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# Education Priorities 2018/9

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# Two service priorities

- Relationships and partnerships
- Capacity and stability

# Three policy priorities

- SEN Support
- Attendance
- Reading

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# SEN Support

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# The challenge (in Tameside)

- Increasing numbers of EHCPs (historically a low level)
- Increasing complexity of need and changing need
- Pressure on places, budgets and resources

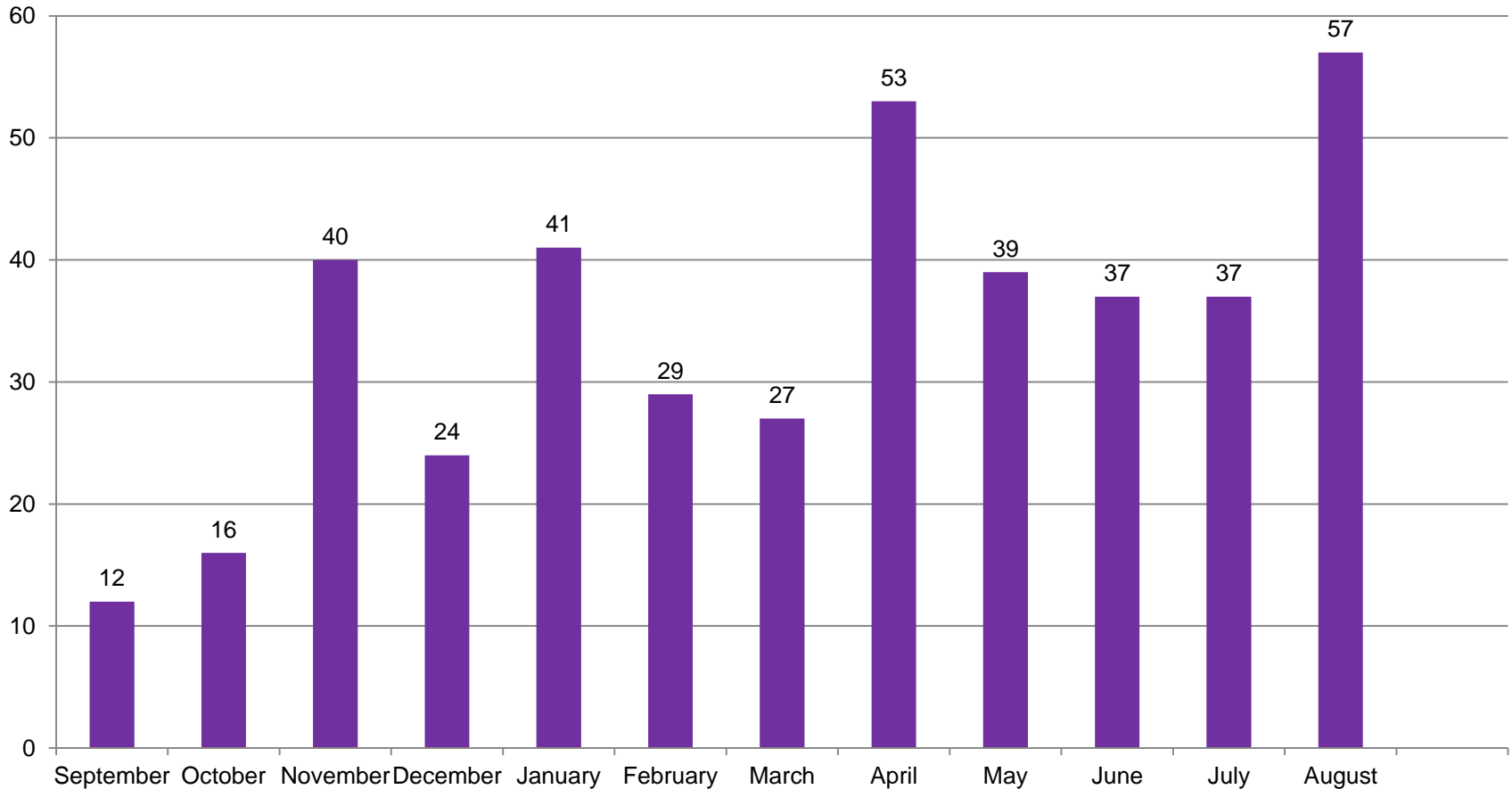
Number of children whom the LA maintains a Statement of SEN or an EHC plan – academic year			
2014/15	2015/16	2016/17	2017/18
662	699	828	977

% of Pupils in Tameside schools with Statement of (SEN) or (EHC) Plans – January 2018				
	2014/15	2015/16	2016/17	2017/18
Tameside	1.7	1.7	1.6	1.8*
Statistical Neighbours	2.58	2.62	2.66	2.83
North West	2.9	2.8	2.9	3
England	2.8	2.8	2.8	2.9

\*Figures do not include Tameside learners educated out of borough. This is a significant cohort.

# Requests for Statutory Assessment are continuing to rise

Total number of EHC Requests in Academic Year 2017/18



# Why SEN Support?

- High quality SEN Support will:
  - Ensure need is identified at the earliest possible opportunity
  - Ensure the swiftest possible action is taken to meet need
  - Improve outcomes for children and young people
  - Enable more positive experiences for parents
  - Reduce the need for statutory assessment

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# Attendance

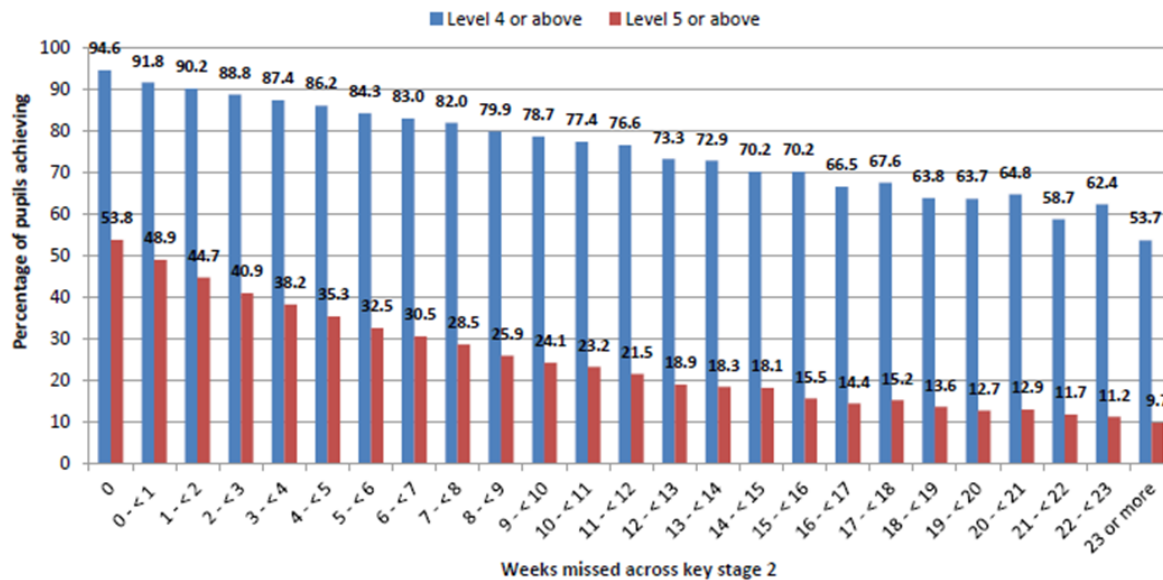
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# The importance of attendance

## 4.2.2 Number of weeks missed due to overall absence

Figure 2: Percentage of pupils in state-funded mainstream schools achieving stated levels at the end of KS2 in 2013/14 academic year by the number of weeks missed due to overall absence across KS2

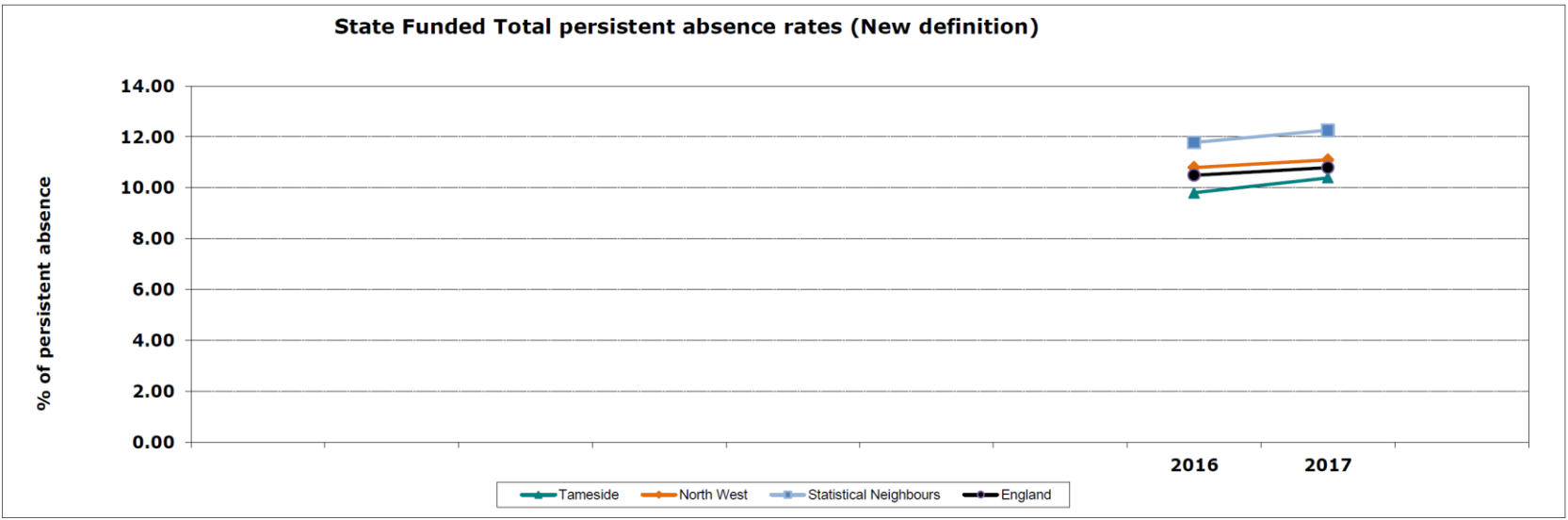


# Persistent absence - all schools

## State Funded Total persistent absence rates (New definition)

Local Authority, Region and England		-	-	-	-	-	-	-	2016	2017	-	Change from previous year
357	Tameside	-	-	-	-	-	-	-	9.80	10.40	-	0.60
981	North West	-	-	-	-	-	-	-	10.80	11.10	-	0.30
	Statistical Neighbours	-	-	-	-	-	-	-	11.79	12.26	-	0.47
970	England	-	-	-	-	-	-	-	10.50	10.80	-	0.30

		Quartile bands				Up to and including	Up to and including	Up to and including	Up to and including
357	Tameside	Trend	Change from previous year	Latest National Rank	Quartile Banding	9.78	10.70	11.70	16.40
		↑	0.60	62	B				



- Pupil absence, though around the national average, is increasing in Tameside. In 2016/17 Tameside had an absence rate of 4.7% having been 4.6% in the previous year.
- The percentage of pupils persistently absent, though again around national, is increasing year on year, with the overall persistent absence figure for the borough being 10.4% in 2016/17 (up from 9.8%).
- In terms of our most vulnerable pupils, persistent absence amongst Children in Need is extremely high. The PA rate for CIN is 39.50% which is well above the national average of 31.50%

# A different story for our vulnerable pupils

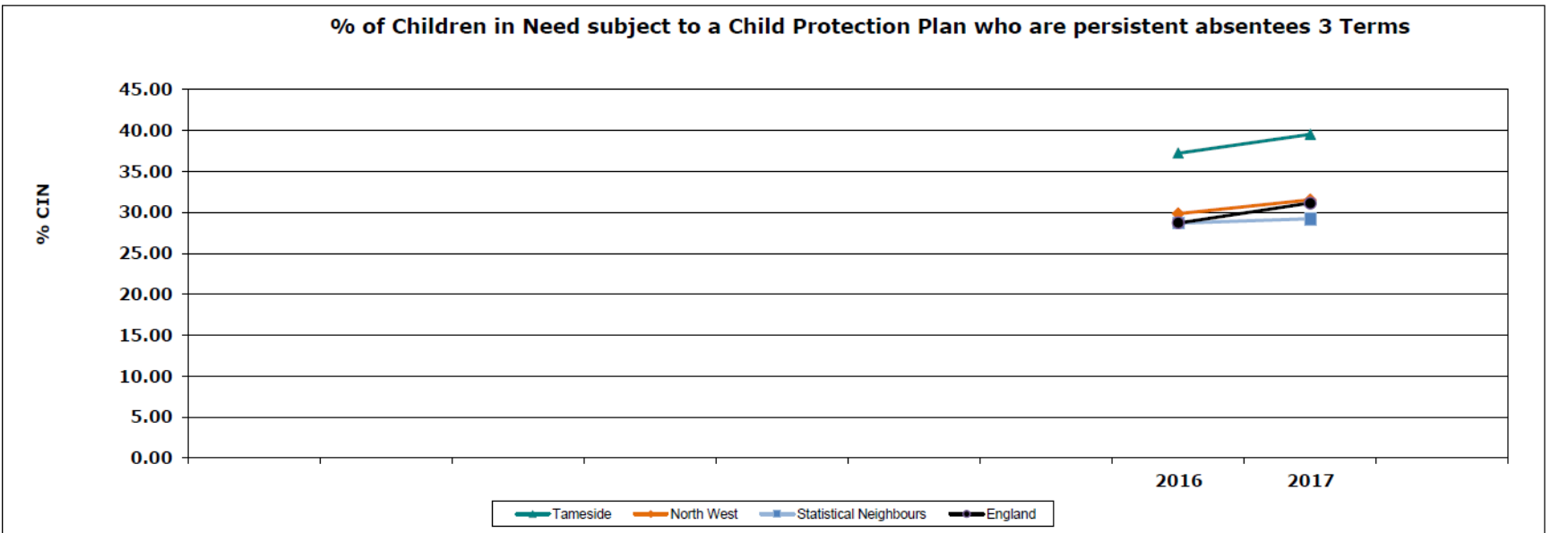
## % of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms

Local Authority, Region and England

								2016	2017		Change from previous year
357	Tameside	-	-	-	-	-	-	37.20	39.50	-	2.30
981	North West	-	-	-	-	-	-	29.80	31.50	-	1.70
	Statistical Neighbours	-	-	-	-	-	-	28.67	29.18	-	0.51
970	England	-	-	-	-	-	-	28.70	31.10	-	2.40

		Trend	Change from previous	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
357	Tameside	↑	2.30	144	D	27.50	30.60	34.30	45.70

## % of Children in Need subject to a Child Protection Plan who are persistent absentees 3 Terms



# And exclusions are rising

	2015/16						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	35563	79	0.22	1952	5.49	981	2.76
Tameside primary	22268	12	0.05	423	1.9	190	0.85
Tameside secondary	12900	67	0.52	1464	11.35	759	5.88
Tameside special	395	0	0	65	16.46	32	8.1
	2016/17						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	36070	78	0.22	2587	7.17	1182	3.28
Tameside primary	22635	11	0.05	539	2.38	240	1.06
Tameside secondary	13037	67	0.51	1902	14.59	906	6.95
Tameside special	398	0	0.00	146	36.68	36	9.05
	2017/18						
	headcount	perm excl	perm excl rate	fixed excl	fixed excl rate	one plus fixed	one plus fixed rate
Tameside total	36512	100	0.27	2920	8.0	1252	3.4
Tameside primary	22672	17	0.07	472	2.1	210	0.9
Tameside secondary	13263	83	0.63	2133	16.1	935	7.0
Tameside special	441	0	0.00	90	20.4	30	6.8

- There were 100 permanent exclusions in the 17/18 academic year.
- The rate of primary and secondary permanent exclusions both increased in 17/18.
- Provisionally, the rate of fixed term exclusion has increased year on year overall. Fixed term exclusions have increased year on year in secondary schools.

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# Reading

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# Why does reading matter?

- Reading is an essential skill which enables children to access the curriculum
- Children who cannot read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers<sup>2</sup>

<sup>1</sup> and <sup>2</sup> The Power of Reading, ROGO 2015



# The challenge in Tameside

- Low outcomes in EYFS, 34% not school ready. GLD 6% below national
- Reading Early Learning Goal 7% below national
- Phonics outcomes 3% below national.
- KS1 attainment low in reading, especially boys and Greater Depth,
- KS2 Expected Standard slowly catching up with national, however Higher Standard well below national.
- 30% of Tameside Ofsted inspection reports in 2017/18 highlight reading in the key recommendations.

# Potential causes?

- Under-developed early language skills
- Below national phonics outcomes
- Poor vocabulary
- Under-developed verbal reasoning skills, such as inference
- Poor progress for boys especially disadvantaged boys
- Not enough children are reading daily and for pleasure
- Adult literacy levels and confidence.

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# And Four Improvement Priorities

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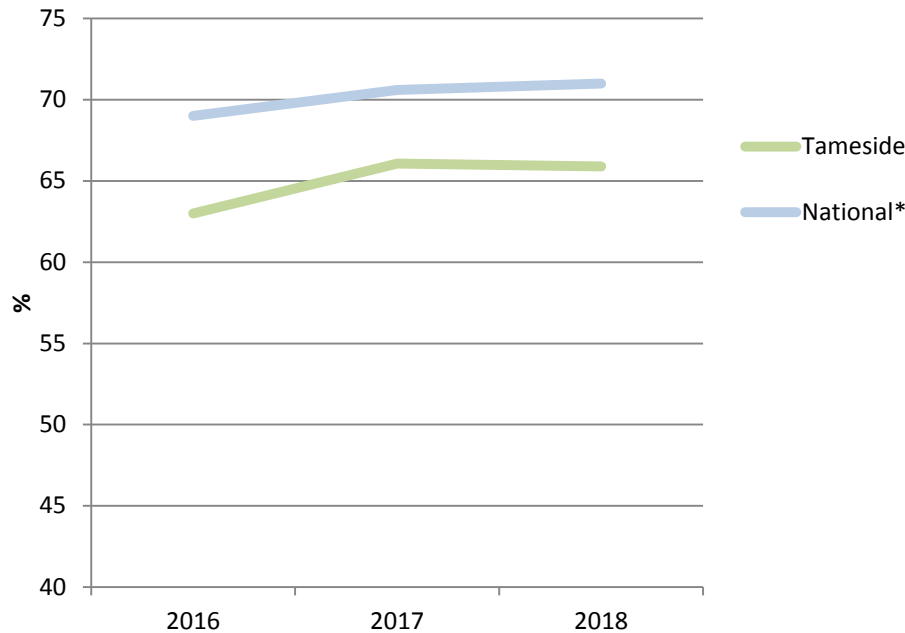
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# School Readiness

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# 2018 unvalidated data – data subject to change

EYFS - % pupils achieving GLD



66% of pupils achieved a good level of development (GLD) in 2018 – the same as 2017. This is the first year since the revised EYFS profile was first assessed in 2013 that the percentage of pupils achieving a GLD has not increased in the borough.

The national average in 2018 has provisionally increased by 1% to 72%.

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# Boys' Attainment

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# The Tameside experience for boys

↓ → ↑ Denotes direction since 2017

## EYFS

59% of boys in Tameside achieved a GLD → compared to 65% of boys nationally and 73% of girls in the borough.

## Phonics

76% of boys in Tameside were working at the expected standard ↓ compared to 79% of boys nationally and 83% ↑ of girls in the borough.

## KS2

**In reading**, 67% of boys in Tameside were working at the expected standard compared to 72% nationally and 79% of girls.

**In writing**, 71% of boys in Tameside were working at the expected standard compared to 72% of boys nationally and 86% of girls.

**In maths**, 74% of boys in Tameside were working at the expected standard compared to 75% of boys nationally and 77% of girls.

# KS4 performance of boys in NW region (2017)

The average Attainment 8 score was 42.7 meaning Tameside is 13/23 in NW authorities (Trafford -0.04)

The average Progress 8 score was -0.3 meaning Tameside is 8/23 in NW authorities. (Trafford -0.04)

36.3% achieved a Strong pass in English and Maths. Tameside is 10/23 in NW authorities (Trafford 59.5%)

**Trafford was No.1 NW authority for each measure relating to boys performance.**



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# Disadvantaged Pupils

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# The Tameside experience for disadvantaged EYFS pupils

EYFS	Tameside disadvantaged 2017	National non-disadvantaged 2017	2017 PP gap in Tameside	Tameside disadvantaged 2018	National disadvantaged 2018	National non-disadvantaged 2018	2018 PP gap in Tameside
GLD	53%	73%	20%	53%	-	-	-

Of the 430 EYFS disadvantaged pupils:

- 53% achieved a good level of development (GLD) – the same as 2017
- **47% of pupils did not achieve GLD** (almost half of this disadvantaged group)

Broken down by gender:

- Of 220 boys, 46% achieved a GLD (45% in 2017) **More did not achieve a GLD.**
- Of 210 girls, 61% of them achieved a GLD (60% in 2017)
- **81 did not achieve a GLD.**
- The gender gap for disadvantaged boys achieving GLD and being considered 'school ready' is 15%

# The Tameside experience for disadvantaged KS2 pupils

Of the 1045 disadvantaged pupils in KS2:

In **reading**, 63% were working at the expected standard compared nationally to 64% of disadvantaged pupils and **80%** of non-disadvantaged pupils. The provisional gap in 2018 has remained 17%.

In **writing**, 68% were working at the expected standard compared nationally to 67% of disadvantaged pupils and 83% of non-disadvantaged pupils. The provisional gap in 2018 has increased slightly to 15%.

In maths, 64.5% were working at the expected standard compared nationally to 64% of disadvantaged pupils and 81% of non-disadvantaged pupils nationally. The provisional gap in 2018 has remained the same for maths.

In reading, writing and maths combined, 50% were working at the expected standard compared to 47% in 2017 and 70% of non-disadvantaged pupils nationally.

# The Tameside experience for disadvantaged KS4 pupils 2017

Of the 860 disadvantaged pupils, 26.3% achieved a **strong** pass in English and maths compared to 24.5% of disadvantaged pupils nationally. Tameside pupils exceeded national.

The **progress score** of disadvantaged pupils was -0.51  
Disadvantaged pupils nationally had a progress score of -0.4

The progress score for non-disadvantaged pupils in Tameside is -0.08  
Non-disadvantaged pupils nationally had a progress score of 0.11

4 schools in the borough have a positive progress score for this group with disadvantaged pupils in 3 schools making **more** progress than non-disadvantaged pupils nationally.

There were 4 Tameside schools where disadvantaged pupils attained an average of **1 grade less** across the progress 8 suite of subjects.

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# Progression to Adulthood

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# Skills

## PARTICIPATION 16-18

- NEET and Unknown for 16 and 17 year olds is 5.3% in Tameside (we outperform stat neighbours 6.5%, and England 5.9%)
- 643 SEND 16-19 in EET (87%)

## OUTCOMES 19+

- 15,100 (10.9%) Tameside Adults have **no qualification** *the North West outperforms us at 9%*
- 36,200 (26.2) Tameside Adults have **NVQ4** and above (degree) *the NW outperforms us at 34.%%*

# Employment

8100 children in Workless households (19%) *NW outperforms us 12.6%*

955 (5.5%) 18 to 24 year olds unemployed *NW outperforms us 3.9%*

11,900 (8.5%) adults out of work on ill health benefits (ESA) *NW outperforms us 7.8%*

Average Weekly Pay Tameside £479, *NW outperforms us £514*

Tameside Adults with Learning Disability in Paid Employment 31 (5.4%)  
ASCOF measure GM target 7% by 2020

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# A Plan for Each Policy Priority

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# Strategic planning: Theory of Change Model

Problem

Too few children achieving the expected standards in reading from EYFS to KS2. Reading progress from KS1 to KS2 is too low. Disadvantaged boys perform particularly poorly.

Response

Develop Early Language in EYFS.

Improve vocabulary - explicitly teaching vocabulary and reading strategies building on children's context and prior experience.

Improve phonics outcomes.

Get children reading.

Achievement

Increase in GLD closer to national and specifically in C&L and Literacy (target as per EYFS plan)

Y1 Phonics at national (up 3%)

KS1 reading at national (up 2%)

KS2 reading progress and attainment at or above national

Improved outcomes for disadvantaged boys.

Identification

Inputs

Outputs

Intermediate Outcomes

Final Outcomes

# Defining, prioritising and implementing our response

What Change is required?

More focused conversations with schools performing poorest for reading outcomes

Improved pedagogy and technical understanding

Get more children reading

Improve outcomes in the Early Years

Increase language-rich environments and experiences for children

How will we do it?

Parental engagement and empowerment

Engage successful 'reading schools' to develop CPD and S2s support for priority schools and groups. Developing and distributing expertise and ownership.

Reading Networks – developing expertise around building vocabulary and reading for pleasure

Reading Volunteers Scheme

Targeted programme for disadvantaged boys

Trying things out on a small scale and learning from them before rolling out

Intervention outcomes closely aligned to student outcomes. Robust evaluation.

# Reading Volunteers Case Study

## Targeted

Launched in the first week in October. 150 volunteer hours by Christmas. That means 15 volunteers, working with 30 children every week for 10 weeks. Children are aged between seven and 11.

## Aims

Programme designed to provide opportunities for children to read more often, develop positive associations with reading and have one-on-one time with an adult where they can develop their vocabulary and raise self-esteem

## System capacity

The schools with the best results and progress in reading were asked to write and deliver training for volunteers

## Priority

In Tameside, boys, especially disadvantaged boys, perform poorly in literacy. Six schools with historically high numbers of boys and disadvantage were invited to take part in a pilot reading programme

## Capacity

Volunteers are both Council employees and employees working for other organisations on Council contracts with a requirement for CSR

## Evaluation

Evaluation in December. Expected to show that children grow in confidence and develop positive attitudes to reading when they are given the chance to read more often in a positive environment. This will ultimately have an impact on vocabulary, reading fluency and increased success in reading tests.