Diminishing the Differences for Disadvantaged Learners - 2017 -2020

Introduction
This strategy outlines Cheshire West and Chester's vision, priorities and expectations in relation to improving the educational outcomes for 'disadvantaged' children and young people in the borough. It builds on the success of schools in raising attainment and progress and is ambitious for the future. This strategy links to the Council Plan for 2016-2010 and the priorities that:

- All of our families, children and young people are supported to get the best start in life
- People are well educated, skilled and earn a decent living.

Who are our Disadvantaged Learners?
For the purposes of developing this strategy, we have adopted the Department for Education definition of 'disadvantaged' learners.

- Pupils eligible for Free School Meals (FSM) in the last 6 years
- Children in Care of the Local Authority (CiC)
- Children Adopted from Care

Disadvantaged Pupils based on the January 2016 School Census

Disadvantaged Pupils			
Key Stage	Total Pupils on Roll	Number of Disadvantaged Pupils	Disadvantaged as a % of total pupils on Roll
N1&2	1,445		0%
Foundation	3,921	513	13%
1	7,685	1,469	19%
2	14,924	3,673	25%
3	10,350	2,479	24%
4	6,861	1,598	24%
5	2,892		0%
Total	48,078	9,732	20%

In the School Census January 2016
- 20% (9,732) of pupils were 'disadvantaged'
- 11% (5,120) of children in Cheshire West and Chester were eligible for Free School Meals
- 1% (557) of children were in the care of the council or had been adopted from care

Whilst the council recognises there are other groups of vulnerable learners the identified children and young people are those at greater risk of poorer educational outcomes either through life circumstances or events that occur in a child's life which can affect their educational outcomes.
The most prominent overlapping factor which links the groups of 'disadvantaged' learners together and, arguably, is the best indicator of a disadvantaged learner is those pupils affected by challenging family and socio-economic environments.

Rationale
We believe that through educational success, 'disadvantaged' children and young people will maximise their life chances and secure their future economic well-being. We want to ensure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and be happy, healthy and safe. This means making sure that all children and young people in the borough have

access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. Narrowing the gap in educational achievement between 'disadvantaged' young people and their peers is a key factor in ensuring maximising their life chances.

Schools matter and make a difference, and having access to a good or outstanding school and quality first teaching matters even more. What matters most is that good and outstanding schools are inclusive places which achieve, at least expected outcomes for all their pupils.

Percentage of Pupils attending schools under each Ofsted judgement

October 2016	Inadequate	Requires Improvement	Good	Outstanding	Good or Better
Primary CWaC	0%	6.4%	69.9%	23.8%	93.6%
Primary National	0.9%	9.3%	70.2%	19.5%	89.8%
Secondary CWaC	0%	8.9%	60.7%	30.4%	91.1%
Secondary National	3.4%	14.4%	55.3%	26.9%	82.1%

The percentage of children and young people in Cheshire West and Chester who attend a 'good or outstanding school' continues to **increase and is above the national** figures in both primary (93.6%) and secondary (91.1%) phases.

Vision
Integral to the success of this strategy will be a relentless ambition for all senior leaders to ensure good progress and high expectations for 'disadvantaged' learners to achieve better outcomes. Effective education leaders set high aspirations for all learners and create a high quality inclusive learning environment, targeting resources and evidence based interventions to ensure maximum impact for all including the most 'disadvantaged', so that differences diminish and outcomes and destinations are more positive.

We will ensure a coherent and inclusive experience that makes learning personalised, engaging and enjoyable. To maximise the potential of every learner, children and young people must thrive from relevant, motivating and exciting experiences.
We will encourage all learners to become confident, flexible, resilient and capable life-long learners and reflective and critical thinkers, empowered with life skills, technological capability and knowledge to contribute to society as responsible citizens. The strategy aims, therefore, to support the development of robust partnerships, identify good practice and ensure the effective use of all available resources.

Defining the Differences in Outcomes

National data suggests that differences in cognition development between better off and 'disadvantaged' children open up before the age of three and get wider as children progress through school:
- By the time children start school there is a 19 month development difference between the richest and poorest children;
- Those from the poorest fifth of families are on average more than eleven months behind children from middle income families in vocabulary tests when they start school at five;
- They are 37 per cent less likely to achieve five good GCSE's including English and Maths.

Cheshire West and Chester Key Priorities for 2017 – 2020
- **Attendance**
- **Exclusion**
- **Transition**

Attendance

School Census 2016

Attendance for pupils eligible for Free School Meals 2015-2016 (6 terms)					Attendance for All Pupils			
Age 4-16	Authorised Absence %	Unauthorised Absence %	Termly Absence %	Termly Attendance %	Authorised Absence %	Unauthorised Absence %	Termly Absence %	Termly Attendance %
Total	5.2%	2.5%	7.8%	92.2%	3.6%	1.0%	4.6%	95.4%

In 2015-2016 the attendance of pupils eligible for FSM was 92% compared to 95% for all pupils.

If we are successful, by 2020 we would expect to see:

- Attendance at school for all 'disadvantaged' children to be at least 95% in all key stages
- Increased access to children's centres by children living in areas of deprivation
- All schools will have developed aspirational cultures and a growth mindset for all 'disadvantaged' learners

Exclusions

Exclusion data submitted by schools in the School Census for the academic year 2015-2016

Key Stage	All Pupils				Disadvantaged Pupils			
	Number of Exclusions		Number of Pupils*		Number of Exclusions		Number of Pupils*	
	Fixed Term And Lunchtime	Permanent	Fixed Term And Lunchtime	Permanent	Fixed Term And Lunchtime	Permanent	Fixed Term And Lunchtime	Permanent
Foundation	12	0	10	0	5	0	5	0
1	43	0	19	0	17	0	7	0
2	178	2	87	2	128	0	57	0
3	705	10	300	10	447	7	162	7
4	841	13	379	13	526	6	204	6
5	11	0	9	0				
Total	1790	25	804	25	1123	13	435	13

* Some pupils may be counted twice as they may have received a Fixed/Lunchtime exclusion as well as a Permanent exclusion

If we are successful, by 2020 we would expect to see:

- A 50% reduction in exclusions both fixed term and permanent for 'disadvantaged' children in all key stages

- A positive response from education providers and other professionals which indicates that schools and settings are more knowledgeable and confident in their own practice in developing and delivering provision for 'disadvantaged' pupils who may be vulnerable to exclusions. This will indicate an increase in capacity within the local authority and schools to support sustained improvements for 'disadvantaged' pupils.

Transition between all Key Stages
There are inconsistencies across the local authority and key stages in the experiences of the 'disadvantaged' cohort when moving between key stages.

If we are successful, by 2020 we would expect to see:

- Robust transition programmes for all 'disadvantaged' pupils in all schools and settings within the local authority, where schools are clear about all barriers for 'disadvantaged' children in their community and improving outcomes for 'disadvantaged' pupils is given the highest priority across all partnerships to ensure that transitions are supported
- Increased levels of school readiness, where every 'disadvantaged' child is accessing Early Years provision
- More of our post 16 'disadvantaged' young people are in employment, education and training.

What Cheshire West and Chester Council will do to make a difference?

Ensure high quality childcare and early years education
We will support settings to provide high quality childcare. We will encourage parents across the borough to use the childcare services they are entitled to, making sure that children aged two, three and four are accessing services, so they are ready for school.

Work with the Cheshire West Education Improvement Board.
Work to bring together leaders in education to support schools to raise standards further, to tackle underperformance and support greater collaboration across the sector. We will work with school leader groups to ensure the strategy is a high priority for schools and a constant focus of their work: Cheshire West Association of Secondary Head teachers (CWASH), Cheshire West Association of Primary Head teachers (CWAPH) and Cheshire West Association of Special School Head teachers (CWASSH).
- Maintain a rigorous focus that the strategy is about individual children and young people and not homogenous groups. Ensuring equality of opportunity for all 'disadvantaged' learners in receiving an education appropriate to their needs
- Create enhanced capacity within schools and governing bodies to provide support, challenge and intervention regarding 'disadvantaged' learners.
- The partnership approach to improving school performance continues to be developed through the local authority providing targeted support, advice and guidance
- School to School support is central to the differentiated programme we deliver for monitoring, supporting and challenging all Cheshire West and Chester schools and settings

Work closely with schools to take targeted action to diminish the difference for educational performance between disadvantaged children and their peers.
- We will improve the monitoring of data, offering help at an early stage providing additional support for children where required, and supporting teachers and school leaders with continued professional development. In the context of change to the way

children are assessed, continue to support schools to develop rigorous and consistent ways of assessing children and closely monitor the impact of changes on performance outcomes in Cheshire West and Chester.

- Support schools to be judged 'Good or better' by Ofsted to provide all children and young people with high quality teaching and learning
- Ensure that national and local resources including the Pupil Premium and Pupil Premium Plus grant are used by schools to diminish the attainment gap using the evidence based resources from national research

Raise attainment for children in the Care of the Council.
Particularly at Key Stage 4 by using the support provided by the 'Virtual School', producing robust personal education plans and targeted additional support.

- Adopt a collaborative and holistic approach to diminishing the differences

Take targeted action to support 'disadvantaged' young people into employment, education and training.
Overall we have very high levels of young people in employment, education and training but we feel there is more we can do to support care leavers and 'disadvantaged' young people to access local opportunities.

Support the completion of an area based review of post-16 education.
To make sure that local further education colleges and establishments are robust, affordable and deliver the skills needed for young people to thrive.

Maximise the use of our Integrated Early Support Employment Advisers.
This will enable 'disadvantaged' young people to have support and advice about training and employment.

- Subscribe to the principles of early intervention, and challenge where necessary with vigour and honesty, particularly focusing on attendance and exclusion of 'disadvantaged' pupils

Ensure schools are well supported and experience quality services.
Work with the Education Welfare Service to identify and develop strategies to support increased attendance at school for all 'disadvantaged' pupils.
Collaborate Council's traded services company, known as Edsential in order further evaluate and disseminate national research: (e.g. Education Endowment Foundation/Sutton Trust).
We will evaluate and disseminate the local evidence: e.g. Schools data and the schools

- Provide a universal offer of data analysis, advice and guidance so that every school knows its pupils (e.g. Intervention health check/governor support and training)
- Identify, through the data analysis of schools where practice is strong and schools where the difference is particularly wide
- Link schools with similar profiles together to share practice in order to support the increase in sustainable improvement both within and between schools
- Investigate different evidence based programmes to see if they would be the right support for schools and support the improvements in the quality of pedagogy, practice and provision for 'disadvantaged' learners

Best Practice for Schools and Colleges: What makes the difference?
We would want to support schools to find their own solutions that will work effectively in the different contexts of the schools. Where schools have been most effective in raising the progress of disadvantaged pupils, and have diminished the difference, there are common factors that include:

- Effective leadership and oversight of interventions from the school's senior management team for sustained educational improvement for disadvantaged learners, especially in English and Mathematics
- Schools develop aspirational cultures and a growth mindset for all learners, and actively promote the expectations that all staff have for 'disadvantaged pupils
- Appropriate management structures, quality assurance, data collection and scrutiny
- Quality First teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained
- Integration of intervention staff into the work of the whole school – particularly that of the class/subject teacher
- Careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching
- Suitable assessment processes that fully and adequately inform the intervention, enabling progress to be monitored
- Systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning
- Identification of strategies that are right for the particular setting and needs of the pupils, developing individual and more personalised learning pathways supported by approaches that address emotional well-being and barriers to learning.
- All of the selected interventions being subject to a rigorous process of cost/benefit analysis through the use of outcome based planning and evidence based use of resources.
  (Education Endowment Teaching and Learning Toolkit and J Dunford Tool)
  Ensure parental engagement and involvement by supporting parents to be more involved in their children's learning and progress, with high aspirations for the future
- Collaboration across all partnerships to ensure that transitions are supported and improving outcomes is given the highest priority across all services, schools and settings.

Who needs to be involved in making this happen?
- Schools/Colleges
- Employers
- Families and Carers
- Local Enterprise Partnership
- Virtual School
- Education support
- Employment Skills and Wellbeing
- Professional partner agencies
- Skills for Families Life and Work
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Supporting plans and strategies
- School Improvement Strategy
- Children and Young People Plan
- Health and Wellbeing Strategy
- Early Years Strategy
- Special Educational Needs Strategy
- Integrated Early Support Outcomes Framework
- Employment and Skills Strategy
- Local Enterprise Partnership Skills Strategy
- Skills and Employment Framework
- Growth Strategy
- 14 -25 Strategy

Summary

This strategy will grow and change over time as educational settings embed their increased responsibility for school improvement including narrowing the educational gap between 'disadvantaged' learners and their peers.

Cheshire West and Chester Council will ensure that all support, guidance and challenge it offers to schools are informed by the latest research and best practice, whilst providing good value for money. This will require effective partnership working, based on a shared moral purpose, committed to raising aspirations and maximising life chances for all children and young people but particularly for those who are 'disadvantaged'.

Local Authority Targets 2017 - 2020

Educational Outcomes 2016 -Defining the Gaps and Targets

In 2016 a number of major, national changes to the measures by which educational performance across all the phases of education were being evaluated. Crucially this means that comparisons we have been familiar with in previous years are not possible this year.

- Changes to the curriculum children and young people are being taught, e.g. a new Primary Curriculum
- Expectations for the standards children and young people are expected to achieve at the end of key stages have been raised
- Significant national changes to assessment including the introduction of some completely new performance measures and a change of methodology for teacher assessment at KS1 and 2 from a 'best fit' to a 'secure fit' model.

Early Years Foundation Stage Comparison of All Pupils to Disadvantaged

% of pupils achieving a good level of development in EYFSP			
Year		CWaC	England
2016	All	71	69
2016	Disadvantaged	51	55
2016	Non Disadvantaged	74	72
2016	Gap	-23	-17

- The outcome for children achieving a 'good level of development' is above the national figure, however, as the performance of all pupils has improved, the gap between all pupils and 'disadvantaged' pupils' remains.

Local Authority Target to reduce the percentage gap between 'disadvantaged' pupils and All pupils achieving a Good Level of Development in EYFS

% Target 2016/7	% Target 2017/8	% Target 2018/19	% Target 2019/20
-22	-18	-16	-12

Key Stage 1 Comparison of All Pupils to Disadvantaged

% of pupils achieving Expected Standard at Key Stage 1						
		Reading		Writing		Maths	
Year		CWaC	England	CWaC	England	CWaC	England
2016	All	74	74	58	65	70	73
2016	Disadvantaged	59	62	42	53	55	60
2016	Non Disadvantaged	78	78	63	70	73	77
2016	Gap	-19	-16	-21	-17	-18	-17

Key Stage 2 Comparison All Pupils to Disadvantaged achieving Expected Standard

% of Pupils achieving the Expected Standard at Key Stage 2			
Reading Writing and Maths			
Year		Cheshire West and Chester	England
2016	All	53	53
2016	Disadvantaged	34	39
2016	Non Disadvantaged	60	60
2016	Gap	-26	-21

Local Authority Target to reduce the percentage gap between 'disadvantaged' pupils and All pupils achieving Expected Standard at Key stage 2

% Target 2016/7	% Target 2017/8	% Target 2018/19	% Target 2019/20
-23	-20	-17	-14

Key Stage 2 Comparison of All Pupils to Disadvantaged

Average Scaled Score at Key stage 2					
		Reading		Maths	
Year	Pupils	CWaC	England	CWaC	England
2016	All	103.3	102.6	103.0	103.0
2016	Disadvantaged	100.0	99.9	100.2	100.7
2016	Non Disadvantaged	104.4	103.8	103.9	104.1
2016	Gap	-4.4	-3.9	-3.7	-3.4

Key stage 1 – 2 Progress Score						
	Reading		Writing		Maths	
Pupils	CWaC	England	CWaC	England	CWaC	England
All	0.54	0.0	-0.9	0.0	-0.21	0.0
Disadvantaged	-0.27	-0.72	-2.12	-0.25	-1.02	-0.52
Non Disadvantaged	0.82	0.33	-0.48	0.12	0.07	0.24
Gap	-1.09	-1.05	-1.64	-0.37	-1.09	-0.76

The Local Authority Target to reduce the percentage gap between 'disadvantaged' pupils and All pupils Progress score KS1-KS2

% Target 2016/7			% Target 2017/8			% Target 2018/19			% Target 2019/20		
R	W	M	R	W	M	R	W	M	R	W	M
-1.06	-1.60	-1.06	-1.03	-1.10	-1.03	-0.9	-0.6	-1.0	-0.6	-0.1	-0.8

Key Stage 4 Comparison of Disadvantaged to All Pupils

Attainment 8 Score			
Year		Cheshire West and Chester	England
2016	All	51.18	49.5
2016	Disadvantaged	39.67	41.02
2016	Non Disadvantaged	54.51	52.72
2016	Gap	-14.84	-11.7

Progress 8 Score			
Year		Cheshire West and Chester	England
2016	All	+0.03	0
2016	Disadvantaged	-0.47	-0.32
2016	Non Disadvantaged	+0.19	0.12
2016	Gap	-0.66	-0.44

The Local Authority Target to reduce the percentage gap between 'disadvantaged' pupils and All pupils Progress 8 Score

% Target 2016/7	% Target 2017/8	% Target 2018/19	% Target 2019/20
-0.63	-0.57	-0.52	-0.47

The Local Authority Target to reduce the percentage gap between 'disadvantaged' pupils and All pupils Attainment 8 Score

% Target 2016/7	% Target 2017/8	% Target 2018/19	% Target 2019/20
-14.34	-13.84	-13.54	-13.00

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