
‘Educational Attainment and Health Outcomes of Children from Vulnerable Families’ – Dec 2018 Update

Report being considered by: Health and Wellbeing Board

On: 24 January 2019

Report Author: Tessa Ford

Item for: Discussion

1. Purpose of the Report

- 1.1 To respond to the Health and Wellbeing Board’s request for a report regarding the ‘red’ performance for the following indicator

2. Recommendation

- 2.1 The Health and Wellbeing Board should note the latest performance information and the actions being undertaken around improving educational attainment and from this form a conclusion as to what further work needs to be done.

Will the recommendation require the matter to be referred to the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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3. Introduction/Background

- 3.1 In March 2018, the Health and Wellbeing Board were presented with the ‘Delivering the Health and Wellbeing Strategy Quarter Three Update for 2017/18’ report.

- 3.2 The following indicator was reported as ‘red’:

“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.”

- 3.3 West Berkshire was ranked 148 out of 152 local authorities but the target was to rank higher than 122. The Children’s Delivery Group, who had included the indicator on their action plan, had not reported any actions they were undertaking as a partnership to lead improvement in this area.

- 3.4 The Health and Wellbeing Board were presented with the performance exception report for the indicator for Quarter 3 2017/18 ([Appendix A](#)). This report explained the remedial action being taken within the Council’s Education Service.

- 3.5 It was discussed that the factors which influence educational attainment were multifarious, as the Health and Wellbeing Board had learned in November 2016 when the Principal School Improvement Advisor had presented a report to the Board entitled ‘[Educational Attainment and Health Outcomes of Children from Vulnerable Families](#)’. It was also recognised that there is a close link between a child’s educational attainment and their health and wellbeing outcomes.

3.6 The Chairman of the Health and Wellbeing Board at the time requested that the Children's Delivery Group report back to a later meeting to explain why the indicator was red and what activity it was leading as a partnership to drive improvement. As the Children's Delivery Group was without a Chair at the time, the Acting Principal School Improvement Advisor was asked to complete this report. The report was delayed in order to incorporate exam results from the summer of 2018.

4. Performance Update

4.1 There has been a mixed picture this year when looking at Disadvantaged data:

- (1) In Early Years the proportion of children achieving a good level of development (GLD) is down for the third year in a row and the free school meals (FSM) ranking is also down.
- (2) In Phonics there has been a small increase, but little change in the ranking against other local authorities.
- (3) KS1 Disadvantaged data is improving, but KS2 has fallen.
- (4) KS4 data is much closer to National Disadvantage.

4.2 There is still much to do to improve the outcomes of these pupils, but we should be looking wider than just these who are a National priority, there are other pupils who are also vulnerable but never become FSM, we should be ensuring they get sufficient focus too.

4.3 Full data report available as [Appendix B](#)

5. Early Years Update

5.1 The Family Hubs have been in existence for two years and during that time have been working to develop a clear strategic direction.

5.2 Development has been with regard to West Berkshire Council priorities and the key priorities of the Health and Wellbeing Board.

5.3 Focus upon 10 most disadvantaged areas of West Berkshire

5.4 One stop shop for families providing information, advice, signposting and thus increasing the age engagement up to and including 19+ services.

5.5 **One Core Aim** - Enable all West Berkshire Families to Thrive.

5.6 **Three core outcomes:**

- Promoting and encouraging families to live healthy lifestyles.
- Overcoming barriers to unlock their full potential, no matter what challenges they face
- Improving mental health and emotional wellbeing of all West Berkshire families.

5.7 **Early Help** - To provide support to tackle problems before they become difficult to reverse.

5.8 Using the guiding principles of being:

Strength based – moving away from 'intervention' (where the professional hold the power) to person/ family / own network solutions.

Restorative – respectful, collaborative arrangements.

"Local nerve centres co-ordinating all family-related support, Including universal services and specialist help...to meet both parents' most pressing needs."

The Children's Commissioner October 2016

5.9 The range of services that Hubs deliver may differ in response to the local context, and include:

- New parent services, ante and post-natal
- Parenting support across the ages and stages.
- Support local Childcare and early education, signposting parents
- Couple and relationship support. Domestic abuse champions and substance misuse trained
- Support for troubled families on their journey as their children grow.
- Specialist health support for children and parents, parenting special children and signposting
- Communication support for children in the early years, Every Child a Talker, speech & language
- Learning and mentoring support, early literacy & numeracy, parenting and behaviour support.
- Employment and training advice, CV writing and support from Job Centre Plus.
- Volunteering, helping in schools training and peer supporter training.

5.10 School Readiness - Behaviour – Parenting Courses, SHARE, EHA drop-in, 1-1, all groups, Golden Rules, S.P&L guidelines, sand timers available to purchase, peer support

5.11 Language development (particularly those at risk of delay) S&L drop-in, ECAT, Rhyme Challenge, SHARE, Bookstart Corner – new PEEP, Health Visitor Development Checks, Talking Tips given out/displayed, Imagination Library for Greenham families and being extended across Family Hubs

5.12 Home learning environment – SHARE, Bookstart Corner, new PEEP, Parents as First Teachers, Homestart

5.13 Early Reading – SHARE, groups, FSW, Book sharing pilot, Fun2BeFit (turn off the tech), Imagination Library – 10 key SOAs supported by Greenham Trust and Sovereign Housing

5.14 2 year old offer (process, numbers achieving attendance at a setting) – Supporting to apply, contacting on list, signposting to local provision, liaising with schools and settings.

5.15 Transition to school – Flying Start (Appendix Project Draft Report)

5.16 Foundation Stage Outcomes - What is happening nationally and locally?

- The percentage of children achieving a good level of development (GLD) continues to increase year-on-year: 71.5% in 2018 compared to 70.7% in 2017, and 51.7% in 2013.
- The percentage of children achieving at least the expected level of development in all 17 early learning goals also continues to increase: 70.2% in 2018 compared to 69.0% in 2017 and 48.9% in 2013.
- The gender gap is narrowing
- The Disadvantaged gap has increased in recent years
- More information in Data report [Appendix B](#)

5.17 There is a great deal of work through the Family Hubs, local early year's providers and schools to support our children to make the very best start in life. Our overall outcomes are consistently good, however there continues to be challenges around the disadvantaged. To address this we are working before children enter formal schooling to support families, particularly those from disadvantaged backgrounds to help their children. This work is focused upon language development using Every Child a Talker (ECaT), Flying Start local projects and by increasing the span of access to the Imagination Library. We are looking at the gap between boys and girls and to follow our disadvantaged 2 year olds as they progress into school.

6. School Improvement Update

6.1 Narrowing the Gap and raising achievement for those in receipt of the Pupil Premium remain very high priorities for the service. Many of the judgments focus on narrowing or closing the gap – but when considering improving the life chances of these pupils our priority should be to raise their attainment, it is this that will improve their job prospects.

6.2 The Pupil Premium (PP) funding allocated to schools has not increased in recent years and remains at £1320 for each Primary pupil and £935 for secondary. The funding starts once registered as eligible for a Free School Meal and continues for the next 6 years (hence the term Ever6). During the period of the roll-out of Universal credit there will be changes in eligibility but the Government has agreed that no child will lose their free meal entitlement during this period, unless they change phase of education. This means that more pupils will be entitled to the meal and some will therefore be entitled to the additional funding for a longer period. It is anticipated that there will, therefore, be an increase in our PP numbers.

6.3 The proportion of PP pupils in our schools remains low. In 2018 there were 227 pupils at KS2 (age 11), just 11% - Nationally it was 29%. At KS4 (age 16) we had 269 pupils, 15% compared to National 27%. Many of our Primary schools have only 1 or 2 in a cohort. As such the additional funding is often not significant, at a time when schools finances are very stretched. The schools that get promoted for closing the attainment gap often have 40+% of their cohort getting the additional money and with this significant additional funding real changes can be made.

- 6.4 Many of the activities and practice that were reported in the previous report continue. In particular:
- Primary networks for Pupil Premium leads
 - Secondary networks for Pupil Premium Leads
 - Regular sessions in the Primary Heads' Forum
 - Regular sessions in the Leadership Forum
 - Annual governor training
 - Pupil Premium Reviews
- 6.5 All schools have a PP lead and a PP Governor who meet, typically, termly. This helps governors to ensure that the additional funding is being appropriately used in the school. Almost all Ofsted inspections comment that the funding is being used well in our schools.
- 6.6 Since the last report there have been some new initiatives, these include:
- KS1 PP Cluster
 - KS2 Peer PP Challenge
 - Pan Berks PP leads network
 - 2017 and 2018 Pan Berks PP Conference
 - Pan Berks Oracy Project
 - SSIF projects
- 6.7 The KS1 PP Cluster started as a project with 10 schools who each had a reasonable number of pupils in KS1. The focus was on Parental Engagement. At the end of the year developed resources and advice were shared with all heads. The group continues to meet about 5 times a year, maintaining a focus on Early Years to KS1. Perhaps as a result of this targeted approach at this stage we have seen improvements in PP attainment at KS1 (see data report).
- 6.8 The KS2 Peer PP Challenge started April 2018 and involves 8 schools whose KS2 PP attainment had been low for more than 2 years. Current and recently retired headteachers are meeting with Heads to focus on maximising attainment of year 6. This project will only run up to next Easter and will be evaluated at that stage.
- 6.9 Meeting regularly with other PP leads across Berkshire has been very beneficial in terms of sharing resources and making good links, but has also led to two annual conferences, which have been high profile, very well attended and highly valued. Last year the West Berkshire Primary Heads Association subsidised places at the conference for our heads. Following the interest in Oracy as a result of the 2018 conference there is now a Pan Berks Oracy focus, with regular training led by Voice 21. This project is very much about giving disadvantaged pupils a voice – metaphorically and physically. In West Berkshire we will be further supporting our schools by offering local meetings and also following this initiative up next year. We are also working closely with Early Years colleagues to build on the ECAT (Every Child a Talker) work that they do.
- 6.10 When the DfE stopped the Education Service Grant to Local authorities they initiated a series of bids for 'Strategic School Improvement Funded' projects. We were very successful in being successful in two bids; "Growing Greater Mathematicians" and Phonics, at the heart of both of these projects is a focus on PP

pupils. These fully funded projects have each involved 11 schools and are fully funded. Engagement has been good, we anticipate impact.

- 6.11 The Education Endowment Foundation, as mentioned in the last report, continues to fund a variety of projects and compiles useful reports that focus on maximising progress for Disadvantaged. We not only ensure that these resources are signposted, but also seek to support by embedding the ideas within CPD and where appropriate to inform CPD – eg recent Metacognition courses.
- 6.12 Across the Education service we now have regular “Vulnerable Groups” meetings. This meeting ensures that we work more closely together across the service with our vulnerable pupils and have a greater awareness across the service. An example would be greater awareness of the high proportion of PP pupils who are also SEN and the impact of this ‘double disadvantage’. The Vulnerable Group strategy is attached as [Appendix C](#)

7. Public Health Update

- 7.1 In July 2018 Public Health and Wellbeing commissioned the delivery of a pilot healthy holiday club programme for vulnerable children aged 5 to 11, living in West Berkshire.
- 7.2 The programme combines key public health promotion messages such as healthy eating, benefits of physical activity, promoting good oral hygiene, reducing sedentary behaviour, improving skills for learning and improved wellbeing.
- 7.3 Public Health and Education collaborated to identify the schools and the target group.
- 7.4 Vulnerable pupils aged 5 – 11 from the following Thatcham schools were identified:
- Spurcroft School
 - Parsons Down Partnership School
 - Francis Baily School
 - Whitelands Park School
 - Thatcham Park School
- 7.5 5 healthy holiday clubs were held at Kennet secondary school during the 2018 summer holidays. Following the Summer Holiday Clubs, follow up clubs were held during the 2018 October school holidays, with further follow up clubs scheduled for the 2019 February school holidays.
- 7.6 The programme’s outcome measures are as follows:
- An Increase in the participants (CYP’s) physical activity levels
 - At least 50% of children achieve a reduction in sedentary behaviour, to less than 2 hours screen time a day outside of school
 - At least 50% increase in fruit/vegetable consumption for those participants not already achieving the recommended intake
 - At least 50% of participants achieve a reduction in the consumption of sugary drinks/sweets/chocolate

- 7.7 The provider also worked with the families to collect qualitative reflection on key learning from participants. Final achievements will be assessed in terms of personalised goals, parental engagement, attendance at the follow-up sessions during October and February half terms and exit options discussed with each child/parent (attendance at existing after school clubs/external club such as Scouts)
- 7.8 A full report detailing the outcome of the pilot programme has yet to be completed as the programme is still running. The report will be completed after the final clubs have taken place during February 2019 school holiday.
- 7.9 Summary reports from the summer holiday clubs and October holiday clubs and feedback from a participating schools can be found in [Appendix D](#)

8. Role of the Children's Delivery Group

- 8.1 The Children's Delivery Group was set up to report to both the Local Safeguarding Childrens Board and the Health and Wellbeing Board. It played a role in supporting the improvement of the Council's Children's Services following the 'inadequate' OFSTED judgement in 2015.
- 8.2 The Children's Delivery Group outlined its priorities in 2016 as:
- (1) To provide a coherent vision for West Berkshire partner agencies 'Targeted Prevention,' including developing consistent understanding of children's levels of need and the risk and needs that will be prioritised by local services, to intervene more effectively, early.
 - (2) To promote emotional wellbeing in children and young people, through prevention, early identification and provision of appropriate services.
 - (3) To improve the health and educational outcomes of Looked After Children through prevention and the provision of high quality health and social care support and services.
 - (4) To improve the educational achievement of children on free school meals to bring them into line with the overall achievement of all children.
- 8.3 Members of the Children's Delivery Group include representative from:
- (1) Head of Service, Children & Family Services (Chair)
 - (2) Thames Valley Police
 - (3) Berkshire West Clinical Commissioning Group.
 - (4) Early Years' Service
 - (5) Portfolio Holder for Children and Education
 - (6) School Improvement Service
 - (7) Children & Young People's Voluntary Sector Forum
 - (8) Public Health

(9) Special Educational Needs and Disabilities Service

(10) Emotional Health Academy.

8.4 The Health and Wellbeing Board introduced a new methodology for monitoring implementation of its Strategy in 2017. While it was clear the Children's Delivery Group was achieving a number of 'soft' benefits such as improved practice and relationships, it was difficult to articulate actions to be undertaken in partnership and measures of those actions in the format requested by the Health and Wellbeing Board.

8.5 Since Pete Campbell (Head of Children and Family Services, WBC) took on the role as Chair of the Children's Delivery Group, it has refocussed to concentrate on:

(1) Prevention

(2) Educational Attainment

(3) Self-harm

9. Conclusion

9.1 The Health and Wellbeing Board requested to know what actions were being undertaken by the Children's Delivery Group to reduce the educational attainment gap between disadvantaged pupils and the rest. This report has outlined the variety of work being undertaken by the Council's School Improvement Service, the Family Hubs and the Public Health Team.

9.2 Educational attainment remains a key workstream for the Children's Delivery Group.

9.3 There is still much to do to improve the outcomes of disadvantaged pupils, but we should be looking wider than just those who are a national priority. There are other pupils who are also vulnerable but never become part of the Pupil Premium cohort and we should be ensuring they get sufficient focus too to ensure every child is able to reach their potential.

9.4 The Health and Wellbeing Board are requested, in their capacity as system leaders, to recommend any further actions that could be undertaken.

9.5 The recommendations identified in the report presented to the Health and Wellbeing Board in 2016 remain relevant:

(1) We need better identification of pupil and family needs by Family Well Being Hubs and Schools.

(2) We need clearer understanding of the barriers impeding good educational/health outcomes.

(3) We need to ensure funding has a positive impact on outcomes in all Key Stages of a child's education including the Early Years and Sixth Form.

(4) We need a better understanding of the implications of multiple need and the effect that it has on educational outcomes.

- (5) We need to ensure that Early Years professionals such as Health Visitors and Family Wellbeing Hub workers are fully engaged in the school readiness agenda, particularly in relation to their role around promoting the uptake of early years pupil premium.
- (6) We need to ensure that parents/carers are fully aware of the need to register for Free School Meals for schools to access pupil premium funding in KS1 where a universal meal is provide free of cost. To support schools and settings to identify where White British Boys are underachieving and to challenge school leaders and governors to address issues of closing gaps where they exist.
- (7) We need to build positive relationships with other services/providers in raising awareness of the simple positive experiences that can support improving health and educational outcomes for vulnerable children.

10. Consultation and Engagement

Tessa Ford (acting Principal Adviser and PP lead), Avril Allenby (Early Years manager), Nerys Probert (Acting Senior Public Health Officer), Nikki Davis (Schools Health and Wellbeing Co-ordinator)

11. Appendices

Appendix A – Performance exception report

Appendix B – Data report

Appendix C – Vulnerable Group Strategy

Appendix D – LGG Evaluation summary

Appendix E – Parsons Down evaluation of LGG

Background Papers:

Local data reports

Health and Wellbeing Priorities 2018/19 Supported:

- Improve access to employment for vulnerable people

Health and Wellbeing Strategic Aims Supported:

The proposals will help achieve the following Health and Wellbeing Strategy aim(s):

- Give every child the best start in life

The proposals contained in this report will help to achieve the above Health and Wellbeing Strategy aim by keeping councillors updated on the variety of actions and approaches that are taking place to support the priorities.

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Appendix A

Rachael Wardell / Ian Pearson		Education Service				Q3 2017		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				Target	Polarity	
			Q1	Q2	Q3	Q4			
RAG		Baseline			■		Rank higher than 122/152	Higher is better	
Qrtly outturn	-	-	Annual	Annual	-	Annual			
YTD outturn	-	Ranked 122/152 (33%) (15/16 Academic Year) 4 th quartile	-	-	Rank 148/152 (35%) (16/17 Academic Year) 4 th quartile	-			
<p>REASON FOR RED:</p> <p>(Please refer also to Exception Report on KS2 RWM where the commentary on writing and mathematics is also applicable)</p> <p>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.</p> <p>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%.</p>									

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 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

Appendix B Data report

West Berkshire Summary Data Report 2017-18

Almost all measures for all key stages began in the 2015-16 academic year so one can only compare data for the last 3 years and within that time period there have also been changes at KS4 and KS5. Only Foundation Stage and Phonics measures did not change; all others are new.

Free School Meals (FSM) is a binary indicator variable that states whether a pupil's family are eligible for free school meals as reported at the time of the annual spring school census. Since September 2014 all infant pupils in state-funded schools have been entitled to a free school meal, as a result some parents may not process a claim. The school receives additional Pupil Premium Funding for pupils who are currently eligible for a free meal and for the next six years (Ever6). In 2018 Primary schools received £1320 and Secondary schools £935.

From 2015, disadvantaged pupils include those who are registered as eligible for free school meals at any point in the last six years (Ever6), children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order.

There is some variance in the measures that are used by the various national authorities as indicators for these vulnerable pupils, sometimes they report FSM (which sometimes includes Ever6 and sometimes doesn't) and sometimes they report Disadvantaged. This variance is somewhat frustrating!

Primary data was made available nationally at the beginning of December, but we still await validated data. Some of the data reported may therefore change, as may some of the rankings. The data in this report was accurate on 19/12/2018, there continue to be changes and these will continue until the data is validated in February, when the report will be finalised.

This year we produced a summary data sheet for all Primary schools which shows the data for the past 3 years and uses colour coding to indicate comparison to National. Extracts from the LA version of the sheet have been used throughout this report.

Early Years Foundation Stage

Pupils aged 5 are assessed at the end of their first year of full time education. Practitioners make a best-fit assessment of whether children are emerging, expected or exceeding against each of 17 early learning goals. Good Learning Development (GLD) is the overall measure and is indicative of 'KS1 readiness', in recent years there has been a greater focus on attainment in Reading, Writing, Number and Shape Space & Measures.

EYFS (1883 pupils)

	GLD	Reading	Writing	Number	SSM
West Berkshire	74.2 (76/75.2)	82.6 (83.4/83.3)	76.8 (78.7/77.2)	84.2 (83.9/83.3)	88 (87.9/89.2)
National	72 (71/69)	77 (77/77)	74 (73/73)	80 (79/79)	82 (82/82)

	FSM (GLD)	
	Yes (115)	No (1767)
West Berkshire	43.5 (51.1/56.9)	76.2 (77.8/76.5)
National	57 (56.0/54.0)	74 (73.0/72.0)
Gap to National	30.5	

Key:

NOTES:

Key to Colour Highlight

+2	Result is above National by more than 2%
+1	Result is above National by more than 1%
0	Result is in line with National
-1	Result is below National by more than 1%
-2	Result is below National by more than 2%

Attainment

2018 data
(2017 / 2016)

Clearly performance is above national in all areas and has been for three years. However National data has shown some improvements over this period, whereas West Berkshire data seems to be on a slight downward trend. The Early Years team is reflecting on how best to reverse this.

EYFSP	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
%GLD	74.1%	71.5%	33	13	11

%GLD by gender	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
Girls	80.6%	78.4%	33	14	11
Boys	68.2%	65.0%	30	13	15
Gap	12.4%	13.4%	40	45	60

Selected EY Goals % at least expected	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
Reading	82.5%	77.0%	10	8	8
Writing	76.7%	73.7%	28	13	17
Numbers	84.2%	79.6%	12	16	19
Space, Shape and Measures	87.9%	81.7%	7	6	4

Rankings KEY

First quartile
Second quartile
Third quartile
Fourth quartile
data suppressed

We are still in the top 25% of LAs for % GLD and for both girls and boys. We are also maintaining our position in the top quartile for all the learning goals within the Literacy and Mathematics Areas.

FSM	FSM Pupils					2017 Gap			2016 Gap	
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank	not FSM	Gap	National Gap	West Berkshire	National
%GLD	43.0%	57.0%	150	99	38	76%	33%	17%	24%	17%
									19%	18%

At Early Years the key measure for Disadvantage is those in receipt of a Free School Meal (FSM). We are very disappointed in the drop in attainment and in our rankings. This remains a high priority for the early years team and as a result there has been increased reflection on how best to support schools and also to provide the right support pre-school to ensure that more of our disadvantaged pupils start 'Ready for School'. With only 6% of our pupils in receipt of the meal, compared to national 14% our schools are not well funded for this additional support and with such a small cohort one expects variation in performance.

Phonics

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not checked, must take part in the check at the end of year 2 (typically aged 7). Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2017, as in previous years, the threshold to determine whether a pupil had met the expected standard was 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

Phonics (Y1 1957 pupils / End Y2 1996 pupils)

	Year 1	By End Y2
West Berkshire	80.8 (78.2/79.6)	91.9 (92.5/91.6)
National	82 (81/81)	92 (92/91)

	FSM			
	Year 1		By End Year 2	
	Yes (135)	No (1818)	Yes (129)	No (1867)
West Berkshire	57.8 (53.1/53.7)	82.5 (80.2/81.5)	83.7 (82.0/76.4)	92.4 (93.3/92.7)
National	70 (68.0/69.0)	84 (83.0/83.0)	84 (84.0/84.0)	93 (93.0/93.0)
Gap to National	26.2		9.3	

Phonics remains an area of concern in West Berkshire. The scores at the end of year 1 are below National, but by the end of Year 2 are in line. Phonics was a focus within the Primary Head's forum last year and we were also successful in a Strategic School Improvement Fund bid to work with 12 schools, this started in the summer term and will have a particular focus on Disadvantaged pupils. Outcomes have improved this year, but still lag behind National. Rankings seen below evidence the improvement this year, an extra percentage point would have seen us in 2nd quartile.

Phonics	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
Phonics Y1 Wa%	81%	82%	108	132	84
Phonics End KS1 Wa%	92%	92%	52	17	43

FSM

	FSM Pupils EXS+				
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
Phonics Y1 Wa%	56%	70%	150	149	149

not FSM	Gap	National Gap	2017 Gap		2016 Gap	
			West Berkshire	National	West Berkshire	National
82%	26%	14%	26%	15%	27%	14%

Our current FSM pupils' performance in Phonics is going up very slowly year by year, but the gap is not narrowing. However by the end of year 2 they have caught up significantly with National FSM. Our slight improvement in score has not improved our rankings. The recent Ofsted annual report highlighted a FSM gender issue whereby our FSM boys' performance was very weak. It is hoped that the impact of the Phonics project will be improved outcomes particularly for our FSM boys.

Phonics ALL	2018	
	WB	Nat
Female	85.1	86
Male	76.8	79.2
GAP	8.3	6.8

Phonics FSM	2018	
	WB	Nat
Female	69.5	75.4
Male	48.7	65.3
GAP	20.8	10.1

KS1

This is the 3rd year of the new style KS1 and KS2 curriculum. At KS1 teacher assessment judgements are reported in Reading, Writing, Maths and also the combined RWM. Expected standard in RWM is indicative of "KS2 readiness". Greater Depth is the highest standard.

KS1 (1996 pupils)

	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
West Berkshire	78.2	29.6	71.2	17.6	76.3	22.9	66.6	13.1
	(77.9/75)	(28/23.4)	(68.4/64.8)	(14.4/12.6)	(74.5/72.3)	(20.6/17)	(63.8/59.3)	(10.5/8.8)
National	75.5	25.6	69.9	15.8	76.1	21.8	65.3	11.6
	(75.8/74.2)	(25.2/23.6)	(68.4/65.7)	(15.6/13.3)	(75.2/72.8)	(20.5/17.8)	(63.8/60.5)	(11/8.9)

This shows a strong and year on year improving performance in all measures. Maths is just above National this year and remains a limiting factor in RWM combined. Rankings are improved in all but Maths at Expected standard, which stayed the same – particularly pleasing improvement in Writing at Greater Depth.

All Pupils

Key Stage 1	Reached the expected standard				
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
KS1 Reading	78%	75%	28	34	58
KS1 Writing	71%	70%	58	77	79
KS1 Maths	76%	76%	74	74	82
KS1 Science	86%	83%	15	16	25

West Berkshire	Working at greater depth			
	National	2018 Rank	2017 Rank	2016 Rank
30%	26%	17	31	82
18%	16%	33	96	76
23%	22%	49	63	83

Disadvantaged and FSM Pupils

By KS1 FSM the variance in measure starts. School will typically record 'Disadvantaged' data from this stage ie FSM, those who have been on FSM within the last 6 years, Looked after Children and post LAC. For this report we have chosen to refer to both Disadvantaged and current FSM.

	KS1 Disadvantaged (RWM)			
	EXS+		GDS	
	Yes (227)	No (1769)	Yes (227)	No (1769)
WB	44	70	5	14
	(37/32)	(67/64)	(3/1)	(11/10)
Natl	50	70	5	13
	(49/46)	(68/64)	(5/4)	(13/10)
Gap	26		8	

	KS1 FSM (RWM)			
	EXS+		GDS	
	Yes (135)	No (1859)	Yes (135)	No (1859)
WB	39	68	2	14
	(33/34)	(66/61)	(4/1)	(11/9)
Natl	48	68	5	13
	(47/44)	(67/62)	(4/3)	(12/10)
Gap	29		11	

In the last 2 years we have had a specific focus on KS1 by working with a cluster of 10 schools. The initial aim was to improve parental engagement for these vulnerable families. Although at EXS+ WB remains below National, it is improving significantly each year and closing that Gap. At Greater Depth our Gap is much smaller with our Disadvantaged pupils achieving as National.

FSM	FSM Pupils EXS+					not FSM	Gap	National Gap	2017 Gap		2016 Gap	
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank				West Berkshire	National	West Berkshire	National
KS1 Reading	55%	60%	124	145	129	80%	25%	18%	30%	17%	25%	17%
KS1 Writing	45%	53%	135	148	133	73%	28%	20%	35%	19%	28%	18%
KS1 Maths	54%	61%	130	149	132	78%	24%	18%	29%	18%	24%	17%
KS1 Science	71%	69%	47	142	78	86%	15%	16%	27%	16%	19%	15%

Rankings are only available for FSM and for EXS+. This shows the improvements in rank, but we remain 4th quartile, except for Science.

KS2

At KS2 pupils are tested in Reading, Maths and GPS (Grammar Punctuation and Spelling) with Writing remaining a teacher assessment. In 2018 changes were made to the assessment of Writing to better support robust teacher assessment. Expected standard in the combined RWM is indicative of 'Secondary-readiness'. Progress is also measured from a KS1 baseline – National progress is set as 0 so a positive score indicates better progress from KS1 starting points than an 'average' pupil across the country.

KS2 (1774 pupils)

	Reading		Writing		Maths		GPS		RWM	
	EXS+	GDS								
West Berkshire	75.8	30.9	78.3	23.7	72.8	23.6	75.9	33.6	63.6	11.1
	(74.2/69.6)	(28.4/25.1)	(75/69.8)	(18.6/13.5)	(73.3/69.3)	(23.1/17.4)	(76.2/71.2)	(28.9/23)	(61.7/54.9)	(9.9/6.3)
National	75	28	78	20	75	24	77	34	64	10
	(72/66)	(25/19)	(76/74)	(18/15)	(75/70)	(23/17)	(77/73)	(31/23)	(61/53)	(9/5)

The colouring clearly shows that the KS2 picture is not as strong as KS1. Writing is improving and at a faster rate than National, GPS (Grammar, Punctuation and Spelling) remains below National and dropped this year (NB GPS not included in the key RWM combined measure). Maths again is the main limiting factor and also dropped this year. Although the RWM figure continues to improve it has now dropped below National.

	Progress		
	Reading	Writing	Maths
West Berkshire	0	-0.1	-0.6
	(0/-0.1)	(-0.9/-1.6)	(-0.8/0)
National	0	0	0
	(0/0)	(0/0)	(0/0)

Progress is improving year on year, but the scores do further evidence the problem in Maths. With 91% of our Primary schools being good or better we do want to be seeing positive progress scores.

We were fortunate in securing Strategic School Improvement funding to focus on Maths. The project is having real impact in school practice, but will take time to impact on end of key stage results.

All Pupils

Key Stage 2	Reached the expected standard				
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank
KS2 RWM	64%	64%	85	65	50
KS2 Reading	76%	75%	70	47	33
KS2 Writing	78%	78%	90	106	126
KS2 Maths	73%	76%	119	103	75
KS2 GPS	76%	78%	110	95	89
Average Scaled Score Reading	106	105	13*	19	9
Average Scaled Score Maths	104	104	67	57	50
Average Scaled Score GPS	106	106	63	51	53
Progress Reading	0.0	0.0	84	75	87
Progress Writing	-0.1	0.0	90	133	139
Progress Maths	-0.5	0.0	109*	120	131

West Berkshire	Working at greater depth			
	National	2018 Rank	2017 Rank	2016 Rank
11%	10%	45	37	48
31%	28%	31	30	10
24%	20%	23	50	84
24%	24%	60	54	57
34%	34%	75	89	61

* West Berkshire is on the boundary to the next highest quartile

A mixed picture with the rankings this year with some improved and some not, the improvements in attainment have not always resulted in improved rankings. With our high percentage of 'Good or

Outstanding' schools it is disappointing that our rankings are not higher. There would seem to still be some legacy poor data from some of our larger, previously Requires Improvement, schools.

Disadvantaged and FSM pupils

	KS2 Disadvantaged (RWM)				KS2 FSM (RWM)			
	EXS+		GDS		EXS+		GDS	
	Yes (278)	No (1492)	Yes (278)	No (1492)	Yes (107)	No (1663)	Yes (107)	No (1663)
WB	35 (35/33)	69 (67.1/60.1)	3 (4/2)	13 (11/7)	26 (29/33)	66 (64/57)	2 (1/2)	12 (11/7)
Natl	51 (48/39)	71 (68/61)	4 (4/2)	12 (11/7)	46 (43/36)	68 (65/57)	4 (3/2)	11 (10/6)
Gap	36		9		42		9	

We are disappointed that we haven't seen an increase for our Disadvantaged pupils this year and that the FSM attainment has actually dropped. At greater depth our scores are much closer to National, so it seems that it is our weaker pupils that make poor progress.

FSM	FSM Pupils EXS+					2017 Gap			2016 Gap			
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank	not FSM	Gap	National	West Berkshire	West National		
KS2 RWM	26%	46%	150	146	83	66%	40%	22%	35%	22%	24%	21%

Disadvantaged	Disadvantaged Pupils EXS+					2017 Gap			2016 Gap			
	West Berkshire	National	2018 Rank	2017 Rank	2016 Rank	not Disadv	Gap	National	West Berkshire	West National		
KS2 RWM	35%	51%	150	148	122	69%	34%	20%	32%	20%	28%	22%

Analysing by prior attainment group reveals some of the issues for our pupils. In 2018 only pupils in the Higher prior attainment group from KS1 made positive progress. 48% of all pupils were in this group, but only 21% of our disadvantaged pupils. West Berkshire pupils make less progress than National pupils from both Middle and Low prior attainment groups, this is where the majority of our Disadvantaged pupils sit. Clearly improving the progress of both middle and low attainers will raise achievement, but it may not narrow the Gap.

KS4 (GCSE)

This year all GCSEs are graded on a 9-1 scale, with 9 being above an A*, 4 being a low C and 5 a strong C. Attainment 8 is the average score from 8 specific subjects and Progress 8 compares pupils' Attainment 8 scores from similar KS2 starting points. All exams are linear (ie no modules) and most syllabi were changed. The results collated for this year are based on what schools have sent to us and emerging National based on a number of LA submissions to the NCER data base – they are only indicative, there will be changes when DfE data is published.

All Pupils

Key Stage 4	2018			2017		
	West Berkshire	National	2018 Rank	West Berkshire	National	2017 Rank
KS4 Progress 8	0.11	0	38	0.03	0	61
KS4 Attainment 8	48.4	46.5	39	47.4	44.2	47
KS4 % 9-5 pass in E&M	47.3%	43.2%	36	49.4%	42.6%	31
KS4 % 9-4 pass in E&M	69.5%	64.2%	22	71.1%	63.9%	29
EBACC % Entries	46.4%	35.1%	33	49.8%	35.0%	22
EBACC Average Point Score	4.29	4.04	36			n/a

‘Educational Attainment and Health Outcomes of Children from Vulnerable Families’ – Dec 2018 Update

KS4 results remain very strong, all except English 5+ have improved this year. All measures remain well above National. Most rankings have improved.

Key Stage 4 Disadvantaged	2018			2017		
	West Berkshire	National	2018 Rank	West Berkshire	National	2017 Rank
KS4 Progress 8	-0.54	-0.44		-0.38	-0.4	59
KS4 Attainment 8	34.9	36.6		34.5	37	112
KS4 % 9-5 pass in E&M	24.90%	24.70%		20.80%	24.50%	
KS4 % 9-4 pass in E&M	41.30%	44.40%		42.00%	44.30%	

Disadvantaged Rankings for 2018 are not yet available. The Attainment 8 for Disadvantaged pupils has improved this year, while National has dropped, so we hope for an improved ranking for that area. However our Progress 8 figure has dropped more than National.

Attainment 8 and Progress 8 measures are used to compare schools, but they mean little to an individual pupil or to an employer. Over 40% of our Disadvantaged pupils achieve 4+ in English and Maths, which is close to National and almost 25% achieve 5+, which is just above National. Measures have changed since 2016 so it is hard to compare, but we are seeing more and more Disadvantaged pupils with real choices at 16+.

Improving the performance of our disadvantaged pupils continues to challenge us, we continuously analyse our data in a variety of ways and also seek to ensure that the provision does have positive impact. There are a variety of mitigating circumstances that together seem to stall progress in narrowing the gap.

These include:

- High proportion of our Disadvantaged pupils are also SEN, if we consider our Disadvantaged pupils without SEN their scores are much closer to National
- High proportion of our Disadvantaged are ‘White working class’ – this has always been a low performing group nationally
- Many of our Primary schools have very low numbers receiving the additional funding and so limited options for the additional support required. Indeed at KS1 last year 11% of pupils were in receipt of the additional funding, nationally it was 20%. At KS2 16%, Nationally 29%. The schools that get promoted for closing the attainment gap often have 40+% of their cohort getting the additional money and with this significant additional funding real changes can be made.

KS5

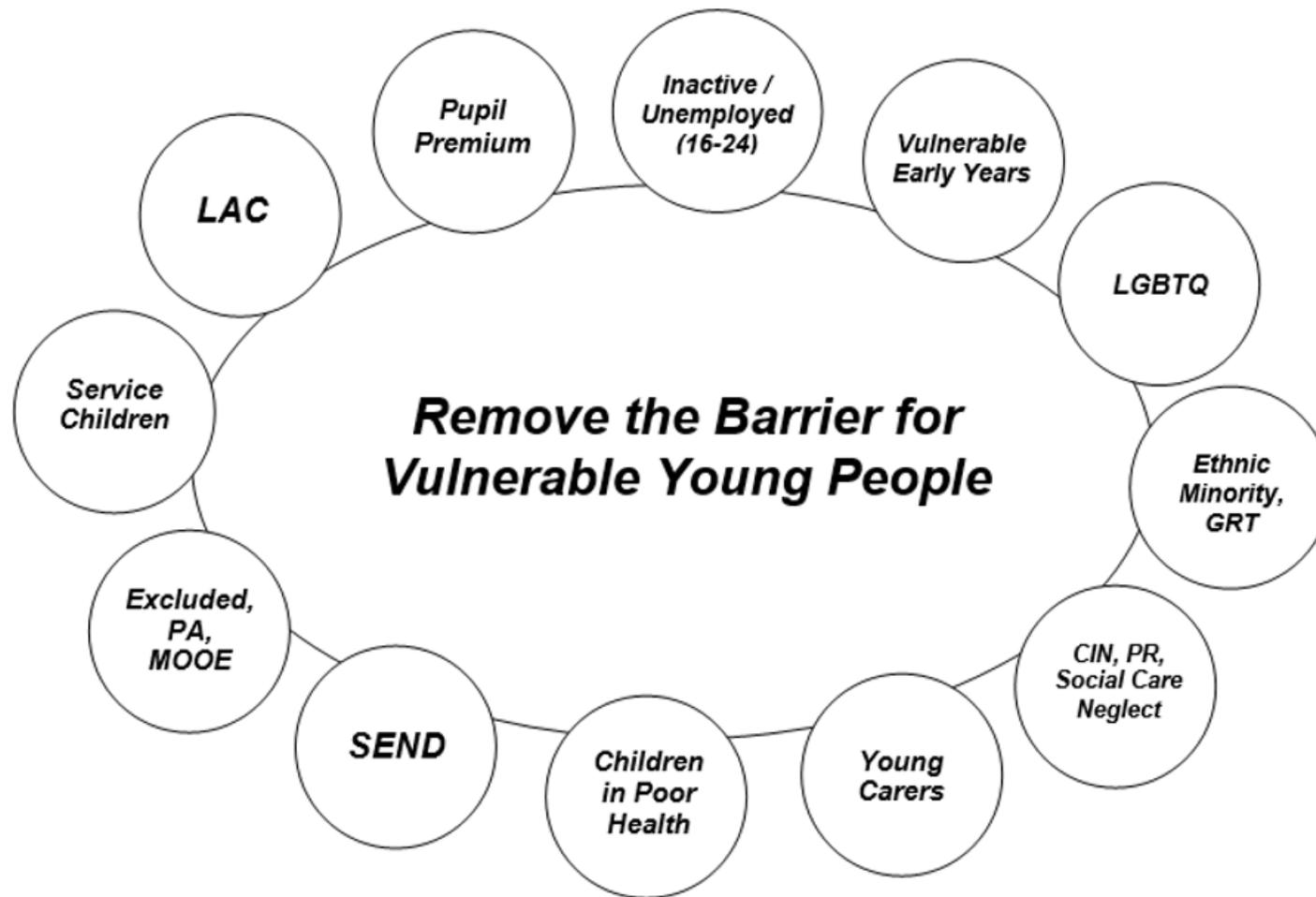
This year all exams were terminal, ie all taken at the end of year 13 with no modules taken during the course of the A level.

Key Stage 5	West Berkshire	National	2018 Rank	2017 Rank
KS5 A levels 3+ A grades	12%	10.40%	35	82
KS5 AAB grades incl Applied	20%	17.70%	38	66
KS5 A levels AAB	15%	13.40%	36	63
KS5 APS per entry	32.45	31.59	35	73
KS5 Tech APS per entry	30.96	28.34	31	101
KS5 Applied APS per entry	28.94	28.24	41	63
KS5 APS per entry - Best 3	34.24	32.19	21	71

This has been a very good year for A levels with rankings improved in all listed measures, and all measures above National.

Appendix C Vulnerable Group Strategy

West Berkshire Vulnerable Young Person Plan



What Are We Doing?

Data analysis, seeking out good practice, sharing intelligence, identifying overlapping vulnerabilities, continued monitoring and reporting, joined up approach / working together, coherent approach, action planning, updating plan with new intelligence, be ambitious for young person / family.

'Educational Attainment and Health Outcomes of Children from Vulnerable Families' – Dec 2018 Update

<p align="center">Pupil Premium</p> <ul style="list-style-type: none"> • Raise achievement of Disadvantaged pupils in West Berks • Enable strong school leadership of Pupil Premium which supports good inspection outcomes for <i>all</i> West Berkshire schools. • Ensure data is used, at all levels, to identify issues and trends so that the support and funding is strategically allocated. • Develop HT Peer Pupil Premium Challenge project in selected Primary Schools 	<p align="center">Inactive / Unemployed (16-24)</p> <ul style="list-style-type: none"> • Elevate West Berkshire • Responsive and individualised approach • Accountability and ownership • Digital and direct engagement • Signposting and referring • Innovative, creative and practical solutions • Advocacy 	<p align="center">LGBTQ</p> <ul style="list-style-type: none"> • Awareness raising amongst colleagues and school staff with specialist training from external charity • Responding to schools' requests for support and advice • Sharing good practice via Behaviour & Attendance network • Regular communication and information via H&WB hub newsletter – Public Health Lead
<p align="center">Looked After Children</p> <p>Improving educational outcomes and narrowing the gap by:</p> <ul style="list-style-type: none"> • Delivering high quality PEPs for all children in care. • Reducing the number of children and young people excluded from school. • Improving attendance. • Training school staff so that they understand the nature of early life trauma and what they can do to support children and young people in the classroom. • Ensuring children and young people have access to high quality education in schools that are judged by Ofsted to be 'good' or 'outstanding'. • Promoting the emotional health of children and young people through strong links with the emotional health academy and the integrated youth support services. • Ensuring pupil premium plus core funding is effective in promoting academic progress. • Working with schools and other partners to ensure that the remaining pupil premium plus funding is effective in promoting academic progress. 	<p align="center">Excluded / Persistent Absence / Missing Out On Education</p> <ul style="list-style-type: none"> • EWOs will put CYP of vulnerable groups on the agenda of consultation meetings with school staff. • Promote strong messages to parents about the importance of good attendance. • Targeted support: use of data to target support for vulnerable CYP to secure good attendance and reduce PA. • Encourage effective use of Fresh Starts (managed moves) to avoid exclusions • Challenge some schools with high exclusions to show positive impact of their exclusions policy • Share good practice via Behaviour & Attendance network • Focus on the needs of the student when considering in year Fair Access by Pupil Placement Panel • Develop an effective and cost efficient new Pupil Referral Unit to meet the needs of vulnerable learners. • Strong focus on safeguarding 	<p align="center">Ethnic Minority & Gypsy Roma Traveller</p> <ul style="list-style-type: none"> • Termly collection of attainment data for all GRT pupils: Analysed to provide targeted intervention. • Bilingual support for EAL pupils to access the curriculum /develop English. • Data analysis of Ethnic Minority groups' performance to monitor attainment. • GRT Pupil Support Officer supports pupils emotionally to avoid exclusions and better links to family. • Close links to LACES in provision for UASC. • EMTAS bilingual staff enable closer links to parents. • Assessments of newly arrived EAL pupils. • Training for schools for GRT and EAL. • GRT Practitioners meeting; multi-agency including Police/Fire/Health/ Housing in addition to Education. • Key areas of development within SEND strategic plan
<p align="center">Young Carers</p> <ul style="list-style-type: none"> • <u>Priority 1: To support the early identification and self-identification of young carers.</u> EWOs will have "Young Carers" on the agenda of consultation meetings with schools and be aware of potential young carers when home visiting; attend training events for professionals • <u>Priority 2: To provide Information and advice to young carers.</u> EWOs will give information about the Young Carers Project to parents and young carers when on home visits or during school meetings. • <u>Priority 8: Support a life outside caring to enable young carers to achieve their potential.</u> EWS will encourage schools to participate in the Young Carers in Schools Award (YCiS), which provides a step by step guide to supporting young carers within school 	<p align="center">Service Children</p> <ul style="list-style-type: none"> • Monitor the children on roll across the authority, including movement in and out of schools, numbers on roll and schools new to admitting service families. • Monitor attendance ensuring that service children are in-line with national expectations. • Monitor achievement looking at each key stage in terms of progress, attainment and the gap in relation to local and national expectations. • Provide schools with advice, support and guidance by email and by providing links to useful website material. • Work with schools to provide a support network of school to school support to raise awareness of "best practice". 	<p align="center">SEN&D</p> <ul style="list-style-type: none"> • Improve the attainment of children with SEND (including children at SEN Support and children with EHCPs) at all stages • Narrow the attainment gap between children with SEND (including children at SEN Support and children with EHCPs) and children without SEND • Reduce fixed term exclusions of children with SEND (including children at SEN Support and children with EHCPs)

'Educational Attainment and Health Outcomes of Children from Vulnerable Families' – Dec 2018 Update

Vulnerable Early Years	Children in Poor Health	Children in Need, Protection Register, Social Care, Neglect
<ul style="list-style-type: none"> • Early Years Quality Team to provide support and guidance across the early years providers including schools, academies, pre-schools, day nurseries and specialist provision. • Provide SENco networks and training. • Dedicated part-time Early Years Adviser with responsibility for Looked After Children, SEND and Safeguarding • Regular up-dates by Newsletter. • Support Transitions • Work closely with partners; Family Hubs, Children's Social Care and Settings. • Manage and Lead Foundation Stage Moderation working with schools to ensure consistent judgements at the end of Foundation Stage. • Data analysis including close scrutiny of 'diminishing the difference'. • Run vulnerable children network for schools. • Vulnerable 2 year olds; free entitlement and project work to support quality provision. • Flying Start Project supporting vulnerable families with school readiness and transition. • Every Child a Talker – speech and language support for early years settings. 	<ul style="list-style-type: none"> • Continued reduction in <18 conceptions • Increase the proportion of children aged 2 – 2 1/2 years offered ASQ-3 as part of the Healthy Child Programme or integrated review • Work to reduce hospital admissions caused by unintentional or deliberate injuries in children (aged 0-14 years) • Work to reduce young people aged 10-24 years admitted to hospital as a result of self-harm • Continued reduction in child excess weight • Support the tobacco harm reduction group to reduce the prevalence smokers at age 15 • Continue with oral health promotion programmes to increase the proportion of 5 year olds free from dental decay • Work to reduce the percentage of young people reporting low life satisfaction • Work to reduce the percentage of young people reporting been bullied in the past couple of months • Work to further reduce the suicide rate of young people 	<ul style="list-style-type: none"> • Restorative based interventions • Family group conferences to enable and promote family strengths • Skilled staff in the Targeted Intervention Service for children on the edge of care • SMART child in need planning for effective intervention • Multi agency contribution to safeguarding assessments • Child protection conferences based on 'signs of safety' strengths based model • Effective and timely section 47 (significant harm) investigations • Pro-active support for care leavers from the ages of 18-25 to tackle housing, employment and health needs.

Appendix D Let's Get Going Evaluation

Let's Get Going Summer Club Pilot Report

From July - August 2018; 69 children and their parents participated in 1 of 5 Let's Get Going (LGG) action packed summer clubs provided by Solutions 4 Health (S4H) and commissioned by West Berkshire Public Health and Wellbeing. The holiday Clubs promoted healthier and more active lifestyles. Delivered over 3 days from 9 - 3 the clubs included:

Physical activity - children enjoyed Run N Fun sessions such as party games, army boot camp and fun circuits as well as team games which required children to work together including football rounders, bench ball and relays.

Outdoor play - including a treasure hunt, water balloon games and orienteering.

Healthy Lifestyle - our Let's Get Healthy Learning sessions feature fun games to engage children and get them thinking and learning about a healthy and active lifestyle. Topics included healthy eating, where children made their own eatwell guide and healthy lunches where children designed and made their own lunch.

Craft – Let's Get Crafty which included making hats, healthy posters and the most popular activity of the whole club, slime!

Cooking – Each day children made their own lunch including pasta, wraps and rolls. As well as making smoothies, fruity water and healthy fruit and vegetable kebabs.

Family session – For the final 30 minutes of each day parents were invited to join their children and participate together in the LGG family session. Focusing on healthy lifestyle topics and games for the whole family, it was extremely well received and attended by 98.5% of parents.

In order to support families to make changes within their home environment each family were given:

- S4H & WBC Top Healthy Lifestyle Tips Booklet
- LGG recipe book
- LGG Summer Clubs Activity Pack featuring low cost and local free activities
- LGG water bottle and bag
- Take home challenge to complete for the following day, such as talk to each other about a club you would like to try next year



The children enjoyed everything. I enjoyed the talk at the end of the day and finding out what they have learnt.



95% said Let's Get Going helped their family make positive changes to their lifestyle



Fun activities whilst learning and meeting new people! And a great team of staff!



93% said Let's Get Going helped their family to eat more healthily



100% of children and parents rated the club good or excellent



77% of children attend after school clubs since the LGG summer club

Let's Get Going October Half Term Club Pilot Report

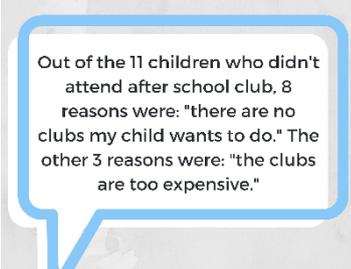
October 22nd-26th 2018; 47 children and their parents participated in 1 of 4 Let's Get Going (LGG) half term daytime clubs provided by Solutions 4 Health (S4H) and commissioned by West Berkshire Public Health and Wellbeing. The aim of the club is to support families to lead healthier and more active lifestyles.

The clubs ran on similar lines to the summer.

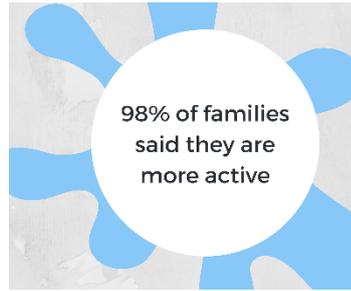
In Summary:

All 69 children were invited back for the half term club, some absences were due to holidays planned in the week of October, we also found a lot of illness reduced participation.

- 83% of families made changes at home
- 100% of those who made changes at home have maintained those changes
- 77% of children attend after school clubs since LGG Summer Club
- Out of the 11 children who don't attend after school clubs, 8 reasons are 'There are no clubs my child wants to do' the other 3 reasons were 'The clubs are too expensive'
- 94% of children scored their own attendance at school of either 9 or 10 out of 10.
- 91% of parents scored their child's attendance at school of either 9 or 10 out of 10.
- 94% of families said they are eating more healthily
- 94% of families said they are making more positive changes
- 98% of families said they are more active



Out of the 11 children who didn't attend after school club, 8 reasons were: "there are no clubs my child wants to do." The other 3 reasons were: "the clubs are too expensive."



98% of families said they are more active



100% of those who made changes at home have maintained those changes

Parsons Down evaluation

"I believe the initiative was a positive outlet for vulnerable children to have access to structure and interaction with peers during what can be a long holiday. The subjects covered will hopefully have a longer term impact rather than the short term goals above.

We have had feedback from 3 of the families who attended the Summer sessions. The feedback has been very positive. One Mum stated that her child benefitted from the routine of leaving her to attend the sessions over the summer which then impacted positively when the school term started again.

I have spoken with a number of the children who reported really enjoying the sessions (including lots of enjoyment from a water fight). They appeared to benefit from being in a structured environment and interacting with peers. "