Council
17 May 2016

Closing the Gap Strategy 2015-18

Recommendations from Cabinet

1) That Council approves the Closing the Gap Strategy **(Appendix A).**

2) That Council agrees the revised targets for Closing the Gap at key stage two and key stage four *(as set out at Table 3 at 8.3 of this report).*

1.0   Background

1.1   The Closing the Gap project was established in January 2015 in response to the challenge of closing the attainment gap between disadvantaged pupils and their peers in Warwickshire.

1.2   The Closing the Gap strategy has been developed by the Closing the Gap project board. It provides a framework for the commissioning and delivery of education services and support for disadvantaged children, young people and families in order to close the performance gap to fulfil potential. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for Warwickshire's disadvantaged children from Early Years through to post 16 provision.

2.0   Policy context

2.1   The Closing the Gap strategy supports the County's One Organisational Plan 2014-2018 which sets out the Council's core purpose which is to 'develop and sustain a society that looks after its most vulnerable members, delivers appropriate, quality services at the right time, and seeks opportunities for economic growth and innovation.'

2.2   In meeting the Core Purpose, the Council is committed to delivering the following outcomes:

- Our young people are supported to meet their needs and aspirations
- Our residents learn throughout their lives, are skilled and ready for employment and fulfil their potential.

2.3   In order to meet these priorities, in November 2014, Cabinet adopted the following vision for education in Warwickshire.

All children and young people in Warwickshire will:

- attend a good or outstanding school or setting;
- achieve well—whatever their starting point or circumstance; and
- go on to positive destinations so that, as they become young adults, they have an independent economic and social life.

2.4   The Closing the Gap strategy contributes to the following Education and Learning Business Unit strategies:

- Education Strategy
- Vulnerable Children's Strategy
- School Improvement Strategy

2.5   Education is a key pre-determinant of health, economic well-being and social cohesion. As such the Closing the Gap strategy also contributes to all of the One Organisational Plan outcomes and to wider council strategies such as:
- 0-5 Strategy
- Priority Families Outcomes Plan
- Warwickshire Health and Wellbeing Strategy
- Warwickshire Child Poverty Strategy
- JSNA Helping Vulnerable Children Needs Assessment

3.0   Disadvantaged Children and Pupil Premium

3.1   For the Closing the Gap strategy disadvantaged children are identified as those eligible for Pupil Premium.

3.2   The pupil premium is additional funding provided to enhance the education of students entitled to free school meals, those who have ever been entitled to free school meals over the last six years, adopted or children looked after or children of parents in the armed forces/services.

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head in the local authority that looks after the child. Virtual School Heads are responsible for managing pupil premium funding for looked-after children.

4.0   Closing the Gap Strategy

4.1   The Closing the Gap strategy sets out the policy context, role of school/setting, role of the Local Authority, pupil premium, the key stage two and key stage four attainment gap performance, identifies research evidence of what makes a difference for disadvantaged learners and concludes with

details of the Local Authority's Closing the Gap Project. The Closing the Gap strategy is contained at **Appendix A.**

5.0   Closing the Gap Project work streams

5.1   The Closing the Gap project operates across seven work streams who report to a project board. The objectives for each work stream are set out in the following table:

Table 1: Work stream Objectives

Achievement for All
Target primary and secondary schools that are not closing the gap offering subsidised cost of engaging with Achievement for All. AfA supports schools through coaching visits, professional development and training to implement the programme in a way tailored to the needs of that individual school.
Looked After Children
To use LAC Pupil Premium funding to ensure the strategy to close the gap is met.
Peer Reviews
To develop a peer review framework and provide training for head teachers in both primary and secondary schools.
Governance
To make clear for Governing Bodies in maintained schools and Academies their strategic responsibility to hold the head teacher to account for Closing the Gap and specifically the effective use of pupil premium funds.
Warwick University Research
To identify and disseminate the most effective strategies employed by schools to raise the attainment levels and close the gap in attainment of disadvantaged children.
Early Years Foundation Stage, Primary and Transitions
To identify strategies and projects that schools, Children's' Centres and other pre-school settings can use to address the gap in early years and reception. To also identify activities to support the transition of pupils from primary to secondary schools. To improve information sharing at the end of year 11 with young people progressing into FE institutions in order to support improved outcomes.
Free School Meals, Priority Families and Family Learning
To a) maximise the levels of Pupil Premium available to all schools by improving FSM registration rates in the county

> b) Identify and Analyse the use of Pupil Premium by schools
>
> c) To understand and promote the role of the Priority Families Programme and its contribution towards enhancing the educational attainment of disadvantaged pupils
>
> d) Target Nursery & Primary Schools, Children's Centres and other early years settings by encouraging them to support the delivery of Family Learning opportunities to parents and carers.

6.0   Project Board

6.1   The purpose of the Project Board is to drive the strategic direction of the Closing the Gap project to support strategies to benchmark the current position, identify strategies and share good practice in relation to approaches to raise the aspirations of children from low income families and engage parents in school life.

6.2   The membership of the Board consists of work stream leads and key education and learning staff. This includes representation from primary schools, secondary schools, Special Schools, University of Warwick, Priority Families, School Governance, and Head of Virtual School. A list of the members is contained in *Appendix 1* of the Strategy*.

7.0   Project Outcomes

7.1   The Closing the Gap project will contribute to the following targets from the Education and Learning Business Unit plan 2015/16:
- Increase % children achieving a good level of development in the Early Years Foundation Stage
- Reduction in the % gap between achievement of disadvantaged pupils and national non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths
- Reduction in the % gap between achievement of disadvantaged pupils and national non-disadvantaged pupils: % achieving 5 or more A*-C grades at GCSE including English and maths
- Increase LAC children achieving level 4 at KS2 in reading, writing and maths
- Increase LAC achieving 5 A*-C at GCSE including English and maths
- Increase % young people who were in receipt of FSM at academic age 15 who attain level 2 qualification by the age of 19
- Increase % young people who were in receipt of FSM at academic age 15 who attain level 3 qualification by the age of 19

- Reduce % 16 to 19 year olds who are not in education, employment or training
- Increase % 16 to 19 year olds participating in education and training
- Increase % LAC in a positive destination at age 16 (in November after leaving compulsory education)
- Increase % pupils attending schools judged good or outstanding by Ofsted

The Closing the Gap strategy will also contribute to improving indicators such as attendance, positive destinations and parental engagement.

8.0   Proposed Closing the Gap targets

8.1   The current targets in the Business Unit plan for closing the gap at Key Stage 2 and 4 are set out in table 2 below. These are Key Performance measures for Warwickshire County Council.

Table 2 Education and Learning Business Unit Plan 2015/16 Closing the Gap targets to 2017/18

Measures	Aim	Trend data			2014/15 Actual	Targets			
		2011/12	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
Closing the Gap - Attainment: Key Stage 2 (Primary): % gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths	Smaller is better	21% AY 11/12	23% AY 12/13	18% AY 13/14	Available Jan 16	15%	10%	5%	0%
Closing the Gap - Attainment: Key Stage 4 (Secondary): % gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A*-C grades inc Eng&maths	Smaller is better	30% AY 11/12	29% AY 12/13	30% AY 13/14	Available Jan 16	15%	10%	5%	0%

8.2   Unvalidated 2015 results suggest the gap has reduced from 18% in 2014 to 17% at Key Stage 2 and using NCER data as a proxy for national performance the gap has remained static at 30% for Key Stage 4.

8.3   The current targets are aspirational; it is proposed to set realistic targets as contained in table 3:

Table 3 Education and Learning Business Unit Plan 2015/16 Closing the Gap proposed targets to 2017/18

Measures	2013/14 Actual	2014/15	2015/16	2016/17	2017/18
Closing the Gap - Attainment: Key Stage 2 (Primary): % gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths	18% AY 13/14	17%	13%	9%	5%
Closing the Gap - Attainment: Key Stage 4 (Secondary): % gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A*-C grades inc Eng&maths	30% AY 13/14	25%	20%	15%	10%

9.0   Proposal

Overview and Scrutiny to receive a report on the progress of the Closing the Gap project in summer 2016.

10.0   Equality Impact Assessment

An Equality Impact Assessment/ on this strategy is being undertaken (26.11.15) and will be reviewed by the Project Board in January and December 2016.

Background papers

None.

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Warwickshire County Council

Education and Learning

Closing the Gap

Championing better life chances for our most vulnerable learners

2015 - 2018

Working for Warwickshire

Contents:

1.0 Introduction

The Council's core purpose is to 'develop and sustain a society that looks after its most vulnerable members, delivers appropriate, quality services at the right time, and seeks opportunities for economic growth and innovation.'

We will know that we are on the right track when:

- Our communities and individuals are safe and protected from harm and are able to remain independent for longer.
- The health and wellbeing of all in Warwickshire is protected.
- Our economy is vibrant, residents have access to jobs, training and skills development.
- Warwickshire's communities are supported by excellent communications and transport infrastructure.
- Resources and services are targeted effectively, whether delivered by the local authority, commissioned or in partnership.

2.0 Our Education Vision states:

Warwickshire will be forward looking in Education and Skills wanting every child and young person to:

> · attend a good or outstanding school or setting
> · achieve well—whatever their starting point or circumstance
> · and go on to positive destinations so that, as they become young adults, they have an independent economic and social life.

This strategy provides a framework for the commissioning and delivery of education services and support for disadvantaged children, young people and families in order to close the performance gap to fulfil potential. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our disadvantaged youngsters.

Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life, especially those most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve, contribute and live independently.

Our schools and other educational and community settings can make a real difference to the future success of the children and young people they educate. Research tells us that there is clear evidence of the link between educational achievement and future life chances.

It is an important fact however that not all children and young people start from the same point and, in some children's lives, factors such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.

Sir Michael Wilshaw, HMCI has stated recently that:

"A large minority of children still do not succeed at school or college… This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential… exceptional schools can make up for grave disadvantages."

In the publication, Unseen Children: access and achievement 20 years on, 2013, he goes on to say:

"Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school regardless of your Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so".

3.0 Role of the School /Setting

Every individual child has unique and different needs and in order to fulfil their potential it is the role of the school to be ambitious for **all** their children and to ensure that all children have the opportunity to enjoy, achieve and live independently. To do this, it is sometimes necessary to actively remove barriers to learning and achieving so that children make accelerated progress to achieve their real potential, not just keep up with their peers.

4.0 Role of the Local Authority

The Local Authority (LA) has a role to champion all learners by supporting and challenging schools by holding them to account for improving outcomes for all learners and closing the gap between the outcomes for disadvantaged learners and their peers.

It is the role of the local authority to work across the Early Years' foundation stage, primary, secondary and post-16 phases to ensure that they share best practice and support the development of evidence -based programmes in schools. They should

plan targeted approaches to raise the aspirations of children from low-income families and engage parents in school life.

Recent changes in legislation in relation to education in England include a commitment to an increasingly diverse range of educational providers with greater freedom and autonomy, with limited local accountability. The local authority's role in holding schools to account in terms of the quality of provision has changed and we must therefore evolve and adapt to meet the needs of a more autonomous education system, whilst still ensuring that the needs are met of all children living and attending schools in Warwickshire.

In a climate of financial austerity it is crucial that schools target any new resources for disadvantaged learners into interventions that are proven to raise outcomes for these children specifically.

5.0 Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. From 2015 Pupil Premium Funding will also be provided for Early Years.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who are Looked After by the local authority (children who have been looked after continuously for more than six months), have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and children of service personnel.

The Pupil Premium has risen to £1.875 billion in 2013 – 2014, with schools attracting significant additional funding per disadvantaged child.

6.0 Background to Educational Achievement for Disadvantaged Children in Warwickshire

Many children do well in our schools but a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children compared with disadvantaged children.

Narrowing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children have an equal opportunity to

achieve, thus contributing to the economic and social well-being of individuals, families and communities.

All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

7.0 Why is this strategy needed?

Research evidence indicates that children and young people from vulnerable groups are at risk of poorer outcomes and life chances than their peers.
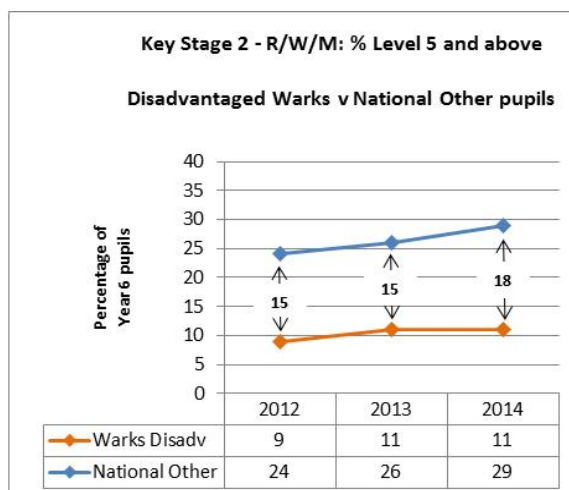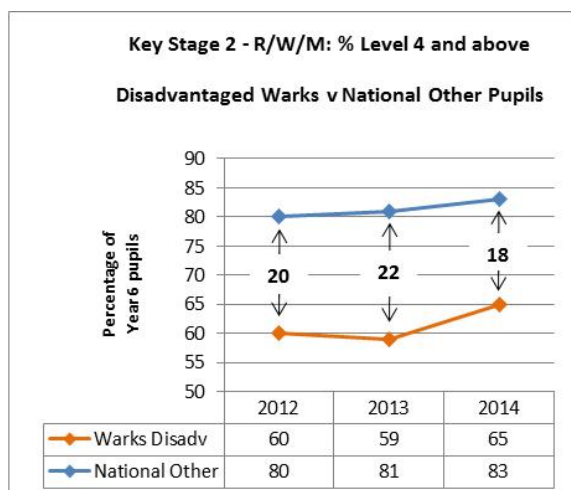
Data available from Warwickshire Education Business Unit show that children and young people from disadvantaged groups perform less well than their peers and in some cases the performance gap is widening.

8.0 Facts, Figures and Findings

8.1 Disadvantaged Pupils (Free School Meal and Looked After)

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable to underperformance. When comparing Key Stage 2 and Key Stage 4 data, these 'disadvantaged pupils' as defined by the DfE, underperform compared to their peers. The DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA).

8.2 Key Stage 2 attainment of disadvantage pupils at level 4 and level 5 +

Key Stage 2 - R/W/M: % Level 4 and above
Disadvantaged Warks v National Other Pupils

	2012	2013	2014
Warks Disadv	60	59	65
National Other	80	81	83

Key Stage 2 - R/W/M: % Level 5 and above
Disadvantaged Warks v National Other pupils

	2012	2013	2014
Warks Disadv	9	11	11
National Other	24	26	29

		R/W/M % achieving L4 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	60	81	-21
	2013	59	82	-23
	2014	65	85	-20
Similar Councils	2012	58	80	-22
	2013	59	81	-22
	2014	65	84	-19
National	2012	61	80	-19
	2013	63	81	-18
	2014	67	83	-16

		R/W/M % achieving L5 and above		
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2012	9	27	-18
	2013	11	29	-18
	2014	11	32	-21
Similar Councils	2012	8	24	-16
	2013	9	26	-17
	2014	11	29	-18
National	2012	9	24	-15
	2013	10	26	-16
	2014	12	29	-17

Warwickshire pupils in receipt of pupil premium funding at the end of KS2 in 2014 constituted 22% of the year group. Only 65% of these disadvantaged pupils achieved a Level 4 or above in Reading, Writing and Maths compared with 83% of pupils nationally not in receipt of this additional funding.
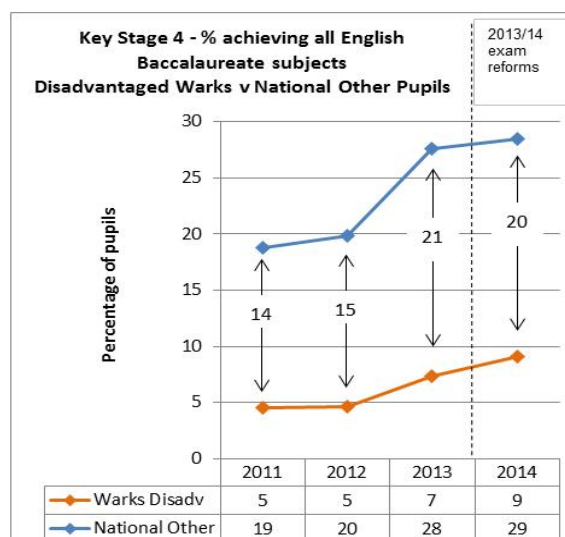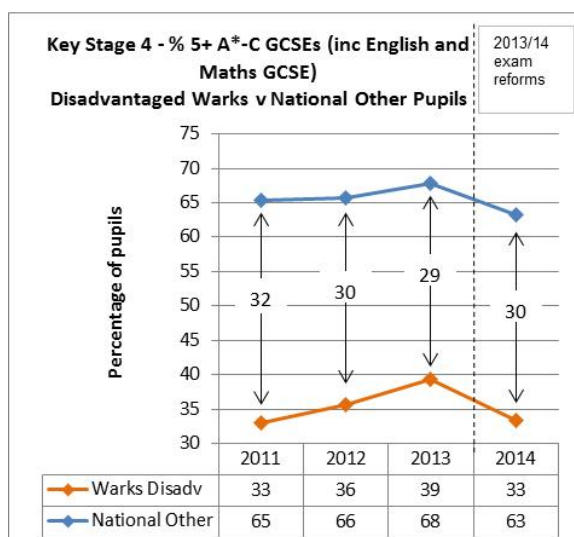
The attainment of Warwickshire disadvantaged pupils achieving above the nationally expected level (achieving a Level 5 and above) has remained at 11% between 2013 and 2014; however the attainment of other pupils nationally has increased by 3 percentage points. This has widened the gap from 15 percentage points in 2013 to 18 percentage points in 2014. Within Warwickshire the gap has grown by 3% to 21% compared to a national gap of only 17%.

8.3 Key Stage 2 progress of disadvantaged pupils

In Warwickshire, the disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 remained static for reading between 2014 and 2015 and reduced 1 percentage point for maths and 3 percentage points in writing.

Nationally, higher proportions of disadvantaged pupils are making expected progress in all three of the subjects of Reading, Writing and Maths compared to Warwickshire.

8.4 Key Stage 4 attainment of disadvantaged pupils

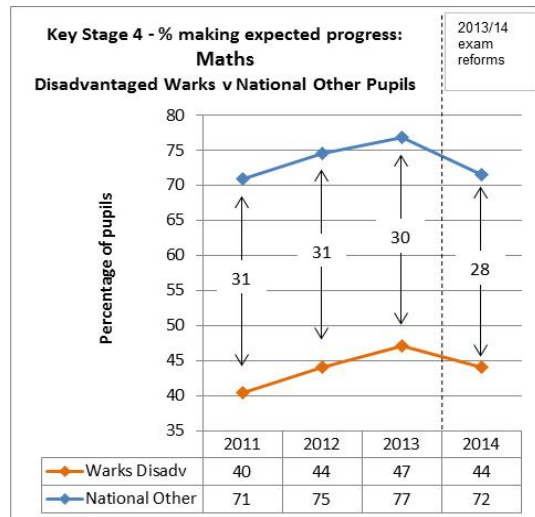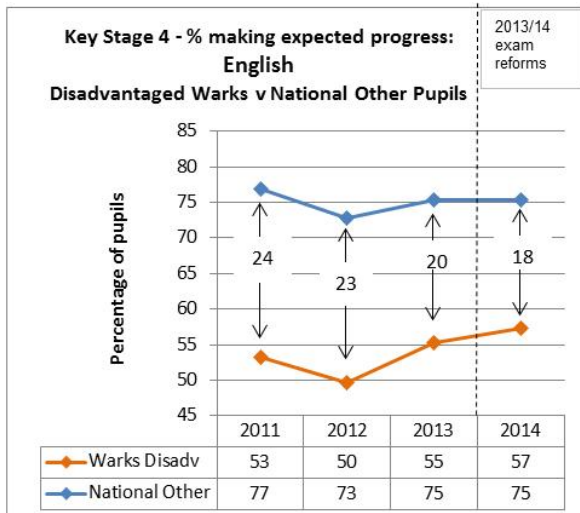|	2011	2012	2013	2014
Warks Disadv	33	36	39	33
National Other	65	66	68	63

	2011	2012	2013	2014
Warks Disadv	5	5	7	9
National Other	19	20	28	29

% 5+ GCSEs at A*-C (or equivalent) including E&M		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	33	66	-33
	2012	36	69	-33
	2013	39	71	-32
	2014	33	66	-32
Similar Councils	2011	31	64	-33
	2012	33	65	-32
	2013	35	67	-32
	2014			
National	2011	36	65	-29
	2012	39	66	-27
	2013	41	68	-27
	2014	36	63	-27

% achieving all English Baccalaureate subjects		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	5	20	-16
	2012	5	22	-17
	2013	7	25	-18
	2014	9	29	-20
Similar Councils	2011	4	18	-14
	2012	4	18	-14
	2013	7	25	-19
	2014			0
National	2011	5	19	-14
	2012	6	20	-14
	2013	10	28	-18
	2014	11	29	-18

The gaps widen as pupils continue their schooling, with a difference of 30ppts in the attainment of 5+ GCSEs at A*-C (or equivalent) including GCSE English and Maths between Warwickshire disadvantaged pupils and national other pupils in 2014. This gap has remained largely static since 2012.

8.5 Key Stage 4 progress of disadvantaged pupils

Key Stage 4 - % making expected progress: English
Disadvantaged Warks v National Other Pupils

	2011	2012	2013	2014
Warks Disadv	53	50	55	57
National Other	77	73	75	75

Key Stage 4 - % making expected progress: Maths
Disadvantaged Warks v National Other Pupils

	2011	2012	2013	2014
Warks Disadv	40	44	47	44
National Other	71	75	77	72

English: % making expected progress (3 Levels)				
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	53	79	-25
	2012	50	75	-26
	2013	55	78	-23
	2014	57	76	-19
Similar Councils	2011	50	76	-26
	2012	48	72	-24
	2013	51	75	-24
	2014			
National	2011	56	77	-21
	2012	54	73	-19
	2013	57	75	-19
	2014	58	75	-17

Maths: % making expected progress (3 Levels)				
		Disadv Pupils	Other Pupils	Gap
Warwickshire	2011	40	71	-30
	2012	44	74	-30
	2013	47	77	-30
	2014	44	74	-30
Similar Councils	2011	40	70	-30
	2012	45	73	-28
	2013	48	76	-28
	2014			
National	2011	46	71	-25
	2012	52	75	-23
	2013	54	77	-23
	2014	48	72	-23

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4 is lower in Warwickshire than at a National level for both English and maths; 48% of disadvantaged pupils in England achieved the expected progress in maths compared to the lower 44% in Warwickshire.

The size of the gap of Warwickshire disadvantaged pupils making expected progress in maths compared to national other pupils has reduced by 2% to 28 percentage points in 2014. The gap in expected progress in English has reduced from 24 percentage points in 2011 to 18 percentage points in 2014.

9.0 What makes a difference for disadvantaged Learners?

Regarding addressing the needs and aspirations of our disadvantaged learners we value equally classroom-based initiatives as we do initiatives or activities outside of the classroom which aim to support the growth of ambition, aspiration and achievement of those learners and their families

Children and young people living in poverty respond to classroom interventions that improve instructional processes and teaching methods. All children including those from deprived backgrounds respond positively to opportunities that raise their life ambitions, learning aspirations and future success.

Parents and carers should be actively engaged by schools to support their child's development and learning. Breaking cycles of low aspiration and disenfranchisement with education is an important step for narrowing attainment gaps. Engaging parents with school life through parents' evenings and other activities is crucial, as well as encouraging parents to engage with the child's learning at school and in the home

Strong and visionary leadership, provided by head teachers to establish a culture of moral purpose within the school, is often the driving force behind improving outcomes for children living in poverty.

Consciously or otherwise, leaders and managers develop cultures around them. They may articulate what they believe is important but their behaviors show what really matters to them and are modelled by others across the organisation. What is tacitly accepted or ignored also impacts on the behaviours of others. Effective leaders model a strong and consistent alignment between what is said and what is done. Schools are often very clear about their values and beliefs, but the most effective schools ensure that these carry through consistently to the behavior and actions of every member of staff and every pupil.

Culture is particularly powerful in relation to Closing the Gap as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. The explicit development of a culture conducive to success is a key responsibility of all head teachers and senior leaders.

Promoting an inclusive learning school environment is likely to have the greatest impact on the most disadvantaged and vulnerable learners. A learning environment which label pupils entitled to FSM as less able, undeserving or lacking commitment, ensures pupils are likely to be further disadvantaged. By contrast, a learning environment which insists that everybody values individuals and personal opportunity, builds self – belief and focuses on the core business of learning, is likely to increase success. The development of an inclusive learning environment is a key responsibility of all head teachers and senior leaders.

Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. Every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency.

http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/

10.0 We expect schools to:

- Rigorously use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate;
- accept no excuses;
- take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly;
- evaluate, celebrate and share success;
- support school transitions;
- provide strong and visionary leadership

- Reach out to the families of disadvantaged learners and the communities in which they live
- Support all relevant families to access FSM and other benefit entitlement
- Fully engage with the Priority Families Programme

We expect all head teachers and governors to make effective use of the Pupil Premium and EY Pupil Premium to:

- raise pupil aspirations using engagement/aspiration programmes;
- develop social and emotional competencies;
- intervene early and effectively, track progress and change approaches where necessary;
- focus on transition, one-to-one tuition and progressive development of motor language and literacy skills;
- seek out the most effective ways of engaging parents, families and the local community, listening to pupils and their families and engaging them in sustained and meaningful dialogue about learning.

11.0 The Local Authority will:

1. Establish a project board which will include a variety of work streams to identify issues and potential solutions and to share best practice across Warwickshire.

   The work streams will include.

1. **Peer Review**	2. **Achievement for All**
3. **Governance**	4. **Looked After Children**
5. **FSM Claiming, Priority Families and Family Learning**	6. **Early Years Foundation Stage, primary and transitions**
7. **Warwick University Research**	

2. A project board will be established to oversee the projects and to allocate funding to support these projects.
3. A web site and toolkit will be produced to capture and share good practice.
4. Conferences or networking events will be held to share ideas and outcomes.
5. Hold schools and governing bodies to account for the use of their PP.
6. Support schools to maximize their PP via the promotion of FSM entitlements.
7. Ensure the inclusion of all schools in the opportunities for their families that are provided by the Priority Families Programme

12.0 Local Authority Targets

The Education and Learning Business Unit plan 2014-2018 sets out the Local Authority's targets for Closing the Gap. Targets are pending Cabinet approval 10th December 2015.

Closing the Gap - Attainment: Key Stage 2 (Primary):
% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils:
% achieving level 4 or above in reading, writing and maths

Aim	Trend data			Targets			
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Smaller is better	20%	23%	18%	17%	13%	9%	5%

Closing the Gap - Attainment: Key Stage 4 (Secondary):
% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils:
% achieving 5 or more A*-C grades including English & maths

Aim	Trend data			Targets			
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Smaller is better	30%	29%	30%	25%	20%	15%	10%

Membership of the Closing the Gap Project Board – Updated April 2016

Member	Job title	Additional project involvement
Amanda King	Executive Head of Centre: Bedworth Heath & Atherstone Nursery Schools and Early Years Teaching Centres, & Learning Improvement Officer for WCC	Work stream lead
Bill Basra	Priority Families Co-ordinator, WCC	Work stream lead
Hayley McDonagh	Senior Learning Improvement Officer, WCC	
Jane Spilsbury	Service Manager - Learning and Performance, WCC	Project Executive
Judith Humphry	Special School Headteacher Welcombe Hills School	
Julie Robottom	Commissioning Intelligence Manager, WCC	
Kate Gover	Primary Headteacher Claverdon Primary School; Chair of the Primary School Improvement Board	
Nigel Minns	Head of Service Education and Learning, WCC	Chair of Project Board
Pat Tate	Service Manager – Vulnerable Learners, WCC	
Paul Blagburn	Head of Widening Participation and Outreach, University of Warwick	
Ranjit Samra	Secondary School Headteacher, Southam College	
Sarah Bradwell	Post 16 Learning and Skills Manager, WCC	
Sophie Thompson	Post 16 Data and Project Officer, WCC	Project Manager
Steve Pendleton	Head of Vulnerable Groups and Virtual School, WCC	Work stream lead
Vince Quayle	School Governance Manager, WCC	Work stream lead