



Warwickshire Education Strategy

WE2 (b) Closing the Gap

Summary Delivery Plan 2018-2023

1. Overview

Warwickshire Education Strategy sets out four key challenges - WE1: Early years, WE2: An Empowering Curriculum, WE3: Family of Schools, WE4 Employability. Closing the Gap is included in WE2 where the challenge is to 'promote a broad, empowering and creative curriculum, focusing on times of transition and prioritising vulnerable groups' and specifically:

WE2(b) The gaps between the achievements of learners eligible for Pupil Premium and those of their peers will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it extra support to catch up. We will check on this every November from 2019 to 2023.

The Closing the Gap Board focuses on Warwickshire Education Strategy priority WE2(b).

The Closing the Gap Board is the key strategic driver to reduce the attainment gap between Warwickshire disadvantaged pupils and national non-disadvantaged pupils. It focuses less on individual strands of work and more on giving a strategic oversight of the work across the County Council.

2. Gap performance data

Warwickshire is an academically high achieving county at Key Stage 4 but disadvantaged pupils perform below the national non-disadvantaged group.

The latest national disadvantaged data available is for 2017. The following table shows Warwickshire disadvantaged pupils in EYFSP and Year 1 phonics perform just above the national disadvantaged group. From this point onwards however, disadvantaged pupil attainment starts to fall away from national levels and gaps start to increase. The gap at secondary has remained stubbornly large.



Table 1: Performance of disadvantaged pupils in headline performance measures, Warwickshire and National, 2017-2018

Disadvantaged Pupils (D = Disadvantaged, O = Other, A = All)			2017			2018		
Key Stage	Measure	Area	D	O	A	D	O	A
EYFSP	% achieving a GLD	Warwickshire	58	74	73	56	75	72
		National	56	73	71	57	73	72
Y1 Phonics	% working at the required level	Warwickshire	69	84	82	70	86	84
		National	68	83	81	72	85	82
KS1	% achieving the Expected Standard in RWM	Warwickshire	46	69	66	50	70	67
		National	49	68	64	n/a	n/a	65
KS2	% achieving the Expected Standard in RWM	Warwickshire	42	68	62	47	72	67
		National	48	68	61	51	71	64
KS4	% achieving a Strong Pass in E&M	Warwickshire	24	54	48	22	56	48
		National	25	50	43	25	50	43
	Average Attainment 8 Score	Warwickshire	36.7	51.8	49.0	34.8	52.6	49.4
		National	37.1	49.9	46.4	36.8	50.3	46.6
	Average Progress 8 Score	Warwickshire	-0.45	0.17	0.06	-0.54	0.19	0.06
		National	-0.40	0.11	-0.03	-0.44	0.13	-0.02

3. Key Priorities

- Closing the gap for disadvantaged pupils at all phases
- Closing the gap between outcomes for pupils in different parts of the county

4. Contributory areas

Research shows disadvantaged learners often face multiple barriers. This means the work across the county council impacts on these young people. The board monitors progress in the following areas:

Strand of work	Link or impact on disadvantage	Specific work/projects
School Improvement	The most important school-level factor in raising attainment for disadvantaged pupils is ensuring that high quality teaching together with strong leadership are in place in the schools with the highest numbers of disadvantaged.	<ul style="list-style-type: none"> • Strategic School Improvement Fund 1 Project • Education Challenge Board, Teaching School and Capacity Board and Area Analysis Groups • Reduce the number of category C & D schools in Warwickshire • Nuneaton Education Strategy • WISSSP (Warwickshire Improving SEND and SEMH in Schools Project)



SEND and Inclusion	Children with special educational needs and disability (SEND) are more likely to experience poverty than others.	<ul style="list-style-type: none"> • WISSSP (Warwickshire Improving SEND and SEMH in Schools Project) • Promoting WInCKS
Economy and Skills	Children eligible for FSM when they are at school are 23% less likely to be in sustained employment at the age of 27 compared to their peers ¹ .	<ul style="list-style-type: none"> • We will work with the Apprenticeship Board to develop a guaranteed interview for previously FSM pupils
Public Health	Children identified with behavioural, emotional, or social difficulties are significantly more likely to come from a socio-economically disadvantaged background than children without special learning needs.	<ul style="list-style-type: none"> • Early Years Health Checks • NHS Trailblazer Obesity Strategy • NHS Trailblazer Mental Health • Transforming Care Project • Year of Wellbeing (CSW Sport)
Education Entitlement Team	Pupils have to be in school and able to pay attention before they can access learning. There are large gaps nationally between the attendance of disadvantaged and not disadvantaged.	<ul style="list-style-type: none"> • Increase attendance of disadvantaged pupils • Reduce fixed term and permanent exclusions for disadvantaged pupils • Ethical Inclusion Project • W-code project
Children Looked After (CLA)	<p>Many CLA have complex needs and may exhibit the most challenging behaviours. An awareness and understanding of the complex issues these children face in an educational setting is essential.</p> <p>CLA often lack experiences and access to enrichment opportunities, and reduced engagement in education. There is a link between education attainment and extra curricula activity that enhances resilience, self-efficacy and emotional and social skills.</p>	<ul style="list-style-type: none"> • Attachment aware schools • Training for Designated Teachers • Raise awareness of enrichment opportunities for CLA
School Governance	Governing boards have a major responsibility in holding school leaders to account for the spending of pupil premium and, in particular, for its impact.	<ul style="list-style-type: none"> • Governance training
Poverty Strategy	There is a correlation between schools with the lowest number of pupils securing good outcomes and schools with greatest number of disadvantaged. Children who are hungry are not able to focus, so they have a low attention span, behavioural issues, discipline issues in the school. Prolonged exposure to lack of food ultimately results in children working below age related expectations.	<ul style="list-style-type: none"> • Increase take up of FSM • Continue to pursue automated FSM enrolment
Widening Participation in HE	Young people who were in receipt of Free School Meals aged 15 are significantly less likely to enter Higher Education by age 19.	<ul style="list-style-type: none"> • The National Collaborative Outreach • Programme Enhancing Academic Attainment Project

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Early Years	Development gaps between disadvantaged children and their peers are particularly pronounced and have a profound impact later in life. High quality early education starting at age 2 can have an impact on long-term social mobility	<ul style="list-style-type: none"> • Support the quality of practice in Early Years provision to improve the outcomes of disadvantaged children • Promoting WInCKS
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5. The Closing the Gap Board aims, objectives and targets

5.1 Aim:

Through monitoring the progress of work across the County Council, the Closing the Gap Board aims to reduce the gap in attainment for disadvantaged pupils in Warwickshire compared to national non- disadvantaged pupils.

5.2 Objective:

To ensure support for disadvantaged pupils remains a key priority and has a high profile across the work of the County Council.

5.3 Outcomes/Targets:

We will close the attainment gap between Warwickshire disadvantaged and national non-disadvantaged pupils by 2023 to:

Performance measure	Baseline Gap in 2017	Target Gap in 2023
EYFSP Good level of development	-15 percentage points	-5 percentage points
Year 1 phonics	-15 percentage points	-5 percentage points
Key stage 1 combined reading, writing and maths	-22 percentage points	-12 percentage points
Key stage 2 combined reading, writing and maths	-26 percentage point	-16 percentage points
Progress 8	-0.56	0
Attainment 8	-13.2	0

6. Membership Closing the Gap Board comprises:

Name	Position	Role within the Board/Lead area
Ian Budd	Assistant Director, Education Services	Chair
External members		
Cllr Colin Hayfield	Cabinet Portfolio Holder Education & Learning	
Joy Mitchell	Headteacher, North Leamington School	Secondary Headteacher rep
Julie Forshev	Headteacher, Nathaniel Newton	Primary Headteacher rep
Matthew Pike	Headteacher, Discovery Academy	Special School rep



Louise Ball	Director of Schools, Re-Engagement & SEND, Warwickshire College	FE College rep
Amanda King,	Executive Head of Centre: Bedworth Heath & Atherstone Maintained Nursery Schools & Warwickshire Teaching School Alliance	EYFS rep
Paul Blagburn	Head of Widening Participation, University of Warwick	Higher Education rep
Internal members		
Hayley Good	Strategic Lead, Learning and Performance	School Improvement
Margot Brown	Senior Learning School Improvement Advisor	School Improvement
Sarah Tregaskis	Schools and Settings Partnership Manager	Secondary and Post 16
Julie Robottom	Commissioning Intelligence Manager	Data
Sue Casey	School Governance Manager	School Governance
Deena Moorey	Headteacher Virtual School	Children Looked After
Jan Lennon	Family Learning Programme Manager, Adult and Community Learning	Family Learning
Marina Kitchen	Service Manager for Early Help & Targeted Support, MASH and Initial Response	Children and Families Service
Sarah Dalli	Children Missing their Educational Entitlement Project Lead	Attendance and exclusions
Amy Taylor	Lead Officer Transfer Round 11+ Testing Appeals	School Admissions
Ross Caws	Warwickshire SEND Board Development Manager	Special Education Needs and Disabilities
Kate Sahota	Commissioning Lead, Children's Public Health	Public Health
Sophie Thompson	Intervention, Data and Project Management Officer	Project manager

The project board meets 4 times a year.

7. Resources

There is no direct funding.