

**Committee:** Children and Young People Policy & Scrutiny Committee

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## EDUCATIONAL ACHIEVEMENT IN ESSEX 2009

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### INTRODUCTION

The effectiveness of educational provision in Essex is judged by comparing outcomes for young people in maintained schooling with outcomes achieved by young people nationally and in the group of similar local authorities that are statistical neighbours.

There are four key measures of achievement that are part of a much larger National Indicator set. Statutory targets are set for outcomes at these stages and data is collected in all local authorities on these.

The first measure is **Foundation Stage** outcomes. This is the aggregate of the assessments of all pupils in maintained schools at the end of the Reception Year (the first year of statutory schooling) when pupils are aged 5. There are 13 scales covering aspects of child development and each has nine points. Children are expected to reach an aggregate total of 78 points, including at least six points in Communication, Language and Literacy Development (CLLD) and Personal, Social and Emotional Development (PSED). The Essex figure is the percentage of children reaching this level.

The second measure is **Key Stage 2** outcomes. This is the aggregate of the assessment of pupils in maintained schools at the end of Year 6 (the last year of Primary school) when pupils are aged 11. Pupils take national tests in English, mathematics and science and are awarded a level between one and five. The Essex figure is the percentage of children achieving a Level 4 or above in both English and mathematics.

The third measure is **Key Stage 4** outcomes. This is the aggregate of the assessment of pupils in maintained schools at the end of Year 11 (the last year of compulsory schooling) when pupils are aged 16. Pupils take national tests in a selection from a wide range of curriculum subjects and are awarded a grade. Usually these tests are

GCSEs but other approved tests (such as the recently introduced Diplomas or BTecs) may be taken and all have a standardised equivalency to GCSE. The Essex figure is the percentage of young people achieving a 5 or more A\*-C grade GCSEs including both English and mathematics, or the equivalent.

The fourth measure is outcomes at age **19**. This is the aggregate of the assessment of pupils continued education or training by age 19. Pupils take a wide range of national assessments all having a standardised equivalency to GCSE. The Essex figure is the percentage of young people achieving a Level 2 qualification (equivalent to 5+ A\*-C grade GCSEs) or Level 3 qualification (equivalent to 2+ GCSE A2s).

## FOUNDATION STAGE 2009

### Latest results:

**NI 72: Achievement of at least 78% points across the EYFS including at least 6 points in PSED and CLLD**

2006-07 performance: 42.7

2007-08 performance: 43.3 (+ .6)

2008-09 performance 45.6 (+ 2.3) (target: 48.5%)

2009-10 target: 49.5%

**NI 92: Percentage difference between the lowest achieving 20% in the EYFS and the whole cohort (“narrowing the gap”)**

2008-07 performance: 37.9

2007-08 performance: 35.9 (-2)

2008-09 performance 33.9 (-2) (target 31.0%)

2009-10 target: 30.65%

		GENDER			OTHER GROUPS				
Year	FSP Test measure	A	F	M	FSM	SEN	CLA	EM	lowest 20 % (all)
2009	78 and up	70.5	76.5	64.7	52.5	24.8	60	68.9	<div><div></div></div>
2009	78 and up (incl 6up in PSE and CLL)	45.6	54.9	36.7	28.5	10.9	30	44.7	<div><div></div></div> 33.9
2008	78 and up	68.5	74.1	63.2	50.3	20.7	27.6	64.5	<div><div></div></div>
2008	78 and up (incl 6up in PSE and CLL)	43.3	51	35.8	26.1	6.4	6.9	41.4	<div><div></div></div> 35.9
2007	78 and up	69.4	75	64.2	51.9	20.9	28	63.7	<div><div></div></div>
	78 and up (incl 6up in PSE and CLL)								
2007	78 and up (incl 6up in PSE and CLL)	41.3	49.2	34	24.9	7.1	4	38.2	37.9
2006	78 and up	69.9	75.4	64.7	53.6	25.4	34.4	65.3	
	78 and up (incl 6up in PSE and CLL)								
2006	78 and up (incl 6up in PSE and CLL)	42.7	50.4	35.2	26.9	8.8	9.4	38.7	

**Geographically** lowest outcomes are in Harlow for both boys and girls, with districts ranking thus (highest to lowest) for overall 78 points and above.

Uttlesford  
Chelmsford  
Brentwood  
Rochford  
Maldon  
Colchester  
Braintree  
Epping Forest  
Tendring  
Basildon  
Castle Point  
Harlow

For our **vulnerable groups** outcomes are not yet where we would wish them to be but are improving across the board in line with the fact that we are both improving overall and narrowing the gap (three years in a row now). Unsurprisingly SEN is the lowest group and is likely always to remain so. However, we have seen a real improvement for this group especially this year. The gap between boys and girls remains stubborn. Our biggest improvement has been for children looked after, reflecting the current level of support EYCS is giving to Foster Carers re the EYFS. The lower outcomes for Free School Meals reflects the impact of poverty on outcomes, which will increasingly be addressed as children's centres come on stream and families improve their access to training, childcare and work.

We are aware for minority ethnic groups some are more vulnerable to low outcomes than others, for example Bangladeshi and Travellers, whereas some are higher achievers, e.g. Indian and Chinese.

### **What we are doing about it**

Data analysis underpins the focus of our work.

To date:

- Capacity has been increased in our advisory teams to support and challenge settings
- EYFS training has been rolled out to all schools and PVI settings plus focused themes such as boys' under achievement, speech and language development and working with parents
- On-going training on all strands of the EYFS is targeted according to Ofsted outcomes for individual settings and schools.
- SIPS now have a formal challenge framework re the EYFS in Primary Schools and sign-post to EYCS for further support;
- Summer 2009 EYFS Profile data was quality assured school by school by EYCS to try to increase accuracy

- Two pilot projects to support Communication Language and Literacy Development (CLLD) and Every Child a Talker (ECaT) are active. The longer standing CLLD project impact can be directly tracked into improved outcomes in areas where it is active such as Basildon. ECaT is being focused on areas such as Harlow where outcomes are least good currently.
- SENCAN provides on-going training and support to PVI settings to raise capacity in supporting and mainstreaming children with special needs.
- EYCS workforce development is ahead of national targets in enhancing qualifications in the PVI sector, thus raising quality; Ofsted outcomes are also improving across the board; e.g. our private sector in Essex has a higher proportion of good and outstanding outcomes compared to our statistical neighbours
- Children's Centres Qualified Teacher support for early years settings in our most disadvantaged areas uses data to inform the focus for their work, e.g. language and literacy development in Harlow.
- Children's Centres are also able to support a focus on more vulnerable ethnic minority groups and provide support including language workers
- An EYCS/EMAS joint post supports settings to include children with EAL and provides training
- Partners (PSLA, NDNA, NCMA and 4Children) align their resources to our priorities through service contracts in support of quality improvement, training and development.
- Several strands of work (training, engaging with Dads, Forest Schools) around using the outdoor environment which supports boys' development especially

### **What else we plan to do:**

All of the above plus:

- In the process of re-structuring (including Partner contracts) to ensure maximum alignment of our capacity, applied through use of data, to where it will make the most difference; this will include specific capacity for supporting vulnerable groups
- Increase capacity for data analysis to ensure we can target setting by setting to support their understanding of development needs
- The review of the Free Entitlement to Nursery Education will provide a supplement for disadvantage for PVI settings enabling them to increase staffing and other resources for disadvantaged children e.g. to work with parents, increase speech and language support, buy appropriate special needs or dual language resources etc
- LAA theme re early speech and language development about to be rolled out in Harlow, Basildon, Tendring and Castle Point

## KEY STAGE 2 2009

**This is provisional and unvalidated data based on 3 September update to 7 July statistical release from the DCSF.**

The key points from the Key Stage 2 test results in Essex for 2009 are that the percentages of pupils achieving Level 4 or above in the 2009 Key Stage 2 tests by subject are as follows:

1. **English 80%** (85% for girls, 75% for boys) – same as National results (English is made up of results in tests for Reading and Writing)

**English - overall down 2% on 2008, girls down 1% and boys down 2% on 2008**

2. **Reading 86%** (90% for girls, 83% for boys) 1% up on National results by gender split, however, same as national for overall reading

**Reading - overall down 1%, Boys 2% down on 2008**

3. **Writing 67%** (74% for girls, 59% for boys) – 1% lower than National results by gender. However, same as national for overall writing

**Writing – overall the same as 2008, however, both boys and girls down 1% on 2008**

4. **Mathematics 79%** (78% for girls, 79% for boys) – same as National results

**Mathematics – boys the same as 2008, girls and overall 1% higher than 2008**

5. **Science 89%** (89% for girls, 88% for boys) – girls same as National results, boys and overall 1% higher than National results

**Science – 1% higher than 2008**

6. **English and Maths 72.5%** ( 74% for girls, 69% for boys) – same as National results

**English and Maths – 0.5% lower than 2008**

The percentages of pupils achieving Level 5 in the 2009 Key Stage 2 tests in Essex by subject are as follows:

- **English 28.5%** (35% for girls, 22% for boys) Boys 1% below national, girls and overall outcomes are the same as National results
- **Reading 47%** (54% for girls, 40% for boys) Boys 1% below National, girls and overall are the same as National results
- **Writing 19%** (24% for girls, 14% for boys) Boys 1% below National, girls and overall are the same as National results
- **Mathematics 33%** (31% for girls, 35% for boys) Girls 1% below National, boys and overall 2% below National results

- **Science 41%** (42% for girls, 40% for boys) Girls 1% below National, boys and overall 2% below National results
- **English and Maths 19%** ( 22% for girls, 17% for boys) – girls same as National results, boys and overall 1% below National results.

## **Evaluation of the outcomes for Essex Schools.**

### **NI73: % Level 4+ in both English and mathematics at L4+.**

In line with national trends, provisional Key Stage 2 SATs results have shown a slight decrease compared with 2007/08 Academic Year.

Overall achievement of Level 4+ in English and Maths has reduced from 73.3% to a provisional result for 2008/09 Academic Year of 72.5%.

This is below our target for the year of 80.0% although in line with the national average of 72%.

We are predicting up to a 1% recovery in English through remarks once results are validated in January 2010. This could improve the result to 73% for this indicator.

**The drop overall has been greatest in English** –from 82.3% to 79.8% and below our end of year target of 82.4%. This pattern has been mirrored nationally with results dropping between 1% and 6% in the East of England.

As a result we are slightly below the performance of our statistical neighbours averaging 81.1%. Castle Point, Chelmsford and Harlow each improved in English, and in both Harlow and Chelmsford, this improvement was a significant 2 percentage points. Whilst Rochford maintained standards attained in 2008, the other districts all had lower outcomes ranging between 1 and 4 percentage points.

There was a 0.5% improvement in percentage attaining L5 in English. Boys' outcomes remain lower than national. The performance of more able children in Essex remains a key priority.

**There has been a slight improvement addressing the differences between the achievement of boys and girls**, but the gap is still too wide most noticeably in English – the largest gap is in Mid Essex: Braintree, Chelmsford, Maldon and also in Colchester (11-12 percentage points difference).

However, there has been inconsistent marking of writing papers (many schools have returned papers and are appealing the results). This, coupled with a 2 percentage points drop in reading by boys, has contributed to the overall dip of 2 percentage points in English.

We are predicting up to a 1 percentage point recovery in English through remarks once results are validated in January 2010.

**Outcomes in mathematics improved by 1% in 2009** and we are now in line with national results. Improvement was seen in girls' performance which in the past has been below the outcomes seen nationally.

The mathematics results have improved in 6 districts – Basildon, Braintree, Brentwood, Harlow, Rochford and Uttlesford. Colchester and Maldon's results dipped an average of 2.5 percentage points.

The largest gap between girls' and boys' achievement is in North East Essex, both Tendring and Colchester.

We made an impressive 2 percentage points' improvement at L5 in mathematics and this improvement was seen in each district. However, nationally there was a 4 percentage points' improvement.

Essex is, therefore, underachieving as the gap between our outcomes and national is 2% where girls are 1% behind national and boys are 2% behind national.

**NI76b: Number of schools below floor target of 55% at L4+ in both English and mathematics.**

Our intention is to see a reduction in lower performing schools (those which achieve less than 55% of pupils gaining Level 4+ including English and Maths in KS2).

This year 26 of the 43 schools which were below floor target in 2008 improved the outcomes and are no longer below floor.

However, 26 other schools' results dipped so that they are now below floor in 2009. For this indicator we currently have 42 schools below floor pending the outcome of remarks. This could be lower as 9 of the schools are within 2% of the target.



Area	Total number below floor (<55% both Eng and Ma)	Number of schools new below floor in 2009	Number of Hard to Shift Schools	Number of schools below floor in 2008
Mid Essex	8	5	0	8
North East	12	9	1	8
South Essex	15	7	5	19
West	7	5	0	8
Total	42	26	6	43

**Hard to Shift schools;** In 2008 we had 10 schools which have been below the floor target for 4 or more years.

As a result of targeted interventions, this number has been reduced to 6 schools of which 2 schools in the south of the county have been in the 'Hard to Shift' category for 9 years.

There will be an intensive internal and external review of the performance and future of these 2 schools.

There appears to be some relationship between primary school absence rates (which showed a 1% improvement last year although for overall rather than persistent absence here Essex did not perform well last year – 11th of 11 against SN) and KS2 results. Primary schools with higher results have generally shown lower absence rates.

In addition, there appears to be a relationship between deprivation levels and KS2 results. Harlow, Basildon and Tendring are the lowest performing Districts. Tendring showed the third largest drop amongst all Districts from 07/08 AY to 08/09 AY (behind Epping Forest and Colchester).

The three Districts with the lowest performing KS2 schools (under 55%) are also in these same areas - Basildon (36%), Tendring (22%) and Harlow (20%).

#### **Actions we are taking to address underachievement:**

- LAA workplans for NI73 and NI 93 & NI94 detail plans of action.
- Raising Boys' Achievement Plan - new targeted activity focussing on improving boys' reading. Conference has been planned for targeted schools where boys are underperforming in Reading on 4 November 2009.
- 1 to 1 Tuition action plan to implement phase 3 tuition for 4500 pupils this term. There is significant evidence that 10 hours 1 to1 tuition has improved outcomes this year at L4+ and 2 levels progress.

- Providing CPD to improve progression tracking for all Headteachers and subject leaders at 'Progression Ready' events and the universal CPD programme targeted this year at Y4 and Y6 teachers
- New programme of support – Leading the Learning – focussing on strengthening leadership of improvement and with a focus on moving schools from satisfactory to good and from good to great
- Through School Improvement Partners, looking at performance of pupils in schools at pupil level and tracking data termly to identify pupils at risk and broker solutions. Schools will be asked to share termly data with the LA so we can evaluate progress towards targets more regularly based on school level data rather than just predictions.
- Disseminating and showcasing successful practice, where schools have shifted the percentage of pupils attaining L4+ in both English and Maths, particularly schools where they have narrowed the gap for FSM children and boys
- Identification of schools with large numbers of children not on target and allocation of consultants to work intensely with the schools to improve subject knowledge, learning and teaching and assessment for learning.
- Reviewing the School Improvement Strategy to set out LA actions and interventions including warning notices, for those schools which are not improving despite a significant level of intervention and support from the LA.

## KEY STAGE 4 2009

**All GCSE results are based on schools' self-reported results and are not validated. It is not expected that we shall receive validated results until November.**

### Results and National Indicators

Year / Benchmark	2008	2009	Difference
5+ A* - C	63.3%	68.4%	+ 5.1%
5+ A* - C with English and Maths	49%	51.2%	+ 2.2%

### Commentary

- Just under 70% of schools improved their 5+ A\* - C performance, with 5% stagnating and 25% producing results below their 2008 figure.
- Around 54% of schools improved their 5+ A\* - C with English and Maths performance, 8% stood still and 38% of schools produced results worse than 2008.
- Of the 14 National Challenge Schools, 12 improved their performance at 5+ A\* - C and 9 at 5+ A\* - C with English and Maths.
- Of the 8 Gaining Ground Schools, 5 improved performance at 5+ A\* - C and 4 at 5+ A\* - C with English and Maths.
- Most Improved schools at 5+ A\* - C – Hedingham (+26%), King John (+21), Stewards (+21), Barstable (+20), Bromfords (+19) and King Harold School (+19)
- Most improved schools at 5+ A\* - C with English and Maths – Hedingham (+14%), Deanes (+13), Manningtree (+12), Anglo-European (+12), St. Mark's (+11) and King Harold (+10)
- Schools with greatest decline at 5+ A\* - C with English and Maths – St.Peter's, Chelmsford (- 16%), Colbayns (-11), Burnt Mill (-10), Thurstable (-9), Gilberd (-8) and Helena Romanes (-8).

### Schools Below 30% 5+ A\*-C with English and Maths (NI 78)

School	Area	National Challenge	5+ A* - C EM 2008	5+ A* - C EM 2009	Change	Structural Solutions
St Peter's (Chelmsford)	MID	Yes	25	9	-16%	Closure
St Peter's (Burnham)	MID	Yes	19	25	+6%	
Alderman Blaxill	NE	Yes	21	26	-5%	Closure
Bishops Park	NE	Yes	8	14	+6%	Academy 09
Colbayns	NE	Yes	29	18	-11%	Academy 09
Barstable	South	Yes	19	13	-6%	Academy 09
Chalvedon	South	No	30	25	-5%	Academy 09
Cornelius Vermuyden	South	No	34	27	-7%	
James Hornsby	South	Yes	30	29	-1%	
Burnt Mill	West	No	37	27	-10%	

### Commentary

- Of the ten schools below 30%, four have become Academies and two are already designated for closure.
- **St Peter's Burnham** improved its results by 6% but what was seen as a one year blip in 2008 repeated in 2009 because of weak English results.
- **James Hornsby** – fell back below 30% although is expecting to get to 30% via appeals process. The school was adjudged to be 'good' by OFSTED in September '08 and its tracking systems were also deemed to be good. National Challenge rated school as low risk so this rating now needs to be adjusted.
- **Burnt Mill** – dropped by 10% on 2008 although FFT D suggested 32% was a reasonable target. HT has now taken over as Principal of Clacton Coastal Academy. Last prediction from HT was 32% owing to weak cohort. Two experienced DHTs have been put in by the LA from September 1<sup>st</sup> to manage transition before arrival of new HT in January 2010
- **Cornelius Vermuyden** – fragile school but the drop was 7% from 2008. A Canvey wide solution is required as the results for the three Canvey Schools are now Castle View (32%), Furtherwick (31%) and Cornelius Vermuyden (27%)

## Results by Area

Area	Improved Results 09	Static Results 09	Declining Results 09	Average 5+ A* - C with En & Ma	Total
MID	10	2	7	54.47%	19
NE	8	2	8	48.78	18
SOUTH	15	1	8	50.46	24
WEST	8	0	7	48.53	15
Overall	41	5	30	50.56%	76

## Strategies for Further Improvement

- The Secondary Improvement team meets weekly and schools causing concern are a standing agenda item. This year, the Lead Curriculum Advisers will attend every two weeks to add further 'on-the-ground' intelligence to discussions.
- Almost all schools were visited in June and July to ascertain their school improvement priorities for this academic year and the outcomes have been enshrined in a School / LA Engagement Plan. These plans have informed our allocation of consultants and this allocation will be further refined in the light of results.
- Responsibility for Advanced Skills Teachers (ASTs) passed to Secondary Improvement in May and these have now been allocated to schools on the basis of the plans above. There are presently 65 ASTs involved with a further 30 in the wings. The use of ASTs to complement consultants in schools should also bring significant dividends.
- Recruitment of consultants for the key posts in English and Maths has proved difficult this year, partly because of a shortage of quality applicants and partly because of delays in recruitment. This situation is likely to be exacerbated by the section of the recent White Paper which indicated the devolution of school improvement funding to schools from 2011.
- Tasking of School Improvement Partners (SIPs) will focus even more on the performance of vulnerable groups which should in turn improve CVA and outcome measures.

## Contextual Value Added (CVA)

This statistic relates to the progress pupils make rather than the raw outcomes. As the table below indicates, CVA in Essex has declined over the past two years, a figure of 1000 being the national median.

	2006	2007	2008
CVA KS2 – KS4	999.2	995.7	991.7

The significant rise in 2009 in the 5+ A\* - C results, and a change in the methodology of calculating CVA which double weights English and Maths results, should see a rise in the figure for Essex for 2009.

### National Challenge

- Eleven of the original fourteen National Challenge schools will remain under the aegis of the Local Authority from September 2009. The number of National Challenge Advisers has been reduced from six to five. The five NCAs include the four Area Improvement Managers, plus one ex-Suffolk Headteacher.
- Two schools – Burnt Mill and Cornelius Vermuyden – will become part of the National Challenge but no additional funding has yet been allocated by DCSF other than to fund additional days for a National Challenge Adviser.
- A further £900,000 has been awarded by the DCSF for NC schools this academic year.

## **AGE 19 2009**

### **Level 2 and Level 3 attainment at age 19**

Level 2 and Level 3 attainment at age 19 is measured by recording how many young people attain level 2 and level 3 qualifications between the ages of 16 and their 19th birthday. There are many qualifications within this domain including GCSEs, A- levels, BtEC qualifications, NVQs and Apprenticeship qualifications and we have approximately 35,000 young people in learning across FE colleges, school sixth forms, work based learning providers and adult and community colleges. Due to the diversity of qualifications in the post 16 arena, the Learning and Skills Council publish these statistics in the spring of the following academic year and therefore the latest data sets we have relate to the 2007/08 academic year.

Between 2003/04 and 2007/08 level 2 attainment at age 19 increased by 7 percentage points from 66% to 73% which is 2% below the East of England levels but above Thurrock (65%), Peterborough (70%), Norfolk (72%) and Luton (72%). The number of young people who were in receipt of free school meals at age 15 who achieved a level 2 qualification by age 19 increased by 3.4% between 2006/07 and 2007/08

In 2006/07 district figures varied between 60% in Maldon to 87% in Rochford.

We have secured LAA funding to support this indicator and are working with the Federation of Essex Colleges to increase the level of learner support to ensure that all young people this academic year are able to achieve their predicted level 2 outcomes.

Between 2003/04 and 2007/08 level 3 attainment at age 19 increased by 6 percentage points from 41% to 47% which is below the East of England levels by 3% but again above Thurrock (38%), Luton (43%), Peterborough (43%) and Luton (43%). The number of young people in receipt of free school meals at age 15 who achieved a level 3 qualification increased by 0.8% between 2006/07 and 2007/08.

In 2006/07 the district figures varied from 33% in Tendring to 63% in Uttlesford.

### **Not in Education Employment or Training (NEET)**

Another key indicator for the Local Authority is the percentage of young people who are NEET. This percentage varies from month to month (for example, NEET figures are always higher in August after young people leave school or college), but tracking equivalent months across years is a useful indicator.

NEET has seen a 1.5 % increase in August 2009 (compared to August 2008) from 6.9% to 8.4%. This is likely to be due to the impact of the economic recession and young people either losing their jobs or not being able to access employment due to the

reduction in jobs available to them. There are wide district variances across the county ranging from 16.7% in Tendring to 3.7% in Epping. The Eastern region has increased its NEET figures by 3.3% as a whole.

The target for 2009/10 is 5.3% which is the average NEET figures across the county from November – January. The 2008/09 figure was 6.7%.

There is a rapid response to this issue including the development of a new employability team to increase the number of jobs for young people, growth in the apprenticeship offer across Essex, a bespoke project aimed at placing 60 looked after children who are NEET onto a pre-apprenticeship programme and securing flexible provision for 300 young people from the LAA PRG funding.

## **ADDITIONAL ACTIONS FOR VULNERABLE GROUPS**

### **Actions:**

**Further data analysis by vulnerable group by key stage and area to identify and more strategically identify underperformance (to be available by 30<sup>th</sup> September 2009 )**

### **SEN**

- **“ACHIEVEMENT FOR ALL”** National Pilot Project to raise the achievement of children and young people with SEN in mainstream schools. Overall, pupils in special schools do well compared to those with similar needs and in similar schools across the country. Support for Essex is being provided by the National Programme Director and National Strategies
- Lowest 20% cross service group working collaboratively to address underperformance of lowest 20 % of pupils cross phase
- Tracking of progress of pupils by specialist teachers

### **Free School Meals**

- **EXTRA MILE DCFS** project recommendations to be implemented across primary and secondary schools (based on successful practice in raising attainment in schools with high percentages of pupils entitled to free school meals)
- Free School meals priority group for extended services funding – schools will receive funding to target this groups and be held to account for impact on the outcomes across attendance, exclusions and attainment through service level agreements with LA and through governance and Children’s Trust arrangements
- Four groups of schools in Deprivation Subsidy pilot addressing and measuring progress of pupils on Free Schools Meals through provision of extended services



- All schools to receive the **government deprivation subsidy grant** from April 2010 to be used to improve outcomes for pupils living in deprivation and those on Free School Meals. Schools to be challenged by SIPs for impact of the use of this grant on outcomes

### **Ethnic Minorities**

- Appointment of additional Ethnic Minority Advisory Service advisors to work to support schools
- Restructure of EMAS and Traveller Education Service into combined (EMTAS) service from January 2010.
- Essex Study day –collaborative initiative undertaken with SCF /PCTs to focus on BME (INC Bi lingual and traveller children )
- Targeted funding for new arrivals Bangladeshi boys Turkish and Thai
- New secondary area consultants visiting schools and developing action plans around BME and Race equality
- Leading EAL teacher training

### **Gender Achievement Group**

- Cross service group and action plan to be continued and new plan written for 2010 -2011
- This group to be coordinated by school improvement service

### **Looked After Children**

- Review and restructure of virtual school to ensure fitness for purpose
- Virtual School Development plan
- Virtual school to challenge and support all schools in and out of Essex to improve outcomes for LAC in relation to ATTENDANCE and ATTAINMENT
- Virtual school governing Body to challenge and support virtual school on its effectiveness in improving outcomes
- LAA funding to support improvement in attendance and attainment
- New data and tracking system to monitor progress and attendance more effectively

Priority groups in **Narrowing the Gap CYPP** to be strategically funded through devolvement of extended services and Narrowing the Gap funding:

- Free School Meals
- Children In Care
- Youth Offenders not attending 25 hours education
- Young carers

(Schools working collaboratively with their communities and partners to meet needs of all children especially those in these groups).