools – on the right support for vulnerable young people to find a career path**

We have developed a tool called the ‘Risk of Non-participation Indicator’ which identifies young people in year 10 and 11 who are likely to not go on to education, employment or training after they leave school. This information is then shared with schools so they can provide extra careers support (alongside

extra support from Early Help services). The information is discussed by Locality Managers with headteachers in KIT meetings.

The tool has been refined and improved in a number of ways during 2014-15. More variables, including whether a young person has extra time in exams (the Fair Access policy), have been added to the algorithm.

The extent to which the tool is shared has also been increased. The destination data for young people identified by the tool has been shared with schools on a pupil level for the first time in 2014, allowing them to discuss with Locality Managers and School Advisers the outcomes of support for individual young people. In 2015, the tool will be shared at an earlier time in the applications cycle with post-16 providers who have offered a young person identified by the tool a place, so they can also support to ensure that young person takes up the place they have been offered.

It is believed that the impact of this pupil-level work can be seen in Cambridgeshire's very low NEET rate compared to other areas.

We have engaged with the Learning and Skills Board and area partnerships where schools and employers work together to accelerate the support they offer for vulnerable learners making the transition to post-16 learning and training.

We will use all the methods available to encourage schools to use a fully online 'Search and Apply' system for accessing post-16 places. We now have 80% of school centres for post-16 signed up online. This means that we are able to cross-check the database with the risk of non-participation tool list to identify young people who are vulnerable but have not yet applied for post-16 courses. The next stage is to use it to support UCAS applications to higher education, based on young people's profile that they have built up in the 'Search and Apply' system.

4.8 The *Accelerating Achievement* strategy also includes four objectives with 16 success criteria. Detailed results can be found in Appendix 1, what follows describes the key actions taken under each objective.

4.9 **We will improve the outcomes of low attaining children in the Early Years Foundation Stage**

Detailed actions are available in the supporting action plan. Highlights include an increase in maths training for schools, developing Raising Early Achievement in Literacy projects with Children's Centre clusters, awareness raising visits for settings where outcomes are low and increased tracking of Funded Two's.

**4.10 We will improve the achievement of low attaining children, including those with Special Educational Needs, at Key Stage 1**

**We will rapidly improve the progress of children eligible for the pupil premium from Key Stage 1 to the end of Key Stage 2, and of children from ‘any other white background’ not eligible for FSM**

These two actions cover the whole primary schools stage. Detailed actions are in the supporting action plan. Examples of some of these delivered in 2014-15 are ensuring that all School Intervention Service staff have an annual objective relating to improving the achievement of disadvantaged pupils, and a range of measures to ensure that schools are making the best use of Pupil Premium, including issuing Best Practice Guides, challenging schools in summer term visits and organising conferences.

**4.11 We will improve the achievement of vulnerable children and young people in secondary schools, especially those eligible for FSM, Looked After Children and those with SEN**

This objective is covered in detail in the supporting action plan. In general, supporting the achievement of children in receipt of Pupil Premium has been achieved through the keeping in touch visits. Supporting the achievement of children with SEND has been about facilitating networking and good practice, through termly ‘SENCO briefings’ and marketing training and consultancy to schools. Supporting the achievement of Looked After Children has focused on developing practice with Personal Education Plans, which will be reviewed in September 2015 for impact on performance.

## **5 Actions**

- 5.1 The two sets of objectives (one general and one specific) make assessment of the achievement of the goals set out in the strategy difficult. For example, it is not clear whether achievement in the specific targets will aggregate to the achievement of the overall aim. The Accelerating Achievement Steering Group has therefore agreed to set absolute targets for EYFSP, KS1, KS2 and KS4 by September 2015, built on the premise of steady improvement in attainment and all key attainment gaps being at or better than the forecast statistical neighbour average by the end of the strategy period. This is ambitious but achievable, and will ensure that by 2016 all children in Cambridgeshire have similar chances of success compared to their peers in similar areas.
- 5.2 The strategy for ensuring children in vulnerable groups achieve good results is a focus on making sure the system is joined up, there is good use of data, good parental engagement, maximum use of Pupil Premium, and schools and employers working together to make sure there are good post-16 outcomes for vulnerable groups. Many services across the Council contribute to these objectives. The action plan contains a large number of actions, some of which are specified in the original strategy document and some of which have been added since as opportunities have arisen, which vary in size and scope. This makes the plan unwieldy and it is hard to judge the likely impact of the aggregate of activity specified in the strategy. The Accelerating Achievement Steering Group has therefore agreed that actions under each objective should be reviewed, and ensure focus on a 'big idea' of a substantial change that is likely to have a significant impact. These 'big ideas' should clearly address the reasons why there is a particular issue in Cambridgeshire in this area, and should be scoped so as to provide a good chance of achieving the targets described in 5.1.
- 5.3 The Accelerating Achievement Steering Group has also agreed that a project manager, to support the engagement of all directorates and partners in this work, will be appointed to deliver these actions and support the delivery of the strategy and action plan.

## **Appendix 1 – Summary of specific targets**

<b>Objective</b>		<b>Success criteria</b>	<b>Status</b>
We will improve the outcomes of low attaining children in the Early Years Foundation Stage	1	Raise the attainment of children in 'Speaking' and 'Listening and Attention' in the EYFSP by 4 percentage points (ppt).	Achieved
	2	Raise the attainment of children in mathematics in the EYFSP by 4ppt.	Achieved
	3	Improve the percentage of children achieving a good level of development (GLD) in specific areas of disadvantage: Wisbech (by 5ppts), March and Chatteris (2ppts), Cambridge North (2ppts) and Cambridge South (2ppts).	Achieved
We will improve the achievement of low attaining children, including those with Special Educational Needs, at Key Stage 1	4	Close the gap between children with SEN and their peers in reading by 2ppt to in line with the national gap (at time of writing, was 40ppt, since revised to 42ppt).	Not achieved. Not on target. Against a background of steady improvement in English average, Cambridgeshire performance is slightly lower than it was in 2012.
	5	Raise attainment of children with SEN in reading to in line with performance nationally (was 55% at time of writing but revised to 2013 figure of 58%).	Not achieved. Not on target. Against a background of steady improvement in English average, Cambridgeshire performance is slightly lower than it was in 2012.
	6	Improve the progress of children at level 1 and below in reading, writing and maths at Key Stage 1 to in line with the level nationally	Not achieved. Not on target. Although improving at faster rate than national, it would take longer than 2016 to achieve parity if national level continues to improve.
	7	Improve the outcomes of Year 1 phonic screening to 100% by Year 2.	Not achieved. Not on target – although there was an improvement in 2014, a 3ppt improvement in 2015 and 2016 will mean the figure is 95% in 2016.

	8	Improve the attainment of children who are Looked After to in line with national performance for LAC.	Achieved
We will rapidly improve the progress of children eligible for the pupil premium from Key Stage 1 to the end of Key Stage 2, and of children from 'any other white background' not eligible for FSM	9	Close the gap between non-FSM and FSM in reading, writing and maths by 10ppt to in line with national level (was 17ppt at time of writing, since revised to 19ppt).	Not achieved. Not on target. Although there was significant improvement in 2014 compared to 2013, if last year's improvement continues to the end of the strategy the gap will have shrunk to 24ppts.
	10	Raise attainment of children in receipt of FSM in reading, writing and maths combined by 3ppts above non-FSM pupils to in line with the national level.	Not achieved. Not on target. Despite absolute performance increasing slightly, Cambridgeshire performance has worsened compared to national level, from 10ppts difference to 13ppts difference.
	11	Improve the progress of children at Level 1 and below in reading, writing and maths from KS1 to KS2 in line with national figures	[Same as criteria 6]
	12	Accelerate the progress of children from 'any other white background' learning English as an additional language at Level 1 in reading, writing and maths from KS1 to KS2 so the percentage achieving Level 4+ is in line with national figures	Partially achieved. Achievement in writing has improved strongly so that Cambridgeshire performance is better than national in reading and writing (but not maths).
	13	Number of LAC (12 months+) in Cambridgeshire schools make 2 levels of progress from KS1 to KS2 in line with national LAC achievement.	Partially achieved. The proportion of children making the required progress was lower in writing but higher in reading and maths.
We will improve the achievement of vulnerable children and young people in secondary schools, especially those eligible for FSM, Looked After	14	The FSM/non-FSM attainment gap closes to at least the national level by 2017.	Not achieved. On target – a linear forecast projects that the gap in Cambridgeshire will be smaller than the national gap in 2015.
	15	The progress made by vulnerable groups, particularly those eligible for Pupil Premium, Pupil Premium Plus, those with	[Multiple groups]

Children and those with SEN		SEN and identified BME/EAL groups, in English and mathematics is above the progress made by such pupils nationally by 2017.	
	16	Percentage of LAC (12 months +) in Cambridgeshire schools make expected levels of progress between KS2 and KS4 in line with national data.	Partially achieved - in Maths but not in English. On target – numbers are small and the difference is only 2ppts.

## Appendix 2 – Virtual School Data

### Additional Virtual School Data (as at February 2015)<sup>2</sup>

#### Numbers of pupils

Number of LAC on roll – (R – Year 11)	472	
Cambs LAC in Cambs schools	231	
Cambs LAC placed OOC	139	Not included in attainment figures above
OLA in Cambs schools	102	
Number of LAC on roll – (birth to 4yrs)	72	
Cambs LAC in Cambs	49	
Cambs LAC placed OOC	14	Not included in attainment figures above
OLA in Cambs	9	
Number of LAC on roll Post 16	99	
Cambs LAC in Cambs	44	
Cambs LAC placed OOC	34	
OLA in Cambs schools	21	
(Post 16 above based on year 11 placements)		

#### PEPs undertaken

Percentage of PEPs completed	100%
Percentage of PEPs completed within timescales	100%

#### Attendance

12% of Cambs LAC have less than 85% attendance

27% of Cambs LAC have 100% attendance

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<sup>2</sup> From 'Virtual School Management Board Report' February 2015

### School gradings in Ofsted

79% of Cambs LAC attend good, or better, schools, those that don't were either already attending the school when Ofsted lowered the school rating or pupils were placed there with no alternative school available.

### Moves in KS4

10 KS4 LAC have moved schools since the beginning of the Autumn term.

### Bullying

There have been 0 recorded incidences of bullying.