

REPORT TO: Executive Board

DATE: 12 December 2013

REPORTING OFFICER: Gerald Meehan, Strategic Director Children & Enterprise

PORTFOLIO: Children, Young People & Families

SUBJECT: Virtual School Headteacher (VSH) Report

WARD(S) Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide the annual update regarding the attainment and achievement of Halton children in care.

2.0 RECOMMENDATION: That

- 1) the report is accepted and that the key attainment and achievement outcomes are noted and**
- 2) support is given to the Virtual School for the future developments identified within the report.**

3.0 SUPPORTING INFORMATION

3.1 The vision statement for the Virtual School is that:

All children and young people in care in Halton are resilient and effective independent learners, that they achieve their full potential and are full and active participants in society.

- 3.2 The oversight and governance arrangement for the Virtual School rests with the Children in Care Partnership Board, which sits within the Children's Trust.

- 3.3 The work of the Virtual School is supported by multi-agency working across the LA and partners, including early years providers, schools and further education establishments.

The 'virtual' nature of the school not only refers to incorporating all children in care into one school, but also the multi-agency working relationships that underpin the work of the school. Each of the agencies and teams that operate within the virtual school are committed to working to achieve the vision statement and prioritise children and young people in care within their own service delivery.

3.4 Operational functions of the Virtual School:

- To track attendance, attainment and progress of all Halton children in care.
- To provide good quality data to support the work of the LA in promoting the educational achievements of children in care.
- To monitor and quality assure the completion of Personal Education Plans.
- To monitor and quality assure that the pupil premium is used to improve the educational outcomes of each individual child in care.
- To provide appropriate individual support packages for identified children in care who are not performing in line with their predicted progress, through a variety of interventions.
- To provide training, support and guidance to a range of professionals working with children in care, in particular, Designated Teachers, Governors, social workers, foster carers and other professionals.
- To challenge schools who are not meeting the needs of children in care.

3.5 Personal Educational Plans (PEPD)

- 3.6 In line with the statutory duty on local authorities to ensure that all children in care have a PEP, the VSH regularly monitors and quality assures PEPs. In addition, an Education Support Worker is allocated as a link officer to the CIN teams to provide support, advice and guidance on completing PEPs.

3.7 PEP Completion Rates

Completion	Q1 June	Q2 Sept	Q3 Dec	Q4 March
2011-12	90%	96%	87%	86%
2012-13	90%	86%	89%	84%
2013-14	55%	89%		

Analysis has shown that the dips in performance represent:

- small numbers of PEPs that have not been completed within timescales;
- the impact of changes of social workers in the CIN teams; and
- the impact of changes within early years education in relation to

PEP completion for Reception age children.

3.8 Future developments

- A planned development for 2013-14 is the establishing of a multi-agency PEP Quality Assurance group (including Designated Teachers, Social Workers, Carers, team managers and an IRM).

4.0 Pupil Premium

The VSH gained agreement from Schools Forum that the pupil premium for Halton CIC would remain within the LA until it was activated via the individual child's PEP. It was also agreed that the pupil premium had to be linked clearly to an academic target on the PEP with an indication of how the impact of the intervention was to be measured. This process allows the money to be placed within the school's budget, clearly identified via the child's initials, so ensuring that the pupil premium money is used specifically to target the underachievement of that individual child rather than being part of an overall 'pot'.

- 4.1 The impact of the pupil premium is discussed at each PEP Review following allocation. The School Improvement Link Advisor also discusses and asks for evidence on the use of the Pupil Premium with each Headteacher during their link officer visits.

4.2 Future developments:

Within their role as Corporate Parents, the CIC Partnership Board will formally request from each school an annual report on how the Pupil Premium has been used to support the achievements of CIC in Halton.

5.0 Attainment outcomes for 2012/13 – Early Years

- 5.1 Due to changes within the Early Years Foundation Stage it is not applicable to compare previous years performance with this last academic year.

5.2 2012-13 cohort context:

- 4 children in total;
- 50% male/female split;
- 25% had a statement due to complex needs;
- 50% were at SA+ on the SEN Code of Practice for behaviour and emotional difficulties; and
- 1 child has been placed for adoption during Reception year.

5.3 2012-13 results:

- 4 children in the cohort
- 25% achieved a Good Level of Development

- 50% achieved expected or exceeded outcomes in Communication
- 25% achieved expected or exceeded outcomes in Literacy
- 25% achieved expected or exceeded outcomes in Maths

5.4 **Closing the gap**

Largest gaps between both national and local outcomes were in:

- Good Level of Development (Halton 12%; National 27%),
- Literacy (Halton 21%; National 26)
- Maths (Halton 28%; National 41)

The largest gaps in outcomes at early years are in Literacy and Maths. This reflects the low attainment for these children in comparison with expected outcomes.

- 5.5 For those who did not achieve the expected outcomes in literacy and numeracy their progress is being monitored through the PEP and the use of the pupil premium. In addition, where appropriate they will receive personalised literacy and numeracy packs.

5.6 Future developments

Each Reception age child in this current academic year is receiving a personalised literacy pack.

6.0 **Key Stage 1 results (see Appendix A)**

6.1 2012-13 results:

- 4 children in the cohort
- 75% achieved Level 2 or above in Reading Writing; Maths
- 75% achieved Level 2b or above in Reading and Maths
- 50% achieved Level 2b or above in Writing
- 100% achieved in line with expected outcomes in all 3 areas

6.2 Closing the gap

- Attainment gap was closed with national in Reading and Writing at Level 2 or above
- Decreasing gaps evident across all areas at Level 2b or above

Key Stage 1 cohorts are generally very small due to the numbers of children who proceed to adoption and therefore are no longer in care. This can lead to very volatile gaps and make it difficult to look at trends.

6.3 CIC performance in Reading:

- Is a positive picture where there has been consistently small gaps and has at times exceeded that of the general population at both Level 2+ and Level 2b+
- They achieve at least in line with their individual expected outcomes.

- Their performance is broadly in line if not better than their FSM eligible peers.
- Overall Halton CIC performance exceeds that of their peers in care regionally and nationally.

6.4 CIC performance in Writing:

- Is volatile but with small and decreasing gaps at both Level 2+ and Level 2b+
- They generally achieve in line with their individual expected outcomes.
- Their performance is broadly in line if not better than their FSM eligible peers, particularly at Level 2b+.
- Overall Halton CIC performance exceeds that of their peers in care regionally and nationally

6.5 CIC performance in Maths:

- Is volatile but with small and decreasing gaps at both Level 2+ and Level 2b+
- They achieve at least in line with their individual expected outcomes.
- Their performance is broadly in line if not better than their FSM eligible peers, particularly at Level 2b+.
- There is an improving picture for Halton CIC in comparison with their peers in care regionally and nationally

6.6 The key priority is to improve both writing and Maths performance. These areas are being targeted through use of the pupil premium in schools and personalised literacy and numeracy activity packs through the Virtual School.

6.7 Future developments

- Specific creative writing packs are being developed in collaboration with another LA and also a local book shop.
- Foster carer training will be delivered encompassing the use of the writing packs to increase the capacity of the carers to support writing opportunities in placement.

7.0 Key Stage 2 (see Appendix B)

7.1 2012-13 results:

- 7 children in the cohort
- Reading – 86% achieved Level 4 or above and 71% achieved Level 4b or above
- Writing – 71% achieved Level 4 or above
- Maths – 71% achieved Level 4 or above and Level 4b or above
- 57% achieved Level 4 or above combined in Reading, Writing and Maths
- 100% achieved their expected outcomes or above in Reading

and Writing

- 57% achieved their expected outcomes or above in Maths

7.2 Closing the gap

- Closed the gap both locally and nationally at Level 4 or above in Reading
- Closed the gap both locally and nationally at 2 levels of progress in Reading and Writing.
- Decreasing gap in Maths

7.3 Key Stage 2 cohorts are generally very small due to the numbers of children this can lead to very volatile gaps and make it difficult to look at trends, as each individual child has a large statistical significance.

7.4 CIC Performance in Reading:

- Is a very positive picture where there has been consistently small gaps and has at times exceeded that of the general population at both Level 4+ and Level 4b+;
- There is a high percentage achieving 2 levels of progress, with their performance exceeding that of their peers locally and nationally, resulting in a closing of the gap.
- They achieve at least in line with their individual expected outcomes with a higher percentage achieving beyond expected levels.
- Their performance is better than their FSM eligible peers.

7.5 CIC Performance in Writing:

- There remains a gap in attainment both at Level 4+ and Level 4b+
- There is a high percentage achieving 2 levels of progress, with their performance exceeding that of their peers locally and nationally, resulting in a closing of the gap.
- They achieve at least in line with their individual expected outcomes, with a high percentage achieving beyond expected levels.
- There remains a gap in attainment at Level 4+ in comparison with their FSM eligible peers.

7.6 CIC Performance in Maths:

- There remains a gap in attainment both at Level 4+ and Level 4b+
- There remains a gap in those achieving 2 levels of progress.
- The majority achieve at least in line with their individual expected outcomes, with some achieving beyond expected levels.
- There remains a gap in attainment at Level 4+ in comparison with their FSM eligible peers.

7.7 CIC Performance in Reading, Writing and Maths combined

- There is a decreasing gap in attainment at Level 4

- 7.8 The key priority is to improve both writing and Maths performance. These areas are being targeted through:
- Use of the pupil premium in schools;
 - Personalised literacy and numeracy activity packs through the Virtual School;
 - Direct work support sessions delivered by the Education Support Workers from the Virtual School; and
 - Skills based activity days in the school holidays delivered by the Education Support Workers from the Virtual School
- 7.9 Future Developments
- Specific creative writing packs are being developed in collaboration with another LA and also a local book shop.
 - Foster carer training will be delivered encompassing the use of the writing packs to increase the capacity of the carers to support writing opportunities in placement.

8.0 Key Stage 4 results (see Appendix C)

- 8.1 2012-13 results:
- There were 3 in the cohort
 - No young people achieved 5A* - C EM, 5A* - C or Eng Bacc
 - 67% achieved 3 levels of progress in English and Maths
- 8.2 Closing the gap
- There remains an attainment gap across all 3 key indicators
 - Outcomes are generally positive for both 3 levels progress in English and Maths.
 - Achievement remains inconsistent, but with generally more young people overall achieving at least in line with individual outcomes.
- 8.3 For Key Stage 4 in particular there continues to be a high number of young people who have a range of additional needs, including statements of special educational needs and mental health issues. These additional needs do have a negative impact upon the overall outcomes. The outcomes for individual young people according to their own expected progress are also affected by the age that they entered the care system.
- 8.4 CIC performance:
- There remains an attainment gap across all 3 key indicators
 - Outcomes are generally positive for both 3 levels progress in English and Maths.
 - Achievement remains inconsistent, but with generally more young people overall achieving at least in line with individual outcomes.

- There remains a gap in attainment at 5A*-C EM in comparison with their FSM eligible peers.
- There is an improving trend in performance when comparing Halton CIC with their peers in care regionally and nationally.

8.5 The key priority is to improve both attainment across all 3 indicators at GCSE level. These areas are being targeted through:

- Use of the pupil premium in schools;
- Direct 1:1 tuition from subject specialists, as appropriate, commissioned through the Virtual School;
- Personalised literacy and numeracy activity packs through the Virtual School; and
- Skills based and aspirational activity days in the school holidays delivered by the Education Support Workers from the Virtual School

9.0 Attendance and exclusions

9.1 Welfare Call monitors attendance for all Halton children in care regardless of where they are educated on a daily basis. For those where an attendance issue is apparent the Education Welfare Service fast track support.

9.2 Attendance outcomes analysis

- In general Halton CIC have as good, if not better, attendance than their peers
- The decrease in secondary attendance this year is due to the impact of
 1. Older teenagers who had historical attendance issues came into care during the year;
 2. Young people who had missing from care episodes resulting in secure placements;
 3. Young people who have had involvement with YOS, resulting in 1 young person going to a YOI.

9.3 Exclusions outcomes analysis

9.4 Exclusions that do occur are due to low-level incidences of behaviour.

- The higher numbers are an accumulation of days rather than significant events.
- Overall Halton CIC receive less fixed term and permanent exclusions than their peers in care regionally and nationally

9.5 The key priorities are to ensure that all CIC

- Are accessing the provision that best meets their educational needs
- Receive fast track support from all professionals to maintain a high level of attendance

- Receive fast track support from all professionals to address any barriers to learning, including behavioural issues

9.6 These issues are constantly addressed through;

- Multi-agency approaches within the Virtual School, ensuring that CIC are a priority group for accessing all universal and targeted support services within schools and the LA.
- Challenge from the VSH when a CIC is at risk of exclusion;
- Ensuring that CIC are prioritised for admission to the school that best meets their educational needs, including across within other LAs, and the use of powers of direction when required
- Ensuring that schools work collaboratively to meet the needs of CIC and also creatively use the pupil premium as required
- Raising awareness around legislation of attendance and exclusion to social care professionals and foster carers

10.0 POLICY IMPLICATIONS

Provision of a Virtual Headteacher and support for the educational outcomes for children in care, in line with the forthcoming Children and Families Bill. Monitoring and supporting young people's participation in Education and Training in line with the RPA.

11.0 OTHER/FINANCIAL IMPLICATIONS

11.1 None

12.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

12.1 Children & Young People in Halton

Improving the educational outcomes of children in care is one of Halton's key priorities. This report demonstrates how the Virtual School in Halton is supporting the young people, schools and professionals in closing the attainment and achievement gap.

12.2 Employment, Learning & Skills in Halton

Improving educational outcomes for children in care increases the likelihood of them gaining access to further educational and employment opportunities and also reduces the risk of them becoming NEET.

13.0 RISK ANALYSIS

There are no risks associated with this report.

14.0 EQUALITY AND DIVERSITY ISSUES

Improving the attainment of children in care and narrowing the gap between their performance and that of their peers, is key to ensuring that children in care have equality of opportunity both during their

education years and in their future working life.

**15.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE
LOCAL GOVERNMENT ACT 1972**

None under the meaning of the Act.

Appendices

APPENDIX A

Key Stage 1

Cohort results supporting data

(Abbreviations as follows: SA = School Action; SA+ = School Action Plus; S = Statement; R = Reading; W = Writing; M = Maths)

KS1 L2+	07/08		08/09		09/10		10/11		11/12		12/13	
	Cohort = 5 SA+ = 1; SA = 1		Cohort = 5 SA+ = 1; SA = 3		Cohort = 0		Cohort = 1 SA+ = 1		Cohort = 3 SA = 1 S = 1		Cohort = 4 SA+ = 3	
	No	%	No	%	No	%	No	%	No	%	No	%
L2+ R	4	67	5	83			1	100	2	67	3	75
L2+ W	4	67	4	67			1	100	2	67	3	75
L2 M	3	50	4	67			1	100	2	67	3	75

KS1 L2b+	07/08		08/09		09/10		10/11		11/12		12/13	
	Cohort = 5 SA+ = 1; SA = 1		Cohort = 5 SA+ = 1; SA = 3		Cohort = 0		Cohort = 1 SA+ = 1		Cohort = 3 SA = 1 S = 1		Cohort = 4 SA+ = 3	
	No	%	No	%	No	%	No	%	No	%	No	%
L2b+ R	3	60	3	60			1	100	2	67	3	75
L2b+ W	1	20	2	40			0	0	1	33	2	50
L2b+ M	3	60	3	60			0	0	2	67	3	75

Achievement in line with individual expected outcomes supporting data

(Abbreviations as above)

KS1	No in Cohort	No. achieved below their expected outcomes			No. achieved in line with their expected outcomes			No. achieved above their expected outcomes		
		R	W	M	R	W	M	R	W	M
07/08	5	0	0	0	4	4	4	1	1	1
08/09	5	0	1	2	4	4	3	1		
09/10	0	0	0	0	0	0	0	0	0	0
10/11	1	0	1	0	1	1	0	0	0	0
11/12	3	0	1	0	2	2	0	1	0	1
12/13	4	0	0	0	2	3	2	2	1	2

Closing the gap supporting data

(Abbreviations as above; shaded boxes represent where the attainment gap has closed)

KS1 L2+	% Pt Gap to All Halton pupils				% Pt Gap to National pupils			Context
	R	W	M		R	W	M	
07/08	0	-3	27		4	0	30	5 in cohort; 60% Female; 20% SA+; 20% SA; 1 child experienced placement breakdown due to challenging behaviour (adoption breakdown); 1 child was assessed as well below average at EYFS
08/09	2	0	8		4	1	9	5 in cohort; 80% Female; 10% SA+; 60% SA; 1 child was assessed as well below average at EYFS
09/10	X	X	X		X	X	X	None in this cohort
10/11	-16	-20	-11		-15	-19	-10	1 in cohort; 1 Female; 100% SA+; She had 1 placement change within the year
11/12	18	14	22		20	16	24	3 in cohort; 67% Male; 33% had a statement (ASD Special School); 33% SA; 1 had a placement change in the academic year
12/13	11	5	14		14	10	16	4 in cohort; 50% male; 75% SA+; 2 were assessed as well below average at EYFS; 1 had a school change in the academic year

KS1 L2b+	% Pt Gap to All Halton pupils				% Pt Gap to National pupils			Context
	R	W	M		R	W	M	
07/08	7	36	9		11	38	14	5 in cohort; 60% Female; 20% SA+; 20% SA; 1 child experienced placement breakdown due to challenging behaviour (adoption breakdown); 1 child was assessed as well below average at EYFS
08/09	9	15	12		12	20	14	5 in cohort; 80% Female; 10% SA+; 60% SA; 1 child was assessed as well below average at EYFS
09/10	X	X	X		X	X	X	None in this cohort
10/11	-31	54	71		-26	61	74	1 in cohort; 1 Female; 100% SA+; She had 1 placement change within the year
11/12	22	58	23		26	64	26	3 in cohort; 67% Male; 33% had a statement (ASD Special School); 33% SA; 1 had a placement change in the academic year
12/13	-2	10	0		4	17	3	4 in cohort; 50% male; 75% SA+; 2 were assessed as well below average at EYFS; 1 had a school change in the academic year

Benchmarking supporting data

(For tables below colour code – **Red** - below both regional and national; **Amber** – below in one; **Green** – above in one; **Dark Green** above in both)

AWAITING 2012/13 DATA – STATISTICAL RELEASE DUE IN DEC 2013

KS1	% Achieving L2+ Reading			% Achieving L2+ Writing			% Achieving L2+ Maths		
	H	NW	NAT	H	NW	NAT	H	NW	NAT
07/08	67	51	57	67	50	50	50	61	62
08/09	83	60	58	67	53	52	67	66	65
09/10		54	58		48	51		60	62
10/11	100	60	59	100	55	52	100	66	63
11/12	67	71	67	67	60	57	67	75	71
12/13	75			75			75		

APPENDIX B

Key Stage 2

Due to the national changes in attainment data the performance for 2012/13 cannot be compared on a like for like basis.

Cohort results supporting data

(Following abbreviations in the tables refer to: SA = School Action; SA+ = School Action Plus; S = Statement)

The following table represents the Halton CIC age expected attainment and achievement over the past 5 years.

KS2	07/08		08/09		09/10		10/11		11/12	
	Cohort = 4 S = 1; SA = 3		Cohort = 6 S = 2; SA+ = 2; SA = 1		Cohort = 11 S = 2; SA+ = 3; SA = 3		Cohort = 6 SA = 1 SA+ = 3 S = 1		Cohort = 5 SA+ = 3	
	No	%	No	%	No	%	No	%	No	%
L4 E	2	50	3	50	5	45.5	4	67	3	60
L4 M	1	25	3	50	4	36	5	83	3	60
L4 E&M	1	25	2	33	3	27	4	67	2	40
2L Prog E	3	75	5	83	7	64	5	83	5	100
2L Prog M	1	25	5	83	6	54.5	5	83	5	100

Therefore, the performance for this last academic year and the previous year is as follows (for progress it is the 2 full levels measure that is recorded):

KS2	11/12		12/13	
	Cohort = 5 SA+ = 3		Cohort = 7 S = 2 SA+ = 2	
	No	%	No	%
L4+ R	4	80	6	86
L4+ W	4	80	5	71
L4+ M	2	40	5	71
L4+ RWM	2	40	4	57
L4b+ R	2	40	5	71
L4b+ M	1	20	4	57
2LP R	5	100	7	100
2LP W	5	100	7	100
2LP M	5	100	5	71

Achievement in line with individual expected outcomes supporting data

KS2	No in cohort	No. achieved below expected outcomes			No. achieved in line with expected outcomes			No. achieved above expected outcomes		
		R	W	M	R	W	M	R	W	M
11/12	5			1	1	2	1	4	3	3
12/13	7			2	2	3	2	5	4	3

Closing the gap supporting data

KS 2	% Pt Gap to all Halton Pupils						% Pt Gap to all National Pupils						Context
	L4+				L4b+		L4+				L4b+		
	R	W	M	RW M	R	M	R	W	M	RW M	R	M	
11/ 12	9	3	46	37			7	1	44	35			5 in cohort; 80% male; 60% SA+; 40% were at L1 or below at KS1 for Reading and Writing, and Maths; 1 YP had a placement in the academic year
12/ 13	0	15	15	20	6	18	0	12	14	5	4	16	7 in the cohort; 57% female; 29% SA+; 29% Statement (1 MLD; 1 BESD); 1 child was disapplied due to level of additonal needs; at KS1 71% were L1 or below in Reading; 54% were L1 or below in Writing; 43% were L1 or below in Maths

KS2	% Pt Gap to all Halton Pupils				% Pt Gap to all National Pupils			Context
	2 Levels Progress				2 Levels Progress			
	R	W	M		R	W	M	
11/12	-9	-7	-10		-10	-10	-13	5 in cohort; 80% male; 60% SA+; 40% were at L1 or below at KS1 for Reading and Writing, and Maths;1 YP had a placement in the academic year
12/13	-13	-7	19		-12	-9	17	7 in the cohort; 57% female; 29% SA+; 29% Statement (1 MLD; 1 BESD); 1 child was disapplied due to level of additional needs; at KS1 71% were L1 or below in Reading; 54% were L1 or below in Writing; 43% were L1 or below in Maths

Benchmarking supporting data

(For tables below colour code – **Red** - below both regional and national; **Amber** – below in one; **Green** – above in one; **Dark Green** above in both)

AWAITING 2012/13 DATA – STATISTICAL RELEASE DUE IN DEC 2013

KS2	% Achieving L4+ English			% Achieving L4+ Maths			% Achieving L4+ English & Maths		
	H	NW	NAT	H	NW	NAT	H	NW	NAT
07/08	50	54	50	25	50	47	25	42	38
08/09	50	50	48	50	48	48	33	39	37
09/10	45.5	56	50	36	55	49	27	47	40
10/11	67	58	54	83	58	52	67	49	43
11/12	60	64	60	60	58	56	40	53	50

KS2	L4+ Reading			L4+ Writing			L4+ Maths			L4+ RWM		
	H	NW	NAT	H	NW	NAT	H	NW	NAT	H	NW	NAT
12/13	86			71			71			57		

APPENDIX C

Key Stage 4

Cohort results supporting data

(Following abbreviations in the tables refer to: SA = School Action; SA+ = School Action Plus; S = Statement)

The following table represents the Halton CIC age expected attainment and achievement over the past 6 years.

KS4	07/08		08/09		09/10		10/11		11/12		12/13	
	Cohort = 16 S = 8; SA+ = 2; SA = 2		Cohort = 13 S = 9; SA+ = 0; SA = 1		Cohort = 20 S = 5; SA+ = 7; SA = 5		Cohort = 16 SA = 3 SA+ = 4 S = 6		Cohort = 5 SA+ = 1 S = 1		Cohort = 3 SA+ = 2	
	No	%	No	%	No	%	No	%	No	%	No	%
1A* - G	10	62.5	6	46	17	85	10	62.5	4	80	3	100
5A* - G	9	56	4	31	11	55	9	56	4	80	2	67
5A* - G EM	9	56	4	31	11	55	9	56	4	80	2	67
5A* - C	5	31	2	15	6	30	7	44	3	60	0	0
5A* - C EM	3	18	1	8	3	15	4	25	3	60	0	0
Eng Bacc	0	0	0	0	0	0	0	0	1	20	0	0
3L Prog E	6	37.5	5	23	5	25	5	31	3	60	2	67
3L Prog M	5	31	4	31	4	20	6	37.5	4	80	2	67

Achievement in line with individual expected outcomes supporting data

KS4	No in Cohort	No. achieved below expected outcomes			No. achieved in line with expected outcomes			No. achieved above expected outcomes		
		E	M	Overall	E	M	Overall	E	M	Overall
07/08	16	6	5	4	6	6	6	4	5	6
08/09	13	5	5	5	6	5	4	2	3	4
09/10	20	11	11	4	5	8	8	4	1	8
10/11	16	9	5	6	5	7	6	2	4	4
11/12	5	2	1	1	3	3	4		1	
12/13	3	1	1	1	1	1	1	1	1	1

Halton FSM/CIC Gap supporting data

(Abbreviations: E = English; M = Maths; ENG BACC = English Baccalaureate)

*Halton figures do include Special Schools but do not include Alternative Provision – all CIC are included.

AWAITING NATIONAL DATA

5A* - C EM	CIC	FSM	GAP
07/08	18%	24%	6%
08/09	8%	24%	16%
09/10	15%	30%	15%
10/11	25%	34%	-9%
11/12	60%	39%	-21%
12/13	0	47%	47%

Closing the gap supporting data

(Abbreviations: E = English; M = Maths; ENG BACC = English Baccalaureate)

*Halton figures do include Special Schools but do not include Alternative Provision – all CIC are included.

AWAITING NATIONAL DATA

KS4	% Pt Gap to all Halton pupils				% Pt Gap to National pupils			Context
	5 A*-C	5A*-C EM	ENG BACC		5 A*-C	5A*-C EM	ENG BACC	

07/08	40	31			34	30		16 in cohort; 50% Male/Female split; 50% had statements; 12.5% SA+; 12.5% SA; 3 YP were in alternative provision that did not provide GCSEs including YOI and secure units; 3 YP attended special schools due to high level of learning difficulties and did not take GCSEs; 6 YP had poor attendance; 1 YP had severe mental health issues
08/09	57	36			55	43		13 in cohort; 54% Male; 69% had statements; 8% SA; 3 YP had placement moves during the academic year; 4 YP had poor attendance; 4 YP attended special schools due to high level of learning difficulties and did not take GCSEs; 3 YP were in alternative provision that did not offer GCSEs (including YOI); 2 YP had missing from care episodes
09/10	52	35	7		45	38.5	16	20 in cohort; 55% Male; 25% had statements; 35% SA+; 25% SA; 8 YP had placement changes; 4 YP spent time in secure accommodation or were sectioned; 4 YP had mental health issues; 5 YP had missing from care episodes; 3 YP were in provision that did not offer GCSEs
10/11	43	31	5		36.5	33	15	16 in cohort; 50% Male/Female; 19% SA; 25% SA+; 37.5% had statements; 2 were unaccompanied asylum seekers; 5 YP were in provision that did not offer GCSEs (special schools, YOI or secure accommodation); 2 YP spent time in custody or secure accommodation; 2 YP had YOT involvement; 3 YP had placement changes within the academic year (1 YP had 6 due to behaviour and 2 periods in custody)
11/12	27.5	-1	-7		22.5	-2	-4	5 in cohort; 60% Male; 20% SA+; 20% had statements; 1 YP had severe disability and ASD and could not take GCSEs; 2 YP had a placement change within the academic year
12/13	87	62	23					3 in cohort; 67% male; 67% SA+; 1 UASC; 1 YP had 2 placement changes in academic year; 1 YP was in residential placement; 2 YP were resident out of Halton

KS4 3L Progress	% Pt Gap to All Halton pupils			% Pt Gap to All Halton pupils		Comments
	E	M		E	M	
09/10	39	42		46	44	20 in cohort; 55% Male; 25% had

						statements; 35% SA+; 25% SA; 8 YP had placement changes; 4 YP spent time in secure accommodation or were sectioned; 4 YP had mental health issues; 5 YP had missing from care episodes; 3 YP were in provision that did not offer GCSEs
10/11	38	24.5		41	27.5	16 in cohort; 50% Male/Female; 19% SA; 25% SA+; 37.5% had statements; 2 were unaccompanied asylum seekers; 5 YP were in provision that did not offer GCSEs (special schools, YOI or secure accommodation); 2 YP spent time in custody or secure accommodation; 2 YP had YOT involvement; 3 YP had placement changes within the academic year (1 YP had 6 due to behaviour and 2 periods in custody)
11/12	10	-12		8	-12	5 in cohort; 60% Male; 20% SA+; 20% had statements; 1 YP had severe disability and ASD and could not take GCSEs; 2YP had a placement change within the academic year
12/13	5	0				3 in cohort; 67% male; 67% SA+; 1 UASC; 1 YP had 2 placement changes in academic year; 1YP was in residential placement; 2 YP were resident out of Halton

Benchmarking supporting data

(For tables below colour code – **Red** - below both regional and national; **Amber** – below in one; **Green** – above in one; **Dark Green** above in both)

AWAITING 2012/13 DATA – STATISTICAL RELEASE DUE IN DEC 2013

KS4	% Achieving 5A* - C			% Achieving 5A* - C EM		
	H	NW	NAT	H	NW	NAT
07/08	31	21	19.5	18	11	10
08/09	15	26	24	8	11.5	11
09/10	30	31	29	15	12	12
10/11	44	34	33	25	14	14
11/12	60	40.5	37	60	16	15
12/13	0			0		