

I. How well are the children on the roll of Croydon VS doing? Compared to other CLA pupils? And all pupils nationally?

Year 1 Phonics (N101)- 6 pupils 1 disapplied	2018	2019
	50% (4/8)pupils	40% pass (2/5 pupils)
Key Stage 1 results (N101 only) -9 pupils 3 disapplied	2018	2019
	(10 pupils)	(6 pupils)
% pupils achieving Reading/Writing/Maths combined	60%	50%
% pupils achieving Reading	70%	66%
% pupils achieving Writing	60%	66%
% pupils achieving Maths	70%	50%
% pupils achieving Greater depth in Writing	10% (1 pupil)	20% (1 pupil)
Key Stage 2 results (N101 only) -17 1 disapplied	2018	2019
% pupils achieving expected standard in Reading/Writing/Maths combined	55%	53%
% pupils achieving expected standard in Reading	51%	62.5%
% pupils achieving expected standard in Writing	49%	62.5%
% pupils achieving expected standard in Maths	47%	57%
% pupils achieving greater depth in one or more areas	18%	31%

Headline Summary

Overall, attainment and progress of pupils was mixed but mostly positive. EYFS results are an areas of focus for next year. (See below)

We were very pleased with attainment and progress, at Key stage 1 and 2, as we are significantly above national CLA measures and approaching national figures, in every measure. Our rates of progress between KS1 and KS2 are considered to be outstanding at, +3.33 per child, compared to a lack average of -0.41. When our very high proportions of SEND pupils (48% of KS2 cohort) are taken into account compared to national cohorts, attainment figures are significantly stronger with 81% non-SEND pupils, achieving their RWM combined.

KS4 and 5 results remain an area of ongoing focus for improvement and intervention, though small increases in outcomes overall are pleasing and there are some excellent individual pupil outcomes, hidden within the general trends. E>G _____

Detailed Analysis by Cohort- EYFS (SDP 3.2)

In Early Years and foundation Stage (EYFS), children are measured in 17 developmental areas under the Early Years and Foundation Stage Framework- this covers development, in age related bands from birth to 5 years. Children are assessed by their teachers through observation and evidence against the set of age-related descriptors. Children are said to be 'emerging (1)' 'secure (2)' or 'exceeding (3)' in each age band of each of the 17 strands..

The published measures are: '

'Good Level of Development'-(GLD): To attain 'GLD', a child must secure at least a (2), 'secure,' in each of the ' Early Learning Goals' for 5 areas broken down into 12 strands. These are: 1.Communication and language, 2.Personal Social and Emotional, 3. Literacy-writing and reading, 4. mathematics, and 5.physical development. In 2018, 71.5% pupils nationally achieved '**GLD.**'

Average point score (APS) is out of a possible 51 per pupil- this is the total number of points the child scores, by adding up all the 1/2/3s they have, in each of the 17 areas.

Nationally APS for all pupils in 2018 was 34.6. And for all CLA was 31.1.

Our Croydon VS average point score (APS), for reception year pupils (rising 5 year olds), **was 28.4**, so below both CLA and all pupil averages.

34.8% achieved their GLD. This is just above national for CLA, but is in need of improvement in relation to the national standard for all pupils. However, it is important to note that 9 of these pupils have school identified SEND needs, which affect development, and coming into care at such a young age, is itself a known factor affecting development. **(SDP 3.2.2)**

Year 1 phonics screen

This is a test of pupils' ability to 'decode' words using their understanding of which graphemes (letters) make which phonemes (sounds). Pupils practise phonics daily through most EYFS (Year R and Year 1) in order to be able to pass the screen. It is formal test administered by one familiar adult working 1;1 with the child. They must correctly 'sound out' and blend 40 words (20 real and 20 nonsensical) to show their understanding of phonics. The test is retaken at the end of Year 2 (and 3) if pupils do not pass in Year 1.

We had 13 pupils in total of screening age. Only 6 of these had been in care for 1 year or more on the 31st march 2018, so fall in our N101 cohort. This cohort size is not statistically significant and therefore not a relevant comparison with previous years. Of these 6, 1 pupil was dis-applied on SEND grounds. Of the 5 remaining pupils, 2 passed the screen very securely, 2 did not attempt and 1 scored less than half marks. The pass mark was 32/40. Because of the very young age of these pupils (5 and 6 yrs), they are not pressured in any way to partake if they feel unable on the day.

Of the 7 pupils not in our reportable cohort, 1 just missed the pass mark, 3 were well under and 3 successfully passed. Of the 3 who were significantly below, 2 are under investigation for additional needs.

Phonics Intervention Quality monitoring and support (Year R intervention) is a clear strand for improvement in our SDP 2019-20. **(SDP 2.3.1/2.3.2)** Our Advisory teacher for the phase will visit every school and ask about what is in place to close gaps in Phonics and EYFS profiles.

Key stage 1 (Pupils who were in Y2 – age 6/7 in Summer term 2019.)

Testing at the end of KS1, in Year 2, is no longer statutory. However, most schools, and all our schools did administer tests, in Reading, Writing and Mathematics.

We had 19 Pupils in year 2 of which only 9 count as N101 cohort (so again not a statistically significant group.) In the N101 reported cohort, 2 of 9 pupils were dis-applied on SEND grounds, 1 attended a school not partaking in SATS. Of the remaining 6 pupils, 3 were below the expected standard in the combined measure for Reading, Writing and Maths and 3 were at 'the expected standard.' 1 pupil achieved the 'Greater depth standard' in Writing. % scores are not comparable with last year due to the small size of the N101 cohort.

In the whole Y2 cohort of 19 pupils, 8/19 met or exceeded' the expected standard in the combined measure for RWM. This represents 42%. However, of the 19 pupils, 8 are SEND pupils, 5 with EHCPs and 3 more receiving school support and assessment for EHCP. So, 42% cohort had additional needs. Of the pupils with identified SEND, only 1 met the 'expected standard' in Reading, Writing and maths and she was not in the reported cohort. Of pupils without identified SEND needs, all 9 pupils met the 'expected standard in all areas' This represents 81% pupils with no SEND needs. For the other 2 pupils, 1 pupil met the standard, in just writing and 1 in Maths. In the whole cohort of 19 pupils, 2 achieved greater depth results, one in reading and 1 in writing. Only one of these pupils counts in our recordable cohort.

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'N101 reported cohort' of 6 pupils in 2019,

Reading		Writing		Maths	
<u>Nat:</u> 51 %	<u>Cro:</u> 50%	<u>Nat:</u>42%	<u>Cro:</u> 66%	<u>Nat:</u> 49%	<u>Cro:</u> 66%

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 16 (3 were dis-applied) 2019, inc 2 students with EHCPs

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat:</u> 51 %	<u>Cro:</u> 62.5%	<u>Nat:</u> 42%	<u>Cro:</u> 62.5%	<u>Nat:</u> 49%	<u>Cro:</u> 68.7%

There is a development target in our SDP (2.3.3) , to identify through PEPS KS1 pupils who could achieve 'Greater Depth' in any subject by January and support schools to use PP money for additional intervention or 'stretch' resource.

Below are the whole cohort figures for Croydon in comparison with outcomes nationally for all pupils:

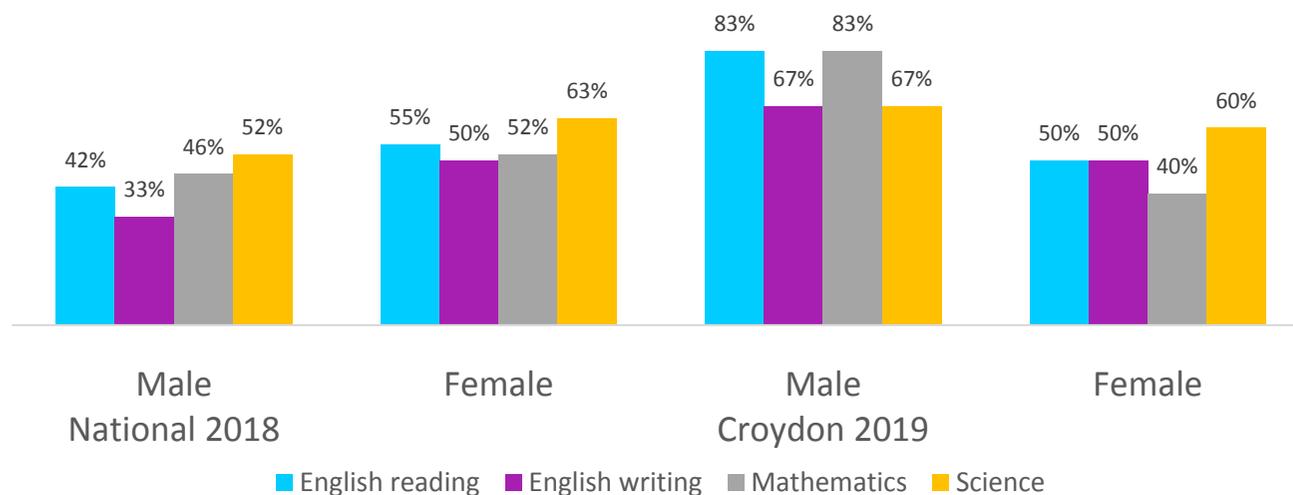
<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all</u> 75 %	<u>Cro CLA:</u> 62.5%	<u>Nat all:</u> 70%	<u>Cro CLA:</u> 62.5%	<u>Nat:</u> 76%	<u>Cro CLA</u> 68.7%

Taking into account that this cohort includes 2 EHCP pupils and 3 more with SEND support, these figures are very pleasing and show Croydon's CLA to be attaining well at KS1.

It will be interesting once the national dataset for 2019 is confirmed in November to calculate progress measures for pupils' who attained GLD in their reception and those who did not. This is a key indicator in progression for children and is an area of focus for us in the SDP, (2.3.1)

Below is this information in graph form compared to CIN (nearest national comparison group for CLA at this age) (Attainment at KS1 2018-9):

Percentage of children in need vs Croydon CLA reaching the expected standard at key stage 1, by gender, 2018, England.



Key stage 2: (pupils who were in Y6, aged 10 and 11 in Summer term 2019)

We had 17 reportable pupils in KS2 this year and 29 in our whole cohort. This tells us that 22 pupils had been in care less than 1 year, at the time of their SAT exams in May 2019.

53% Croydon CLA N101 cohort (17 pupils) and 52% of whole cohort (29 pupils) met the combined 'expected standard' in Reading Writing and Maths. This favourably compares with 35% all looked after children nationally in 2018. For all children nationally, 65% met the combined standard. We continue to strive towards our pupils achieving this as a cohort, through having the highest expectations for our pupils in their PEPs and challenging and supporting schools to use PPG effectively to help impact attainment. (SDP 2.3)

For comparison, below are national attainment figures for Looked after children in 2018 vs Croydon 'N101 reported cohort' of 17 pupils in 2019, 'Pupils achieving the expected standard'

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Nat CLA: 51 %	Cro CLA: 62.5%	Nat CLA : 49%	Cro CLA: 62.5%	Na CLAt: 47%	Cro CLA: 57%

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 29 pupils in 2019,

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Nat CLA: 51 %	Cro CLA: 62.2% 13% GDS	Nat CLA : 49%	Cro CLA: 62.2%	Nat CLA: 47%	Cro CLA: 55%

In comparison with all pupils nationally our CLA gap is closing year on year:

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all: 75 %</u>	<u>Cro CLA: 62.5%</u>	<u>Nat all: 78%</u>	<u>Cro CLA: 62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA 57%</u>

Within the cohort of 29, 16 have identified SEND needs, including 6 who now have EHCP and 10 more who have school level support. Of these 16, 8 are in the reportable cohort. 48% of the reported cohort have SEND needs. Every pupil who did not meet the expected standard in the combined measure had known SEND needs.

It is an identified target in our SDP(2.4.7) to monitor the progress and wellbeing of SEND pupils closely across each cohort to ensure support in place is monitored carefully through PEPs.

1 pupil with an EHCP, achieved all 'Greater Depth' in every subject. This is an outstanding individual achievement. 6 other pupils had one or more 'Greater Depth results in either reading, writing, SPAG or Maths, which again are great individual achievements. These 7/29 children represent 24% pupils reaching the top standard in at least one area. There are no published national figures for comparison.

Our primary schools seem to find it harder to help our pupils attain well and make great progress in Maths. This will be an area for focus at PEP meetings this year for primary advisers as per our SD. (2.3.7)

Progress between KS1 and Key stage 2

Progress between these 2 key-stages is assessed by looking at how much the increase in point scores occurs between the 2 sets of tests.

As shown below: Croydon, all pupil averages, which are above national, all pupil averages, are as follows: Reading +0.8 Writing +0.6 Maths +0.9.

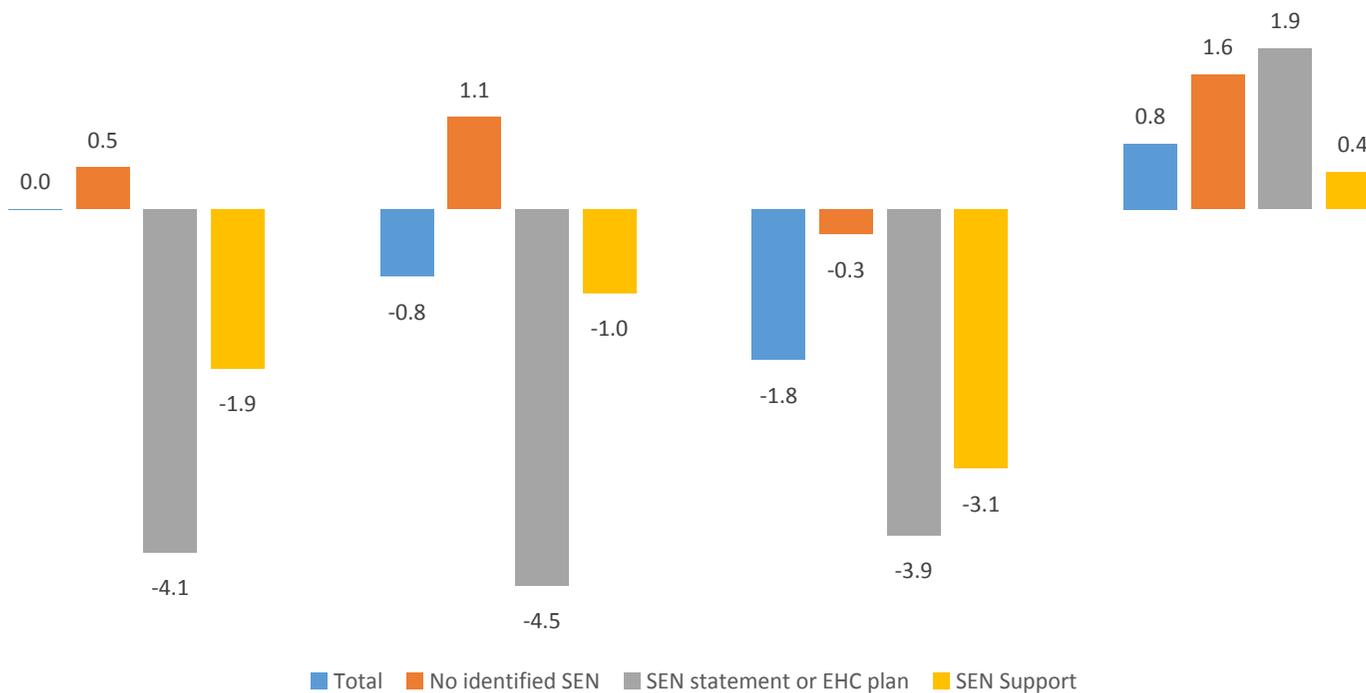
We are delighted with progress rates for our CLA in Croydon which are: **R: +3.33 W +1.72 M+ 2.82, all significantly accelerated.** This represents exceptional progress for these individuals. There were 19 in the cohort, and a further 11 included in the sample who attend Croydon schools but are not cared for by Croydon LA.

	Cohort	CLA Matches	Avg. KS1 Pt	READING				WRITING				MATHS			
				Cove r.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cove r.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cove r.	Prog. Score ≥0	Prog. Score	Conf. Int.
NCER National (CLA)	4,080	100.0%	13	93.0 %	48.0%	-0.37	±0.20	94.0 %	46.0%	-1.02	±0.18	92.0 %	45.0%	-1.03	±0.17
DfE Region - London (CLA)	400	100.0%	13.2	89.0 %	53.0%	+0.60	±0.64	92.0 %	51.0%	-0.55	±0.58	90.0 %	49.0%	-0.30	±0.56
Local Authority - Croydon (all schools)	4,720	0.6%	15.9	88.7 %	57.1%	+0.80	±0.19	89.5 %	56.9%	+0.65	±0.17	88.9 %	58.0%	+0.90	±0.16
Virtual School - Croydon	30	100.0%	12.6	93.3 %	60.7%	+3.33	±2.28	96.7 %	75.9%	+1.72	±2.07	93.3 %	53.6%	+2.82	±1.99

For our Croydon VS cohort of 21 pupils who had matched, published results from KS1 to KS2, our internal data shows the progress between KS1 and 2 as follows:



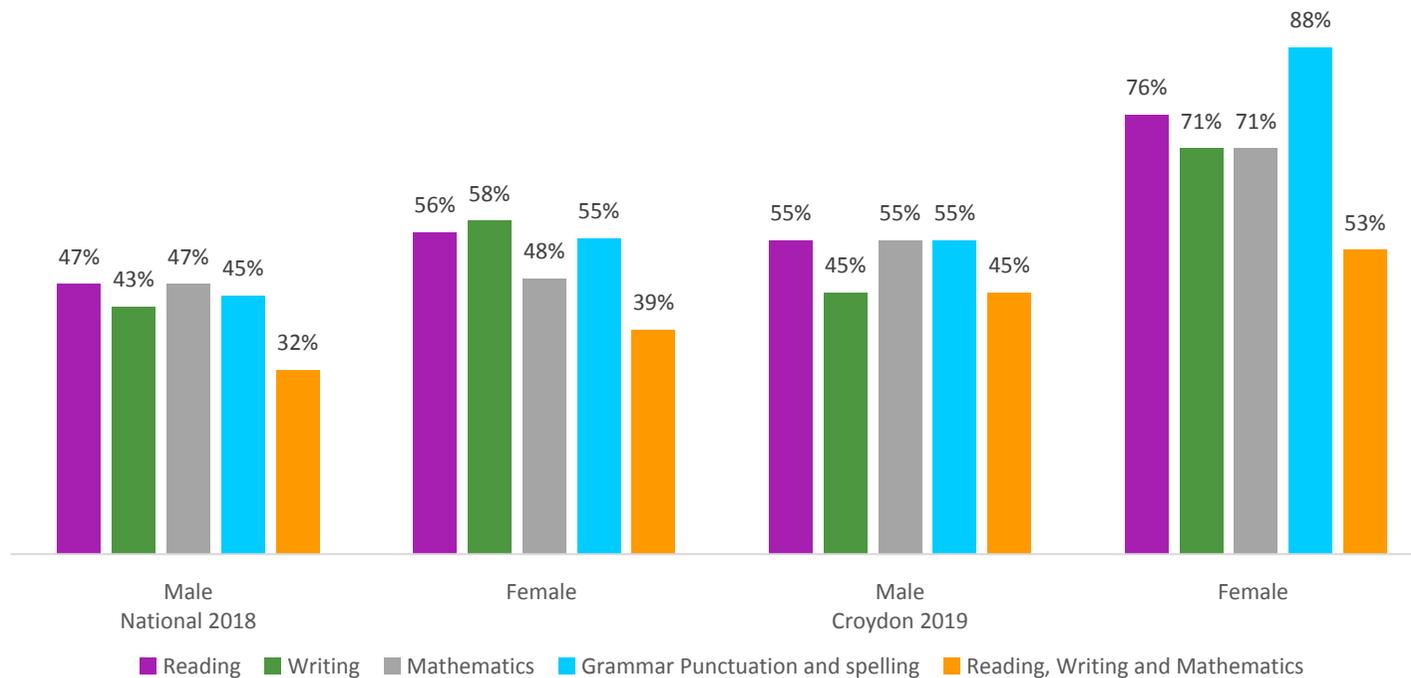
KS2 Average progress scores in Writing



These results are so pleasing and show that VS pupils, who have stability in their primary schooling make exceptional progress by any measure.

With a breakdown by gender too, the cohort was 12 males, 7 females.

Percentage of looked after children reaching the expected standard or above at key stage 2, by gender, 2018, England.



KS4 attainment and progress- (pupils in Year 11 -15 and 16 years old in Summer 2019)

National and statistical neighbour comparison data for KS4 is published by NCER in November and will be analysed at this point.

The context of our CLA cohort in Y11 is complex and it is important to understand this when looking at Headline figures. We compare below to last year's CLA cohort to show trends :

Cohort contextual summary:

	2018	2019
Total cohort size	132	166
No in N101 cohort (more than 1 year in care at Mar 31 st 2018)	87 (66% of Whole VS cohort at EOY)	70 (42% of whole VS cohort) at EOY
No of UASC in whole cohort	84 (64%)	107 (65%)
No of UASC in N101	57 (66%)	30 (43%)
No in Croydon schools in whole cohort	57 (43%)	84 (51%)
No in Croydon schools in N101	34 (39%)	28 (40%)
Missing education in N101 whole cohort	17(13%)	23 (14%)
Missing education in N101 cohort	5 (6%)	6 (8%)
Attending a non- mainstream school in N101	31 (36%)	20 (29%)
Attending a non- mainstream school in whole cohort	59 (45%)	73 (44%)

Cohort who had been in care for < 1 year at time if exams	45 (34%)	96 (58%)
Cohort who had been in care for < 2 years at time if exams	89 (68%)	115 (69%)
Cohort who had been in care for >5 years at time if exams	14 (11%)	23 (14%)
Number in N101 with SEND EHCP	13 (15%)	17 (24%)
Number in whole cohort with SEND EHCP	19 (14%)	21 (13%)
Number in N101 with SEND support	11 (13%)	10 (14.2%)
Number in whole cohort with SEND support	14 (11%)	15 (9%)
Number entered at Entry level	15 (11%)	32 (19%)
Number entered at Lvl 1	3	10
Number entered at Lvl 2 in N101	54 (62%)	43 (61%)
Number entered at Lvl 2 in whole cohort	67 (51%)	66 (40%)
Number in N101 entered for 8 eligible subjects	20 (18 (26%)
Number in Whole cohort entered for 8 eligible subjects	22	20

In summary, the N101 cohort for 2019 was 70 pupils. Only 18 of the N101 actually were entered for 8 GCSEs in the correct 'buckets' to be eligible for Attainment and Progress 8. Of this cohort, 10 achieved grade 4+ passes. This is 56%.

It is difficult to compare our cohorts, year on year, as a result of the high mobility and daily contextual changes. Nevertheless, it is interesting to note that in 19-20 academic year: 14.9% pupils gained 5+ 4-9 grades inc English and maths, this is double last year's 7%. Also that 60% pupils who took Level 2 qualifications gained at least 1 grade at 1-9. This is almost in line with last year's 63%.

64 % {42% NI101} of our cohort were UASC compared to 36 % {58% NI101} indigenous young people. Of the indigenous population, 59 % were entered for Lvl 2 equiv compared to 40 % UASC.

There were some exceptional, individual performances including 2 pupils, both girls, who attained very highly. 1 girl attained 10 grades, all at 9-5 including English and Maths, another, 11 grades all at 9-5 inc E and Maths. Including these 2, 10 pupils scored a full set of 8+ GCSE grades at 4 or above.

Each of these YP has been in care for more than 2 years.

Of the 166 pupils in the whole cohort, 64 % attained at least 1 qualification at Entry level or above. Of our newly arrived young people (those who had been with us less than 6 months, at least 18, achieved 1 or more qualifications.