

From: Roger Gough, Cabinet Member for Children, Young People and Education
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To: **Children's, Young People and Education Cabinet Committee – 28 March 2019**

Subject: **Annual Monitoring Review of the Vulnerable Learners Strategy (including an update on the Pupil Premium Select Committee recommendations)**

Classification: Unrestricted

Electoral Division: All

Summary:

This paper provides an update on progress in relation to the priorities set out within Kent's Strategy for Vulnerable Learners 2017-2020 and appraises Members of progress in relation to the Pupil Premium Select Committee recommendations.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the contents of the report and the progress achieved to date.

1. Background

- 1.1 The Vulnerable Learners Strategy 2017-20 was refreshed in March 2018 and brings together all the actions we are taking across Children's Services, in partnership with schools and other public agencies, to improve outcomes for vulnerable learners. The Strategy sets out what we have achieved to date and the priorities going forward. It also sets out examples of good practice in schools and the most effective strategies that are having some impact in narrowing achievement gaps and promoting greater social mobility.
- 1.2 The Strategy aims to prioritise and coordinate all the effective approaches and activities across Children's Services, schools and early years settings that are focused on ensuring every child and young person in Kent achieves their full potential and nobody is left behind.
- 1.3 The principles which underpin this strategy are to bring together and strengthen activities currently in place to support vulnerable children and young people and to challenge existing systems and structures to do more.
- 1.4 In July 2018, Kent County Council published a Pupil Premium Select Committee Report. The ambition of the Select Committee was to help improve the effective use of the Pupil Premium to close the attainment gap between disadvantaged pupils and their peers. A series of recommendations emerged as part of its findings, including the identification of best practice, which adds weight and focus to the priorities of the Vulnerable Learners Strategy.

2. Progress against the priorities of the Vulnerable Learners Strategy

2.1 The Vulnerable Learners Strategy priorities are endeavouring to address the barriers to learning experienced by vulnerable learners. **Appendix 1** of this report provides an update on progress that has been made against each of the 19 Priorities. As can be seen there has been some progress in all the priority areas, but there is still more to do.

2.2 We shall continue to focus on the priorities over the next year in order to make further progress, identifying and sharing what works to effectively address the challenges experienced by our vulnerable learners.

3. Indicators to measure success of the Strategy

3.1 The Strategy identifies a number of indicators against which some of the priorities can be measured quantitatively. **Appendix 2** of this report provides a table showing the progress made against those priorities that are readily quantifiable. Using the 2016-17 academic year as our base, the table measures progress against 2017-18 performance.

4. Update on progress regarding the Pupil Premium Select Committee Recommendations

4.1 The Pupil Premium Select Committee Report was published in July 2018. An Action Plan has been developed to deliver the Select Committee's recommendations. This Action Plan which forms **Appendix 3** of this report details progress to date in delivering the recommendations.

5. Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the contents of the report and the progress achieved to date

6. Background Document

Kent's Strategy for Vulnerable Learners 2017 - 2020:

https://www.kelsi.org.uk/data/assets/pdf_file/0006/79431/CYPE-Kents-Strategy-for-Vulnerable-Learners-2017-2020.pdf

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Appendix 1

Progress against the priorities of the Vulnerable Learners Strategy

Priority 1: Ensure all Vulnerable Learners go to a Good School

The Education People continue to provide school improvement support to all schools, helping to drive up performance in terms of Ofsted Inspection outcomes for Kent schools year on year. Currently 92.6% of schools are rated good or outstanding by Ofsted.

Our success in securing a supply of good school places is reflected in our impressive parental preference statistics. Nearly 98% of children across Kent started their formal education in September 2018 at one of their chosen primary schools. Similarly, 95.3% of secondary school pupils were offered one of their preferences for September 2019.

We secure and support the highest quality school leadership and governance; we promote the best educational practice; and we broker the influence of the best schools by facilitating strong collaborations between schools, Kent Association of Head Teachers (KAH), Kent Special Education Needs Trust (KsENT), Teaching Schools Network (TSN). In doing so we aim to achieve continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners, and improvement in the number of good and outstanding schools.

Support consists of advice, practical help, training, the sharing of more effective school systems and tools, visits to and observation of practice in other schools, Headteacher mentoring, regular contact with experienced Headteachers who Kent or National Leaders of Education and joint work through collaboration with other schools and partners are.

For support to be effective it must also be accompanied by challenge to accurately assess strengths and weaknesses, to understand the school's data, to address poor teaching and to tackle under-performance and variability in the quality of the school's work. Most effective schools, and schools requiring improvement, seek some external help with this challenge, to ensure perceptions and self-evaluation are valid and judgements about quality are secure.

Priority 2: Develop More Flexible Grouping Arrangements and Curriculum Pathways

School Improvement Advisor visits, include a focus on achievement and provision for vulnerable learners, including those identified as disadvantaged. Schools and settings are encouraged to track the achievement of vulnerable groups and adapt provision and curriculum planning to stimulate high levels of engagement and regular attendance.

The proposed inspection framework has a greater emphasis on curriculum planning, Intent, implementation and Impact and the 'Quality of Education'. KCC are funding support for all schools to prepare them for these changes, including; workshops focusing on curriculum design and welfare; bespoke school level guided conversations by education experts and a curriculum auditing toolkit.

Support is also provided to schools to ensure that their planning identifies clear curriculum pathways and progression routes and additional resource has been put into employer engagement to support them in fulfilling the Gatsby benchmarks. The expansion of the Careers Enterprise Advisors means that all schools will have an industry specialist working with them as their Enterprise Advisor by 2020.

Priority 3: Develop Character Education and Emotional Resilience

Schools are paying more attention to character education, that is, focusing on developing children's and young people's attitudes and aptitudes, to improve well-being, resilience, self-motivated learning, perseverance and ambition.

Through the HeadStart Kent Programme partners are working together to improve emotional wellbeing, resilience of young people including vulnerable learners across Kent. This is delivered through the Resilience Hub www.headstartkent.org.uk and provides a range of additional resources, tools training services and grants. 148 Schools are currently benefiting from the programme and 4239 young people have received one or more, face to face or online support interventions.

Priority 4: Enrichment Activities

We recognise the importance of greater engagement by vulnerable learners in enrichment activities that help to develop confidence and resilience. These activities, (including sports and outward bound, the performing arts, music lessons, after school clubs and trips) are taken for granted by many children, but more effort is needed to ensure pupils on free school meals participate in them and get the benefits.

The Children's University™ (CU) aims to promote exciting learning opportunities and experiences outside normal school hours for children aged 5 to 14. At the heart of its work is the ambition to raise aspirations, boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests. These young people track and celebrate their progress through a Passport to Learning.

Alongside the development of numerous learning opportunities for Kent's children, schools and families, including family challenge activities, Social Action projects and new Learning Destination experiences, the Children's University has refined a primary school career programme in partnership with Kent Specialist Employment (KSE). The six-week programme involves challenging stereotypes, looking at different career paths and exploring choices for the futures of the Year 5 pupils. The programme was designed to raise aspirations for young people, so they understand the relevance of working hard and being resilient in order to achieve in their lives. The programme was evaluated during 2018 and there are currently plans to offer the programme to schools through The Education People from May 2019.

Since early 2018, work has been undertaken with Virtual School Kent (VSK) to develop aspirational Children's University opportunities for Children in Care (aged 7-12) in North and West Kent. This work is currently evolving (March 2019) to ensure Children's University learning opportunities are accessible for disabled children [in Care] as well as providing specific VSK career aspiration-raising experiences; where children will work with and learn from employers.

In early 2019, the Children's University joined the Skills Builder Partnership. This enables schools and the Children's University to report on career aspiration-raising activities. The Children's University is also working to support schools and partners to incorporate the Department for Education's Five Foundations for Character initiative (2019) into their planning. This ensures that we are committed to supporting children in having access to a wide range of activities to help them build the character and resilience they need to succeed.

Priority 5: Pre-Requisites for Learning, School Readiness, Inclusion and Attendance

An important part of this Strategy has been to ensure the basic pre-requisites for learning are being delivered for vulnerable learners. Ensuring children in the early years are well prepared for school and when at school pupils attend school regularly, are prepared for learning with the right equipment, and do not miss learning time because they are excluded from class or from the school, makes a big difference.

The Vulnerable Learners Strategy is clear on the importance of children accessing early education and beyond in high quality provision. Currently in Kent, 97.6% and 98% of group settings and childminders respectively are judged by Ofsted to be Good or Outstanding.

Family Involvement and Support

The involvement of families in their children's learning is an important factor in supporting their holistic development. Our Enhancing Family Involvement in Children's Learning (EFICL) Framework and Toolkit has been a key component of promoting and supporting this in Kent. The purpose, value and quality of EFICL was recognised by:

- The Nursery World Staff Resource Award 2016
- The Early Excellence Award 2017

EFICL was also shortlisted for the Children and Young People's Awards in 2016. We have also been working closely with Canterbury Christchurch University (CCCU) in two ways in relation to EFICL:

- That CCCU may formerly accredit Learning Links, the parenting programme workshops element of EFICL
- That EFICL as a whole may form a module to the CCCU Early Years degree

Early Years Foundation Stage (EYFS) Support for Children's Centres

A programme of advice, support, training and challenge to Children's Centres has been delivered to support a good EYFS ethos and to ensure that all early years 'stay and play' type activity is in line with EYFS principles and best practice. This input is increasingly being referenced in Ofsted reports, which is positive and encouraging.

'Free for Two' Take Up

Free places for eligible two-year olds is typically at its highest point in the year at the end of the autumn term. In 2018 this was at 72%, in comparison with 73% at the same point in 2017.

Early Years Foundation Stage (EYFS) in schools

A targeted programme of Continuous Professional Development, advice, support and challenge has been made available to governing bodies and head teachers to drive further improvement in the EYFS in schools, through their support and holding to account of teachers in Year R

Attendance

In 2017/18, attendance improvement work was impacted by the Supreme Court decision in April 17. This led to a significant rise in the number of requests for penalty notices for absences due to family holidays. This reversed Kent's previous effort to reduce the use of penalty notices and to increase the application of a whole school approach. To help schools refocus on effective strategies, Kent County Council introduced and piloted the Attendance Toolkit, promoting a whole system approach to attendance improvement. In the meantime, the Attendance service adopted a strategic approach of refocusing early support at primary schools to achieve long-term effect.

The data for persistent absence of 2017/18 indicates:

- For primary schools 2017-18 academic year of 9.2% compared to a figure of 8.7% in the previous academic year.
- For Secondary schools, 14.8% compared to 14.6% in the previous financial year. These are above the national averages for both phases
- The attendance rate for Kent Primary Schools has declined slightly to 95.8% from 95.9% while the Kent Secondary schools' rate has declined slightly from 94.4% to 94.2%

Exclusions

In 2017/18, Kent's PRU, Inclusion and Attendance Service introduced a series of pupil behaviour management strategies and resources for schools with a sharp focus on

vulnerable learners, e.g. CiC and SEN cohorts. While having a clear behaviour expectation through the development of a whole school behaviour policy, more and more schools adopted positive interventions including restorative approaches to behaviour and relationships, solution focused approaches and individual pastoral support programmes. Therefore, students who genuinely need help to improve behaviour will have a good and appropriate intervention tailored for the individual. As the local authority, we adopted a strategy to focus the support for the vulnerable learners who are at risk of exclusion. As a result, the number of permanent exclusions among Kent schools has been reduced to a low level.

Permanent Exclusions

- In the last academic year there were 49 permanent exclusions
- 24 permanent exclusions in Primary schools (an increase of five compared to the previous years)
- 25 permanent exclusions in Secondary schools (a reduction of 24 compared to the previous year.
- The rate of permanent exclusions among Kent schools remains better than the national average

Fixed Term Exclusions

- In 2017-18 there was an increase of 723 fixed term inclusion instances compared to 2016-17 where the total rose from 9,975 to 10,698. 46 more pupils were excluded in the last academic year than the year before.
- The rate of fixed term exclusion among Kent schools remains better than the national average

Exclusions of vulnerable learners

- In 2017/18, we continued the good result of zero permanent exclusions of CiC;
- As a result of focusing support for vulnerable learners, the exclusion rate of children with SEN is significantly better than the national average:

		National (%)	Kent (%)
EHCP Pupils	Permanent Exclusion	0.16 (370)	0.04 (3)
	Fixed-term Exclusion	15.93 (36,005)	4.79 (350)
Pupils with SEN Support	Permanent Exclusion	0.35 (3235)	0.09 (19)
	Fixed-term Exclusion	14.76 (135,575)	7.19 (1538)

Priority 6: A Growth Culture

All the research shows that promoting a growth culture or mindset in schools which drives the belief that all children can do better than expected, makes a significant difference. Where schools act on the basis that all pupils’ innate abilities and aptitudes can be improved with the right support, and that they do not give up on any child, it is more likely to get the engagement and effort by all children to do well.

The HeadStart Kent Programme have developed and supported a Resilience Toolkit where Schools, including Special Schools, review their own emotional wellbeing provision and develop and implement a Whole School Resilience Action Plan to improve it. The School Public Health Service (School Nursing) is now facilitating non-HSK schools to implement the Resilience Toolkit. Over 1500 young people have now had a Resilience Conversation to identify how their resilience can be improved.

Priority 7: Using Research and Guidance on Narrowing Achievement Gaps

A specific part of the Strategy has been to support all schools to make the best use of Pupil Premium funding by consistent use of the Sutton Trust's evidence papers, including the most effective and low-cost strategies in their Teaching and Learning Toolkit.

Overall, pupil attainment in Kent is rising in primary and secondary schools, however, the gap between disadvantaged pupils and their peers is not narrowing at a quick enough pace. Too many disadvantaged children and young people, particularly at Key Stage 4, are missing out on opportunities that are taken for granted by their more affluent peers. Disadvantaged young people have fewer chances to access good or outstanding schools, find good jobs or access high quality training or apprenticeships. This means that they have lower levels of social mobility than those of their peers.

KCC devised its own pupil premium toolkit for both primary and secondary schools based on national and county best practice. A countywide pupil premium conference was held, and copies of the toolkit provided free to Kent schools with disadvantaged outcomes below those found nationally.

The toolkit uses the national best-practice guidance but is tailored to reflect the varied socio-economic contexts and challenges faced by schools working within Kent and within a selective education system. The Kent based toolkit is a response to the worrying trend of the achievement gaps between disadvantaged pupils and their peers being significantly wider than those found nationally at all phases. This toolkit is available as a product on The Education People website.

School Improvement Advisers (SIAs) are working with Kent Association of Headteachers (KAH) to support schools in identifying best practice locally and nationally, including progress in Opportunity Areas to replicate success quicker. SIA and KAH are developing a range of interventions designed to accelerate the closing of the gap, building on the recommendations of KCC's Select Committees on the Pupil Premium and Grammar Schools and Social Mobility.

As part of Kent's continuing commitment to close the achievement gap, we intend to:

- Promote and target a pilot project with schools and 'Achievement for All' to support schools to close the gap for vulnerable pupils (FSM / SEND / LAC)
- Develop a package of support for improving the attainment gap at Key Stage 4 with the Education Endowment Foundation.
- Continue to implement the recommendations of the Select Committees on the Pupil Premium and Grammar Schools to improve attainment and social mobility;
- Maintain the Kent Freedom Pass, enabling monthly payments to be made, to help young people access education, employment and training opportunities;
- Learn lessons from the progress being made in the Opportunity Areas across the country and consider the implications of the lessons learned for our future policy and practice;
- Explore with schools and colleges how we can close the attainment gap for vulnerable learners by utilising certain teaching practices identified as best practice in the recent KCC Select Committee on the use of the Pupil Premium;
- Ensure all secondary students have access to as many quality encounters with an employer as possible, including opportunities for quality work experience;
- Equalise access to high quality early years provision;
- Support schools to ensure a high quality and stable teaching workforce, particularly in the most disadvantaged schools;
- Challenge schools to ensure early and sustained additional support for those who are behind with attainment;
- Encourage schools to provide access to a broad curriculum that includes out-of-classroom experiences;

Priority 8: Effective Targeting of Resources

We recognise the importance of schools being able to target their resources efficiently so that vulnerable learners receive additional good teaching as individuals and in small groups, in addition to whole class lessons.

How schools use resources to support and improve the attainment of vulnerable pupils is essential to good educational achievement. To effectively target resources, school leaders need accurate and timely data analysis and tracking systems which identify needs, monitor progress for individual learners and inform target setting for closing the attainment gap.

Effective schools prioritise consistent high-quality teaching for all and disadvantaged learners benefit particularly in achieving their full potential when attendance, behaviour and emotional support are seen as integral to academic success. Effective teachers are able to draw on a wide range of evidence-based approaches to meet the needs of all learners. This will include varied teaching methods and flexible groupings, development of metacognition skills and appropriately tailored interventions. Evidence from the Sutton Trust and Education Endowment Foundation shows that significant improvement in narrowing the gap can be made when schools target funding towards:

- Improving feedback between teachers and learners
- Paired teaching
- Flexible small group teaching
- One to one tuition
- The teaching of independent learning strategies
- Peer mentoring and assessment
- Active encouragement of parental involvement in learning

Priority 9: KAH Funding and School to School Support

We have allocated funding from the Schools Funding Forum to the Kent Association of Headteachers (KAH), over £10m in the last several years, to promote school collaborations and school to school support. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

We continue to work with and provide financial, administrative and advisor support to KAH to develop school led improvement.

In 2018, Area School Improvement Subgroups were established attended by KAH representatives, KCC and Teaching schools to identify and address area priorities, including improving teaching and raising standards and narrowing achievement gaps.

The Strategic School Improvement Fund (SSIF) was a DFE grant intended to further build a school-led system and aimed to target resources at those schools who most need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places. Working collaboratively with KAH, KsENT and TSA we have secured the funding for Kent schools to lead on the following projects:

- Improve KS4 performance in Thanet, focusing on the transition from KS2 to KS3 - led by Coastal Academies Trust to support 4 schools with 'providers' including local Primary schools, KCC and Kent and Medway Maths Hub.
- Improve KS4 performance of disadvantaged pupils, particularly in maths – supporting 9 schools in Tunbridge Wells, Dover, Deal and Folkestone. Bennett Memorial develop a teaching for mastery maths curriculum.
- Reduction of NEETs, KCC to support 7 schools with high percentage of NEETs.

These projects are all up and running. Unfortunately, new rounds of SSIF funding are no longer available, however KCC has provided funding to the Area boards to enable them to continue to focus on local priorities.

Priority 10: Effective Use of High Needs Funding

Greater numbers of statutory assessment requests for EHCPs, a greater proportion of pupils with SEND attending special and independent schools in and out of the county, the growing cost of high needs funding to support children with complex needs, requires us to review demand and available resources.

The number of young people who require support for their high needs is rapidly rising and funding is currently unable to keep pace with demand. In 2018-19, the High Needs budget for placement costs is £157m. This increase in demand is reflected nationally and is resulting in a significant shortfall in High Needs funding.

To bring about a sustainable reduction in demand we need to consider shifting the threshold for statutory assessment, whilst complying with legislation. More children need to be supported in their local mainstream school with an appropriate plan put in place early enough, to address emerging concerns without the need to progress on to an EHCP. We will focus on building capacity in mainstream schools for inclusive practice, supported by good SEND Continuous Professional Development. This will have the effect of reducing the resource spent on EHCPs, which in turn will release money to provide bespoke non-statutory early intervention for individual pupils, helping schools to meet the needs of both current and future cohorts.

In the interim, to address the growth in demand, we successfully applied to the Secretary of State for Education to transfer 1% of funding from the Dedicated Schools Grant (DSG) Schools Block to the DSG High Needs Block to help meet the considerable pressures.

Working with Special School Headteachers, KCC has also developed a SEND Action Plan to better address the relationship between learner need, outcomes, provision and cost. The Action Plan seeks to address the funding pressures by reducing spend, reducing demand and ensuring the right provision is in place to meet the needs of children and young people. At its heart is the need to ensure that the whole school system is as inclusive as possible, ensuring children can access appropriate local provision and we make the most efficient use of the available resources.

Priority 11: Continue to Develop and Improve the Work of PRUs

Some of the most vulnerable learners in Kent are educated through alternative provision in our Pupil Referral Units. It has been a priority, therefore, to continue to develop the work of the PRUs, including the Education Health Needs Service.

We promote dual registration and a reversing door approach for PRU pupils so that mainstream schools play an active part in the PRU improvement ensuring right pupils attend right Alternative Provisions (AP) with the right support. A strong quality assurance process has been put in place that focuses on pupil progress and achievement, behaviour and attendance, the setting's leadership and management, as well as taking into account the wider context of the local area (including rates of exclusions, EHE and other children not in mainstream education).

Senior Inclusion & Attendance Advisors work on a district basis to prevent placement breakdowns and support schools to put in place effective inclusive practice.

In November 2018, the total number of young people being removed from mainstream school to attend a PRU was 338. This has reduced from 0.17% compared to 0.18% in November 2017. The national average is 0.27%

There have been concerns over the quality of some of the AP provision and some examples of non-inclusive practice, including the number of young people illegally off rolled

from schools. More recently, intensive support has seen rapid improvements in the quality of the PRUs with all recent inspections showing marked improvements.

KCC is undertaking a countywide review of the AP/ PRU processes, including delegation, devolvement and inclusion activity. The aim of the review is to secure consistent access to high quality provision for all young people. Currently, in the consultation stage, schools are being encouraged to engage in the conversations about how to best serve the needs of our most vulnerable young people. The outcome of the consultation will be available in September 2019 with implementation over the following six months

Priority 12: Early Help and Prevention

Central to this Strategy is the work of the Early Help, working closely with schools and other services to identify the right vulnerable children for support. It provides the right level of responsive and timely additional help for vulnerable and disadvantaged children and young people, and their families. This is a major resource which is designed to have an impact on improving outcomes for these vulnerable children and young people, on removing barriers to their learning and engagement and to narrowing achievement gaps.

Over the last 12 months, Early Help and Preventative Services and Children's Social Work Services have developed four innovative pilots to test out new ways of working together in a more integrated way. The learning from these pilots transferred into workstreams under the Change for Kent Children Programme, which resulted in a restructure of both divisions with Integrated Children's Services. The learning from the pilots, workstreams and the future structure of Integrated Children's Services embeds Early Help teams alongside teams within Children's Social Work Services, to maximise the strengths of the Early Help offer in reducing and supporting the demand for statutory interventions.

Integrated Children's Services, under the new structure, provides an emphasis on the proven strengths of early intervention and prevention and encourages further development of this practice through enhancing the skills of the workforce to be able to support high-risk adolescents and complex family needs, including recognition of how the Open Access offer (universal and additional level) compliments intensive and specialist work and in understanding and responding to key educational outcomes for children and young people.

Kent has secured £1.3m from the Government's Supporting Families Against Youth Crime Fund to help prevent young people becoming involved in gangs and youth violence. The key aims for the Supporting Families Against Youth Crime project are to:

- Reduce the risk of criminal exploitation for children and young people.
- Improve the wellbeing and resilience of vulnerable young people.
- Increase the quantity and quality of trusted relationships between young people and adults.
- Increase community resilience and responses to county lines

The funding will be channeled through the Troubled Families programme, which helps vulnerable families with a wide range of problems including absence from school, adults out of work and families affected by domestic violence. Kent will use the funding to provide support for vulnerable people across the county through peer mentoring and community support workers, linking up services for those who may otherwise become involved in knife crime and gang violence. By educating young people on the dangers of joining a gang and by providing peer mentors for young people at risk, communities will become more resilient and able to resist gang involvement.

Priority 13: Mental Health and Emotional Wellbeing

The Strategy recognises the importance of improving the mental health and emotional wellbeing of vulnerable learners.

KCC has chosen to invest an additional £2.65m per year into the mental health service contract for children and young people in Kent, which is commissioned by the NHS and

delivered by North East London Foundation Trust (NELFT). This funding is pooled with the wider NHS funding via a Section 76 Agreement and the service is commissioned by the NHS locally. KCC fund four key areas: Early Help; Children in Care; Kent Health Needs Education Service; and children at risk of or subject to harmful sexual behaviour. The Children and Young People Mental Health Service (CYPMHS) model has been organised into a 5-pathway model:

- Mood & anxiety
- Neurodevelopmental & Learning Disability
- Complex
- Behavioural and conduct
- Early Help

KCC is working with West Kent CCG and NELFT to change the contract monitoring arrangements for the KCC-funded elements of the contract, following concerns around current performance levels. The contract monitoring changes will continue to be developed, as a priority with KCC's Strategic Delivery Plan, and will be monitored by the CYPE Cabinet Committee, for any further decision making on substantive changes in 2019.

Kent's Big Lottery funded HeadStart Programme, which aims to improve the resilience and emotional wellbeing of young people across Kent, has continued to progress well over the last 12 months, particularly in the engagement of stakeholders across the County. Many schools and community organisations are now directly benefitting from HeadStart Kent through training, funding or by delivering elements of the programme within their setting.

As a result of the Department of Health & Social Care and the Department for Education public consultation on 'Transforming children and young people's mental health provision: a green paper', CCGs were invited to put in a bid to become a Trailblazer pilot Mental Health Teams in schools. The Dartford, Gravesham and Swanley and Swale CCGs were successful in their bid and are now progressing with recruitment and staff training, to be operational by late 2019/early 2020. The pilot will build on the strengths of the HeadStart Kent approach and the programme is linked in with this development.

Priority 14: Parenting Programmes

The multi-agency county parenting group has continued to oversee the delivery of Parenting Programmes across Kent. A descriptive list of all courses, as well as a calendar of delivery by District, is available via the following link: <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/Early-Help-Toolkit>

The bespoke Kent Parenting Programme 'Understanding Yourself Understanding Your Child (UYUC)' continues to be delivered across all districts by staff from Integrated Childrens Services. In November 2018, the Kent Public Health Observatory undertook some limited research into the TOPSE evaluation forms completed by a sample of UYUC attendees, which concluded that there were positive changes on most scales, with median scores increasing between pre and post intervention. Further qualitative feedback indicates a large majority of attendees reporting that they found the course helpful in improving parental confidence.

A consistent emerging theme has been a desire for more age-specific course content, especially with regards to adolescents. This has been recognised in some districts with courses targeted around gangs, knife crime and youth disaffection being co-delivered with Police Youth Engagement Officers. In the district of Maidstone, three programmes have been delivered based around principles of Non-Violent Resistance (NVR).

Future planning of parenting programmes will now be guided by the emergent Integrated Children's Services Practice Framework.

Priority 15: Pupil Premium Reviews

A useful means of improving the use of the Pupil Premium in schools, to improve outcomes and narrow achievement gaps, is to have a formal review of the school's strategy. We have promoted this process and encourage schools to undertake Pupil Premium Reviews, where gaps are not closing and where there may be a need to develop the effectiveness of the strategies supported by the funding.

Where there are particular concerns, schools are encouraged to carry out Pupil Premium Reviews. These commissioned reviews are carried out by National Leaders of Education and best practice is signposted for Kent schools.

Priority 16: Early Years Pupil Premium

The take up of EYPP has increased as a result of the programme of advice, support and training. Providers have been encouraged to share good practice which is disseminated across the sector through collaborations, Kelsi, Briefings and Network sessions.

In 2018 the percentage of children achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) increased from 74.3 in 2017 to 75.3, which is good news. Additionally, 2018 saw narrowing in achievement gaps as detailed below, which is also a positive picture:

Vulnerable Group	2017	2018
Free School Meals (Eligible)	22%	17.5% ↓
Disadvantaged *	20.2%	17.4% ↓
English as an Additional Language	9%	6.3% ↓
Special Educational Needs	59.3%	55.5% ↓
Children in Care		
• Kent County Council	• 49.4% (20 Children)	• 46.8% (21 Children) ↓
• Other Local Authorities	• 17.2% (7 Children)	• -24.7% (3 children) ↓

**Percentage difference between the mean average of the lowest 20% and the median average for all*

Priority 17: The Vulnerable Learners Data Pack

We have been working to expand and enhance the CYPE Integrated Dataset, and the ways it is used to support and inform service delivery to improve outcomes for children and young people. As part of this we have developed District Insight Reports which include a range of useful information and intelligence around vulnerable pupils and multiple disadvantage factors. These have been trialled during 2018, and now they have been agreed and the appropriate data protection assessments and privacy notices are in place, they are being updated with the latest information. We will then be in a position to share them more widely with schools and other partners

Priority 18: District Coordination

It is important that our services for vulnerable learners are coherent, co-ordinated and focused, and that these compliment the support they receive in school. In order to achieve this there are a number of district-based mechanisms involving staff from different services, many of which include schools.

Each district operates a Local Inclusion Forum Team (LIFT). This provides the mechanism for schools to seek advice and support for children with learning needs from a range of professionals and peers. Through these forums, schools can access the Specialist Teaching Service, outreach from our special schools, advice on strategies, gain support for statutory assessment requests, and evidence that applications for High Needs Funding are appropriate. Early Help workers also attend, enabling them to contribute to the discussion and to pick up appropriate cases to provide the coherent support children and families need.

In Year Fair Access panels operate at district level for secondary school admissions and more locally for primary admissions. These provide the forum to support children into school, to share the information available on the children, and to devise the support packages that may accompany their admissions. Officers from both Fair Access and Inclusion and Attendance Services attend and present cases.

PRUs and alternative provision operate at a district or twin district level, with Management Committees comprising school representatives. Early Help services are linked in to our PRUs and alternative curriculum settings to ensure that the vulnerable learners in these settings have access to support outside of school times, and to help target specific risk-taking behaviours.

Co-ordination across services, especially at a strategy level is managed by the Area Education Officers, working with Senior Improvement Advisers, the Heads of Service in Early Help and the Assistant Directors in Specialist Children's Services and other officers, through a Strategy Forum. These seeks to ensure that service and policy changes are understood and considered by all services locally, that these are jointly championed, and any adverse impact mitigated.

The Change for Kent Children programme will bring further co-ordination of support for children and families through the changes in direct line management and accountability.

The processes for identifying children missing education have been reworked and are regarded highly at a national level. Similarly, great strides have been taken to improve our contact and service offer to families who educate children at home, in particular quickly identifying those for who this was not a personal choice and assisting those children back in to school.

Priority 19: Develop E-Learning Resources

In partnership with Pearson Publishing, VSK offer an exciting and effective way to improve learning inside and outside of school. The new LEARNIT! App gives access to a library of interactive learning resources that can be accessed at any time and are designed to develop skills and build confidence in school subjects.



The LEARNIT! Resources complement children's work at school or with an external tutor and can contribute to test and examination preparation. It can be used on Android and Apple mobile phones and tablets as well as on the web, encouraging use outside of the classroom. Once downloaded resources run completely off line, so no-one has to worry having a network connection when they want to learn. The system tracks learner process, performance and self-evaluation for each pupil, helping make effective interventions easier.

The Education People also maintain an E-Learning website for continuous professional development (CPD) for all school staff supporting young learners.

Indicators to measure success of the Vulnerable Learners Strategy

Priority	Indicator(s)	2016-17	2017-18	Diff +/-
Reductions in the percentage of pupils supported by the Pupil Premium and those with special educational needs who are persistently absent, are excluded from school and who do not achieve the expected standards at each key stage	% Persistent Absence - FSM - Pri (FSM Eligible)	21.9	23.3	1.4
	% Persistent Absence - FSM - Sec (FSM Eligible)	33.8	35.7	1.9
	% Persistent Absence - SEN - Pri	16.5	17.6	1.1
	% Persistent Absence - SEN - Sec	25.1	25.5	0.4
	# Fixed Term Exclusions (pupils) - FSM - Pri (eligible)	367	429	62
	# Fixed Term Exclusions (pupils) - FSM - Sec (eligible)	1118	1379	261
	# Fixed Term Exclusions (pupils) - SEN - Pri (SEN Support and EHCP combined)	606	780	174
	# Fixed Term Exclusions (pupils) - SEN - Sec (SEN Support and EHCP combined)	1162	1541	379
	% not reaching expected standard at KS2 - FSM (eligible)	58	54	-4
	% not achieving English and Maths 4+ at KS4 - SEN (eligible)	73.1	71.7	-1.4
Increased take up of the free childcare entitlement for eligible two-year olds	Percentage FF2 take-up of the DWP cohort Summer	65.5	66.6	1.1
	Percentage FF2 take-up of the DWP cohort Autumn	74.0	72.8	-1.2
	Percentage FF2 take-up of the DWP cohort Spring	69.8	68.7	-1.1
Increased engagement by vulnerable families in Children's Centres' support	% Reach for Top 10 Most Deprived LSOAs (0-7)	Not available	58.3	Not available
The percentage of children in need and those with a child protection plan who are registered with a Children's Centre and are benefitting from family support	Children known to social services (CIN) (0-5) - % Reach/Reg	63.5	66.3	2.8
	Children known to social services (CP) (0-5) - % Reach/Reg	73.4	69.7	-3.7
Increased readiness for school by Pupil Premium pupils at the end of the Early Years Foundation Stage	EYFS GLD FSM Gap	21	17	-4
Year on year improvements in the standards attained at each key stage by pupils supported by the Pupil Premium and those with special educational needs, and narrowing of the achievement gaps	KS2 Expected Standard FSM Gap (eligible)	26	24	-2
	KS4 Attainment 8 FSM Gap (eligible)	18.4	18.8	0.4
Continued reductions in the percentage of young people who are NEET	% 16-17-year-old Cohort who are NEET (Nov/Dec/Jan in 2017 and Dec/Jan/Feb in 2018 in line with changes to the DfE methodology)	3.1	2.6	-0.5
Improvements in engagement with education for young people in the criminal justice system and evidence that they are achieving better qualifications to enter the job market	% Young offenders of school age in full time education (25+ hours)	59.5	58.8	-0.7
	% Young offenders post statutory school age in full time EET (16+ hours)	52.1	57.6	5.5
Reduced numbers of children in care who offend and are in the criminal justice system	% of the Youth Justice cohort that are CIC (snapshot at 31 March)	17.5	16.4	-1.1
Reduced numbers of children and young people who need the statutory protection of a child protection plan or who are designated children in need	Number of Children in Need - Figures have been calculated by DfE based upon all information provided in the CIN return for all children. A child in need is one who has been referred to children's social care services, and who has been assessed to be in need of social care services, this figure represents all such children open to social services at any time in the year.	17808	18852	1044
	Number of Children subject to a CP Plan - all CP plans open at any time in the year	2349	2745	396
Reductions in the number of pupils supported by the Pupil Premium and those with special educational needs who do not attend a good or outstanding school	% of PP pupil cohort not attending a Good or Outstanding school	15.1	13.4	-1.7
Reduced numbers of children and young people who need higher level support and specialist treatment for mental health and emotional difficulties	% of SEN pupil cohort not attending a Good or Outstanding school	10.2	10.1	-0.1
Increased numbers of pupils supported by the Pupil Premium, who are able, who access education in selective schools	% of Grammar school Year 7 roll that are PP	9.2	9.4	0.2

Pupil Premium Select Committee Action Plan

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 1 KCC Directorate for Children, Young People and Education should carry out an in-depth investigation into the reasons behind under-registration of children eligible for Free School Meals and Pupil Premium Funding and into interventions that will promote Free School Meal registrations and Pupil Premium take-up</p>	<p>Work has commenced within the Directorate and The Education People to deliver this recommendation. Currently developing the following proposals:</p> <ul style="list-style-type: none"> • Run a series of focus groups with schools to better understand techniques and incentives that work best with families to promote registration • Develop a toolkit for schools using the findings of the focus groups (may need a primary & secondary version) • Work with external comms to develop and deliver a communications plan to target parents and carers 	In progress	<p>Attached are documents outlining which schools have better outcomes for pupil premium pupils.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>28.1.19.Updated FSM Ever Performan performing schools.</p> </div> <div style="text-align: center;">  <p>KS4 PP high</p> </div> </div> <p>The county doesn't have data on 'under registration' as it does not have a benchmark on how many there should be, it can only supply data on actual registrations.</p>
<p>Recommendation 2 Many Kent schools identify one school governor to act as champion for all children in receipt of any type of Pupil Premium. The Committee recommends that this good practice is shared by all Kent schools. The Governor should:</p> <ul style="list-style-type: none"> • Be responsible for monitoring the allocation of Pupil Premium funding and its impact • Raise awareness of this funding amongst the rest of the governing body • Attend regular Pupil Premium training to keep up-to date with policy developments in this area • Encourage better exchange of information between schools to promote a smoother transition 	<p>District governor briefings held during term 3 will receive update for county and district performance data for disadvantaged pupils.</p> <p>Improvement adviser autumn visits focused on unvalidated achievement data, particularly for disadvantaged outcomes and trends over time. Advisers checked with school leaders that a governor is acting as Pupil Premium champion and statutory requirement for pupil premium strategy to be on website.</p> <p>Improvement Advisers signpost good practice for disadvantaged achievement and effective transition arrangements. This is already in place</p> <p>KAH sub-group improvement priorities focusing on achievement of disadvantaged pupils, in line with KAH improvement priorities for 2018/19</p>	Ongoing	<p>Validated primary achievement data published in December 2018 and secondary data published in January 2019</p> <ul style="list-style-type: none"> • Kent Association of Headteachers in conjunction with TEP and Teaching Schools Alliance work together to ensure school to school improvement support. This includes quarterly area school improvement sub-group meetings. The focus of these meeting is to share good practice and identify areas for improvement. • Signposting to be in an easy to read version which could be shared with schools • Schools able to access current documentation

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 3 KCC Early Help and Preventative Services Team should increase the provision and presence of its services within local schools' premises by locating some of its operations within those settings</p>	<p>From January 2018 until July 2018, a pilot project was located in five Swale schools. This pilot provides an integrated social care and early help approach focussing on schools. The early outcomes indicate:</p> <ul style="list-style-type: none"> • Reduction in demand into Children's Social Care in East Kent (down by 22%) • Reduction in demand from the five schools compared to the same period in 2017 <ul style="list-style-type: none"> ○ Reduction in referrals for assessment ○ Reduction in ongoing cases after assessment/S47 ○ Reduction in Social Care contacts ○ Increase in Early Help notifications from the schools in the Pilot • A positive change in the narrative used by schools • Schools became more aware of the wider service offer within the community • Staff felt more confident in dealing with children and young people with challenging behaviour 	<p>In progress</p>	<p>From September 2018, this programme has been further developed with 6 schools in Thanet. Outcomes will be shared.</p> <p>This approach is also being developed as a potential county wide initiative within the Directorate's Change for Kent Children Programme.</p> <ul style="list-style-type: none"> • CYPE Cabinet Committee to receive a report on the scaling up of the pilot projects – received 11 January 2019 as part of a CFKC update at CYPE Cabinet Committee Item
<p>Recommendation 4 KCC's Directorate for Children, Young People and Education should continue to actively promote better information sharing between Kent Early Years providers, Primary and Secondary schools in order to facilitate a smoother transition for disadvantaged children and to provide them with the academic and pastoral support that meets their specific needs.</p>	<p>Initial work has commenced within The Education People to promote better information sharing in respect of transition, for disadvantaged children.</p> <p>MI tick box on EYPP application could enable a smoother transition to a school application</p> <p>'EYPP received' is included on the EY Local Inclusion Team (EYLIFT) paperwork to ensure use of this additional funding is included in the multiagency discussion.</p> <p>'EYPP received' is included on pre-school-primary school transition documentation which will signpost schools to children who met the criteria at pre-school.</p> <p>EYPP included on tracking tool</p>	<p>Ongoing</p>	<p>Up take is improving</p> <p>FSM GLD gap has narrowed but we do not have the evidence that this is a result of the use of EYPP</p> <p>We are currently reviewing our Transition Matters Framework and Toolkit, of which information sharing in general is a key feature</p>

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 5 KCC's Directorate for Children, Young People and Education should explore opportunities to support and promote additional speech and language provision in pre-school settings, including working with the NHS as a key partner and organisations in the voluntary sector.</p>	<p>A collaborative project with CCGs across Kent is being developed with the proposed aim of implementing a new specification for a jointly commissioned Speech and Language Therapy Service as part of a whole system approach to meeting children's needs. A working group has been established with key representatives from KCC, CCGs, providers and schools.</p> <p>Early Years representation on County C and I network group and SEND Health and Well-Being sub-group which feeds into 0-25 Health and Well-Being Board</p> <p>Support available is identified and listed on Balance Approach system</p> <p>Joint training (SaLT, STLS and Early Years Equality and Inclusion advisers) delivered to settings:</p> <ul style="list-style-type: none"> • Prime Importance of Language and Communication • Language for Learning • Targeted Language Training <p>Range of additional training available from the Education People and multiagency colleagues. Equality and Inclusion advisers are licensed to deliver the full range of I CAN training and have Regional Makaton trainers within the team</p> <p>Speech and Language Therapists attend some EY LIFTs and provide surgeries for providers following this meeting.</p>	<p>In progress</p> <p>Ongoing</p> <p>On-going</p> <p>Ongoing</p> <p>In progress</p> <p>Ongoing</p>	<p>Progress updates on this project will be reported to the Children and Young People Health and Wellbeing Board Standing Group for SEND.</p>

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 6 KCC's Cabinet Member for Children, Young People and Education should write to the Secretary of State for Education to inform him that the Committee supports the recommendation of the Social Mobility Commission's report that Early Years Pupil Premium funding should be doubled, funded by either a redistribution of Primary Pupil Premium or from elsewhere within the DfE budget.</p>	<p>A letter from the KCC's Cabinet Member for Children, Young People and Education to the Secretary of State for Education is in advanced draft and will be sent shortly.</p>	<p>In progress</p>	<p>Kent's Early Years Collaboration Leaders have recently decided to write collectively to ministers expressing their concerns at the level of funding for Early Years Free Entitlements. They will include in this the level of EYPP as they are no clear why settings get so much less than schools.</p>
<p>Recommendation 7 KCC's Directorate for Children, Young People and Education should carry out a pilot to determine the extent to which increasing the Early Years Pupil Premium funding rate would have a positive impact on narrowing the attainment gap</p>		<p>Unable to progress</p>	<p>This recommendation is not achievable as is currently stated. There is no opportunity under current regulations to supplement a national resource with funds locally. Initial thoughts if regulations made it possible to move forward.</p> <p>Initial thoughts if regulations made it possible to move forward. Identify where the pilot should take place and then ensure that a range of PVI providers are included in the pilot including childminders and maintained nursery classes. Providers to be chosen by using local intelligence and the matched GLD data. The group of settings receiving the additional funding and the group continuing to receive the current funding would have the full range of Ofsted judgements, similar cohorts of children and staff expertise/qualification.</p> <p>Monitoring of the impact of the pilot using:</p> <ul style="list-style-type: none"> - Kent Progress Tracker Intervention Tool to show which interventions improved outcomes for children and where the attainment gap narrowed - Leaven Well-being and Involvement Scales - Survey of providers and families

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 8 KCC's Corporate Director for Children, Education and Young People should work with other Local Authorities that place children in care in Kent school to ensure that consideration is given to the appropriateness of the placements, taking into account whether adequate support is in place for the Pupil Premium Plus to be spent effectively</p>	<p>A report was presented to the Children's, Young People and Education Committee on 8th May 2018 outlined the position regarding Looked After Children placed in Kent by Other Local Authorities. The Committee discussed the vulnerabilities of these children and the impact of the placing authority not fully consulting with Kent to plan a suitable education placement for the child. Further work to ensure that placing authorities undertake their legal obligations prior to placing in Kent is continuing and the Corporate Director for Children, Young People and Education is having ongoing discussion with ADCS.</p>	<p>In progress</p>	
<p>Recommendation 9 KCC's Directorate for Children, Young People and Education should produce more concise versions of both the Kent Primary and Secondary Pupil Premium Toolkits. For the current cost of £240, each of these versions should be sold as part of a package that includes the full version as well as training for school leaders on how best to use them.</p>	<p>Work is being further developed in The Education People to produce a more concise versions and package of the pupil premium toolkits to schools.</p> <p>Pupil Premium toolkits to be reviewed during term 3 with a group of pilot schools with disadvantaged outcomes below 2018 national average. A training package would need to be reconciled with reviewed costings.</p> <p>Option of an E-Learning package to be explored considering review of materials with pilot schools.</p>	<p>In progress</p>	<p>Headteachers who are National Leaders of Education could lead on the review of the Pupil Premium toolkits, as they are accredited Pupil Premium reviewers. An Action Plan for developing the toolkits and additional traded support is being developed by TEP.</p>

Recommendation	Progress to Date	Status	Comments
<p>Recommendation 10 KCC's Directorate for Children, Young People and Education should ensure that Pupil Premium best practice at many Kent schools continues to be encouraged and shared across all Kent schools and Early Years providers. The best practice should be further promoted through the KELSI website and through collaboration with the Kent Association of Headteachers.</p>	<p>To close the disadvantage, gap the School Improvement Team in The Education People are developing stronger collaboration with teaching schools to ensure best practice is utilised across primary and secondary schools. Additional training and support will be rolled out to schools, as well as information on test practice being shared on the newly created Education People Website and the Kent Association of Headteacher website as well as Kelsi.</p> <p>Information currently on Kelsi Early Years and Children Care Equality and Inclusion pages which are regularly updated to ensure current information regarding EYPP is available (link below)</p> <p>Good Practice ideas are added here and shared in the Early Bulletin, at EY Briefing and Network meetings and through the Collaboration Leaders events. http://www.kelsi.org.uk/early-years/equality-and-inclusion/early-years-pupil-premium</p>	<p>In progress</p>	<p>Kent Early Years and Childcare Provider Association meets quarterly to discuss relevant strategic and otherwise significant issues.</p> <p>Disadvantaged pupil achievement shared with schools at primary headteacher briefings.</p> <p>Pupil premium toolkit is available as a product on TEP website.</p> <p>https://www.theeducationpeople.org/search?query=pupil+premium+toolkit</p>