

REPORT TO: Children & Young People Policy & Performance Board

DATE: 22nd February 2015

REPORTING OFFICER: Strategic Director – People & Economy

PORTFOLIO: Children, Young People and Families

SUBJECT: The Educational Outcomes of Children in Care 2014-15

WARD(S) All

1.0 PURPOSE OF THE REPORT

1.1 To provide PPB with an update of the educational outcomes for Halton children in care for 2014-15.

2.0 RECOMMENDATION: That:



- i) PPB accept the information provided**
- ii) Note the possible impact on children’s outcomes and financial implications if Pupil Premium Plus does not continue**

3.0 SUPPORTING INFORMATION

3.1 Halton has a small number of children in care within each key stage cohort. This always makes comparison with the general population and year on year performance very difficult as each child in care has a high statistical significance. This makes both the gap and trend analysis volatile.

3.2 The data provided within this report compares the performance of Halton children who have been in care for 12 months or more, to that of their peers within each key stage.

Key to the tables:

Gap	Direction
Is comparing CIC performance this year with that of their peers locally and nationally + = CIC out performed in comparison	 = Closed the gap from previous year  - Gap increased from previous year Num = by how much from

- = CIC underperformed in comparison	previous year
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3.3 Early Years Foundation Stage Outcomes for Children in Care 2014-15

Contextual information:

There were 5 children in the 12 months+ care cohort. There were 2 boys and 3 girls. 2 children were in borough; 3 placed out of borough. 2 children had school moves out of borough due to placement changes. One of these children was placed for adoption and this resulted in time out of school during Reception meaning that the child was recorded as having persistent absence. All other children's attendance was above 95%. 4 out of 5 children were in Good or better schools.

EY Goal	GLD		Prime LG		Specific LG		All LG		AC Points	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
% Expected or Exceeded	60	55	80	68	60	51.5	60	50	31.2	31.2
Gap	+5		+12		+8.5		+10		0	
Direction	↑ +51									

Analysis shows that:

- This is a very positive picture overall with Halton CIC equally or out performing their peers in all areas.

Positive impact:

- Contributions to this good performance have come from schools' targeted use of the PP+ - all 5 children accessed their PP+
- The Virtual School has also provided individual literacy parcels and Phonics training for foster carers linked to Phonics activity packs.

For those who did not achieve expected outcomes:

- 2 boys did not achieve the expected outcomes in Reading, Writing and Number and additional support will be provided to both boys to accelerate learning as they go into KS1.
- 1 boy was emerging across all learning goals and a referral to an EP has been made.

3.4 Year 1 Phonics Outcomes for Children in Care 2014-15:

Contextual information:

There were 6 children in the 12 months+ care cohort. There were 2

boys and 4 girls. All 6 children were placed in borough. 1 child had school a move due to matching the care placement long term. .3 children were on the SEN COP. EYFS outcomes for this cohort were not good; at the end of Reception; 5 children were emerging in Reading, Writing and they did not achieve a Good Level of Development. All children's attendance was above 95%. 3 children were in Good or better schools.

Outcome	Threshold 32		
Cohort	CIC	H	EN
% Achieved	17	72.5	77
Gap		-55.5	-60

Analysis shows that:

- Only 1 child achieved the Phonics threshold
- However, another child did achieve a score of 30 – this does represent accelerated learning with previous outcomes in Reading and Writing only being emerging.

Positive impact:

- All children and their carers received Phonics packs and training from the Virtual School
- 4 children accessed their PP+

For those children who did not achieve expected outcomes:

- The Virtual School is providing further Phonics support packs.

3.5 KS1 Outcomes for Children in Care 2014-15:

Contextual information:

There were 9 children in the 12 months+ care cohort. There were 6 boys and 4 girls. 8 children were placed in borough. No child had a school move during this academic year. 5 children were on the SEN COP, with 1 child having an EHCP for SLD. All children's attendance was above 90%. All 9 children were in Good or better schools.

There cannot be a gap direction comparison as there were no children in this cohort the previous academic year.

Subject	R		W		M	
Cohort	CIC	H	CIC	H	CIC	H
L2+	67	88	67	85	78	91.5
Gap	-21		-18		-13.5	
L2b+	56	77.5	44	67	56	77
Gap	-21.5		-23		-21	
L3	22	26.5	0	13	0	22
Gap	-4.5		-13		-22	

Analysis shows that:

- Whilst the performance of this cohort is disappointing in terms of closing the attainment gap, it is important to contextualise this with the child's prior attainment and therefore their individual progress.
- 3 children within this cohort did not achieve their Early Years Good Level of Development or their Literacy and Maths Early Learning Goals. However, at KS1 they did achieve at least L2+ in all areas with 2 achieving L2b+ across all 3 subjects – this represents accelerated learning.

Positive impact:

- All children in this cohort have received individual literacy packs from the Virtual School which have contributed to progress
- All 9 children accessed their Pupil Premium Plus (PP+).

For those children who did not achieve expected outcomes:

- Intensive support packages are already in place and EP consultations are underway.

3.6 KS2 Outcomes for Children in Care 2014-15:

Contextual information:

There were 9 children in the 12 months+ care cohort. There were 5 boys and 4 girls. 8 children were placed in borough. 4 children had a school move during this academic year due to long-term placement matches. All 9 children were on the SEN COP, with 1 child having an EHCP for MLD. Of this cohort 3 children were below age related outcomes at EYFS; at KS1 3 achieved L1 or below in Reading and Maths; 5 were L1 or below in Writing. All children's attendance was above 95%. 8 children were in Good or better schools.

Subject	R		W		M		RWM		GPS	
Cohort	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
L4+	67	90	67	85	56	87.5	33	75.5	22	79
Gap	23		18		31.		45.5		57	
Direction	↓ -14		↑ +8		↓ -24.5		↓ -26.5			
L4b+	56	81	67	85	44	77	22	68	22	71
Gap	25		18		33		46		49	
Direction	↓ -5		↑ +8		↓ -35					
L5	22	44	11	28	11	39	0	19.5	22	53
Gap	22		17		28		19.5		31	
Direction	↓ -13		↑ +13		↓ -27		↑ +2			

KS1-2	R	W	M	RWM
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Progress	CIC	H	CIC	H	CIC	H	CIC	H
2L	78%	91%	89%	95%	78%	90%	67%	
Gap	13		6		12			
Direction		- 2		+27		- 3		
3L	44%		33%		22%		11%	

Analysis shows that:

- Girls underperformed in both Reading and Maths leading to a widening of the gap.
- There has been a closing of the gap at all levels in Writing.
- There is evidence of accelerated progress for individual children.
- All of the children who achieved L1 or below in each of the subjects at KS1 made at least 2 levels of progress or in some cases 3 levels of progress and so achieved age expected outcomes.
- One child made 3 levels of progress across all subject areas.

Positive impact:

- The Virtual School has provided individual literacy packs, and a number of activity days focusing on developing transferable skills, literacy and numeracy.
- All 9 children accessed their Pupil Premium Plus (PP+).

For those children who did not achieve their expected outcomes:

- Targeted use of PP+ will be put in place through the PEP to ensure that their progress is accelerated.
- They will also be targeted for additional personalised interventions from the Virtual School, including additional tuition, activity days, literacy packs.

3.7 KS4 Outcomes for Children in Care 2014-15:

Contextual information:

There were 12 young people in the 12 months+ care cohort. However, 5 had been in care less than 3 years. There were 5 boys and 7 girls. 7 young people were placed out of borough. 3 young people had a school move during this academic year due to placement breakdowns. 3 young people had CSE issues; 5 were involved with YOS and 2 had spent time in secure during KS4. 5 young people had missing from care episodes during KS4. All 11 young people were on the SEN COP, with 3 having statements for BESD and 1 with a statement for PMLD. 6 young people had attendance below 85%; 2 had periods of fixed term exclusions. 7 young people were in special schools or independent schools, and 1 attended an out of borough PRU. 11 young people were in Good or better provision.

Measure	5A*-C EM		5A*-C		3LP E		3LP M	
	CIC	H	CIC	H	CIC	H	CIC	H
Achieved	17	57	25	75	42	72	25	62
Gap	40		50		30		37	
Direction	↑ +17		↑ +14		↓ - 12		↓ - 1	

Based on prior attainment at KS2, 50 % of the cohort were predicted to achieve 5A*-C EM. However, these predictions do not take into account the late entry into care of half of the young people and the subsequent disruption in placements and education that they experienced.

Analysis shows that:

- There has been a positive closing of the gap in the 2 GCSE measures, but the gap still remains large due to 6 young people who were not entered for GCSE English or Maths
- Of these 6 young people, 4 achieved Entry Level 1 in both subjects.
- Of those that were entered all got a GCSE in each subject, with 3 achieving Grade C or above in English and 2 achieving Grade C or above in Maths.
- Progress measures have been affected due to non-entries, particularly amongst girls.

Positive impact:

- The Virtual School provided 1:1 tuition for some young people in line with their requests; this was over and above anything provided through PP+.
- 8 young people accessed their Pupil Premium Plus (PP+).

Of the 12 young people in the cohort, 10 are currently in FE, 1 is a teenage parent and 1 is in custody. The Virtual School are also working with MPloy to look at possible supported apprenticeships were appropriate.

3.8 Attendance and Exclusions Outcomes for Children in Care 2014-15:

Attendance contextual information:

There were no children in Y3 that were in care for 12 months or more and 1 who was new into care during the academic year.

Primary	Overall	
	12mth +	All
Cohort Size	51	68
Average %	94.21% ↓ - 3.79	96.57%
No <85% (PA)	1 (2%)	2
No <86 - 90%	0	0

No <91 - 95%	6	13
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Secondary	Overall	
	12mth	All
Cohort Size	53	71
Average %	92.44% ↑ +6.44	89.81%
No <85% (PA)	10 (18.9%)	14
No <86 - 90%	1	4
No <91 - 95%	4	7

Analysis shows that:

- For Primary there has been a slight dip in attendance this year which has been affected by children in Reception who have been placed for adoption out of borough and who had time not in school.
- For secondary - Year 11 young people had the poorest attendance overall in this phase.
- For the combined phases - overall average attendance for 12mth+ = **93.3%**, an increase of **↑1.3%**.
- The percentage of children with attendance below 85% = **10.5%** (11 young people, predominantly in Year 11).
- This represents an improvement from 16% the previous year (17 young people).

Exclusions:

Primary:

Fixed term exclusions = 0

Secondary	Overall	
	12mth	All
Cohort Size	53	66
0	43	52
1-2	3	4
3-5	3	6
6-10	2	2
11-15	1	1
16-20	0	0
20+	1	1
No 1+ FT	10	14
% 1+ FT	18.9%	21.2%

Analysis shows that:

- Although attendance in year 11 was lowest this was not as a result of fixed term exclusions.
- Year 8 and 9 were the years where exclusions were highest with these being received by boys.

- Overall % receiving 1 or more fixed term exclusions = **9.6%** (10 young people).
- This is an improvement from 13% the previous year (14 young people).

Strategies are already in place for those who are at risk of receiving fixed term exclusions and the Virtual School is working on developing a targeted programme of intervention to reduce this further.

4.0 **POLICY IMPLICATIONS**

4.1 Please see other implications below regarding national policy changes both current and future.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

5.1 There is still no confirmation from the DfE that Children in Care will receive Pupil Premium Plus for the next financial year. If this funding ceases then it will have a negative impact upon the positive interventions that both schools and the Virtual School provide to close the attainment gap and support our children in care to achieve their full potential.

5.2 The Virtual School also continues to use the personal Education Allowance funding that the Council provides as Corporate Parents. This funding is used for the activity programme and the personalised interventions that the children receive over and above those funded by PP+. This money continues to be vital to provide the additional support as any good parent would.

5.3 There is a current national debate around the recording and analysis of the educational outcomes of children in care. This debate focuses on removing the year on year comparison and providing more contextualised data. This will be a positive more if this becomes a DfE requirement.

5.4 Given the changes in assessment and curriculum in both phases this will impact upon how attainment and progress are to be monitored and measured. The Virtual School has worked with both Primary and Secondary school colleagues to develop a PEP that will enable this to occur on a termly basis. However, further work needs to be done in order to provide overall comparisons against expected outcomes.

6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children & Young People in Halton**

The educational attainment of children in care remains a key priority for the Council.

6.2 **Employment, Learning & Skills in Halton**

None identified.

6.3 **A Healthy Halton**

None identified.

6.4 **A Safer Halton**

None identified.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 None identified.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 None identified.

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

None.