

Performance Indicator Recovery Plan

<ul style="list-style-type: none"> Proportion of pupils eligible for Free School Meals performing at the expected level at Key Stage (KS) 4 		
<p>Performance: 28.4% of FSM pupils attained 5 or more A*-C grades at GCSE including English and mathematics</p>	<p>Targets: 32% of FSM pupils attain 5 or more A*-C grades at GCSE including English and mathematics</p>	
<p>Why are the indicators under-performing?</p> <ul style="list-style-type: none"> Significant changes to the national examination system continue disproportionately to disadvantage 'borderline' pupils: FSM pupils, those with Special Educational Needs at School Action and boys: <ul style="list-style-type: none"> modular exams have been replaced with 'end of two-year course' exams; Performance Tables no longer count the results of pupils allowed to re-sit exams in order to improve; speaking & listening marks are no longer included in the English grade; examination papers have purposefully been made less accessible, with less scaffolding of questions and increased complexity of questions. In 2013 the key area of focus was on the achievement of White British boys in English and attainment and progress in English increased in 2014 with progress improving from 44% to 52% and attainment at grade c and above rising from 38% to 44%. There was however a fall in the attainment and progress of pupils in mathematics and this has had an adverse effect of pupils' overall attainment. As reported in the July 2014 Ofsted report "The Pupil Premium: an Update", in some schools there has been insufficient focus on monitoring and evaluating interventions to improve pupil progress in order to target the most effective interventions. 		
<p>What actions are required to put it back on track?</p>		
<p>Action to be taken</p>	<p>Lead</p>	<p>Completion Date</p>
<p>1. Provide support and challenge to all Secondary schools within the advisory School Service Guarantee through a thorough analysis of school data on the progress and attainment of disadvantaged pupils to identify priority schools where data show achievement gaps which are not closing. Provide adviser training to ensure challenge through school visits.</p> <p>2. Develop 13 secondary FSM networks across</p>	<p>Paul Dyson-Knight</p> <p>Paul Dyson-</p>	<p>March 2015</p> <p>September</p>

<p>Lancashire to identify effective practice in schools where FSM pupils make most progress, including schools which have been identified as national leaders in this area.</p> <ol style="list-style-type: none"> 3. Facilitate the 13 secondary FSM networks across the authority in order to disseminate effective practice, sharing Performance Tables data for all schools to facilitate school-to-school challenge and support. 4. Using the Senior Leader Network to share key messages from national research into underlying barriers and effective support for FSM pupils. 5. Advisers track the progress of disadvantaged pupils at least termly and to ensure appropriate intervention and support is in place, making effective use of the Pupil Premium and brokering in additional support as necessary, including from successful schools. 6. Develop a self-assessment model for schools to undertake a Pupil Premium audit. Ensure that an audit is carried out in those schools where FSM performance is low. 7. Provide guidance and support for school governors on monitoring the use of the Pupil Premium. <p>In addition:</p> <ol style="list-style-type: none"> 1. Provide consultant support to schools with higher levels of persistent absence to improve the attendance of vulnerable pupils. 2. Provide bespoke support for schools in challenging circumstances where the attainment of FSM is low, including: <ul style="list-style-type: none"> - support for small group or 1/1 tuition; - support for mathematics revision classes; - "master classes" in mathematics or English. 3. Provision of subject-specific training for teachers and support in mathematics and English with a strong focus on maximising pupil progress, ensuring in-school support for teachers in schools causing concern. 4. Sharing expertise from highly effective schools through the use of local support networks in English and mathematics. 	<p>Knight</p> <p>Paul Dyson Knight</p> <p>Alison Hartley</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Paul Dyson-Knight</p> <p>Helen Smith</p> <p>Helen Smith</p> <p>Helen Smith</p> <p>Helen Smith</p>	<p>2014</p> <p>Termly</p> <p>May 2015</p> <p>Termly</p> <p>December 2014</p> <p>March 2015</p> <p>May 2014</p> <p>June 2014</p> <p>June 2014</p> <p>July 2014</p>
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