

# **Children, Young People and Family Support Scrutiny and Policy Development Committee**

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**Thursday 5 December 2013 at 2.00 pm**

**To be held at the Town Hall, Pinstone Street, Sheffield, S1 2HH**

**The Press and Public are Welcome to Attend**

## **Membership**

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Councillors Gill Furniss (Chair), Talib Hussain, Karen McGowan, Mohammad Maroof, Helen Mirfin-Boukouris, Lynn Rooney, Colin Ross, Andrew Sangar (Deputy Chair), Ian Saunders, Nikki Sharpe, Diana Stimely, Stuart Wattam and Cliff Woodcraft

## **Education Non-Council Members**

Jules Jones, Gillian Foster, Joan Stratford and Alison Warner

## **Substitute Members**

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

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## **PUBLIC ACCESS TO THE MEETING**

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The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at [www.sheffield.gov.uk](http://www.sheffield.gov.uk). You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. on Friday, or you can ring on telephone no. 2734552. You may not be allowed to see some reports because they contain confidential information. These items are usually marked \* on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Matthew Borland, Policy and Improvement Officer on 0114 27 35065 or [email matthew.borland@sheffield.gov.uk](mailto:email_matthew.borland@sheffield.gov.uk)

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## **FACILITIES**

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There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

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**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY  
DEVELOPMENT COMMITTEE AGENDA  
5 DECEMBER 2013**

**Order of Business**

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- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**  
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)  
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 12)  
To approve the minutes of the meeting of the Committee held on 3<sup>rd</sup> October, 2013 and to note the Actions List
- 6. Public Questions and Petitions**  
To receive any questions or petitions from members of the public
- 7. Educational Achievement and Standards 2013** (Pages 13 - 42)  
Report of the Interim Executive Director, Children, Young People and Families
- 8. Attainment of Children Eligible for the Pupil Premium** (Pages 43 - 58)  
Report of the Interim Executive Director, Children, Young People and Families
- 9. Work Programme** (Pages 59 - 60)  
Report of the Policy and Improvement Officer
- 10. Date of Next Meeting**  
The next meeting of the Committee will be held on Thursday, 6<sup>th</sup> February, 2014, at 2.00 pm, in the Town Hall

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## ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

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New standards arrangements were introduced by the Localism Act 2011. The new regime made changes to the way that members' interests are registered and declared.

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest** (DPI) relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period\* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

\*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -
  - under which goods or services are to be provided or works are to be executed; and
  - which has not been fully discharged.
- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) -
  - the landlord is your council or authority; and
  - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
  - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
  - (b) either -
    - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
    - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in

land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or

- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously, and has been published on the Council's website as a downloadable document at -<http://councillors.sheffield.gov.uk/councillors/register-of-councillors-interests>

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Lynne Bird, Director of Legal Services on 0114 2734018 or email [lynne.bird@sheffield.gov.uk](mailto:lynne.bird@sheffield.gov.uk)

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**Children, Young People and Family Support Scrutiny and Policy Development  
Committee**

**Meeting held 3 October 2013**

**PRESENT:** Councillors Gill Furniss (Chair), Talib Hussain, Karen McGowan, Mohammad Maroof, Lynn Rooney, Colin Ross, Andrew Sangar (Deputy Chair), Ian Saunders, Nikki Sharpe, Diana Stimely and Cliff Woodcraft

**Non-Council Members in attendance:-**

Jules Jones, Education Non-Council Voting Member  
Alison Warner, Education Non-Council Voting Member

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**1. APOLOGIES FOR ABSENCE**

1.1 Apologies for absence were received from Councillor Helen Mirfin-Boukouris and from Gillian Foster and Joan Stratford.

**2. EXCLUSION OF PUBLIC AND PRESS**

2.1 No items were identified where resolutions may be moved to exclude the public and press.

**3. DECLARATIONS OF INTEREST**

3.1 There were no declarations of interest.

**4. MINUTES OF PREVIOUS MEETING**

4.1 The minutes of the meeting of the Committee held on 5 September 2013 were approved as a correct record, and there were no matters arising.

**5. PUBLIC QUESTIONS AND PETITIONS**

5.1 There were no questions raised or petitions submitted by members of the public.

**6. TEENAGE PREGNANCY UPDATE**

6.1 Sue Greig and Amy Buddery from the Children, Young People and Families (CYPF) Public Health Team, Sheffield City Council, provided an update on teenage pregnancy statistics in the City.

6.2 Ms. Buddery reported that Sheffield was on track to meet the targets set for 2020. She added that there had been a decline in the number of teenage pregnancies, which was encouraging but that the number of young people under the age of 16 choosing to deliver their babies had increased. She added that Sheffield was the

third best performer in terms of core cities for reducing the number of teenage conceptions, but she added that the maternity rate had increased, and the abortion rate had also dropped. She outlined some of the vast inequalities across the City, highlighting statistics in particular postcodes to show the differences which existed.

6.3 She went on to report that there would be a new integrated model for the delivery of sexual health services which would come into effect from 1 January 2014, which would see sexual health services delivered via a One Stop Shop approach. There were currently two main centres, at the Genito-Urinary Medicine (GUM) centre at the Hallamshire Hospital, and the Central Health Clinic on Mulberry Street. This would form part of a hub and spoke model, with these two centres as the hubs, and a series of community outreach sites to complement them.

This new model would provide an increased choice of access for young people, either in the community, or in a more 'anonymous' city centre setting, depending on what they preferred. The model would also see work continue with colleagues in the School Nurse team, Community Youth Teams and GP practices across the City. She emphasised that this was a priority area of work for the Local Authority.

6.4 Members of the Committee raised questions and the following responses were provided:-

- It was agreed that it would be beneficial to examine the wider surroundings of a young person's situation, not just the postcode where they lived. This could take into consideration the welfare benefits received, employment, family history and education. Ms. Buddery confirmed that she was already involved in an extensive piece of work of this nature with the University of Sheffield, which was examining wider factors such as these and the correlation to teenage pregnancy.
- There were a number of theories of why the number of abortions had declined in the under 16s, with factors such as young people not having the confidence to access services, and therefore presenting themselves too late to have a termination. There were also concerns around young people's aspirations.
- It was confirmed that there were no exact figures for the number of repeat terminations, particularly for the under 18s, but it was suspected that the number was fairly low. It was agreed that there needed to be more robust data-sharing arrangements in relation to this.
- It was confirmed that all young women accessing sexual health services were offered contraception proactively. This was in the form of Long Acting Reversible Contraception (LARC), alongside other methods.
- There were concerns that the centre at the Hallamshire was not 'young person' friendly, but Ms Buddery emphasised that this was just one venue where young people were able to access services.

- She confirmed that the Hallamshire site offered specialist 'young people only' clinics and staff working there included specialist Doctors and Nurses trained in working specifically with young people.
- The Mulberry Street Clinic had always been traditionally very young person focused and the sexual health service had plans underway to further develop the young people's offer at the city centre site.
- The new integrated service was being delivered by Sheffield Teaching Hospitals, which was why it would be hosted at the Hallamshire site, not the Children's Hospital. There was also close working with the Jessop's Wing, and specialist Saturday youth clinics were delivered by the Mulberry Street Clinic.
- There were concerns that sex education for young people with Special Educational Needs was not fit for purpose, and it was agreed that this would be considered as part of the peer led citywide review of the provision of Personal, Social and Health Education (PSHE), including sex and relationship education, which was being led by the CYPF Public Health Team.
- Members were concerned that the service was on track to meet targets currently, and that by reorganising the service this might potentially damage the progress made. Ms Buddery confirmed that the plans had been made in line with national recommendations, and that integrated services had been in operation in Newcastle for four years, which were working extremely well. The service would also be performance managed to ensure that delivery progressed as expected and sexual health outcomes were achieved.
- It was confirmed that not all schools proactively delivered a comprehensive timetabled programme of sex and relationship education, but that sex and relationship toolkits were available for both primary and secondary schools. A plan to undertake a citywide peer led review of PHSE to include sex and relationship education had been presented to both the City Wide Learning Body and the Children's Health and Wellbeing Partnership Board, and both committees had endorsed this.
- There was an emphasis on the importance of safeguarding and data-sharing, and it was confirmed that further work was required to understand the pathways which existed to support women having multiple births and repeat abortions. It was highlighted that any vulnerable women identified during pregnancy were offered enhanced access to LARC on Jessop's Wing.
- Statistics for teenage pregnancy were currently received via the Office for National Statistics and via local sexual health services, which had been used to inform the report.
- It was agreed that more work was needed to help give young people the

courage and confidence to access services at the right time, and to raise self-esteem and aspirations.

- It was noted that the teenage pregnancy rate for Looked After Children was three times higher than the national average the last time it was investigated.
- Members were interested to see how many babies delivered resulting from teenage pregnancy went on to become adopted.
- It was noted that there was joint work happening across South Yorkshire already in relation to sexual health, and that some services could be commissioned jointly in the future.
- There were concerns that the sexual health service were sending out letters inviting people for Sexually Transmitted Infection screening when they may not be potentially 'at risk' but Ms Buddery confirmed that an age group would be targeted for a particular campaign, i.e. chlamydia screening which aims to offer screening in people aged 15-24 years, just as over 50s would be targeted for breast screening, etc, and that it was often a 'blanket' approach. Ms Buddery highlighted the fact that she was working with the sexual health service to identify which interventions were the most cost effective, as sending out mail outs may not be an approach used for the future.
- Members congratulated the service on the excellent results achieved.

6.5 RESOLVED: That the Committee:-

- (a) notes the contents of the report now considered;
- (b) welcomes the new approach towards an integrated service;
- (c) offers its congratulations to the service for the excellent work achieved and requests that the Policy and Improvement Officer writes to the service on behalf of the Committee to congratulate them;
- (d) requests information to be sought from Social Care teams to assess how many teenage pregnancies result in adoption;
- (e) requests a full breakdown of the City by area with the numbers of teenage pregnancies in each Ward;
- (f) requests a report back on the wider factors surrounding teenage pregnancy resulting from the work carried out with the University of Sheffield;
- (g) requests that a review be conducted into the quality of sex and relationship education currently provided for young people with Special Educational Needs; and

- (h) requests a further report to the Committee in June 2014, to assess the progress of the new integrated service.

## **7. SCHOOL GOVERNANCE - VACANCY MANAGEMENT, RECRUITMENT AND TRAINING**

- 7.1 Pat Toner, Iain Peel and Mike Patterson, Children Young People and Families service, reported upon School Governance arrangements in the City. It was noted that Eric Pye had retired from the role, after many years' service with the Council.
- 7.2 Mr. Toner and Mr. Peel reported that the City Wide Learning Body (CWLB) had commissioned a large piece of work to examine the Governance arrangements in the City. It had looked in detail at 18 Governing Bodies, to get a feel for what the current practices were.
- 7.3 As a result of this review, recommendations had been made back to the CWLB in April 2013, around the themes of obtaining high quality governors, training and support, access to data and governor retention.
- 7.4 Best practice had been identified and it was hoped that this would now be shared across the City. This was particularly important as more schools moved to Academy status. It was noted that 40 new Governors had been recruited successfully in the last Academic Year, and that the Government had also produced new legislation around the composition of Governing Bodies. There was still currently a 12.7% vacancy rate in Sheffield, which was higher than the national average, but measures were being put in place in order to reduce this. In line with new legislation, many Governing Bodies had reduced in size, some from as many as 26 down to 12. This meant that Bodies could operate in a more effective and streamlined way. Further plans to target the recruitment of University staff and senior civil servants to Governing Bodies were in place.
- 7.5 It was noted that although many schools (145) bought in clerking arrangements for Governor meetings, this was not always the case, and Members were keen that information for all Governors was always clear and accessible. Improvements were still to be made in terms of recruitment of Governors, particularly those from black and ethnic minority backgrounds, and also around the accessibility and quality of the training on offer. Academies did not have an obligation to have a Local Authority member on board, but all of the Academies in Sheffield had so far taken up the offer of having one, thus retaining essential links with the Council. There was an emphasis on the importance of parental engagement within schools, as a model for increased recruitment of parent governors, and also to improve communications across the School. It was noted that Ofsted had access to 'Parent View' before they made a visit to any school, so they were able to assess the climate of the current parental engagement before they arrived.
- 7.6 Members were keen that, although smaller, leaner Governing Bodies could potentially govern more effectively, that they did not lose their 'heart' by being too 'business-like' and potentially intimidating for laypeople. Everyone agreed that the Governing Bodies having roots in the community was essential to its success.

The review had also found that, alongside the traditional skills set sought from Governing Body members, such as HR, and finance for example, the greater emphasis was on finding exemplary soft skills in its members, such as communication skills, empathy and patience. The Chief Inspector of Schools, Sir Michael Wilshaw, had commented in his latest paper that an effective Governing Body was key to the success of any school.

7.7 Members agreed that a fundamental rethink was required to increase the take up of training amongst Governors. A Governing Body comprised a minimum of seven members (including two parent governors, one member of staff and the Headteacher).

7.8 RESOLVED: That the Committee:-

- (a) notes the information now reported in respect of the Governance review;
- (b) supports a review of current training and recruitment methods for Governing Bodies, and
- (c) Requests a report back to Committee in 12 months' time.

## **8. DATE OF NEXT MEETING**

8.1 It was noted that the next meeting of the Committee would be held on Thursday, 5<sup>th</sup> December 2013, at 2.00 pm, in the Town Hall.

**Children, Young People & Family Support Scrutiny Committee**  
**Actions update for meeting on 5<sup>th</sup> December 2013**

Action	Minutes	Update	R A G
Requests the Policy and Improvement Officer to: “draft a letter, to be signed by the Chair of the Committee, and to be sent to all Sheffield Members of Parliament, expressing the concerns raised by the young people regarding their inability to access Carers Allowance	5 <sup>th</sup> September	The letter has been signed by the Chair and sent to the 6 Sheffield MP’s. 2 responses have been received to date.	
6.4 (d) and requests, that the Policy & Improvement Officer writes to the (teenage pregnancy) service on behalf of the Committee to congratulate them (on the excellent results achieved)	10 <sup>th</sup> October	Complete – the letter has been signed by the Chair and sent to the Chair of the Sheffield Sexual Health Network, Steve Slack	
6.4 (e) requests information to be sought from Social Care teams to assess how many teenage pregnancies result in adoption.	10 <sup>th</sup> October	Amy Buddery is in the process of gathering this information.	
6.4 (f) requests a full breakdown of the City by area with the numbers of teenage pregnancies in each postcode;	10 <sup>th</sup> October	Amy Buddery has sent a report with this information added in; this has been shared with Members of the Committee.	
6.4 (g) requests a report back on the wider factors surrounding teenage pregnancy resulting from the work carried out with the University of Sheffield	10 <sup>th</sup> October	This work is still at the planning stage. DO will catch up with Amy Buddery in early February regarding the update report.	
6.4 (h) requests that a review be conducted into the quality of sex education currently provided for young people with Special Educational Needs,	10 <sup>th</sup> October	DO has spoken with Sue Greig regarding this. Sue has confirmed with the PSHE review team that they will incorporate provision for children and young people with special educational needs into the review. The timescale for completion of the PSHE review is currently mid-January. DO will catch up with Sue in late January / early February regarding an update on this work.	
6.4 (i) requests a further report to the Committee in June 2014, to assess the progress of the new integrated service.	10 <sup>th</sup> October	This has been added to the 2014-15 Work Programme.	

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## Report to The Children, Young People and Family Support Scrutiny Committee

5 December 2013

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**Report of:** Executive Director of Children, Young People and Families Portfolio

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**Subject:** Educational Achievement and Standards 2013

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**Author of Report:** Iain Peel  
Interim Director, Inclusion and Learning Services

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**Summary:**

The information presented has been requested by the Scrutiny Committee to enable it to scrutinise performance.

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**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	<b>X</b>
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	<b>X</b>
Other	

**The Scrutiny Committee is being asked to:** consider this report and to provide views, comments and recommendations.

- Be aware of the attainment challenge for the city and the outcomes of summer 2013 assessments, tests and examinations.
- To note attainment at all key stages as outlined within the report.
- To agree any areas for further scrutiny or for analysis.

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**Background Papers:**

No background documents have been used to write the report. However some of the historic figures used in this report have been taken from Department for Education data sets.

**Category of Report:** OPEN

**Report of the Interim Director of Inclusion and Learning Services**  
**Educational Attainment 2012/2013**

**School performance report – 2012 – 2013**

**1. INTRODUCTION/CONTEXT**

- 1.1 The Children, Young People and Family Support Scrutiny Committee has requested a report on the current picture on **education outcomes for children** to consider at their meeting on **5th December 2013**.
- 1.2 The report contains details of the educational outcomes for children and young people who were eligible for end of Key Stage assessments, tests or public examinations in summer 2013 (i.e. those children who were 5 years old, 7 years old, 11 years old, or 16 years old at the end of the 2012-13 school year). The report does not cover the attainment levels achieved by young people when they reach the age of 19 since comparable data will not yet be published for some time.
- It is important to judge performance overall, and not just focus on one specific key stage.
  - Examining trends over time allows for a real picture to emerge. Focusing solely on any specific movement between two individual years does not provide a real view of performance. Trends are more important than any one year increase/ decrease in order to see standards over a period of time and balance out any statistical issues which may occur in a single year.
  - The aim remains to improve faster than or at least in line with the national rate of improvement at each key stage.
  - New measures have been introduced in 2013 in the foundation stage (FS) and key stage 2 (KS2). Therefore, direct comparisons between years are difficult. Comparing ranking positions allows some analysis to be undertaken, however it should still be noted that this is comparing rankings against different measures in the FS and at KS2.
- 1.3 The 2010 Schools White Paper, 'The Importance of Teaching', made it clear that the Department for Education (DfE) expects local authorities (LAs) to continue to have a strong strategic role in relation to education. This is through:
- The role of being the strategic commissioner of places.
  - Being the champion of educational excellence through the promotion of high standards.
  - Using its democratic mandate to stand up for children, young people and their families

- Ensuring fair access to schools for children.
  - Supporting vulnerable learners.
- 1.4 The principal role of schools is to focus on the progress and attainment of all pupils to ensure that children make consistently good progress and achieve high standards of attainment and achievement.
- 1.5 This report is based on the performance data for those children teachers have assessed against the scales and points of the Early Years Foundation Stage Profile at the end of the reception year, and for those pupils who participated in national assessments and tests in 2013. There is a section on each key stage for which performance data is collected, an overview of performance and the report also provides details of the strategies being employed by schools to raise attainment.
- 1.6 Some of the data is still yet to be validated and therefore some comparisons against core cities, or national rankings are provisional at this stage.
- 1.7 The outcomes of four stages of education are covered within this report: Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4.

## 2. HEADLINES

### 2.1

- Outcomes in the Foundation Stage are good, with Sheffield being ranked 67<sup>th</sup> nationally for the percentage of Foundation Stage children who make a good progress. This is a new measure in 2013.
- Narrowing the gap in the Foundation Stage is improving slowly.
- Outcomes at Key Stage 1 are improving in line with national, but the gap is not narrowing between Sheffield and national. This needs to be accelerated.
- Progress at Key Stage 2 continues to be maintained. Outcomes for the new measure introduced in 2013 show that results improved faster than national between 2009–2013, and that the progress which children make in mathematics is good.
- Performance at Key Stage 4 at 5 GCSE passes at grades A\*-C (including English and mathematics) continued to improve faster than national between 2008–2013, and national rankings are moving in the right direction. The progress which students make in English is strong.
- Note – a small number of children can alter the national rankings quite considerably. For example, if a further 58 KS1 children had achieved Level 2 in mathematics, then Sheffield's ranking would have been 79<sup>th</sup> instead of 101<sup>st</sup>.

- No analysis is yet available for post 16. This will be completed when the DfE releases the statistics later in the year.

### 3. THE DIFFERENT ASSESSMENTS AND EACH KEY STAGE

#### 3.1 Foundation Stage

Assessments are made when children are aged 5 years. The assessment framework was revised in 2013 and comparisons against previous years cannot easily be made.

- a) The Early Year Foundation Stage (EYFS) is the phase of learning from birth to 5. The EYFS Profile is divided into the following areas of learning:
  - Prime areas of learning. The three prime areas of learning are communication and language; physical development; personal, social and emotional development.
  - Specific areas of learning. The four specific areas of learning are literacy; mathematics; understanding and world, expressive arts and design.
- b) The early years profile has been reviewed and 2013 is the first year in which assessments have been made against new criteria and with new reportable measures. Therefore outcomes cannot be reliably compared against previous years.
- c) Each of the prime areas of learning and specific areas of learning are sub-divided into early learning goals. There are 17 early learning goals in total.
- d) Children are assessed by their teacher against each of the 17 early learning goals and this occurs at the end of the academic year in which the child reaches their 5th birthday.
- e) Progress against each of the 17 early learning goals is reported to parents.
- f) The main indicator against which schools are assessed is the percentage of children who achieve a **good level of development** at the end of the Foundation Stage. A good level of development is defined as achieving the early learning goals in the prime areas of learning (personal, social and emotional development; physical development and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- g) The local authority has a statutory duty to moderate the Foundation Stage profile, and each school must participate in a moderation process at least every four years.

### 3.2 Key Stage 1 (KS1)

Assessments are made when children are aged 7 years. The main measures at this key stage are to achieve level 2b in reading, writing and mathematics. Each of these subjects are assessed separately and assessment at KS1 is conducted by the teacher. In addition, children aged 6 in Y1 are given a phonics reading test; the phonics test is repeated in Y2 for children who did not achieve the expected standard in Y1.

- a) KS1 is the phase of learning from 5 to 7 years
- b) The National Curriculum is the basis for learning in Key Stage 1.
- c) The areas of learning that are assessed at the age of 7 (end of year) are reading, writing and mathematics.
- d) Assessment is conducted internally by the school using national guidelines and children are assessed by the teachers.
- e) Assessment places the child at one of the following levels:
  - W – working towards level 1
  - L1 – Level 1
  - L2 – Level 2
  - L3 – Level 3 (Level 3 is generally the highest level achieved at KS 1)
  - These levels are further divided into sub-levels a, b and c. For example, level 2b. “a” is the highest sublevel and “c” is the lowest. The average child is expected to reach level 2. A child who is assessed at level 3 is working above the average level.
- f) A phonics screening test is undertaken by the child’s teacher in year 1 and each child needs to decode 40 words and non-words. The minimum threshold measure is to decode 32 words. Non-words are also used within the test in order to ensure that there is not a bias towards those children with a good visual memory. Children who can decode non-words should have the skills to decode unfamiliar words.

### 3.3 Key Stage 2 (KS2)

This phase of learning is from 7 to 11 (school years 3 to 6). Assessment takes place when children are aged 11 years. Attainment and progress in English and mathematics were reported until 2012. From 2013 onwards, attainment and progress is reported for reading, writing and mathematics. A separate test for spelling, punctuation and grammar was introduced in 2013. Currently this is reported separately

and is not included as part of the writing assessment although this may change in future years.

- a) The National Curriculum continues as the basis for learning in Key Stage 2.
- b) Assessment places the child at one of the following levels for reading, writing and mathematics:
  - Below Level 3
  - L3 – Level 3
  - L4 – Level 4
  - L5 – Level 5
  - L6 – Level 6 (the highest level it is possible to achieve at KS2)
- c) These levels are further divided into sub-levels a, b and c, for example, level 4a. “a” is the highest sublevel and “c” is the lowest.
- d) The average child is expected to reach level 4. A child who is assessed at level 5 or 6 is working above the average level. Each child is also expected to make at least 2 levels progress from KS1 to KS2, for example from a level 2 to a level 4.
- e) There are 5 key indicators:
  - % of pupils achieving level 4 or higher in all subjects (reading, writing and mathematics).
  - % of pupils making 2 or more levels progress in reading from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2013).
  - % of pupils making 2 levels progress in writing from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2013).
  - % of pupils making 2 levels progress in mathematics from their assessment at the end of KS1 to their results at the end of KS2.
  - Number of schools below the Government’s floor standards.
- f) Examples of 2 levels progress are:
  - Level 1 at KS1 to level 3 at KS2
  - Level 2 at KS1 to level 4 at KS2
  - Level 3 at KS1 to level 5 at KS2
- g) Reading, mathematics and spelling, punctuation and grammar are assessed by externally marked tests. Writing is assessed by the child’s teacher.

### 3.4 Key Stage 4 (KS4)

Examinations are taken in the year in which young people reach the age of 16. The main measure in this key stage is to achieve five good passes at GCSE (or equivalent) at grades A\*-C including GCSEs in both English and mathematics (5ACEM). In addition, students are expected to make at least three levels progress in both English and mathematics from the end of Key Stage 2 to the end of Key Stage 4. For example, a student achieving a level 4 in English at the end of KS2 would have a minimum target of achieving a grade C in the English GCSE. Assessment at KS4 is undertaken by externally set and marked examinations.

#### 4. SUMMARY BY KEY STAGE

##### 4.1 Foundation Stage

###### Outcomes

Table 1 Foundation Stage Outcomes	2013	
	Sheffield	National
<b>Good level of Development</b>	51%	52%
<b>Closing the Gap</b>	41%	37%

- 51% of children in Sheffield achieved a 'good level of development' at the end of the Foundation Stage. This compares to 52% nationally. Sheffield's national ranking in 2013 is strong and places Sheffield at 67 out of 152 local authorities which is similar to the ranking of 68 in 2012 (albeit in relation to the previous Foundation Stage assessment framework).
- A second measure is the gap between the average level of development and children in the lowest 20%. In 2013, this gap was 41% compared to 37% nationally.

###### Ranking

###### Local Authority Rankings

Table 2 Foundation Stage Rankings nationally and core cities

	LA Ranking (152)				Core City Ranking (8)			
	2010	2011	2012	2013	2010	2011	2012	2013
<b>Good level of Development</b>	109	65	68	67	6	2	1	1
<b>Closing the Gap</b>	150	145	143	141	7	8	6	7

Sheffield's national ranking in the Foundation Stage remains strong at 67<sup>th</sup> nationally. The closing the gap measure is slowly improving, but further progress remains a priority.

Whilst no direct comparisons can be made between years due to a new method of assessment being introduced in 2013, the rankings in 2013 stood up well against national (note, 2010, 2011, 2012 were measured against a previous method of assessment) and core cities. Progress in narrowing the gap still needs to be further accelerated, although national rankings are showing a slow but steady improvement.

The Foundation Stage population is approximately 6200 children. If 62 more children had achieved a 'Good Level of Development', Sheffield's ranking would have been 59<sup>th</sup> nationally.

Teacher assessments in schools are moderated every four years. A core group of teachers and schools are trained as moderators and they work with other schools in the city to moderate the teacher assessments.

#### 4.2 What are schools doing to improve outcomes in the Foundation Stage?

In 2013-14 key strategies which schools employ to improve outcomes are:-

- **REAL – (Raising Early Achievement in Literacy)** – working with 10 schools this project aims to improve outcomes for children through a structured process of involving parents in children's learning.
- **AfA – (Achievement for All - Achieving Early)** – again working with 10 schools, this project aims to improve outcomes for children through a process of working with the most vulnerable children and families. AfA helps parents to understand how the home learning environment contributes to children's educational development.
- **Locality based improvement-** school to school improvement is organised across schools in each locality so that schools with good early years' outcomes support those that require improvement. Schools use data to target key children and then work to provide learning opportunities to extend learning or address issues about attendance and engagement with learning. This work is monitored by the Quality, Access and Moderation Manager.
- Over 40 schools are involved in **learning partnerships** with strong partner schools. They are delivering bespoke improvement for the receiving schools.
- **The moderation of assessment** is a key area of work and is a statutory responsibility of the LA. 40 schools will receive moderation to secure accuracy of their assessment. In addition to those being routinely moderated, the team, which includes school based teachers, also targets schools where children are at risk of low attainment. In 2013 this team secured improvements in a large number of schools.



- **The Quality, Access and Moderation team** work with schools by providing information, briefings and training for early years teachers through the traded service to schools.
- **FEL (Free Early Learning)**- this national programme is promoting 2, and 4 year old free early learning in schools and settings which will provide a good educational start for young children.
- **The Primary Leadership Group** of head teachers for the city has agreed to the City Wide Learning Body (CWLB) priorities which includes improving outcomes in the early years and is committing its resources group to monitoring progress.

## 5. Key Stage 1 (KS1)

The nationally expected level of attainment for pupils aged 7 at the end of KS1 is level 2 or above. Children achieving a level 2b or higher have the best chance of achieving level 4 at the end of Key Stage 2. There are no national floor standards for KS1. Assessment at KS1 is based on teacher assessment.

There are four main KS1 measures included within this report:

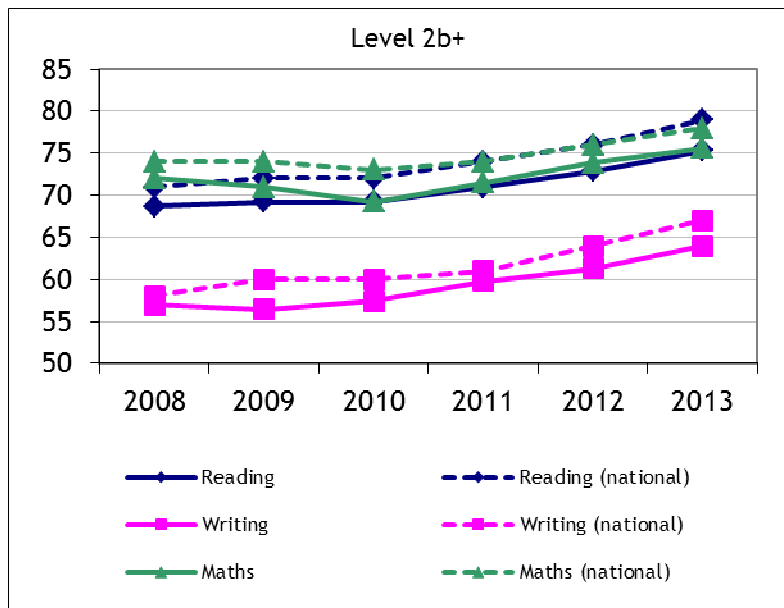
- The percentage of children who reach level 2b+ in reading.
- The percentage of children who reach level 2b+ in writing.
- The percentage of children who reach level 2b+ in mathematics.
- The percentage of children who achieve 32 marks or more in the phonics reading test in Y1.

### 5.1 KS1 Headlines

Table 3 % of Children achieving Level 2b

	2007		2010		2013		Change between 2007 - 2013		Change between 2010-2013	
	Nat	Sheff	Nat	Sheff	Nat	Sheff	National change 2007 - 2013	Sheffield change 2007 - 2013	National change 2010 - 2013	Sheffield change 2010 - 2013
<b>Reading</b>	71	66.7	72	69	79	75	+8	+8.3	+7	+6
<b>Writing</b>	59	56.5	60	57	67	64	+8	+7.5	+7	+7
<b>Maths</b>	74	71.7	73	69	78	76	+4	+4.3	+5	+7

Graph 1 % of children reaching Level 2b+



Trends over time are a more reliable method of analysing information, rather than looking at a one year change. Between 2007-2013 in two of the three measures, Sheffield's improvement trend has been marginally faster than that seen nationally, and in writing Sheffield's improvement trend has been marginally slower than seen nationally. When analysing outcomes over a shorter period 2010-2013, then similar trends occur, i.e., two of the three outcomes are improving in line with, or faster than, national, with the exception being reading which is improving slightly more slowly than national. If looking at the difference between 2012 and 2013, then writing and mathematics both improved in Sheffield by 2% and 3% respectively and also nationally by same margins. In reading, Sheffield improved by 2%, whereas the national improvement was 3%. Trends over time demonstrate that outcomes at KS1 at Level 2b+ are improving roughly in line with national, but are not closing the gap with national.

## Ranking

Table 4 National Ranking of Level 2b

	LA Ranking (152)						
	2007	2008	2009	2010	2011	2012	2013
Reading	108	86	87	106	96	115	128
Writing	93	71	88	98	70	112	115
Maths	84	85	100	115	92	100	97

Table 5 Core City ranking of Level 2b

	Core City Ranking (8)						
	2007	2008	2009	2010	2011	2012	2013
Reading	5	2	1	2	2	3	3
Writing	2	1	1	3	1	3	5
Maths	2	2	3	3	1	2	2

The pace of improvement in Sheffield at KS1 at L2b+ has matched the national average since 2007. In some years, Sheffield has witnessed a faster rate of improvement than seen nationally, and in other years it has slowed (see 2013 in reading). This is reflected in the national rankings where some LA areas that were below Sheffield in 2007 or 2008 have witnessed improvement faster than seen in Sheffield. When examining ranks, it is always worth noting the number of children in a cohort. There were 5875 children in Year 2 in Sheffield in 2013. If 58 more children had achieved Level 2b in 2013 in reading, Sheffield's rank would have been 116<sup>th</sup>. If a similar number had achieved this benchmark in writing Sheffield's ranking would have been 101<sup>st</sup>, and in mathematics a further 58 children would have improved the ranking to 79<sup>th</sup>.

#### Strategies which schools are using to aid improvement

**The 7 geographically based locality groups of schools** have prioritised reading across all key stages and have developed school to school improvement activity between schools with strong KS1 outcomes and those requiring improvement. Analysis by the LA has helped schools to identify the strongest schools, which includes those who do well in challenging circumstances.

**The Primary Leadership Group** of head teachers for the city has agreed to the CWLB priorities which includes improving outcomes in KS1 and is committing its resources group to monitoring progress.

**Holt House Nursery and Infant School** is leading on a programme of improvement in KS1 with 10 targeted schools. This is monitored by the Learning and Achievement Service

**The Teaching Schools Alliances** are providing training and support for staff across the city and are working in an increasingly targeted way to improve outcomes in KS1.

**Learning Partnerships-** over 40 schools are involved with strong learning partner schools and are receiving bespoke training and development for KS1 staff.

**KS1 'Countdown to success'** materials developed by excellent practitioners across the city continue to be used by Y2 teachers to help to plan and prepare for KS1 assessments.

**Analysis of data in infant schools** shows that attainment is higher in those schools than in primary schools as a whole. This is the subject of discussion with head teachers and governors.

A further measure which is still relatively new is the percentage of children who reach the expected level in phonics. In 2013, 65% of pupils achieved the expected standard of phonics decoding in year 1. This represents an increase of 10% points since 2012. The national increase in this measure was 11 percentage points and Sheffield's ranking dropped from 100 out of 148 to 122<sup>nd</sup>. 80% of pupils reached the expected standard of phonics decoding by the end of year 2, which places Sheffield 134<sup>th</sup> out of 148 local authorities. There are no comparable figures for 2012.

## 6. Key Stage 2 (KS2)

The nationally expected level of attainment for pupils aged eleven at the end of KS2 is level 4+ in reading, writing and mathematics is Level 4.

There are five main indicators at KS2. These are:

- The percentage of children who achieve level 4+ in reading, writing and mathematics combined. This is a new indicator introduced in 2013.
- The percentage of children who make at least two national curriculum levels of progress in reading between the end of KS1 and the end of KS2.
- The percentage of children who make at least two national curriculum levels of progress in writing between the end of KS1 and the end of KS2.
- The percentage of children who make at least two levels progress in mathematics between the end of KS1 and the end of KS2.
- The number of schools below the Government's floor standard. The floor standard for 2013 is:
  - At least 60% of children achieving level 4+ in reading, writing and mathematics. The floor standard is due to increase to 65% in 2014.
  - The % of children making expected progress in reading between KS1 and KS2 is at or above the national median
  - The % of children making expected progress in writing between KS1 and KS2 is at or above the national median
  - The % of children making expected progress in maths between KS1 and KS2 is at or above the national median.

A school can only fall below the floor standard if it fails to meet all of these measures.

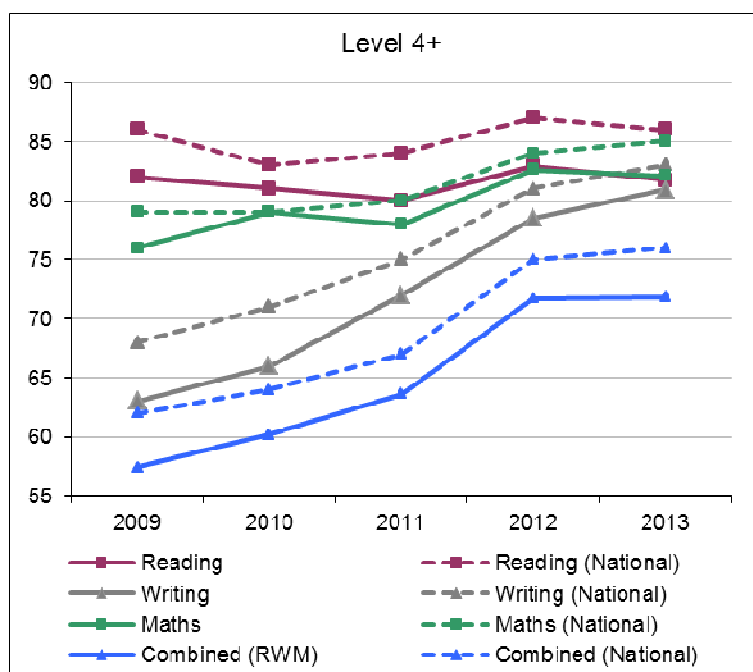
### 6.1 KS2 Headlines

Percentage of children achieving Level 4+ in each of reading, writing and mathematics combined.

Table 6 % of achieving Level 4+ in reading, writing and mathematics

	Sheffield %	National % – state schools only	National % – including independent schools	Core cities %
2009 (first year data was available)	57	62%	62	58
2010	60	Not known	64	61
2011	64	Not known	67	64
2012	72	75	75	73
2013 (provisional)	70 & predicted to be 72% after discounts	75	76	73
Change between 2009 - 2013	Predicted at +15%	+13%	+14%	+15%

Graph 2 KS2 Level 4+ Attainment in Reading, Writing and Maths – national and Sheffield.



- As reported within the September statistical first release the provisional figure of the percentage of children who achieved level 4+ in reading, writing and mathematics combined in Sheffield in 2013 is 70%. However, this does not include children whose results are discounted from the final reported results.

- When analysing the number of discounted pupils from schools, the returns from schools suggest that there will be an uplift of 2% in the measure of children achieving level 4+ in reading, writing and maths combined. This is likely to mean that when the results are finally reported later in the academic year, the result will be approximately 72%.
- Sheffield's estimated final improvement between 2009 and 2013 is 1% point above the national improvement trend for all schools and 2 % points above the national trend for state funded schools only. The Sheffield improvement trend is in line with that of core cities.

## Ranking

Table 7 National and Core City ranking for Level 4+ in reading , writing and mathematics

	All Local Authorities	Core Cities
<b>2009</b>	129 (152)	5 (8)
<b>2010</b>	115 (139)	5 (8)
<b>2011</b>	116 (152)	6 (8)
<b>2012</b>	113 (152)	6 (8)
<b>2013 provisional ranking</b>	120 (152)	8 (8)

- In 2012, the final national rankings changed markedly between the statistical first release and when the outcomes were validated, i.e. when the results were validated Sheffield's rankings for the former level 4+ in English and maths measure changed from 131<sup>st</sup> to 117<sup>th</sup>. This is because the outcomes in the provisional statistical release do not include discounted children, i.e. children whose results do not count in the final results.
- Sheffield's provisional rank in 2013 is 133; the final rank is *estimated* to be around 120 once discounted pupils have been removed from the calculations.
- The estimates of final rankings are made by looking historically at how results from other LA areas changed between the statistical first release and the final outcomes.
- KS2 provisional ranking has improved to 120<sup>th</sup> in 2013 from 2009 when Sheffield was ranked at 129<sup>th</sup>.
- In the 2012 results, there was **no change** between the **provisional** national outcome as published in September 2012, and the final results published in the school performance tables in January 2013.
- Approximately 5200 children took the SATs in Sheffield in 2013. A further 52 children achieving this benchmark would have resulted in Sheffield provisionally being ranked 103<sup>rd</sup> nationally, and 5<sup>th</sup> compared to core cities.

## 6.2 What about the progress which children make between Key Stage 1 and Key Stage 2?

### Reading

- The percentage of children making the expected progress between KS1 and KS2 is a new measure and no real trends are yet apparent. The provisional result for expected progress in reading is 85%. This is estimated to increase to 86% when the final results are published. This is a decline from 2012 but is in line with a decrease in progress in reading nationally between 2012 and 2013. (Trend data is only available for 2 years).

Table 8 % of children making expected progress in reading

	Sheffield	National	Core Cities
<b>2012</b>	88	90	90
<b>2013 (prov)</b>	85 (86)	88	88

### Ranking

Table 9 Ranking for reading

	All Local Authorities	Core Cities
<b>2012</b>	109 (150)	6 (8)
<b>2013 (prov)</b>	132 (150)	8 (8)

### Writing

- The percentage of children making the expected progress between KS1 and KS2 is a new measure and trends are not yet apparent. The provisional estimate for expected progress in writing is 91% which is expected to increase to 92% when the final results are published. This represents an increase greater than national and core cities. (Trend data is only available for 2 years).

Table 10 % of children making expected progress in writing

	Sheffield	National	Core Cities
<b>2012</b>	90	90 (0)	91 (-1)
<b>2013 (prov after discounts)</b>	91 (92)	91 (0)	92 (-1)

### Ranking

Table 11 Ranking for writing

	All Local Authorities	Core Cities
<b>2012</b>	82 (150)	6 (8)
<b>2013 (prov)</b>	91 (150)	6 (8)

## Mathematics

- The percentage of children making the expected progress between the end of KS1 and KS2. This indicator has been measured for a number of years, and the pace of improvement between 2007–2013 in Sheffield is faster than both the national and core cities rate of improvement. Similarly, rankings (96<sup>th</sup>) against national hold up well compared to Sheffield's 103<sup>rd</sup> ranking in the index of multiple deprivation.

Table 12 % of children making expected progress in mathematics

	Sheffield	National	Core Cities
<b>2007</b>	71	76	74
<b>2008</b>	77	78	77
<b>2009</b>	79	80	80
<b>2010</b>	82	82	83
<b>2011</b>	83	83	84
<b>2012</b>	88	87	88
<b>2013 (prov after discounts)</b>	87 (88)	88	89
<b>Prov change from 2007 - 2013</b>	+17%	+12%	+15%

## Ranking

Table 13 Ranking in mathematics

	All Local Authorities	Core Cities
<b>2007</b>	137 (150)	7 (8)
<b>2008</b>	98 (150)	3 (8)
<b>2009</b>	103 (152)	5 (8)
<b>2010</b>	73 (139)	5 (8)
<b>2011</b>	77 (152)	7 (8)
<b>2012</b>	56 (152)	4 (8)
<b>2013 (prov)</b>	96 (150)	8 (8)

- It is anticipated that there will be 9 Sheffield schools below all of the 4 floor standard measures in 2013. This is a reduction from 13 in 2012. Final confirmation of the number of schools below floor standards will be available later in the academic year.



## 7 Key Stage 4

At KS4, there are four main indicators which are:

- The percentage of students achieving at least five or more good passes in GCSEs (or equivalent) at grades A\*-C including English and mathematics (5ACEM).
- The expectation that students will make at least three levels progress in English from the end of KS2 to the end of KS4.
- The expectation that students will make at least three levels progress in mathematics from the end of KS2 to the end of KS4.
- The number of schools not meeting the Government's floor standard. The floor standard for 2013 is:
  - At least 40% of students achieve five or more good GCSE (or equivalent) passes at grades A\*-C including English and mathematics. This is due to rise to 50% in 2015.
  - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in English is at or above the national median
  - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in maths is at or above the national median.

### 7.1 KS4 Headlines

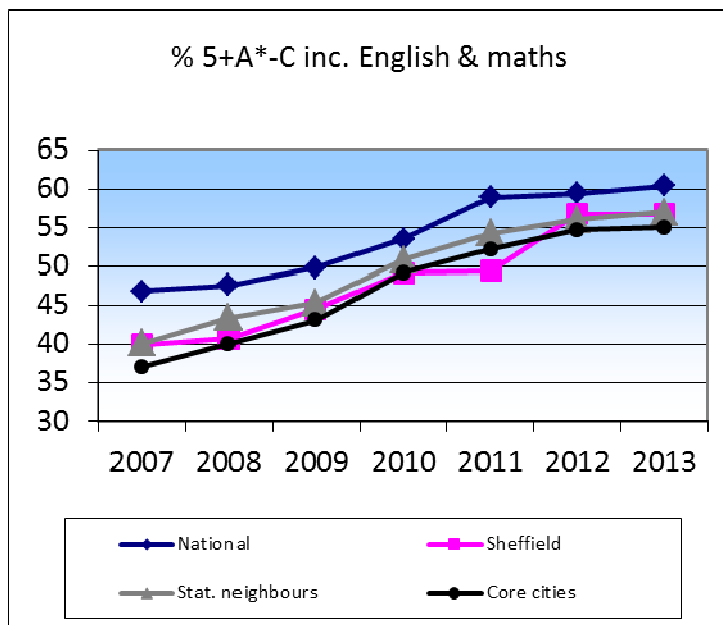
The key measure of 5 or more A\*-C passes, including both English and mathematics (5ACEM) increased in 2013 by approximately 1.4 % points to approximately 57% against a 1% national rise to approximately 60%. The improvement in Sheffield from 2009 to 2013 is 2.6% points above the national improvement (for state schools only) over the same time period. The relative ranking of Sheffield has also improved nationally and in comparison to benchmark groups over the same time period. KS4 provisional results are likely to be very close to the final results as discounted pupils have already been removed from the data.

Table 14 KS4 Outcomes

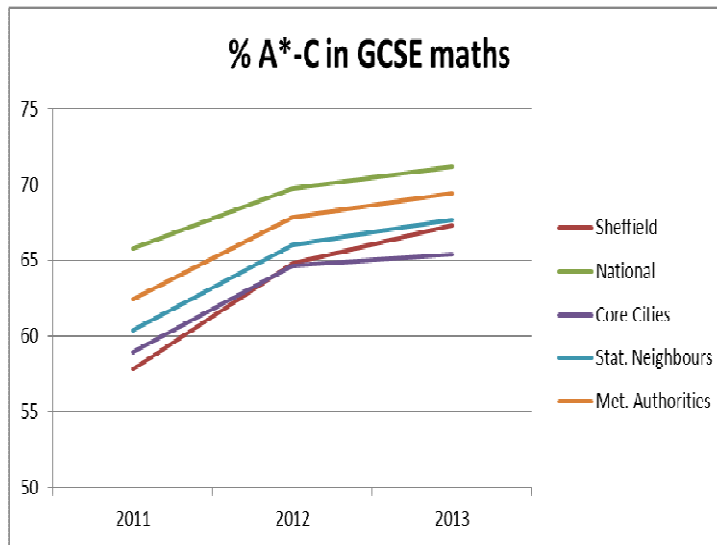
	2009 (revised) %			2012 (revised) %			2013 (provisional) %		
	Nat – state only	Nat – incl independents	Sheff	Nat – state only	Nat – incl independents	Sheff	Nat – state only	Nat – incl independents	Sheff
5+ GCSE grade A*-C Inc English & Maths	50.7	49.8	44.5	58.8	59.4	55.6	60.4	58.6	56.8
Change between 2009 - 2013							+9.7	+8.8	+12.3
% of students making expected progress in English	65.3		59.2	68.1		67.2	70.2		70.6
% of students making expected progress in maths	58.4		52.5	68.7		65.0	70.6		66.3

Between 2009 and 2013 the percentage of pupils making expected progress in English has improved 12% points from 59% to 71%. This is more than double the national improvement of 5% points. Sheffield's rank in relation to other local authorities has also improved on this measure by 51 places nationally. In mathematics, between 2009 – 2013, the percentage of pupils making expected progress in has improved by 13.8% in Sheffield, compared with a national improvement of 12.2%.

Graph 3 Graph 3/4/5 : % of pupils achieving 5+ A\*-C including English and Maths at KS4 & % of pupils achieving A\*-C in English and Maths at KS4 (trends)



Graph 4



Graph 5

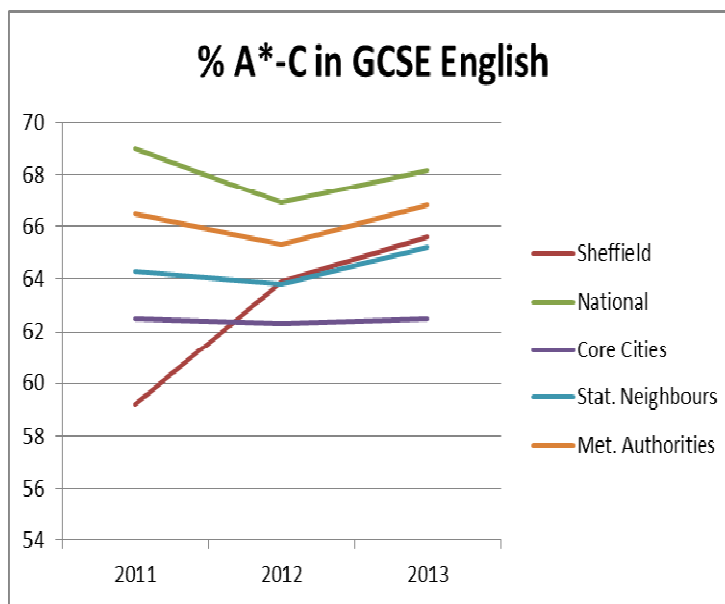


Table 15 KS4 Rankings

	LA Ranking (151)					Core City Ranking (8)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
5+ GCSE grade A*-C Inc English & Maths	127	132	139	116	114	3	5	7	4	2
3+ levels progress English	126	126	138	90	75	4	4	6	4	2
3+ levels progress maths	112	107	129	115	118	2	5	4	3	3

- Sheffield's rankings continue to improve steadily against both national and core city comparators. If a further 54 (1%) more students had achieved 5ACEM, then Sheffield would have been provisionally ranked 107<sup>th</sup> nationally. The ranking for progress in English is particularly strong.

- Two secondary schools (both academies) are likely to be below the Government's floor standard. These are Chaucer and Yewlands.
- Some strategies schools use to improve outcomes:
  - Five schools are in formal learning partnerships with other schools or academies.
  - Teaching schools offer training and coaching for teachers wanting to improve their teaching.
  - The secondary partnership is exploring how to collate and share progress data in year.
  - A growing collaboration model is emerging between schools in the South East of the city.

## **8 ACHIEVEMENT OF IDENTIFIED GROUPS OF LEARNERS**

### **8.1 Gap analysis for vulnerable groups of learners**

- Tables 16, 17 and 18 shows the headline figures at each Key Stage for pupil groups that generally have lower levels of attainment and progress. Two measures are important in relation to these under-performing groups: the attainment of each group and how the attainment gap is changing over time, i.e. whether the gap is closing or widening. There is no clear consensus whether attainment or the actual gap is of more importance and opinions differ. Clearly attainment needs to improve and some people believe that gaps needs to narrow. Other people in education believe that attainment is more important than gaps providing that attainment is improving. A further factor which needs to be taken in to account is the size of the cohort.
- The following pupil groups are included in Table 16, 17 and 18
  - BME (pupils of Black or minority ethnic origin) compared to all pupils.
  - EAL (pupils with English as an additional language) compared to pupils whose first language is English.
  - SEN (pupils with special educational needs) compared to pupils with no special educational needs.
- The attainment of pupils eligible for free school meals is reported separately in an accompanying report to Overview and Scrutiny on 5 December 2013.

Table 16 BME Achievement

	2009				2013			
	All Pupil National	All Pupil Sheffield	All BME	Sheffield Gap	All Pupil National	All Pupil Sheffield	All BME	Sheffield Gap
Foundation Stage	Data is not comparable due to change in measures between 2009-2013							
KS1 L2b Reading	72	69.3	59.9	-9.4	79	75.3	68	-7.3
KS1 L2b Writing	60	56.5	48.7	-7.8	67	64	56.8	-7.2
KS1 LbB Maths	74	71.1	60.1	-11	78	75.6	66.8	-8.8
KS2 L4b Reading, Writing Maths	62	57.4	47.4	-10	76	71.8	63.8	-8
2LP Maths	81	78.8	76.8	-2	88	88	85.3	-2.7
KS4 5A*-C incl E&M	49.8	44.6	37.1	-7.5	60.2	56.9	53.2	-3.7
3LP English	64.7	59	57.1	-1.9	70.1	70.4	73.8	-3.4
3LP Maths	57.9	52.6	58	5.4	70.6	66.6	68.1	+1.5

Table 17 SEN Achievement

	2009			2013		
	SEN	Non-SEN	Gap	SEN	Non-SEN	Gap
Foundation Stage	Data is not comparable due to change in measures between 2009-2013					
KS1 L2b Reading	34.7	81.9	-47.2	41	85.3	-44.3
KS1 L2b Writing	21.1	69.3	-48.2	25.2	75.2	-50
KS1 LbB Maths	39.5	82.7	-43.2	44.4	84.7	-40.3
KS2 L4 Reading, Writing Maths	16.9	74.7	-57.8	34.3	86.2	-51.9
2LP Maths	59.2	87.2	-28	75.2	92.8	-17.5
KS4 5A*-C incl E&M	11.3	58.3	-47	20.1	68.8	-48.7
3LP English	34	69.2	-35.2	46	78.2	-32.2
3LP Maths	23.9	64.3	-40.4	37.3	76	-38.7

Table 18 EAL Achievement

	2009			2013			Total No. Pupils 2013 EAL: 1282 SEN: 1327
	EAL	Non-EAL	Gap	EAL	Non-EAL	Gap	
Foundation Stage	Data is not comparable due to change in measures between 2009-2013						
KS1 L2b Reading	57.2	72.8	-15.6	62.2	79.1	-16.9	KS1 Number of Pupils 2013: EAL: 1282 SEN: 1327
KS1 L2b Writing	48.1	59.1	-11	51.2	67.2	-16.4	
KS1 LbB Maths	58.2	74.8	-16.6	62.5	79.4	-16.9	
KS2 L4 Reading, Writing Maths	42.4	59.9	-17.5	61	74.2	-13.2	KS2 Number of Pupils 2013: EAL: 849 SEN: 1399
2LP Maths	77.1	79.1	-2	86.7	88.2	-1.5	KS4 Number of Pupils 2013: EAL: 732 SEN: 1351
KS4 5A*-C incl E&M	35.2	46	-10.8	48.2	58.3	-10.1	
3LP English	62.3	59.1	+3.2	74.1	69.9	+4.2	
3LP Maths	68.4	51.2	+17.2	67.6	66.5	+1.1	

Table 19 Notable groups

A A*-C English and Maths Notable Groups:		
Attainment of		
305 Pakistani Pupils		↑ from 36.1% in 2009 to 53.4% in 2013
99 Somali Pupils		↑ from 27.5% in 2009 to 49.4% in 2013
61 Yemeni Pupils		↑ from 35.7% in 2009 to 36.1% in 2013
64 White Eastern Euro Pupils		↑ from 33.3% in 2009 to 34.4% in 2013
24 White Gypsy Roma Pupils		no change at 0%

Attainment at KS2 L4+ Reading, Writing & Maths:		
Attainment of		
478 Pakistani Pupils		↑ from 42% in 2009 to 63.8% in 2013
85 Somali Pupils		↑ from 33% in 2009 to 63.5% in 2013
79 Yemeni Pupils		↑ from 32.8% in 2009 to 48.1% in 2013
70 White Eastern Euro Pupils		↓ from 40% in 2009 to 31.4% in 2013
29 White Gypsy Roma Pupils		↑ from 0% in 2009 to 3.4% in 2013

## 8.2 Children and young people from a Black and Minority Ethnic heritage background (BME)

At Key Stage 1 between 2009 and 2013, attainment at Level 2b in reading, writing and mathematics for BME children improved. This is in addition to the gap narrowing between BME children and all of Sheffield's KS1 children. The improvement in attainment in mathematics is particularly noteworthy where attainment at Level 2b improved by 6.7% points in this period to 66.8% in 2013 (60.1% in

2009) compared with an improvement of 4.5 % points for all KS1 children in Sheffield to 78% in 2013 from 74% in 2009.

At Key Stage 2 between 2009–2013, attainment at Level 4 in reading, writing and mathematics for BME children improved with 63.8% of BME children achieving this benchmark in 2013 compared with 47.4% in 2009. Again, this is in addition to the gap narrowing between BME children and all of Sheffield's KS2 children. Whilst the gap between all children and BME children in mathematics did not close during this period, the progress which BME children made in mathematics improved strongly so that 85.3% of BME children made the expected progress in mathematics in 2013 (2009 76.8%), and this is much closer to the provisional 2013 national average of 88% (gap of 2.7%) for all children, compared to the 2009 gap between BME KS2 children in Sheffield and all children nationally of 4.2%.

Of particular interest was the achievement at KS2 at Level 4 in reading, writing and mathematics of three heritage groups, i.e., Pakistani heritage, Yemeni heritage and Somali heritage. Attainment for these groups improved strongly during this period and is shown in the table 16. Attainment for Gypsy Roma children still remains very low.

At Key Stage 4 between 2009–2013, attainment at 5ACEM for BME young people improved strongly with 53.2% of BME students achieving this benchmark in 2013 compared with 37.1% in 2009. Again, this is in addition to the gap narrowing between BME children and all of Sheffield's KS4 young people. It is particularly important to highlight the improvement in the progress which BME young people are making in English (73.8% of 2013 BME students made the expected rate of progress during the time of their secondary education) and this is now better than the whole cohort (70.4%) and the provisional national average (70.1%).

Attainment at KS4 at 5ACEM for both Pakistani and Somali heritage young people also improved strongly between 2009- 2013, but attainment for white Eastern European students and for Gypsy Roma students remains low.

### **8.3 Children and young people with special educational needs (SEN)**

Between 2009 and 2013 at Key Stage 1, attainment at Level 2b in reading, writing and mathematics for SEN children improved. This is in addition to the gap narrowing in both reading and mathematics between SEN children and non SEN KS1 children.

At Key Stage 2, attainment at Level 4 in reading, writing and mathematics for SEN children improved strongly between 2009– 2013 with 34.3% of SEN children achieving this benchmark in 2013

compared with 16.9% in 2009. Again, this is in addition to the gap narrowing between SEN children and non SEN KS2 children. The gap between the progress of non SEN children and SEN children in mathematics closed markedly during this period.

At Key Stage 4, attainment at 5ACEM for SEN young people improved between 2009–2013 from 11.3% of students achieving this benchmark in 2009 compared to 20.1% in 2013. This is marginally more slowly than the improvement for non SEN children during this period where their attainment improved from 58.3% of students achieving 5ACEM in 2009 to 68.8% in 2013. It is worth noting that whilst progress rates for SEN pupils have improved, they remain much lower than for non SEN pupils. This is a measure of the progress which the students make between the end of KS2 and KS4 in both English and mathematics. The Government recognises that young people make different rates of progress depending upon their starting points and is currently considering how to move away from a blanket expectation that all students will make the same rate of progress.

#### **8.4 Children and young people with English as an additional language (EAL)**

Between 2009 and 2013 at Key Stage 1, attainment at Level 2b in reading, writing and mathematics for EAL children improved. Gaps between EAL children and their non-EAL counterparts did not narrow, and increased marginally in reading and mathematics, but more markedly in writing.

Between 2009-2013 at Key Stage 2, attainment at Level 4 in reading, writing and mathematics for EAL children improved strongly. With 61% of EAL children achieving this benchmark in 2013 compared to 42.4% in 2009. This was in addition to the gap narrowing between EAL children and non EAL KS2 children. The gap between the progress of non EAL and EAL children in mathematics remained roughly unchanged during this period.

At Key Stage 4, attainment at 5ACEM for EAL young people improved strongly between 2009–2013 from 35.2% of students achieving this benchmark in 2009 to 48.2% in 2013. It is worth noting the improvement in the rates of progress which EAL students made during the period of their secondary education. In 2013, 74.1% of EAL students made the expected rate of progress in English and this was an improvement from 2009 of nearly 12 % points from 2009.

### **9 Looked-after children (LAC)**

The statistics presented in this report are provisional; they are taken from the results reported to the local authority by the schools themselves, and are subject to validation. Comparisons against national outcomes will be



made when 2013 national comparators become available and a more detailed LAC education report will be presented to the Corporate Parenting Board.

They are also based on low numbers of children. Although they may indicate differences compared to previous results, the low numbers mean that caution should be exercised when comparing data, or making generalisations about cohorts.

The 'reportable cohort' is the group of children that the Department for Education use when they produce statistics for LAC; it describes the LAC who were in the care of the local authority continuously for a period of twelve months between 1<sup>st</sup> April 2013 and 31<sup>st</sup> March 2013. It is difficult to make comparisons between different year groups since the definition used to define the cohort has changed several times over the last few years.

### Key Stage 1 (7 year olds)

- In 2013 there were 16 LAC in Y2 at the time of Key Stage 1 tests.
- Of these 9 were in the reportable cohort.
- 10 children achieved level 2+ in reading including 8 in the reportable cohort.
- 8 children achieved level 2+ in writing including 6 in the reportable cohort.
- 10 children achieved level 2+ in maths including 7 in the reportable cohort.

Table 20: LAC attainment trends at KS1

Year	No. LAC	L2+ Read	% L2+ Read	L2+ Writ	% 2+ Writ	L2+ Maths	% L2+ Maths
2008	17	8	47.1	6	35.3	9	52.9
2009	12	6	50.0	5	41.7	7	58.3
2010	12	7	58.3	7	58.3	8	66.7
2011	7	4	57.1	4	57.1	6	85.7
2012	19	10	52.6	7	36.8	11	57.9
2013	9	8	88.9	6	66.7	7	77.8

### Key Stage 2 (11 year olds)

- In 2013 there were 21 LAC in Y6 at the time of Key Stage 2 tests.
- Of these 16 were in the reportable cohort.
- 8 children achieved level 4+ in reading including 4 in the reportable cohort.
- 8 children achieved level 4+ in writing including 4 in the reportable cohort.

- 10 children achieved level 4+ in the mathematics including 6 in the reportable cohort.
- 8 children achieved level 4+ in the reading, writing and mathematics combined measure including 4 (25%) in the reportable cohort.

Table 21: LAC attainment at KS2 (2013)

Cohort	No. LAC	L4+ Reading	% L4+ Reading	L4+ Writing	% L4+ Writing	L4+ Maths	% L4+ Maths	L4+ Comb	% L4+ Comb
Reportable (in-city)	7	3	42.9	3	42.9	3	42.9	3	42.9
Reportable (out of city)	9	1	11.1	1	11.1	3	33.3	1	11.1
<b>Reportable (All)</b>	<b>16</b>	<b>4</b>	<b>25</b>	<b>4</b>	<b>25</b>	<b>6</b>	<b>37.5</b>	<b>4</b>	<b>25</b>

- 10 (75%) children made expected progress in writing, 8 (62.5%) in reading and 8 (50%) in maths (see table 22).
- In 2013, the English measure has been removed in favour of separate reading and writing levels. For this reason year on year comparisons have not been made for English from 2013 onwards.

Table 22: LAC progress trends at KS2

Subject	2011		2012				2013			
	No.	%	No.	%	Sheff %	Nat %	No.	%	Sheff %	Nat %
Reading			18	81.8	88	90	10	62.5	86	
Writing			19	86.4	90	90	12	75.0	92	
English	16	69.6	17	77.3						
Maths	10	43.5	19	86.4	88	87	8	50.0	88	
Discounted pupils	2		1				0			
<b>Total eligible pupils</b>	<b>23</b>		<b>22</b>				<b>16</b>			

#### Key Stage 4 (16 year olds)

- In 2013 there were 59 LAC in Y11 at the time of GCSE and other public examinations.
- Of these 42 were in the reportable cohort.
- 8 (19%) young people achieved 5+ GCSE grades A\*-C including English and maths in the reportable cohort. This represents a significant improvement on previous years (table 23).
- 10 (26%) young people made expected progress in English, broadly the same as last year (see table 24).

- 9 (22%) young people made expected progress in maths, slightly lower than last year (see Figure 18).

Table 23: LAC attainment trends at KS4

Year	No. LAC	No. 5+ A*-C	% 5+ A*-C	National	No. 5+ A*-C (E&M)	% 5+ A*-C (E&M)	National	No. 5+ A*-G	% 5 A*-G	National	No. 1+ A*-G	% 1+ A*-G	National
2009	55	-	20.8	23.7	-	-	10.9	-	45.0	51.1	-	75.0	73.5
2010	-	-	22.6	28.7	-	-	12.4	-	47.2	50.6	-	71.7	72.5
2011	49	10	20.4	33.4	2	4.1	13.6	24	49.0	-	37	75.5	-
2012	46	10	21.7	36.8	4	8.7	14.6	24	52.2	-	31	67.4	-
2013	42	11	26.2		8	19.0		17	40.5		25	59.5	

Table 24 : LAC progress trends at KS4

Subject	2010/11			2011/12			2012/13*		
	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg
English	44	6	13.6	44	11	25.0	39	10	25.6
Maths	43	5	11.6	45	12	26.7	41	9	22.0

## **10 WHAT DOES THIS MEAN FOR SHEFFIELD?**

10.1 There have been 2 new measures introduced in 2013 in the Foundation Stage and Key Stage 2. Outcomes in the Foundation Stage and Key Stage 4 continue to improve, although there remains more for schools to do in narrowing the gap in the Foundation Stage and to improve Key Stage 1 outcomes. Schools are adjusting to the new Key Stage 2 measures and the trend from 2009 in this key stage shows outcomes improving more rapidly than national and the provisional national rankings for the progress KS2 children make in writing and mathematics are above Sheffield's IMD score of 103<sup>rd</sup>.

10.2 The aim is to ensure that each and every child fulfils their own potential and is supported to grow into confident young people able to enjoy their life experiences and contribute positively to the economy and their community.

## **11. RECOMMENDATIONS**

11.1 To note that improvements have been made in the progress of children and young people at all key stages.

11.2 Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes.

## APPENDIX 1

### KS2 Reading, Writing & English Results 2012/13 by All School Types

	Number of Schools	KS2 RWM	
		2012	2013
		LA	120
Maintained	102	72.1	72
Maintained (Faith)	4	73.1	81.7
Maintained (Non faith)	98	72.1	71.8
All Academies	18	69.2	70.3
Converter	13	72.5	74.5
Converter (Faith)	2	56.9	66.2
Converter (Non faith)	11	75.1	75.9
Sponsored	5	62.2	60.4
Sponsored (Non faith)	5	62.2	60.4

### KS4 - 5 A\*-C including English & Maths 2012-13 results by All School Types

	Number of Schools	5 ACEM	
		2012	2013
		LA	30
Maintained	15	53.5	54.4
Maintained (Non faith)	15	53.5	54.4
All Academies	15	57.3	59
Converter	10	64	63.9
Converter (Faith)	2	70.8	71.1
Converter (Non faith)	8	62.3	62.1
Sponsored	5	42.3	48.8
Sponsored (Non faith)	5	42.3	48.8

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## Report to The Children, Young People and Family Support Scrutiny Committee

5 December 2013

**Report of:** Executive Director Children Young People and Families

**Subject:** Attainment of Children Eligible for The Pupil Premium

**Author of Report:** Iain Peel Interim Director of Inclusion and Learning Services

### Summary:

The information presented has been requested by the Scrutiny Committee to enable it to scrutinise performance.

**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	X
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

**The Scrutiny Committee is being asked to:** consider this report and to provide views, comments and recommendations.

- Be aware of the attainment challenge for the City and the outcomes for pupils in receipt of pupil premium.
- Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes of children in receipt of pupil premium.

### Background Papers:

No background documents have been used to write the report. However some of the historic figures used in this report have been taken from Department for Education data sets.

**Category of Report:** OPEN

## 1. INTRODUCTION/CONTEXT

- 1.1 It is now almost two years since the introduction of the **pupil premium**, the coalition government's policy designed to support schools in boosting the attainment of disadvantaged children and to reduce the gap between this group and their more advantaged (non-free school meals) peers. The premium was initially set at £488 and paid to schools for every child on their roll eligible for free school meals (FSM). In April 2012 this amount increased to £600 and it is set to rise to about £1000 by 2014-15(2013/14 amount is £900). In April 2012 the premium was also extended to cover children who have been eligible for free school meals at any point in the last six years. The premium is also paid in respect of children who are currently in care, or have been in care within the previous six months, and there is also reduced premium funding to support the children of Service Personnel (the children of service personnel is £300). This decision followed evidence that children in these categories have consistently lower educational attainment than those who have never been eligible for free school meals.
- 1.2 This growing funding stream brings more accountability for schools to demonstrate how the money is spent and the impact that it has on the attainment of this disadvantaged group. In terms of external accountability around the use of Pupil Premium funding there are recently introduced new measures being included in the Department for Education's (DfE) Performance Tables for all schools, along with a sharper focus through inspection (Ofsted), thus bringing the impact of this funding stream under closer public scrutiny.
- 1.3 Table 1 shows the number of pupils in year 2, 6 & 11 eligible for FSM, which are the year groups that undertake internal/external assessments and these are reported. This table is provided to show an overview of the numbers eligible for the FSM element of the Pupil Premium.

**Table 1: Pupils in YR2, 6 & 11 by Free School Meal 6 (2012/13)**

FSM 6		
YEAR	Number of FSM 6	% of FSM 6
<b>Year 2</b>	<b>1788</b>	<b>30.4%</b>
<b>Year 6</b>	<b>1699</b>	<b>32.6%</b>
<b>Year 11</b>	<b>1635</b>	<b>29.9%</b>

The number of children who are Looked After (LAC) is covered in a separate report presented to Overview and Scrutiny on 05 December



2013. However, the number of service personnel children in Sheffield is small and less than 100 in all key stages across the city.

## 2 HEADLINES

### 2.1 Context:

#### **Free School Meals 'gaps' – Cross-phase Comparison: Sheffield 2010 / 2012**

There is no LA comparative data for the pupil premium cohort available so the FSM data has been used as a proxy; however, the pupil premium cohort is larger than the FSM cohort so whilst FSM pupils are part of the pupil premium cohort there are other pupils in this group who are not included in the analyses below.

This section compares the attainment of pupils receiving free school meals with pupils who are not receiving free school meals (FSM) and the gaps between the attainment of these two groups. Sheffield's performance is compared to national performance and that of other local authorities.

It should be noted that the data in the tables below relate to pupils claiming free school meals at the time of the January school census. This cohort differs from the pupil premium cohort in two respects: firstly, the pupil premium cohort includes pupils who have received FSM **at any point in the last 6 years** not just those who were eligible at the time of the January census; secondly, the pupil premium cohort also includes LAC pupils and service children and outcomes for LAC have been reported separately.

There are two main comparisons which can be used, namely:

- The achievement of those children claiming free school meals at the point of the January school census
- The achievement gap between those children claiming free school meals and those children who are not claiming free school meals.

Both of these indicators are important.

Tables 2-8 below show the achievement of those children who are claiming free school meals (FSM) at the time of the January school census. The comparison covers a three year period and shows data for 2010 and 2012 and demonstrates that outcomes for FSM children in many key stages improved faster in Sheffield during this period than nationally, in the core cities, statistical neighbours and metropolitan authorities.

Data for 2013 will not be available until later in the academic year when the DfE releases pupil level data to stakeholders.

**Table 2: Foundation Stage, 78+ including 6+ in PSED and CLL (FSM).  
This has been replaced by a new measure in 2013.**

There were 1,266 pupils claiming FSM in the reception year in 2012

	<b>% 2010</b>	<b>% 2012</b>	<b>% change 2010/2012</b>	<b>rank 2010</b>	<b>rank 2012</b>
<b>Sheffield</b>	38	48	<b>10 ↑</b>	-	-
<b>National</b>	40	48	<b>8 ↑</b>	78 / 148	64 / 150
<b>Core Cities</b>	39	48	<b>9 ↑</b>	5 / 8	4 / 8
<b>Stat. Neighbours</b>	38	45	<b>7 ↑</b>	6 / 11	2 / 11
<b>Met. Authorities</b>	39	46	<b>7 ↑</b>	21 / 36	11 / 36

Outcomes for children eligible for FSM in the foundation stage improved more rapidly than nationally and including core cities and other comparators between 2010 – 2012. There is a new Foundation Stage indicator in 2013 and FMS analysis will be undertaken when the data becomes available.

**Table 3: Key Stage 1, level 2+ reading (FSM)**

There were 1,352 pupils claiming FSM in Y2 in 2012

	<b>% 2010</b>	<b>% 2012</b>	<b>% change 2010/2012</b>	<b>rank 2010</b>	<b>rank 2012</b>
<b>Sheffield</b>	69	70	<b>1 ↑</b>	-	-
<b>National</b>	72	76	<b>4 ↑</b>	110 / 150	137 / 148
<b>Core Cities</b>	70	75	<b>5 ↑</b>	5 / 8	8 / 8
<b>Stat. Neighbours</b>	70	75	<b>5 ↑</b>	7 / 11	9 / 11
<b>Met. Authorities</b>	71	75	<b>4 ↑</b>	24 / 36	35 / 36

**Table 4: Key Stage 1, level 2+ writing (FSM)**

	<b>% 2010</b>	<b>% 2012</b>	<b>% change 2010/2012</b>	<b>rank 2010</b>	<b>rank 2012</b>
<b>Sheffield</b>	64	65	<b>1 ↑</b>	-	-
<b>National</b>	66	70	<b>4 ↑</b>	97 / 150	125 / 148
<b>Core Cities</b>	65	69	<b>4 ↑</b>	6 / 8	8 / 8
<b>Stat. Neighbours</b>	65	70	<b>5 ↑</b>	7 / 11	9 / 11
<b>Met. Authorities</b>	65	69	<b>4 ↑</b>	22 / 36	33 / 36

**Table 5: Key Stage 1, level 2+ mathematics (FSM)**

	% 2010	% 2012	% change 2010/2012	rank 2010	rank 2012
<b>Sheffield</b>	76	76	<b>0</b> ↔	-	-
<b>National</b>	80	82	<b>2</b> ↑	128 / 148	143 / 148
<b>Core Cities</b>	78	81	<b>3</b> ↑	7 / 8	7 / 8
<b>Stat. Neighbours</b>	78	81	<b>3</b> ↑	6 / 11	9 / 11
<b>Met. Authorities</b>	79	82	<b>3</b> ↑	30 / 36	34 / 36

Outcomes for Year 2 children improved in both reading and writing, and there was no change in mathematics between 2010-2012. However, the improvement was not as fast as seen nationally, in core cities, statistical neighbors or in metropolitan authorities.

**Table 6: Key Stage 2, level 4+ English & mathematics (FSM). This has been replaced by a new measure in 2013.**

There were 1,166 pupils claiming FSM in Y6 in 2012

	% 2010	% 2012	% change 2010/2012	rank 2010	rank 2012
<b>Sheffield</b>	50	63	<b>13</b> ↑	-	-
<b>National</b>	56	66	<b>10</b> ↑	102 / 122	86 / 149
<b>Core Cities</b>	56	67	<b>11</b> ↑	6 / 8	6 / 8
<b>Stat. Neighbours</b>	52	61	<b>9</b> ↑	6 / 11	3 / 11
<b>Met. Authorities</b>	58	67	<b>9</b> ↑	25 / 36	27 / 36

As seen in the Foundation Stage, outcomes for children eligible for FSM are improving more quickly between 2010 – 2012 than seen nationally, and faster than seen against other comparators. This is also seen within the national rankings where Sheffield improved to 86<sup>th</sup> nationally in 2012 and from 102<sup>nd</sup> in 2010.

**Table 7: Key Stage 4, 5+A\*-C inc. English & mathematics (FSM)**

There were 819 pupils claiming FSM in Y11 in 2012

	% 2010	% 2012	% change 2010/2012	rank 2010	rank 2012
<b>Sheffield</b>	24.5	30.3	<b>5.8</b> ↑	-	-
<b>National</b>	31.4	36.4	<b>5.0</b> ↑	121 / 150	105 / 150
<b>Core Cities</b>	28.7	33.3	<b>4.6</b> ↑	6 / 8	5 / 8
<b>Stat. Neighbours</b>	25.7	30.2	<b>4.5</b> ↑	6 / 11	7 / 11
<b>Met. Authorities</b>	28.8	34.5	<b>5.7</b> ↑	29 / 36	30 / 36

A similar picture is evident at KS4. Here outcomes for students eligible for free school meals have improved more quickly than seen nationally, in core cities, statistical neighbours or metropolitan authorities. This is also seen in national rankings where Sheffield improved to 105<sup>th</sup> in 2012 from 121<sup>st</sup> in 2010

**Table 8: Comparisons of gaps for FSM / non FSM children and the relative rankings nationally, against core cities, statistical neighbours and metropolitan LAs.**

	2010/2012 'Gaps'		National		Core Cities		Stat Neighbours		Met Authorities	
			2010	2012	2010	2012	2010	2012	2010	2012
<b>Foundation Stage 78+</b>	17%	18%	39/149	57/150	3/8	4/8	5/11	6/11	7/36	10/36
<b>KS1 Reading</b>	14%	17%	43/149	114/148	4/8	7/8	3/11	8/11	7/36	34/36
<b>KS1 Writing</b>	16%	19%	50/149	108/148	4/8	7/8	4/11	9/11	11/36	29/36
<b>KS1 Mathematicss</b>	12%	15%	72/149	139/148	6/8	7/8	5/11	9/11	18/36	34/36
<b>KS2 English and Maths</b>	25%	18%	93/148	64/148	6/8	6/8	8/11	3/11	26/36	20/36
<b>KS4 5+ A-C EM</b>	28.8%	30%	69/149	85/150	6/8	5/8	5/11	7/11	18/36	23/36

The aim should be for the attainment of pupil premium children who are eligible for FSM to improve and at the same time for the gap between their non FSM counterparts to narrow because their rate of improvement is faster than that those not in receipt of free school meals. However, there is no universal agreement about what is most important i.e. gaps or attainment, and the London Institute of Education argues that the actual attainment is more important than the gaps.

Whilst the achievement of FSM Foundation Stage children has improved faster than national, the gap has not between these groups of children has not narrowed. However, the national ranking for the size of the gap in the Foundation Stage places Sheffield at 57<sup>th</sup> nationally (1 being the smallest gap and 152 being the largest). In this phase Sheffield remains a middle / top-third ranking local authority within its comparison groups and, on a national scale has far out-performed its Index of Multiple Deprivation (IMD) rank of 103/152. Between 2010–2012 at KS1, the gaps have widened across all three measures (reading, writing, mathematics), and the city is performing below its IMD rank of 103.

At Key Stage 2 (KS2) there is a positive picture when analysing the city's performance on the important English & mathematics level 4 combined measure. In national terms, against core cities and other metropolitan authorities Sheffield retained its relatively encouraging position between 2010 / 2012 whilst it rose markedly against its Statistical Neighbours to a rank of 3/11.

There has been some small slippage of 1.2% in the gap performance at Key Stage 4 (KS4), but this masks more subtle changes. City data shows that a greater proportion of the FSM cohort attained the critically important 5+A\*-C (English and mathematics) in 2012 than they did in 2010. However, the very significant rise in the performance of the non-FSM cohort across the city against this measure saw the deprivation gap widen.

The point above adds to the discussion about the relative importance of what is more important, i.e. the level of attainment of FSM and pupil premium cohorts, or whether the most important aspect is the size of the gap. It is becoming more widely accepted that the biggest determinant of 'the gap' is what happens in terms of the performance of the non-FSM cohort and it is this that explains why high attaining schools in affluent areas may produce large gaps whilst lower attaining schools in challenging contexts produce small(er) gaps.

## **2.2 A review of provision across Sheffield**

In spring 2013, the City Wide Learning Body and Birley Community College jointly commissioned a best practice workshop led by The Sutton Trust and approximately 65 schools attended. This workshop focused on the

research which The Sutton Trust had undertaken to measure the input which different strategies had on improving outcomes for pupil premium children. See appendix 1 for the Sutton Trust's Toolkit which schools can employ to improve outcomes for pupil premium children.

In addition, the Executive Director of Children's Services commissioned a review of provision across the city for children who were eligible for Free School Meals and children who were Looked After Children (LAC) to highlight learning points to individual schools and city wide learning points.

As well as analysis of the data, this report also looks at practice in schools in two key areas: leadership and management and the quality of provision found through review findings. Extracts of the summary report are shown below.

### **2.3 Leadership and Management to close the gap**

Since the introduction of the pupil premium as a discrete funding stream there is, not surprisingly, a heightened awareness of the FSM / LAC gap agenda in all schools. The premium can be a significant amount of funding – in excess of £300,000 in some schools in the city – and this, coupled with the public accountability for its impact, has forced schools to think carefully about how this key aspect is led and managed.

Schools in the review took a variety of approaches to the leadership and management of the strategy for improving outcomes for disadvantaged pupils. However, a recurrent theme in the secondary sector was for responsibility to rest with a nominated member of the senior leadership team or for responsibility to be shared amongst a team of senior staff. In all cases the views of the school's Business Manager was sought in terms of resourcing priorities. Fieldwork also demonstrated variations in the priority different schools gave to the FSM / LAC cohort and schools acknowledged that other 'more pressing' issues, usually around securing aggregated attainment improvement were the current focus for the school. Nevertheless, all schools cited 'narrowing the gap' for different pupil groups as a target in their improvement plans and to a greater or lesser extent this translated into a specific 'Pupil Premium Plan'.

Through the review the following emerged as strong and effective aspects relating to the leadership and management of narrowing gaps:

- A clear understanding of the current gap analysis by senior leaders and an ability to articulate this.
- Accurate identification of the FSM cohort which is widely shared with all subject leaders, Heads of Year and subject staff.
- An identified senior leader who has lead responsibility and accountability for improving outcomes for the FSM / LAC cohort. This responsibility is translated into a quantifiable target for that leader in the annual performance management process. In schools that were particularly

effective in narrowing gaps a FSM target was also a feature of performance management for other key, identified staff.

- A secure approach to tracking the progress of all pupil groupings across the school through termly data entries for each year group. In-year progress is monitored through the governing body. A particularly strong feature of best practice noted in some schools involved half-termly discussions with a focus on individual pupils who were eligible for FSM. Pupil progress meetings involved a range of staff including teachers, teaching assistants and attendance & inclusion staff.
- Governors were well informed and understood what the school is doing to support disadvantaged pupils and what impact different initiatives and interventions were having. Governors were very aware of what represented good value for money in terms of pupil premium spend.
- Senior leaders were both coherent and consistent in being able to articulate how the pupil premium funding is deployed to support FSM / LAC pupils through a range of additional resourcing and interventions. In the best schools senior staff were always willing to take difficult decisions when the impact of initiatives and interventions had limited impact.
- Schools meet the statutory requirement to report the use of pupil premium funding and the impact it has on its website. This is reported in comprehensive fashion.
- A separate pupil premium plan which is shared and then monitored and reviewed regularly by the governing body.
- A plan which is outcome driven with a focus on raising both attainment and progress especially in literacy and numeracy.
- An awareness of what the needs of the FSM cohort are in every year group with a focus that is not restricted to Year 6 in the primary phase or Year 11 in secondary schools.
- A clear understanding of the national research [Sutton Trust] and its implications for improving outcomes for disadvantaged pupils.
- A school that uses pupil premium funding on strategies that are proven to be effective in raising attainment and progress for the FSM / CLA cohort.
- Involvement of parents to support their child especially where attendance or persistent absence was an issue.

#### **2.4 Quality of provision to close the gap**

The introduction of the pupil premium as a discrete funding stream requires schools to use it judiciously to bring additionally to the provision for FSM / CLA pupils. There is also a clear requirement to demonstrate how the premium has been spent and the impact this has had. A particularly common feature of the review fieldwork was that schools, especially, but certainly not exclusively in the primary phase, had difficulty in disaggregating spending on the FSM / LAC cohort from wider school



spending. Again, this is not entirely surprising as schools frequently argued that some pupils who did not meet the eligibility criteria actually needed the extra support more urgently than some FSM pupils who didn't need anything beyond high quality mainstream provision.

Within Sheffield schools there is a wide variety of provision that has been facilitated through the pupil premium. In the best cases this has been used imaginatively and creatively to put sustainable structures in place that bring undoubted benefits for FSM / LAC pupils but will also support vulnerable pupils who may actually fall outside the FSM / LAC entitlement.

***Learning Points:***

The following points were identified through the review process are deemed to be examples of best practice to reduce outcome inequality for disadvantaged pupils:

- Pupil progress meetings involving a range of staff which raised awareness and improved accountability.
- A strong awareness of national research to underpin the deployment of staff and the adoption of effective intervention with demonstrable impact for pupils.
- The use of performance management to focus the work of senior and middle leaders and teaching colleagues with reference to improving outcomes for disadvantaged children.
- An identified senior leader with overall responsibility and accountability for a FSM strategy and narrowing the attainment gap was seen to be effective.
- Where governors are intimately involved in holding senior leaders to account for the spending of pupil premium funding and the outcomes for disadvantaged pupils.
- A particularly strong feature of primary provision was the effective partnership working with parents and the wider community to support FSM / LAC pupils.

### **3 WHAT DOES THIS MEAN FOR SHEFFIELD?**

#### **3.1 Summary**

Analysis of the performance of disadvantaged children in Sheffield schools suggests that FSM children achieve well when compared to national rankings in the Foundation Stage, at KS2 and KS4, and that there is more work for schools to do in KS1. However, when looking at closing inequality gaps, it is important that schools maintain their focus on pupil premium children to ensure that gaps close further.

The answer to reducing the inequality gap for deprived children rests in schools and effective deployment of pupil premium funding, and the strategic approaches schools adopt towards provision are paramount.

### **4. RECOMMENDATIONS**

- 4.1 To note the challenge to reduce the inequality gap for deprived children and examples of high quality practice across the city.
- 4.2 Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes of children eligible for the pupil premium.

## APPENDIX 1 – SUTTON TRUST TOOLKIT

### Toolkit to improve learning: summary overview

<i>Approach</i>	<i>Potential gain</i> <sup>2</sup>	<i>Cost</i>	<i>Applicability</i>	<i>Evidence estimate</i>	<i>Overall cost benefit</i>
<b>Effective feedback</b>	+ 9 months	££	Pri, Sec, Maths, Eng, Sci	★ ★ ★	Very high impact for low cost
<b>Meta-cognition and self-regulation strategies.</b>	+ 8 months	££	Pri, Sec, Eng, Maths, Sci	★ ★ ★ ★	High impact for low cost
<b>Peer tutoring/ peer-assisted learning</b>	+ 6 months	££	Pri, Sec, Maths, Eng	★ ★ ★ ★	High impact for low cost
<b>Early intervention</b>	+ 6 months	£££££	Pri, Maths, Eng	★ ★ ★ ★	High impact for very high cost
<b>One-to-one tutoring</b>	+ 5 months	£££££	Pri, Sec, Maths, Eng	★ ★ ★ ★	Moderate impact for very high cost
<b>Homework</b>	+ 5 months	£	Pri, Sec, Maths, Eng, Sci	★ ★ ★	Moderate impact for very low cost
<b>ICT</b>	+ 4 months	££££	Pri, Sec, All subjects	★ ★ ★ ★	Moderate impact for high cost

<sup>2</sup> Maximum approximate advantage over the course of a school year that an 'average' student might expect if this strategy was adopted – see Appendix 3.

<b>Assessment for learning</b>	+ 3 months	££	Pri, Sec, Maths, Eng	★	Moderate impact for moderate cost
<b>Parental involvement</b>	+ 3 months	£££	Pri, Sec, Maths, Eng, Sci	★★★	Moderate impact for moderate costs
<b>Sports participation</b>	+ 3 month	£££	Pri, Sec, Maths, Eng, Sci	★★	Moderate impact for moderate cost.
<b>Summer schools</b>	+ 3 months	£££	Pri, Sec, Maths, Eng	★★	Moderate impact for moderate cost
<b>Reducing class sizes</b>	+ 3 months	£££££	Pri, Sec, Maths, Eng	★★★	Low impact for very high cost
<b>After school programmes</b>	+ 2 months	££££	Pri, Sec, Maths, Eng, Sci	★★	Low impact for moderate cost.
<b>Individualised instruction</b>	+ 2 month	££	Pri, Sec, Maths, Eng, Sci	★★★	Low impact for low cost.
<b>Learning styles</b>	+ 2 month	£	Pri, Sec, All subjects	★★	Low impact, low or no cost
<b>Arts participation</b>	+ 1 month	££	Pri, Sec, Maths, Eng, Sci	★★★	Very low impact for moderate cost.

<b>Performance pay</b>	+ 0 months	£££	Pri, Sec Maths, Eng, Sci	★	Very low/no impact for moderate cost
<b>Teaching assistants</b>	+ 0 months	££££	Pri, Sec, Maths, Eng, Sci	★ ★	Very low/no impact for high cost
<b>Ability grouping</b>	± 1 month	£	Pri, Sec, Maths, Eng, Sci	★ ★ ★	Very low or negative impact for very low or no cost
<b>Block scheduling and timetabling</b>	± 1 month	£	Pri, Sec, Maths, Eng, Sci	★ ★	Very low or negative impact for very low or no cost
<b>School uniforms</b>	± 1 month	£	Pri, Sec, Maths, Eng, Sci	★	Very low or negative impact for very low or no cost

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## Children, Young People & Family Support Scrutiny & Policy Development Committee Work Programme

**Chair:** Cllr Gill Furniss

**Vice Chair:** Cllr Andrew Sangar

**Meeting papers:** [click here](#)

Meeting Date	Topic	Overview	Lead	Report Deadline
Thursday 3 <sup>rd</sup> October 2013 2-5pm	• Teenage Pregnancy	A report outlining the picture for Sheffield against the National picture and analysis of trends over previous 2-3 years.	Amy Buddery, Health Improvement Principal & Sue Greig, Consultant in Public Health	20 <sup>th</sup> September 2013
	• School Governance	A Report on how the Council's Governors Support Service supports Schools to respond to vacancies and the recruitment of governors along with the services response to the recommendations made in the April 2012 Scrutiny Report.	Mike Patterson, School Liaison Manager	
Thursday 5 <sup>th</sup> December 2013 2-5pm	• Pupil Premium	A report outlining the use of pupil premium in Sheffield.	Iain Peel, Interim Director, Inclusion & Learning Services	Friday 22 <sup>nd</sup> November 2013
	• Educational attainment	A report outlining the attainment outcomes for Sheffield with analysis against the national picture and trends over past 2-3 years.	Iain Peel, Interim Director, Inclusion & Learning Services	
Thursday 6 <sup>th</sup> February 2014 2-5pm	• Adoption & Fostering Report	Report on the adoption and fostering service in Sheffield.	Jayne Ludlam, Interim Executive Director of Children, Young People and Families	Friday 24 <sup>th</sup> January 2014
	• Sheffield Safeguarding Children Board (SSCB)- Annual Report	Presentation of the Annual Report from the Sheffield Safeguarding Children Board (SSCB)	Sue Fiennes – Independent Chair Trevor Owen – Head of Service, Safeguarding Children Victoria Horsefield – SSCB Board Manager	

Thursday 3 <sup>rd</sup> April 2014 2-5pm (date/time may be subject to change)	<ul style="list-style-type: none"> <li>Annual Meeting with Young People and Young Carers</li> </ul>	A meeting with young people and young carers to discuss key issues affecting young people in the City.	Emma Hinchliffe, Young People's Involvement Worker Sheffield Futures	Friday 21 <sup>st</sup> March 2014
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**Please note:** the Work Programme is a live document and so is subject to change.