

# **END OF KEY STAGE ATTAINMENT AND PROGRESS REPORT FOR HALTON CHILDREN IN CARE**

## **2017-18**

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## GLOSSARY OF TERMS

Term	Explanation
H CIC	Cohort of children in care to Halton
ALL H	All children in Halton
ALL NAT	All children nationally
GLD	Good Level of Development
SEN	Special Educational Needs and Disabilities
EHCP	Education Health and Care Plan
PEP	Personal Education Plan
PP+	Pupil Premium Plus
RI	Requires Improvement
CLLD	Communication, Listening and Language Development
EYFS	Early Years foundation Stage
NW CIC	Cohort of children in care across the Nor West region
NAT CIC	Cohort of children in care nationally
R	Reading
W	Writing
M	Maths

Term	Explanation
RWM	Combined measure of Reading, Writing and Maths
E5+	Achieved 5 and above in English GCSE
E4+	Achieved 4 and above in English GCSE
M5+	Achieved 5 and above in Maths GCSE
M4+	Achieved 4 and above in Maths GCSE
EM5+	Achieved 5 and above in English and Maths GCSE
EM4+	Achieved 4 and above in English and Maths GCSE
EET	Education, Employment and Training
NEET	Not in Education, Employment and Training
UASC	Unaccompanied Asylum Seeking Child
YOS	Youth Offending Service
PA	Personal Assistant
Ave %	The average % attendance
%<95%	The percentage of CIC having less than 95% attendance
FT Ex	Fixed Term Exclusion
NOR	Not on Roll of a school/registered education provision

## EXECUTIVE SUMMARY

✔ = Good Performance

≈ = there is some improvement but there is still concern

✘ = an area of underperformance

Key Stage/Outcome	Performance rating	Comment
Early Years Foundation	✘	Dip in performance compared to both non-care and in-care peers. Main areas of concern CLLD, Literacy and Numeracy. 75% summer births; 25% EHCP.
Year 1 Phonics	✘	Dip in performance compared to non-care peers. 44% of cohort did not achieve GLD at EYFS. 89% were boys. 56% on SEN COP with 22% undergoing statutory assessment.
Key Stage 1	≈ Attainment	Improvements in Writing, Maths and combined measure compared to non-care peers. Disaggregated data (excluding those with an EHCP in specialist provision and living in Spain) Halton CIC outperform their non-care peers in all measures. Emerging data shows Halton CIC outperform their in-care peers across all measures
Key Stage 2	≈ Attainment  ✔ Progress	Halton CIC outperform their non-care peers in Writing and Maths. There was some improvement in the overall Reading results but the combined measure did show a dip in performance. Halton CIC outperform their in-care peers both regionally and nationally across all measures. Halton CIC make more than their expected progress than both their non-care and in-care peers in all areas (emerging data).
Key Stage 4	✘ Attainment ✘ Progress	Performance and progress across all measures was poor. 50% of young people were placed in residential provision outside of Halton. 10% had periods of time in secure accommodation during KS4. 65% were on the SEN COP with 40% having an EHCP. 55% had limited access to GCSEs during KS4.
Attendance	✔	Improvements in both Primary and Secondary attendance and a reduction in the % that are persistently absent.
Exclusions	✘	Increase in both Primary and Secondary fixed term exclusions
EET	≈	EET remains good for 16-19 year olds but is a cause for concern 20 – 25. 19-20 year olds have the highest % NEET. We have 4 young people in University and 1 young person on an apprenticeship – this is an area of concern.

## RECEPTION 2017-18

### DATA

Cohort	H CIC	All H	ALL Nat
% Achieved GLD	37.5	64.5	71.6
Gap		-27	-34.1
Trend direction		↓	↓

### ANALYSIS

If the data is disaggregated for SEND then the results shows a slight improvement to 40% achieving GLD.

Boys performed slightly better (50%) than girls (25%).

Of the 6 summer born children only 2 achieved GLD (33%).

Children placed out of borough performed better than those in Halton schools (67% as compared to 20%).

2 children were in RI schools, the rest were in Good or better school.

The main areas of underachievement were CLLD, Literacy and Numeracy.

### CONTEXTUAL BACKGROUND

There were 8 children in the cohort with an equal gender split. 6 children have summer birthdays. 3 children live with parents/family and 3 are in adoption placements outside of Halton. 3 children are on the SEN code of practice, with 2 having an EHCP. 2 had a school move and placement move due to being placed for adoption. 3 children had attendance below 95%, 1 due to a placement move, and 1 due to medical conditions.

### IMPACT

100% had a PEP completed each term.

Only 1 child did not achieve in line with their PEP predictions.

100% accessed PP+ to support their progress.

Virtual School support – all children received termly Curiosity Book Shop parcels to support their literacy development.

### NEXT STEPS

For those who did not achieve GLD, PEPs will be scrutinised to ensure that appropriate support is in place to help them to progress. They will continue to be provided with literacy and numeracy activity parcels.

All children will continue to be able to access tuition and activity days through the Virtual School

## PHONICS 2017-18

### DATA

Cohort	H CIC	All H	All Nat
% Achieved	44.4	79	81
Gap		-34.6	-36.6
Trend direction		↓	↓

### CONTEXTUAL BACKGROUND

There were 9 children in the cohort with 8 being boys. 3 children have summer birthdays. 2 children live with parents/family and 1 is in an adoption placement outside of Halton. 5 children are on the SEN code of practice, with 2 undergoing statutory assessment for an EHCP. 2 had a school and placement move with an additional child having just a school move. 2 children had attendance below 95%, 1 due to medical conditions.

### ANALYSIS

If the data is disaggregated for the 2 children undergoing statutory assessment then there is an increase to 57%.

Only 4 of the children achieved GLD in EYFS – all passed the phonics threshold.

Of the 5 children who did not achieve the threshold, 3 have only just been in care for 12 months.

None of the children who have summer birthdays achieved the threshold.

Of the children who did achieve the threshold 3 were living in Halton, 2 in foster care and one with parent/family.

All children bar one were educated in Good or better schools.

2 children were 1 mark of 100% in the test.

1 child who was emerging for Reading at EYFS was 1 mark of achieving the threshold. 2 other children who were emerging for Reading at EYFS scored 25 and 26 on the Phonics test.

### IMPACT

8 children had a PEP completed each term. The remaining child had 2 PEPs over the year.

Only 1 child did not achieve in line with their PEP predictions.

Only 1 child did not access any PP+ to support their progress across the academic year, but did achieve the threshold.

Virtual School support – 6 accessed Curiosity Book Shop parcels; 4 accessed curriculum activity days

### NEXT STEPS

For those who did not achieve the threshold, PEPs will be monitored to ensure appropriate support is in place, including statutory assessment where applicable. They will continue to receive reading support packs

All children will continue to be able to access tuition and activity days through the Virtual School

## KEY STAGE 1 2017-18

### DATA

All 12mth+ CIC	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	56	73	62.5	66.8	56	73.7	56.3	62.8
Gap	-17		-4.3		-17		-6.5	
Trend direction	↓		↑		↑		↑	

Disaggregated data	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	75	73	75	66.8	83.3	73.7	75	62.8
Gap	+2		+8.2		+9.6		+12.2	
Trend direction	↑		↑		↑		↑	

### CONTEXTUAL BACKGROUND

There were 16 children in the cohort with an even gender split. 4 children have summer birthdays. 5 children live with parents/family including one who lives in Spain and a further 5 live outside of Halton. 10 children are on the SEN code of practice, with 1 undergoing statutory assessment for an EHCP, 1 having enhanced support and 3 have an EHCP and attend special schools. 1 had a school and placement move with 1 additional child having just a school move and a further 2 children having only a placement move. 3 children had attendance below 95%, 1 due to medical conditions.

### ANALYSIS

Of those who did not achieve as expected 1 is undergoing statutory assessment, 3 have an EHCP and 1 child lives in Spain.

The remaining 3 children who did not achieve the expected standard have all been in care for just 12 months.

If the data is disaggregated to exclude those with an EHCP and living in Spain, then Halton CIC outperform their non-care peers across all areas.

Emerging data shows that Halton CIC outperform their in-care peers both regionally and nationally across all areas.

### IMPACT

14 children had a PEP completed each term. Of the remaining 2 children, one had 1 PEP completed and the other lives in Spain.

All children, excluding the child living in Spain, achieved as predicted in their PEPs.

11 children accessed PP+ each term; 3 accessed PP+ twice.

4 children have accelerated progress to achieve the expected standard since coming into care; 6 children at least sustained their progress at the expected standard

2 children achieved greater depth in Maths and 1 achieved greater depth in Reading

Virtual School support - 12 children have accessed additional literacy support, 1 child has had 1:1 tuition and 5 have accessed curriculum activity days.

## KEY STAGE 1 2017-18 cntd

### NEXT STEPS

For those who did not achieve the expected standard, PEPs will be monitored to ensure appropriate support is in place, including statutory assessment where applicable. They will continue to receive reading support packs and access to 1:1 tuition.

All children will continue to be able to access tuition and activity days through the Virtual School

Halton Virtual School is looking to develop both a new reading and maths intervention that will support children to accelerate their progress.

## KEY STAGE 2 2017-18

### ATTAINMENT DATA

12mth+ CIC perf	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	60	75	100	75	80	74	40	63
Gap	-15		+25		+6		-23	
Trend direction	↑		↑		↑		↓	

12mth+ CIC progress	R		W		M	
	H CIC	All H	H CIC	All H	H CIC	All H
Prog achieved	+1.68	+0.39	+3.11	+0.43	+3.33	+0.46
Gap	+1.29		+2.68		+2.87	

### CONTEXTUAL BACKGROUND

There were 5 children in the cohort with 3 boys' 2 girls. 4 children have summer birthdays. 1 child lives with parents/family outside of Halton, and another lives outside of Halton with foster carers. Only 1 child is on the SEN code of practice. 1 had a placement move during the academic year but no children moved school. All children had attendance above 95%.

### ANALYSIS

With the exception of Reading and the combined measure (compared to non-care peers), Halton CIC have outperformed all their peers across all other measures.

3 children did not achieve the combined measure – 1 did not achieve in Maths and 2 did not achieve in Reading.

Halton CIC have made more than their expected progress across all areas compared to both their non-care and in-care peers (emerging data).

### NEXT STEPS

For those who did not achieve the expected standard, PEPs will be monitored to ensure appropriate support is in place.

All children will continue to be able to access tuition and activity days through the Virtual School

Halton Virtual School is looking to develop both a new reading and maths intervention that will support children to accelerate their progress.

### IMPACT

3 children had a PEP completed each term. Of the remaining 2 both had 2 PEPs across the academic year.

All children achieved as predicted in their PEPs.

2 children accessed PP+ each term; 2 children accessed PP+ twice and 1 child accessed PP+ once

2 children achieved 3 points above their expected progress in Reading.

All children achieved above their expected progress in Writing, with 1 child achieving over 6 points.

1 child achieved over 10 points above their expected progress in Maths and a further 2 children achieved above 4 points.

Virtual School support – 2 children had extra 1:1 tuition in Reading and Maths; 1 child continued to access literacy parcels; 2 children accessed curriculum activity days



## KEY STAGE 4 2017-18

### DATA

12mth+ CIC perf	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	5	52.2	30	70.1	10	39.7	30	63.8	5	32.2	20	39.9
Gap	-47.2		-40.1		-29.7		-33.8		-27.2		-19.9	
Trend	↓		↓		↓		↓		↓		↓	

Disagg perf	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	10	52.2	50	70.1	20	39.7	50	63.8	10	32.2	40	39.9
Gap	-42.2		-20.1		19.7		-13.8		-22.2		+0.01	
Trend	↓		↓		↑		↑		↓		↑	

### ANALYSIS

Due to the high number of young people educated in specialist provision who did not take GCSEs the overall performance of this cohort is poor.

Only 1 young person achieved more than expected progress.

If the data is disaggregated to include only those in mainstream provision or a PRU then the performance does improve slightly, with the performance of English and Maths at 4 or above being broadly in line.

Of the 10 young people in care for 3 years or less; 7 were placed in specialist provision/secure; 1 achieved EM5+ but did not make the expected progress; 1 achieved M4+ and made more than expected progress; 2 achieved Functional Skills L2 in E&M; 1 achieved L1 functional skills in both subjects.

Of those young people who were in care beyond 3 years; 3 achieved EM4+; 1 achieved M5+ and 1 achieved E4+; 3 were in specialist provision.

### CONTEXTUAL BACKGROUND

There were 20 young people in the cohort with an equal gender split. 10 young people had been in care for 3 years or less. 3 young people live with parents/family; 2 young people are placed outside of Halton in foster care; 10 young people are placed outside of Halton in residential provision 1 of whom had spent Y10 in secure accommodation; and another young person had periods of secure accommodation in Y10 and for the majority of Y11. 13 young people were on the SEN code of practice, 8 of whom had an EHCP 7 of whom were educated in specialist provision with limited if any access to GCSEs; 1 young person was educated in a PRU. 6 young people had at least 1 placement move during the academic year and 5 had school moves. 12 young people had attendance below 95%. 2 young people had missing from care episodes.

### IMPACT

16 young people had a PEP completed each term. 3 young people had 2 PEPs across the academic year. 1 young person had 1 PEP completed.

12 young people achieved as predicted in their PEPs. Of the remaining young people the outcomes for 2 young people were impacted upon by periods in secure provision.

4 young people accessed PP+ each term; 6 young people accessed PP+ twice; 2 young people accessed PP+ once.

15 young people are currently EET

Virtual School support – 7 young people have accessed various support during their time in care, including literacy and numeracy resources, IT equipment, 1:1 tuition, mentoring and curriculum activity days

## KEY STAGE 4 2017-18 cntd

### NEXT STEPS

Of the 5 young people who are not currently EET, 1 is pregnant, 1 has had periods missing from care, 1 has recently come out of secure and is waiting for her designated programme to commence; 2 have dropped out of college so work is being done to either reengage them or identify a new provision.

For those in EET who did not achieve EM5+, their PEPs will be monitored to ensure that they are accessing the support required to enable them to re-sit their GCSEs

The Care Leavers Causing Concern multi-agency group will monitor access to EET to ensure that any barriers to engagement are addressed promptly.

# ATTENDANCE AND EXCLUSIONS 2017-18

## DATA

Attendance	Primary	Secondary
Cohort size	93	82
Ave %	96.97 ↑ +0.91	89.81 ↑ +2.01
%<95%	13.98 ↓ -1.64	37.8 ↓ -0.66

Exclusions	Primary	Secondary
#1+ FT Ex	3	20
%1+ FT Ex	3.2% ↑ - 1.6	23.2% ↑ - 1.7

## IMPACT

Halton Virtual School has commissioned:

- Bespoke intervention programme (PHEW) from Young Addaction, targeted at Y9 boys who were at risk of being excluded and disengaging from school. The impact has been positive with none of the boys taking part receiving any more exclusions. Feedback from schools shows that the boys also engaged more positively in their learning.
- Bespoke targeted mentoring support for those children at high risk of permanent exclusion and this has led to a reduction in the young people's challenging behaviour and greater engagement in their learning.
- Psychologists and specialist assessments for those at risk of exclusion.
- A range of training sessions for Designated Teachers to increase awareness and improve practice in meeting the needs of children with attachment difficulties. A specialist consultant has also been commissioned to support individual schools where children were experiencing high levels of emotional and behavioural difficulties due to their attachment issues.

## ANALYSIS

13 Primary children had attendance <95%;

- 7 live with parent/kin and 2 are in residential accommodation.
- The main reasons for absence were illness and medical reasons
- 1 had 4 days NOR following a move to an adoptive placement
- 3 had reduced timetables
- 2 had holidays

31 secondary pupils had attendance <95%:

- 19 live in residential accommodation and 4 lived with parents.
- All had unauthorised absences
- 14 had exclusions
- 5 had periods of NOR
- 9 had reduced timetables during the year

3 Primary children had 1 or more fixed term exclusions

- 2 are in Halton schools and 1 is educated out of Halton.
- The total number of days was 8.5.
- Proportionally children in the educated in schools out of borough received more exclusions (4 days per pupil) as compared to those in Halton schools (2.25 days per pupil).

19 Secondary pupils had 1 or more fixed term exclusions:

- 11 were educated in Halton schools and 8 were in schools outside of Halton
- The total number of days was 130
- Proportionally pupils in Halton secondary schools received more exclusions (7.2 days per pupil) as compared to out of borough pupils (6.3 days per pupil)

## NEXT STEPS

Behaviour Support Service is working with all Halton schools to reduce exclusions.

## EET 2017-18

### DATA

	16-19	20-25
Education	46%	11%
Employment and Training	24%	25%
Combined EET	70%	36%
NEET	30%	64%

### ANALYSIS

Highest percentage of NEET are 19-20 year olds. There are 2 UASC who are currently missing; 4 who are parents; 10 who have had previous YOS involvement and have risk assessments that make placements hard to find; the remaining young people have recently completed or dropped out of courses so re-engagement plans are being put in place.

47% of young people aged 16-25 have come into care within the last 4 years – for a large number this was during their KS4 years. Of this group 46% are NEET.

There are currently 4 young people in University.

There is 1 young person on an apprenticeship.

### IMPACT

There is a multi-agency Care Leavers Causing Concern group which monitors on a monthly basis the current status of all 16 – 25 year olds. This group identifies barriers to engagement and a plan is put in place to support the young person to move into or remain in EET.

All Y11 young people who are at risk of becoming NEET and are educated in Halton are referred to the 14-19 Vulnerable Group Case Conference to ensure that they are allocated a 14-19 case worker who supports the young person into their chosen destination. They will also work with the young person to ensure continued engagement.

There have been capacity issues within the PA service which has impacted upon care leaver support.

The Passport to Success programme run by the Virtual School for preparing young people for life beyond school has had a low take up. This is now being revised

### NEXT STEPS

In response to information shared by care leavers Halton Virtual School is looking to:

- Undertake best practice visits to other LAs in the North West to explore how they support Care Leavers into and to maintain their engagement in EET.
- Following these visits present a report to COMT with recommendations to improve the support and offer for Halton Care Leavers around EET.
- In response to information provided by Care Leavers, remodel the activity programme Passport to Success, to prepare children in care and care leavers for life beyond school.
- Develop a bespoke work placement scheme that will be targeted at young people who need support to become employment ready.