Appendix 'B'

Performance Indicator Recovery Plan

• **Proportion of CLA pupils attaining 5 GCSE A-C including English and Maths at Key Stage (KS) 4**	
Performance: **8.9% of CLA KS4 attained 5 or more A*-C grades at GCSE including English and mathematics (Unvalidated data)**	**Targets:** **13% of CLA KS4 to attain 5 or more A*-C grades at GCSE including English and mathematics**

Why are the indicators under-performing?

Key Stage 4: Attainments 2014

- There were significant changes to the national exam system in 2014 and this led to a 5% fall in the proportion of all pupils gaining 5 or more GCSEs at grade A*-C. There was also a fall in the attainment of CLA in Lancashire and nationally. caution should be exercised when comparing exam results year-on-year. Although direct comparisons between 2014 CLA KS 4 attainment data and that of previous years is difficult due to the examination changes there is a falling trend in the achievement of CLA at the end of Key Stage 4 in Lancashire. Whilst this mirrors the national picture, Lancashire's performance is generally below average.

- A high proportion of CLA have Special Educational Needs and many of these pupils are not expected to gain 5 or more good GCSEs. In 2014 around a third of Y11 pupils had Statements for SEN. The range of their SEN is set out in the table below.

   This table shows the range of SEN statements that have been given to CLA pupils in Year11

• Autistic Spectrum Disorder	• Behavioural , Emotional and Social Difficulties	• Moderate Learning Difficulties	• Speech and Communication Difficulties	• Severe Learning Difficulties
• 3	• 11	• 9	• 1	• 1

21% of the CLA attended Special Schools and made very good progress in relation to their individual targets but did not gain 5 good GCSEs including English and mathematics.

A third of pupils attended mainstream schools but had identified additional SEN, particularly in relation to emotional, social and behavioural difficulties.

- Detailed Tracking Reports of every Year 11 CLA, indicate that the great majority have made good academic, educational, social and emotional progress in relation to their baseline and circumstances, and are moving on to further education or training but the proportion gaining 5 or more A*-C grades at GCSE is a key area of concern.

- The progress of CLA pupils in English was broadly average but it was particularly low in mathematics and this affected the proportion of pupils gaining 5 good GCSEs including

English and mathematics.

- Whilst the great majority of services and schools give a high priority to CLA there is a lack of consistency in recognising the links between the social and emotional aspects of development of CLA and improving academic achievement.
- Monitoring systems are used by the Virtual School to track pupil progress but these have not been consistently effective in identifying concerns about educational progress early enough and linking them to the work of Children's Social Care and schools.
- The resources to enhance the achievement of CLA (Pupil Premium and PEPSA) has largely been effective but it needs to be monitored more closely to ensure that schools are using the resources effectively and that causes of underachievement beyond the school are identified and receive the appropriate support.
  - 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 CLA pupil progress .
  - The CLA Pupil Premium (£1900 per CLA) is now the responsibility, and managed by, all Virtual School Headteachers across the country.

What actions are required to put it back on track?

Action to be taken	Lead	Completion Date
1. Ensure all CLA have an Educational Provision Map (as part of the CLA Personal Education Plan), which clearly identifies: • the CLA 's educational targets and • the interventions and relevant funding streams required to meet expected targets.	**Virtual School Headteacher (HT)**	**September 2014**
2. Continue facilitiation of training for Designated Teachers for CLA in schools across Lancashire , and to share and disseminate effective practice.	**Virtual School HT**	**September 2014**
3. Using the NW Virtual School Headteachers Meeting to identify good practice aross the region.	**Virtual school HT**	**September 2014**
4. Monitor the social, emotional and academic progress of CLA at least every 6 months using the Education Provision Maps and PEP.	**Virtual School HT**	**January 2015**
5. Provide CLA and their schools with CLA Pupil Premium to assist in supporting the educational targets and interventions identified on the CLA's Educational Provision Map and PEP.	**Virtual School HT**	**January 2015**
6. Develop effective identification of all secondary CLA experiencing underachievement (with a focus on Year	**Virtual School**	**January 2015**

10 and Year 11 Lancashire CLA requiring intensive educational support for GCSE; particularly CLA with identified 'potential' to achieve 5 GCSE including English and Maths.	**HT**	
7. Track the progress of secondary CLA pupils systematically over the year ensuring appropriate intervention and support is in place, making effective use of the CLA Pupil Premium and brokering in additional support as necessary.	**Virtual School HT**	**January 2015 ongoing**
8. Provide bespoke and individual support and advice packages for CLA pupils experiencing difficulties in school due to:- ○ change of school or care placement, ○ pupil experiencing emotional , social or / and behavioural difficulties ○ risk of exclusion ○ significant underachievement This may involve: ○ 1 to 1 tuition in apecific subjects including mathematics ○ Learning Mentor Support ○ Educational Psychologist Assessment ○ Alternative education package	**Virtual School HT & Educational consultants**	**January 2015**
9. Strengthen the partnership between Children's Social Care and the Virtual School for CLA through timely sharing of information regarding CLA at risk of underachieving and structured induction for newly qualified social workers.	**Virtual School HT / Head of CSC**	**March 2015**
10. Share key messages from national research into underlying barriers and effective support for CLA pupils thtrough the Secondary School Senior Leader Network.	**Virtual School HT & Specialist Adviser**	**March 2015 termly**
11. Develop the Quality Assurance model for Virtual School for CLA to monitor and evaluate the effectiveness of EPMs , PEPs and CLA Pupil Premium. To buy in adviser time for Quality Assurance.	**Virtual School HT & Advisers**	**May 2015**
Support the transitionof CLA into new schools, including additional support for Y6 pupils most at risk of underachievement as they transfer to secondary schools.	**Virtual School HT & Educational consultants**	**July 2015**
12. The profile of the Virtual School for CLA is promoted through school advisers and support from the Corporate Parenting Board.	**Virtual School HT &**	**July 2015**

	Advisers	