A Strategy for Equity and Excellence in Education

In order to close attainment gaps for those vulnerable to underachievement

Oxfordshire's Children and Young People's plan 2015-18 wants Oxfordshire to be 'the best place in England for children and young people to grow up in, by working with every child and young person to develop the skills, confidence and opportunities they need to achieve their full potential.'

Oxfordshire Education Strategy 2015 – 18 has a vision of an 'autonomous and self-improving education system' where 'schools and settings promote excellence'. This will be delivered by having the 'right culture for improvement, including a guarantee of effective challenge from highly credible professionals'. To achieve this within the education system, collective responsibility through system leadership is required.

Educational improvement must be delivered for children in parallel with the vision of the Health and Wellbeing Board. This is to deliver better quality care, improve health outcomes and improve the public's experience of health and social care services. The second priority is to 'improve the achievement of those with Special Educational Needs'

The work of the local authority is to: provide an inspirational vision; influence and shape quality and diversity of provision; achieve collective approaches to child vulnerability; and promote improvement by challenging and supporting towards excellence in education for children. It will put the use of the pupil performance data at the heart of what teachers, schools and the local authority do, having an overview of performance. It will challenge schools and settings to improve where there is evidence of poor performance. It will therefore remorselessly act as the champion for the child no matter where the child is educated.

This strategy document is constructed with this school improvement landscape in mind. It aims to tackle the gap between the county council's ambition for children and what results tell us. It will focus on improving the attainment and progress of those learners vulnerable to underachievement in all schools and settings in Oxfordshire and focus on improving attendance and reducing exclusions.

It is imperative that all those involved in education in the county focus their development on their contribution to this strategy. Individual action plans will form the method of implementation of such a strategy. Any accountability will be by evaluating the impact of each plan against its contribution.

This strategy recognises the complexity of delivering high quality education and presents a vision for the county and an outline and guidance for schools and clusters working together to interpret and make local decisions. It encourages improvement to be based on evidence of what works.

Contents

Page

Introduction

This strategy recognises 'the highest performing education systems are those that combine equity with quality'[1] and the link between educational under-achievement and poverty[2]

In this document the themes of equity and excellence are defined as follows:

Equity is achieved with *fairness*, making sure that personal and social circumstances should not be an obstacle to achieving educational potential, and *inclusion*, ensuring a basic minimum standard of education for all.

Excellence is achieved when the quality of leadership, welfare and teaching enable learning that is consistently high, producing high achievement for all.

Data tells us that most pupils achieve at expected levels in Oxfordshire, and many exceed these. However, there are significant groups of pupils that underachieve and for whom education in Oxfordshire does not provide equity or excellence.

Any strategy for improvement within Oxfordshire will only be effective if all those involved in the education of its children work in partnership towards its aims.

What this strategy aims to achieve by 2018

1. A transformation in learning for those vulnerable to underachieve
2. A full time suitable education place for every child
3. Teaching that effectively focusses on the learning needs of all pupils, and that intervenes early when underachievement is detected or suspected
4. Leadership that develops schools and settings with a culture focussing on **equity** and **excellence**
5. All schools and settings effectively focussing pupil premium grant on closing gaps in attainment for those disadvantaged pupils (annual sample of websites)
6. To close the attainment gap between those (as in RAISE):
   a. who are disadvantaged and others
   b. who have SEN and those who do not
   c. with EAL and those who do not
   d. who are in the care of the local authority and those who are not
7. Persistent absence reduces to prevent underachievement
8. Local provision effectively manages the behaviour of pupils so that permanent exclusions significantly reduce to 30 or fewer
9. To reduce the number of vulnerable learners who are not in employment education or training (NEET)

Overall attainment 2015		Oxon	National
Phonics y1		76%	77%
KS1 L2+	Reading	92%	90%
	Writing	88%	88%
	Maths	94%	93%
KS2 L4+		80%	80%
KS4 5A* to C in EM		59.1%	56.3%
Unvalidated data			

Comparison of Oxfordshire CC to its statistical neighbours 2015 (out of 11)		All	Dis	SEN
Phonics y1		7th	9th	na
KS1 L2+	Reading	1st		
	Writing	2nd	na	na
	Maths	1st		
KS2 L4+		7th	na	na
KS4 5A* to C inc EM		8th	na	na

na means data will be added when full datasets are sent in Dec 15 and Jan 16

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[1] OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing
[2] Child Poverty in the UK: DWP & DfE, 2012, para 7

Priority 1: Improve achievement for those who are disadvantaged

Disadvantaged pupils are defined as those in receipt of Free School Meals within the last 6 years, those in care, those who have been adopted from care and those children of service families. Pupil premium funding is presently available to schools to close attainment gaps.
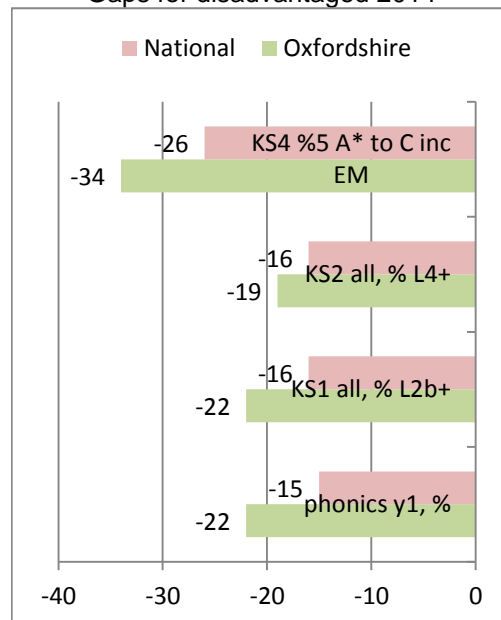
At all stages of education in Oxfordshire the gap for disadvantaged pupils is wider than that nationally.

There is not sufficient a focus in settings, schools and partnerships on closing attainment gaps for those disadvantaged.

There are pockets of good practice in the county that are nationally and locally recognised, for example with the national pupil premium awards.

All school leadership needs to interpret the concepts of equity and excellence in their vision of education.

Gaps for disadvantaged 2014

■ National ■ Oxfordshire

- KS4 %5 A* to C inc EM: National -26, Oxfordshire -34
- KS2 all, % L4+: National -16, Oxfordshire -19
- KS1 all, % L2b+: National -16, Oxfordshire -22
- phonics y1, %: National -15, Oxfordshire -22

(axis: -40, -30, -20, -10, 0)

Issue	Desired outcome	Opportunities
a. The gap between those disadvantaged and others is too wide across Oxfordshire and in many schools	The gap for disadvantaged pupils and others narrows throughout the time frame of this strategy for Oxfordshire, local partnerships and schools. Pupil premium is used to close attainment gaps for all disadvantaged pupils.	Governing bodies support and challenge school leadership to close the attainment gap. The LA challenges schools to close the attainment gap through the use of data
b. Not all schools or partnerships of schools effectively analyse data concerning attainment gaps and continuously act to close it	All partnerships to be willing to share performance data. Improvement strategies should be based on best practice. School improvement plans will describe how to close attainment gaps	Schools, school partnerships and school to school support should use the EEF tool kit to support improvement planning [Appendix C]
c. The LA does not yet challenge schools enough to close attainment gaps	All schools will be challenged concerning the attainment and progress for disadvantaged learners	School performance statements to include disadvantaged RAG
d. Not all school leadership has an improvement focus on equity and excellence	All improvement plans focus on improving the attainment of disadvantaged learners. Effectively use pupil premium funding	Use J Dunford's 10 steps [Appendix B] and governors question [Appendix D]

e. Not all teaching effectively closes attainment gaps	Quality First Teaching includes meeting the learning needs of the disadvantaged learners	Refocus teacher development and teacher training
f. Children in care make insufficient progress	The designated teacher acts as a corporate parent so that children in care's learning needs are fully met	All PEPs focus on education need using pupil premium plus
g. The gap in attainment for groups of learners with English as an additional language (EAL) are too wide	The attainment gap for children with EAL narrows and eventually disappears	School-to-school support is used to spread good practice with EAL teaching.
h. Not all schools know of the contribution to a child's attainment alternative provision makes.	Schools require alternative provision to regularly inform them of the effectiveness of their contribution to improving attainment. Schools evaluate the quality of provision	Inspection expects schools to know the contribution to pupils attainment
i. Too many disadvantaged young people are NEET	School leadership considers equity to be about gaining equality of outcome. Positive action is taken by schools, colleges and the LA to alleviate barriers to learning so that pathways in progression are open for as long as possible. Schools develop pupil resilience for learning.	Schools, colleges and the LA effectively engage in the 100% participation strategy. Schools develop teaching and school culture that develops pupil resilience.

Closing the attainment gap by changing the school vision

One primary school in Witney improved the average score at KS2 by nearly one level over 4 years by changing their vision and subsequent policy to focus on equity and excellence. Teaching now enables all children and groups to achieve so the value added for disadvantaged groups is significantly better than national performance. Governors ensure the vision is realised.

Focussing on parental engagement and targeting those disadvantaged
An Oxford City primary school, with a high proportion of learners disadvantaged, including a large group of English as an additional language pupil's, has improved progress for those vulnerable to underachievement. The 2014 data for KS1-2 was the best the school has ever achieved. The school focussed on improving parental engagement with learning which resulted with an improving trend over 3 years, with disadvantaged pupils closing the gap in all areas from 2012-14 and in 2014 value added data from KS1-2 were all significantly above national figures and closing the gap in all areas.
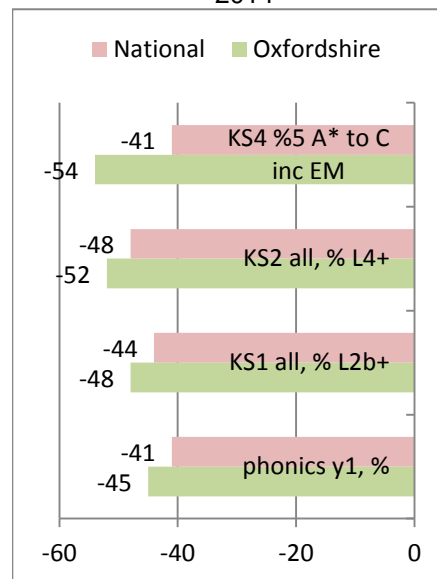
Priority 2: Improve the achievement of those with Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In school, these pupils have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

In all stages of education in Oxfordshire the gap is wider than national data.

All school leaders need to set aspirational targets for progress and outcomes and plan to achieve them for this group of pupils. Whatever strategy is developed to improve the attainment of those with SEND the development of quality first teaching is the beginning.

Gaps for SEN (without statement) 2014

Issue	Desired Outcome	Opportunities
a. Knowledge and skills of staff to ensure identification and planning for those pupils with SEND is not always effective	Training, coaching and mentoring by leaders to ensure that all staff have the skills to meet the needs of pupils with SEND. Quality first teaching in schools and settings.	Oxfordshire's SEN support and guidance to create consistency. Training opportunities taken. School to school support focusses on SEND. Use school improvement strategies with a focus on SEND.
b. Insufficient focus on high aspirations and expectations for pupils with SEND resulting in too many not making expected progress.	Leaders have a relentless focus on ensuring pupils with SEND and other vulnerable groups close the gap through inclusive teaching and learning, an inclusive ethos and a clear commitment to making a difference for these pupils. All schools to be challenged on the outcome of pupils with SEND	School performance statements to include SEN RAG. Focus on progress as well as attainment.
c. Interventions are sometimes used as the main means of addressing difficulties rather than to complement and extend classroom learning.	All schools implement rigorous provision management to ensure that no pupil is withdrawn from class unless there is clear evidence of sustained impact. Research and evidence based practice determines most appropriate early intervention. Learning from intervention programmes is explicitly linked to classroom teaching. Effective use of SEN and high needs funding. Local range of quality and specialist provision meets local demand.	J Dunford's 10 steps Greg Brookes 'What works in literacy' Latest research documents found on Oxfordshire school inclusion team's website The SEN infrastructure and placement strategy will develop more local provision and outreach.

d.	Not all pupils with SEND are identified early enough. Accuracy in identifying barriers to learning and monitoring progress over time needs to be more rigorous.	All schools to use the SEN Support guidance effectively and consistently to both identify and plan for individual pupils. Ensure young people and parents are at the heart of the review process with regular meetings to support parental partnership with school focussing on learning and progress.	Annual review of school engagement with guidance through SENCO networks. The review cycle outlined in the 2014 SEN Code of practice puts the child and the parent at the centre of the review cycle
e.	For children with more complex needs, approaches are not always integrated across education, health and social care, especially at transition to adult life	Integrated assessments leading to a single Education, Health and Care Plan	Implementing Education, Health and Care Plans with a focus on person centred, outcomes planning.
f.	Effective strategies and interventions for children with social, emotional and mental health (SEMH) needs are not consistently employed	Children with SEMH needs are addressed early and there is effective multi-agency support when needed, to support children in their local areas	Implement new CAMHS model and transformation plan 2015 – 2020 New integrating 0 - 19 services provided by Children's Centres, Early Intervention Hubs and Children's Social Care.
g.	Not all schools or partnerships of schools effectively analyse data concerning attainment gaps and continuously act to close it	All schools to be challenged on attainment and progress of pupils with SEND. Leaders to develop analysis of vulnerable group data to inform actions.	Schools to work in partnership to ensure local solutions to meeting individuals learning needs
h.	Information about provision and services is not always readily available or high quality	Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices	The Local Offer sets out in one place all information on SEND

Raising attainment using data and provision mapping

In a village primary school, a review raised concerns about SEN provision. The school had an average percentage of SEN pupils, but higher than average number of Forces pupils.

With a new Headteacher, in January 2013 an inspection judged the school to be grade 3.

Supported by an LA consultant, the new SENCO worked on ensuring that pupils' needs were correctly identified and that good quality provision was put in place. The deployment of TAs was changed so rigorous provision management enabled the school to develop high quality intervention. HMI recognised that clear data analysis for vulnerable groups began to reflect better progress. The school is now a good school and the hard work of the SENCO was also rewarded with a distinction for the NASENCO award.

Raising attainment in writing for all pupils

A large primary school in Oxford invested in speaking and listening based activates in order to boost children's vocabulary.

This has accelerated progress in reading and writing attainment for all pupils but especially those on the SEN register. This focus included an emphasis on storytelling and teaching vocabulary that children used in reading comprehension and writing. A traffic light system was introduced for new vocabulary and key words in each topic that children applied in their work.

The value added for pupils on the SEN register at the end of key stage 2 was 101.7 in writing and 101.6 in reading. The school moved from good to outstanding.

Priority 3
Improve attendance and reduce persistent absence

Attendance is too low and persistent absence is too high in Oxfordshire

There is a strong link between high attendance and high achievement.

From September 2015 the definition of persistent absence will be 10% or more of unauthorised absences. School leadership increasingly will need to plan to prevent absence and seek to intervene early when patterns of attendance raise a concern. The partnership with the local authority will use effectively its full powers to ensure attendance.

The use of prosecution in cases of children subject to or at risk of sexual exploitation has been criticised.

Patterns of absence from school, alternative provision or a setting, whether it is for a full or part of a day, may well be an indication of a safeguarding concern. There are emerging correlations between Child Sexual Exploitation (CSE) and poor attendance.

% persistent absence rates by year group
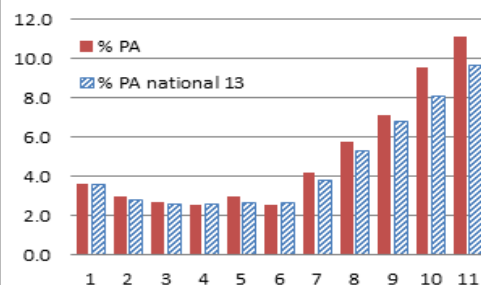
% Persistent Absence by SEN		Statement	School Action Plus	School Action	No SEN
Primary	Oxon 13/14	10.2	7.5	4.5	2
Primary	National 12/13	8	6.1	4.8	2.1
Secondary	Oxon 13/14	16.3	20.9	10.9	5
Secondary	National 12/13	11.8	16.4	10.6	4.9

Issue	Desired Outcome	Opportunities
a. Absence and persistent absence is too high	The reasons for poor attendance are quickly identified. Early prevention is prioritised	Schools and partnerships examine and improve their processes of attendance analysis and family communication.
b. Intervention is not put in place early enough to avoid entrenched poor attendance	Absences is analysed and challenged. Information is shared appropriately with other professionals so that links can be made and decisions about support and intervention accurately judged.	LA attendance team available for early advice. Schools will use legal processes or look to reduce absence trend.
c. Patterns in pupil absence are not sufficiently considered as early indications of safeguarding concerns	School leadership should develop a culture of 'continuous professional curiosity'. Early patterns and changes in attendance are identified and challenged. Safeguarding links are made by all staff.	Robust school attendance monitoring systems produce safeguarding questions. Partnerships with schools and external agencies (e.g. multi agency safeguarding hub, MASH) link to risks of harm.
d. Reduced timetables are not always used effectively	If reduced timetables are used a child should also have provision for the remainder of the school hours	School leadership to take responsibility for safeguarding a child during school hours
e. The LA does not have a full view of attendance as data is not available from some schools.	Schools, especially academies must at least be legally compliant with regard to attendance data and compatibility issues need to be resolved.	Appropriate data should be utilised by all schools jointly with the Attendance Team (if trading) and targets set. Patterns challenge leadership around appropriate action.

f. Authorised absence rates are too high in Oxfordshire's secondary schools	Schools to reduce the uses of the C code – 'other authorised absences' and the B code 'educated off site' Data to be analysed by schools and LA to establish the reason for high authorised absence.	Governors and improvement conversations to examine attendance issues. Partnerships consider the level of illness and challenge this locally.
g. There is a gap in effective information sharing leading to children at additional risk of harm [Serious Case Review A-F]	LA and schools use data more effectively to avoid inappropriate referrals and prompt closer working between schools and relevant agencies. Data sharing protocols agreed between the LA and all schools.	Governors check that data sharing protocols are effective. School and LA culture keeps children free from harm.
h. The number of inappropriate referrals for prosecution is too high.	Full investigations should be thoroughly completed by schools prior to referral to the Attendance Team.	Schools fully explore the cause of poor attendance of individuals and engage other agencies ie mental health services (PCAMHS), Thriving Families, Medical/Health etc before considering a referral to the County Attendance Team.
i. Children subject to or at risk of Child Sexual Exploitation continue to be referred to the Attendance Team for prosecution against recommendations	Alternative interventions should be rigorously sought when there is a significant known risk of Child Sexual Exploitation	Child Sexual Exploitation screening tool to be completed by school prior to referral to Attendance Team for all children over the age of ten.
j. There is an increase in the number of families who opt to home educate when attendance concerns are raised.	School leadership must take advise when discussing home education so they follow statute. LA will follow their escalation policy when schools are suspected of unofficial exclusion.	Early advice is sought by school leadership from the LA when attendance and exclusion are discussed with parents.
k. Reduced timetables are sometimes being used long term and without reintegration plans or parental permission.	Schools leadership uses reduced timetables to a minimum following LA guidance. LA challenge unlawful use of reduced timetables.	School leadership checks out with the Attendance Team the proposed use of reduce timetables. Alternatives are also considered
l. Alternative provision does not always report daily attendance to the home school	Schools retain responsibility for pupils who are educated offsite and must ensure that they have arrangements in place to monitor attendance and for the reporting of absence.	Contracts and service level agreements between schools and providers should include a protocol for monitoring attendance.

Effective multiagency working to engage parents and the child to improve attendance at school

Child P is a vulnerable girl and does not always realise when she is in danger of child sexual exploitation. Police were notified as she left without the parent or school knowing where she is.

After the school had sent a warning and raised concerns with the attendance team, a multiagency panel meeting was held. At this point the parent did not attend and a contract was sent out with an attendance target and review date. After the social worker explained the process to the parent, they began to communicate with the attendance team. More complex issues materialised, but the parent and child began to engage with agencies and targets and promises met. An Educational Supervision Order was now considered the appropriate route as the parent and student were willing to engage with agencies.

Attendance continues to improve and the parent and child P often contacting the attendance team.

Priority 4

Reduce permanent and fixed term exclusions

Permanent exclusions	overall	secondary	primary
2013/14	30	20	10
2014/15*	53	45	8

DfE statutory guidance recommends that "… permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; <u>and</u> where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."

In 2014-15 permanent exclusions nearly doubled from the previous year with much younger primary aged pupils excluded.

In Oxfordshire, when pupils are permanently excluded, moves to a new school or alternative provision are considered at secondary level by in-year fair access panels. In 2014/15, interim places at the PRU were quickly filled and the requirement for day 6 provision was not always met. Whilst some schools felt too much pressure to take excluded pupils, others declined to participate in arrangements in the Fair Access protocol.

The serious case review A-F recommended that "…decisions around exclusion from school and its management (risk assessments and plans) take into account that the behaviour is or may be related to exploitation."

In order to ensure the learning needs of these children are better met, preventing underachievement, improvement is needed.

<u>Permanent exclusions in 2014/15</u>

SEN
37 had identified SEN

By gender
11 were female
42 were male

Areas excluded pupils from
12 south
20 central
21 north

*this data may be revised

Issue	Desired Outcome	Opportunities
a. Secondary aged pupils permanent exclusions are too high	Schools are able to manage pupils liable to exclusion locally. School leadership from all secondary schools engage with the Fair Access protocol and In Year Fair Access Panels (IYFAP) who effectively place pupils	Undertake robust research with Schools and OCC staff. Effectively implement research findings. School leadership engages with IYFAP and plans local provision
b. Primary aged pupil's exclusions are stubbornly high and occurring for younger pupils	Schools are able to access local support and provision to manage pupil need. Quality First Teaching and school leadership manages challenging behaviour	Research on the causes. The plan will support schools to prevent exclusions. School partnerships consider how to support each other.
c. In school practice to prevent exclusion is too variable	Quality First Teaching is developed by all teachers. Reintegration and exclusion officers are always used to advise leadership. Schools seek specialist support early	Research will recommend how to improve communication. School inclusion consultants provide advice on behaviour
d. There is an incomplete knowledge of the range of alternative provision	Alternative provision meets need. LA stimulates local provision to strengthened and expand as required.	The Alternative Providers List (APL) is updated and special outreach work used

e.	Fixed term exclusion data is not provided to the LA by all schools. This gives an inaccurate overall picture of exclusion rates in Oxfordshire	Schools provide detailed information about fixed term exclusions to the LA. All parties demonstrate that data sharing safeguards pupils	Research demonstrates the issues with communication and sharing data which are corrected
f.	The protocol for the exclusion of looked after children is not always followed	Designated Teachers (DTs) know and ensure that the protocol is followed. Senior School Leadership should involve the DTs and discuss the situation with the Virtual School from an early stage.	Designated teachers (DTs) will be reminded of the protocol in newsletters and at conferences
g.	There is a link between Child Sexual Exploitation (CSE) and exclusions	The permanent exclusion of children known to be at risk of CSE are avoided, LA has an internal alert system to ensure that DLT are notified of any permanent exclusion involving children at risk of CSE.	Additional support is considered by school and LA that enables the child to stay in their existing school.

Developing internal provision to prevent exclusions and raise attainment

A secondary school in south Oxfordshire tackled poor behaviour and exclusions by using the old caretaker's house to develop a safe, therapeutic and learning centre. The school appointed a specialist worker to run the provision and they bought in counselling providers if needed. Working with family support and teacher input, students are able learn in the centre and often are supported back into mainstream classes. In 2014/15 the attainment gap for disadvantaged students remains narrow with no permanent exclusions. In 2013/14 the school was the only secondary school in Oxfordshire in the top quintile nationally for persistent absence.

The vision and values from this project are being translated into a local primary model in the area.

What will make this strategy work?

The cross cutting themes underpin all improvement in Oxfordshire for all those involved in education.

In order to raise attainment for all groups and close the attainment gap for vulnerable groups:

1) The Strategic Schools Partnership and Early Years Board in Oxfordshire will:
    a) build capacity to improve achievement, attendance and behaviour across Oxfordshire's school system
    b) contribute their collective expertise to a strategic improvement plan
    c) commission research into the causes of exclusion [priority 4]
    d) monitor and steer improvement strategies [1, 2, 3, 4].
2) The operational group of the strategic partnerships will:
    a) act under the direction of the commissioning groups
    b) inform the commissioning groups concerning achievement of vulnerable learners, gather partner's actions in a strategic plan, monitor its impact and steer future actions
    c) will act collaboratively and be made up of about 8 key practitioners and system leaders, drawing on advice from other partners.
3) The LA will be a champion for the child by:
    a) placing children, young people and families at the centre of planning, and working with them to develop co-ordinated approaches to securing better outcomes [1, 2, 3, 4]
    b) promoting the best practice in Oxfordshire in achieving equity and excellence to influence improvement [1, 2, 3, 4]
    c) monitoring schools and partnerships, identifying underachievement for vulnerable groups or high levels of persistent absence and challenging them to improve [1, 2, 3, 4]
    d) monitoring settings with weak provision for vulnerable groups or individuals and challenging them to improve
    e) brokering intervention and support to improve teaching and leadership [1, 2]
    f) brokering or trading support to improve English, mathematics and special needs leadership [1, 2]
    g) acting in partnership according to the requirements in the SEND code of practice [2]
    h) hosting a Virtual School for Looked After Children that advocates for improving the education outcomes and challenges and supports schools to achieve this [1, 2, 3, 4]
    i) monitoring gaps in provision, targeting and brokering additional provision for those that present the most challenges to learning [3]
4) Oxfordshire Teaching Schools Alliance (OTSA) will provide research and training by:
    a) Using the best practice in Oxfordshire in achieving equity and excellence to influence improvement [1, 2]
    b) Focus training on inclusive teaching for disadvantaged learners [1]
    c) training and brokered school-to-school support with a focus on using best practice in the county with high achievement for all groups of learners [1, 2, 3, 4]
    d) disseminating recent local and national research to improve teaching and leadership [1, 2, 3, 4]

5) School and Setting Leadership will lead improvement by:
   a) developing equity and excellence as a cultural and professional imperative [1, 2]
   b) set targets that are high and ambitious for all learners vulnerable to under-achieve [1, 2]
   c) delivering high standards of achievement for all groups and individuals [1, 2 and Appendix C]
   d) developing resilience and self-improving structures that enable teachers to teach those that present even the most challenges to learning [1, 2, 3, 4]
   e) promoting inclusive quality first teaching [1, 2, 3]
   f) using leadership of the SENCO and designated teacher so that they have significant influence in teaching children with SEND and who are in care [1, 2]
   g) using their best practice and work in partnership with other schools, settings and professionals to improve provision for all vulnerable learners [1, 2, 4]
   h) using pupil premium funding effectively to raise the attainment of those disadvantaged [1 and Appendix B]
   i) working in partnership with other schools and professionals to ensure access to education for all vulnerable children and young people without school places [1, 2, 3, 4]
   j) working in partnership with the school nurse in order to make decisions about a child [1, 2, 3, 4]
6) Governance will monitor, challenge and support by:
   a) Making sure that school or setting vision emphasises equity and excellence
   b) Frequently questioning senior leadership to close attainment gaps including using effectively pupil premium for disadvantaged pupils [1, 2, 3, 4 and Appendix C]
   c) Championing those children who present the most challenges [1, 2, 3, 4]
7) Health will work in partnership by:
   a) building capacity to promote emotional health and wellbeing, healthy eating and physical activity, positive relationships and sex education through a school nurse in every secondary school , as well as an offer 'early help' to vulnerable learners to help prevent problems[1, 2, 3, 4]
   b) listening to schools to develop the new CAMHS model and transformation plan 2015 – 20
   c) continuing the work identified in the Joint Teenage Pregnancy Strategy to reduce teenage pregnancy and conception rates.
   d) Working with the county council to ascertain the connection between underachievement and data concerning young people's health and to jointly plan intervention (the Joint Strategic Needs Analysis) [1, 2, 3]
8) Alternative providers will:
   a) Be able to inform the school of a child's attendance [3]
   b) Regularly inform the home school of the child's engagement with learning and their contribution towards improving attainment [1, 4]

The operational group of the strategic boards will monitor each partner's plans, impact and contribution to the delivery of this strategy for the strategic partnerships.

Cross cutting themes

In order to achieve equity and excellence in Oxfordshire School, setting and alternative provision leadership will:

1. aim high and make the outcomes for learners vulnerable to underachieve the drivers for improvement

2. direct resources to the learners with the greatest need and monitor and evaluate their impact on achievement standards

3. always expect more by setting targets to achieve excellence and more equity, particularly related to low attainment and those who are missing out on education

4. be ambitious for those learners liable to underachieve

5. develop a relentless focus on early intervention

6. promote the development of the child as a continuous learner

7. ensure that learners have a sense of belonging to a safe place to learn from the outset

system leaders will:

8. promote a culture of mutual trust and accountability to provide excellence and equity for all learners

9. develop a relentless focus on effective partnership working, including with families, to strengthen learning

10. develop excellent provision for equity.

Using targeted interventions for reading to raise attainment

A primary school on the outskirts of Oxford, with high EAL, focussed interventions on reading for those that were in receipt of pupil premium. In 2014 their value added performance is now above national for the first time in 3 years.

Using partnerships to improve teaching and learning

A partnership of six primary schools and a secondary school used innovation funds to explore common themes in teaching and learning, including national lead in curriculum development given by Mick Waters. Cluster results at KS2 and KS4 continue to rise and strengths spread across schools.

What is meant by the term 'vulnerable learner'?

Learners vulnerable to underachievement include children and young people: growing up in deprived communities; with special educational needs and / or disabilities; from some minority ethnic communities; who are young carers; in the County Council's care and care leavers; including unaccompanied asylum-seeking young people and privately fostered children; with mental health or substance misuse problems; living in inappropriate, inadequate or temporary accommodation; living in households where there is domestic abuse; parents affected by mental health or learning difficulties; who are teenage parents; or children of teenage parents; who are at risk of offending or in the youth justice system; not in education; training and employment; and those missing school because of reduced timetables, persistent absence or exclusion. Some children and young people have compounded needs as they span several groups.

Legislative framework

Children Missing Education	Identification of children missing from education. Pupils Missing Out (PMO) – Oxfordshire work on access and Inclusion to secure minimum of 21 hours education for all pupils.	Education act 1996 section 436A Ofsted Access and Inclusion report November 2013
Elective Home Education (EHE)	To establish the identity of all children educated at home. To identify all children not in suitable forms of education in their area and to intervene if there are safeguarding concerns.	Education Act 1996 Section 436A and 437
Attendance	Support for school attendance including investigation of whereabouts of young people. Written notices to parents for non-attendance. Support through Education Supervision orders. Support to schools for prosecution. Published escalation route to penalty notices.	Education regulations 2006 Education Act 1996 Section 446 Education Act 1996 Section 447 Education regulations 2007
Child performance and employment	Administration and enforcing requirements to protect pupils participating in employment and performance by providing performance licences and work permits.	Children and young persons act 1963 and child performance regulations 1968
Exclusions	Support and guidance to schools with at risk pupils. Support to schools and governors on excluding a pupil. Day 6 provision for excluded pupils. In Year Fair Access protocols for secondary schools to reduce the need to exclude.	DFE exclusion from maintained schools 2012. Education Act 2011. School Discipline Regulations 2012. Education Inspection 2006. Education Regulations 2007
Looked after Children and Care Leavers (the Virtual School) [CLA]	Promotion of the educational achievement of looked after children, care leavers and those on the edge of care. Duties of the Head of the Virtual School for Looked after Children. Support and guidance for designated teachers.	Children's Act 1989, as amended by the Children Act 2004 and the Children & Families Act 2014. Education Act 2005. Education and Inspections Act 2006. Children and Young Persons Act 2008. Promoting the education of looked after children - Statutory guidance for local authorities, July 2014 The role and responsibilities of the designated teacher for looked after children - Statutory guidance for school governing bodies, 2009
Special Education Needs and Disabilities [SEND]	Statutory guidance for schools and local authorities.	Inclusive schooling: children with special educational needs, November 2001 SEND code of practice: 0 to 25 years, May 2015 Supporting pupils at school with medical conditions, September 2014
Schools Causing Concern	Local authorities duties and responsibilities with schools causing concern	Schools causing concern: statutory guidance for local authorities, January 2015

Appendix A

What's already happening in Oxfordshire?

Early years

www.oxfordshire.gov.uk/ and go to early years

Oxfordshire Partners in Learning (OPL), http://schools.oxfordshire.gov.uk/cms/node/2384

- Primary Literacy & Numeracy

  Every Child Counts, Every Child a Reader, Every Child a Writer

- Inclusion consultants, www.oxsit.org.uk/
- Attendance team
- Governor training (inc on exclusions)

Oxfordshire teaching schools alliance (OTSA)

www.otsa.org.uk/

Children in the Care of Oxfordshire, Virtual School for Looked After Children and Care Leavers (0 -25)

https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25

Edge of Care strategy, a new development of assessment and move on centres

Special Educational Needs

http://schools.oxfordshire.gov.uk/cms/content/special-educational-needs

Appendix B

Ways to effectively use pupil premium funding

Dr John Dunford advises a 10 step process.

Set ambition

Analyse barriers to learning

Decide on the desired outcomes

Identify success criteria

Evaluate your current strategies

Research the evidence of what works best

Decide on the optimum range of strategies

Staff training

Frequently monitor pupil progress

Publish an audit trail on the school website

Evidence shows that with thought and planning on the part of a school, this money really can make a difference to the lives of disadvantaged children.

For the details of each step and further information about the work of Dr Dunford in his role as Champion of the Pupil Premium go to,

https://johndunfordconsulting.wordpress.com/

Appendix C
Sutton trust - EEF toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

It supports school leadership to prioritise by evaluating the cost to a school of each strategy verses the impact each has made on pupil achievement.

https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/

Appendix D

Governance questions to use:

Concerning performance data for vulnerable learners:

- Is the attainment gap for disadvantaged learners closing?
- Is the attainment gap for SEN learners closing?
- Is the attainment gap for black and ethnic minority learners closing?
- Is the progress for disadvantaged learners better than for others?
- Is the attainment and progress for children in the care of the local authority improving compared to others?
- Is learning accelerating for disadvantaged and black and ethnic minority pupils and for those that have SEN?

Concerning attendance and exclusion:

- What is the data for attendance and exclusions and how does this compare nationally and locally?
- Does the school do everything possible before exclusion is used?
- Does the school communicate widely with all agencies before the decision to exclude is used?
- Does school leadership adhere to the county protocol for attendance and exclusion of children in the care of the local authority?
- What measures are the school taking to improve attendance?
- Is the school using its full powers to improve attendance?

Concerning pupil premium:

- Can we identify how much money is allocated to the school for the pupil premium (and early years pupil premium)
- Can we identify how much money is allocated to the setting for the early years pupil premium
- Does the school use evidence from Ofsted/Education Endowment Foundation information when considering effective ways to spend pupil premium?
- Do the improvement plans identify and target issues in the performance of pupils who are eligible for the Pupil Premium?
- Does the school meet the requirement to publish its use and the impact on disadvantaged children of pupil premium on its website?
- What is the quality of the Personal Education Plan (PEP) for children in care and how is effective the pupil premium plus money allocated via it used?
- Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

Ofsted publications: The Pupil Premium, How schools are spending the funding successfully (Feb 2013). The Pupil Premium, an update (July 2014)