Education Scrutiny Committee
Meeting to be held on 17 November 2015

| Electoral Division affected: |
| ALL |

Attainment of Children Looked After 2014-2015
(Appendix A refers)

Contact for further information:
Bob Stott, Director of Children's Services
01772 531652
Bob.stott@lancashire.gov.uk

Executive Summary

The report provides information on the attainment, progress and achievements of Lancashire Children Looked After (CLA) in 2015. The findings for Key Stage 1 and Key Stage 2 are based on unvalidated assessment information released by the Department for Education (DfE) and local authority information on CLA. The Key Stage 4 data is school reported data and is therefore provisional at this point. The data shows that there are improvements in achievement at the end of Key Stages 1 and 2, but achievement for CLA remains well below that of other pupils in Lancashire. At the end of Key Stage 4, the information indicates that levels of attainment rose in 2015 but remain very low when compared with other pupils. The report also highlights pupil progress in key areas of development and the steps taken to implement the Recovery Plan developed in Autumn 2014 are set out at Appendix A.

Recommendation

The Education Scrutiny Committee is asked to consider and comment on the report.

Background and Advice

Report on the Progress and Attainment of Lancashire Children Looked After (CLA) 2014-15.

Size of cohort

In June 2015 numbers of CLA of statutory school age were as follows: **This is a snapshot on a set day in June.**

Year Group	Number	Lancashire Mainstream	Out of county mainstream	Special Education In or out of county.	PRU/AP In or out of county
Reception	65	61+ 1 nursery		3	
Year 1	85	74	9	2	
Year 2	94	73	14	7	
Year 3	86	67	17	2	
Year 4	86	65	13	8	
Year 5	116	89	17	10	
Year 6	104	81	11	9	3
Year 7	75	53	13	7	2
Year 8	88	68	9	9	2
Year 9	126	79	10	24	13
Year 10	152	101	17	13	21
Year 11	172	115	17	23	17
Total	1249	927	147	117	58

Educational Placements:

The above table shows a snapshot of placements for the June cohort of CLA.
- The great majority of CLA are placed in mainstream schools within Lancashire.
- A number reside in Lancashire but attend out of county schools close to Lancashire, for example Wigan.
- A number of CLA, placed out of Lancashire through their Care Plan, attend more distant out of county schools.
- A statistically significant number of CLA are placed in special schools, within or out of the county. A small number are residential placements.
- A small proportion of CLA may be placed in Alternative Provision, for example a Short Stay School/Pupil Referral Unit (PRU)
- CLA are often subject to more changes of school placement than children who are not looked after - this is usually linked to changes in home placement and occasionally for safeguarding reasons.
- All schools are required to prioritise the admission of CLA.
- Currently 75.1% of CLA are attending at least 'Good' or better schools as rated by Ofsted.

Data
- For national statistics in respect of end of Key Stage attainment and progress, the DFE include those CLA looked after on 31 March 2015 who had been looked after continuously for a minimum of 12 months.
- There is currently a focus on attainment (GCSE performance) but in future national assessment has an increased focus on progress.
- As an authority we monitor the progress of all our looked after children on a termly basis, and the progress data included in this report is based on all CLA at the time of the assessment.
- Progress is collected for all CLA against the following 5 indicators: achievement, attendance, wellbeing, behaviour, exclusion from school.
- Each indicator is assessed on a rag rated system:

Indicator	Green	Amber	Red
Achievement	good progress against targets/above expectations	on track to achieve targets	below expected progress
Attendance	95% +	85%- 94% *	Below 84%
Well Being	Emotionally strong/happy	Some emotional issues/fragility	Emotionally insecure.
Behaviour	No issues	Occasional incidents/concerns	Frequent incidents/concerns.
Exclusions	No exclusions	Less than 5 days in total	Over 5 days in total

- From September 2015, attendance between 90-94% will be rated as Amber in response to changes in persistent absence definition.

- The assessments in relation to the areas above are made by the child's school and collected/collated by the Virtual School for CLA supported by School Advisors.

Funding to support educational outcomes for CLA.

Pupil Premium Grant (PPG)

- The Head of the Virtual School for CLA in each Local Authority is responsible for the management and allocation of Pupil Premium Grant.
- The Head Teacher has to ensure that the grant is proportionate to the needs of the young person and that it is used to improve educational outcomes.
- In Lancashire £1800 of the PPG is available for maintained and academy schools for each CLA on roll. A Personal Education Plan (PEP) and Educational Provision Map (EPM) has to be provided for each CLA to demonstrate that the child's needs are identified, targets set and strategies in place to support positive outcomes. This will include information on the proposed use of the PPG. PEPs and EPMs are reviewed every 6 months**. (From September 2015 reviews are every term- therefore 3 reviews per year).**
- The Head of the Virtual School quality assures each PEP and EPM, rating them as either Outstanding, Good, Requires Improvement or Inadequate. If a Personal Education Plan (PEP) or Education Provision Map (EPM) is considered as Inadequate it is returned to the Designated Teacher with advice on how to improve and it is required to be resubmitted before funding is authorised. For those that Require Improvement advice is provided to the Designated Teacher to ensure further plans are at least Good. Only 2 EPMs have been assessed as Inadequate in 2014-15. The writing of quality PEPs and EPMs are an important element of Designated Teacher training provided by the Virtual School.

High Support Funding

- In order to provide funding to respond to those CLA with additional needs, a portion of PPG allocated to the LA is used for High Support Funding. All maintained and academy schools are able to apply for high support funding. Applications are assessed and authorised by the Head Teacher of the Virtual School.
- A report on the use of PPG is provided by the Virtual Head Teacher annually for School Forum.

PEPSA – Personal Education Plan Support

- Funding to provide activities and resources outside of the school/in the home, to support educational engagement and outcomes for CLA. These can include extra curricula activities and equipment, clubs memberships, additional tutoring, lap tops etc. There is a maximum of £ 600.
- These are identified as part of a PEP review and applications made by the Social Worker. Virtual School officers assess each application.

Attainment

Key Stage 1

The provisional attainment of CLA at the end of Key Stage 1 is as follows:

Table 1
The proportion of CLA reaching the expected level 2 or above at the end of Key Stage 1

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire 2015 all pupils	England 2014 CLA pupils
Reading level 2 or above	67%	76%	90%	71%
Writing level 2 or above	56%	66%	87%	61%
Mathematics level 2 or above	73%	78%	93%	72%

- The attainment of CLA has risen in 2015 in all subjects
- Substantial progress has been made in closing the attainment gap between reading and mathematics
- The attainment in all subjects is above the national average for CLA in 2014
- The gap between the attainment of CLA and all pupils has narrowed substantially but still remains too great

Key Stage 2

The provisional attainment of CLA at the end of Key Stage 2 is as follows:

Table 2
The proportion of pupils gaining L4+ in reading, writing and mathematics combined.

	Lancashire 2014 CLA pupils	Lancashire 2015 CLA pupils	Lancashire 2015 all pupils	England 2014 CLA pupils
Reading	65%	72%	90%	68%
Writing	57%	63%	87%	59%
Mathematics	61%	63%	88%	61%
Reading , writing and mathematics combined L4+	43%	49%	81%	48%

- The attainment of CLA has risen in 2015 in all subjects both separately and combined
- The attainment in all subjects is above the national average for CLA in 2014
- The gap between the attainment of CLA and all pupils has narrowed but still remains too great

Key Stage 4

The provisional attainment of CLA at the end of KS4 is as follows:

Table 3
The proportion of CLA gaining GCSEs

	Lancashire 2014 CLA pupils(80)	**Lancashire 2015 CLA pupils(117)**	Lancashire 2015 all pupils	England 2014 CLA pupils
5 GCSE A*-C	16.5%	18.1%	NA	16.3%
5 GCSE A*-C Incl. English/Maths	8.2%	13.8%	58.3%	12%
C + in English/Maths	8.9%	22.3%	NA	14.2%
Non SEN pupils (69 from 92 received)	30.4%	23.2%	NA	No data

- The above is currently based on incomplete data due to the very recent start of school terms and the data is not validated.
- Early indications are for an increase in the proportion of pupils achieving 5 A*-C with English and Maths. However, the results for the 23 pupils not yet received could obviously impact on the final figures, positively or negatively.
- Early indications are for an increase of those pupils achieving at least a C in English and/or Maths.
- Pupils identified as SEN- who are omitted from the last group- are those with SEN statements/Education, Health and Care Plans.

Progress

Schools evaluate the progress of CLA in the key areas of achievement, attendance, wellbeing, behaviour and risk of exclusion. The following tables (Table 4 and 5) show the proportion of CLA in the primary and secondary phases which are making satisfactory or better progress. In Tables 6 and 7 the progress of CLA is broken down into specific year groups.

Table 4
The progress of CLA pupils in the primary age range (Years 1 -6)

Proportion of CLA pupils whose achievement is satisfactory or better	83
Proportion of CLA pupils whose attendance is satisfactory or better	97
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	93
Proportion of CLA pupils whose behaviour is satisfactory or better	92
Proportion of CLA pupils who are not at risk of perm. Exclusion	96.5

Table 5
The progress of CLA pupils in the secondary age range (Years 7-11)

Proportion of CLA pupils whose achievement is satisfactory or better	80.5
Proportion of CLA pupils whose attendance is satisfactory or better	86
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	84.3
Proportion of CLA pupils whose behaviour is satisfactory or better	83.8
Proportion of CLA pupils who are not at risk of perm. Exclusion	91.3

Table 6
Progress by Year Group: Primary

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proportion of CLA pupils whose achievement is satisfactory or better	85%	83%	82%	92%	83%	75.5%	86%
Proportion of CLA pupils whose attendance is satisfactory or better	98.5%	98%	100%	98%	98%	97%	98%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	96.5%	92.5%	96%	96%	98%	95%	93%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	94.5%	90%	96%	98%	97%	93%
Proportion of CLA pupils who are not at risk of perm. Exclusion	100%	98%	100%	96%	100%	100%	98%

Table 7
Progress by Year Group: secondary

	Year 7	Year 8	Year 9	Year 10	Year 11
Proportion of CLA pupils whose achievement is satisfactory or better	88.5%	88.5%	78%	81%	74%
Proportion of CLA pupils whose attendance is satisfactory or better	98%	83.5%	83.5%	85%	83.7%
Proportion of CLA pupils whose wellbeing is judged to be satisfactory or better	92%	88.5%	81.3%	78.5%	82%
Proportion of CLA pupils whose behaviour is satisfactory or better	92%	88.5%	86%	76.5%	78%
Proportion of CLA pupils who are not at risk of perm. Exclusion	90%	96%	91.5%	86%	93.4%

- This progress data provides an important mechanism for identifying when pupils are experiencing significant difficulties in one or more of the indicators (Red) and can act as an 'early' warning to potential issues (Amber).
- When a pupils is Red in any indicator, an early conversation takes place between the school and the LA officer receiving the data (Virtual School Educational Consultant/School Advisor) to assess if all is being done to address the issue.
- When a pupil is assessed as Red in more than one indicator the Virtual School Educational Consultants will contact the school's Designated Teacher which may lead to any or all of the following: a review of strategies/targets, a Personal Education Plan review, an Action Plan to address specific issues, additional funding allocated.
- Progress data can also indicate variations in outcomes, areas of concern and strengths for groups of CLA- such as year groups, SEN, in or out of county schools.
- This data will be used to provide a benchmark for future targets and measuring performance.

Initial findings
- The majority of CLA are making satisfactory or better progress in all measures.
- Attendance of CLA in Lancashire primary schools compares favourably, in comparison to national averages.
- Pupil achievement is the areas where the largest proportion of pupils are at risk of not making satisfactory or better progress.
- Emotional wellbeing is less strong in secondary aged pupils and particularly in Y10.
- There appears to be a dip in achievement in Y5

Progress against Recovery Plan January 2015

- A recovery plan was developed to improve the educational outcomes for CLA in Lancashire and it has been implemented over the last 9 months. Appendix A provides a brief record of the progress in implementing plan.

Key Priority Areas for 2015-16

- Timely and targeted support for CLA identified as under achieving/experiencing difficulties in relation to education.
- Termly reviews of Personal Education Plans / Education Provision Maps
- Supporting development and effectiveness of Designated Teacher role.
- Monitoring/support for out of county placements.
- Transition support.
- Tracking of 16+ CLA re-education and outcomes.
- Liaise across LA services/agencies to improve partnerships to support CLA.

Consultations

N/A

Implications:

N/A

Risk management

No significant risks have been identified in relation to the proposals contained in this report.

Local Government (Access to Information) Act 1985
List of Background Papers

Paper	Date	Contact/Tel
N/A	insert date	insert details

Reason for inclusion in Part II, if appropriate

N/A