

From: Roger Gough, Cabinet Member for Education and Health Reform

Patrick Leeson, Corporate Director for Education and Young People's Services

To: Education and Young People's Services Cabinet Committee – 22 September 2016

Subject: **Annual Equality and Diversity Report for Education and Young People's Services 2015-16**

Classification: **Unrestricted**

Electoral Division: **All Divisions**

Summary: This report provides a position statement for services within the Education and Young People's Service (EYPS) Directorate regarding equality and diversity work and provides an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for the year 2015-16. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

Recommendations:

The Education and Young People's Services Cabinet Committee is asked to:

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2015-16 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;

- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

2. Financial Implications

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

3. KCC's Strategic Statement and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2016-19 and EYPS's Vision and Priorities for Improvement 2016-19. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: children and young people in Kent get the best start in life; Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 The EYPS 'Vision and Priorities for Improvement 2016-19' document is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities follow annual discussions with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to improving education and learning outcomes. The Plan sets out shared ambitions and includes a range of ambitious priority improvements up to 2019. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements. The Plan provides all concerned with education and early help and preventative services in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools, and other settings, as well as KCC services.

3.3 KCC published its equality objectives for 2012-2016 in 2011. Each Directorate was asked to provide equality information and to demonstrate how they complied with equality legislation between 1 April 2015 – 31 March 2016, and what performance measures they have in place to achieve the KCC Equality Objectives. Appendix 1 to this report details the actions that EYPS Directorate has undertaken in the last year, and actions that will be taken in the future, in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

4. Key Achievements

4.1 A full report of what has been achieved in terms of reducing inequalities within Education and Young People's Services over 2015-16 can be seen in Appendix 1 to

this report. Detailed below are some highlights:

4.2 In the **Early Years Foundation Stage**, 73% of children achieved a Good Level of Development (GLD). This is a 4% increase compared to 2014 and is well ahead of the 66% national average.

4.3 At **Key Stage 1** standards at Level 2B and Level 3 improved by an average of 2.5% compared with 2014 and are in line with or above the national averages for reading, writing and mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.

4.4 At **Key Stage 2** we continue to see improvement for pupils' attainment at Level 4 and above in reading, writing and mathematics combined. Kent achieved 80%, which is a 1% improvement compared to 2014, and in line with the national average. 207 Primary schools improved their results, compared to 283 in 2014. The free school meal achievement gap (FSM Ever 6) narrowed very slightly for the third successive year to 17.6% from 17.8% in 2014.

4.5 At **Key Stage 4**, the GCSE result at 57.3 % is a slight drop of 0.7% from the first result in 2014. The national figure has increased by 0.4% for the same period. Kent remains above the national average by 3.5%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or more A*- C grades including English and mathematics slipping from third to sixth.

4.6 Expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined slightly in English to 74.1% from 74.3% in 2014. Kent however, remains above the national average of 72.4%. Progress in mathematics increased from 66.8% of pupils achieving the expected rate of progress in 2014 to 67.9% in 2015. The national figure improved from 65.5% in 2014 to 68.1% in 2015, which means that Kent remains broadly in line with the national average for this measure.

4.7 The result for average GCSE A*-C grades in English is 70.4% and for mathematics it is 66.6%. Both of these figures are above the national averages, which are 65.8% for English and 65.5% for mathematics. However, where the Kent averages for both English and mathematics have declined, the national figures for both have increased.

4.8 **Performance at post 16** shows a mixed and overall declining trend over three years. The data used in this report includes both schools and colleges.

4.9 The percentage of students achieving three or more A Level passes in Kent LA schools and colleges declined from 76.5% in 2013, 73.3% in 2014 to 72.9% in 2015. The national average is 78.7%. The percentage of students achieving AAB grades (in at least 2 facilitating subjects) also declined from 13.9% in 2014 to 12.7% in 2015. There has also been a decline in the percentage of students achieving two or more passes at grades A* - E, which is now 88.1% compared with 88.4% in 2014 and 89.6% in 2013.

4.10 The 2015 results (Kent LA schools and colleges) for the academic Average Point Score per entry (APE) remains the same as 2014 at 212.8, compared to 216.1 in 2013. The trend over 3 years is one of slight decline.

4.11 The academic Average Point Score per student (APS) in 2015 declined to 819.0 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, above the national average of 785.4.

4.12 Average Point Scores per student for vocational qualifications improved in 2015. Kent's figures show a county wide increase of 45.4 points to 599.8 from 554.4 in 2014, with an average grade of Distinction.

4.13 We continue to make progress in increasing the **number of good and outstanding schools** in Kent, following inspection by Ofsted. At the end of the school year August 2015, 82% of schools were good and outstanding compared to 75% at the same time in 2014 and 71% in the previous year. In 2011-2012 only 60% of schools were judged good or better; the national average was then 70%.

4.14 The latest overall figure for Kent (July 2016) is 89% good and outstanding schools. The national average is now 84%. This includes 84.5% of Secondary schools, 89.5% of Primary schools, 95.7% of Special schools and 86% of PRUs in Kent, judged to be good or outstanding. Also, 95% of Early Years (non-domestic) settings are good or outstanding.

4.15 In July 2016, 87.3% of pupils overall in Kent attended a good or outstanding school. This included 87.7% of Primary pupils, 86.4% of Secondary pupils, 98% of pupils attending Special schools and 98% of pupils attending a PRU. This equates to 7,233 more children and young people receiving a better education since July 2015. In 2014, 78% of pupils in Kent attended a good or outstanding school.

4.16 There has been an increase in the **number of permanent exclusions**, up to 106 in 2014-15 from 88 the previous year. This is disappointing and reflects an increase in Primary exclusions, which has not been mirrored in Secondary schools.

4.17 **School absence** rates have increased slightly from last year. Overall the percentage of total absences in Kent is 4.8% compared to 4.5% nationally. For Secondary schools the figures are 5.6% compared to 5.2% nationally, and for Primary the percentage is 4.2% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent, compared to the national averages.

4.18 The percentage of pupils who have missed 38 or more sessions (persistent absence) is 4.5% in Kent compared to 3.9% nationally. For Secondary schools this figure is 6.5% compared to 5.5% nationally and for Primary schools it is 3.1% compared to 2.7% nationally. The previous persistent absence figure for Secondary schools was 6.1%, and for Primary schools it was 2.8%. These figures have increased in the past year, and they continue to be worse than the national figures, which is a concern.

4.19 Kent continues to perform well in increasing **apprenticeships**. The number of 16-18 year old apprenticeships has increased by 7% since 2014. Performance is better than our statistical neighbours.

4.20 The Kent County Council Employment Programme exceeded the target of 800 apprenticeships for 16 – 24 year olds who have been unemployed for more than 3 months. The final out-turn was 930.

4.21 The percentage of schools offering apprenticeships was 53% with a target of 45% in 2014-15. Currently, 271 schools are employing apprentices with 376 starts to date. This work continues to engage more schools with a target to increase the number of higher and advanced apprenticeships.

4.22 The **NEET figure** for January 2015 was 5.3% which was an improvement on the January 2014 figure (5.9%) but below our target for 2015 of 4%. A new NEET Strategy is now in place which will help bring the NEET figure down. The target we are working towards in 2016 is 3.5% and 1% by January 2017.

4.23 Since last year **youth unemployment** for 18 to 24 year olds has continued to fall. In August 2015 unemployment for this age group was 2.3%, compared to 3.35% in 2014. There has also been significant decrease in the five youth unemployment zones, with Dover at 3.7%, Gravesham at 3.7%, Shepway at 3.4%, Swale at 3.8% and Thanet at 5.6%. The comparable figures for 2014 were Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%). These figures are all below the national average of 6.1%.

4.24 The number of **assisted employment opportunities** for learners with learning difficulties and disabilities exceeded its target of 120 to 295.

4.25 KCC made good progress in improving **performance in completing SEN statutory assessments** in 26 weeks, reaching 92% in Kent compared to 82% nationally in 2013-14. However from September 2014, the new assessment process has required completion in 20 weeks and it is evident from data published by the DfE in May 2015 that the impact of dual systems and preparation for the statutory changes in the Children and Families Act has reduced performance nationally. Performance in Kent as at 31st August was 75.2%.

4.26 The completion of psychological statutory advice within the required time frames reduced to 98% in 2014-15 from 99% in 2013-14.

4.27 In 2015 KCC commissioned and delivered for September 2016, 14 new forms of entry at primary schools and six forms of entry at secondary schools.

4.28 Further progress has been made on delivering our commitment to rebuild or refurbish our special schools with three projects being completed, four in construction and the final school gaining planning consent. This programme, together with the re-designation of pupil numbers, has provided an additional 365 places in special schools for September 2016.

4.29 87.2% of parents secured their first preference of a primary school place for September 2016. This exceeded the target of 85%. The picture was slightly different for secondary school places with 81.4% securing their first preference against the target of 84%.

4.30 There are sufficient early learning and childcare places to meet need in the pre-school sector, although capacity is not always in the sector parents wish to choose.

4.31 In **Early Help**, support is being provided in a more timely way to 5,500 children and young people, and their families, including 1,076 cases with an Early Help plan. Just over 80% of cases are now closed with a positive outcome for

children and the family. 22% of the cases closed by Specialist Children's Services are stepped down to Early Help for on-going support and around 8% of cases closed to Early Help are stepped up to Social Care because children's needs and the risks to them have increased.

5. Governance

5.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

5.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

6 Future reporting

6.1 KCC has revised and consulted upon its new Equality and Human Rights Policy and Objectives for 2016-2019 during the course of the summer 2016. A consultation report, including feedback, is currently being drafted and will be considered by Members before the new objectives are formally adopted by the Council. The new objectives, when agreed, will be embedded in the achievement of the key strategic outcomes of the Council and their achievement monitored through the Council's performance framework.

6.2 This will result in greater compliance in relation to the delivery of organisational priorities and core services. Critically outcomes will be monitored through core performance management frameworks which will result in greater efficiency and accountability in relation to the delivery and achievement of outcomes by services for customers. Performance monitoring is to be reported to the relevant Committees and this will meet the statutory duty under the Equality Act 2010.

7 Equality Impact Assessment

7.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

8. Conclusion

8.1 This EYPS Annual Equalities Report 2015-16 sets out progress on the relevant equality objectives. The EYPS Directorate can demonstrate that it provides accessible and usable services but it needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages receive the services and support they need to learn, develop and thrive.

9. **Recommendations:**

The Education and Young People's Services Cabinet Committee is asked to:

- i) note the current performance of EYP Services in relation to equality priorities in Appendix 1 to this report;
- ii) note the progress EYPS has made in reducing inequalities in 2015-16 and future key actions proposed in Appendix 1 to this report; and
- iii) agree to receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

10. **Background Documents**

10.1 Kent County Council Equality Objectives 2012-2016:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

10.2 Reviewing KCC's Equality and Human Rights Policy and Objectives 2016-2019:

http://consultations.kent.gov.uk/gf2.ti/f/588898/21659557.1/PDF/-/Equality_Human_Rights_Consultation_ONLINE.pdf

11. **Contact details**

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Education and Young People's Services Contribution to the KCC Annual Equalities Plan 2015-16

Purpose

This paper sets out the way in which the Education and Young People's Services (EYPS) Directorate understands and responds to the needs of its most vulnerable children, young people and their families. The paper details the key equality issues for each service and its clients. Progress the Directorate has made in the last year to address inequalities is chronicled along with the actions services will take in the future in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

In addition to setting out how the Directorate addresses inequalities, promotes equality and assesses progress against equalities priorities, the Directorate's equalities activity also demonstrates support for the achievement of the Council's Strategic Equality Objectives.

Kent County Council (KCC) published its Equality Objectives in 2012. These objectives focused on establishing core systems and behaviours that would help services to develop good equality practice with a focus on outcomes. Performance against the objectives is reported to Cabinet Committees annually and can be found on www.kent.gov.uk. Overall, Kent County Council is now better able to demonstrate how it discharges the Public Sector Equality Duty compared to when the initial Equality Objectives were agreed in 2012.

KCC is currently reviewing and consulting upon its Equality Objectives with the intention of agreeing new Equality Objectives for 2016-20 by the autumn of 2016.

Introduction

Kent County Council (KCC) is operating in a diverse education system with greater freedoms and autonomy for schools, colleges and other education and learning providers. To achieve the improvement in outcomes set out in our strategic plans, particularly our vulnerable groups across Kent, we work in close partnership with early years settings, schools, colleges, training providers, employers and other providers and stakeholders.

Education and learning has the potential to improve the wellbeing and life chances of all children and young people, especially the most vulnerable groups in our communities including those with protected characteristics under the Equality legislation. Education is linked with happiness and wellbeing, mental and physical health, employment and ultimately life expectancy. It has been proven that generally the more you learn, the more you earn and you are more at risk of spending time not in education, employment or training if you have limited or no qualifications. Good quality education and support builds resilience, increases self-confidence and independence and gives young people the skills and qualifications to progress in their learning and on to achieve sustained employment that will benefit individuals, families and the communities they live and work in.

Reducing inequality in education and learning outcomes, reducing achievement gaps and championing the needs of the most vulnerable children and young people is therefore a vital part of the Local Authority's role and purpose. This affects individuals and whole communities.

"Education is serving many children well, but it is failing those who need it most."
[Sir Kevan Collins, Chief Executive, Education Endowment Foundation – June 2015]

In April 2016 EYPS published its Vulnerable Learners' Strategy, which brought together in one document all the actions EYPS are taking in partnership with schools to improve

outcomes for vulnerable and disadvantaged children and young people. The document sets out examples of good practice in schools and strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility. The Strategy is an attempt to move the agenda forward in Kent in a more significant and joined up way.

Strategic leadership and ambitions

The EYPS Vision and Priorities for Improvement 2016-19 is the key strategic plan for Education and Young People's Services in Kent. The development of this plan and its priorities came from a range of discussions that are held regularly with Headteachers, governors and other public sector partners to determine where Kent learning institutions need to be in relation to ever improving education and learning outcomes.

The Plan sets out shared goals and includes a range of ambitious priority improvements up to 2019. These ambitions and strategic priorities for Education and Young People's Services are based on a rigorous analysis of current performance and challenging expectations for future improvements.

The Plan provides all concerned with education in Kent, a clear sense of what services are for, the challenges faced and the priorities and targets for transformation and improvement both within the Council and amongst our schools and other settings.

We will support the best early years settings, schools and their leaders to lead the system and drive improvement through collaboration across all schools, settings and education and training providers, supporting and challenging one another to improve, so that we are able to transform outcomes for all children and young people more rapidly. We will promote innovation and creativity in teaching and learning and the curriculum, so that Kent achieves a world class education system, greater social mobility and reverses the national trends of under-performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

[Extract from EYPS Vision and Priorities for Improvement 2016-2019]

Summary of areas where we have made the most difference in 2015

We set very challenging and ambitious improvement targets and there have been positive indications that we are achieving good progress:

- In the **Early Years Foundation Stage**, 73% of children achieved a Good Level of Development (GLD). This is a 4% increase compared to 2014 and is well ahead of the 66% national average.
- At **Key Stage 1** standards at Level 2B and Level 3 improved by an average of 2.5% compared with 2014 and are in line with or above the national averages for reading, writing and mathematics. The FSM gaps continue to narrow in all areas at Key Stage 1.
- At **Key Stage 2** we continue to see improvement for pupils' attainment at Level 4 and above in reading, writing and mathematics combined. Kent achieved 80%, which is a 1% improvement compared to 2014, and in line with the national average. 207 Primary schools improved their results, compared to 283 in 2014. The free school meal achievement gap (FSM Ever 6) narrowed very slightly for the third successive year to 17.6% from 17.8% in 2014.
- At **Key Stage 4**, the GCSE result at 57.3 % is a slight drop of 0.7% from the first result in 2014. The national figure has increased by 0.4% for the same period. Kent remains above the national average by 3.5%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or more A*- C grades including English and mathematics slipping from third to sixth.

- Expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined slightly in English to 74.1% from 74.3% in 2014. Kent however, remains above the national average of 72.4%. Progress in mathematics increased from 66.8% of pupils achieving the expected rate of progress in 2014 to 67.9% in 2015. The national figure improved from 65.5% in 2014 to 68.1% in 2015, which means that Kent remains broadly in line with the national average for this measure.
- The result for average GCSE A*-C grades in English is 70.4% and for mathematics it is 66.6%. Both of these figures are above the national averages, which are 65.8% for English and 65.5% for mathematics. However, where the Kent averages for both English and mathematics have declined, the national figures for both have increased.
- **Performance at post 16** shows a mixed and overall declining trend over three years. The data used in this report includes both schools and colleges.
- The percentage of students achieving three or more A Level passes in Kent LA schools and colleges declined from 76.5% in 2013, 73.3% in 2014 to 72.9% in 2015. The national average is 78.7%. The percentage of students achieving AAB grades (in at least 2 facilitating subjects) also declined from 13.9% in 2014 to 12.7% in 2015. There has also been a decline in the percentage of students achieving two or more passes at grades A* - E, which is now 88.1% compared with 88.4% in 2014 and 89.6% in 2013.
- The 2015 results (Kent LA schools and colleges) for the academic Average Point Score per entry (APE) remains the same as 2014 at 212.8, compared to 216.1 in 2013. The trend over 3 years is one of slight decline.
- The academic Average Point Score per student (APS) in 2015 declined to 819.0 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, above the national average of 785.4.
- Average Point Scores per student for vocational qualifications improved in 2015. Kent's figures show a county wide increase of 45.4 points to 599.8 from 554.4 in 2014, with an average grade of Distinction.
- We continue to make progress in increasing the **number of good and outstanding schools** in Kent, following inspection by Ofsted. At the end of the last school year, August 2015, 82% of schools were good and outstanding compared to 75% at the same time in 2014 and 71% in the previous year. In 2011-2012 only 60% of schools were judged good or better; the national average was then 70%.
- The latest figure for Kent (December 2015) is 84% good and outstanding schools. The national average is now 84%. This includes 82% of Secondary schools, 84% of Primary schools, 91% of Special schools and 86% of PRUs in Kent, judged to be good or outstanding. Also, 88% of Early Years settings are good or outstanding.
- Currently, 83% of pupils attend a good or outstanding school. This includes 83% of Primary pupils, 83% of Secondary pupils, 96% of pupils attending Special schools and 97% of pupils attending a PRU. This equates to 15,420 more children and young people receiving a better education compared with last year. In 2014, 78% of pupils in Kent attended a good or outstanding school.
- There has been an increase in the **number of permanent exclusions**, up to 106 in 2014-15 from 88 the previous year. This is disappointing and reflects an increase in Primary exclusions, which has not been mirrored in Secondary schools.

- **School absence** rates have increased slightly from last year. Overall the percentage of total absences in Kent is 4.8% compared to 4.5% nationally. For Secondary schools the figures are 5.6% compared to 5.2% nationally, and for Primary the percentage is 4.2% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent, compared to the national averages.
- The percentage of pupils who have missed 38 or more sessions (persistent absence) is 4.5% in Kent compared to 3.9% nationally. For Secondary schools this figure is 6.5% compared to 5.5% nationally and for Primary schools it is 3.1% compared to 2.7% nationally. The previous persistent absence figure for Secondary schools was 6.1%, and for Primary schools it was 2.8%. These figures have increased in the past year, and they continue to be worse than the national figures, which is a concern.
- Kent continues to perform well in increasing **apprenticeships**. The number of 16-18 year old apprenticeships has increased by 7% since 2014. Performance is better than our statistical neighbours.
- The Kent County Council Employment Programme exceeded the target of 800 apprenticeships for 16 – 24 year olds who have been unemployed for more than 3 months. The final out-turn was 930.
- The percentage of schools offering apprenticeships was 53% with a target of 45% in 2014-15. Currently, 271 schools are employing apprentices with 376 starts to date. This work continues to engage more schools with a target to increase the number of higher and advanced apprenticeships.
- The **NEET figure** for January 2015 was 5.3% which was an improvement on the January 2014 figure (5.9%) but below our target for 2015 of 4%. A new NEET Strategy is now in place which will help bring the NEET figure down. The target we are working towards in 2016 is 3.5% and 1% by January 2017.
- Since last year **youth unemployment** for 18 to 24 year olds has continued to fall. In August 2015 unemployment for this age group was 2.3%, compared to 3.35% in 2014. There has also been significant decrease in the five youth unemployment zones, with Dover at 3.7%, Gravesham at 3.7%, Shepway at 3.4%, Swale at 3.8% and Thanet at 5.6%. The comparable figures for 2014 were Dover (4.8%), Gravesham (4.3%), Shepway (5.1%), Swale (5.2%) and Thanet at (7.8%). These figures are all below the national average of 6.1%.
- The number of **assisted employment opportunities** for learners with learning difficulties and disabilities exceeded its target of 120 to 295.
- KCC made good progress in improving **performance in completing SEN statutory assessments** in 26 weeks, reaching 92% in Kent compared to 82% nationally in 2013-14. However from September 2014, the new assessment process has required completion in 20 weeks and it is evident from data published by the DfE in May 2015 that the impact of dual systems and preparation for the statutory changes in the Children and Families Act has reduced performance nationally. Performance in Kent as at 31st August was 75.2%.
- The completion of psychological statutory advice within the required time frames reduced to 98% in 2014-15 from 99% in 2013-14.
- In 2015 KCC commissioned and delivered for September 2016, 14 new forms of entry at primary schools and six forms of entry at secondary schools.

- Further progress has been made on delivering our commitment to rebuild or refurbish our special schools with three projects being completed, four in construction and the final school gaining planning consent. This programme, together with the re-designation of pupil numbers, has provided an additional 365 places in special schools for September 2016.
- 87.2% of parents secured their first preference of a primary school place for September 2016. This exceeded the target of 85%. The picture was slightly different for secondary school places with 81.4% securing their first preference against the target of 84%.
- There are sufficient early learning and childcare places to meet need in the pre-school sector, although capacity is not always in the sector parents wish to choose.
- In **Early Help**, support is being provided in a more timely way to 5,500 children and young people, and their families, including 1,076 cases with an Early Help plan. Just over 80% of cases are now closed with a positive outcome for children and the family. 22% of the cases closed by Specialist Children's Services are stepped down to Early Help for on-going support and around 8% of cases closed to Early Help are stepped up to Social Care because children's needs and the risks to them have increased.

Key Equalities Priorities for 2015-16

EYPS's Divisional Management Team considered the Council's overarching equalities objectives in May 2016 and agreed for 2015-16 some key Directorate equality objectives:

- Narrow the achievement gaps for all groups, including FSM pupils, learners with SEND, and Children in Care.
- Increase post 16 – 25 participation and employment opportunities for the most vulnerable groups.
- Ensure more vulnerable young people are able to access progression pathways post 16, including the offer of an apprenticeship.
- Increase access to early years for the most vulnerable including the two-year old offer of free provision for the most disadvantaged.
- Drive down exclusions from schools to zero.
- Increase the proportion of pupils in receipt of the Pupil Premium attending selective education.
- Ensure more Children in Care are able to access progression pathways post 16, including the offer of an apprenticeship where appropriate, and fewer CiC become young offenders.

Key Challenges

The UK must achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated and appropriately skilled, will lead less productive and satisfying lives.

The economic and social cost of educational failure and too many young people with low level or no qualifications is immense. Gaps in our educational provision, and provision that is less than good, can damage the life chances of children and young people. In this mix the role of the Local Authority is to be ambitious, focused and strategic in bringing about educational transformation for Kent by being a strong and influential partner and commissioner with schools and other stakeholders and providers.

It is our job to ensure the right educational provision of high quality is there for all children and young people, including appropriate pathways to ensure all young people can gain good qualifications and succeed to age 18 and beyond. It is our role to build and support effective partnerships and networks that are more effective in delivering better services and improved

outcomes. We also see our role as championing more innovative and creative practice and ways of working.

In particular our priorities are to:

- Raise attainment at all key stages, narrow achievement gaps, particularly for vulnerable learners, increase the percentage of good and outstanding early years settings and schools, and ensure all young people are engaged in learning or training until age 18, with a good outcome that leads to employment.
- Embed our new partnership relationships with all early years and childcare settings, schools and other providers, based on collaboration and shared effort, particularly through the Kent Association of Headteachers, to build a more effective system of school to school support.
- Ensure all children get the best start in the early years by ensuring improved Ofsted and Early Years Foundation Stage (EYFS) outcomes, increasing the take-up of free early education for 2, 3 and 4 year olds and ensuring there are sufficient high quality early education places.
- Raise educational performance in line with agreed targets, and support and challenge lower performing early years and childcare settings, schools and other providers to improve to good quality provision quickly.
- Support greater choice for parents and families in every area by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings. In partnership with the Regional Schools Commissioner (RSC) we shall ensure new Academies and Free Schools are established in areas of greatest need, led by strong sponsors.
- Deliver improved multi-agency support for children and families who have additional needs through our Early Help and Preventative Services and work in a more integrated way with Specialist Children's Services to redesign the way we support children and families to achieve better outcomes.
- Focus on improving the support for vulnerable pupils, so that achievement gaps close for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.
- Engage with schools and all admissions authorities to ensure every child has fair access to all schools and other provision and are included and helped to participate in education which is appropriate for their needs.
- Develop our Pupil Referral Units and other services that support pupils at risk of exclusion, or who need short periods out of school, so that the need for permanent exclusion is reduced further, in year fair access protocols work effectively to place pupils that are hard to place, and we achieve a reduction in the numbers of children missing education or who opt for home education because better alternatives are not offered and supported.
- Promote and support smooth and successful transitions for every child and young person from any one educational stage and provision to another, so that they continue to make good progress.
- Develop and improve the opportunities and progression pathways for all 14-19 year olds to participate and succeed, so that they can access higher levels of learning or employment with training, including apprenticeships and vocational options to age 24.

- Reduce the number of NEETs by ensuring these young people move on to positive destinations, training and employment, particularly by increasing provision of targeted support for vulnerable learners.
- Champion twenty-first century learning so that schools and other settings innovate more and achieve more by delivering a broad curriculum that provides good qualification pathways for all learners and develops pupils' skills and knowledge for their future employment and higher learning. One example is to support the development of the IB Careers Related Programme in more Secondary schools in Kent.
- Ensure all our Children's Centres are rated as good or outstanding by Ofsted, offer good provision for children and families and effectively target, reach and support the most needy families to ensure a greater number of vulnerable families achieve good outcomes.
- Develop the Troubled Families programme to provide a more sustainable model of family support, as an integral part of the Early Help offer that succeeds in turning around the lives of more families experiencing challenging circumstances.
- Improve the youth offer and programmes of support for vulnerable adolescents so as to increase their participation in positive activities and reduce offending, anti-social behaviour, teenage pregnancy, drug and alcohol misuse and youth unemployment.
- Through Community Learning and Skills (CLS) commissioned services, support young people and adults to improve their skill levels and reach their full potential by meeting the skills needs of the local economy and improving the training infrastructure for young people and adult learners.
- Ensure prompt solutions are found for schools that are under-performing and support is provided for schools that want to develop multi academy trusts, by working in close partnership with the Regional Schools Commissioner (RSC).
- Reduce demand and costs by implementing changes in SEN transport, including rolling out Independent Travel Training for pupils, offering Personal Transport Budgets and piloting the commissioning of SEN transport for individual Special schools, in order to increase the independence and resilience of pupils and reduce the rising cost of SEN transport.
- Ensure that children and young people are safeguarded and diverted from individuals, institutions and ideologies that promote violent extremism, terrorism and child sexual exploitation, by working with schools and other settings to educate children and young people about potential dangers that undermine British values.
- Ensure that the Special Educational Needs and Disabilities (SEND) reforms are effectively embedded resulting in: higher achievement for all; Special Educational Needs (SEN) statements are promptly converted to the new Education, Health and Care Plans (EHCP); pupils and their parents are involved in determining the most appropriate support for their identified learning difficulties; funding is effectively targeted to address high needs; and the need for new provision is addressed through the implementation of the Special Schools Capital Programme and gaps in provision are met through commissioning of new provision in-county.
- Continue to commercialise our traded services and maximise income from EduKent, by developing new products to support schools and early years settings.

New ways of working are critical for success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors, together with partners in the health service and the police. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and collaborative networks in which pooled effort and shared priorities can achieve better outcomes, increase capacity in the system and create more innovative solutions at a time of reducing levels of resource. More successful delivery in Kent depends on the emergence of more integrated approaches, new vehicles for joint working and partnership.

It continues to be a priority, therefore, to ensure success by supporting:

- School leaders to lead the system through stronger school partnerships, the Kent Association of Headteachers, working at a local level through District Forums and the Area Boards that have strong and purposeful working relationships in order to deliver the best opportunities and outcomes for children and young people.
- Schools to procure support services well have real choice and be able to procure high quality services through EduKent.

Increased collaborative working in the early years and childcare sectors.

- Locality based working and commissioning to pool and target resources to local needs in districts.
- The new Kent and Medway Skills Commission which is prioritising the development of a new model to inform 14-24 vocational pathways and to provide better, employer-driven information about career and training options.
- More effective partnership with FE Colleges
- Local 14-19 strategic partnerships to maximise effort and increase capacity to develop new provision, address gaps in provision and transform post 16 learning pathways and training opportunities so that they are truly excellent.
- The district based Local Inclusion Forum Teams (LIFT) and outreach work from Special schools to have more effective support for all schools in meeting the needs of pupils with special educational needs and disabilities.
- District based integrated teams and multi-agency working in Early Help and Prevention.
- Local Children's Partnership Groups that will drive improvements in outcomes for children and young people by providing a vehicle for identifying and addressing local needs and gaps in provision and facilitating and pooling resources across agencies to meet the needs of local children and families.

Plans and Strategies to support Vulnerable Learners in Kent

Education and Young People's Services Vision and Priorities for Improvement 2016-19

EYPS key strategic plan sets out in detail, the Directorate's priorities, targets and approaches to supporting vulnerable and disadvantaged groups:

Central to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils' social, moral and intellectual development and confidence can flourish. We want every child in Kent to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the Kent economy. We want to ensure that vulnerable children and families have their needs met early so that they do not experience the level of challenge and difficulty in their lives that requires statutory interventions. They should have the same opportunities as all other children and families to flourish, to stay safe and well and succeed in the education system.

Ensuring the most vulnerable learners experience success is one of our top priorities. Children in care, young offenders, excluded pupils, learners with special educational needs and disabilities and children from families on low incomes all experience significant barriers to their achievement and attain less well than their peers. We want to close the attainment gaps that exist as a barrier to their future success.

[Extracts from EYPS Vision and Priorities for Improvement 2016-2019]

To deliver this ambition it is recognized that further work, new approaches and systems are required across Kent, if there is going to be a significant improvement in narrowing gaps and improving life chances for vulnerable children and young people. This strategy builds on a range of successful strategies, plans and activities already in place, which include:

- Kent's Strategy for Vulnerable Learners 2016-19 [Available here](#)
- Refresh of the Learning, Employment and Skills Strategy 2015–18 [Available here](#)
- Adult Learning, Employment and Skills Strategy [Available here](#)
- Early Years and Childcare Strategy 2014–17 [Available here](#)
- Kent's Strategy for School Improvement [Available here](#)
- Strategy for Children and Young People with Special Educational Needs and Disabilities 2013–16 [Available here](#)
- Commissioning Plan for Education Provision in Kent 2016–20 [Available here](#)
- Early Help and Preventative Services Strategy and Three Year Plan 2015-18 [Available here](#)
- Pupil Referral Unit and Alternative Provision Prospectus [Available here](#)
- Education and Young People's Services NEET Strategy and Action Plan 2015–16 [Available here](#)
- KCC Policy on Supporting Children and Young People with Medical Conditions including Mental Health Needs [Available Here](#)
- Emotional Health and Wellbeing Strategy 2015 [Available here](#)

Supporting Parental Preference for Primary and Secondary schools

Local authorities across England continue to face significant challenges because of a rising demand for Primary school places. In Kent, however, the combination of careful planning and close working with schools means we have been able to expand the number of places to meet demand and to sustain a high proportion of children starting at a school of their preference.

We set targets for the percentage of families securing their first preference schools for entry in September 2016. For Primary schools the target was 85% and on Offer Day 87.2% of parents secured their first preference.

Over 96% of children across Kent will start their education at a Primary school named by their parents on their application. That figure - 17,400 children in all - includes 15,705 (87.2%) who were offered their first preference, up by 762 compared to last year. These improved outcomes have been achieved at a time when the total number of applications for school places increased for the ninth consecutive year to 18,006 - a rise of 591 from 2015.

Local authorities across England continue to face significant challenges because of a rising demand for Primary school places. In Kent, however, the combination of careful planning and close working with schools means we have been able to expand the number of places to meet demand and to sustain a high proportion of children starting at a school of their preference.

For Secondary schools the target was 84% and 81.4% of parents secured their first preference. The target for first and second preferences for both primary and secondary schools was 94%, with 93.3% of parents securing their first or second preference.

This year more children than ever applied for a place in a Kent Secondary school, with 18,798 applications received, an increase of over 600 since last year. In total, 16,172 pupils have been offered a place at Secondary school this year, out of the 17,974 places available.

92% of all applications were made online which means from 1st March thousands of Kent families are able to log on to view their accounts or will have received an email to find out which Secondary school their child has been offered for this September. For families who applied on paper forms, offers went out by first class post and letters should arrive over the next few days

Despite the increase in applications, 357 more Kent children will get their first preference of Secondary school for September compared with last year and over 97% will receive an offer from one of their four preferences. Just over 92% will get their first or second preference of school, and just over 96% will get their first, second or third preference. These figures are an improvement on last year.

Improving Attainment and Achievement across all School Phases

The Directorate takes its school improvement responsibilities very seriously and we use all the available powers of intervention and support to accelerate improvement, address decline and prevent school failure.

We are determined to do everything we can, within the framework of government policy and through our own local initiative, to bring about dramatic improvement in the quality of schools in Kent to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

In December 2015, Ofsted published its Annual Report on Education and Skills 2014-15. This shows that nationally the performance of Secondary schools lags behind that of Primary

schools. For the first time this has become the case in Kent. Across England 85% of Primary schools and 74% of Secondary schools are rated good or outstanding. In Kent the figures are, as at December 2015, 84% of Primary schools and 82% of Secondary schools rated good and outstanding.

Nationally, 18% of Primary schools are outstanding, 67% are good, 14% require improvement and 1% are inadequate. 21% of Secondary schools are outstanding, 53% are good, 21% require improvement and 5% are inadequate.

Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools.

In Kent, 15% of Primary schools are outstanding, 69% are good, 14% require improvement and 2% are inadequate. 28% of Secondary schools are outstanding, 54% are good, 16% require improvement and 2% are inadequate.

Nationally, in the best performing local authorities, 97% of pupils attend a good or outstanding Primary school and 100% of pupils attend a good or outstanding Secondary school.

In Kent overall, as at December 2015, 83% of pupils attend a good or outstanding school, including 83% of Primary pupils, 83% of Secondary pupils and 96% of pupils attending Special schools. These figures rank Kent at 109 out of 150 local authorities for Primary education and at 51 for Secondary education.

In the 2014-15 school year, Kent Primary schools made very good progress in improving inspection outcomes and in increasing the number of good and outstanding schools. At the end of the school year in August 2015, 82% of schools were good or outstanding which was slightly below the national average of 84%. This included 18% of schools judged to be outstanding and 64% judged to be good, compared to 20% outstanding and 64% good schools nationally.

This overall figure included 82% of Secondary schools, 82% of Primary schools, 85% of Special schools and 90% of PRUs in Kent, judged to be good or outstanding. Also, 88% of Early Years settings were good or outstanding.

In August 2015, there were 361 good and 100 outstanding schools, 88 schools requiring improvement (including 68 Primary schools and 15 Secondary schools) and 12 schools in a category, out of a total of 561 schools that had a current inspection result. This means that there were 33 more good and outstanding schools compared to August 2014.

In August 2014, 75% of Kent schools were good or outstanding, compared to 71% in 2013, 60% in 2012 and 59% in 2011.

In August 2014, there were 337 good and 91 outstanding schools, 113 schools requiring improvement (including 94 Primary schools and 12 Secondary schools) and 28 schools in a category. Four schools were judged inadequate in that year and 17 schools were removed from special measures, some to a judgement of good or outstanding.

Of the 115 schools inspected in the 2014-15 school year 72% were judged to be good or outstanding, compared to 65% in 2013-14, which was a better rate of improvement.

The greatest improvement was in Primary Schools, where 75% of the 87 schools inspected between September 2014 and July 2015 were judged good or outstanding, compared to only 54% in 2013-14. In the same period 22 Secondary schools were inspected and only 54% were judged good or outstanding.

In August 2015, 83% of pupils in Kent were attending a good or outstanding school compared to 78% in August 2014 and 74% in August 2013. This means approximately 11,560 more children and young people were receiving a better education since August 2014, including 11,100 Primary School pupils.

This overall figure included 81% of Primary school pupils (90,595), 84% of Secondary school pupils (82,929) and 93% of Special school pupils (3,402) who were attending a good or outstanding school.

There has been very good improvement in the numbers attending a good or outstanding Pupil Referral Unit from 30% of pupils in 2012, 60% in 2013, 73% in 2014 and to 94% in August 2015. The quality of PRUs improved so that 90% were judged good or outstanding.

Many 'satisfactory' or 'requires improvement' schools are well led and making good progress, so that we are confident of future good inspection outcomes. As at August 2015 we reached our target of at least 82% of schools to be good or outstanding. Our priority for 2016 onwards is to continue to increase the rate of improvement in education in Kent. We expect this positive trend to continue towards our ambitious target of at least 90% of Primary and Secondary schools to be judged good or outstanding in the next year or two.

The proportion of schools in Kent judged to be Requiring Improvement (RI) at the end of the academic year 2014-15, decreased to 16%. The national average as at August 2015 was 14%. Kent's position represents a continued reduction in the number of RI schools from 36% in 2012, to 25% in 2013 and 20% in 2014.

At the end of the academic year 2014-15, 2% of schools in Kent were in an Ofsted category of concern. This represents a decrease of 3% from the previous year and means Kent was in line with the then national average of 2% of schools judged to be inadequate by Ofsted. This is an improved picture compared to previous years; (4% in 2012 and 2013 and 5% in 2014).

The latest figure (December 2015) is nine schools with an inadequate inspection judgement, which is 1.6%, below the national average of 2%.

Currently (June 2016), the latest Ofsted data for Kent shows that overall, 87.4% of schools are rated good or outstanding compared to 84% nationally. This includes 20% of schools judged to be outstanding and 67% judged to be good.

This includes 84% of Secondary schools, 88% of Primary schools, 91% of Special schools and 86% of PRUs in Kent, judged to be good or outstanding. Also, 94% of Early Years settings are good or outstanding.

In Kent, there are now 367 good and 111 outstanding schools, 64 schools requiring improvement (including 47 Primary schools and 14 Secondary schools) and 5 schools in a category of concern, out of a total of 547 schools that have a current inspection result.

We expect this positive trend to continue towards our ambitious target of at least 90% of Primary and Secondary schools judged to be good or outstanding by 2017-18.

Children's Centres play a key role in targeting support to these families and ensuring they are helped to take up the provision for eligible two year olds. At August 2015 72% of Children's Centres in Kent were judged as good or outstanding compared to a national average of 67%. This includes 11% which are outstanding, 61% good, 24% requiring improvement and 4% inadequate. The target set within the Early Help and Preventative Services One Year Plan is to improve the KCC performance to at least 75% by 2016.

Over the past year we have commissioned a former Senior HMI from Ofsted to undertake a series of reviews of the Children's Centres. These have now taken place in six districts and

the work has been valuable in identifying both strengths as well as areas for development. In June 2015 an Ofsted Inspection of Maidstone Children's Centres concluded the following;

'Since the last inspection, the Local Authority has taken concerted action in addressing the identified areas for improvement. Stringent performance monitoring arrangements have been introduced, with enhanced levels of staff development, and this has resulted in significantly improved practice'.

The Centres received a good inspection judgement.

Key lessons from schools that achieve a good or better inspection outcome include: a strong focus on improving rates of **progress** for all groups of pupils and being able to evidence this well for inspectors; procedures for ensuring and judging accurately the quality and continuous improvement of teaching; effective use of the pupil premium and other funding to ensure under-achieving pupils catch up quickly and gaps narrow; good use of assessment to feed back to pupils and help them to do better; effective use of data to track pupils' progress and monitor teaching quality, which informs the school's procedures for targeting improvement activity; accurate evaluation of the school's strengths and weaknesses with clear actions to address under-performance; and clear evidence of improvement since the last inspection. No school achieves consistency of practice and continuous improvement without highly effective leadership and governance.

As always, we encourage schools to learn from each other's inspection experiences and some of the best preparation for inspection is to talk to a school that has been inspected recently.

Early Years and Childcare Service

Key Service Equality Issues

The refreshed Kent Early Years and Childcare Strategy 2016–19 sets out our ambition for early years and childcare in Kent to be an exciting, vibrant, increasingly diverse and thriving sector that is of good and outstanding quality, achieves very good outcomes for children and that is sufficient, affordable and easily accessible for parents and carers. One of the five strategic aims of this strategy is *‘to mitigate the effects of poverty, inequality and disadvantage through the provision of high quality early education and childcare, more effective support for parents and narrowing of the early development achievement gaps for all disadvantaged children’*.

Key service equality issues are:

- A strengthened focus on the narrowing of gaps in achievement by ensuring that children in the early years who may be vulnerable to poorer outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well;
- Embedding and where necessary extending the availability of free, high quality early education places for eligible two year olds and continuing to promote and support the take up of these places;
- Ensuring there is a sufficiency of high quality and accessible out of school childcare places for school aged children to age 14 (up to 18 where a young person has a SEND and/or is in the care of the local authority) so that parents are not inhibited from work or training by the absence of childcare.

Progress in reducing inequality in the last year

Narrowing achievement gaps

In 2015, for Kent overall, 73.1% of children achieved a Good Level of Development (GLD) which represented a 4.5% increase on 68.6% in 2014.

- There was a range across districts from 63.90% - 74.3%, with Tunbridge Wells being the highest and Gravesham being the lowest (Every district saw an increase from 2014 with the exception of Gravesham where there was a slight reduction from 64.7% in 2014);
- Girls continued to achieve more highly than boys, with 80.8% of girls and 65.8% of boys achieving a GLD, with the gender achievement gap at 15% representing a marginal narrowing of 0.3% since 2014;
- The achievement gap based on FSM data was 15%, a widening of 3% since 2014;
- The achievement gap for Kent Children in Care was 27.5%, an encouraging narrowing from 46.3% in 2014, and for Other Local Authority Children in Care there was a narrowing from 35.4% in 2014 to 31.5%;
- The EAL gap increased from 11.8% in 2014 to 13.3% in 2015;
- Nationally the Achievement Gap is defined as being the difference in achieving a GLD between the lowest attaining 20% of children and the mean. In Kent in 2014, this showed a small widening from 25.2% in 2013 to 27%. This has narrowed again in 2015 to 25.7% which is good in comparison to the national gap of 31.1%.

Overall, whilst Kent's position is strong in comparison to the national, there is clearly still much work to be done to ensure that more children universally achieve more highly, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential.

Take up of Free Early Education by Eligible Two Year Olds

This has been a significant challenge in Kent and whilst the picture is one of steady but slow improvement, there is still much to be done to ensure that parents of eligible children are being reached and enabled and supported to make informed choices in relation to this entitlement. In December 2015 the take up reached 70%.

Additional activity to support the narrowing of achievement gaps

- Advice, support and guidance to Children's Centres to ensure that the early learning ethos and any early learning activities are in line with EYFS principles and best practice
- The introduction of the improved Progress Tracker for Early Years settings
- A targeted programme of advice, support and training to early years providers to promote and enable equality and inclusion and to further narrow gaps in achievement
- Support to early years providers to ensure maximum impact of the Early Years Pupil Premium, introduced in April 2015
- Ensuring early years representation on and engagement with the FSM Working Group
- The embedding of Early Years Local Inclusion Forum Teams to support children with Special Educational Needs and Disabilities
- Close working with the Specialist Teaching and Learning Service and Virtual School Kent
- The embedding of Early Years Collaborations and providing them with GLD and achievement gap data, by the geography of each Collaboration

Out of school childcare (including for those with disabilities)

In order to support a sufficient supply of out of school childcare so that the absence of this is not a barrier to parents being able to work, study or train, the Early Years and Childcare Service ensures

- Periodic assessments of the availability of provision, including the identification of any gaps in the market (During 2015 – 16 we have introduced a new Childcare Sufficiency Model, which assesses the childcare market through Kent bespoke 'Childcare Zones')
- The availability of support for existing and potential new providers to fill any identified gaps in the market
- Support for out of school providers judged by Ofsted to be 'requiring improvement or 'inadequate', to help to them be 'good' as soon as possible
- The availability of a chargeable Improvement Service, including an Improvement Award
- Support for partnership working through the provision of networking meetings and a framework for collaborations

- Links with Early Help

Future Key actions to reduce inequality

We will:

- Use district based data to inform targeted work within districts
- Use Learning Goals data to inform targeted work on specific areas of learning
- Use schools based data to inform targeted support where improvements are needed in teaching and learning
- Use settings based data showing where lower numbers of children have gone on to achieve a GLD, to inform targeted support
- Continue to promote and support the take up of free places by eligible two year olds
- Embed and further promote to parents through providers the effective use of the Early Years Pupil Premium
- Embed and extend a programme of advice, support and training for Early Years and Childcare providers to enable and support earlier identification of and response to need
- Embed the use of the Progress Tracker by Early Years and Childcare providers
- Introduce a Children's Centre Progress Tracker
- Through the introduction of the EFICL SmarterPlay App for parents, raise the awareness of the importance of attachment in very earliest years
- Embed the Prevent agenda in Early Years and Childcare settings
- Following pilot activity in the district of Thanet, incrementally introduce integrated health and education reviews for two year olds (in Kent now called the 'Joined Review at 2
- Embed links with Early Help for Out of School Childcare providers
- Carry out a 'Meeting Health Needs' survey of Out of School Childcare provision and introduce measures to respond to identified need

Standards and School Improvement Service

Key Equalities Issues

The Kent Strategy for School Improvement, alongside the aspirations and targets set out in the 'Vision and Priorities for Improvement 2016-2019', focuses on the need to build on significant improvements in the proportion of schools which are judged at least good and to further raise attainment whilst narrowing achievement gaps for vulnerable pupils. The Vision strategic document identifies the need to accelerate the rate of progress in closing the gaps in attainment for groups of vulnerable learners, in particular children and young people in receipt of Free School Meals and Children in Care. In addition, it identifies the gaps in achievement between boys and girls.

There continues to be a very prominent focus by Ofsted on inspecting the effectiveness of schools in closing achievement gaps for pupil's in receipt of the pupil premium, from the early years through to post-16 provision. No school can expect to achieve a good inspection outcome without demonstrating good progress for these pupils.

Currently (as at June 2016), 87.4% of pupils now attend a primary school which is judged as good or better. We recognise the need to continue to raise standards and EYPS will work even harder to narrow achievement gaps for vulnerable groups, especially pupils supported by the Pupil Premium. There has been improvement in 2015 in narrowing the gaps for Children in Care (CiC), but a widening of gaps in attainment outcomes for pupils with Special Educational Needs (SEN) and minimal progress in narrowing the gaps for pupils on free school meals. These gaps continue to be mostly wider in Kent compared to national gaps and they are not narrowing, or they are narrowing far too slowly.

Progress in reducing inequality in the last year

Detailed below is the position at September 2015 for all key stages including progress in improving outcomes for the following vulnerable groups:

- Attainment gaps for Children in receipt of Free School Meals (FSM);
- Attainment gaps for Children in Care (CiC)
- Attainment gaps by Gender gaps at Key Stages
- Attainment gaps in respect of SEN pupils

Early Years Foundation Stage

The main overall indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be a strong performance in the percentage of children achieving a GLD in Kent. The 2015 figure of 73% reflects a 10% improvement since 2013, and is in line with the Kent target of 73%. This is above the national average of 66% and statistical neighbour average of 67.9%, with Kent ranked second amongst its statistical neighbours*.

* Kent has 10 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

	% Good Level of Development			
	2013	2014	2015	Diff from 2014
Kent	63	69	73	+4
National	52	60	66	+6

Girls continue to out-perform boys at the end of the EYFS with 80.5% of girls compared to 65.5% of boys achieving a Good Level of Development in 2015. This represents a marginally improved position from 2014, although there is still work to be done to narrow the gender gap. The gap in Kent remains unchanged since 2014 at 15% and is in line with the national figure, although it is 1% narrower than the statistical neighbour average of 16%.

The percentage of FSM pupils in the EYFS achieving a Good Level of Development improved from 57.6% in 2014 to 60.1% in 2015. 2014 saw a significant narrowing of the attainment gap for FSM children from 18.7% to 12%. Disappointingly this achievement gap has widened again in 2015 to 15%.

The percentage of SEN children in the EYFS achieving a Good Level of Development declined from 27.1% in 2014 to 24.9% in 2015. The SEN achievement gap has widened for the third successive year and by 5.3% since 2014 to 53.3%, which is a concern.

The percentage of Children in Care, looked after for more than 12 months, achieving a Good Level of Development improved significantly from 22.9% in 2014 to 46.7% in 2015. The achievement gap for CiC has reduced in 2015 to 26.5%, from 45.8% in 2014, which is very positive.

The Department for Education (DfE) has introduced a new Baseline Assessment measure with effect from September 2015. This will replace the measure of GLD at the end of the EYFS and September 2016 will be the last point at which there will be a statutory requirement for schools to complete the EYFS Profile.

Key Stage 1

In 2015, Kent performed at or above the national average at Key Stage 1 in both the Level 2B and Level 3 attainment indicators. These improvements reflect a good three year upward trend and provide a strong basis for improved pupil progress and outcomes in Key Stage 2.

	% Achieving L2B+ Reading				% Achieving L2B+ Writing			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	79	82	84	2	67	70	74	+4
National	79	81	82	1	67	70	72	+2

	% Achieving L2B+ Maths			
	2013	2014	2015	Diff from 2014
Kent	79	82	84	+2
National	78	80	82	+2

Standards in **Reading** at Key Stage 1 have improved in 2015 for the third successive year and are above the 2015 national average. Standards in reading at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.3% above the statistical neighbour average. At Level 3 and above, outcomes in reading improved to 35%, from 32% in 2014, which places Kent 3% above the national average and 2.9% above the statistical neighbour average. Kent is ranked second amongst its statistical neighbours* at Level 2B and above and first at Level 3 and above.

Standards in **Writing** at Key Stage 1 have improved in 2015, continuing a three year upward trend. Standards in writing at Level 2B and above improved to 74%, from 70% in 2014, which is 2% above the national average and 1.1% above the statistical neighbour average. At Level 3 and above, standards in writing improved to 18%, from 16% in 2014. Kent remains in line with both the national and the statistical neighbour averages in 2015. Kent is ranked second amongst its statistical neighbours* at Level 2B and above and sixth at Level 3 and above. However, while 84% of seven year olds achieved Level 2B and above for reading, only 74% achieved this benchmark in writing which is a concern. This will be a priority for improvement in 2015-16.

Standards in **Mathematics** at Key Stage 1 have also improved for the third successive year across all indicators. Standards in mathematics at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.6% above the statistical neighbour average. At Level 3 and above standards in mathematics improved to 28%, from 25% in 2014, which means Kent is 2% above the national average and 2.2% above the statistical neighbour average. Kent is ranked first amongst its statistical neighbours* at both Level 2B and Level 3 and above.

Gender Gaps at Key Stage 1

The attainment of both boys and girls continues to improve at Level 2B and Level 3 and above across all subjects in 2015. However, the gender gaps in attainment are narrowing marginally or in the case of Mathematics widening slightly.

Girls continue to attain higher standards than boys in **Reading**, with 88% of girls achieving Level 2B and above in 2015, compared to 86% in 2014. Level 2B and above attainment for boys also improved, from 78% in 2014 to 80% in 2015. It is a similar picture at Level 3 and above, with 40% of girls achieving this measure in 2015 compared to 37% in 2014. The attainment of boys at Level 3 and above has also improved from 28% in 2014 to 30% in 2015. However, the gap between the attainment of boys and girls has not narrowed at Level 2B and above and remains at 8% but is 0.6% narrower than the statistical neighbour average. The attainment gap at Level 3 and above has widened from 9% in 2014 to 10% in 2015 which is 0.3% wider than the statistical neighbour average. At both levels the gap in Kent remains in line with the national picture.

The attainment gap between boys and girls remains widest in **Writing**. At Level 2B and above the attainment of girls increased from 78% in 2014 to 82% in 2015. There was also an increase in the attainment of boys at Level 2B and above from 62% in 2014 to 67% in 2015. At level 3 and above 24% girls achieved this measure in 2015, compared to 21% in 2014. Boys showed a similar increase in attainment, from 11.2% in 2014 to 13.2% in 2015. The gap between the attainment of boys and girls in writing has narrowed by 1% at Level 2B and above to 15% in 2015 which is 0.2% wider than the statistical neighbour average but in line with the national figure. The attainment gap at Level 3 and above has widened slightly from 10% in 2014 to 11% in 2015 which is 1% wider than the national average and 0.2% wider than the statistical neighbour average.

At Level 2B and above in **Mathematics**, 86% of girls compared to 82% of boys achieved Level 2B and above in mathematics in 2015, which is an improvement from 83% of girls and 80% of boys achieving the same measure in 2014. At Level 3 and above however, boys continue to attain higher standards than girls in mathematics, with 30% achieving this

measure in 2015, an increase of 3% since 2014. Girls also improved their performance by 3% since 2014, with 26.1% achieving this measure in 2015. The gender gap in attainment in mathematics at Level 2B and above has widened by 1% in 2015 to 4% which means that the gap in Kent is now 1% wider than the national figure and 0.6% wider than the statistical neighbour average. The attainment gap at Level 3 and above has remained unchanged since 2014, at 4%, which is in line with the national picture and 0.3% narrower than the statistical neighbour average.

Outcomes for Vulnerable Groups at Key Stage 1

The attainment of FSM pupils and Children in Care have improved in 2015 at Level 2B and above and at Level 3 and above across all subjects. These improvements reflect a three year upward trend. Disappointingly, gaps in attainment for SEN pupils have not narrowed in 2015.

The attainment of FSM pupils in **Reading** has improved at Key Stage 1 from 67.5% in 2014 to 72.4% at Level 2B and above and from 17.1% in 2014 to 19.8% at Level 3 and above. The reading attainment gaps for FSM pupils have narrowed in 2015 at both levels, by 3.1% to 15.2% at Level 2b and above and by 0.2% to 19.5% at Level 3 and above.

The attainment of FSM pupils in **Writing** has improved at Key Stage 1 from 52.5% in 2014 to 58.7% at Level 2B and above and from 6.3% in 2014 to 7.9% at Level 3 and above. Although the attainment gap for FSM pupils in writing has narrowed at Level 2b and above in 2015, by 2.2% to 19.8%, there has been a small widening of the gap at Level 3 and above by 0.8% to 13.4%.

The attainment of FSM pupils in **Mathematics** has improved at Key Stage 1 from 68.4% in 2014 to 73.6% at Level 2B and above and from 12.7% in 2014 to 15.1% at Level 3 and above. The attainment gap of FSM pupils in mathematics at Level 2B and above has narrowed in 2015, by 3.5% to 13.4%. There has been a small widening of the gap at Level 3 and above however by 1.1% to 16.9% in 2015.

The attainment gaps for SEN pupils have widened from 2014 to 2015 across all subjects at both Level 2B and above and Level 3 and above.

There has been a decline in the attainment of SEN pupils in **Reading** at Key Stage 1 from 42.5% in 2014 to 40% at Level 2B and above and from 6.7% in 2014 to 5.7% at Level 3 and above. The SEN reading attainment gaps have widened in 2015, by 2.7% to 50.8% at Level 2B and above and by 2.1% to 33.7% at Level 3 and above.

Although there has been a small decline in the attainment of SEN pupils in **Writing** at Key Stage 1 Level 2B and above from 25.2% in 2014 to 24.3% there has been a slight improvement at Level 3 and above from 1.4% in 2014 to 1.6% this year. The attainment gaps for SEN pupils in writing have widened in 2015, by 2.7% to 57.2% at Level 2B and above and by 1.3% to 19.2% at Level 3 and above.

There has also been a decline in the attainment of SEN pupils in **Mathematics** at Key Stage 1 from 45.1% in 2014 to 41.8% at Level 2B and above and from 5.9% in 2014 to 5.4% at Level 3 and above. At Key Stage 1, the SEN mathematics attainment gaps have widened in 2015, by 3.8% to 48.5% at Level 2B and above and by 2.8% to 26.3% at Level 3 and above.

There has been a very welcome narrowing of the attainment gap for Children in Care (CiC looked after for more than 12 months) at Level 2B and above in Reading, Writing and Mathematics in 2015. The attainment gap has widened at Level 3 and above in 2015 across all subjects but remains narrower than outcomes in 2013.

The attainment of CiC in **Reading** at Key Stage 1 improved at Level 2B and above from 47.4% in 2014 to 56.1% but declined at Level 3 and above from 18.4% in 2014 to 12.2%.

The Reading attainment gap for CiC narrowed in 2015, by 6.3% to 28.1% at Level 2B and above. There has been a widening of the gap at Level 3 and above by 8.8% to 22.8%.

The attainment of CiC in **Writing** at Key Stage 1 significantly improved at Level 2B and above from 26.3% in 2014 to 43.9% but declined at Level 3 and above from 5.3% in 2014 to 4.9%. Although the CiC Writing attainment gap at Key Stage 1 narrowed in 2015, by 13.1% to 30.2% at Level 2B and above there has been a widening of the gap at Level 3 and above by 2.7% to 13.5%.

The attainment of CiC in **Mathematics** at Key Stage 1 also improved at Level 2B and above from 47.4% in 2014 to 58.5% but declined at Level 3 and above from 23.7% in 2014 to 9.8%. The CiC Mathematics attainment gap has narrowed at Level 2B and above in 2015, by 8.7% to 25.5%. At Level 3 and above there has been a widening of the gap by 17.2% to 18.5%.

Key Stage 2

At Key Stage 2 there has been continued improvement at Level 4 and above in Reading, Writing and Mathematics combined in line with the national average. Kent has also maintained standards above the national average for attainment at Level 5 and above. There has been particularly welcome improvement in standards and progress in writing.

	% Achieving L4+ Reading, Writing & Maths				% Achieving L4+ Reading			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	74	79	80	+1	85	89	89	0
National	75	79	80	+1	86	89	89	0

	% Achieving L4+ Writing				% Achieving L4+ Maths			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
Kent	83	86	87	+1	83	86	86	0
National	83	85	87	+2	85	86	87	+1

	% Achieving L4+ Spelling, Punctuation & Grammar			
	2013	2014	2015	Diff from 2014
Kent	71	74	78	+4
National	74	76	80	+4

At Key Stage 2, 80% of pupils achieved Level 4 and above in **Reading, Writing and Mathematics combined** in 2015, compared to 79% in 2014. Attainment at Level 5 and above in Reading, Writing and Mathematics combined remained at 25% in 2015. Kent remains in line with the national average and slightly above the statistical neighbour average at Level 4 and above. At Level 5 and above, Kent is above the national average by 1% and above the statistical neighbour average by 1.9%. Compared to its statistical neighbours*, Kent remains ranked fourth for Level 4 and above performance and second for Level 5 and above performance.

In 2015, 257 schools performed at or above the national average of 80% in Level 4 and above in Reading, Writing and Mathematics combined, compared to 243 schools in 2014. 207 schools improved on their 2014 result.

In 2015, 89% of Key Stage 2 pupils attained Level 4 or above in **Reading**. Although this means that Kent is in line with both national and statistical neighbour averages, outcomes have remained static from 2014. There was a small decline in Reading attainment at Level 5 and above from 51% in 2014 to 49% although Kent remains 1% above the national average and 0.5% above the statistical neighbour average in 2015.

The percentage of pupils achieving the expected two levels of progress in **Reading** also remained the same between 2014 and 2015 at 91%. This is in line with the national figure and slightly above the statistical neighbour average of 90.5% but below the Kent target of 93% for 2015. Kent is ranked second amongst its statistical neighbours* for this measure. The percentage of pupils achieving three levels of progress in Reading is 33.3%, a small decline of 0.8% since 2014. This is broadly in line with the national figure but below the Kent 2015 target of 36%.

Attainment in **Writing** improved for the third successive year in 2015 to 87% Level 4 and above, from 86% in 2014. This is in line with the national average and 0.3% above the statistical neighbour average. At Level 5 and above outcomes also improved by 2% to 38% in 2015. Kent is above the national average by 2% and above the statistical neighbour average by 2.4% at Level 5 and above. Kent is ranked second amongst its statistical neighbours* at Level 4 and first at Level 5.

In Writing, 95% of pupils achieved two levels of progress in 2015 which is a 2% improvement on 2014 and continues a three year upward trend. This is in line with the Kent target of 95% and above both the national average of 94% and statistical neighbour average of 93.8%. Kent is ranked 3rd amongst its statistical neighbours* for this measure. The percentage of pupils achieving three levels of progress in Writing is 38.5%, which is an improvement of 3% since 2014. This is above both the Kent target of 38% for 2015 and the national figure of 36%.

Level 4 and above attainment in **Mathematics** remained the same as 2014 at 86% in 2015. At Level 5 and above there was a decline of 2% to 41%. At Level 4 and above Kent is slightly below the national average of 87% and statistical neighbour average of 86.2%. At Level 5 and above Kent is below the national figure of 42% but above the statistical neighbour average of 40.1%. Kent is ranked sixth amongst its statistical neighbours* at Level 4 and fifth at Level 5.

The percentage of pupils achieving two levels of progress in Mathematics has improved for the third successive year and now stands at 90%, from 89% in 2014. This is in line with the 2015 national progress rates and above the statistical neighbour average of 88.5% but below the Kent target of 91%. Kent is ranked second amongst its statistical neighbours* for this measure. The percentage of pupils achieving three levels of progress in Mathematics is 33.8%, a decline of 1.9% from 2014, and below the Kent target of 38% and in line with the national figure of 34%.

Good progress has been made in attainment in **Grammar, Punctuation and Spelling** which has improved for the third successive year in 2015 to 78% at Level 4 and above, from 74% in 2014, and 52% at Level 5 and above, from 49% in 2014. However this continues to be a focus for improvement given that on both measures, Kent remains below the national average of 80% and statistical neighbour average of 78.9% at Level 4, and the national figure of 56% and statistical neighbour average of 53.4% at Level 5. Kent is ranked seventh amongst its statistical neighbours* at both Level 4 and Level 5.

The Floor Standard at Key Stage 2

In the 2014-15 academic year schools were seen as below the floor standard and therefore underperforming if:

- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths and
- below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and
- below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and
- below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)

In 2015 the number of Primary schools performing below the floor standard remained static at 21, compared to 44 schools in 2013.

Key Stage 2 Gender Differences

Although the attainment of girls at **Level 4 and above in Reading, Writing and Mathematics** combined continues to out-perform that of boys, with 83% of girls achieving the expected level in 2015 compared to 78% of boys, the gender attainment gap for this measure has narrowed by 2% since 2014. It is now 1% narrower than the national gender attainment gap and 1.3% narrower than the statistical neighbour average.

The percentage of girls attaining **Level 5 and above in Reading, Writing and Mathematics** combined remained the same at 28% in 2015 compared to 2014. The attainment of boys at this measure has improved slightly in 2015 to 23% from 22% in 2014. This reduces the gender attainment gap for this measure from 7% in 2014 to 5% in 2015 which is broadly in line with the national and statistical neighbour averages.

There has been improvement in the attainment of boys in **Reading** at Level 4 and above since 2014, by 1% to 88%. However, there has been a decline of 2% to 45% in the attainment of boys at Level 5 and above. The attainment of girls remained the same in 2015 compared to 2014, with 91% achieving Level 4 and above and 54% achieving Level 5 and above. The gender attainment gap in Reading at Level 4 and above has reduced by 1% since 2014 to 3%. This means that the gap in Kent is 1% narrower than the national figure and 1.4% narrower than the statistical neighbour average. At Level 5 and above Kent is in line with national with a gap of 9%, a 2% reduction since 2014. The gap in Kent at Level 5 and above is 0.4% wider than the statistical neighbour average.

Girls continue to outperform boys in **Writing** at both Level 4 and Level 5 and above although there has been improvement in the attainment of both girls and boys for the third successive year. 91% of girls (90% in 2014) and 84% of boys (81% in 2014) achieved Level 4 and above in 2015, and 45% girls (44% in 2014) and 31% boys (28% in 2014) achieved Level 5 and above. The gap in attainment between boys and girls has narrowed for both measures since 2014, by 3% to 7% at Level 4 and above, which continues a three year trend of improvement, and by 2% to 14% at Level 5 and above. At Level 4 and above, the gap in Kent is 1% less than the national figure and narrower than the statistical neighbour average by 1.7%. It is a similar picture at Level 5 and above with the gap in Kent being 1% less than the national figure and 1.8% narrower than the statistical neighbour average.

At Level 4 and above in **Mathematics**, the attainment of girls has remained static at 86% and the performance of boys has improved for the third successive year resulting in no gender attainment gap at this measure. At the higher levels, boys do better than girls and this year the attainment gap has widened by 4% to 8% owing to a decline in the performance of girls (from 41% in 2014 to 37% in 2015). This is in line with the picture both nationally and

amongst statistical neighbours. The attainment of boys at Level 5 and above in 2015 remains static at 45%.

Outcomes for Vulnerable Groups at Key Stage 2

There have been very small improvements in the gaps in attainment for children in receipt of Free School Meals, good improvement for Children in Care but not for children with special educational needs.

The attainment of FSM pupils in **Reading, Writing and Mathematics combined** has improved at Key Stage 2 from 65.5% in 2014 to 67.3% at Level 4 and above. However, it has declined slightly from 11.6% in 2014 to 11.4% at Level 5 and above. At Level 4 and above in Reading, Writing and Mathematics combined, the gap between the attainment of pupils in receipt of Free School Meals (FSM Ever 6) and non FSM pupils has reduced very slightly for the third successive year from 17.8% in 2014 to 17.6% in 2015. The FSM attainment gap at Level 5 and above in Reading, Writing and Mathematics combined has widened slightly in 2015 to 18.9%, an increase of 0.5% since 2014.

The attainment of FSM pupils in **Reading** has improved very slightly at Level 4 and above from 80.6% in 2014 to 80.8% at Level 4 and above but declined at Level 5 and above from 35.3% in 2014 to 32.8%. The FSM Reading attainment gaps have widened in 2015, by 1% to 12% at Level 4 and above and by 2.4% to 22.8% at Level 5 and above.

The attainment of FSM in **Writing** has improved at both Level 4 and above (from 74.9% in 2014 to 77.7% in 2015) and at Level 5 and above (from 19.4% in 2014 to 20.6%). The FSM Writing attainment gap at Level 4 and above has narrowed for the third successive year to 13.4%, from 14.3% in 2014. At Level 5 and above the FSM attainment gap in Writing has widened in 2015 by 1.7% to 23.7%.

The attainment of FSM pupils in **Mathematics** improved marginally at Level 4 and above from 76.6% in 2014 to 77.1%. At Level 5 and above there has been a decline in attainment from 26.5% in 2014 to 24.8%. In Mathematics, the attainment gap for FSM pupils has remained broadly the same from 2014 to 2015, at 12.7% at Level 4 and 22.3% at Level 5.

There has been a disappointing decline in the attainment of SEN pupils in **Reading, Writing and Mathematics combined** from 42.3% in 2014 to 37.6% at Level 4 and above and from 4.0% in 2014 to 3.3% at Level 5 and above. There has also been a widening of the SEN attainment gap at Level 4 and above in Reading, Writing and Mathematics combined in 2015, to 51.7% from 46% in 2014. At Level 5 and above Reading, Writing and Mathematics combined, the gap has narrowed in 2015 to 26.7% from 27.6% in 2014.

There has also been a decline in the attainment of SEN pupils in **Reading** from 65.8% in 2014 to 61.0% at Level 4 and above and from 21.2% in 2014 to 17.0% at Level 5 and above. The attainment gap for SEN pupils in Reading at both Level 4 and Level 5 and above widened in 2015, to 34.6% at Level 4 and above (from 31% in 2014) and to 39.4% at Level 5 and above (from 37.9% in 2014). The progress gap for SEN pupils achieving two levels of progress in Reading is 18.1%, an increase of 1.5% since 2014.

The attainment of SEN pupils in **Writing** has also declined from 54.5% in 2014 to 50.6% at Level 4 and above and from 7.2% in 2014 to 5.9% at Level 5 and above. The attainment gap in Writing for SEN pupils at both Level 4 and Level 5 and above has also widened in 2015, to 44.7% at Level 4 and above (from 41% in 2014) and to 39% at Level 5 and above (from 37.1% in 2014). The progress gap for SEN pupils achieving two levels of progress in Writing has slightly widened to 13.6%, an increase of 0.2% since 2014.

There has also been a decline in the attainment of SEN pupils in **Mathematics** from 59.7% in 2014 to 54.2% at Level 4 and above and from 14.2% in 2014 to 11.1% at Level 5 and above. The attainment gap in Mathematics for SEN pupils at Level 4 and above has

widened in 2015, to 39.1% (from 34% in 2014). It is a more positive picture at Level 5 and above with a narrowing of the Mathematics gap for the third successive year, from 37.4% in 2014 to 36.5% in 2015. The gap for SEN pupils achieving two levels of progress in Mathematics widened slightly in 2015 to 20.5% (from 19.8% in 2015). This misses the Kent target of 14% for 2015.

The attainment gap for CiC (12 months +) at Level 4 and above **Reading, Writing and Mathematics combined** has reduced in 2015 for the first time in three years to 24.8% (from 37.8% in 2014) exceeding the Kent 2015 target of 30%. The attainment gap for this group of pupils has narrowed by 17.2% since 2013. At Level 5 and above Reading, Writing and Mathematics combined, there has also been a slight narrowing of the attainment gap, from 18.6% in 2014% to 18.4% in 2015.

The attainment gap in **Reading** for CiC (in care for 12 months or more) at both Level 4 and Level 5 and above has narrowed in 2015, to 15.5% at Level 4 (from 24% in 2014) and to 22.6% at Level 5 (from 30.1% in 2014).

The attainment gap for CiC at Level 4 and above in **Writing** has reduced in 2015 for the third successive year and has narrowed by 13.5% since 2013 to 23.5% in 2015. At Level 5 and above however there has been a widening of the attainment gap for CiC over the last three years, although the gap has narrowed by 6.6% between 2014 and 2015 to 22.6%.

At Level 4 and above in **Mathematics**, the attainment gap for CiC has reduced in 2015 for the third successive year and has narrowed by 12.9% since 2013 to 18.1% in 2015. At Level 5 and above in Mathematics there has been a widening of the attainment gap for CiC by 3.4% since 2014 to 24.3%.

Key Stage 4

The refreshed Strategy for School Improvement and Kent's Vision and Priorities for Improvement identify the following key issues: to raise attainment at Key Stages 3, 4 and 5; to narrow achievement gaps particularly for vulnerable learners; and promote 21st century learning so that schools develop and deliver a broad curriculum which develops pupils' skills, knowledge and understanding so that they can access higher learning and future employment. The IB Careers Related

Currently (as at June 2016), 83.7% secondary schools are judged Good or Outstanding by Ofsted.

This year the indicator which will appear in performance tables is First Result which reflects the grade from the first time a student takes an examination in a subject. For example, pupils may have taken English or Mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator.

	% 5+ A*-C E&M (First result)			
	2013	2014	2015 Provisional	Diff from 2014
Kent	Figures not included as they are based upon best result	58.0	56.6	-1.4
National		53.4	52.8	-0.6

There has been a considerable delay in the GCSE and Post 16 figures being issued by the DfE. The new provider provided the information on 26th October, which is one month later than in previous years. The data provided is provisional. Kent's provisional First Entry result for performance at 5 or more GCSE grades A*- C including English and mathematics is: 56.6%. The national First Result (also provisional) is: 52.8% which is broadly in line with 2014 outcomes.

The GCSE result at 56.6% is a slight drop of 1.4% from the First result in 2014. The national figure has also dropped by 0.6% for the same period. Kent remains above the national average by 3.8%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or A*- C grades including English and Mathematics slipping from third to sixth*.

Provisional expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined this year in English to 71.9% from 74.3%. Kent however remains above the national average of 70% which has dropped from 71.6% in 2014. Progress in Mathematics declined slightly from 66.8% of pupils achieving the expected rate of progress in 2014 to 66.2% in 2015. The national figure improved from 65.5% in 2014 to 66.6% in 2015 which means that Kent remains broadly in line with the national average for this measure.

The provisional result for average GCSE figures of A*-C in English is 69.7% and for Mathematics it is 66.3%. Both of these figures are above the national averages, which are 64.7% for English and 65.1% for Mathematics. Again for English, both Kent and the national figures have dropped in 2015. However, for Mathematics the national figure has increased and the Kent outcome has declined.

First indications are that 28 schools may be below the floor standard of 40% of pupils achieving five good GCSE grades including English and Mathematics. However this figure is likely to improve as schools are successful in appeals and re-marks of GCSE results and achieve national median levels of progress in English or Mathematics. The validated results will be available in January 2016.

It is worthy of note that in nine out of the eleven GCSE indicators provisionally reported so far Kent remains above national averages used by government to measure performance at Key Stage 4.

Key Stage 4 Gender Differences

At Key Stage 4, the gender gap in attainment of 5 or more A*- C grades including English and Mathematics remains around 9% as in the previous two years. 52.2% of boys and 61.0% of girls attained this level of achievement in 2015 compared to 47.9% of boys and 58.0% of girls nationally. 38 schools narrowed the gender attainment gap compared to 2014. This is from the total of 68 mixed gender secondary mainstream schools.

Outcomes for Vulnerable Groups at Key Stage 4

The Key Stage 4 attainment gap between FSM pupils and their peers for 5 or more A*- C grades including English and Mathematics in 2015 is 32.9%, compared to 33.3% in 2014. The national gap in 2014 was 27%. 30.6% of FSM students in Kent achieved this measure, compared to 26.5% in 2014, and compared to 63.5% of non FSM students. This represents a very small narrowing of the gap by 0.4% compared to 2014. At the same time 46 schools reduced the FSM gap compared to 41 schools in 2014.

The 2015 gap between FSM students and non FSM students in achieving three levels of progress by the end of Key Stage 4, in English, is 19.9%. Only 56.2% of FSM students achieved this rate of progress compared to 76.1% of non FSM students. In Mathematics the gap is 27.3% with 44.7% of FSM students achieving this rate of progress compared to 72% of non FSM students. This gap has narrowed in both English (by 1.8%) and Mathematics (by 1.3%) compared to 2014.

Pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. For 5 or more A*- C grades including English and Mathematics in 2015 the gap between pupils with SEN and their peers was 39.4%. This has narrowed marginally from 40.7% in 2014.

At Key Stage 4, 12.5% of Children in Care achieved 5 or more A*- C grades including English and Mathematics compared to 8.2% in 2014, which is a very welcome improvement. The Key Stage 4 attainment gap is 44.4% which has reduced from 50.0% in 2014. These are the widest achievement gaps of any pupil group, and continue to be an important focus for improvement in 2016.

Post 16 Outcomes

The provisional performance at post 16 shows a mixed and overall declining trend over three years. The data used in this report includes both state funded schools and colleges. The table below sets out the trend data between 2013 and 2015, for all academic qualifications post 16, then more specifically vocational and A' level courses.

		Academic		Vocational		A Level		
		APS per entry	APS per Student	APS per entry	APS per Student	% 2+ A*-E	% 3+ A*-E	% AAB (in two facilitating subjects)
2013	Kent LA Schools	216.5	851.8	224.9	639.3	89.6	77.2	14.9
	Kent LA Schools & Colleges	216.1	844.8	214.8	563.8	89.6	76.5	14.6
	National	215.7	802.4	213.7	562.0	92.9	80.5	15.3
2014	Kent LA Schools	213.3	834.9	228.2	676.4	88.9	74.4	14.3
	Kent LA Schools & Colleges	212.8	827.9	216.7	554.4	88.4	73.3	13.9
	National	215.7	794.0	216.6	560.1	92.4	79.5	15.0
2015	Kent LA Schools	212.7	816.0	229.0	671.9	88.0	73.0	12.8
	Kent LA Schools & Colleges	212.3	811.3	219.0	568.0	87.8	72.4	12.5
	National	211.4	761.6	219.3	548.9	91.4	76.5	11.5

The percentage of students achieving three or more A Level passes in Kent LA schools and colleges has declined from 76.5% in 2013, 73.3% in 2014 to 72.4% this year. The national average is 76.5%. The percentage achieving AAB grades (in at least 2 facilitating subjects) has also declined from 13.9% in 2014 to 12.5% this year. There has been a decline in the percentage of students achieving two or more passes at grades A* - E, which is now 87.8% compared with 88.4% in 2014 and 89.6% in 2013.

This year's results (Kent LA schools and colleges) shows a reduction in the Academic Average Point Score per entry (APE) to 212.3, compared to 212.8 in 2014 and 216.1 in 2013. The trend over 3 years is one of slight decline.

The Academic Average Point Score per student (APS) in 2015 for Kent LA schools and colleges has declined to 811.3 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, well above the national average of 761.6.

Average Point Scores per student for vocational qualifications in Kent LA schools and colleges have improved. Kent's provisional figures show a county wide increase of 13.6 points to 568.0 from 554.4 in 2014, with an average grade of Distinction.

Future Key actions to reduce inequality

Primary

- Improvement Advisors delivering Pupil Premium reviews (commissioned) within schools
- focus on achievement gaps for all school visits and data reviews, including model tracking

Proformas

- Develop visits further so that they focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly.
- Support disadvantaged pupils, including children in care and pupils with special educational needs and disabilities, through the newly launched SEND strategy and Vulnerable Learners' Strategy, so that they achieve well and make good progress.
- Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision.
- Work with schools to ensure that gaps for all vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.

Robust dialogue between with Local Authority Senior Improvement Advisers and schools to ensure appropriate support and challenge, including:

- Identification and action on Schools Causing Concern as per KCC protocol
- 6 weekly progress reviews in all Requires Improvement Schools and Good or Outstanding where agreed by SIA and School.

Secondary

KS4

- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
- Support disadvantaged pupils, including children in care and pupils with special educational needs and disabilities, through the newly launched SEND strategy and Vulnerable Learners' Strategy, so that they achieve well and make good progress
- Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision.
- To work with schools to ensure that gaps for all vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.
- To regain the trajectory of improved examination results at Key Stage 4 that was in place in 2013, before the current changes were implemented in 2014, through sharing of best practice locally and nationally.
- To maintain performance above the national average by ensuring that all schools have a curriculum that is balanced but able to ensure progression for the young people it serves. These challenges are particularly acute in Mathematics and Science and surround teacher supply and the quality of teaching.

- To further develop KS4 pathways and progression routes into post 16 courses that cater for the needs of all young people, especially those that do not achieve the equivalent of 5 good GCSE grades including English and Maths

Robust dialogue between with Local Authority Senior Improvement Advisers and schools to ensure appropriate support and challenge, including:

- High expectations on progress and attainment for all pupils with particular focus on FSM and other vulnerable groups.
- SIA to ensure that where a school is Requires Improvement a scoping/challenge meeting will be held to raise the level of challenge and support
- 6 weekly progress reviews in all Requires Improvement Schools and Good or Outstanding where agreed by SIA and School.
- All Secondary Schools invited to local and county-wide moderation processes.
- Exploit every avenue of communication with Headteachers to influence the work of schools to narrow or close the gap between FSM and non-FSM pupils through the e-bulletin, HT briefings, conferences, district scorecards and by working closely with KAH.
- Newly created post for Senior Improvement Adviser with responsibility for Closing Gaps (July 2016) – unable to recruit.

Post-16

- Work with schools and colleges to ensure that gaps narrow for all vulnerable groups and students are making accelerated progress with particular focus on FSM, CiC and SEND.
- Significantly increase the number of young people gaining Level 2 English and Mathematics qualifications by age 19.
- Promote improving standards in sixth forms through the development and extension of successful Key Stage 4 strategies, and improved GCSE results with English and Mathematics.
- Encourage providers to make use of KCC's District Data Packs to inform decisions about provision and the design of the curriculum offer.
- Ensure guidance and advice is focused on the 14 – 19 programme offer, and use of funding so that students have the appropriate provision to help them achieve their chosen qualifications and career pathways to employment or higher learning.
- Share good practice in programme design and delivery, and promote good practice in opportunities for work experience, and for example in the IB diploma and IB Careers-related Programme (IBCP).

Skills and Employability Service

Key Service Equality Issues

The refreshed 14-24 Learning, Skills and Employability Strategy and Kent's Vision and Priorities publication highlight the need for 14 to 19 curriculum change, and the development of improved pathways and opportunities for *all* learners to participate to age 18 and up to 24 for those young people with learning disabilities. There has been some success in expanding the District offer to provide alternative employment pathways but this still remains a challenge. Success depends on schools and colleges continuing to be more collaborative to open up planning opportunities in districts and the development of the creative use of study programmes post 16, particularly for young people without English and maths.

The challenges include moving to a post 16 offer for all students which offer high quality progression routes by utilising the wide range of changing qualifications at levels 2 and 3. These will include Technical Awards (pre 16 level 2), Technical Certificates (post 16 level 2), Tech Levels post 16 level 3), Applied General Awards and a more rigorous suite of A levels.

The number of non FSM young people gaining a level 2 qualification increased slightly to 88.8% in 2015, from 88.0% in 2014 and the number of non FSM young people progressing from level 2 to level 3 increased from 57.3% in 2014 to 59.2 in 2015. Those students with FSM also recorded increases – gaining a level 2 qualification from 67.6% in 2014 to 71.8% in 2015, progressing from level 3 from 25.1% in 2014 to 29% in 2015. We need to build on this success.

There is a high drop- out rate still, particularly at the end of Year 12. In 2014 LPUK validated data for 2013 – 2014 reported the transition retention rate (the percentage of young people who completed year 12 and who continued on to year 13) for all young people in Kent as 86.9%: this has decreased to 83.3% in 2015. The overall retention rate in the same report (the percentage of young people who started year 12 completed year 13) for all young people in Kent for 2014 was 80.2%; this has decreased to 77.3% for 2015.

In learning rates as reported by MIU in its January snapshot data have improved for year 12 students from 91.3% in January 2015 to 91.6% in January 2016. This will continue to be a key area of work in 2016 – 2017. New and developing systems are in place to track and support young people if they leave school or college in Y12, all these young people will be offered a trainee or apprenticeship opportunity.

Schools and colleges are informed of these key trends through the District Data packs and have opportunities to meet with Participation and Progression Managers, take part in district collaborative work and attend progression meetings.

The District Employability Offers are ensuring that no young person should be out of learning at any stage post 16. Quality and Standards too have these issues on their agendas, supported by Skills and Employability, when they discuss progression with their schools. Work, however, still needs to be done on intervention with students in post 16 who were in receipt of pupil premium, thinking more deeply about appropriateness of study programmes with relation to student need and improved impactful careers education, information, advice and guidance.

Continuing programme redesign of the post 16 offer on development of the pre 16 curriculum which includes successful delivery of learning in Maths and English and the creative inclusion of the new Tech awards which can be counted in the Progress 8 and Attainment 8 measure.

Progress in reducing inequality in the last year

We are seeing a reduction in **NEET numbers**, now at 4.7% January 2016 from 5.25% in 2015, but not quickly enough. The year 13 NEET figure has dropped from 5.07% to 4.45% which is encouraging. The year 14 NEET figure has dropped from 8.79% to 7.97%. The solution to commissioning provision to meet the needs of these young people continues to be a priority. New vocational and technical programmes have been put in place in all districts opportunities to ensure that 14 to 19 pathways can be personalised to meet all learners' needs. There are new support systems and targeted interventions in place for a number of vulnerable groups which includes Children in Care, Young Offenders, SEND, and Home educated. These new systems will significantly reduce the number of NEET young people to enable the target of 1% NEETs to be reached by 2017.

The percentage of CIC in EET has increased due to the partnership between VSK and S&E. All of the foster carers attended sessions informing them of the choices available to their young people and how to support them through transition. The VSK team have been in contact with all of their young people undergoing transition to ensure that they all have positive destinations.

The percentage of NEET care leaver, teenage parent not caring for own child, substance abuse and SEND young people in year 12 have also decreased from 11.73% to 10.54%. Those young people who are carers have increased. Work is being done with the Children's Centres to engage with these young people who are pregnant or caring for own child.

Improvement in NEET data is due to the increased use of robust data sets that shows the profile of the learners who are NEET and improvements in the coordination of the tracking systems. The detailed data sets held within the CCIS database enable officers to gain a greater insight into the challenges and barriers facing vulnerable learners and can ensure that resources are targeted to individuals and schools.

Quarter 2 data August 2015 – January 2016 on apprenticeship uptake, currently 1920, suggest the Skills and Employability Service will meet its 2016 targets. 2014 – 2015 figures show 2760 apprenticeship at all levels taken up from 2560 in the previous year. This is an increase of 7%.

To inform discussion about developing 14 to 19 curriculum pathways and new provision, KCC's Skills and Employability Service produce **Post-16 Data Pack for each district and provide individual schools with detailed data sets about the profile of their learners**. The district data summarises the key legislative changes which impact on post-16 learning; provides an updated analysis of district economies; reviews the curriculum changes over the past year; presents data on participation, attainment and progression; and sets the scene for curriculum planning for 2017 – 2018 by identifying skills and knowledge gaps through the use of local market information. There is over provision of level 3 programmes.

Progression to level 2 at age 19 for learners with SEND has shown a four year rising trend, currently 68.8% 2015 up from 66.8% in 2014. A similar trend is also true of progression to level 3, currently 28.5% in 2015 up from 25.9% in 2014. New post 16 pathways have been developed by Skills and Employability Service for SEND learners and those young people who do have a level 2 qualification to ensure there are appropriate learning progression pathways in all localities and there is sustained employment or assisted employment opportunities available. This has been achieved by expanding the remit of the Kent Supported Employment programme and Assisted Apprenticeships. There is a new supported employment programme being developed in special schools and a new supported internship offer will be available in September.

A key priority for this year will be to continue to expand the support to 16 to 18 year olds from troubled families and increase the number of young people into apprenticeships. The

other major focus for the Skills and Employability Service will be to narrow the achievement gap for 19 year olds from disadvantaged backgrounds.

Future Key actions to reduce inequality

As we go forward our priorities are to:

- expand level 2 pathways developed collaboratively between providers as part of local 14-19 partnerships to improve the local offer;
- continue to improve KS4 and KS5 performance to improve attainment in maths and English by trading products, consolidation units for learners and functional skills and GCSE courses for post 16 learners. which support CPD for teachers of those subjects;
- launch the Kent Technical programme by working with 7 identified schools in association with research undertaken by University College London on new qualifications and their impact on outcomes for disadvantaged young people, especially white working class boys;
- continue to increase the number of apprenticeships for vulnerable learners;
- work with Employers' Guilds to increase the number of work placements for vulnerable learners;
- improve the quality of careers education for the vulnerable with a focus on guidance and advice rather than, initially, information;
- develop a new model to reduce the Year 12-Year 13 drop-out rate and to develop programmes of aspiration and skill building learning;
- continue to increase the number of supported employment opportunities for vulnerable learners;
- continue to make better use of the data to re-design the curriculum offer.

The Skills and Employability Service working collaboratively with partners will ensure that young people are able to access the information and gain the qualifications, skills, work experience and learning opportunities they need to engage successfully with employment or higher levels of learning. This will be achieved through:

- continuing to improve the post 16 information available to young people, parents and carers and support progression at Year 11, 12 and 13 through the kentchoices4u website and develop a new programme for Kentchoices local live events for vulnerable learners
- targeting early interventions to continue to reduce NEETs and young people at risk of becoming NEET;
- developing e-learning programmes for schools, colleges and work based learning providers to improve English and maths outcomes at 19 by offering on line learning leading to functional skills and GCSE maths and English and to develop CEIAG by access to software on Kent Choices;
- increasing the number of young people from vulnerable groups accessing pre apprenticeships and supported internships;
- working with parents and young people to receive feedback on the quality of the post16 offer.

Special Educational Needs and Disabilities (SEND) Service

Key Equalities Issues

Children and young people with special educational needs are at greater risk of underachieving than their non-SEN peers. In Kent, over 7,000 children and young people, almost 3%, have greater difficulty learning and it is necessary for the authority to put in place a Statement of SEN, or an Education Health and Care Plan, to ensure they receive the necessary support. Within this group there are approximately 600 pupils who face a dual disadvantage because they are in public care.

Through the weekly Local Inclusion Forum Team (LIFT) process we are drawing together resources to support mainstream schools so that there is effective district based co-ordination of outreach activity. At an Area Office level we are now joining up SEN casework with targeted high needs funding and quality assurance of SEN provision. We want to ensure that children and young people with SEN receive High quality teaching and learning.

Commissioning and securing a place in a good local school for every child is the core aim of the Education Commissioning Plan 2016-20. The plan ensures that vulnerable children have easy access to a good local school by addressing gaps in SEND provision and by commissioning maintained local provision in both Special and mainstream schools. The expansion of the number of places in Specialist Resourced Bases (SRP) in mainstream school is being achieved through commissioning an SRP in new Primary schools being built.

Progress in reducing inequality in the last year

The SEND Strategy, launched in 2014 forms the County Council's policy for SEND and our plans to deliver the special educational need requirements of the Children and Families Act, which came into force from September 2014. It anticipated new arrangements for education, health and care plans (EHCP) to replace Statements of SEN for school age children and Learning Disability Assessments (LDA) for students in Further Education Colleges.

The most significant aim of the strategy is to ensure young people with learning difficulties and those with disabilities make good progress and are engaged in purposeful education and training up to age 25. We want SEN provision which is good or better.

As at June 2015, 81.8% of pupils attend a good or outstanding Kent school. A rise of 6.8% from the previous year (75%). This includes 78.4% of Primary pupils, 85.3% of Secondary pupils, 93.9% of pupils attending Special schools and 96.2% of pupils attending a PRU. This equates to significantly more children and young people receiving a better education in Kent compared with the previous year. It means 15,000 more children are now attending good or better schools compared to the previous year.

The DfE recently published its 2015 SEN national data. Nationally there is low performance in the meeting the timescales for new EHC Plans being issued, with only 59.2% completed within the 20 week time limit. Kent achieved 86.2%. Kent's performance is positive and reflects well on how we are working to deliver the reforms.

Improving the quality and range of provision

The SEND Strategy set out an intention to provide at least 275 additional places for pupils with autism (ASD) or behavioural, emotional and social needs (BESN) and increase Special school places from 3491 to over 3700 by 2016. We have achieved a total of 3555 places which is an increase of 229 additional places since October 2014. This figure is expected to rise by a further 21 places once statutory proposals for Grange Park School have concluded in the autumn term. The total number of places will therefore be 3576, as set out in our Education Commissioning Plan.

A capital programme is in place to improve the quality of Special school accommodation through rebuilding, refurbishment and remodelling of the ten remaining schools to benefit from the Special School Review that has taken place over the past few years. £41.25m is currently committed to investing in the Special school building programme.

The SEND Strategy identified Autistic Spectrum Disorder (ASD) as the most prevalent need type in Kent, and Behavioural, Emotional and Social Needs (BESN) the second most prevalent need type in Kent mainstream schools. This remains the case. We continue to work on establishing further satellites for St Anthony's School (Thanet) and Ridge View School (Tonbridge & Malling) - in a local mainstream school. Whilst we have proposed the closure of Furness Special School which was redesignated in September 2014 for pupils with autism (formerly for pupils with BESN), we are proposing that the building be used to host a satellite for Broomhill Bank increasing places for ASD.

We have refocused provision through re-commissioning to ensure more Secondary provision pupils with autism and speech and language difficulties and we have expanded existing good provision for speech and language to include autism places in Primary schools. In North Kent we are working with Oasis Academy Hextable to move SLCN to the Leigh Academy Trust. The Leigh Academy Trust also proposes to establish a Specialist Resourced based Provision (SRBP) for pupils with autism, at Wilmington Academy. For South Kent we are re-commissioning Castle Community College (Deal) to become Secondary SLCN provision, providing up to 20 places.

Across Kent there are six new Primary schools opening from September 2015 each of which will provide SRBPs for ASD, BESN and SLCN.

The Strategy sets out action to ensure access to an appropriate route for 16-24 year olds. The KCC Skills and Employability Service has been working with 52 vulnerable young people with SEND, supporting them into education, training and apprenticeships. This number exceeds the target of 30 for this year. To date seven of those young people are now employed in apprenticeship placements. The post 16 programme for BESN (behavioural, emotional and social needs) learners has been successful in reducing NEETS for this vulnerable group. The service has supported 173 young people from BESN Special Schools over the past year with 70% of these learners remaining in education or taking up apprenticeships. New supported employment pathways are being developed by the Kent Supported Employment Team. This new programme has begun at Grange Park and Ifield Special Schools and is working with 10 learners to support them into employment.

A key focus of the outreach work from Special schools has been to ensure a direct and positive impact on the support for pupils with SEN and disabilities in mainstream schools. Through the work of the devolved Specialist Teaching and Learning Service we are increasing the level of expertise in mainstream schools. September to November 2014 data shows 97% of interventions had some level of impact; 86% good or better. Feedback from schools (211 responses) showed that 87% of schools rated the overall impact of STLS intervention on progress of the child as good, very good or excellent. This is helping us to identify schools requiring support and robustly challenge the over identification of SEND. Information regarding the LIFT and STLS has been included within the KELSI website. Schools now have good up to date guidance through the Local Inclusion Forum Teams (LIFTs). We are continuing to further develop the devolved model for the Specialist Teaching and Learning Service through a partnership model with 12 lead Special Schools (one in each district) to improve support to mainstream schools for special educational needs. We have consulted on a model which will more closely align the outreach support and the role of the STLS.

To support schools to intervene earlier and improve pupil outcomes we have successfully implemented a new system of high needs funding for pupils with special educational needs. Alongside this we have reviewed and improved the arrangements to provide SEN funding (known as SCARF) to support severe and complex children access early years settings.

Attainment outcomes for pupils with SEN

Slow progress continues to be made in raising attainment and narrowing attainment gaps for SEN pupils at all key stages.

Early Years Foundation Stage

The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development declined from 27.1% in 2014 to 25.8% in 2015. The SEN achievement gap widened for the third successive year and by 4.3% since 2014 to 52.2%, which is a concern.

Key Stage 1

Disappointingly, gaps in attainment for SEN pupils did not narrow in 2015.

The attainment gaps for SEN pupils widened in 2015 across all subjects, at both Level 2B and above and at Level 3.

There was a decline in the attainment of SEN pupils in Reading from 42.5% in 2014 to 40% at Level 2B and above and from 6.7% in 2014 to 5.7% at Level 3. The SEN reading attainment gaps widened in 2015, by 2.7% to 50.8% at Level 2B and above and by 2.1% to 33.7% at Level 3.

Although there was a small decline in the attainment of SEN pupils in Writing at Level 2B and above from 25.2% in 2014 to 24.3% in 2015, there was a slight improvement at Level 3 from 1.4% in 2014 to 1.6% this year. The attainment gaps for SEN pupils in writing widened in 2015, by 2.7% to 57.2% at Level 2B and above and by 1.3% to 19.2% at Level 3.

There was also a decline in the attainment of SEN pupils in Mathematics at Key Stage 1 from 45.1% in 2014 to 41.8% at Level 2B and above and from 5.9% in 2014 to 5.4% at Level 3. At Key Stage 1, the SEN mathematics attainment gaps widened in 2015, by 3.8% to 48.5% at Level 2B and above and by 2.8% to 26.3% at Level 3.

Key Stage 2

The outcomes for SEN pupils at Key Stage 2 are a concern and their worsening attainment in relation to other pupils requires more focused attention in the year ahead.

There was a disappointing decline in the attainment of SEN pupils in Reading, Writing and Mathematics combined from 42.3% in 2014 to 37.6% at Level 4 and above and from 4.0% in 2014 to 3.3% at Level 5. There was also a widening of the SEN attainment gap at Level 4 and above in Reading, Writing and Mathematics combined in 2015, to 51.7% from 47.3% in 2014. At Level 5, in Reading, Writing and Mathematics combined, the gap narrowed slightly in 2015 to 26.7% from 27.6% in 2014.

In Reading, there was a decline in the attainment of SEN pupils from 65.8% in 2014 to 61.0% at Level 4 and above and from 21.2% in 2014 to 17.0% at Level 5. The attainment gap for SEN pupils in Reading at both Levels 4 and 5 widened in 2015, to 34.6% at Level 4 and above (from 29.9% in 2014) and to 39.4% at Level 5 (from 37.9% in 2014). The progress gap for SEN pupils achieving two levels of progress in Reading was 18.1%, an increase of 1.5% since 2014.

In Writing, the attainment of SEN pupils also declined from 54.5% in 2014 to 50.6% at Level 4 and above and from 7.2% in 2014 to 5.9% at Level 5. The attainment gap in Writing for SEN pupils at both Levels 4 and 5 also widened in 2015, to 44.7% at Level 4 and above (from 40.4% in 2014) and to 39% at Level 5 (from 37.1% in 2014). The progress gap for

SEN pupils achieving two levels of progress in writing slightly widened to 13.6%, an increase of 0.2% since 2014.

In Mathematics, there was also a decline in the attainment of SEN pupils from 59.7% in 2014 to 54.2% at Level 4 and above and from 14.2% in 2014 to 11.1% at Level 5. The attainment gap in Mathematics for SEN pupils at Level 4 and above widened in 2015, to 39.1% (from 34.1% in 2014). It is a more positive picture at Level 5 with a narrowing of the Mathematics gap for the third successive year, from 37.4% in 2014 to 36.5% in 2015. The gap for SEN pupils achieving two levels of progress in Mathematics widened slightly in 2015 to 20.5% (from 19.8% in 2014).

Key Stage 4

Pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. For 5 or more A*- C grades including English and Mathematics, in 2015, the gap between pupils with SEN and their peers was 39.6%, which is a very slight improvement compared to 40.7% in 2014.

Future key actions to reduce inequality

Our priority for the coming year is to ensure we can evidence that we have a robust framework in place to identify children early, to complete 95% of statutory assessments within 20 weeks and ensure that they and their families feel involved in decisions that drive good outcomes for them.

We want to increase the support available through outreach, training and joined up working across our services, particularly the support for pupils with autism and those with low incidence sensory impairments in light of the closure of the independent specialist school in Margate. We want all SEN resourced provision to be in schools that are good or better so that children and young people with SEN attend a good, inclusive local school. We want high needs funding to lead to better targeting of resources and evidence progress.

We want to ensure highly effective commissioning of provision, jointly with health and social care where this improves outcomes. We want to reduce the number of young people with SEND who are not in education, employment or training (NEET) after leaving school, through pathways to relevant courses .

Key Equalities Issues relating to Pupil Place Planning

In March 2016 Kent County Council published the latest Commissioning Plan for Education Provision in Kent 2016-20. This sets out how the County Council, as Strategic Commissioner of Education Provision, will provide sufficient good quality provision across all types and phases of education, in the right locations, to meet the demands of increased pupil numbers and parental preferences. The Plan is updated annually.

Key service equality issues

- Ensure that a place in a good school is available for every Kent child through planning, commissioning and securing high quality school places.
- Address gaps in SEN, Early Years and Childcare and Post-16 provision by commissioning Kent-based state maintained local provision.
- Ensure that equalities issues are considered for all statutory school organisation changes.

Progress in reducing the inequality in the last year

The June 2016 review of the Kent Commissioning Plan for Education demonstrated that:

- Commissioning and implementing the planned number of new school places for September 2016 has been successful with 14 of the 16 forms of entry at primary level being delivered and all 6FE of secondary capacity was provided. Delivery of a small number of projects has been adjusted in response to changing contexts during the year.
- Our forecasting methodology is accurate to within the +/- 1% target - Year R pupils (0.1% over forecast), all Primary School pupils (0.2% over forecast) and all Secondary School pupils (0.3% over forecast). Forecasts for Year 7 places were correct to within 2 pupils.
- Surplus capacity in the Primary School sector is at 6.1% in Reception Year and is 5.0% across all Primary School year groups (target is between 5%-7% surplus). The surplus Primary School places in the Districts varies from 0.5% in Dartford to 10.9% in Swale.
- Surplus capacity in Year 7 and across the Secondary School sector varies across travel to learn areas. There are particular pressures in Thanet where 2.8% of Year 7 places are vacant, and North West Kent with 3.5% surplus. Across Years 7-11 the levels of surplus places vary between 3.4% in Canterbury and 18.6% in Shepway.
- 87.2% of parents secured their 1st preference of a Primary School place for September 2016. This exceeded the target of 85%. The picture was slightly different for Secondary school places with 81.4% securing their 1st preference against the target of 84%.
- Further progress has been made on delivering our commitment to rebuild or refurbish our Special schools with three projects being completed, four in construction and the final school gaining planning consent. This programme, together with the re-designation of pupil numbers, has provided an additional 365 places in Special schools for September 2016.
- There are sufficient places to meet need in the pre-school sector, although capacity is not always in the sector parents wish to choose.

Progress in Expanding School Place Numbers

The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement'.

Maintaining sufficient surplus capacity in schools across an area is essential both to meet increased demand and to enable parental preferences to be met. We strive to maintain at least 5% surplus capacity in school places in line with demand and parental preferences, each year.

Surplus capacity in Reception classes across Kent is at 6.1% and for all Primary age pupils it is 5.0%. Three districts are operating below 5% surplus Year R capacity, five at between

5%-7% surplus, and the remaining four districts operate above 7% surplus capacity. Across all Primary School year groups (Reception to Year 6) six districts are operating below 5% surplus capacity, three at between 5%-7% surplus, and the remaining three districts operate above 7% surplus. In the previous year four of the 12 Districts had less than 5% surplus Year R capacity, and five had less than 5% surplus across all year groups.

Across the Secondary School age range there is a high percentage of surplus capacity overall with 9.1% surplus places in Year 7 and 10.1% surplus places across Years 7-11. While this is reflecting a period of reduced demand due to the size of the Secondary School population the surpluses are smaller than last year. As the increased numbers of Primary aged pupils transfer to Secondary Schools over the next few years, demand will rise and surplus capacity will return to an effective operating level. Two travel to learn areas have less than the 5% target surplus places in Year 7 (Dartford, Gravesham and North Sevenoaks travel to learn area and Thanet). Capacity has been added into the Dartford and Gravesham to alleviate the pressures. Capacity has also been added into Swale and Canterbury which will alleviate pressures in Thanet. Across all secondary years two areas have surplus places below the 5% target, these being Canterbury and Thanet.

Our next Steps to improve equalities issues in regard to expanding school places:

- Continue to monitor the trend of inward migration and review the accuracy of the profiling analysis of the increasing population:
- Ensure that, as the secondary population increases, there are sufficient high quality Secondary School places in areas of demand.
- Improve parental choice by reviewing the actions needed in districts where the numbers of surplus places are below the targets set.
- Work with Academies and Free School promoters to ensure any new provision addresses the needs of the locality served.

Progress in Implementing Changes to Provision for SEND Pupils

Our Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) recognised that our current SEN capacity had not kept pace with changing needs, and that we continue to commit a significant level of resources to transporting children to schools away from their local communities.

In planning and commissioning SEN provision we aim to provide a flexible range of provision that can respond to the needs of individual pupils and parental preferences. The County Council's capital programme continues to prioritise the commitment to ensure sufficient Special School places exist, and these are in high quality environments. There were 10 Special School projects contained within the initial programme of works, of which 8 were incomplete at the time of last year's review of the Commissioning Plan. As of June 2016 three projects were complete: Broomhill Bank (West Kent), Laleham Gap (East Kent), and St Anthony's (East Kent). Four are in progress: Foreland (East Kent), Foxwood and Highview (South Kent), Five Acre Wood (West Kent) and Portal House School (South Kent). Ridge View (West Kent) is at contract award stage. There are additional capital projects being undertaken at Wyvern School (Ashford) and Meadowfield School (Swale). The requisite education statutory proposals have been completed to achieve a total of 3,798 places, an increase of 365 additional places since 1 September 2015. In most cases these additional places will be filled incrementally.

Decommissioning of SEN places

The decommissioning of any SEND place/provision is not taken lightly. The impact on the pupils involved is fully assessed and alternative appropriate funded support is identified. When SEN places are decommissioned we ensure that appropriate alternative provision is in place. There are two schools where places have/will be decommissioned.

The Royal School for the Deaf (Independent School)

14 Kent pupils of compulsory school age and 6 pupils in the 6th Form were placed at The Royal School for Deaf Children by KCC. The sudden closure on the 11th December 2015 left Kent County Council needing to place these pupils. KCC was able to make a suitable offer of education to each of these pupils.

Pent Valley School (Shepway)

Pent Valley School previously hosted provision reserved for pupils with Visual Impairment (VI) and Physical Disability (PD). However, this provision ceased to be commissioned with effect from April 2016 due to low numbers and a lack of qualified specialist staff. The new arrangements ensure that the provision set out in the statements/EHCPs for pupils with VI or PD are met and any receiving school has access to high needs funding, specialist qualified peripatetic staff from the Specialist Teaching Service and the appropriate necessary specialist equipment to support the pupils involved.

Commissioning SEND places: Specialist Resource Base Provision (SRBP)

More than 58% of all pupils with Statements of Special Educational Needs or EHCPs attend Special Schools. The remaining 42% attend a local mainstream school. Approximately 13% of children require higher levels of support than can be provided in their local mainstream schools. For children like this we maintain a range of Specialist Resource Based Provisions (SRBP) which are based in mainstream schools with places reserved for pupils with statements or EHCPs. Any new school schemes responding to housing pressures are expected to include proposals for specialist provision either as a Satellite linked to a Special School or as host SRBP provision in a mainstream school. Five new mainstream Primary Schools were due to open in September 2015 with a SRBP. Construction delays prevented us from delivering our intention to open these at that time. Places will be available at four of the new schools during 2016. See Table 1 below.

Table 1: Proposed SRBP provision from September 2015

School	School Type	SRBP Type	District	Places added	
				2016	2017
Thistle Hill (new)	PRI	BESN	Swale	8	14
Valley Invicta Primary School at Leybourne Chase (new)	PRI	BESN	Tonbridge & Malling	6	8
Valley Invicta Primary School at Holborough Lakes (new)	PRI	BESN	Tonbridge & Malling	6	8
Valley Invicta Primary School at Kings Hill (new)	PRI	ASD	Tonbridge & Malling	8	12
Finberry (new)	PRI	BESN	Ashford	0	15
Total				28	57

Table 2 below lists the next tranche of SRBP provision in Primary Schools. For September 2016 we are on track to provide up to 45 additional places. The provision in the Primary Academy at Castle Hill will come on stream in September 2017.

Table 2: Specialist Resource Base Provision – for 1 September 2016

School	School Type	SRBP Type	District	Start date	Total no
Langley Park Primary Academy	PRI	ASD	Maidstone	2016	15
Reculver Primary School	PRI	C&L/VI	Canterbury	2016	15
Canterbury Primary Academy	PRI	ASD	Canterbury	2016	15

Primary Academy at Castle Hill	PRI	SLCN	Dartford	2017	15
				Total	60

A New Secondary School SRBP has been established at Wilmington Academy for up to 15 pupils. The provision will admit 4 pupils in the first instance from September 2016. Castle Community College (Deal) has been re-commissioned to meet the needs of pupils with speech, language and communication difficulties.

Commissioning SEND places: Special School Satellite Provision

Oakley, Five Acre Wood and St Nicholas Special Schools currently have satellite provisions. In September 2015 a further Satellite of Five Acre Wood School opened in Holmesdale School. This provision can incorporate up to 30 Key Stage 3 and 4 places and up to 40 places for Key Stage 5 pupils aged 16 and over. This will increase the choice of provision open to students and their families and provide continuity of a mainstream based placement for pupils that are educated in the Satellite at East Borough Primary School.

We have advanced our plans for a further Satellite linked to Ridge View School (Tonbridge & Malling) within the proposed relocated Wouldham All Saints CEP School site. The new provision will open in September 2017 and will grow incrementally over time, eventually providing for up to 48 primary aged pupils with moderate to complex learning difficulties. By increasing the number of places in SRBPs and Satellite provisions we are increasing the choice of places available to students and their families across Kent.

Independent/non-maintained placements

Where the needs of individual pupils cannot be met in Kent maintained Special Schools, placements are commissioned in the independent non-maintained sector (sometimes referred to as 'Out of County'). There are currently 535 pupils placed in this sector.

Our next Steps to improve equalities issues in regard to SEND

- Deliver the capital programmes outlined above in the timeframe identified.
- Become more proficient at comparing the most prevalent need types the pupil home district so that, where possible, new provision addresses the needs in the locality.

Progress in Implementing Changes to Provision for Early Years and Childcare

The Early Years and Childcare element of the Commissioning Plan 2016 - 20 included the following key features:

- All districts continued to have surplus early education places
- The duty introduced in September 2013 to ensure that eligible two year olds were able to access free early education provision has continued to be met, plus the take up of these places by eligible children has continued to rise
- Statistically there were gaps in provision for Out of School Childcare for school-aged children, particularly in Dartford, Dover, Canterbury, Shepway and Thanet, however, the Children and Families Information Service has not reported any issues with parents not being able find childcare
- Work has continued with schools to engage them in local planning for early years provision and to encourage more schools with maintained nurseries to expand their provision to offer early education places for two year olds; 24 of the 69 Kent schools with maintained nurseries are now registered to offer places for two year olds, although only three currently have children actually attending.

Early Education for Two Year Olds

Since September 2014, Kent's target for the number of places to be established has been 6,501, with corresponding although very slightly varying numbers of two year olds being eligible at any point in time, based on the most recent list from the Department for Work and Pensions. Current places registered (May 2016) in are as follows: Private, Voluntary and Independent provision (8,221 places), Childminders (1,685) places and Maintained Nurseries (8 places) this provides a total of 9,914 places.

The District with the most significant challenges continues to be Gravesham. However, although the level of take up of places has been the lowest in the County, this is slowly increasing alongside the increase in the take up of places elsewhere in the County. The supply continues to be sufficient to meet demand.

Out of School Childcare Sufficiency

A key issue is to ensure that KCC is fulfilling its statutory duty in securing sufficient Out of School Childcare as required to meet the need. In 2014, a survey was commissioned to ascertain where unregistered provision was operating in schools and contributing to the supply market. The survey had an excellent response rate of 82%. The information from the survey was aggregated with information about Ofsted registered out-of-school childcare provision and captured in a new 'Childcare Sufficiency Model'. From January 2016, the annual Schools Census required schools to include information about their provision of any Out of School Childcare to include Breakfast, After School and Holiday Clubs. This information will be factored into the next Childcare Sufficiency Model, being prepared for the academic year 2016 – 2017.

Our next Steps to improve equalities issues in regard to Early Years and Childcare Provision

- The Childcare Act 2016 places a new statutory duty on local authorities to ensure the availability of an additional 15 hours of free childcare (30 hours in total) for the three and four year old children of eligible working parents with effect from September 2017. This is in the consultation phase at the moment. KCC will need to ensure that there is enough capacity to provide the extra hours.
- Kent continues to have a higher than average rate of funding for its three and four year old Free Entitlement and also passports 100% of the Government funding for two year olds to providers. However, this is still proving to be a challenge in some parts of the County where the rate is lower than providers charge on the open market. KCC will need to look at sustainability and funding in order to ensure sufficient places across the county.
- The absence of capital funding continues to be a prohibitive factor in establishing the required provision where gaps are identified in the supply of free early education places for two, three and four year olds and/or out of school childcare for older children. Alongside the Childcare Act 2016 consultation, local authorities have been asked to submit Expressions of Interest in bidding for capital funding to support their delivery of the 30 Hours Free Entitlement, to which KCC has responded. Further work on identifying ways to access developer contributions may be needed.

Progress in Post-16 Commissioning

The Post-16 commissioning element of the Commissioning Plan 2016/20 included the following current priorities:

- Develop a high quality learning route for every young person:
- Greater choice of Academic, vocational/technical, apprenticeships, work based learning at district level
- Raising Attainment
- Closing achievement gaps

- Ensuring options lead to sustainable further or higher learning, employment (where appropriate with training)
- Establish the right delivery arrangements at a local and area level
- Create stronger partnerships and consortia
- Develop Personalised pathways for vulnerable learners

Progress and Achievements

The number of 16-18 year old apprenticeships has increased with an increase of 20% 16-18 year old apprenticeship starts being recruited to date. There is, however, a low higher apprenticeship uptake and work is being done to improve the recognition and the profile of this pathway.

The movement from level 1 to level 2 English has greatly improved across Kent to 34% of retakes. Level 2 maths recovery stays low at 9%. The importance of English and maths as a passport to achieving 'A' level success as a level 3 qualification is clear. Pupils without either English or Maths at level 2 are more likely to succeed in a level 3 vocational pathways. We advise and encourage schools to develop appropriate curricula for their young people.

Supporting Vulnerable Learners

The key vulnerable groups include young offenders, SEND, Children in Care and Elective Home Educated young people. Support for these groups is a priority moving forward. One main priority is to commission provision specifically for vulnerable groups. There are a number of focused activities that support young people to participate in high quality learning pathways.

The main initiatives to support the progress of the most vulnerable learners include:

- Developing and improving job mentoring and coaching
- Improving the support for vulnerable young people, by employers, job coaches and mentors
- Developing further the Assisted Apprenticeships Programme
- Developing the 14-24 pathways for SEND learners into employment or assisted employment

Our next Steps to improve equalities issues in regard to increased participation through to 18

- The SEN Assessment & Planning Teams District Leads - following up with those young people previously known to them whose Education, Employment or Training (EET) status is unknown. The objective is to assist them to re-engage in provision that is in line with their needs. There has been a significant fall in the number of unknowns in January 2016 when compared to previous months. The District Leads will be linking with the services planning responses to the identified NEETs in order to co-ordinate provision. This will happen in each of the 12 Districts.
- Opportunities for Supported Internships, supported employment for students with SEND and Assisted Apprenticeships need to be developed and increased.
- September Guarantee – working in partnership with providers in each district to ensure there is a post 16 offer that meets the progression needs of all young people
- Tracking participation and destinations and co-ordinating the integration of KCC activity to reduce NEETs and provide targeted support for vulnerable groups who are over represented in the NEET group
- Participation Pathways –a range of specialist programmes to support vulnerable young people achieve positive destinations, including traineeships, supported internships, bespoke school programmes, the Kent Employment Programme, Assisted Apprenticeships, Kent Supported Employment, Troubled Families, and Employability

Offer. These routes are facilitated by Skills and Employability's Participation and Progression managers.

- Careers Education, Information, Advice and Guidance – continued development of the Kent careers framework and briefings for schools to raise aspirations for vulnerable young people. The KentChoices4U website and careers fairs will also be developed. These provide a wide range of information on careers options and local employment opportunities to reduce youth unemployment.

Key Equalities Issues and Progress relating to Children Missing Education (CME)

Responsibility for tracking CME children and young people was transferred to Fair Access on 1 January 2015. The aim of the Access to Education team is to ensure that all Children and Young People (CYP) without a school place are offered appropriate education provision at the earliest opportunity. The team comprises the following elements: Children Missing Education (CME); Elective Home Education (EHE); In Year Fair Access (IYFA); and the Education Programme.

The role of the officers within the Access to Education team is to support the most vulnerable learners in sourcing and securing appropriate education, through tracking, monitoring, reporting and referring cases with additional complexities to colleagues in the Early Help Service.

An Education Programme provides an interim programme of academic, emotional and social support to students who are not on school rolls. The students referred are a mix of SEN students awaiting specialist placement and students who are excluded from school whilst they await the In Year Fair Access process.

Significant progress made to date in improving these service areas to ensure the safeguarding and educational development of vulnerable learners who are electively home educated, who are identified as children missing education or who are excluded from school and need a school place.

CME cases are tracked and monitored until the child or young person secures Education Provision, and where a parent requires support, CME assistants will forward the case to a Senior Access to Education Officer (SAEO) to identify schools through In Year Fair Access. Where appropriate, the SAEO will facilitate a pre-admission meeting with parents and the school to ensure that there is a mutual understanding of the needs of the child and a structured transition for a return to school is in place.

The CME team are responsible for those who are missing Education and are not on a school roll. Officers investigate the whereabouts of the child or young person, through their previous schools, KCC databases, NHS records, or the Home Office (where it is thought the child has left the Country). In the case that the child or young person remains untraceable a risk assessment is completed and the case is brought to the attention of Kent Police and the Specialist Children's Services (SCS) County Duty team lead officer.

The number of CME referrals in 2014-15 (academic year) was 2,272. This compares to 2,486 CME referrals in 2013-14 (academic year). This indicates that there has been a reduction in referrals of 214.

The CME Team was completely restructured in 2015. New officers are now in post with a clear understanding of their remit and a firm sense of direction.

CME Unknowns

There are some children who appear not to be on the roll of a school following the January census and have not been brought to the attention of the Local Authority (LA) through the CME referral process and as such are unknown to the LA.

Ways to identify these have been considered and a recent request for the October school census to be cross referenced with the January census has recently highlighted children who were no longer on a school roll. This identified **1544** children and young people who had left school and not moved on to another school in Kent.

Officers are currently contacting schools individually to confirm an onward route for these children and young people and to enable the LA to identify those whose school files have

not been requested by an onward provision. Those who cannot be accounted for will be recorded as missing education and the process to track them will commence.

There is now a more strategic and coordinated approach to service delivery which ensures closer monitoring and identifies safeguarding risks. The new systems for monitoring and tracking vulnerable learners ensure a speedier response to their needs and faster re-integration to mainstream school. Efforts will be enhanced further with improved software. Work is well underway to develop this system and officers are actively feeding into that process.

Recent key actions to reduce inequality

Changes have been made to the Impulse database to enable better recording of actions and interventions providing more comprehensive reports.

Guidance for EHE and CME has been produced, clearly highlighting how and when to forward cases on to Early Help, Social Services and the Police.

Kent has produced an online CME referral form which is available to the public and professionals external to KCC, making it easier for referrals to be submitted.

Reports will be run post census publication, to enable officers to identify the Unknown cohort who are not picked up through the usual referral route.

Proactive work continues with agencies to highlight the CME processes. Outreach Officers within Early Help and Preventative Services are focused on identifying new arrivals and the Gypsy Roma population to support school access and promote attendance.

Key Equalities Issues and Progress relating to Elective Home Education

Responsibility for supporting Elective Home Education (EHE) children and young people was transferred to the Fair Access Service on 1 January 2015.

The service has been reviewed and a new revised EHE Policy was developed, consulted upon and agreed during the course of 2014-15. The new EHE Policy seeks to improve the LA's relationship with Home Educators by building trust and understanding, in order to help ensure every child and young person accesses the best possible education, whether that is delivered at home or in other learning environments. By engaging more effectively with this learning community, KCC is seeking to assure itself that all children are in receipt of suitable education.

Engaging with the EHE community early enabled KCC to better understand the drivers for electing to home educate, enabling us to record the numbers who are choosing this route and how best to support the families. Improving avenues of communication has enabled KCC to quickly make a distinction between those families who have consciously elected to home educate and those who feel a disconnect with their child's current school.

Processes are now aligned to the revised KCC EHE policy and all families are contacted at the earliest opportunity. The five EHE Support and Advice Officers are centrally based, which is integral to offering a more consistent approach to working practices. The EHE and CME Co-ordinator oversees both teams enabling a structured approach to promptly identify those families who are not best placed to Home Educate their child. Identifying this earlier prevents any delay in returning the child to school. Where education is not taking place, the family decline to make contact with the officer, the family is known to other professionals or the child or young person has a history of poor attendance, the child is recorded as CME and supported back into school by the Senior Access to Education Officer. The SAEO will present the case to the next 'In Year Fair Access Panel' and the child will return to the home School roll.

Young People who leave school in Year 11 are most likely to become NEET in Year 12. This is an issue that is being addressed with schools who remain responsible for the exam outcomes of these young people at the end of the academic year. To reduce the numbers of possible NEETS, as a preventative measure, Fair Access has placed funding to cover the cost of GCSE maths and English for families who opt to home educate as a lifestyle choice and would if they attended school be entitled to apply for Free School Meals.

In an attempt to engage families earlier and maintain a level of education, KCC funds a small number of licenses for Primary aged children for 'Reading Eggs' and 'Mathletics' to ensure they have access to core curriculum subjects.

The Fair Access Service has created and developed a section on the Kent.gov website dedicated to EHE. It provides useful links, for health, EHE guidance and KCC contact details. Positive case studies have been added, as exemplar models of EHE and they provide a useful resource which the EHE community can use.

The number of EHE children and young people has significantly risen year on year for the past 6 years (from 793 in 2008 to 1340 in 2014-15). Where provided, 55% of the reasons given for electing to home educate suggest that this has not been a proactive decision by the family. There are concerns about the number of young people leaving formal education in years 9, 10 and 11 with numbers significantly higher in some districts and from particular schools.

Children and young people declared as Gypsy Roma feature disproportionately in EHE figures. They represent 0.9% of the total school population. Of the 499 primary age pupils educated at home in January 2015, 18 were Gypsy/Roma. This equates to 3.61% of the primary EHE cohort. Of the 1014 secondary age children educated at home in January 2015, 122 were Gypsy/Roma and 17 were travellers of Irish heritage. These two figures combined equate to 13.71% of the secondary EHE cohort. This evidences that the GRT community is vastly over-represented in terms of Home Education. It is a cause for concern that these families, in some instances, feel this is the only option open to them.

Future key actions to reduce inequality

- Work more closely with schools to prevent high numbers of pupils and their families inappropriately having to home educate and identify where young people are electing to home educate to avoid interventions from other partner agencies.
- Ensure all pupils receive their entitlement to an efficient full time and suitable education according to their age, ability and aptitude.
- Work to reduce the numbers of GRT EHE children and young people so that they are not disproportionately represented as a proportion of the EHE community, and receive appropriate support to access school and promote attendance.

Key Equalities Issues for Early Help and Preventative Services

Early Help and Preventative Services (EHPS) underwent significant transformation in April 2015. The vision of the Early Help and Preventative Services (EHPS) is that every child and young person, from pre-birth to age 25, and their family, who needs early help services will receive them in a timely and responsive way, so that they are safeguarded, their educational, social and emotional needs are met and they achieve good outcomes. The service works to ensure that children and young people contribute positively to their communities and are actively engaged in learning and employment to achieve adult wellbeing and independence.

The intention is to make a significant difference through early help and preventative work, to prevent the escalation of needs wherever possible, and to reduce the likelihood of problems emerging in the first place.

Children, young people and families should be able to access the right services at the right time in the right place. We aim to place them at the heart of everything we do, working in a more integrated way and avoiding, where possible, lack of coordination or wasteful duplication.

EHPS aims to target early help services for the most vulnerable children, young people and families with complex needs who require additional and intensive support, with a focus on delivering better outcomes. The service will also make a significant difference in reducing demand for statutory SCS and to help step-down SCS cases where it is safe to do so.

The Early Help and Preventative Services Strategy and Three Year Plan, published in 2015, is focused on achieving the following key strategic priorities for children and young people, outlined in the *Education and Young People's Services strategic document: Vision and Priorities for Improvement*:

- Reduce the need for statutory social care and provide more effective support for children and young people on the edge of care so that there are fewer numbers of children in care, child protection cases and children in need
- Increase the numbers of children and young people who are stepped down safely from social care and who are not re-referred
- Increase the use of the Kent Family Support Framework (KFSF), and achieve more successful outcomes as a result of Early Help interventions
- Reduce the days lost to education through exclusions and absence, and the number of permanent exclusions and rates of persistent absence from school
- Reduce youth crime, re-offending and anti-social behaviour
- Reduce the number of young people who are NEET, (not in education, employment or training) and improve their participation in learning and training to age 18
- Improve readiness for school by vulnerable children at age 5
- Improve the participation of young people in 14-19 vocational pathways including increased take up of employment with training, apprenticeships and traineeships by vulnerable groups
- Reduce substance misuse and teenage pregnancy
- Increase breast feeding and reduce smoking by pregnant women and mothers
- Improve the resilience and well-being for children and young people and reduce mental and behavioural problems and the high levels of demand for Child and Adolescent Mental Health Services (CAMHS) services.

Kent's Strategy and Three Year Plan for EHPS draws together evidence over the last year of early help and preventative work in Kent. It also draws on national policy, research and evidence of practice with the most promising outcomes. The strategy is underpinned by four principles, that we believe impact on best practice, which run throughout all service delivery

and four work strands which provide a priority work focus for the next three years and aim to achieve our strategic vision and outcomes.

Key Principles

- We involve children, young people and families
- We strive to improve life chances and build family resilience by using the strengths of families
- Decisions are informed by professional judgement and the working relationship with the child and family
- We ensure that all service delivery and commissioned provision is outcome-focused and informed by evidence-based practice, performance data and evaluation

Key Work Strands

- Ensure a whole system partnership approach across the range of Early Help and Preventative services in Kent
- Develop effective family focused practice approaches
- Support good health and emotional well-being
- Promote educational and vocational achievement

Early Help works closely with Social Care professionals to reduce the referrals to SCS, and to reduce the number of families requiring statutory social care interventions. The SCS Central Duty Team and Early Help Triage are co-located at the Central Referral Unit. This ensures a coordinated 'front door' to support services and ensures that decision-making and access to Early Help Services is safe and made at the earliest possible opportunity.

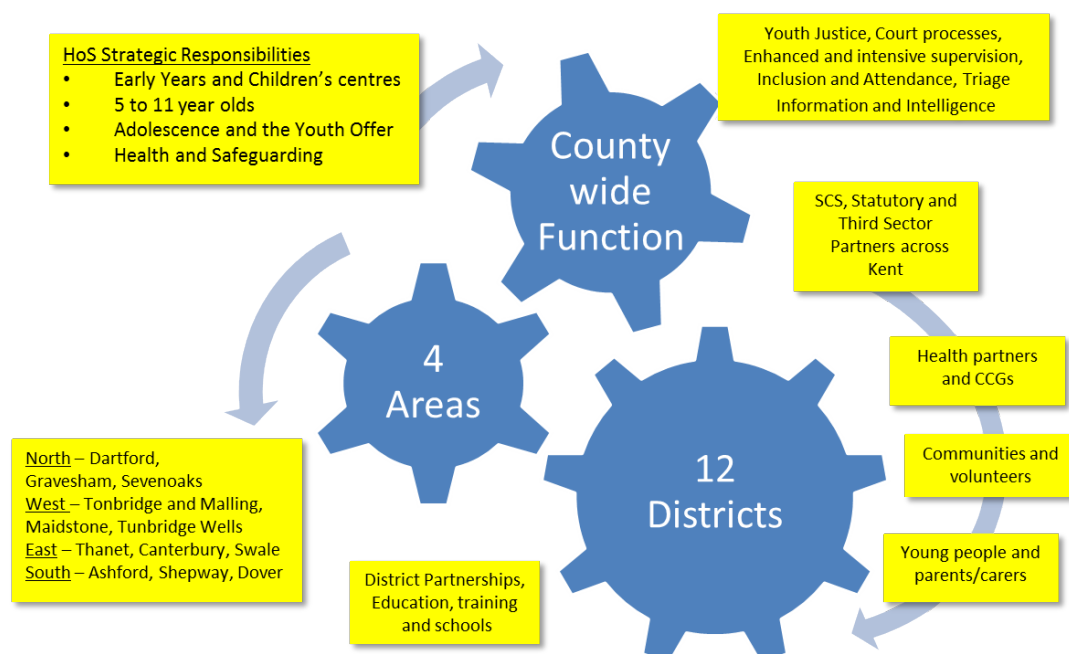
Integrated 0-25 Early Help Services Structure and Delivery Model

Kent's EHPS provide opportunities and support to children, young people and families across the range of safeguarding and well-being levels to help improve outcomes at the earliest possible stage; and as a step down from SCS to maintain and support achievements made whilst statutory social care was involved.

There are a wide range of services provided to vulnerable children, young people and families with multiple problems and disadvantages, under the umbrella of the EHPS. These services include Youth Services, Children's Centres, Kent Troubled Families Programme, Family Support and the PRU, Attendance and Inclusion service.

The EHPS Division is organised and delivered in four geographical areas that align with the SCS area structure and other services within the Education and Young People's Services Directorate. The operational delivery of EHPS is managed in 12 Districts (each Area includes three Districts).

EHPS: An Integrated Service, aligning structures and partnerships



Early Help Units

Early Help Units (EHU) are in place in each District to deliver intensive support for children, young people and families who have an Early Help assessment and plan. They promote working together in small teams with high levels of responsibility and autonomy, to promote a culture of challenge and respect with an opportunity to learn from what went well, and what did not.

Open Access: Children's Centres, Youth Hubs and Outdoor Education

The work delivered through open access Children's Centres, youth hubs and outdoor education is critical to achieving positive outcomes for children, young people and their families, and incorporates a range of key services.

Targeted work in open access settings ensures greater prevention as early as possible to ensure well-being for all. It is also essential as part of the support package for the cases stepped down from SCS and to ensure improvements are maintained without the necessity for long term casework.

Troubled Families

The Kent Troubled Families Programme began a new five year second Phase in January 2015. It now has a wider set of criteria that means many children, young people and families who come to the attention of EHPS for targeted support are likely to be included in the programme. The work to support Troubled Families is now fully embedded within the Early Help Units (with a small number of cases supported by our commissioned services).

Youth Justice and Safer Young Kent

The Youth Justice Service, which is part of EHPS, is responsible for assessing, planning and intervening with the 10-17 age group who have come to the attention of the Police and receive either an out of court disposal or a sentence. The principal aim of the Youth Justice

System is to prevent offending by children and young people. Young people subject to out of court disposals are supported within the Early Help Units.

PRU, Inclusion and Attendance

Forming an integrated part of EHPS, the PRU, Inclusion and Attendance service has adopted a new approach of intervening early and providing timely support to schools, children and families to address the issues of behaviour, attendance and exclusion.

Information and Intelligence

Continuous improvement is key focus within EHPS. This is supported by a range of process, guidance and policy documents, to give staff a framework within which to work. It is tracked and reviewed on an ongoing basis via operational and performance reporting combined with all elements of the EHPS Quality Assurance Framework.

An outcome tracker is used to monitor throughput and effectiveness of Early Help casework. The tracker is welcomed by staff and managers as a useful tool to enhance their work. They are finding the clarity of information assists in the planning and oversight of work to ensure casework is focused and ensures outcomes are achieved for children and families. The outcome tracker populates a comprehensive dashboard of all Early Help casework across the county and can be populated from county level through to district, Early Help unit and practitioner level.

A new scorecard was launched in March 2015 for EHPS. This has now been reviewed to ensure it meets the longer-term needs of the whole EHPS division and is fully aligned with the 0-25 transformation work that has been implemented.

The EHPS Quality Assurance Framework (QAF) was launched in 2015 and includes a range of performance, audit and evaluation tools, as well as a focus on feedback from children, young people and families, feedback from cross-directorate peers, key stakeholders, together with staff feedback and assessment of their competence, skills and motivation. A multi-agency audit programme will evidence good practice and support workforce development. Thematic audits will ensure that specific groups are considered on an ongoing basis. The QAF will follow a clear cycle and will ensure feedback to staff from the audit outcomes and continuous improvement to EHPS processes and service delivery.

The Early Help QAF includes a key focus on listening to the voice of the child and family, and ensuring follow-up with families following case closure to gather their views and assess whether change has been sustained and its impact. The voice of the child and family is vital to the success of Early Help processes.

Progress in reducing the Inequality in the last year

The EHPS transformation has made a significant difference:

- By targeting drift, case durations are half the length – now averaging 20 weeks
- 85% of cases closed with outcomes achieved
- 65% more families are supported per FTE worker
- By introducing the unit model with a focus on outcomes and productivity, more children now have a successful early intervention each year
- A reducing rate of step-ups to SCS
- District step-down panels in place to support safe and efficient transfer of cases from SCS to EHPS
- 24% of cases closed by SCS are stepped-down to Early Help Units
- Unit meetings established to enable review, support and challenge of open cases
- Regular analysis of demand for services by target group and age-group

- Prioritisation of notifications to Triage for cases involving missing children, children known to SCS and children with a high level of need in order to ensure swift and appropriate provision and consideration of safeguarding issues
- Partnership working to ensure that all partners are aware of the Early Help offer and how it relates the KSCB Inter-Agency Threshold Guidance
- New contract awarded for the Young Carers commissioned service

Future key actions to reduce inequality

- Develop a Partnership Strategy to support and enhance our ongoing work with partners to develop an integrated multi-agency approach to understanding the needs of children and families to inform a revised commissioning framework.
- Ensure the new commissioned services meet the needs of key equality groups
- Ensure any equality issues highlighted through analysis or audit are addressed in a timely way to improve the service to vulnerable children and young people. This will be further supported by the new programme of thematic audits.

Key Equalities Issues for Troubled Families

Troubled families face multiple disadvantages and often cause a high cost to the public purse.

National Early analysis of families in the Expanded Programme indicates that families, compared to national rates, are 5 times more likely to be claiming benefits, 3 times more likely to be absent from school, 3 times more likely to have committed a criminal offence, and 4 times more likely to be a Child in Need.

While retaining its focus on reducing truancy, crime and anti-social behaviour, the Expanded Programme will apply this approach to a broader group of families, with a wider set of problems, including domestic violence, debt and children at risk of being taken into care.

The national Expanded Troubled Families Programme, referred to as Phase Two, commenced in Kent in April 2015. As part of Phase Two, Kent is required to work with 9,200 families between 2015 and 2020.

The national Headline Criteria has been broadened and troubled families are those that:

- Parents and children involved in crime or anti-social behaviour
- Children who have not been attending school regularly
- Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan
- Adults out of work or at risk of financial exclusion or young people at risk of worklessness
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

Furthermore, as well as expanding from working with school-age children to those under 5, the wider programme will also have a particular focus on improving health outcomes, which new published data highlights is a particular problem in troubled families, with 71% having a physical health problem and 46% a mental health concern.

Whilst the headline criteria has been set nationally, the indicators which sit beneath the Headline Criteria have been set locally with partners and forms Kent's Troubled Families Outcome Plan. This has enabled Kent County Council to work closely with partners to agree the key areas of need affecting local families and set these against mutual strategic goals, to devise a set of 'significant and sustained' outcomes by which a troubled family could be measured and Payment by Result achieved.

With the on-going Troubled Families work, the focus will be on improving the life chances of families with multiple difficulties, building resilience and improving social cohesion.

Early analysis of families in the Kent Expanded Programme

Indicates that families meet the national Headline Criteria as follows:

	Kent	Nearest Neighbour Average	National Average
Families who met the national criteria on crime/ASB	31	17	22
Families who met the national criteria on education	118	36	36
Families who met the national criteria on children needing help	125	64	50
Families who met the national criteria on worklessness	28	44	43
Families who met the national criteria on domestic violence and abuse	8	33	29
Families who met the national criteria on health	0	58	27

Ethnicity

Individuals who are BAME	23	5	42
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Note: Ethnicity shows the number of individuals who are Black, Asian or Minority Ethnic. Black, Asian or Minority Ethnic is defined as all ethnicities apart from White.

Progress in reducing the Inequality in the last year

Since the commencement of Phase Two in Kent, we have successfully identified 8,581 troubled families.

Of these, 21 have successfully been turned around. An additional 231 troubled families have been turned around in May 2016, which are currently being audited, prior to submission for Payment by Results.

In addition, while other families cannot be defined as fully turned around, many have made significant and sustained improvements in school attendance and reductions in crime and anti-social behaviour and around the wider Headline Criteria.

Future key actions to reduce inequality

Phase Two will reach out to families with a broader range of problems, such as children who need help, families affected by domestic abuse and parents and children with a range of health problems. Which means more families can receive support; improving their life chances.

In 2016, the programme is aiming to 'turn around 2,022 families. This means prioritising projects for dedicated workers, strengthening integrated working, family mentoring and improving family resilience and relationships, increasing and supporting opportunities for families to gain skills, apprenticeships and employment. This will be the context of effective Early Help and Preventative Services that take a whole family approach to helping families challenge the many disadvantages they currently face and overcome them.

We are currently in the process of re-commissioning all of our intensive family services, including the current Family Intervention Project Worker (FIPs) Contracts; who work with some of the most complex troubled families in Kent.

The re-commissioning is required to further align services and to realise a significant Divisional cost saving; with the current five family services being brought together in a single contract, the overall capacity is significantly reduced.

A key action will be to ensure that we continue to prioritise the most complex troubled families to the new Service from Oct 16. Within the Service Specification for the new Family Service, families will need to meet three or more of the Troubled Families Headline Criteria to be eligible for the new service.

Key Equalities Issues for the Youth Justice Service

(i) Children with a Legal Status with Specialist Children's Services

This group of children and young people are disproportionately represented within the youth justice system. Assessments indicate a strong association between their experiences of neglect, abuse and disadvantage and their offending behaviour. They also feature among those who re-offend frequently and as a result amongst those receiving custodial sentences.

A Protocol, signed by the County Council and a number of Criminal Justice Organisations, is in place and is designed to achieve lower levels of criminalisation of children in care. From April 2016 a new multi-agency panel has been operating which scrutinises all Out of Court disposals. The panel reviews all Children with a Legal Status to ensure that these young people receive the lowest appropriate disposal, and are not disadvantaged because of their Legal Status

(ii) Black and Minority Ethnic (BME) Representation within the Youth Offending Population

Youth Justice performance data indicates that children and young people from the BME communities are disproportionately represented in the youth justice system in the county, despite their numbers being relatively low.

Kent Police are interested in determining the reasons for this finding so that consideration can be given to possible discriminatory decision making across the whole youth justice process, including how they are reported on and supervised by the Youth Offending Teams.

Additionally children and young people from the various Eastern European communities in the county are becoming evident in the youth justice system. There is a need to ensure all in the Central Youth Justice Team have an understanding of the different cultures of these communities so that, as appropriate, officers can help to shape the style of interventions to better support these children and young people.

(iii) Females within the Youth Justice System (YJS) – Responses

A recent audit of children and young people released from custody during 2014 raised questions as to how violent behaviour by females was responded to. An interpretation of the data can be that females attract more punitive responses than do their male counterparts when they are responsible for violence towards others.

(iv) Children & Young People with Special Educational Needs

About 35% of the Kent youth population in custody have a statement of SEN or an Education Health and Social Care Plan. The changes in the SEND Code of Practice post the Children and Families Act 2014 for the SEND population in custody should support improved resettlement arrangements but the objective is to reduce the number of the SEND population receiving custodial sentences by enhancing the quality of community based interventions. Anticipated changes to the secure estate mean that improvements to the arrangements will be possible from July 2016 when the Taylor

Review into Youth Justice is published. The review has already identified improvements and changes to the secure estate in an interim report on its findings.

Progress in reducing the Inequality in the last year

The signing by the County Council of the Kent & Medway Joint Protocol on Criminal Justice Agency Involvement with Children in Care aims to reduce the prosecution of Children in Care (CiC), wherever possible, by encouraging the use of alternative resolution approaches such as restorative justice. This is a significant first step but the fulfilment of its objectives is now critical.

The County Youth Justice Board, (the partnership group responsible for the management of youth justice services in the county) has supported studies on BME representation within the YJS and on the engagement of children and young people in Education Training and Employment (ETE).

Future equalities issues informed by progress this year

Planned activities include:

- Review, with Kent Police, the possible reasons for the disproportionate representation of children and young people from the BME communities and agree an action plan in response to the findings.
- Monitor the implementation of the Out of Court process and consider whether this can be applied to Children with a Legal Status with Specialist Children's' Services who go through the Court process
- Monitor decision making with respect to females within the YJS with a view to assessing whether there is evidence of them being treated more punitively than males. If this is the case, share the findings and a proposed remedy with the County Youth Justice Board for their endorsement.
- Review the 2015 Protocol which looks at Children in Care within the Youth Justice system
- In line with the requirements of the SEND Code of Practice (June 2014) with respect to children and young people subject to Education Health and Care Plans, review the number of them in the YJS, and specifically in custody, so that practices can be agreed that are designed to reduce their representation.

Key Equalities Issues for the PRU, Inclusion and Attendance Service (PIAS)

Forming an integrated part of EHPS, the PRU, Inclusion and Attendance service adopts a new approach of intervening early and providing timely support to schools, children and families to address the issues of behaviour, attendance and exclusion. The Area Attendance and Inclusion Lead Officers work in partnership with schools to prevent exclusion where appropriate and to re-integrate excluded pupils with effective support. Working closely with practitioners both in EHPS and external partners, the service, including the Health Needs PRUs, will work to empower schools to manage inclusion, absenteeism and exclusion more effectively.

The newly restructured PRU, Inclusion and Attendance service complements the activities of Early Help Units by:

- Providing an integrated inclusion and attendance service that provides dedicated officers for engaging with schools in an advisory and empowering manner. They carry out group and project work with schools to improve attendance and to avoid exclusions.
- Acting as the interface between EHU and schools by working closely with Early Help Workers in the Units. It is essential that effective attendance and inclusion support and advice is available to Unit staff as required.
- Managing enforcement work centrally for Education Supervision Orders, Penalty Notices and Prosecution, to provide a more effective approach to enforcing school attendance.
- Providing an outreach service that supports the attendance, education achievement and welfare of children from Gypsy, Roma, Traveller and Minority Ethnic backgrounds.
- Working with Pupil Referral Units to empower home schools to deliver their statutory duties for pupils with challenging behaviour or medical conditions while providing high quality services for pupils who are placed in a PRU.

Progress in reducing attendance inequality

Two of our key challenges are to improve attendance and to continue to find alternatives to permanent exclusion.

The latest available attendance data, just published, indicates that absence from school in Kent is greater than the national averages.

Overall the percentage of total absences in Kent is 4.8% compared to 4.5% nationally. For Secondary schools the figures are 5.6% compared to 5.2% nationally, and for Primary the percentage is 4.2% compared to 4.0% nationally. In every case there is a higher level of authorised, unauthorised, persistent and total absence in Kent.

The percentage of pupils who have missed 38 or more sessions (persistent absence) is 4.5% in Kent compared to 3.9% nationally. For Secondary schools this figure is 6.5% compared to 5.5% nationally and for Primary schools it is 3.1% compared to 2.7% nationally.

The previous persistent absence figure for Secondary schools was 6.1%, and for Primary schools it was 2.8%. These figures have increased in the past year, and they continue to be worse than the national figures, which is a concern.

The DfE has changed the definition of persistent absence to 10% from the current 15% from September 2015. This will have a significant impact on persistent absence reporting. For example, the combined autumn and spring figures for 2014-15 would increase from 2.8% to 8.5% for Primary schools using the new threshold, and from 6.1% to 14.0% for Secondary schools.

Progress in reducing Exclusions inequality in the last year

Key Exclusion Data

In the 2014-15 school year there were 106 permanent exclusions, against a target of reducing this to below 50.

In the Primary phase there were 1693 fixed term and 48 permanent exclusions. This compares to figures for the end of the previous year of 1604 and 26, resulting in a slight increase in fixed term exclusions and a significant increase in permanent exclusions. Further work is taking place to understand and address this increase in the Primary phase, which has not been mirrored in Secondary schools.

In the Secondary phase there were 9030 fixed term and 58 permanent exclusions. This compares to figures for the end of the previous academic year of 8912 and 61, which shows a slight increase in fixed term exclusions and a welcome slight reduction in permanent exclusions. This reduction has occurred in spite of some districts, such as Maidstone, Dartford and Gravesham, significantly increasing the use of permanent exclusion compared to previous years.

Maidstone was the highest excluding district with 17 permanent exclusions, compared to Ashford, Dover, Canterbury, Swale and Thanet where there were no permanent exclusions in Secondary schools.

In the Primary phase there were 13 permanent exclusions in Thanet compared to one permanent exclusion in Gravesham and none in Tunbridge Wells.

The use of permanent exclusion is concentrated in some districts and in some individual schools. For example 32 exclusions were produced by four Secondary schools and two Primary schools. The total number of permanent exclusions in Primary was produced by 36 schools and the total number of Secondary exclusions was produced by 27 schools.

The highest number of fixed term exclusions occurred in Ashford, Thanet and Swale. Overall 22,672 days were lost to education in 2014-15 due to fixed term exclusions.

The Factors that Make a Difference

The factors that make a difference to the rate of permanent exclusions include the effectiveness of school practice and in-school support; the cooperation of schools in the local 'In Year Fair Access' arrangements; the alternative curriculum provision and support for schools by the Pupil Referral Units; the availability of support to Primary schools for challenging behaviour; the early identification of special educational needs and the use of the LIFT process; and the use of Early Help notifications.

Pupil Referral Units (PRUs)

As at December 2015, 86% of PRUs in Kent were judged by Ofsted to be good or outstanding. Whilst this represents a good improvement since 2014 (73%), we wish to quicken the pace of improvement, so we have focused attention on transforming the way PRUs are organised and deliver services.

Kent's PRUs, including the Education Health Needs Service, have been re-organised and devolved or delegated the funding to local management committees run by headteachers, or to groups of schools that wished to collaborate on alternative provision rather than have a PRU. This was designed to have more local decision making and flexible use of resources to support vulnerable pupils at risk of exclusion.

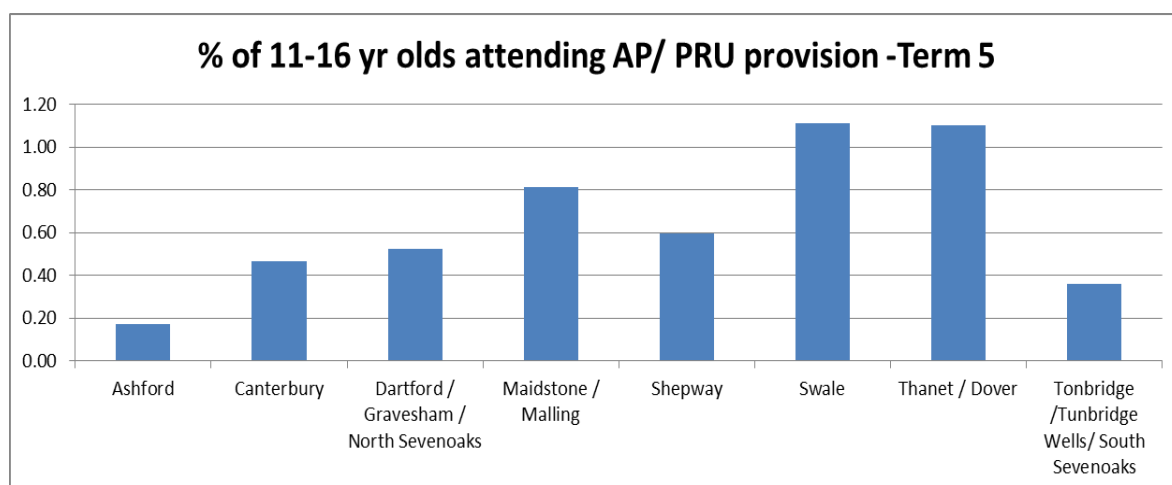
Following consultation, we developed a new Health Needs Education Service. This Service

became operational from September 2015. The new service aims to meet the needs of Kent schools in all areas of the County, and provides a new delivery model and service structure. Its purpose is to provide: an education support service to schools for young people with physical medical conditions; and an education outreach service for young people with mental health needs, located in six resourced bases and a specialist residential unit.

We also developed support to manage challenging behaviour in Primary schools that leads to high rates of exclusion. Last year, following the review of the PRUs in 2014 and the roll out of new arrangements across the eight PRU hubs, we allocated just over £1 million to support projects for Primary Schools in meeting the needs of pupils with challenging behaviour. We have seen a range of innovative approaches in local areas that have achieved a number of positive outcomes for pupils in Primary schools. This work has been supported by a further £750,000 for this financial year. Funding was allocated on the basis of bids from the eight hubs.

Establishing QA and Performance Monitoring of PRUS to ensure good provisions for vulnerable children

In order to ensure that pupils in PRUs receive appropriate support that help them achieve on a par with their mainstream schools peers, a county wide QA framework is now in place to regularly scrutinise the quality of the provisions and to provide timely intervention and support. The LA services work with the schools to ensure local school inclusion collaboration is robust and strong in effectively supporting children with challenging behaviour. In the past year, Early Help has moved toward providing timely and well-planned support to this cohort of pupils. The Early Help Services aim to have an Early Help Plan for every PRU pupil for whom such a plan is appropriate.



The latest PRU data (May 2016) detailed above, indicates that Thanet/Dover and Swale Districts have the highest % of students who are admitted to PRUs, whilst Ashford District has the lowest % of pupils on roll at PRUs in Kent.

Key Equalities Issues for the Inclusion Support Service Kent

Key Service Equality Issues

The Inclusion Support Service Kent (ISSK) supports schools to raise the inclusion and attainment of vulnerable children and young people particularly those from ethnic minority groups including those with English as an Additional Language (EAL), advanced bilingual learners and Gypsy, Roma, Travellers (GRT).

The team have recently become accredited Stonewall trainers and have been delivering 'Train the Trainer' sessions to lead professionals in schools, with the aim to eliminate homophobic, biphobic and transphobic bullying.

From 2014/15 to 2015/16 the number of EAL learners in Kent schools increased from 9% to 9.4% (National: 17% - 17.3%) and the number of Ethnic minority pupils from 16.1 – 17%. (National: 28% - 29%). This equated to less than 1% increase across Primary, Secondary and Special schools.

The largest minority groups have remained consistent over the last 3 years with White Eastern European, Indian, African, Other White, British, Gypsy/Roma and White and Any Other Ethnic group making up 52% of the ethnic minority school population in 2015 -16.

In January 2015 0.9% of pupils declared as Gypsy, Roma or Travellers.

In 2015-6 these groups of pupils were still under performing against all other pupils with:

- 45% (31% 2014) Gypsy Roma pupils achieving a good level of development in Early Years Foundation Stage (EYFS)
- 31% (34% 2014) Gypsy Roma pupils achieving L4 + including reading, writing and maths in Key Stage 2 (KS2)
- 9.1% (8.5% 2014) achieving A*-C including English and maths in Key Stage 4 (KS4).

GRT attendance levels remain lower than other pupil's and exclusions higher.

We continue to work with schools and other agencies to identify barriers to education and strategies to overcome these. We work in partnership with the dedicated Minority Ethnic and Gypsy, Roma, Traveller Attendance and Inclusion Officers to ensure that support for GRT pupils and their parents is coordinated and schools and families receive the most appropriate support from outreaching to parents to working with Senior Management Team (SMT) to develop policy.

We are also part of the GRT cross-service working party set up by Early Help and Preventative Services, detailed below.

Progress in reducing the inequality in the last year

Early Years Foundation Stage

58.2 EAL children in EYFS settings had a Good Level of Development (GLD) as opposed to 70% of non-EAL children.

61.4% of EAL children from ethnic minority groups reaching the required level against 74.8% of children not from ethnic minority backgrounds.

The lowest scores were in Communication and Language with a 16.3% negative gap in 2014 across this 'area of learning' between EAL and non EAL learners this reduced in 2015 to 15.4%. This gap is unsurprising considering within the EYFS profile, the ELGs for communication, language and literacy, must be assessed in relation to the child's

competency in English. The remaining ELGs may be assessed in the context of any language – including their home language and English.

The percentage of White British pupils receiving GLD was 70.3% compared with 63.2% of non-White British, which is slightly less than the EAL gap.

We have delivered bespoke and cross phase training to colleagues within the EYFS, e.g. Raising awareness, inclusion and achievement of Gypsy, Roma & Irish Traveller communities, EAL or SEN or Both, Supporting Children with English as an additional language in the Early Years, despite the financial pressure faced by settings uptake is always excellent.

Key Stage 2

In 2014-15, 74.7% of EAL learners reached the required level 4 + reading, writing and maths as compared with 79.2% of non-EAL learners, however 27.6% of EAL learners gained level 5 +RWM and progress levels in reading (-5.7%), writing (-5.5%) and maths (-17.3%) were all higher than their non-EAL counterparts.

In 2015-16, the percentage of EAL learners achieving the required standard rose to 77.3% closing the gap between EAL and non-EAL learners to 3.3%. 1.7% more EAL learners than non-EAL learners achieved level 5+RWMs and the progress levels of EAL learners were again better than their non-EAL peers with reading (-6.5%), writing (-9.1%), maths (-16.4%).

In 2015, 78% minority Ethnic pupils achieved L4+ RWM with a gap between White British of 2.8%; the gap in 2014 was slightly less at 2.6% with 77% achieving the required standard.

Key Stage 4

EAL learners in KS4 out performed their non-EAL peers by 2% with 59 % acquiring A* - C including English and Maths in 2014-15.

In 2015, 62.4% of ethnic minority pupils obtained the required standard as opposed to 56% of White British Pupils and 58.6% of all pupils.

International Work

In Spring two representatives from ISSK addressed an audience of European Educationalists at an EAL conference in Brussels on the topic of 'Accelerating Second Language Acquisition of Newly Arrived Pupils', this was extremely well received and we are hoping this will foster links between KCC and our European counterparts.

KCC Trans Working Group

ISSK is currently working with the Corporate Equality and Diversity team and other agencies to identify key areas of work that need to be undertaken in KCC to address and advance Trans Equality in employment and service provision; acknowledged and recognise existing Trans Equality work and practice that is currently taking place in KCC and develop an action plan for Corporate Equality Group.

Future key actions to reduce inequality

GRT cross service working Party

The council through Education and Young Peoples Services are completing a review of the effectiveness of services to engage children, young people and families from marginalised communities in its services. Within the project there is a specific focus on identifying what works well in engaging children and young people from Roma and English Gypsy

communities. The work undertaken is a mixed methods review approach focussing on individual case studies, best practice service review and consultation with members of Roma and English Gypsy communities. If appropriate and necessary, the findings will be used to support the development of services resulting in better engagement and opportunities for marginalised communities and improved outcomes.

Partnership work with EYFS

We will be developing closer working relationships with our colleagues in the EYFS Equality Team to maximise both our expertise. This will include developing and producing guidance on EAL for settings which will be available through our websites.

We are also co-delivering training on EAL and rolling this out in all areas across Kent next academic year. The team will also be delivering training to the EYFS Advisory Teachers to develop their knowledge and consultancy skills in regard to Lesbian, Gay, Bisexual and Trans inclusion and working with new emerging and existing communities including families from Syria, Eastern Europe and Gypsy, Travellers.

Changes to the School Census Autumn 2016-17

During the Virtual Head Teachers for GRT pilot, one of the recommendations made by Kent and Cambridge LA was to have separate ethnic codes for Roma and Gypsy pupils in the school census. We believed that although these two communities had the same ancestry their needs were entirely different.

This year the DfE have implemented this recommendation and new subcategories have been introduced under the WROM code. This will allow parents and older pupils to declare as:

- WROG: pupils who identify themselves as Gypsies including all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
- WROR: This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (e.g. Czech or Romanian).
- WROO: This category is for Gypsy/Roma who do not identify with one or the other of the above groups – e.g. pupils with mixed Gypsy/Roma heritage.

This change to the ethnicity codes will enable schools and the local authority to monitor progress and target support more effectively; therefore we will be able to close the gap between these most vulnerable pupils and others.

ISSK will be supporting EIS and Management Information to disseminate this development to schools and setting during their briefing sessions.

Three new codes have been introduced in the census this year: Place of Birth, Nationality and Proficiency in English. ISSK will be providing training to staff to staff to ensure that they are able to accurately assess their EAL pupils' proficiency in English against 5 the DfE scales.

Trans Guidance, training and support

ISSK are currently working with other LAs, Stonewall and Gendered Intelligence to write a National Trans Guidance for schools. This year the team will also be trained to roll out 'Trans Train the Trainer' sessions across the county to schools, settings and other agencies.

Next Steps

A refreshed EYPS Vision and Priorities for Improvement 2016-19 was published in February 2016. This Strategic Plan details the way that both KCC and the Education and Young People's Services Directorate are changing to improve the lives of children, young people and families by redesigning services so that they are integrated and better meet the needs of vulnerable groups.

The annual refresh of the EYPS Vision and Priorities for Improvement will be undertaken in the autumn of 2016 and will have at its heart, the new KCC Equality Objectives 2016-2020 which are currently being consulted upon. These objectives support the delivery of KCC's Strategic Outcomes, the first of which is primarily the responsibility of the EYPS Directorate:

'Children and young people in Kent get the best start in life'

The equality objectives to support the achievement of this Strategic Outcome are:

- Narrowing the educational achievement gaps for all protected groups,
- Increasing post 16 – 25 participation and employment opportunities for the protected groups;
- Increasing access to early years for protected groups for the two-year old offer of free provision;
- Driving down exclusions from schools to zero;
- Fewer young people from protected groups become young offenders;
- The Health and wellbeing of Kent residents is improved;
- Ensuring more children from protected groups are able to access progression pathways post 16, including the offer of an apprenticeship;
- Safeguarding children, young people and vulnerable adults from harm;
- The life chances and outcomes of children young people and vulnerable adults are improved through the delivery of day to day services, the development of and transformation of services.

Some of the ways we will continue to improve the outcomes for the most vulnerable groups of children and young people include:

- Improving education and attainment outcomes for children and young people from early years through to post-16;
- Tackling child poverty;
- Promoting emotional resilience;
- Delivering early help and preventing the escalation of problems; and
- Reforming our SEND system.

with the intention of increasing their life chances, so that they may thrive at every stage of their lives.

Workforce Development is a major element in improving outcomes for children, young people and their families. The ability to continuously improve is intrinsically linked to:

- The quality and capacity of the staff who lead, manage, deliver and support those services;
- How effectively the staff work together across organisational and professional boundaries to combine their expertise.

The EYPS Workforce Development Plan is central to our improvement efforts and sets out how we will invest in staff development at all stages and at all levels in order to increase their skills, knowledge and understanding of children, young people and their families.

Characteristics of Education in Kent

Kent Pupil Population

Early Years	Primary	Secondary	Special	PRU	Total
27,833	122,020	98,664	3,628	95	252,240

Source: January 2016 School Census and Early Years Headcount

Total Number of Schools by Area, District and Status (includes Nursery School, Special Schools and Pupil Referral Units)

January 2016

Area/District	Community	Foundation	Voluntary Aided	Voluntary Controlled	Total (exc Academy and Free)	Academy*	Free	Total (inc Academy and Free)
Kent	204	39	57	94	394	182	8	584
East	46	9	12	22	89	59	1	149
Canterbury	14	4	3	10	31	15	0	46
Swale	18	1	6	6	31	28	0	59
Thanet	14	4	3	6	27	16	1	44
North	45	7	15	12	79	42	2	123
Dartford	14	1	4	3	22	15	1	38
Gravesham	15	3	2	0	20	17	0	37
Sevenoaks	16	3	9	9	37	10	1	48
South	47	12	14	30	103	43	1	147
Ashford	16	5	5	9	35	15	1	51
Dover	23	1	5	8	37	15	0	52
Shepway	8	6	4	13	31	13	0	44
West	66	11	16	30	123	38	4	165
Maidstone	28	3	2	10	43	16	2	61
Tonbridge and Malling	27	6	6	7	46	13	1	60
Tunbridge Wells	11	2	8	13	34	9	1	44

*Academies

182 as at 01/01/2016

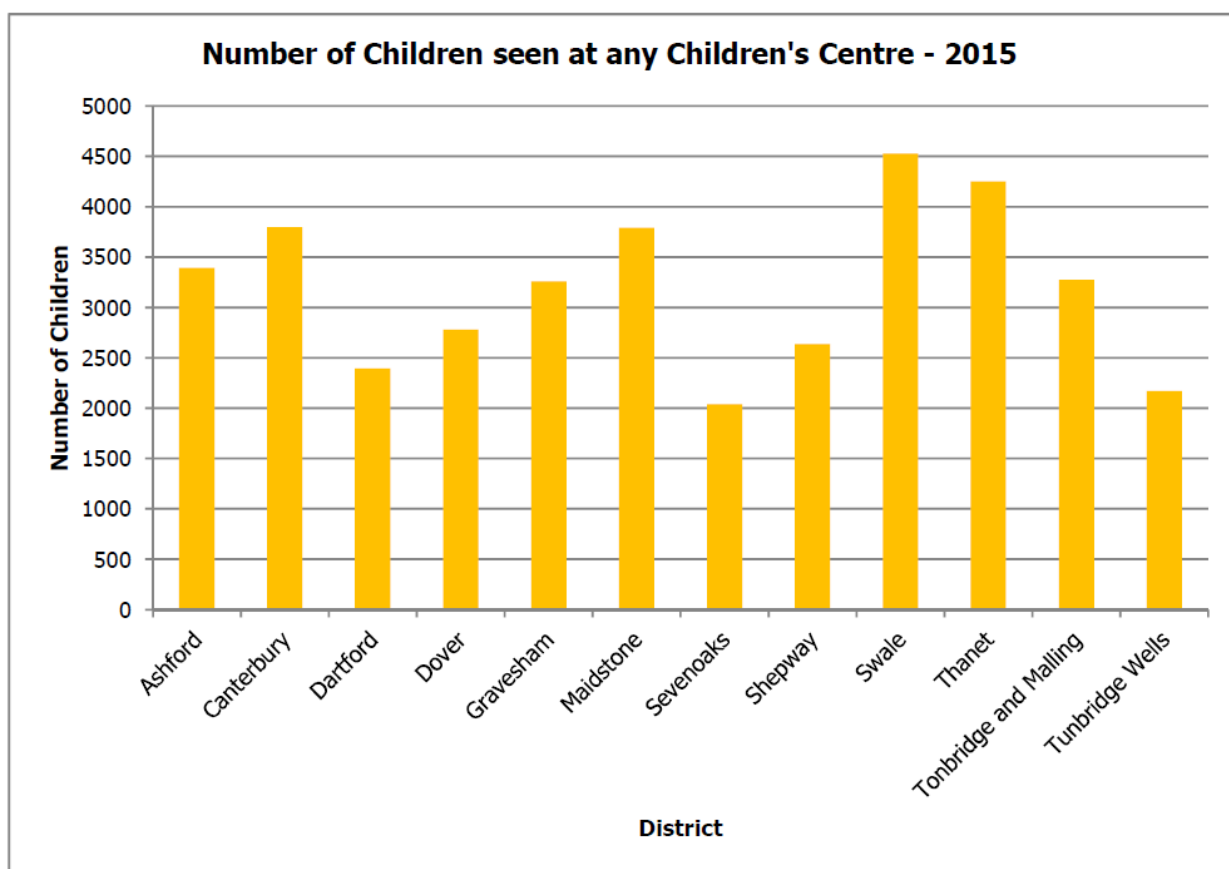
184 as at 01/04/2016

Nursery and Early Years Settings January 2016

Area/District	Nursery School/Units		Early Years Settings	
	Number of Units	Total January 2016 Roll	Number of Settings	Number of Children Attending
Kent	68	2383	1396	25450

Children's Centres 2015

Area/District	Number of Centres as at 31/12/2015	Number of Individual Children seen at any Setting*	Total Number of Visits to any Setting
Kent	85	38307	520609



Percentage of Pupils Receiving Free School Meals and Percentage of pupils with English as an Additional Language January 2016

Area/District	% of Pupils Eligible for Free School Meals				% of Pupils whose First Language is not English/Believed to be not English			
	Primary	Secondary	Special	Overall	Primary	Secondary	Special	Overall
National	15.6	13.9	36.7	15.2	19.4	15.0	13.9	N/A
Kent	12.5	10.8	32.3	12.1	11.4	8.4	4.7	10.0

Percentage of Pupils with Additional Educational Needs and Percentage of Pupils with an SEN Statement January 2016

Area/District	% of Pupils with SEN Support				% of Pupils with Statement/EHC Plan			
	Primary	Secondary	Special	Overall	Primary	Secondary	Special	Overall
National	13.0	12.4	2.6	12.6	1.4	1.8	96.6	2.8
Kent	10.5	8.7	2.3	9.6	1.2	1.4	97.7	2.8

Percentage of Minority Ethnic Pupils January 2016

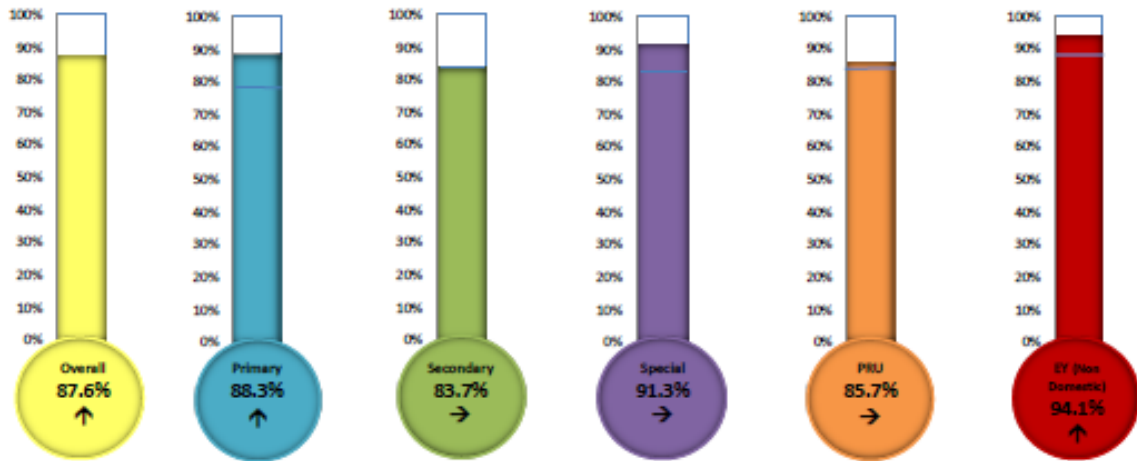
Area/District	White					Asian or Asian British				Black or Black British			Mixed/Dual Background				Chinese	Any Other Ethnic Group	Refused	Not Obtained	Not Stated*
	White British	Irish	Gypsy Roma	Traveller of Irish Heritage	Any Other White	Indian	Pakistani	Bangladeshi	Any Other Asian	Caribbean	African	Any Other Black	White and Asian	White and Black African	White and Black Caribbean	Any Other Mixed					
Kent	81.0	0.3	0.9	0.1	4.9	1.7	0.3	0.4	1.3	0.2	2.1	0.1	1.2	0.6	0.9	1.9	0.4	0.8	0.4	0.3	0.3

The Percentage of Minority Ethnic Pupils in Kent was 18% as at January 2016. (Percentages are rounded so may not total 100%.)

School Performance as judged by Ofsted Inspections

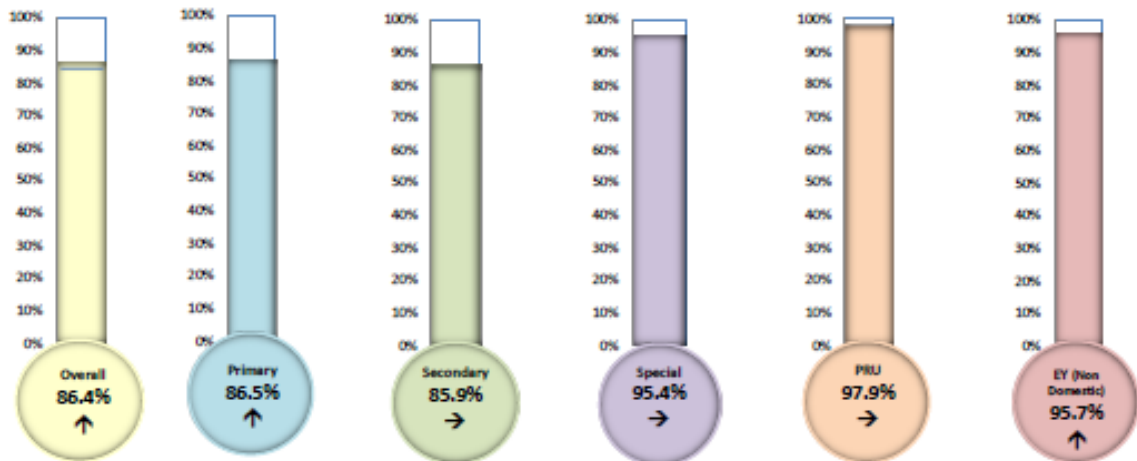
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements



N.B. Horizontal lines represent Kent targets for 2015

% of Pupils attending Schools and EY Settings with Good and Outstanding Ofsted Judgements



185831 pupils

98168 pupils

84109 pupils

3461 pupils

93 pupils

17880 pupils

N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2015
Based on a total pupil roll in Kent of (as at Spring Census 2016 for Pri/Sec/Spe/PRU)
Early Years: Based on 2016 Spring Headcount (including late joiners) Non Domestic Premises Only

Vulnerable Groups Attainment Gap Trends by Key Stages 2013 - 2015 (Gender, FSM, SEN)

Early Years Foundation Stage Profile (EYFSP) – Attainment Gap Trends 2013-2015

Area/District	Attainment Gap between pupils eligible for Free School Meals (FSM) and their peers			Attainment Gap between boys and girls			Attainment Gap between pupils with Special Educational Needs (SEN) and their peers		
	% Good Level of Development			% Good Level of Development			% Good Level of Development		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	18	19	19	15	16	16	50	46	42
Kent	16	19	18	15	15	17	52	48	44

Source: KCC Facts and Figures 2016 (May 2016)

Key Stage One (KS1) – Attainment Gap Trends 2013-2015

Area/District	Attainment Gap between pupils eligible for Free School Meals (FSM Ever) and their peers																	
	% Reading L2B+			% Reading L3+			% Writing L2B+			% Writing L3+			% Maths L2B+			% L3+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
Kent	15.2	18.3	20.7	19.5	19.7	20.3	19.8	22.0	24.3	13.4	12.6	12.3	13.4	16.9	18.8	16.9	15.8	16.1

National data is only published for Level 2+.

Area/District	Attainment Gap between Boys and Girls (girls attainment minus boys attainment)																	
	% Reading L2B+			% Reading L3+			% Writing L2B+			% Writing L3+			% Maths L2B+			% L3+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	8	8	9	10	9	8	15	15	15	10	10	10	3	4	4	-4	-4	-4
Kent	8	8	11	10	9	9	15	16	16	11	10	9	4	3	3	-4	-4	-5

Area/District	Attainment Gap between SEN Pupils and their peers																	
	% Reading L2B+			% Reading L3+			% Writing L2B+			% Writing L3+			% Maths L2B+			% L3+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
Kent	50.8	48.1	47.1	33.7	31.6	30.0	57.2	54.5	55.3	19.2	17.9	16.5	48.5	44.7	44.3	26.3	23.5	22.5

National data is not available for this SEN breakdown.

Key Stage Two (KS2) Attainment 2015

Area/District	% 2 Levels Progress Reading	% 2 Levels Progress Writing	% 2 Levels Progress Maths	% Level 4+ Reading, Writing and Maths	% Level 5+ Reading, Writing and Maths	% L4+ Reading	% L5+ Reading	% L4+ Writing	% L5+ Writing	% L4+ Maths	% L5+ Maths	% L4+ Science	% L5+ Science
National	91	94	90	80	24	89	49	87	36	87	42	89	40
Kent	92	95	90	80	25	90	50	88	38	87	41	89	42

Key Stage Two (KS2) Attainment Gap Trends 2013-2015

Area/District	Attainment Gap between pupils eligible for Free School Meals (FSM Ever) and their peers																				
	% L4+ Reading, Writing & Maths			% 2 Levels of Progress Reading **			% 2 Levels of Progress Writing **			% 2 Levels of Progress Maths			% L4+ Reading			% L4+ Writing			% L4+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	17	18	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	12	14	14	15	16	12	13	13
Kent	21	21	25	6.2	4.9	7.2	3.5	4.0	6.5	6.6	3.7	8.6	15	14	15.1	17	17	18.0	16	16	16.0

Area/District	Attainment Gap between Boys and Girls (girls attainment minus boys attainment)																				
	% L4+ Reading, Writing & Maths			% 2 Levels of Progress Reading **			% 2 Levels of Progress Writing **			% 2 Levels of Progress Maths			% L4+ Reading			% L4+ Writing			% L4+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	6	6	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	3	5	8	9	10	0	0	0
Kent	5	7	6	1.6	1.9	2.4	2.1	2.9	3.6	-1.4	-0.1	-1.1	4	4	6	7	10	11	-1	1	0

Area/District	Attainment Gap between SEN pupils and their peers																				
	% L4+ Reading, Writing & Maths			% 2 Levels of Progress Reading **			% 2 Levels of Progress Writing **			% 2 Levels of Progress Maths			% L4+ Reading			% L4+ Writing			% L4+ Maths		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	51	52	53	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33	33	36	44	45	49	36	36	38
Kent	50	46	50	18.1	16.6	17.5	13.6	13.4	15.6	20.5	19.8	20.2	34	31	35	43	41	44	38	34	36

Key Stage Four (KS4) Attainment 2015

Area/District	% Achieving 5+ A*-C Grades inc English and Maths	% Making 3 Levels of Progress in English	% Making 3 Levels of Progress in Maths	% Achieving English Baccalaureate	% Achieving 5+ A*-C Grades	% Achieving A*-C in English	% Achieving A*-C in Maths	% Achieving 5+ A*-G Grades	% Achieving Any Passes	Uncapped APS
National	53.8	71.1	66.9	22.9	64.9	65.8	65.5	91.0	97.9	361.7
Kent	57.3	72.6	66.6	26.5	64.7	70.4	66.6	93.4	98.0	372.3

Key Stage Four (KS4) Attainment Gap Trends 2013-2015

Area/District	Attainment Gap between pupils eligible for Free School Meals (FSM Ever) and their peers																	
	% 5+ A*-C inc English and Maths GCSE			% Making Expected Progress in English			% Making Expected Progress in Maths			% Achieving English Baccalaureate			% 5+ A*-C			% 5+ A*-G		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	27.8	27.0	26.7	17.8	17.0	18.7	24.0	23.0	22.5	16.7	17.9	16.4	28.3	27.8	16.0	11.1	10.3	7.5
Kent	33.8	34.3	34.5	22.8	21.7	24.0	30.5	28.6	28.3	20.4	23.8	21.6	34.3	35.1	19.4	16.6	14.2	8.6

Area/District	Attainment Gap between Boys and Girls (girls attainment minus boys attainment)																	
	% 5+ A*-C inc English and Maths GCSE			% Making Expected Progress in English			% Making Expected Progress in Maths			% Achieving English Baccalaureate			% 5+ A*-C			% 5+ A*-G		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	9.9	10.7	11.0	10.6	11.6	12.4	3.6	4.7	4.6	9.8	9.6	9.6	11.7	12.5	7.7	4.2	4.9	2.9
Kent	8.9	9.0	9.2	8.8	8.8	11.7	4.1	5.5	5.4	9.9	8.3	6.4	10.3	10.5	6.4	3.3	4.0	2.2

Area/District	Attainment Gap between SEN pupils and their peers																	
	% 5+ A*-C inc English and Maths GCSE			% Making Expected Progress in English			% Making Expected Progress in Maths			% Achieving English Baccalaureate			% 5+ A*-C			% 5+ A*-G		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
National	44.6	45.2	47.2	28.4	31.1	36.2	37.2	23.4	23.1	23.2	47.0	46.9	31.0	21.8	22.0	14.0		
Kent	39.6	40.7	44.2	28.7	25.9	29.7	34.3	34.8	35.9	22.5	23.3	23.9	43.4	43.1	27.7	26.8	23.1	13.6

Post 16 Attainment 2015

Area/District	% Pupils Achieving				Average Points Per Student**	Average Points Per Entry**
	Any A*-E Grade	2+ A*-E Grades	3+ A*-A Grades**	3+ A*-E Grades		
National	99.9	89.1	11.7	78.1	717.8	215.9
Kent	99.9	96.7	9.5	85.2	746.7	213.1

Post 16 – Attainment Gap Trends 2013-2015

Area/District	Attainment Gap between pupils eligible for Free School Meals and their peers								
	% Achieving 3+ A*-A Grades			Average Point Score per Entry			Average Point Score per Student		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Kent	4.6	1.0	2.9	12.9	8.4	13.8	115.3	121.6	132.0

Area/District	Attainment Gap between Boys and Girls (girls attainment minus boys attainment)								
	% Achieving 3+ A*-A Grades			Average Point Score per Entry			Average Point Score per Student		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
Kent	0.8	-0.9	0.3	8.9	5.6	6.6	64.4	52.7	55.0

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