

STANDARDS IN BUCKINGHAMSHIRE SCHOOLS 2013

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National results and those of similar Local Authorities (Statistical Neighbours) are always given if they are available.

STATISTICAL NEIGHBOURS

The Statistical Neighbours (SNs) noted in this report are a group of Local Authorities that, by a basket of measures, are deemed by OFSTED to be similar in context to Buckinghamshire. They are: Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

STATISTICAL SIGNIFICANCE

Where this is available (from the Local Authority RAISE document), green and blue highlighting is used to demonstrate a statistically significant difference between the local authority data for a particular group and national data for the same group. Green signifies significantly high results compared to national and dark blue significantly low results. The smaller the group, the greater the difference has to be before it is shown to be statistically significant. LA RAISE also states that the performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

1. OVERALL RESULTS

1a. EARLY YEARS FOUNDATION STAGE

ACHIEVEMENT

- **The percentage reaching a good level of development was 3% above national.**
- The position compared to statistical neighbours was 5th, which was higher than for the previous measure in 2012.

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- Average Total Points per pupil was also above national. For this measure, results were 6th of statistical neighbours.
- **Percentages reaching a good level of development were above national for both boys and girls.** The gender gap was smaller than national because boys were further above national than girls.
- However, as girls' results were 14% above boys', the gender gap was wider than at later Key Stages.

OVERALL RESULTS

All pupils – all schools and settings	2013	National 2013	Diff from nat 2013	SN position
% reaching a good level of development	55	52	+3	5th
Average (mean) total points score per pupil	33.3	32.8	+0.5	6th

Statistical significance is not available for Early Years Foundation Stage Profile results

Data from DfE SFR 43/2013

CLOSING THE GAP BETWEEN THE MEDIAN AND THE AVERAGE OF THE LOWEST 20%

All pupils – all schools and settings	2013	National 2013	Diff from nat 2013	SN position
Median point score of all pupils	34	34	0	
Average score of lowest 20%	22.9	21.6	+1.3	
% gap (median of all pupils – average of lowest 20%, as % of the median of all).	32.6	36.6	-4	9th

Data from DfE SFR 43/2013

- **The gap between the overall median and the average score of the lowest 20% was smaller than national.** While the overall median was the same as national, the score of the lowest 20% was higher than national.
- The position compared to statistical neighbours was 9th, which was the same as for the previous measure in 2012.

1b. Y1 PHONICS CHECK

- The percentage of pupils attaining the expected standard in the Y1 phonics test, introduced in 2012, was 66%, which was an increase on 2012 but still 3% below national.
- Results were 9th of Statistical Neighbours, as against 8th in 2012. Three other Statistical Neighbours were also below national – this was not the case at other Key Stages.
- Pupils who do not reach the expected standard in Y1 have to take the check again in Y2. 85% of pupils in the 2013 Y2 cohort passed the check by the end of that year (only 55% had reached the expected standard by the end of Y1). This percentage was the same as national.
- In the end of Y1 phonics check, both boys and girls were 3% below national. By the end of Y2, boys' results (82%) were the same as national and girls' (88%) were 1% above national.

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Phonics check - % reaching expected standard	2012	2013	% change 12-13	Nat 2013	Diff from nat 2013	SN position 2013
Y1	55	66	+11	69	-3	9th
By the end of Y2	n/a	85	n/a	85	0	6th

Data from DfE SFR 37/2013

1c. KEY STAGE 1

- Results were the same as in 2012, except for reading at level 3, which increased by 2%.
- All results were significantly above national
- The statistical neighbour position was higher at level 3 than at level 2+.
- Both boys and girls were significantly above national at level 2+. Girls had higher results than boys and gender gaps were similar to national.

OVERALL RESULTS

% attaining	2011	2012	2013	% change 12-13	Nat 2013	Diff from nat 2013	SN position 2013
Reading level 2+	88	91	91	0	89	+2	7th
Writing level 2+	85	87	87	0	85	+2	8th
Maths level 2+	92	93	93	0	91	+2	7th
Reading level 3	34	35	37	+2	29	+8	3rd
Writing level 3	17	17	17	0	15	+2	5th
Maths level 3	28	29	29	0	23	+6	4th

All 2013 data from SFR 37/2013

Key

- significantly high
- significantly low

KS2 significance available for 2013 only

1d. KEY STAGE 2

OVERALL RESULTS

% attaining	2011	2012	2013	change 2012-13	Nat 2013	Diff/ from nat 2013	SN position 2013
Reading, writing* and maths level 4+	74	79	80	+1	75	+5	2nd
Grammar, punctuation and spelling level 4+	n/a	n/a	81	n/a	74	+7	
Reading, writing and maths level 4b+	n/a	n/a	70	n/a	63	+7	n/a
2 levels progress reading	88	91	90	-1	88	+2	1st
2 levels progress writing*	82	90	90	0	91	-1	6th
2 levels progress Ma	84	88	88	0	88	+1	4th

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2012 and 2013 data from SFR 51/2013 2011 data from SFR 31/2011. Progress measures methodology changed in 2012

NB Writing* 2011 is test results. 2012-13 are TA. This change is shown by a dotted line between 2011 and 2012 results in all KS2 tables.

- **Results for all attainment measures were above national.**
- At level 4+, the percentage attaining level 4+ in all of reading, writing and maths was 1% higher than in 2012. This was because of an increase in writing results.
- The Government has introduced a new **“secondary – ready” measure of 4b and above** in reading and maths and 4+ in writing (writing teacher assessment levels are not subdivided). 70% of pupils in Buckinghamshire achieved this level, which was 7% above national.
- In the new **grammar, punctuation and spelling test**, results at 4+ were 7% above national.
- At **level 6**, results were 1% in reading (0% nationally). 2% in both writing and grammar, punctuation and spelling (both the same as national) and 8% in maths (6% nationally).
- **Compared to statistical neighbours, results were generally first or second**, apart from progress in writing (6th) and maths (4th).
- **Girls had higher results than boys.** Both boys and girls were above national at 4+ R, W and M and the gender gap was smaller than national (the gap narrowed because boys' results were 3% up on 2012 while girls' results were the same).
- **The percentage achieving expected progress or better in reading was 2% above national but percentages for writing and maths were the same as national.**
- **Progress of those with low KS1 results was significantly less than national in all subjects**, as was progress of those with middle KS1 results in writing.
- **Progress in writing was 1% below national** for both boys and girls, as was progress in maths for girls. Progress in reading was above national for both boys and girls.

KS2 FLOOR TARGETS

- The government's "floor target" identifies schools which have **below 60%** achieving L4+ in reading, writing and maths, and are also **below the national median** (not the mean, as used in other measures) for 2 levels progress in all of reading, writing and maths from KS1.
- In 2013 five schools were below the floor target, compared to six below the same standard in 2012. (The floor target changed in 2013, but the Government recalculated 2012 results for comparative purposes.)
- The floor target has become progressively more challenging over the years. Despite this, over time there has been a **reduction** in the number of schools below the floor. (In 2007 there were 16 schools below the floor at that time).

1e. KEY STAGE 4

OVERALL RESULTS

% attaining	2011	2012	2013	change 12-13	Nat 2013	Diff from nat 2013	SN position 2013	2013 target met?
5+A*-C inc E&M	69.7	69.7	71.3	+1.6	59.2	+12.1	1st	no - target 73%
5+A*-C	81.8	84.8	85.2	+0.4	81.8	+3.4	4th	
English Baccalaureate	33.4	33.3	34.4	+1.1	23	+11.4	1st	
Expected progress English	77.4	74.6	78.1	+3.5	70.4	+7.7	1st	
Expected progress maths	77.2	79.6	81	+1.4	70.7	+10.3	1st	

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Data from DfE Statistical Release 1/2014, updated March 14, and includes academies and special schools

- 71.3% of pupils reached 5+ A*-C inc. E/M, which is an increase of 1.6% on 2012. **Results were 12% above national**; national results fell slightly in 2013.
- The aspirational target was not met.
- As in 2012, results at 5+ A*-C inc. E/M and in the English Baccalaureate were **first of statistical neighbours**, and 5+ A*-C results were fourth of Statistical Neighbours. All results were significantly high.
- **More pupils made expected progress than nationally, and progress in both English and maths was significantly high.** Expected progress is defined as the equivalent of three levels from Key Stage 2 to GCSE, for example from level 4 at KS2 to grade C+ at GCSE. As in 2012, progress was first of statistical neighbours.
- **Progress of all prior attainment groups was equal to or above similar pupils nationally**, and those with high KS2 results it was significantly higher than for similar pupils nationally.
- **Results of both boys and girls were above national** for 5+ A*-C inc. E/M and for progress. Gender gaps were smaller than national.

KS4 FLOOR TARGETS

- The Government's **KS4 floor target was 40% attaining 5+ A*-C including English and maths, and progress from KS2 in English and in maths below the national median.** The figure has been increased twice since these targets were introduced. The medians in both English and maths increased to 73% in 2013.
- **Two schools** were below these figures in 2013. This is the same figure as in 2012.
- **As at KS2, the numbers of schools below the floor have fallen over the years.** In 2007, eight schools were below the floor which at that time was 30% 5+ A*-C inc. E/M.

GRAMMAR AND UPPER SCHOOLS

Buckinghamshire - % attaining	Grammar			Upper		
	2011	2012	2013	2011	2012	2013
5+A*-C inc E&M	99.6	98.4	98.5	52.2	53.1	56.2

Data from SMST

- Results in grammar schools were slightly above 2012, after a dip that year. In upper schools, results rose by 3.1%.
- **Both types of school did better than similar schools nationally.** Results for grammar schools were above the national average for grammar schools (98.5%, national 96.4%), while the results for upper schools were also above those for modern schools nationally (56.2% against 55.3% nationally).

1f. POST-16

- **As in previous years, overall results for students at Level 3 qualifications (A level and equivalent) were above national and highest of Statistical Neighbours.**
- **Average points scores per candidate fell for the second year running**, but by less than national. **Average points scores per entry increased very slightly**, by more than national. This suggests that students are taking fewer qualifications, but obtaining higher grades.
- Some indicators have changed. There is an increased focus on facilitating subjects (biology, chemistry, physics, maths, further maths, geography, history, English Literature, modern and classical languages), and some measures split vocational from academic subjects. **The percentage of candidates gaining AAB in A levels was greater than national**, and the same was true when two facilitating subjects are included in the measure.
- **The gender gap was smaller than national** and smallest of statistical neighbours. As last year, boys had slightly higher scores at APS per candidate, and girls at APS per entry.

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Buckinghamshire: all maintained schools and colleges	2011	2012	2013	Change 2012-13	National 2013	Diff from nat	SN position 2013
Average Points per Candidate- all level 3 qualifications	822.8	810.1	802.3	-7.8	724.3	+78	1st
Average Points per Entry - all level 3 qualifications	229.2	225.2	227.1	+1.9	213.7	+13.4	1st
% of candidates gaining AAB or better (A levels)	34.1	31.5	32.2	+0.7	20.3	+11.9	1st
% of candidates gaining AAB or better (A levels), at least two in facilitating subjects	n/a	n/a	24.9	n/a	15.3	+9.6	1st

National data includes all schools and colleges
2013 data from SFR 02/2014. Previous data
from SFR 05/2013

Statistical significance is not available for
post-16 data

DEPRIVATION

Three measures of deprivation are used in this report:

Free School Meals in the January of the year in which the tests or examinations were taken. This was used extensively in previous years and is still published by the DfE. It allows comparison over time and with Statistical Neighbours. The CYP KS2 and KS4 targets for 2014 refer to this measure.

Pupil Premium (Free School Meals at any time in the last six years, and Looked-After Children). This is now extensively used by the DfE and Ofsted as an accountability measure because of the funding attached to Pupil Premium. **Only a few of these pupils are Looked after Children** – eleven at KS1, thirteen at KS2, and sixteen at KS4. Although Forces Children are also eligible for Pupil Premium, the DfE does not include them in published data. Group sizes for Pupil Premium are larger than for FSM in a current year.

ACORN (which measures deprivation by postcode). This is more detailed data which does not depend on applications being made for FSM. On the other hand, although full pupil postcodes are used, this is not an infallible measure of income.

All three measures show a similar picture but the detailed figures vary.

2. FSM and Pupil Premium

- The Pupil Premium/ non-Pupil Premium attainment gap is slightly narrower in KS1 and 2 than in the Early Years Foundation Stage, but then widens again; the KS4 gap is the widest. This is the case nationally as well, but the Buckinghamshire gaps are wider.

2a. FSM and Pupil Premium - Early Years Foundation Stage

- As these pupils reached statutory school age only in 2012-13, there is unlikely to be a difference between FSM and Pupil Premium data; in Buckinghamshire there is no difference and the figures are the same as those as below. National FSM figures are in the table below. The gap in Buckinghamshire is larger than national.

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Early Years Foundation Stage - % reaching a good level of development	No. of Pupils	LA	Nat*
Pupil Premium	469	32	(36)
Not Pupil Premium	5744	57	(55)
Gap		-25	(-19)

Data from SMST.

*National data is for FSM (from SFR 47/2013), not Pupil Premium, but as explained above these are likely to be the same for this yeargroup. 8% of pupils in Buckinghamshire were known to be eligible for Pupil Premium. National data is not available.

2b. Y1 Phonics

i. FSM – Y1 phonics check

- **Both those with FSM and those not known to be eligible were below national.** 43% of pupils eligible for FSM in the current year reached the expected standard, against 56% nationally. 68% of those not known to be eligible reached the expected standard, compared to 72% nationally.

ii. Pupil Premium – Y1 phonics check

- Both groups were below national and the gap was larger than national. Results for both groups were up on 2012, but the gap remained at 20%.
- 11% of the cohort were eligible for Pupil Premium.

Y1 Phonics Check: % reaching expected standard	No. of Pupils	LA	Nat
Pupil Premium	651	48	57
Not Pupil Premium	5391	68	73
Gap		-20	-16

Data from LA RAISE

2c. KS1

i. FSM – KS1

- **The gaps for reading and writing widened in 2013 after narrowing last year.** Results of pupils known to be eligible for FSM fell to 72% in reading and 67% in writing, as against 93% in reading and 89% in writing for other pupils. In maths, results remained the same as 2012, at 81% for those with FSM and 94% for other pupils. **Gaps are wider than national and results of FSM pupils are below national.**
- In 2013, 482 pupils were known to be eligible for FSM at KS1, which was 8.3% of the cohort. The national figure is 19.8%

ii. Pupil Premium - KS1

Key Stage 1	No. of Pupils	% L2+ Reading		% L2+ Writing		% L2+ Maths	
		LA	Nat	LA	Nat	LA	Nat
Pupil Premium	706	75	80	70	75	83	85
Not Pupil Premium	5082	93	92	89	89	94	94
Gap		-18	-12	-19	-14	-11	-9

Data from LA RAISE

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- Results of Pupil Premium pupils are higher than those with FSM in current year, and gaps are narrower. However, as the table above shows, **results of these pupils are significantly below national in reading and writing**, while those of non-PP pupils are significantly high in reading and maths.

2d. KS2

i. FSM - KS2

- The percentage reaching level 4+ reading, writing and maths was 61%**, which was 1% above national. The 2014 CYP Plan Target was 59%; this was set for English and Maths level 4+. Reading, writing and maths level 4+ is a more demanding measure.
- The target was exceeded**, and the gap narrowed from 27% to 21% because FSM results were up by 7% from 2012. The gap is 2% larger than national. (Data from DfE SFR 51/2013)
- Compared to statistical neighbours, results were second highest and the gap second smallest.** This is an improvement on 2012, new calculations by the DfE show that for 4+ R/W/M Buckinghamshire results were 54% (2013 61%), 5% below national and 4th of statistical neighbours. The gap was the 6th smallest of statistical neighbours.
- For pupils with FSM, boys' results were 15% below those of girls.** For those without FSM, the gap was 4%.
- 7.3% of the cohort in Buckinghamshire were known to be eligible for FSM, against 18.4% nationally.

ii. Pupil Premium – KS2

Key Stage 2	No. of Pupils	%L4+ Reading/ Writing/ Maths		% achieving expected progress KS2-4 reading		% achieving expected progress KS2-4 writing		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat
Pupil Premium	755	63	63	82	84	84	89	81	84
Not Pupil Premium	4482	83	81	91	89	91	93	89	90
Gap		-20	-18	-9	-5	-7	-4	-8	-6

Data from LA RAISE

- Pupil Premium results at level 4+ were the same as national at 63%**, although the gap is wider because non – Pupil Premium pupils in Buckinghamshire had higher results than national.
- The gap was 20%. In 2012, under the previous measure (level 4+ English and maths), the gap was 24%.
- Gaps in progress for PP pupils in Buckinghamshire were smaller than the gaps for attainment, but **progress was below national in all subjects**, and significantly low in writing and maths.
- Progress for non-PP pupils was above national in reading, but significantly below national in other subjects.**
- 14% of the cohort in Buckinghamshire were eligible for Pupil Premium.

2e. KS4

i. FSM – KS4

- Results at 5+ A*-C inc E/M were 34.3%, with a gap of 39.6% (national gap 26.7%). **Although the target of 40% was not met and results were below national, results were up 4.7% from 2012 and the gap narrowed.** Target and results are for current FSM;
- In 2013, results of FSM pupils were 5th of statistical neighbours, but the gap was the 10th smallest.**

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- Although results have increased from 2012, the relative position was very similar. 2012 results (29.6%) were 4th of statistical neighbours and the gap was 11th (the largest in the group).
- In 2013, 6.6% of pupils were known to be eligible for FSM. The national percentage was 14.9%. Data is from DFE SFR 05/2014

ii. Pupil Premium KS4.

- For Pupil Premium, the results at 5+A*-C inc. E/M were 41%, which was the same as national. Progress of Pupil Premium pupils was above national in English and significantly above in maths.
- However, the results and progress of non- Pupil Premium pupils were all significantly high, and gaps between results and progress of Pupil Premium pupils and others in Buckinghamshire are wider than in primary schools.

Key Stage 4	No. of Pupils	5+ A*-C in E/M		% achieving expected progress KS2-4 English		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat
Pupil Premium	794	41	40	58	56	58	54
Not Pupil Premium	4780	76	67	81	74	85	76
Gap		-35	-27	-23	-18	-27	-22

Data from LA RAISE

ACORN DATA

- At both KS2 and KS4, results and progress decline steadily from ACORN group 1, Affluent Achievers to ACORN group 5, Urban Adversity. This data is analysed below in section 5 for the two largest ethnic groups.

3. ETHNICITY

N.B. In all year groups the numbers of Black Caribbean and Mixed White-Black Caribbean pupils are small and some year-on-year variation is to be expected. Analysis of subgroups of these pupils is not possible.

3a. Ethnicity – EYFSP

- Results of White British and Mixed White-Black Caribbean pupils were above national.
- Results of Pakistani and Black Caribbean pupils were below national, as they were in 2012 for the previous measure.

BUCKINGHAMSHIRE			Nat	Diff from nat
% Good level of development	Pupils 2013	2013	2013	
White British	4208	59	54	+5
Pakistani	537	30	41	-11
Black Caribbean	50	44	49	-5
Mixed White and Black Caribbean	162	51	49	+2

LA data from SMST, national data from SFR 47/2013

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3b. Ethnicity - Y1 phonics and Y2 retakes

- At Y1, all groups were below national but the difference from national was greatest for pupils of Pakistani and Black Caribbean origin.
- By the end of Y2, White British and Black Caribbean pupils were above national, and other groups were below. By the end of Y2, there is little difference between ethnic groups nationally, but in Buckinghamshire the gaps between groups are wider. (This data refers to 2013 Y2, while Y1 refers to 2013 Y1).

% reaching expected level	nos	2013	Nat 2013	Diff from Nat	nos	2013	Nat 2013	Diff from Nat
White British	4180	67	69	-2	4062	87	85	2
Pakistani	544	57	68	-11	535	78	82	-4
Black Caribbean	45	53	66	-13	62	87	84	3
Mixed White- Black Caribbean	132	59	64	-5	129	73	82	-9

Y1 data from LA RAISE. Y2 LA data from SMST, national from DFE SFR 37/2013

3c. Ethnicity - KS1

- The results of White British pupils did not change and were significantly above national.
- Results of Pakistani pupils were lower than in 2012 in reading and writing and were significantly low compared to national in all subjects.
- The small number of Black Caribbean pupils had higher results than 2012 in reading and writing, and were above national in those subjects. Results in maths were the same as last year and below national.
- Mixed White-Black Caribbean (MWBC) pupils had lower results than in 2012 and were significantly below national in reading and writing.

% attaining level 2+	2013 no.	Reading		Nat	Diff from nat	Writing		Nat	Diff from nat	Maths		Nat	Diff from nat
		2013	2012-2013	2013	2013	2013	2012-2013	2013	2013	2013	2012-2013	2013	2013
White British	4102	93	0	89	+4	89	0	86	+3	95	0	92	+3
Pakistani	536	82	-2	87	-5	77	-3	83	-6	84	+1	88	-4
Black Caribbean	62	95	+11	88	+7	84	+7	82	+2	84	0	88	-4
MWBC	129	81	-8	87	-6	76	-3	83	-7	88	-1	90	-2

2013 data from LA RAISE

3d. Ethnicity - KS2

- The gaps for progress were generally much smaller than the gaps for attainment, as the pupils in the focus minority ethnic groups had lower KS1 results.
- Results of White British pupils were significantly high, and above other groups at level 4+ reading, writing and maths.
- Results of Pakistani pupils at L4+ were the same as national (as they were in 2012 for the previous measure.) Progress in reading was above national, but progress in writing was significantly low. Progress in maths was just below national.

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- **Black Caribbean pupils were below national for all measures**, and significantly below national for progress in maths.
- Results of **Mixed White-Black Caribbean pupils were below national for all measures**.

KS2 2013		% L4+		% making expected progress					
		R,W,M		Reading		Writing		Maths	
	Nos.	Bucks	Nat	Bucks	Nat	Bucks	Nat	Bucks	Nat
White British	3801	81	76	90	88	90	91	87	87
Pakistani	498	71	71	88	87	89	92	87	88
Black Caribbean	48	63	70	80	86	83	91	72	85
MWBC	102	67	72	85	87	87	91	81	85

3e. Ethnicity – KS4

Key Stage 4	No.	% 5+ A*-C inc E/M				% expected progress English				% expected progress Maths			
	2013	2013	12-13	Nat 2013	Diff from nat	2013	12-13	2013 Nat	Diff from nat	2013	12-13	2013 Nat	Diff from nat
White British	4189	72	+2	60	+12	77	+3	69	+8	80	+2	69	+11
Pakistani	401	52	+4	55	-3	71	+10	71	0	74	0	71	+3
Black Caribbean	51	45	-10	53	-8	56	-5	70	-14	60	-10	67	-7
Mixed White - Black Caribbean	104	40	-8	54	-14	57	-1	67	-10	58	-10	63	-5

2013 data from LA RAISE

- **At 5+ A*-C inc. E/M, results of White British and Pakistani pupils increased from 2012.** Results of MWBC and Black Caribbean pupils fell, after an increase in 2012. Results of White British pupils were significantly high compared to national, and those of MWBC pupils were significantly low.
- **Progress** in English and maths was significantly above national for White British pupils
- For pupils of Pakistani origin, progress was the same as national in English and above national in maths.
- Progress of Black Caribbean and Mixed White-Black Caribbean pupils was below 2012 and below national for both English (significantly low for both groups) and maths.

4. ETHNICITY AND PUPIL PREMIUM

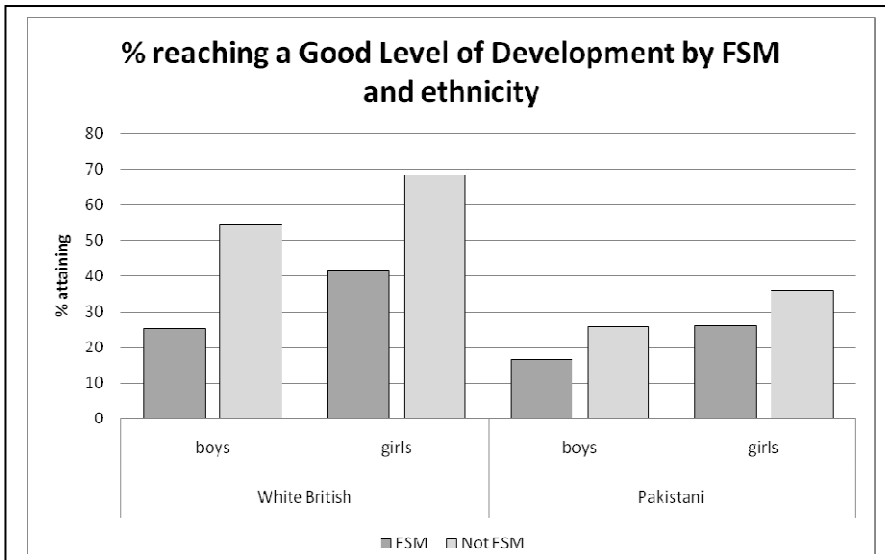
N.B. Because of numbers, it is not possible to analyse all minority ethnic groups in this way. The largest groups are pupils of White British or Pakistani origin.

4a. Ethnicity and PP - Early Years Foundation Stage

- Because the children in the foundation stage are in the first year of statutory schooling, current FSM and Pupil Premium FSM data are the same. **Numbers are low, and results should be treated with caution.**
- Some of the assessment has to be carried out in English.
- In the Early Years Foundation Stage, pupils of Pakistani origin have much lower results than White British pupils. **Boys of Pakistani origin who are eligible for FSM had the lowest results** (17% reached a good level of development, against 25% of White British boys.)

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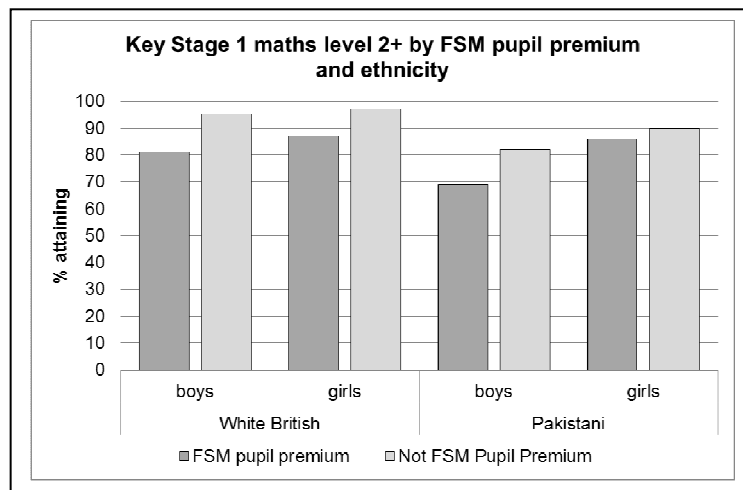
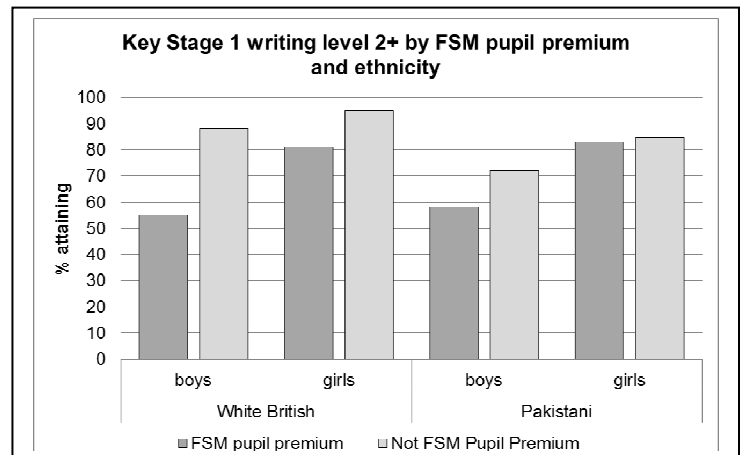
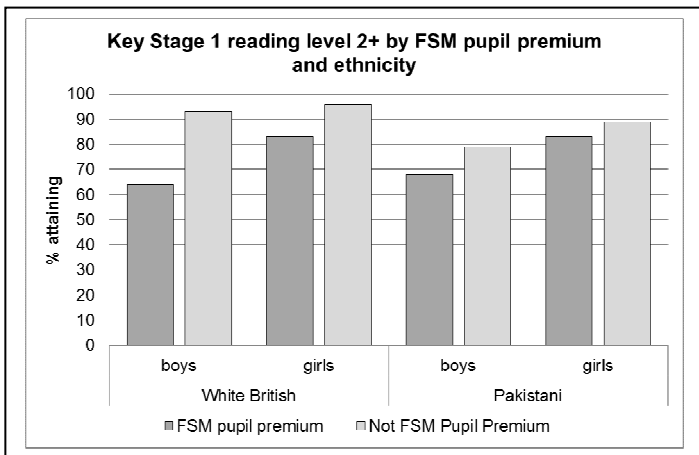
- The gap between those known to be eligible for FSM and those not eligible is smaller for pupils of Pakistani origin than for White British pupils. The gap for White British boys was 29%, and for girls 27%, against 9% and 10% for pupils of Pakistani origin.



Statistical significance is not available for combined measures

EYFSP Cohort sizes 2013	White British		Pakistani	
	boys	girls	boys	girls
FSM	123	135	24	27
Not FSM	2036	1914	248	486

4b. Ethnicity and PP – Key Stage 1



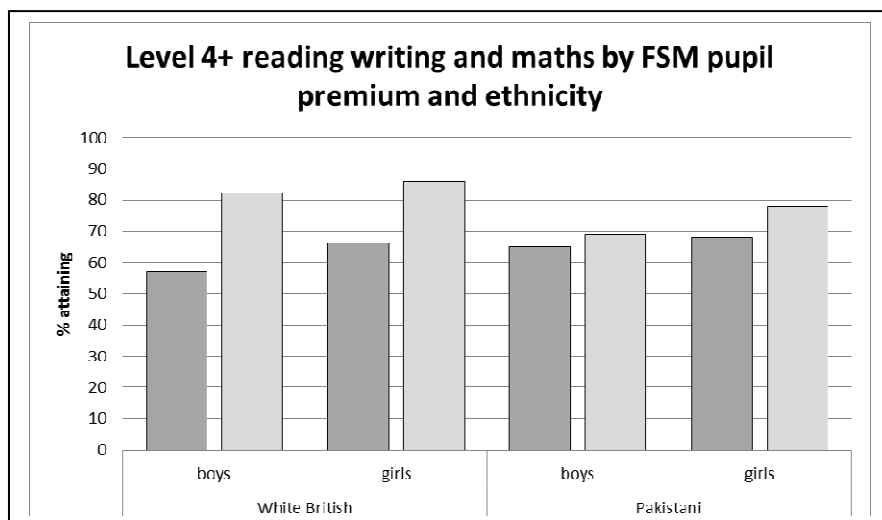
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KS1 Cohort sizes	White British		Pakistani	
	boys	girls	boys	girls
FSM Pupil Premium	182	227	59	42
Not FSM Pupil Premium	1897	1772	214	218

- Although Pupil Premium numbers are higher than in the EYFS, they are still relatively low and this must be borne in mind when considering results.
- **White British boys on PP had the lowest results in reading and writing, while Pakistani boys had the lowest results in maths.**
- **At KS1, gaps between PP and non-PP pupils for White British boys were 29% in reading, 33% in writing and 14% in maths.** The gaps in reading and writing were more than twice as large as those for White British girls or Pakistani pupils.
- Pakistani girls had the smallest gaps.
- Non-PP White British pupils had higher results than non-PP Pakistani pupils in all subjects.
- **KS1 is used as the baseline for progress at KS2. To achieve results similar to other pupils at KS2, groups with low KS1 results will have to make greater progress.**

4c. Ethnicity and PP - Key Stage 2

- **At KS2, the group with lowest results are White British boys eligible for FSM Pupil Premium (57% level 4+ Reading, writing and maths, against 65% for Pakistani boys eligible for FSM Pupil Premium.)**
- Gaps between Pupil Premium pupils and others are larger for White British pupils (boys 25%, girls 20%) than for Pakistani pupils (boys 4%, girls 10%)



- However, low results must be related to low starting points at KS1. Progress figures (below) show that there is no gender difference in percentages making expected progress for White British PP pupils in reading, and in maths progress for these boys is higher than for the girls.
- Progress of Pakistani Pupil Premium pupils by gender is greater in all subjects than for White British pupils, except for girls in writing. For non-PP pupils, the picture is more mixed.
- In relation to the size of the overall group, a much higher percentage of Pakistani than White British pupils are eligible for Pupil Premium.

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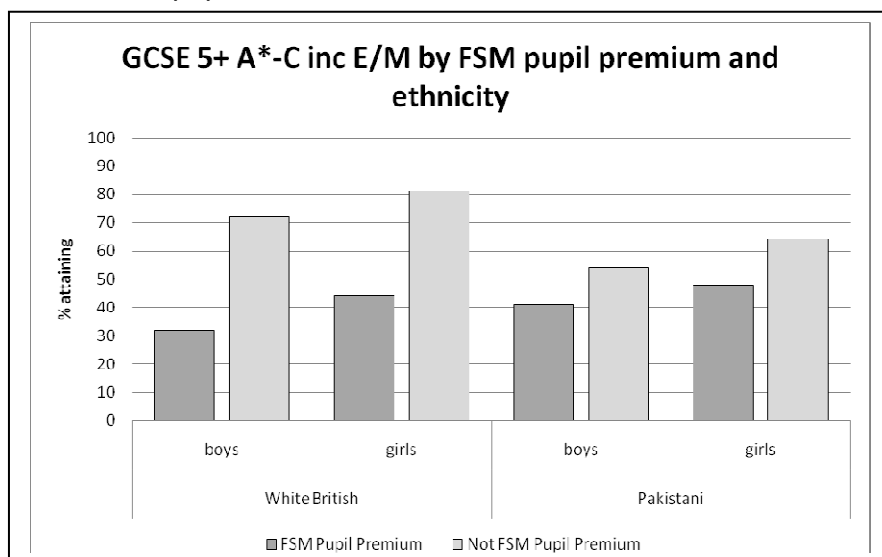
KS2 Progress measures

2013 - % making expected progress	Progress in reading				Progress in writing				Progress in maths			
	White British		Pakistani		White British		Pakistani		White British		Pakistani	
	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
FSM Pupil Premium	79	79	85	90	83	85	91	82	77	67	92	86
Not FSM Pupil Premium	91	91	88	87	90	93	93	90	89	87	85	87

KS2 Cohort sizes	White British		Pakistani	
	boys	girls	boys	girls
FSM Pupil Premium	230	207	75	83
Not FSM Pupil Premium	1730	1633	165	174

4d. Ethnicity and Pupil Premium - Key stage 4

- At KS4, as at KS2, the lowest achieving group is White British boys eligible for Pupil Premium. Only 32% attained 5+A*-C inc E/M, as against 72% of non-PP White British boys.
- The gap between PP and non-PP pupils was much greater for White British pupils than for Pakistani pupils.



- In English, White British boys on PP had the lowest progress of all. In maths, the percentages making expected progress were slightly above White British girls. But progress for both White British boys and girls with PP were below Pakistani pupils, although for non-PP pupils it was the White British pupils with the highest percentage making expected progress.
- As at KS2, a much higher percentage of Pakistani than White British pupils are eligible for Pupil Premium.

Key Stage 4 Progress	Progress in English				Progress in maths			
	White British		Pakistani		White British		Pakistani	
	boys	girls	boys	girls	boys	girls	boys	girls
% making expected progress								
FSM Pupil Premium	45	59	61	77	54	53	63	73
Not FSM Pupil Premium	76	86	66	83	82	86	79	81

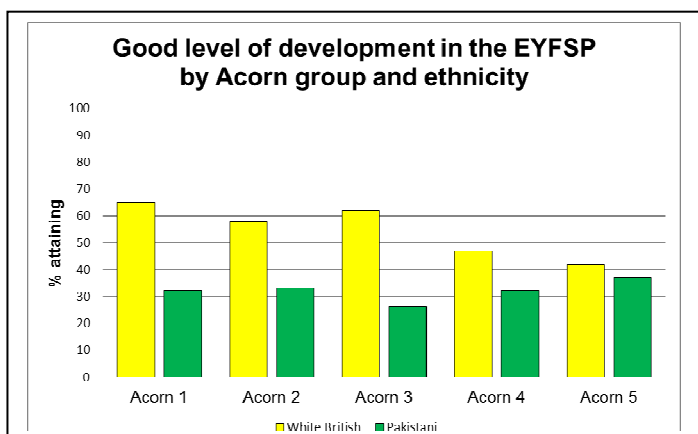
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KS4 Cohort sizes	White British		Pakistani	
	boys	girls	boys	girls
FSM Pupil Premium	222	231	88	88
Not FSM Pupil Premium	1862	1789	135	90

5. ACORN AND ETHNICITY

ACORN (A Classification of Residential Neighbourhoods) is a geodemographic classification that groups UK postcodes into 5 categories based on the characteristics of the people who live there. Thus it gives an indicator of social deprivation related to pupil postcodes. Numbers are too small to analyse all ethnic groups; data is shown here for pupils of White British and Pakistani origin. Even for Pakistani pupils, numbers in ACORN groups 1 and 2 are very small and figures should be treated with caution. All ACORN data is from SMST.

5a. Early Years Foundation Stage

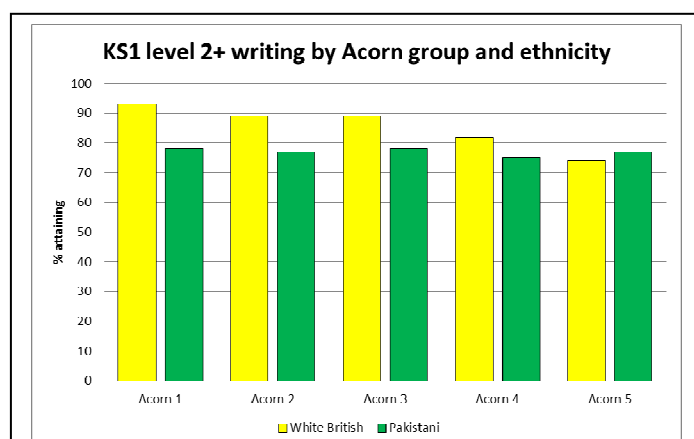
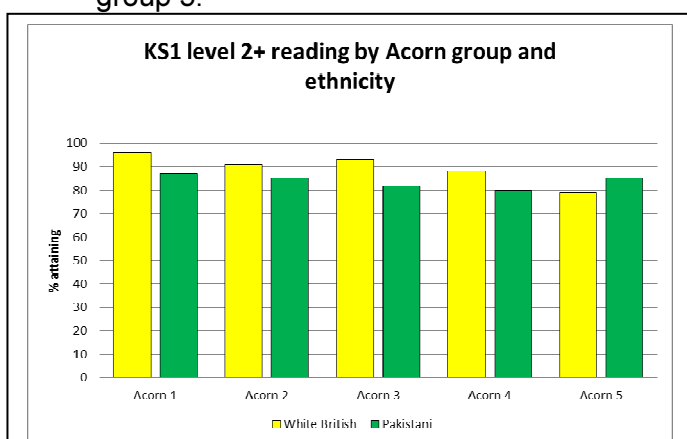


- In the EYFS, results for pupils of Pakistani origin were below those of White British pupils for all ACORN groups.
- The gaps were larger in ACORN groups 1-3, and the difference lessens from groups 3-5.

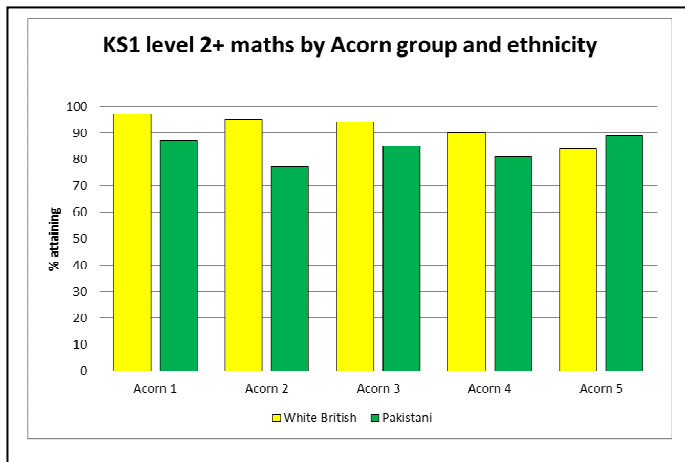
	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	1879	434	1012	630	225
Pakistani	38	18	226	162	93

5b. Key Stage 1

- Gaps between the two ethnic groups were narrower than in the EYFSP.
- In all three subjects, White British pupils had higher results than Pakistani pupils in ACORN groups 1-4. Pupils of Pakistani origin had higher results than White British pupils in ACORN group 5.



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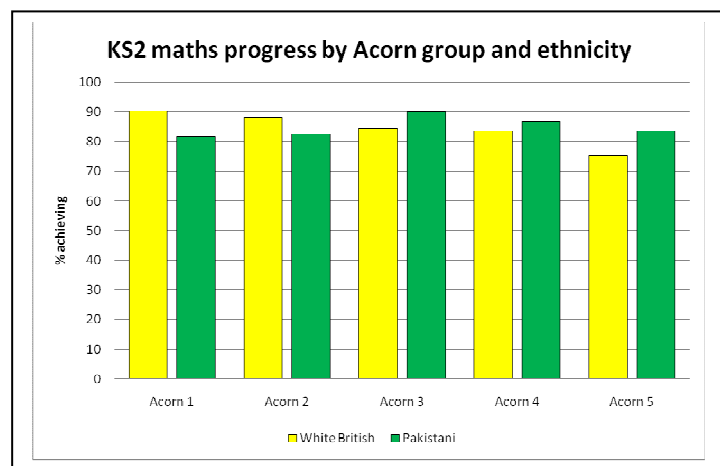
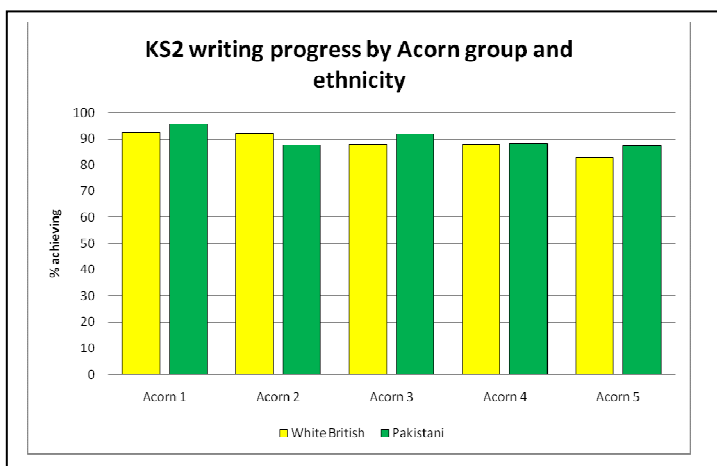
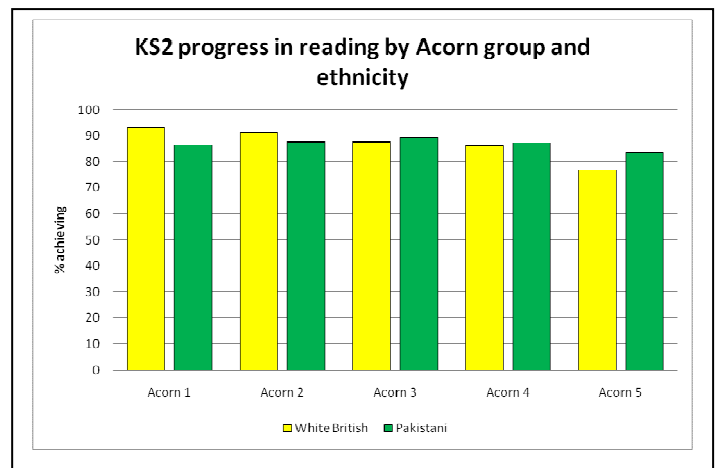
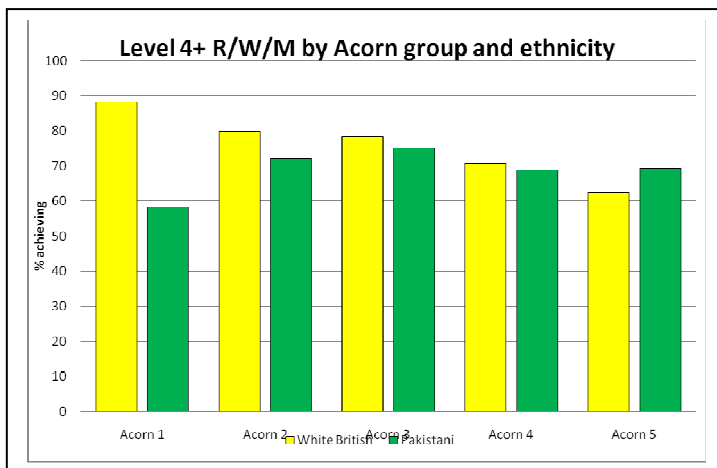


National results and statistical significance are not available for ACORN or language data.

Cohort sizes	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	1855	405	967	621	203
Pakistani	23	13	236	163	98

5b Key Stage 2

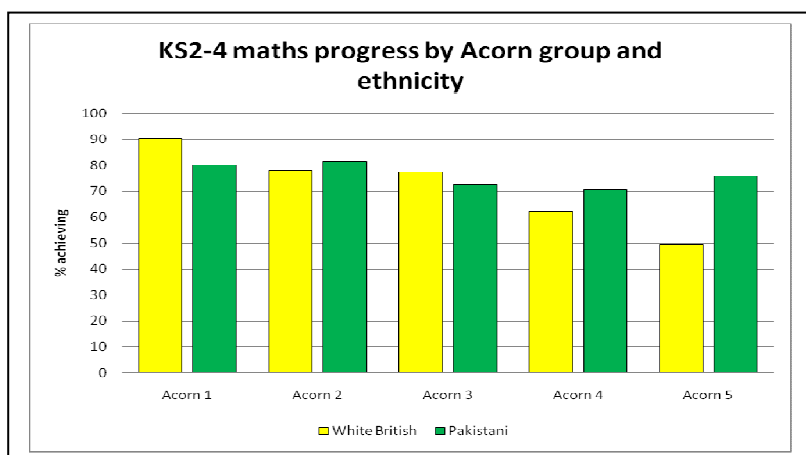
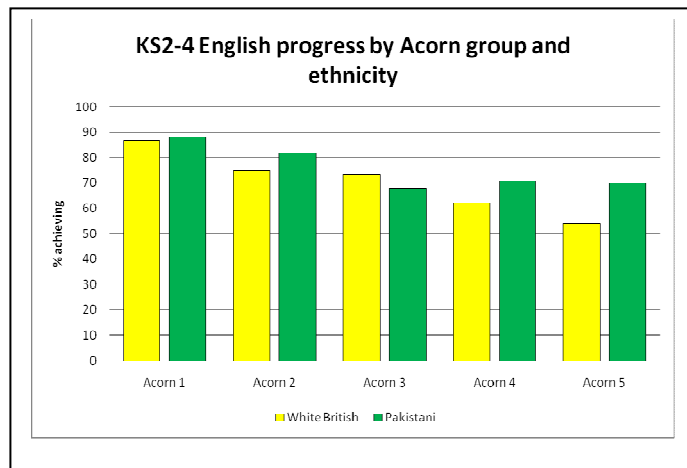
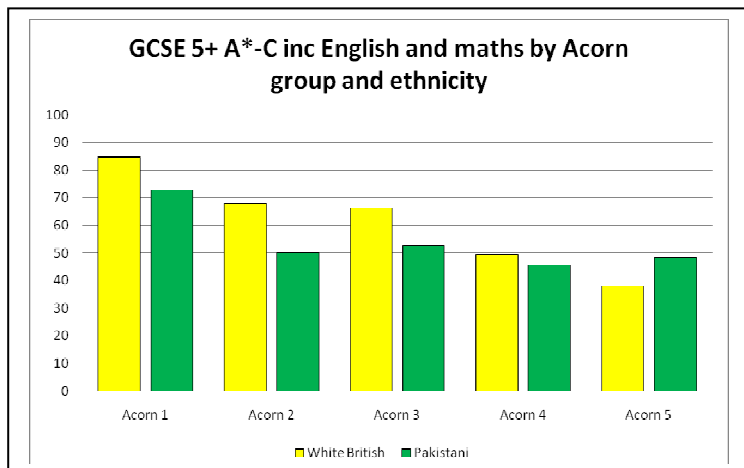
- Pupils of Pakistani origin in ACORN groups 1 and 2 had relatively low results except for progress in maths. In groups 3 and 4, the difference in attainment at level 4+ reading, writing and maths was less pronounced. In groups 3-5, a higher percentage of pupils of Pakistani origin made expected progress.



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5c Key stage 4

- Results and progress of pupils of Pakistani origin in ACORN groups 1 and 2 were below that of White British pupils except for progress in English.
- Results and progress of Pakistani pupils in ACORN 3 were below those of White British pupils.
- For ACORN group 4, attainment of Pakistani pupils was below that of White British pupils.
- For ACORN group 5, both attainment and progress of Pakistani pupils were above that of White British pupils.



Cohort sizes

KS4	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	2112	333	858	600	168
Pakistani	36	12	181	105	64

6. LANGUAGE

All data in this section is from the Schools Management Support Team (SMST).

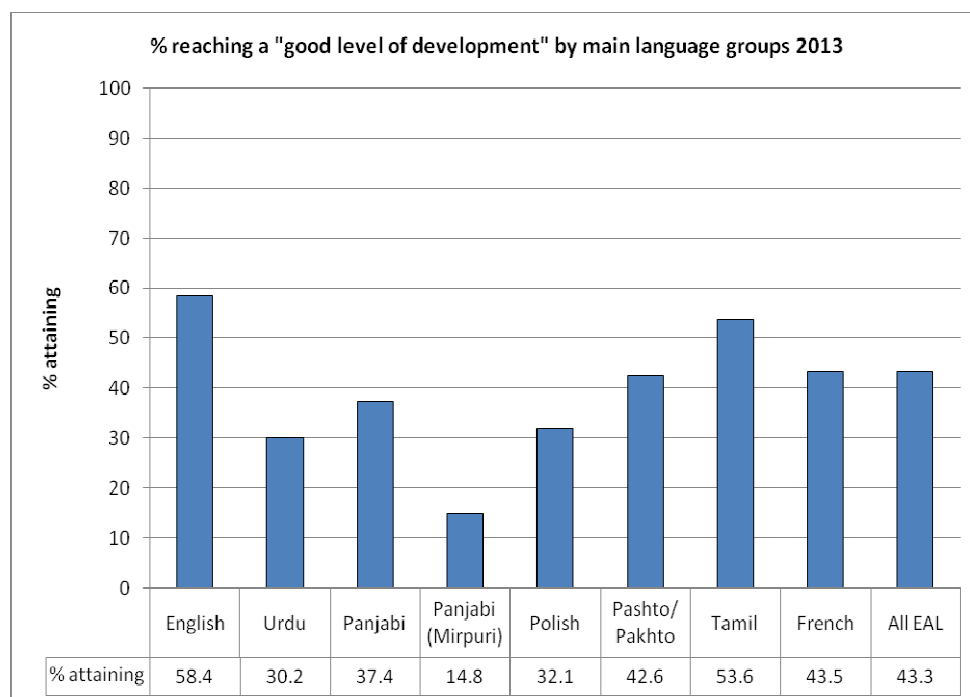
- Results by language group show that, as expected, the differences in attainment between language groups diminish between the Early Years and KS2. However, gaps then increase at KS4.

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- At KS2, Tamil speakers have higher results than English speakers. At KS4, Tamil, Hindi and Gujarati speakers all had higher results than English speakers.
- Progress data can be provided only when pupils were in the school system for the previous Key Stage.
- Several groups had a higher percentage of pupils making expected progress than those with English as a first language, particularly in maths.

6a. LANGUAGE - EYFSP

- **At the end of the EYFS, no language groups had higher results than pupils whose first language was English.** This is likely to be because some of the assessment has to be in English.

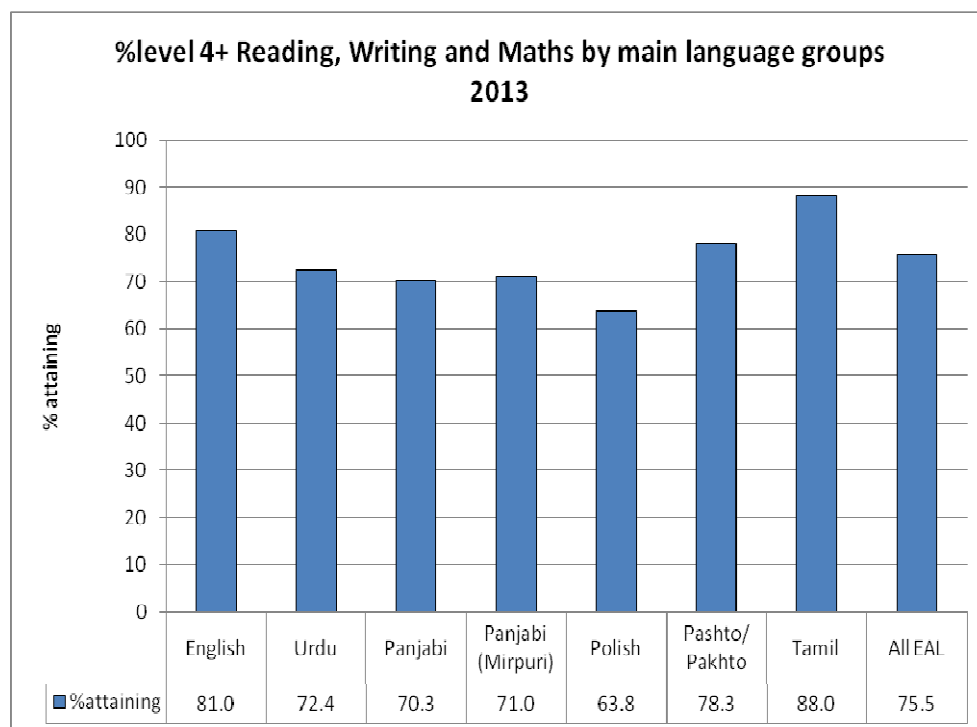


Numbers in each group - EYFS (data from January 2013 census)

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	French	All EAL	All pupils
4866	215	91	88	84	47	28	23	1242	6213

Only pupils in maintained schools are included.

6B. LANGUAGE - KEY STAGE 2

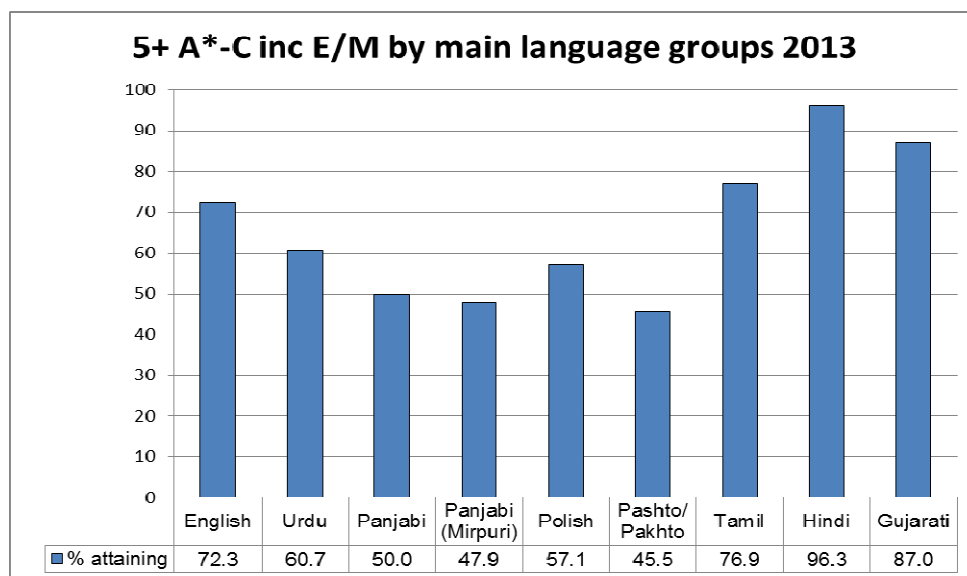


Numbers in each group -KS2

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	All EAL	All pupils
4425	170	212	62	47	23	25	801	5237

- Progress data can be provided only when pupils were in the school system for the previous Key Stage. At KS2, figures showed that most pupils had been in the system at KS1; the greatest difference was for Polish pupils, where seven out of the 47 pupils had no KS1 results.
- In reading, only those speaking Pashto/Pakhto and Tamil had higher progress than White British pupils and in writing only those speaking Tamil.(In 2012, other groups also had higher progress than White British pupils in English.) In maths, however, those speaking Panjabi, Urdu and Panjabi (Mirpuri) also had higher percentages making expected progress than White British pupils.

6c LANGUAGE – KS4



Numbers in each group - KS4

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	Hindi	Gujarati	All EAL	All pupils
4875	122	152	48	21	22	26	27	23	664	5562

- At KS4, again most minority language groups were relatively stable. The largest differences were those with first language Urdu (seven of the 122 pupils had no KS2 results), and Polish pupils (four of 21 pupils had no KS2 results).
- Pupils speaking Hindi, Tamil and Gujarati as first language made more progress in both English and maths than those speaking English as a first language. Additionally, more of those speaking Urdu and Polish as a first language made expected progress in maths than English-speaking pupils.

7. ACTIONS

7a. Early Years Foundation Stage: 2012 and 2013

Strategies and interventions are focused on maximum impact based on analysis of the Early Years Foundation Stage Profile and Ofsted judgements, July 2012 and July 2013

- Individual analysis of school level data for 2012 and 2013 highlights inconsistencies, gaps or low scoring areas of learning.
- Follow up data support visits to schools, following data submission, are carried out by EYFS Profile moderators, with the aim of ensuring robust data.
- Target groups are the lowest achieving 20% cohort of children in the county.
- Resources are deployed to support settings with Ofsted judgements of inadequate or satisfactory.
- Resources are deployed to develop quality provision for funded 2 year olds.

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Co-ordination of initiatives, support and resources across schools and feeder settings are in these specific areas.

1. **The revised EYFS** was implemented from September 2012 with the new EYFS Profile being published in December 2012. This created an opportunity to deliver key messages to all schools and settings based on effective teaching and learning and robust observation and assessment systems.

2. **The new EYFS Profile:** A comprehensive training programme was completed by the end of March 2013 for all reception class teachers and for all EYFS settings

3. **Targeted support:**

Ofsted Satisfactory, Requires Improvement or Inadequate judgements: All settings with these Ofsted judgements are supported by an EYFS Consultant to implement Ofsted recommendations and to reach a standard of at least "good"

Take Time for Twos: This initiative targets schools and settings that provide funded places for 2 year olds or plan to provide places in the future. Improving provision for 2 year olds will have an impact on later outcomes in school.

ASPIRE: As part of the ASPIRE project, Early Years Leads meetings have been held monthly. The group have worked together across the schools, sharing and developing practice; also developing closer links with other early years provision including children's centres and pre-schools. Following a study trip to Sweden each school has drawn up an early years plan to develop children's learning, at school and home, focusing primarily on 3 areas:

1. Improve children's home learning through enhanced parental involvement
 - Engagement of parents
 - Parental involvement in children's learning & assessments
 - Developing literacy opportunities at home and school
2. Extend children's experiences through outdoor learning
 - Forest School training
 - Develop school provision for outdoor experiences
3. Develop provision for 'mealtimes' to improve communication & language and personal, social & emotional skills
 - Provide 'family meal' style opportunities at snack and lunchtimes

A training session was delivered to support the Early Years Leads to develop skills in analysing data and tracking progress across the EYFS. The group plan to hold a joint moderation session to consider this year's profile data in May.

4. **Special Educational Needs & Disabilities (SEND) support**

Following the successful 0-7 Alliance SENCO Development Groups, during the summer 2013 Early Years SENCO Liaison Groups were established. The groups are open to all EY SENCOs in Buckinghamshire settings and schools with EYFS provision. The groups are held on a termly basis at a number of venues across the county, providing opportunities to discuss the latest developments in SEND, share practice and support each other with meeting the needs of children with SEND in the early years.

5. **Childrens' Centre support**

Tracking Progress in the EYFS CPD Sessions (Dec '13 – Feb '14)

- 2 x ½ day sessions offered to all children's centre staff
- Sessions planned jointly with BCC & Barnardos Senior Coordinators

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- content covered support for children's centre staff to:
 - Understand stages of child development (focussing on Prime Areas)
 - Develop observation/assessment skills & tools
 - Link assessment of children's development to services provided - including centre-based tracking, the new EYFSP & progress check at age 2
 - Link the training to recent Ofsted reports
- An additional training session has been booked for Senior Coordinators & Coordinators about summarising cohort progress and using EYFS Profile data (focusing on Prime Areas)

Early Language Development Programme (ELDP) A national programme developed locally in partnership with speech and language therapy. Settings and children's centres participate together in training and are supported to cascade training to parents in those areas where children are at risk of poor outcomes.

(Chesham, Wycombe and Aylesbury – new hubs, + Iver, Wycombe and Aylesbury continuation of last year's programme)

- Training sessions attended by Children's Centres (CCs), Schools & Settings to promote joined up working – delivered jointly with Speech & Language Therapists (SLTs), some Health Visitors (HVs) also in attendance
- Training included information about the progress check at age two, ideas for identifying Communication & Language needs and how to support children's development including links with SLTs and CC services
- Consultants' feedback indicates that collaborative working between CCs, Early Years Settings and Schools is improving.

7b Categorisation of schools.

Much work has taken place to support schools. Schools and governing bodies are provided by the Local Authority with an external evaluation of the health of each school which contributes to a discussion with each school on the risks the school faces of being judged as "requires improvement" or "requires significant improvement/ special measures".

As a result of each discussion, schools are categorised according to a 4-colour traffic lights system. Project funding is provided relating to the statement of action for each school in the red (Ofsted category of concern), amber (Ofsted requires improvement or schools causing concern to the LA), and yellow schools (schools classified as vulnerable by the LA). Schools in red, amber and yellow categories are provided with additional support.

The three KS2 schools who were categorised red in Autumn 2012 had lower results in 2013 than in 2012; a longer-term view is needed for these schools. However, 13 of the 19 Amber schools and 12 of the 19 mainstream Yellow schools had improved results in 2013.

Pupil Premium Primary Phase

Actions taken:

- Training delivered for school leaders and governors from over 150 schools.
- Written guidance for leaders on effective use of Pupil Premium. Top ten questions to ask.
- LA Headteacher report to governors amended to include a section on Pupil Premium.
- Pupil Premium included as a standing item on all LA governing body agendas.
- Clerks directed to minute evidence of impact.
- Buckinghamshire data dashboard amended to include gap analysis data.
- School categorization meetings with BLT officers include focus on provision and outcomes for Pupil Premium Pupils.

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Buckinghamshire Premium Challenge Pilot A collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

In January 2014 the Buckinghamshire Learning trust launched a short, time targeted project between February and July 2014. The project funded support from a named National or Local Leader for four half-day visits for targeted schools with a large achievement gaps, additional support was provided from the Buckinghamshire Pupil Premium team and HMI.

18 key schools were identified from:

- Inclusion on a list held by HMI of the lowest performing 45 schools in Buckinghamshire using the measure of FSM6 reaching L4+ in reading, writing and mathematics;
- VA for disadvantaged pupils below 98.5 in 2013;
- Disadvantaged pupils at EYFS, KS1 or KS2 performing significantly below their peers (2012/2013)

All key schools will receive four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. They are invited to two briefings and a best practice conference.

The National and Local leaders meet the Pupil Premium Team after every visit to review practice and plan the next visit. All visits are formally recorded and shared with the Headteacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual FSM6 pupils to be targeted in every year group to improve on trajectory from the previous year.

Narrowing the Gap Secondary Phase:

NTG Secondary has three very distinct sections, "Opportunity Gap" for pupils, "School to School" support and "School Grant".

Currently phase one, the "Opportunity Gap" for pupils is well under way. All the Buckinghamshire Headteachers are aware of the internal structural changes that will be required in their schools to implement the full concept for September 2014. We have decided as a collective that we will personalise the structural changes around the pupil premium numbers in each school. Each school will have the opportunity to have a member of staff who is responsible for the "Opportunity Gap" work and will be rewarded with a TLR3. The other members of the Pupil Premium team will receive the opportunity to engage with an NPQSL (National Professional Qualification for Senior Leaders) which will enable their project to be based around the Narrowing the Gap Project.

As part of the "Opportunity Gap" for pupils concept, we have engaged with a charity called Work Wise. Work Wise are very experienced in engaging with businesses. Work Wise are going to work closely with Buckinghamshire Learning Trusts Business partnership team to create five high level careers days for the Pupil Premium students to attend across Buckinghamshire.

Phase three School grant will be completed before the May half term holiday. On Friday the 9th May 2014 all Buckinghamshire Headteachers have been invited to a bid writing afternoon. The afternoon will ensure that all bids for funds are impact related and measurable. Buckinghamshire Learning Trust has formed a Partnership with Christine Raeside (HMI) who will also be at the event talking about best practice and the national picture.

May 2014

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Buckinghamshire Learning Trust are also in the process of recruiting two very experienced retired Urban Challenging Headteachers to support 10 of the schools across Buckinghamshire that have high Pupil Premium numbers. These consultants will offer 1 day every term, where they will monitor the impacts of the project and will oversee 5 schools in each cluster. Their purpose is to ensure impacts are occurring through pupils outcomes, support the Pupil Premium teams and be a point of contact for the strategic leads of the NTG, so that we are able to monitor the impacts.

7c. Pupil Premium in Buckinghamshire

The Pupil Premium Team established in September 2012 has continued to work to raise the profile of disadvantaged pupils and provide support to leaders including governors and schools.

Actions taken:

- Training delivered for school leaders and governors from over 150 schools.
- Briefing for FOSS (Federation of small schools.)
- Written guidance for leaders on effective use of Pupil Premium.
- Publication of 'Top ten questions' for leaders.
- Headteacher report to governors amended to include a section on Pupil Premium.
- Pupil Premium included as a standing item on all LA governing body agendas.
- Clerks directed to minute evidence of impact.
- Buckinghamshire SIS data dashboard amended to include gap analysis data.
- School categorization meetings with BLT officers amended to include focus on provision and outcomes for Pupil Premium Pupils.
- All Buckinghamshire Learning Trust CPD courses reference Pupil Premium and identify how best to raise achievement.
- Website to support schools and leaders launched at pupilpremium.learningtrust.net
- Effective Use of Pupil Premium in the EYFS written and published; all schools with Reception age children receive a free copy.

In addition, to the universal offer, a Primary and Secondary project has been implemented. Each project is briefly outlined below.

Primary Project

In January 2014 the Buckinghamshire Learning Trust launched a short, time targeted project to run between February and July 2014. The project provided funded support from a named National or Local Leader for four half-day visits for targeted schools, additional support was provided from the Buckinghamshire Pupil Premium team and HMI. The project has been named Buckinghamshire Premium Challenge and is a collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

18 key primary, infant or junior schools have been identified and invited to join the project. Criteria for selection is based on the following:

- Inclusion on a list held by HMI of the lowest performing 45 schools in Buckinghamshire using the measure of FSM6 reaching L4+ in reading, writing and mathematics;

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- VA for disadvantaged pupils below 98.5 in 2013;
- Disadvantaged pupils at EYFS, KS1 or KS2 performing significantly below their peers (2012/2013)

All key schools receive four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. In addition they are invited to attend two briefings and a best practice conference in July 2014. They have access to a web based platform where they can share ideas and ask questions. The Pupil Premium Team and HMI support this and respond to questions.

After each of the four allocated visits to the schools the National and Local leaders meet the Pupil Premium Team to review practice and plan the next visit. All visits are formally recorded and the information shared with the Headteacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual FSM6 pupils to be targeted in every year group to improve on trajectory from the previous year.

The pilot will be evaluated by analysing pupil outcomes and the structures in place to support disadvantaged pupils learn effectively. Evaluations at the half-way point are very positive.

Narrowing the Gap Secondary Phase

NTG Secondary has three very distinct sections, "Opportunity Gap" for pupils, "School to School" support and "School Grant".

Currently phase one, the "Opportunity Gap" for pupils is well under way. All Buckinghamshire Headteachers are aware of the internal structural changes that will be required in their schools to implement the full concept for September 2014. It has been decided as a collective that we will personalise the structural changes around the pupil premium numbers in each school. Each school will have the opportunity to identify a member of staff who will be responsible for the "Opportunity Gap" work and will be rewarded with a TLR3. Other members of the Pupil Premium team will receive the opportunity to engage with an NPQSL (National Professional Qualification for Senior Leaders) which will enable their project to be based around the Narrowing the Gap Project.

As part of the "Opportunity Gap" we have engaged with a charity called Work Wise. Work Wise are very experienced in engaging with businesses. They will work closely with the Educational Business Partnership team (EBP) to create five high level careers days for the Pupil Premium students to attend across Buckinghamshire.

Phase three, School Grant will be completed before the May half-term holiday. On Friday the 9th May 2014 all Buckinghamshire Headteachers have been invited to a bid writing afternoon. The afternoon will ensure that all bids for funds are impact related and measurable. Buckinghamshire Learning Trust has formed a Partnership with Christine Raeside (HMI) who will also be at the event talking about best practice and the national picture.

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7d. ASPIRE

The ASPIRE Project was established by Buckinghamshire Local Authority with eight Aylesbury town schools in September 2012 and became fully operational in January 2013. The project is focused on six primary schools, a partner secondary (upper) school, a partner secondary academy and their communities.

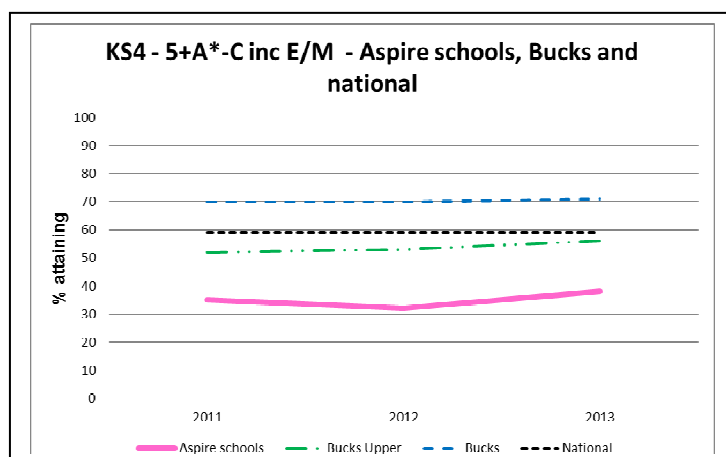
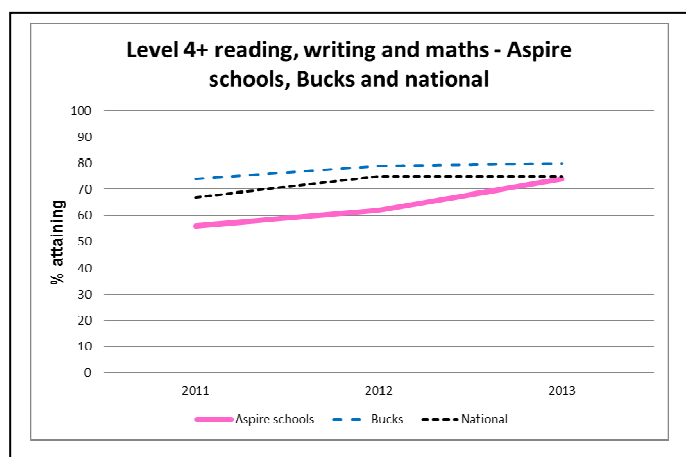
The schools in the project serve the highest areas of deprivation in Aylesbury, with many children entering primary schools without the social, language and learning skills and experiences expected for their age. Cohorts of pupils entering the secondary schools over many years had low average prior attainment. The proportion of pupils with special educational needs across the schools is high, as is the proportion of pupils for whom English is an additional language. The proportion of pupils eligible for free school meals is also above the national average.

The ambitions of the project are for all schools to:

- Have educational standards that are securely and sustainably above national floor targets and demonstrate levels of pupil progress above those nationally
- Demonstrate good achievement and pupil progress for all vulnerable groups of pupils
- Have a quality of teaching and learning in all schools that matches the best schools in Buckinghamshire and nationally
- Improve the OFSTED overall judgment by at least one level at the next inspection of each school i.e. all schools becoming good, and at least one school becoming outstanding

The eight schools want to ensure the project is sustainable and are looking to make funding bids to continue the work beyond the initial funding period to maintain progress and build a partnership of high achieving, self-improving schools.

The graphs below show results for these schools from a baseline in 2011. For primary schools, there is an upward trend and in 2013 results are the same as the national average. For the two secondary schools, the trend is less clear but there were improvements from 2012 to 2013.



7e. EVERY CHILD COUNTS

Every Child Counts is a teacher-led intervention aimed at the lowest achieving children in year 2; children who are not expected to reach level 2. These children receive at least 40 half-hour 1 to 1 sessions over about a term, with a trained 'Numbers Count' teacher. The mandatory training is led

Education, Skills and Children's Services Select Committee Standards Report **Appendix**

by a consultant from Oxfordshire as we work as part of a local consortium of three Local Authorities.

Before the intervention the children are tested using the Sandwell Early Numeracy test to find their 'Number age'; this test is repeated by another teacher after the intervention. The children are then retested three and six months after the intervention.

Academic year 2012-13

- Buckinghamshire Numbers Count children are making on average 16.2 months Number Age gain during the intervention. This is in-line with the national average.
- Buckinghamshire Numbers Count children are making on average 4.4 months additional progress in the 3 months following exit from the intervention. This is in-line with the national average of 4.5 months.
- Buckinghamshire Numbers Count children are making an average of 7.5 months Numbers Age gain in the six months following exit from the intervention.
- Buckinghamshire Numbers Count children made an average of 4.2 national curriculum points gain during the year of their intervention; this is regarded as accelerated progress. The national average was 5.1 but comparisons are difficult without knowing individual starting points for children.

Autumn term 2013/14 – provisional data

Progress made during the intervention	3 months after exit	6 months after exit
Average progress = 18.2 months	Average further progress = 5.4 months	Average further progress = 11.8 months

- In the term whilst the intervention was being delivered the average progress of the children was **over a year and a half**.
- Follow-up testing of children after they exit the programme shows that progress continues to accelerate; this confirms the effectiveness of this intervention.
- All schools receive mandatory training so new teachers can achieve accreditation and existing teacher remain accredited; only accredited teachers are licensed to deliver the programme. Each school also is visited as part of the monitoring and quality assurance process.
- As part of ECC there is also a TA led intervention programme for KS1 and KS2 pupils, "1st class@Number". Last term 17 schools were trained on the KS1 version using ECC funding and they were given a Sandwell test to evaluate the impact of the intervention.
- There is no data for this programme yet but the purpose is to widen the schools benefiting from ECC-type approach.

8. SOURCES OF DATA

Sources of information are shown on each table. Wherever possible, data is sourced from DfE Statistical First Releases (SFRs), found at

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics>

Other sources mentioned are LA RAISEonline, produced by OfSTED and, for some pupil group and school group data, the Buckinghamshire School Management Support Team (SMST)

All significance measures are taken from LA RAISE.