

improvement is expected.

- Performance in mathematics needs improvement in some schools. Headteachers cite lack of subject knowledge in mathematics as a key barriers in some cases.
- The general low performance and of a very small group of primary schools has impacted negatively the overall rate of improvement. Low performance of these schools can also be seen to be linked to leadership as well as quality of teaching.

REMEDIAL MANAGEMENT ACTION BEING UNDERTAKEN AND ALTERNATIVE PLANS:

£120,000 secured as a result of bidding to the DfE Strategic School Improvement Fund to improve teacher subject knowledge in mathematics and the leadership of mathematics. The project entitled, “Growing Greater Mathematicians” involved 12 targeted schools over 5 terms. The project commenced in October 2017 to build sustainable improvements in mathematics through developing secure teacher subject knowledge.

Continued LA CPD programme in Mastery in English to improve the quality of writing. There has been a very high take up for this training.

Dedicated training for teachers in years 2 and year 6 on teaching and assessing writing

LA CPD programme on spelling

Service level agreement support for schools to support planning for writing.

LA leadership “health check review” has been undertaken in a targeted school with low results.

Additional intensive support to new leadership to improve attainment and assessment in core subjects in The Willows Primary School and Lambourn C.E Primary School.

Maintained schools are categorised for support according to risk and school performance. Schools categorized category C or below receive additional School Improvement Adviser support and challenge visits.

The primary academies have RWM scores which are below national scores. The Regional Schools Commissioner has been informed about concerns about primary academies.

FINANCIAL IMPLICATIONS: None

SERVICE PLAN UPDATES REQUIRED: None

STRATEGIC ACTIONS REQUIRED: None

Rachael Wardell / Ian Pearson		Education Service				Q4 2017/18	RED
Indicator Ref: BEC2edAY07		% pupils eligible for Free School Meals (FSM) achieving a Good Level of Development (GLD) at Foundation Stage (EYFS)					Type: Snapshot
Executive	2015/16 Year End	2016/17 Year End	2017/18				
			Q1	Q2	Q3	Q4	
RAG	■	■				■	
Qrtly outturn	-	-	Annual	Annual	Annual	-	
YTD outturn	Rank 45/152 (2014/15 AY) 4 th quartile	Rank 38/152 (57%) (2015/16 AY) 2 nd quartile	-	-	-	Top 75% Rank 99/152 (53%) (2016/17 AY) 3 rd quartile	Higher is better
REASON FOR RED:							
Free School Meal Data Analysis 2016 /2017							
GLD		FSM 2016		FSM 2017			
No. of schools where no FSM children achieved GLD (Indicates a school where this has occurred in 2016 & 2017.)		11 schools (Aldermaston, Bradfield, Brookfields, Chaddleworth, Cold Ash, Pangbourne, PDI, Shaw- cum-Donnington, St. John the Evangelist, St. Joseph's, The Willows, Victoria Park Nursery)		11 schools (Basildon, Bradfield, Brimpton, Chaddleworth, Chieveley, Compton, Fir Tree, Hermitage, Purley, Spurcroft, Welford & Wickham)			

Gap FSM / Non-FSM	19.6%	26.7%
Cohort size	123	133
1 child = %	0.8%	0.7%
No. of schools with only 1 FSM child	14	17
No. of schools with 5 or less FSM children	23	21
No. of schools with 13 or less FSM children	4	6

There were 21 schools in 2017 who had 5 FSM children or less, 18 of those schools did not achieve at least 50% of their FSM children attaining a GLD. Schools who had less than 13 FSM children performed better. 5 out of the 6 schools achieved at least 50% of their FSM children at GLD. Free School Meal Data Analysis 2016 /2017

All schools who had a FSM child were invited to the EYFS FSM network meetings in 2017 (3 across the year). The schools had access throughout the year to LA support, workshops where good practice was shared amongst colleagues and regular data scrutiny was encouraged. The schools who were invited are listed below and those who fully engaged in the network are highlighted in yellow.

School	No. of FSM children	No. who achieved GLD
Aldermaston C.E. Primary School	5	1
Basildon C.E. Primary School	1	0
Beenham Primary School	2	1 (other child who did not achieve GLD joined the school very late in the year)
Birch Copse Primary School	3	2
Bradfield C.E. Primary School	1	0
Brimpton C.E. Primary School	1	0
Calcot Infant School and Nursery	7	4
Chaddleworth St Andrew's C.E. Primary School	1	0
Chieveley Primary School	1	0

Compton C.E. Primary School	1	0	
Downway Primary School	1	1	
Falkland Primary School	2	1	
Fir Tree Primary School and Nursery	2	0	
Francis Baily Primary School	4	1	
Hermitage Primary School	1	0	
Hungerford Primary School	7	3	
John Rankin Infant and Nursery School	5	4	
Kennet Valley Primary School	4	1	
Kintbury St Mary's C.E. Primary School	2	1	
Lambourn C.E. Primary School	7	5	
Long Lane Primary School	3	1	
Mortimer St John's C.E. Infant School	4	1	
Mrs Bland's Infant School	6	4	
Pangbourne Primary School	5	5	
Parsons Down Infant School	4	3	
Purley C.E. Primary School	1	0	
Robert Sandilands Primary School and Nursery	4	1	
Shaw-cum-Donnington C.E. Primary School	1	1	
Shefford C.E. Primary School	1	1	
Speenhamland Primary School	4	3	
Springfield Primary School	2	1	
Spurcroft Primary School	1	0 (Attachment issues)	

St Finian's Catholic Primary School	1	1
St John the Evangelist C.E. Nursery and Infant	3	2
St Joseph's Catholic Primary School	1	1
St Paul's Catholic Primary School	1	1
Streatley C.E. Voluntary Controlled School	1	1
Thatcham Park Primary	4	2
The Willows Primary School	9	6
The Winchcombe School	7	1
Theale C.E. Primary School	3	2
Welford and Wickham C.E. Primary School	1	0
Westwood Farm Infant School	3	2
Whitelands Park Primary School	5	3

The Winchcombe school has been challenged as despite contact with the school throughout the year there was no indication that the data would be so low. 85% of FSM children did not even achieve the prime areas. The EYFS Adviser has contacted the Headteacher with a series of questions to further unpick this data.

The low numbers of pupils in individual schools makes it very challenging for the early years team to get and keep the engagement of all schools. The best outcomes are from the schools who regularly attend the network meetings, share practice and are proactive in their work to improve outcomes for all children.

Things to consider...

- West Berkshire has very small cohorts in many schools which has an impact on statistics particularly when presented as a percentage.
- The number of pupils eligible for FSM is small (in 2017...133 pupils out of 1959 which equates to 7% of pupils in total) 68 pupils eligible for

FSM achieved a GLD which compares to 1472 in total achieving a GLD (therefore 4.6 % of pupils achieving a GLD were FSM).

- However, the FSM gap increasing this year is a real concern. There were 21 schools who had 5 FSM children or less, 18 of those schools did not achieve at least 50% of their FSM children attaining a GLD. Schools who had less than 13 FSM children performed better. 5 out of the 6 schools achieved at least 50% of their FSM children at GLD. Analysis suggests that where there is a small number of FSM children particularly in small schools these children do not do so well. This will need to be a focus moving forward.

REMEDIAL MANAGEMENT ACTION BEING UNDERTAKEN AND ALTERNATIVE PLANS:

The network meetings have been extended to cover all vulnerable children in the hope of greater engagement. Each school is asked for their data at key points in the year; baseline, mid-year and prior to submission at the end of the summer term. Schools who have repeatedly featured as having larger gaps and issues will be visited in year to ensure that they are providing additional support for the identified FSM pupils. The relevant SIA for the school has also been given the information so that they can challenge during visits. (Obviously this only works for schools who are either in a category or by back school improvement services).

Next steps

West Berkshire level

- Collection of Baseline data from schools
- Identify early those schools with FSM children and previously funded 2 year old children who are now in Reception. Monitor how effective schools are at putting interventions in place, if necessary, and tracking FSM / two year old funded children.

Moderation cycle

- Identify those schools who are in need of support*
- Plan the next moderation cycle for 2017-2018*

Training and support

FSM network and project work to support vulnerable families who have been funded as 2 year olds

School level

Schools to analyse their data and identify trends / possible actions

Pupil level

Schools to identify specific pupils who require further support moving into Year 1

We are planning additional moderation activities to look at the assessment of these pupils in detail, providing support and challenge. Head Teachers are an important part of this process and will also be invited to network meetings and moderation activities. They are responsible for signing off their end of year results at the point of submission and need to be mindful of the outcomes for these pupils.

FINANCIAL IMPLICATIONS: None

SERVICE PLAN UPDATES REQUIRED: The targets are reasonable and need to remain the same.

STRATEGIC ACTIONS REQUIRED: None

Rachael Wardell / Ian Pearson		Education Service			Q4 2017/18	RED
Indicator Ref: BEC2edAY10		To improve on 2015/16 Academic year rankings for reading, writing and maths combined expected standard for disadvantaged pupils in KS2 in 2016/17 Academic Year				Type: Snapshot
Executive	2015/16 Year End	2016/17 Year End	2017/18			
			Q1	Q2	Q3	Q4
RAG		Baseline				■
Qrtly outturn	-	-	Annual	Annual	Annual	-
YTD outturn	-	Ranked 122/152 (33%) (2015/16 AY) 4 th quartile	-	-	-	Rank 148/152 (35%) (2016/17 AY) 4 th quartile
REASON FOR RED: (Please refer also to Exception Report on KS2 RWM where the commentary on writing and mathematics is also applicable) Context: The number of pupils entitled to FSM in West Berkshire is very small at approximately 15% of pupils. Of that cohort, a higher than national percentage of FSM pupils are also SEND (doubly disadvantaged) and white working class boys, the lowest attaining group of pupils nationally. 42% of primary schools have typically 2 or fewer disadvantaged pupils in a cohort which presents different challenges in terms of skills of meeting the needs of those pupils. The performance of FSM RWM improved from 31.9% in 2016 to 34.5% in 2017 which is lower than the national score at 48%. FSM pupils who have no SEND improved from 41.0% in 2016 to 50% in 2017 which is closer to, but lower than, the national score of 57%. In addition to the commentary in the KS2 RWM exception report, the drop in performance from 2016 is due to : Expenditure of Pupil Premium funding being insufficiently evaluated by school leaders which results in little impact on results. Interventions and approaches used by schools are not chosen on the basis of evidence base research of “What works well” in terms of						
					Rank higher than 122/152	Higher is better

raising attainment.

- Too low expectations of pupils by schools with pupils who are low attaining at the end of KS1 (aged 7) in some schools. Many of these pupils are also FSM.
- Some schools with very low numbers of FSM placing insufficient priority on meeting their needs.
- Weak subject knowledge of teachers which results in less than good teaching and which impacts on all pupils, including FSM.

REMEDIAL MANAGEMENT ACTION BEING UNDERTAKEN AND ALTERNATIVE PLANS:

- Expected outcomes for FSM pupils in year 6 for 2018 are being audited by the LA in every school. As a result, 6 targeted schools will receive regular monitoring visits from designated **Pupil Premium Peer Challenge Headteachers** to ensure pupil premium spend is having sufficient impact on learning outcomes across the school. Additional training for governing bodies on monitoring the impact of PP spend will form part of this monitoring programme. The low performance of FSM pupils has been a focus of debate at Primary Heads Forum and it has been agreed that head teacher peer challenge of “collective responsibility” for improving outcomes is the next step for the LA pupil premium strategy.
- DfE funding has been secured through Strategic School Improvement Funding bids to train teachers in maths (12 schools) and phonics (10 schools) in with a focus on disadvantaged pupils. The 2 projects span 5 terms and will address teacher subject knowledge and the ability to diagnoses the gaps in learning of disadvantaged pupils in particular. The bids total £230,000 and will build long term sustainability.
- Targeted primary schools have had LA whole school pupil premium reviews.
- The successful KS1 and KS2 pupil premium network of schools for pupil premium leads will continue. A pan – Berkshire PP conference is organised for the summer.
- Intensive support is being provided to support ambitious new leadership at The Willows Primary and Lambourn C.E. Primary.
- Maintained schools are categorised for support according to risk and school performance. Schools categorized category C or below receive additional School Improvement Adviser support and challenge visits.
- The Regional Schools Commissioner has been notified about the concern about the performance primary academies which each have lower than national scores for KS2 RWM FSM.

FINANCIAL IMPLICATIONS: None

SERVICE PLAN UPDATES REQUIRED: None

STRATEGIC ACTIONS REQUIRED: None

