

# Autumn Term Governance Briefing

Tuesday 13<sup>th</sup> November 2018, 6.30-8.30pm

Sheffield Hallam University, Institute of Education,  
Charles Street, Floor 6 Room 12.6.13

# Autumn Term Governance Briefing

- Virtual School for Looked After Children – Pam Smith
- Sheffield Young Carers – Laura Selby
- Sports Premium Update – Adam Fuller & Emma Banks
- Sheffield Performance & Learn Sheffield Update – Stephen Betts

# Children Looked After and the Virtual School

Pam Smith - Head of Primary & Targeted Intervention /  
Head of Virtual School – Sheffield City Council

# Sheffield Virtual School

Pam Smith

Head of Primary & Targeted Intervention

Head of the Virtual School for Children Looked After

November 2018



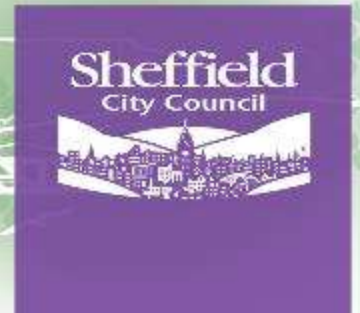
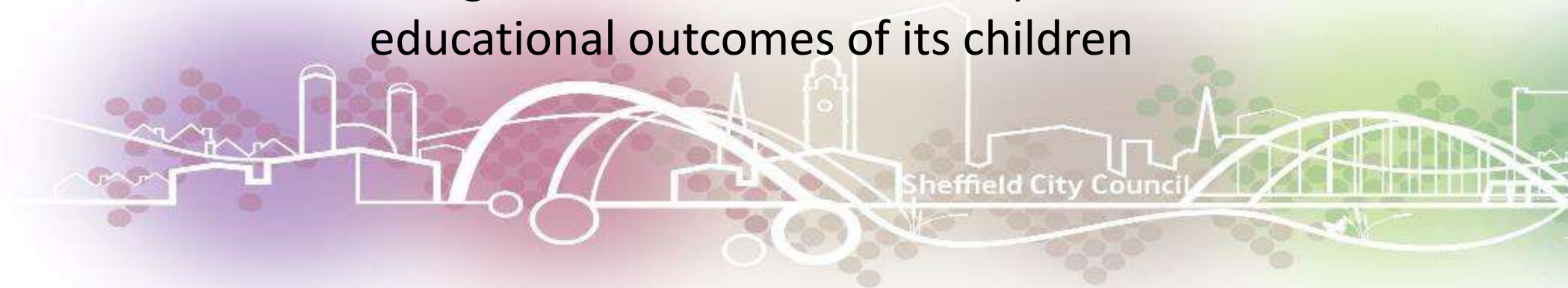
# Contents

- Virtual School core purpose
- Key roles and responsibilities
- Overall current numbers, demographics
- 4 key challenges
- Performance indicators (PEPs, attendance, exclusions, attainment)
- Virtual School actions 2018/19
- Projects and initiatives 2018/19
- Virtual school training offer
- The role of governors and CLA

# The Sheffield Virtual School

## Core Purpose

- An educational advocacy service for Sheffield's Children Looked After (CLA) regardless of where they live
- Promote the educational achievement of CLA
- Challenge schools and other education providers to ensure that CLA have the best possible education
- It does not itself provide education. Instead it recognises that schools are responsible for the educational outcomes of its children



# Key roles and responsibilities

- Promote the attainment and achievement of all children in our care
- Ensure every child in care has a good quality Personal Education Plan (PEP)
- Ensure a smooth transition between phases eg early years, school age and post 16
- Manage and distribute the DfE Pupil Premium Grant for CLA
- Commission specific projects and initiatives aimed at promoting the education of CLA
- Provide training to key professionals around how to support and enhance the educational progress of a CLA
- Provide advice for professionals and carers

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# Overall Numbers of CLA

## November 2018

- 384 Sheffield CLA (school age)
- 42% primary age, 58% secondary age
- Children attend 176 different schools
- 70% attend schools in Sheffield
- 37 Sheffield CLA in Early Years
- 142 Sheffield CLA in Post-16 (Y12 and 13)

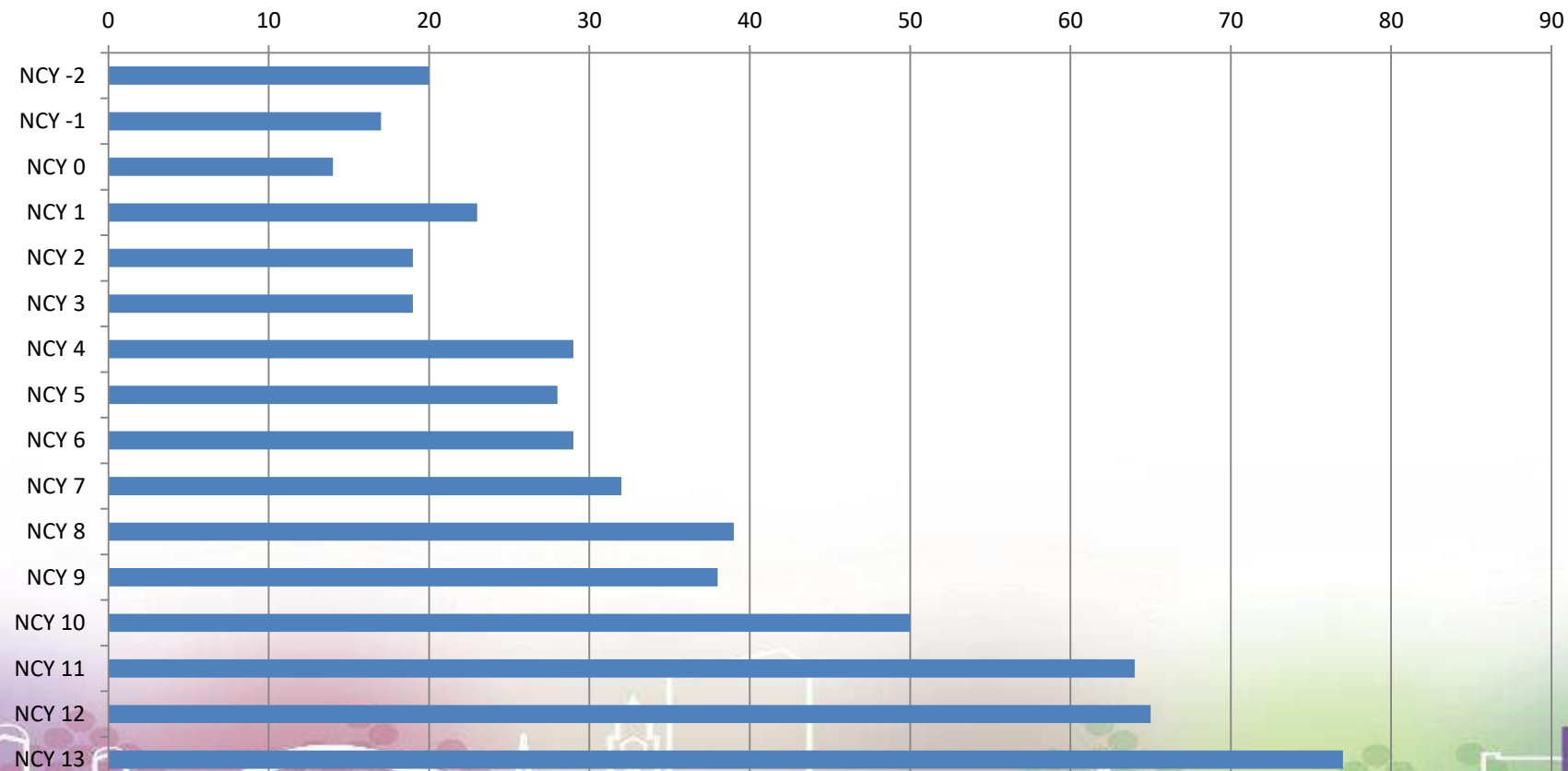


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# Overall Numbers of CLA

Overall numbers of CLA monitored by the virtual school - November 2018

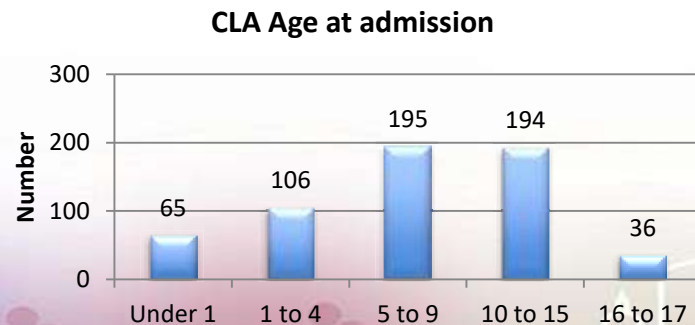
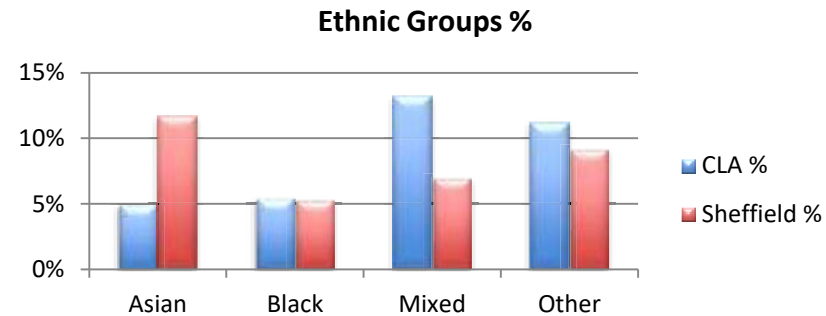


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# Demographics of CLA

**Gender:** 55% male, 45% female

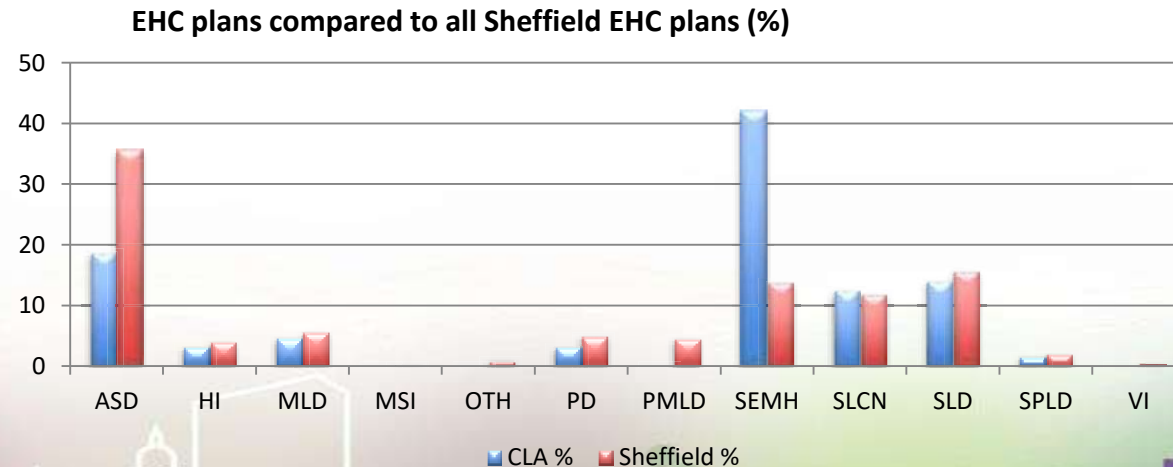
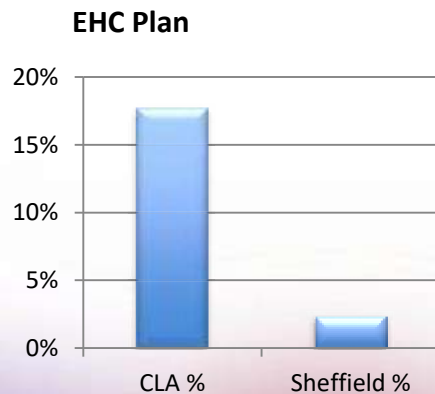
**Ethnicity:** The % of CLA who are White British (64%) is similar to all Sheffield (65%) but some groups are under/over represented



**Age at admission:** The majority of children become looked after when they are of school age

# CLA and SEN

- **SEND:** 58% of the CLA cohort have SEN and 18% have an EHCP (compared to 2% for all Sheffield children)
- Most common primary need: SEMH (Social, Emotional, Mental Health)



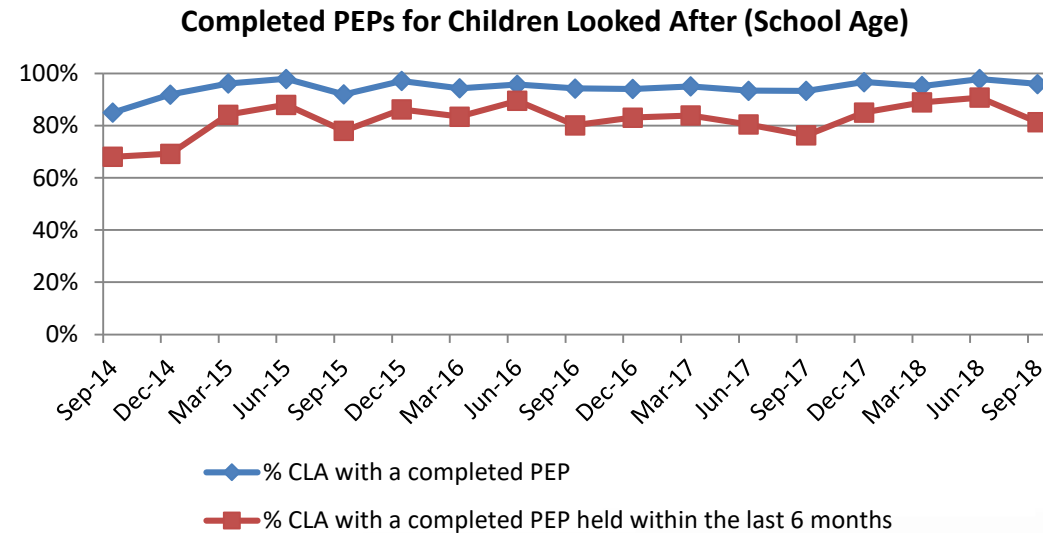
# Example of 4 key challenges

- Persistent absence rates are too high
- Ensuring all CLA have access to a full-time timetable
- PEP completion rates and PEP quality are not high enough
- The attainment gap between CLA and the city average is too wide



# Key Indicator: PEPs

81% of school age Children Looked After (CLA) have a completed PEP within the last 6 months

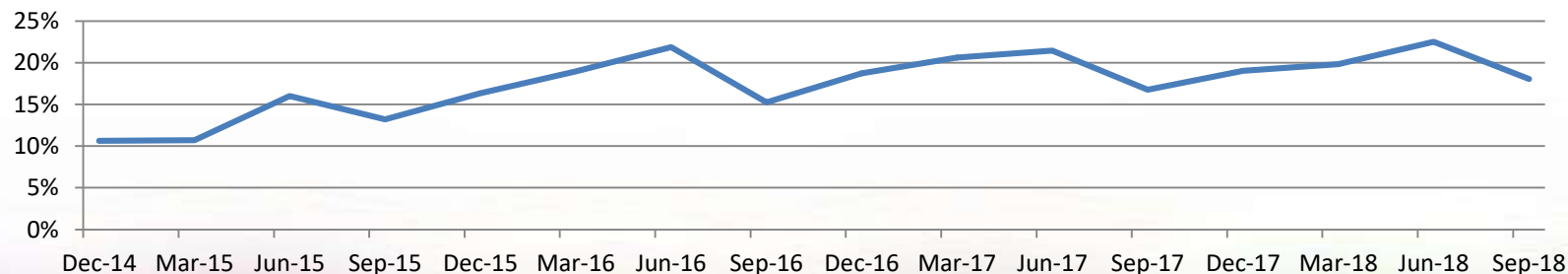


‘The proportion of Children in Care with a PEP (completed anytime) has increased in the past three years from 85% in September 2014 to 98% in September 2018’.

# Key Indicator: Attendance

- Overall attendance of Children in Care was above the city average in primary and special schools, and similar to the city average in secondary in 2017-18
- In the most recent published data (2016/17), the Sheffield CLA absence rate (4.1%) is lower than the city average (5.1%) and significantly lower than the rate for Sheffield Children in Need subject to a Child Protection Plan (15.1%) and Sheffield Children in Need (11.5%).
- The proportion of looked after children who are classed as persistently absent has remained high (**around 15–25% of the cohort**) since the threshold was raised to 90% attendance in September 2015.

Percentage of CLA who are persistent absentees



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# Key indicator: Exclusions

- **There have been no permanent exclusions of Children Looked After in the past 5 years.**
- 57 CLA had at least one fixed term exclusion in the 17/18 academic year. This equates to approx 13% of the cohort



# Key indicator: Attainment

- The summer 2018 assessments showed improved outcomes for Sheffield CLA at KS1 and KS2 in reading, writing and maths
- The gap has narrowed at KS1 and KS2 between the Sheffield CLA cohort Sheffield and national average across all subject areas
- KS4 performance in 2017/18 decreased from the previous year in the headline measures for English and maths GCSE
- The gap has widened in KS4 between the Sheffield CLA cohort and the Sheffield average in the headline measure % achieving 9-4 in English and maths



# KS1 and KS2 Results

Small numbers in these cohorts make comparisons unreliable.

## KS1 CLA reportable cohort: 11 children

		2016		2017		2018			
		Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	1 yr trend	2 yr trend
Sheffield CLA	Reading	2	18.0	4	44.4	7	<b>63.6</b>	+19.2	+45.6
	Writing	1	9.0	1	11.1	7	<b>63.6</b>	+52.5	+54.6
	Maths	3	27.0	2	22.2	8	<b>72.7</b>	+50.5	+45.7

## KS2 CLA reportable cohort: 29 children

		2016		2017		2018			
		Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	Number reaching expected standard	% reaching expected standard	1 yr trend	2 yr trend
Sheffield CLA	Reading	8	31	8	41	17	<b>58.6</b>	+17.6	+27.6
	Writing	14	56	11	50	17	<b>58.6</b>	+8.6	+2.6
	Maths	9	38	10	45	16	<b>55.2</b>	+10.2	+17.2
	R, W, M combined	6	24	5	27	12	<b>41.4</b>	+14.4	+17.4

# KS4 Results

In Key Stage 4 there were 45 children in the reportable cohort.

- 7% of CLA achieved 9-4 in English and maths (standard pass equivalent to A\*-C) (3 children)

Of the 45 children in KS4, 33 attended a mainstream school at the time of exams and 12 attended a special school, secure setting or other provision. When comparing with overall figures for Sheffield and National it is useful to split out the figures for children in mainstream:

- 94% of CLA in mainstream schools completed Y11 with some formal qualifications.
- 9% of CLA in mainstream schools achieved 9-4 in English and maths.



# Virtual School actions 2018/19

- The Virtual School team became more office based in 17/18, enabling more time to monitor and scrutinise all PEPs and provide prompt feedback to schools and Social Care re the timeliness of PEP reviews and PEP quality
- Prompt challenge to schools and settings if no strategies are recorded in the PEP for addressing issues in attendance / exclusions / barriers to learning.
- Monitor, challenge and advocate for any child without a school place, not accessing a full time timetable or being educated offsite and support the Admissions Service and the Children Missing from Education Team to ensure all children have a full time offer
- Rigorously track and monitor pupil premium spend to ensure this is used appropriately to raise the attainment of Sheffield Children Looked After
- Additional targeted support for children in Y6 and Y11 with preparation for SATs and GCSE or for other CLA who are falling behind
- Develop Sheffield's offer to children who have previously been in our care
- Ensure Sheffield CLA and Care Leavers have dedicated and speedy access to Local Authority services equipped to monitor and challenge any setting where a young person has indicated they do not feel safe at school
- Ensure that Sheffield Children Looked After have access to quality careers advice at the right points throughout their education and at transition points to further education, employment or training



# Projects and initiatives for 2018/19

- Delivery of a range of training packages for designated teachers, social workers, carers, residential homes, independent reviewing officers and school governors
- Action research project with a cross phase group of schools developing and championing best practice with the aim of improving outcomes for CLA
- Commission Emotional health, well-being and attachment training for Sheffield schools
- Building Learning Power – joint initiative with the University of Sheffield to promote attainment at Key stage 2
- Go Further, Go Higher – joint initiative with the University of Sheffield to promote routes into Higher Education
- Letterbox Club (Book trust.org) – initiative aimed at promoting the love of reading through providing activity parcels which include reading books, maths activities and educational games to children in Y3, Y5 and Year 7
- Storytime Magazine – monthly magazine of stories and poems for all children in Early Years and Primary to read with their carers
- ESCAL reading volunteers project - coordination of reading volunteers to support Children looked after in school through one to one literacy support
- Foster carer handbook – key strategies for promoting education at home
- Bright Spots - Help facilitate this initiative to effectively capture the voice of CLA



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# Virtual School Training

The Virtual School training offer covers support for professionals involved with CLA and incorporates the latest statutory guidance.

Training dates and an outline of content will be advertised on the Virtual School website, the Virtual School termly newsletter and direct emails to schools

## **Training sessions will be delivered on:**

- The role of the Designated Teacher
- The role of the social worker in supporting education
- The role of the foster carer in supporting education
- The role of the residential home in supporting education
- Supporting CLA in the classroom (attendance and exclusions)
- Supporting CLA in the classroom (behaviour for learning)
- Welfare Call / PEP training for new users
- Welfare Call / PEP training for existing users
- Early Years Providers - supporting CLA in Early Years settings
- Post-16 Providers - supporting CLA in Post-16 settings
- Virtual School Network Meetings – sharing good practice

# Senior School Leaders and School Governors

- Headteachers who prioritise the education and welfare of CLA ensure that the governing body is able to fulfil its obligation to appoint a sufficiently senior and experienced designated teacher with sufficient time to undertake their duties and influence school policy
- Governing bodies that prioritise the education and welfare of CLA identify a governor to take particular interest in the work of the school in relation to CLA, and to meet regularly with the designated teacher
- The chair supports this 'designated governor for looked after children' by ensuring they have access to training to fulfil their function and advise the governing body as a whole. They also scrutinise, within the limits of appropriate confidentiality, the attainment, progress, attendance and engagement with learning of CLA on the school role and act as a critical friend to the headteacher and designated teacher in developing high quality responses to the needs of CLA

# What do we need from School Governors?

Ofsted found that in effective schools, governors understood Pupil Premium Plus and were involved in the school strategy to implement it. In those schools headteachers invested time to explain what the school was doing and why, as well as regularly demonstrating the impact.

The virtual school will therefore expect the school to:

- identify a Designated Governor for CLA and facilitate regular time for them to discuss the schools approaches with the Designated Teacher for CLA
- enable the Designated Teacher and Designated Governor to make a joint annual report on the work of the school in support of CLA and the impact the approaches adopted were having



# Questions?

Further support:

The Virtual School

0114 273 5584

[virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk)



# **Our Voice Matters Survey 2018/19**



## **Our Voice Matters Debate – March 2019**



## **Bright Spots Survey**



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# Our Voice Matters Survey 2018/19

- Formerly the Every Child Matters (ECM) Survey, completed by over 50,000(!) children and young people in Years 2, 5, 7 and 10 since 2006
- Renamed the [Our Voice Matters Survey](#) – ECM was outdated; one pupil told us the survey made him realise that his voice mattered
- Principles and topics (health, safety, school, spare-time activities and aspirations etc.) haven't changed dramatically, however, we have worked closely with colleagues, partners and schools to produce up-to-date, timely and relevant questions that reflect issues and priorities for children and young people
- We have written to all primary and secondary schools, inviting them to take part. You can register at [www.sheffield.gov.uk/ovm](http://www.sheffield.gov.uk/ovm).

# Benefits of taking part...

- It's **free!**
- You receive a confidential summary report of your students' results (usually within 10 days) **and** the overall data (when the survey has closed) so you can compare your results with the city average
- Can be completed anytime between November and February
- Data can inform your development work and be used as examples of pupil voice for Ofsted
- Findings are useful to services when planning what they provide for children and young people
- Online surveys are an efficient and effective way to hear your pupils' views and have been trialled with young people
- We are working on accessible versions of the survey for children and young people with SEND or EAL pupils (these versions will be available later)
- Snap Surveys (who host the questionnaires) are so secure they were awarded the gold standard for information security systems by the International Organisation for Standardisation (ISO)

# Our Voice Matters Debates 2019

- We are holding two debating sessions (one for primary schools, one for secondary schools) in March 2019
- Similar debating sessions held in November 2016 and March 2018 were very well-received
- The debates allow a group of pupils from one school to debate a current key issue with another school in the Town Hall's Council Chamber
- We have written to all primary and secondary schools, inviting them to express an interest in taking part. You can do this online at [www.sheffield.gov.uk/ovm](http://www.sheffield.gov.uk/ovm)
- For further information on anything Our Voice Matters-related, call 0114 205 3902 or email [ovm@sheffield.gov.uk](mailto:ovm@sheffield.gov.uk)

# Bright Spots Survey

- Bright Spots is a joint project between Coram Voice and the University of Bristol.
- Their questionnaires give insight into what Children Looked After and care leavers think about their happiness and wellbeing.
- Our survey for Children Looked After – ***Your Life, Your Care*** - runs between Monday 5 November and Sunday 25 November.
- It asks children and young people aged 4-18 about their lives and how they feel they are doing in four areas: Rights, Resilience, Recovery, Relationships.
- Responses show us where our children and young people are flourishing and doing well and highlight areas for improvement. We will use the information to improve the care and leaving care systems.

**\*We want your Designated Teacher to perform a ‘trusted adult’ role and support your Children Looked After to complete the survey before 25 November.\***

# About the Bright Spots Survey...

- anonymous
  - voluntary – if a child doesn't want to complete it, they don't have to
  - lets children skip any questions they don't want to answer
  - is done online without a login
  - takes about 10 minutes
  - made up mostly of tick boxes rather free text
  - designed to be completed with support by a trusted adult
- 
- Three surveys, one for each age group (4-7yrs: 16 questions; 8-11yrs: 31 questions; 11-18yrs: 46 questions)
  - Younger children, children who cannot read or write, children who speak English as a second language or children with learning difficulties may need questions reading and explaining and their free text responses entering on their behalf
  - Important to record children's comments exactly, without interpreting, explaining or paraphrasing what they have said
  - Older children may not need as much support – this is up to your discretion

If you have any questions regarding the survey, email [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

# Sports Premium Update

Adam Fuller (Arches School Sport Partnership)  
& Emma Banks (PESOL)

# Primary PE and Sport Premium 2018-19 Governors Update

Adam Fuller

Arches School Sport Partnership, Sheffield

Emma Banks

Sheffield City Council, PESOL



## 2018-19

Primary PE and Sport Premium has remained doubled:

“Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.” –  
*RINGFENCED FOR PE AND SCHOOL SPORT*  
Department for Education website

Updated information for this academic year on **25<sup>th</sup> October 2018**



Schools must spend the additional funding on improving their provision of PE and sport.

This means that you should use the premium to:

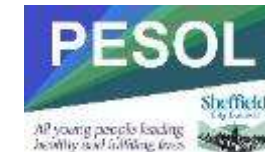
- Develop or add to the PE, physical activity and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following KPIs:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE & sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport (FOR ALL PUPILS)



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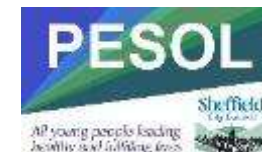




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You **should not** use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- Fund capital expenditure- Healthy Schools Capital Funding is available for this!





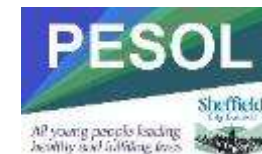
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## Swimming

The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to publish information on the percentage of their pupils in **year 6** who met each of the 3 swimming and water safety national curriculum requirements.

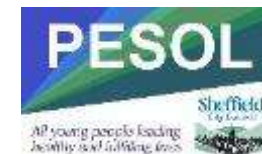




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## Accountability

- Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on **pupil outcomes**, and how **effectively governors hold school leaders to account for this**.
- You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the Ofsted schools inspection handbook 2018.
- Will review websites and meet with school leaders and subject leader to question school on effective use



Leaders and governors ensure that the primary physical education and sport premium funding is used wisely. There is a clear emphasis on improving pupils' understanding of the importance of physical health and well-being. Leaders make sure that pupils take part in a wide range of sporting endeavours and understand the value of competition, teamwork and perseverance.

Leaders plan the use of additional funding for physical education (PE) and sport for primary schools carefully and check that it is used to good effect. Consequently, pupils have the opportunity to engage in a wide range of competitive sports and an increased range of activities, which support healthy lifestyles. A named governor works with the PE leader to ensure effective strategic deployment of this funding.

The use of the sport funding is thoroughly analysed and reviewed. It is accurately targeted to meet the needs of the school's pupils. The Change4Life programme, encouraging healthier lifestyles, has had a positive impact on pupils' understanding of the importance of exercise and diet. The extensive provision of extra-curricular activities and clubs both within school time and after school enrich the lives of pupils in school and particularly benefit the most disadvantaged pupils.



## Accountability- websites

- the **amount** of premium received
- a full breakdown of how it has been **spent**
- the **impact** the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be **sustainable** in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2018 to 2019 academic year who met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations



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# Evidencing the Impact of the Primary PE and Sport Premium

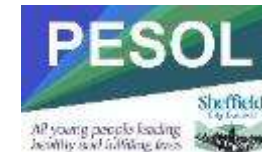
Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by

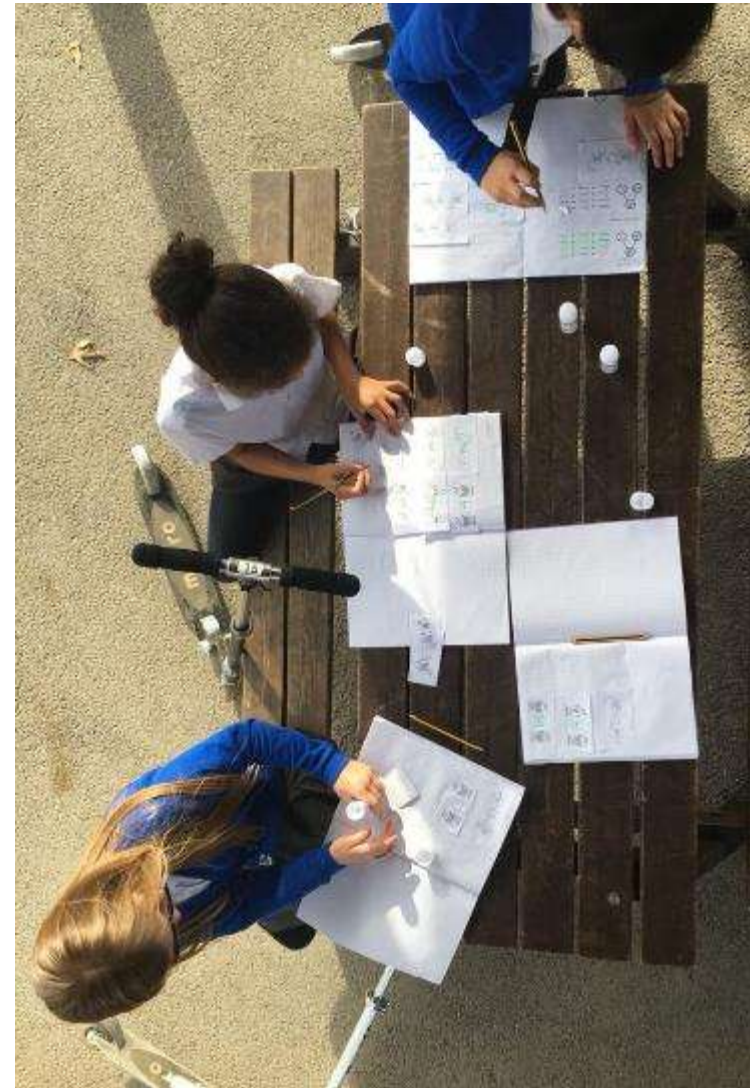


YOUTH  
SPORT  
TRUST



# County results- South Yorkshire

- A sample of 116 school websites were reviewed (27%)
- All types of school were included; small and large, urban and rural, special and mainstream
- Also looked at swimming for the first time
- Submitted a case study to DfE & Sport England demonstrating good practise



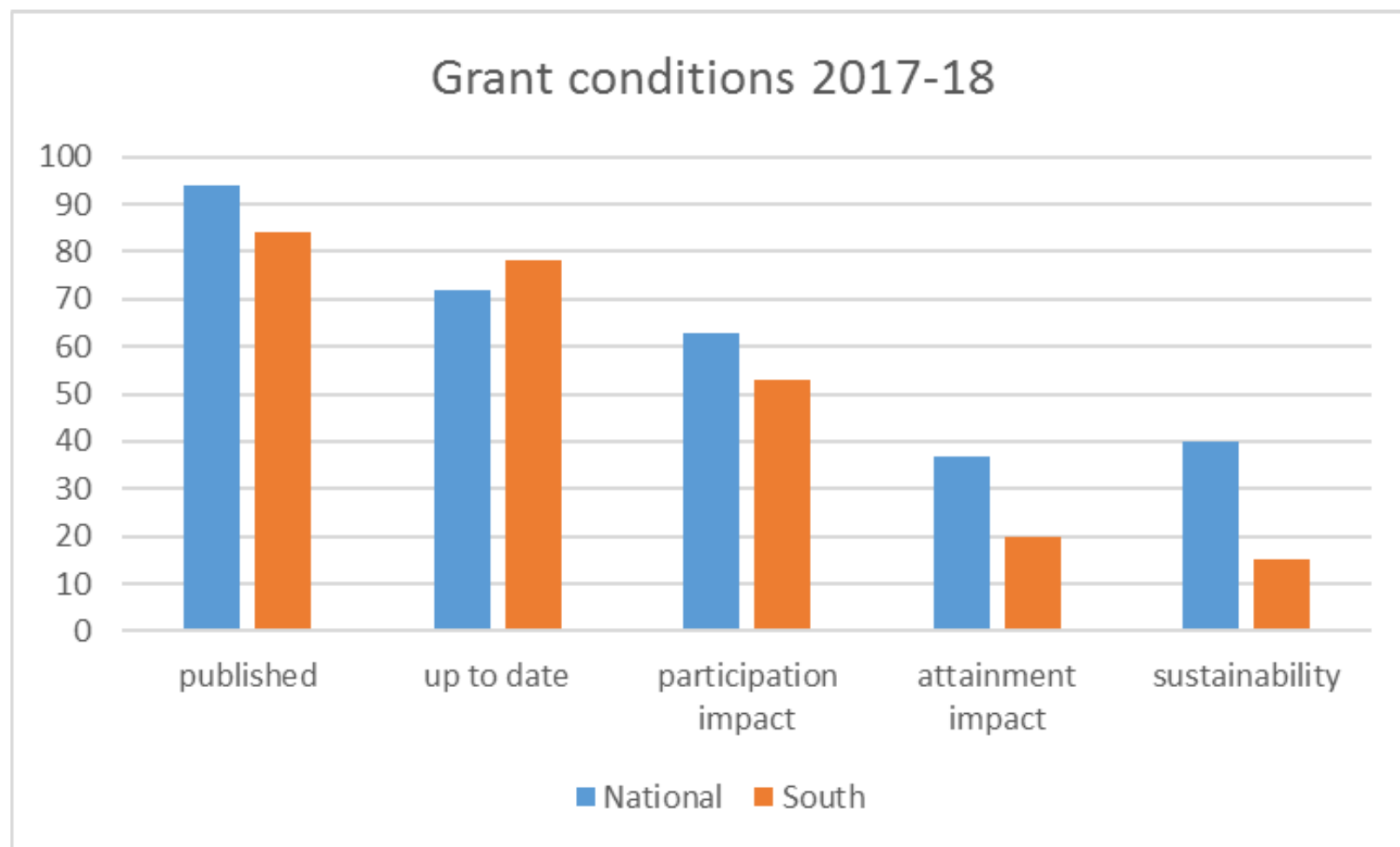
# County results- South Yorkshire

## Website reporting requirements:

- 84% published information of which 78% were up to date. Those not up to date were contacted and will be targeted throughout 2018-19
- 70% included the correct amount (many incorrect- action)
- 53% published the impact on participation, 20% impact on attainment
- 15% evidence of sustainability
- 12% published swimming data- GRANT CONDITION
- 1 school published that they were using PPESP to cover PPA time, 4 schools appeared to use it for minimum requirements of the curriculum

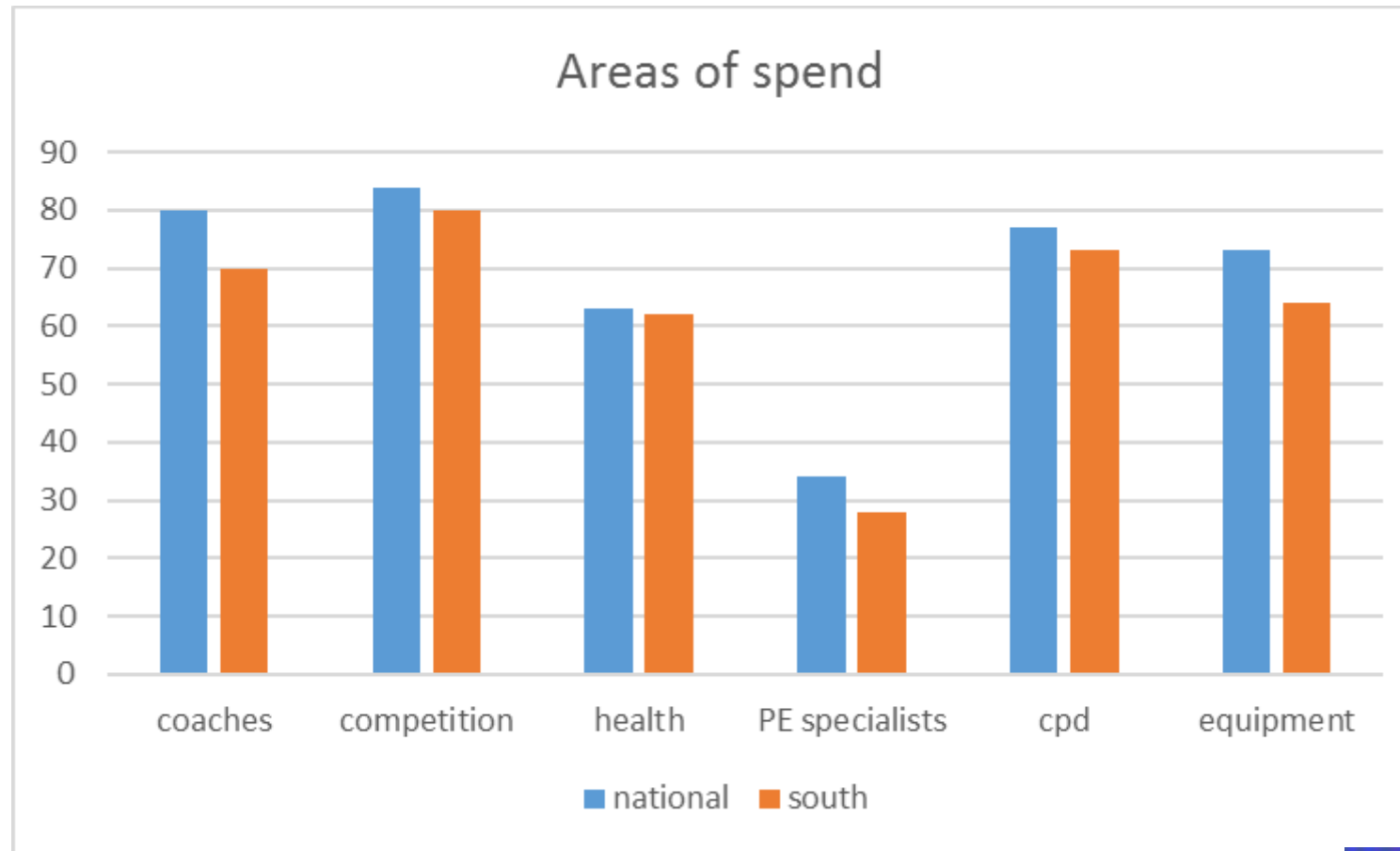


# County results- South Yorkshire



# County results- South Yorkshire

What schools are spending it on:



# Sheffield Actions 2018-2019

2018 Actions resulting from the above insight

**CHALLENGE 1:** More needs to be done to raise standards of coaching in schools and the awareness of minimum standards in schools.

**CHALLENGE 2:** Minimum requirements for the grant include the reporting of swimming data which is currently very low. Support for schools in reporting all info correctly. Schools are actively engaged in swimming provision.

**CHALLENGE 3:** Effectively spending funding and reporting on KPI 2 (Whole School Improvement) has been identified as a consistent weakness in the county.

**CHALLENGE 4:** Ensure ALL Schools across Sheffield are aware of guidance and resources available and are following grant conditions



# The future...

What can we expect?

- Strengthening of accountability and Ofsted scrutiny
- Sampling of schools for **in depth scrutiny** (possibly from website analysis)- 5%
- Requirement to report on **swimming outcomes** (% of children swimming 25m) on websites. Schools having more input in to swimming lessons.
- Focus on **sustainability**-CPD opportunities for staff (lots of Sheffield Opportunities available)
- Focus on health- Expectation that schools are responsible for 30 active minutes per day



# Healthy Schools Capital Funding

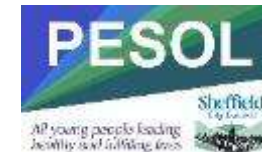
£100m of revenue generated from the Soft Drinks Industry Levy will be provided in 2018-19 for the HPCF. This fund is intended to improve children's and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions.

Currently for THIS academic year only.

Responsible bodies will be required to report on how they have spent their HPCF in the same way they report on, and alongside, their SCA.

Examples of what this may fund:

Changing Rooms, Sports Halls, Kitchens, Playgrounds, Dining Spaces, Garden Spaces, Sports Pitches, Modifications for Disabled Pupils.



## Good Practice for Schools

Have a lead governor for PE, Sport & Physical Activity who regularly check in with PE subject lead and scrutinise spending of funding in line with impact and sustainability

School provide adequate time for PE coordinator(s) to ensure that they can lead effectively and have the right person in place for this role. Headteachers are fully engaged in the development of PE, Sport and Physical Activity

Schools provide a range of opportunities for ALL pupils in school for clubs, competitions, events and celebrate successes of pupils in these areas.

School prioritise PE, School Sport and Physical Activity and use these as a tool to support whole school improvement

School analyse spending of funding and are not funding the same initiatives year on year, if they are not having success or required impact

School engage with local opportunities that are available to them. Sheffield is in a VERY positive position in comparison to other areas. Make the most of this and use key contacts.

School provide consistent high quality and ensure outside providers/ agencies are delivering minimum standards for delivery



# Who can Help & How?

- School Sport Partnerships/Networks across the city
- Contact PESOL team through Local Authority or Yorkshire Sport Foundation
- Website for most up to date information, local and national updates & downloadable resources ([www.yorkshiresport.org/what-we-do/in-education/primary-pe-and-sport](http://www.yorkshiresport.org/what-we-do/in-education/primary-pe-and-sport))
- PE Alliance in the city- developing further support in docs for schools, leaders and governors
- Sheffield PE Conference- September
- Free PE Consultant visits available
- Yorkshire PE and Sport Premium Awards
- Sheffield Get Active Awards for Schools
- Centres of Excellence



Adam Fuller

Development Manager- Arches School Sport Partnership, Sheffield

Contact: [afuller@forgevalley.sheffield.sch.uk](mailto:afuller@forgevalley.sheffield.sch.uk) or 07525824117

Emma Banks

PESOL- Sheffield City Council

Contact: [emma.banks@sheffield.gov.uk](mailto:emma.banks@sheffield.gov.uk) or 07896988922



# **Yes We Care: Identifying & Supporting Pupils with Caring Responsibilities**

**Laura Selby – Deputy Manager – Sheffield Young Carers**

# Identifying and Supporting Young Carers in Sheffield Schools



**Laura Selby - Deputy Manager**

[laura@sheffieldyoungcarers.org.uk](mailto:laura@sheffieldyoungcarers.org.uk)

Tel: 0114 258 4595

# Who are young carers?

A young carer is a child or young person caring for one or more family members who have:

- long term physical illnesses
- mental illnesses
- disabilities
- substance misuse issues



**SHEFFIELD  
YOUNG  
CARERS**

# Who are young carers?

Young carers are a very hidden group due to stigma, fear or not seeing themselves as carers.



The earlier they are identified, the more support can be put in place to minimise the impacts of caring.

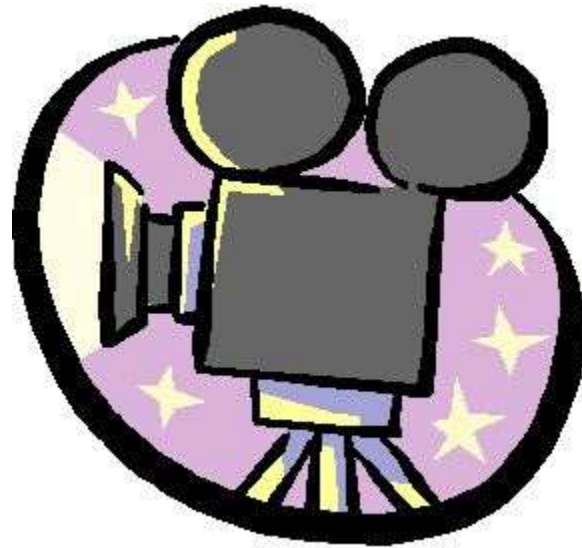
# Who are young carers?

Caring responsibilities can include:

- providing emotional support
- practical tasks around the house
- looking after themselves or siblings
- providing personal care
- administering medication
- giving first aid
- calling ambulances



# We Care, Do You?



[www.sheffieldyoungcarers.org.uk/watch-our-films](http://www.sheffieldyoungcarers.org.uk/watch-our-films)



# National and local context



- Ofsted 'pay particular attention to the outcomes for...young carers' (Inspection Framework page 6)
- The Children and Families Act 2014 and the Care Act 2014 placed new duties on local authorities to offer [assessments to young carers](#). For more information, see [here](#).
- Sheffield is now aiming to 'identify all young carers and provide them, and their families, with appropriate support' by 2020 (School Improvement Strategy and Priorities)



# Impacts of caring

- **1 in 12** children and young people provide mid to high-level care (BBC, 2010)
- **Over 7000** young carers aged under 18 in Sheffield
- Young carers have **significantly lower educational attainment at GCSE level** - the equivalent to nine grades lower overall than their peers (Hidden from View, Children's Society, 2013)
- Young adult carers appear to be **four times** more likely to have to drop out of their college or university course than other students
- Young adult carers aged between 16 and 18 years are twice as likely to be not in education, employment, or training (NEET)





## Tips for Identifying and Supporting Young Carers in Your School



- Be the designated **Young Carer Governor Lead** for your school and champion young carers at all meetings
- Ensure your school identifies **SLT and operational Young Carers Leads** and joins the Young Carers Schools Network: [www.sheffieldyoungcarers.org.uk/join-our-schools-network](http://www.sheffieldyoungcarers.org.uk/join-our-schools-network)
- Ensure every **headteacher's report** includes updates about how the school proactively identifies and caters for young carers





## Tips for Identifying and Supporting Young Carers in Your School



- Ensure young carers are a **named group** in all relevant policies
- Ensure the needs of young carers are reflected in **whole school planning** and, where appropriate, are included in the school improvement plan
- Consider the needs of young carers, many of whom are eligible for free school meals, when agreeing and reviewing use of **Pupil Premium funding**.



# Upcoming dates

- Carers Rights Day: 30<sup>th</sup> Nov 2018
- Further training: 29<sup>th</sup> Jan 2019 (book your place via the Learn Sheffield website)
- Young Carers Awareness Day: 31<sup>st</sup> Jan 2019
- Carers Week: 10<sup>th</sup> – 16<sup>th</sup> June 2019



# Thank you for listening. Any questions?



For more information, including resources to support young carers and funding available for young carers, see our website:

**[www.sheffieldyoungcarers.org.uk](http://www.sheffieldyoungcarers.org.uk)**

or call us on 0114 258 4595

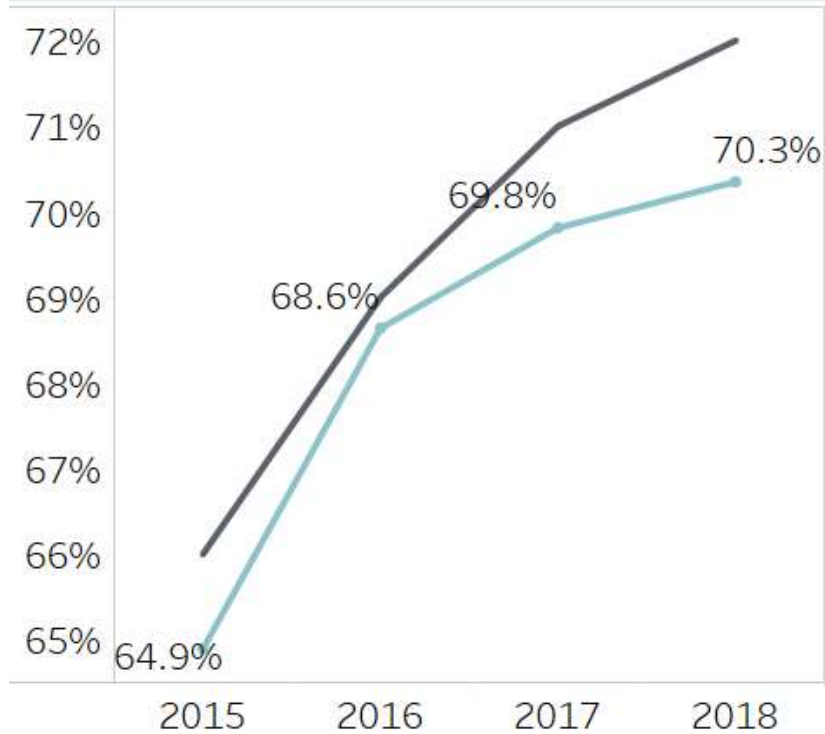


# Sheffield Performance & Learn Sheffield Update

Stephen Betts - Learn Sheffield

# Headline overview – Foundation Stage and Phonics

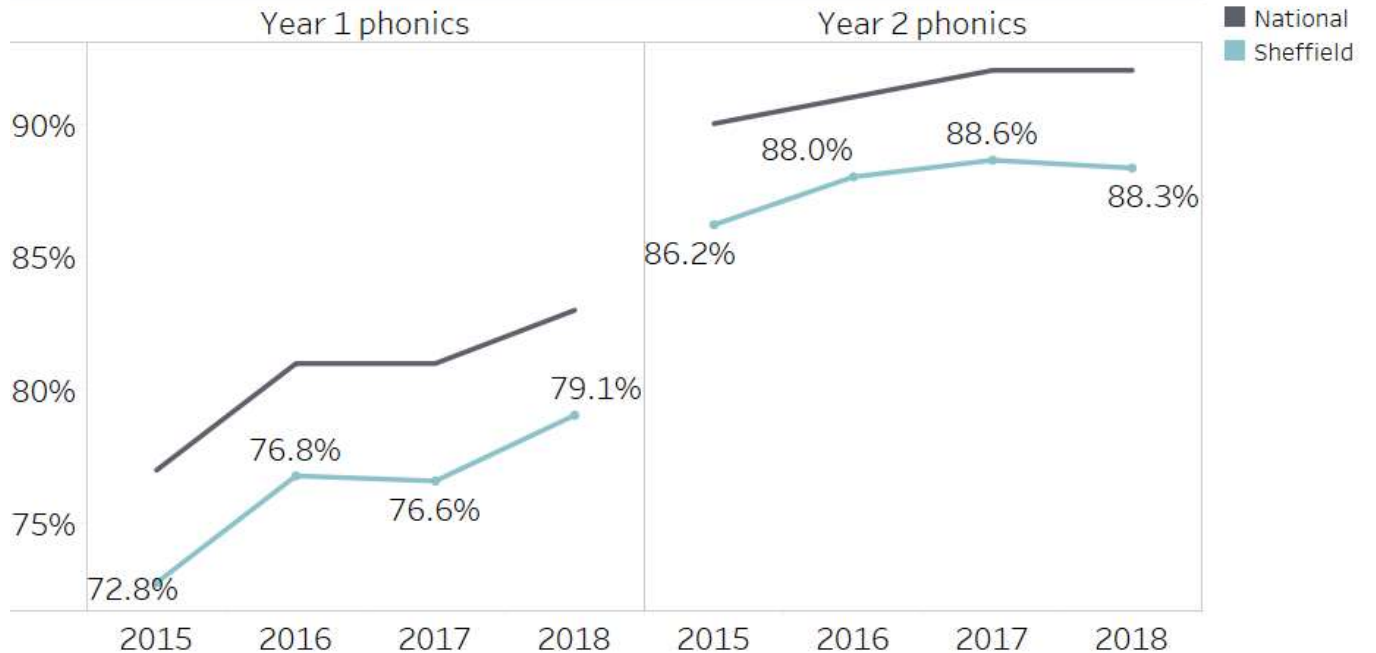
% of pupils achieving a good level of development



■ National  
■ Sheffield

- Good level of development at the end of the Foundation Stage still close to national but gap increased slightly.
- The achievement gap at the end of the Foundation Stage reduced further to 28.2% (compared to 29.8% in 2017)
- Y1 phonics has improved but gap only closed slightly.
- Gap widened slightly for Y2 phonics.

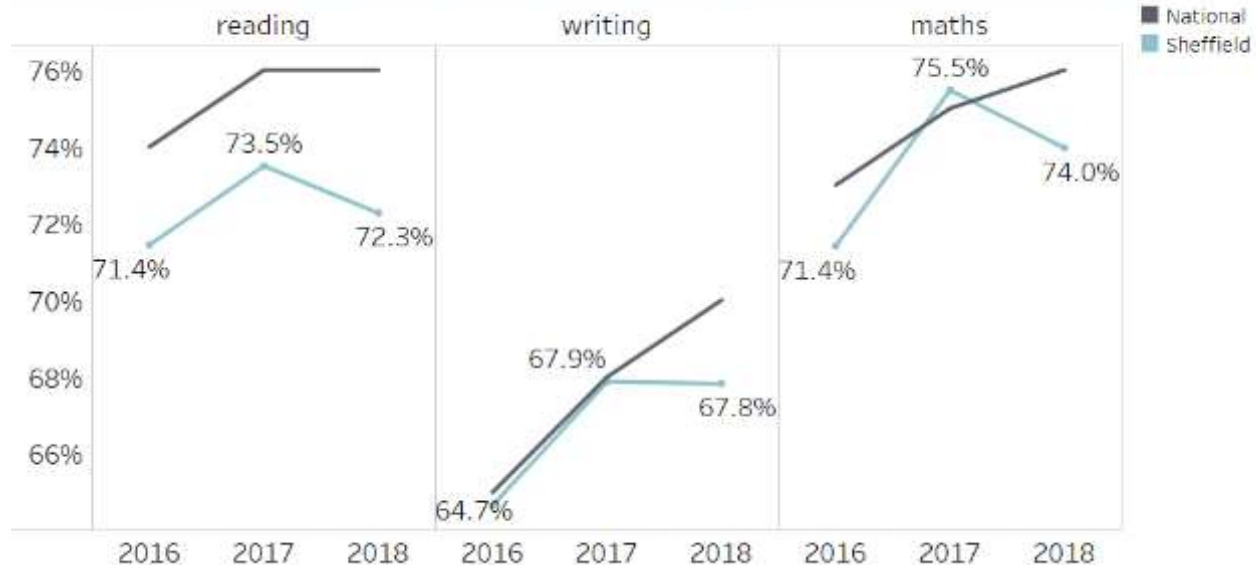
% of pupils working at the expected level in phonics



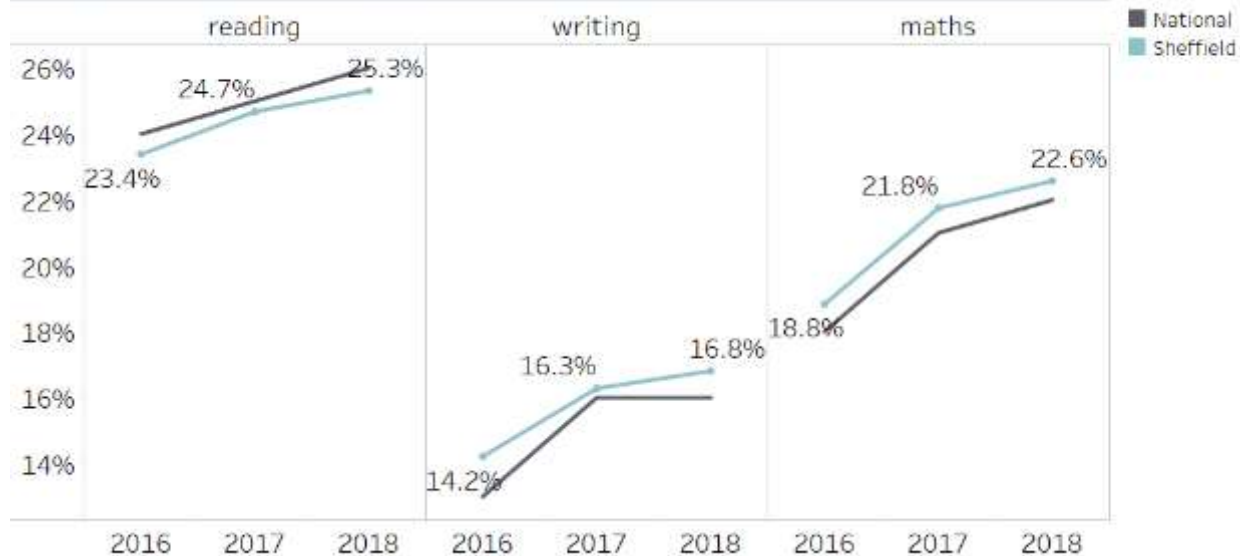
# Headline overview – Key Stage 1

- % of pupils reaching the expected standard dropped slightly in reading and maths and remained stable in writing.
- Results improved for greater depth, Sheffield is above national for writing and maths.

% of pupils achieving the expected standard at the end of KS1



% of pupils achieving greater depth at the end of KS1



# 2017/18 trend overview – Foundation Stage & KS1

- ✓ EYFS – small improvements in GLD except for SEN
- ✓ Improvements across the board in Y1 phonics
- ! Mixed picture for Y2 phonics – this is on the back of poor performance at Y1 for this cohort last year
- ! KS1 expected standard – strong results last year but dipped in reading and maths – disadvantaged a particular concern
- ✓ KS1 greater depth – improvements for most groups across all subjects including disadvantaged, small dip for SEN

	% achieving		% working at		% EXS +		% GDS		
	EYFS	Y1 Phonics	Y2 Phonics		KS1		KS1		
all pupils	1% ↑	2% ↑	0% →	-1% ↓	0% →	-2% ↓	1% ↑	1% ↑	1% ↑
boys	1% ↑	3% ↑	-1% ↓	-2% ↓	0% →	-1% ↓	1% ↑	1% ↑	1% ↑
girls	1% ↑	2% ↑	0% →	-1% ↓	0% →	-2% ↓	1% ↑	0% →	1% ↑
disadvantaged	0% →	2% ↑	-1% ↓	-3% ↓	-1% ↓	-4% ↓	2% ↑	2% ↑	1% ↑
other	1% ↑	3% ↑	1% ↑	0% →	1% ↑	0% →	1% ↑	1% ↑	1% ↑
BME	1% ↑	1% ↑	2% ↑	0% →	1% ↑	-1% ↓	0% →	1% ↑	1% ↑
White British	0% →	3% ↑	-1% ↓	-2% ↓	0% →	-2% ↓	1% ↑	0% →	1% ↑
EAL	1% ↑	3% ↑	2% ↑	-1% ↓	0% →	-1% ↓	0% →	2% ↑	0% →
not EAL	0% →	2% ↑	-1% ↓	-2% ↓	0% →	-2% ↓	1% ↑	0% →	1% ↑
no SEN	1% ↑	2% ↑	0% →	-1% ↓	0% →	-2% ↓	1% ↑	1% ↑	1% ↑
SEN	-5% ↓	2% ↑	1% ↑	1% ↑	3% ↑	1% ↑	-1% ↓	0% →	-1% ↓
School Support	-5% ↓	3% ↑	0% →	1% ↑	3% ↑	1% ↑	-1% ↓	0% →	-1% ↓
Statement / EHC	-7% ↓	2% ↑	-3% ↓	-1% ↓	-4% ↓	-1% ↓	1% ↑	0% →	0% →
	good level of development	Phonics	Phonics	reading	writing	maths	reading	writing	maths

# 2018 gaps overview – Foundation Stage & KS1 – difference between Sheffield and national for the same pupil group

The table shows the difference between Sheffield and the same pupil group nationally – provisional data!

✓ Sheffield at or above national for most groups for KS1 greater depth – BME and EAL are the exception

! Large gaps remain for Y1 phonics and KS1 reading but...

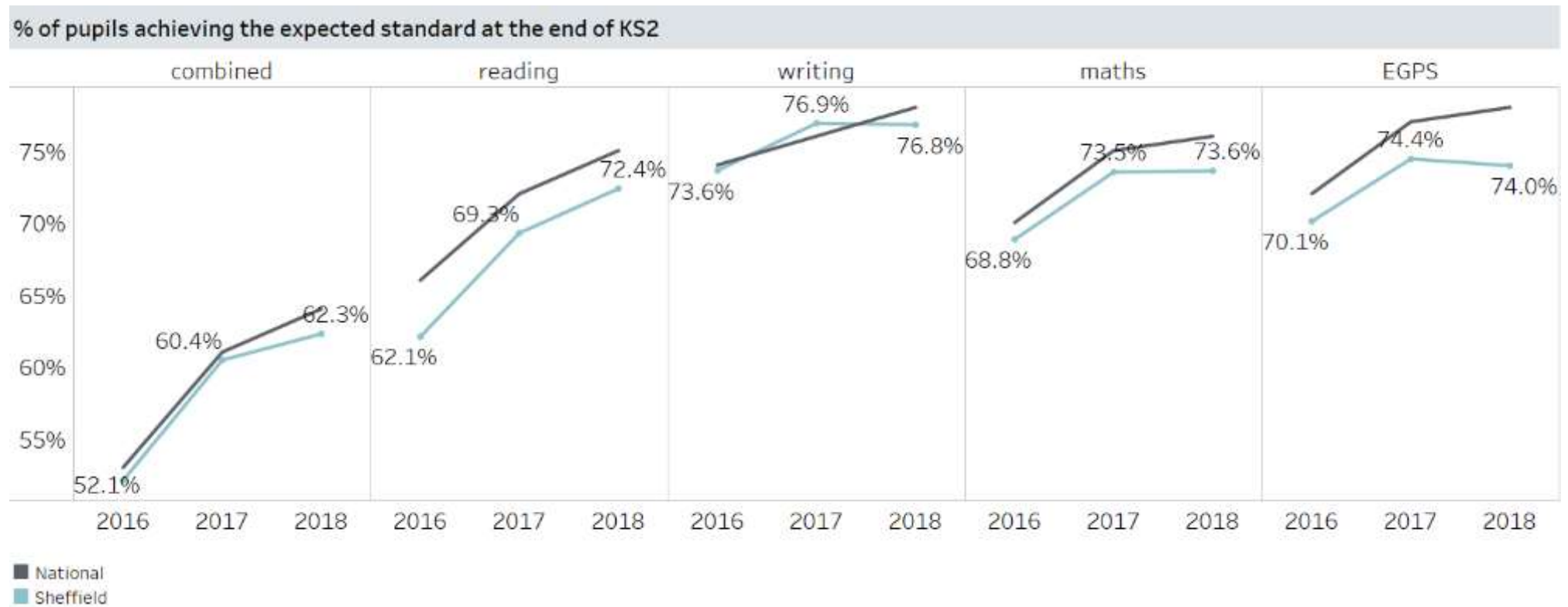
✓ Gaps have closed for a number of pupil groups for Y1 phonics

! Large gaps for BME and EAL pupils across most measures

	% achieving		% working at		% EXS +		% GDS		
	EYFS	Y1 Phonics	Y2 Phonics		KS1		KS1		
all pupils	-2	-4	-4	-4	-2	-2	-1	1	1
boys	-1	-4	-4	-3	-1	-2	0	1	1
girls	-1	-3	-3	-4	-3	-2	0	1	0
disadvantaged	-1				-1	-2	0	0	0
other	1	-1	-2	-1	0	0	1	2	2
BME	-4	-9		-8	-7	-8	-4	-1	-3
White British	0	-1	-2	0	1	2	2	2	3
EAL	-6	-9	-9	-11	-9	-9	-7	-2	-4
not EAL	-1	-1	-2	-1	0	0	1	2	2
no SEN	0	-3	-2	-3	-2	-2	0	2	1
SEN	5	1	-3	4	5	6	0	0	0
School Support	2	1	-5	3	5	5	0	0	0
Statement/EHC	-3	-11	-14	-5	-5	-4	1	-1	-1
	good level of development	Phonics	Phonics	reading	writing	maths	reading	writing	maths

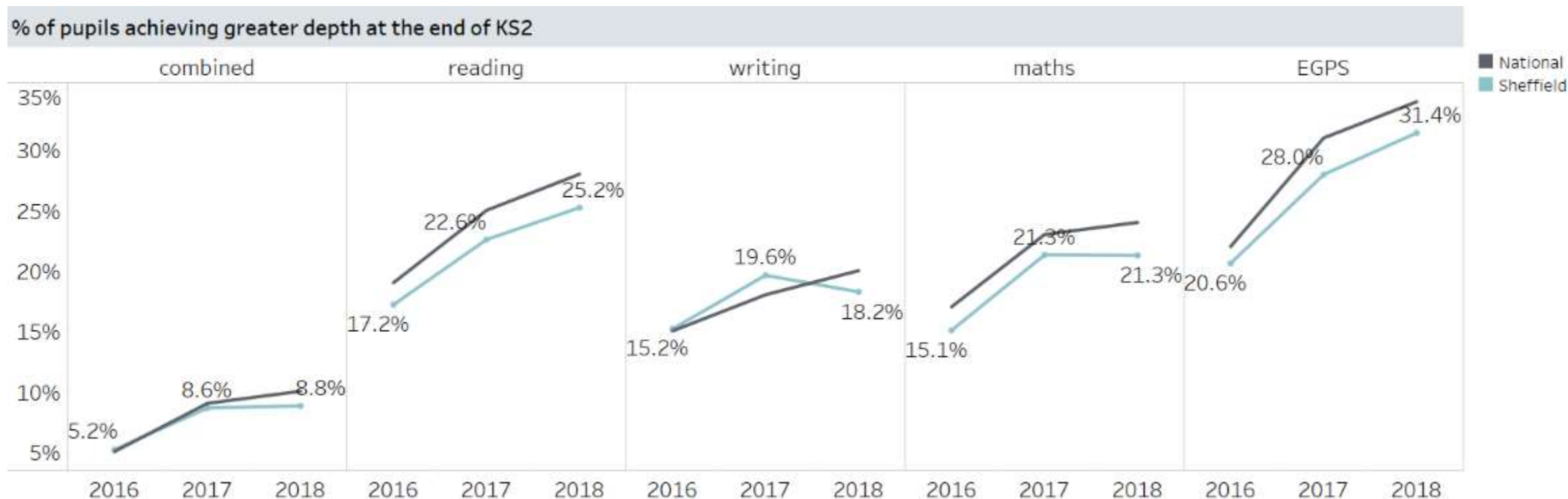
# Headline overview – KS2 expected standard

- Results improved for combined and reading but gaps not closed.
- Writing and maths have flat-lined.
- Gap has increased for EGPS.



# Headline overview – KS2 greater depth

- Reading and EGPS have improved.
- Sheffield remains close to national but gaps have increased slightly, particularly in maths.



# 2017/18 trend overview – KS2

✓ Improvement in expected standard for combined measure & reading for all groups except EHC

! Results for pupils with EHC plans dropped across all measures – this is a small cohort so can get year to year variation

! Maths has plateaued

? Writing similar at expected standard and dipped at greater depth

✓ Improvement in greater depth for EGPS for most pupil groups

	% EXS +					% GDS				
	combined	reading	writing	maths	EGPS	combined	reading	writing	maths	EGPS
all pupils	2% ↑	3% ↑	0% →	0% →	0% →	0% →	3% ↑	-1% ↓	0% →	3% ↑
boys	2% ↑	4% ↑	0% →	0% →	-1% ↓	0% →	1% ↑	-1% ↓	1% ↑	3% ↑
girls	1% ↑	2% ↑	-1% ↓	0% →	-1% ↓	0% →	4% ↑	-2% ↓	-1% ↓	4% ↑
disadvantaged	3% ↑	5% ↑	-1% ↓	1% ↑	0% →	1% ↑	4% ↑	-1% ↓	1% ↑	5% ↑
other	1% ↑	2% ↑	0% →	0% →	-1% ↓	0% →	2% ↑	-2% ↓	0% →	3% ↑
BME	4% ↑	4% ↑	0% →	1% ↑	-1% ↓	0% →	2% ↑	-3% ↓	-1% ↓	4% ↑
White British	1% ↑	3% ↑	0% →	-1% ↓	0% →	0% →	3% ↑	-1% ↓	0% →	3% ↑
EAL	2% ↑	4% ↑	0% →	1% ↑	-1% ↓	1% ↑	3% ↑	-2% ↓	0% →	3% ↑
not EAL	2% ↑	3% ↑	0% →	0% →	0% →	0% →	3% ↑	-1% ↓	0% →	3% ↑
no SEN	2% ↑	3% ↑	0% →	0% →	0% →	0% →	4% ↑	-1% ↓	0% →	4% ↑
SEN	1% ↑	4% ↑	-1% ↓	1% ↑	-1% ↓	0% →	0% →	-1% ↓	0% →	1% ↑
School Support	2% ↑	6% ↑	0% →	2% ↑	0% →	0% →	0% →	-1% ↓	0% →	2% ↑
Statement / EHC	-4% ↓	-5% ↓	-6% ↓	-8% ↓	-10% ↓	-1% ↓	-1% ↓	-1% ↓	-2% ↓	-4% ↓

# 2018 gaps overview – KS2– difference between Sheffield and national for the same pupil group

The table shows the difference between Sheffield and the same pupil group nationally – provisional data!

✓ Comparing results for pupils with similar levels of KS1 attainment, Sheffield is at or above national average for all subjects except EGPS

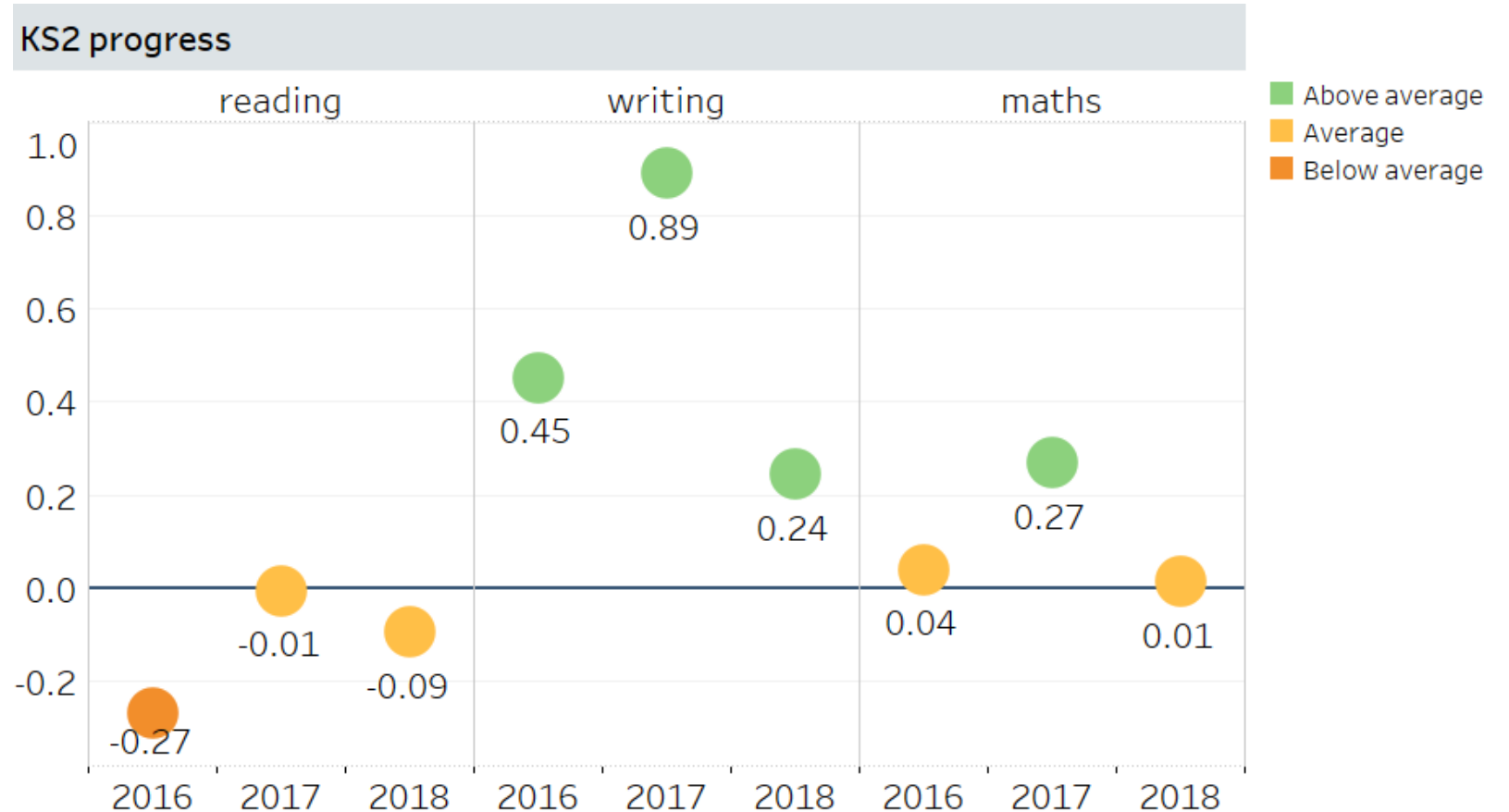
! For other groups Sheffield is below the national average, BME and EAL gaps are especially large

! In most cases the gaps between Sheffield and national have got larger at KS2 this year

	% EXS + KS2					% GDS KS2				
all pupils	-2	-3	-1	-2	-4	-1	-3	-2	-2	-3
low	0	-2	0	0	-1	0	0	1	0	0
mid	1	0	2	1	-2	-1	-1	-1	-1	-1
high	1	0	0	0	-1	0	-2	1	-1	-1
boys	-2	-3	-1	-2	-3	0	-3	-1	-3	-3
girls	-2	-4	-2	-2	-4	-2	-3	-3	-3	-3
disadvantaged	-3	-4	-2	-2	-5	0	-2	-2	-2	-2
other	0	-1	1	-1	-1	0	-2	0	-1	-2
BME	-6	-7	-5	-6	-7	-4	-6	-5	-7	-8
White British	0	0	0	0	-2	0	-1	0	0	0
EAL	-8	-9	-6	-8	-9	-3	-7	-4	-8	-10
not EAL	-1	1	1	1	-2	-1	0	-1	-1	-2
no SEN	-1	-2	0	-1	-3	-1	-2	-1	-3	-2
SEN	0	-1	-1	-1	-2	0	-1	-1	0	0
School Support	-1	-2	-1	-2	-2	0	-2	-1	-1	-1
Statement/EHC	-4	-4	-6	-6	-7	0	0	-1	-2	-2
	combined	reading	writing	maths	EGPS	combined	reading	writing	maths	EGPS

# KS2 progress headlines

- Progress data is still provisional at this point.
- Progress looks to be lower than 2017. Writing is still positive and reading and maths are close to 0.



# Key Stage 2 progress pupil groups - 2018

All progress data is provisional – final data available later this term

✓ Progress in writing and maths likely to remain above the national average

! Progress in reading has dropped slightly compared to last year

! Progress in maths is lower than in 2017 where Sheffield was above average

! Progress for SEN (EHC) pupils is below average for writing and maths

! Progress for BME pupils in reading and maths is below average (although it is positive!)



# Primary national ranks - 2018

Measure	Outcome		Ranking						Trend (↑→↓)
	Sheffield	National	LA (of 152) <i>Note – Child Poverty Ranking is 112</i>		Core Cities (of 8)		Statistical Neighbours (of 11)		
			2017	2018	2017	2018	2017	2018	
FS GLD	70.3 (70)	71.5 (71)	94	98	2	2	3	3	↑
FS Gap	28.2 (29.8)	31.8 (31.7)	55	32	2	1	2	1	↓
Y1 Phonics	79 (77)	82 (81)	140	137	7	5	10	8	↑
KS1 Reading	72 (74)	75 (76)	92	124	1	4	3	6	↓
KS1 Writing	68 (68)	70 (68)	77	98	2	2	3	3	→
KS1 Maths	74 (76)	76 (75)	61	106	1	3	3	3	↓
KS2 RWM Combined	62 (60)	64 (61)	92	101	3	2	4	4	↑
KS2 Reading Attainment	72 (69)	75 (72)	114	116	3	3	5	6	↑
KS2 Reading Progress	-0.09 (0.05)	0 (0)	75		6		3		↓
KS2 Writing Attainment	76 (77)	78 (76)	65	112	2	3	2	4	↓
KS2 Writing Progress	0.24 (0.89)	0 (0)	32		2		1		↓
KS2 Maths Attainment	73 (74)	76 (75)	90	109	4	3	3	5	↓
KS2 Maths Progress	0.01 (0.33)	0 (0)	64		4		2		↓
KS2 GPS	73 (74)	78 (77)	125	137	8	7	8	7	↓

# Key Stage 4 - headlines

- Currently only provisional headlines are available
- 20 further GCSEs moved to reformed specifications this year which make comparisons with last year on attainment 8 and progress 8 difficult
- No national information is available yet so we can't comment on Sheffield's relative performance
- ✓ Provisionally progress 8 is likely to remain positive and above the national average
- ? Attainment 8 is similar to last year but we really need to know how this compares to national
- ✓ Combined pass in English and maths at grade 4+ is similar to last year, small improvement in the pass rate at grade 5+ (strong pass) – strong pass is now the headline measure for the Performance Tables
- ✓ English at grade 4+ is similar to last year, small improvement in the pass rate at grade 5+
- ✓ Maths at grade 4+ and grade 5+ have move improved, grade 5+ up 2% points
- ? % of pupils entered for the EBacc looks to have dropped but this is partly due to some schools not being able to count early entries in newly reformed subjects, this will also have an impact on the new EBacc average points measure

# Key Stage 5 & post-16

- Currently only provisional headlines are available – and these are usually subject to more change than provisional Ks4.
- The move to 2 year linear A levels continues – fewer entries in reformed AS qualifications makes it much more difficult to compare year-on-year results.
- National Ks5 headlines not yet available so we can't comment on Sheffield's relative performance
- KS5 cohort only includes young people at the end of Level 3 study – approx. 60% of a single year of age cohort.
- Approx. 40% of the cohort that did not take KS5 exams are in a variety of other situations/settings including: apprenticeships/employment; sub-level 2 education and training and those not in education, employment or training (NEETs).
- A level attainment shows a slight improvement on 2017 (+4 average points) moving from a C to a C+
- For L3 vocational there is a slight increase at tech level (+2.5 points) and a slight reduction in the applied general average points (-0.27) – vocational based on only 30-40% of expected results.

# Secondary national ranks - 2018

Measure	Outcome		Ranking						Trend (↑→↓)
	Sheffield	National	LA (of 152) <i>Note – Child Poverty Ranking is 112</i>		Core Cities (of 8)		Statistical Neighbours (of 11)		
			2017	2018	2017	2018	2017	2018	
KS4 Progress 8	0.0 (0.01)	-0.08 (-0.03)	56	60	2	1	3	4	↓
KS4 Attainment 8	44.5 (44.3)	44.3 (44.2)	110	106	3	5	6	6	↑
KS4 C+/4+ Eng & Maths	59.5 (59)	59.1 (59)	114	119	3	4	7	6	↑
KS4 EBacc (Standard Pass)	(21)	(22)	92		5		6		
KS5 %AAB/better (2 fac subjects)	16.0 (17.3)	15.9 (17.0)	38	26	1	1	3	3	↓
KS5 – avge points per entry (A level cohort)	32.0 (30.7)	33.1 (32.4)	94	55	3	1	6	3	↑

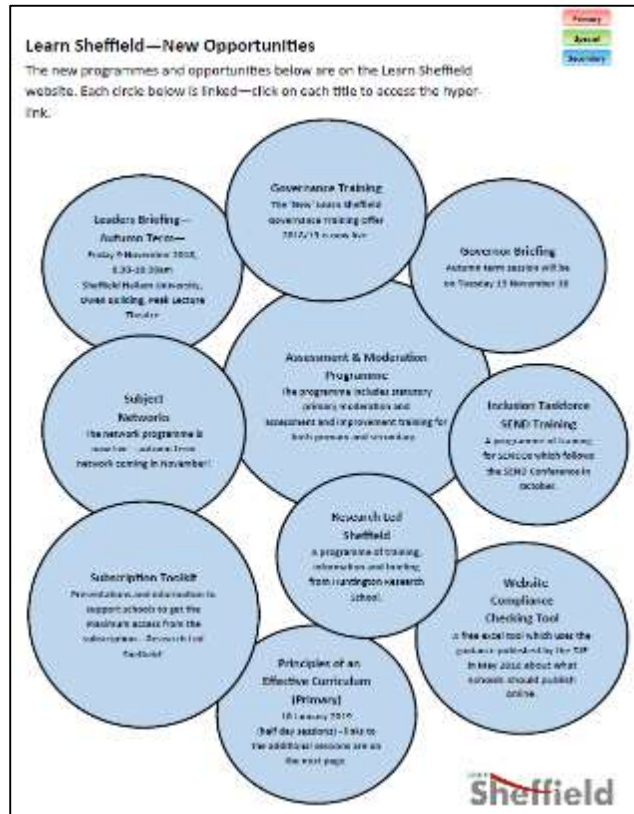
# Learn Sheffield Updates

Lots of opportunities to be aware of – quickest ways to do this ...

**Opportunities Bulletin 'bubbles'**

**Half Termly Partnership Update**

**Website – Services to Schools**



### Primary Partnership Update – November 2018

Last updated: 7<sup>th</sup> November 2018 (Stephen Jents)

This update is intended to provide the information that I will usually bring to locality meetings during the half term to everyone at the start of the term. I am hoping that this will give everyone access to as much information as early as possible.

The link below places this in context

- You may want to note the following opportunities aimed at leaders this half term:
  - Friday 9<sup>th</sup> November – Leaders' Briefing (Metacognition & Self-Regulation, National Funding Formula & updates)**  
<https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>
  - Friday 16<sup>th</sup> November – Autonomy Governance Briefing (Virtual School, Young Carers, Sports Premium & City Performance)**  
<https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>
  - Friday 23<sup>rd</sup> November – Research Led Sheffield Twilight (Metacognition & Self-Regulation – including the guidance report)**  
<https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>
  - Monday 26<sup>th</sup> November – Research Led Sheffield Twilight (Investigating the evidence for effective EPP)**  
<https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>
  - Thursday 22<sup>nd</sup> December – Leaders' Briefing (Matters Research, Autumn Child Protection Updates & updates)**  
<https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>
- A second free Present training session (which repeats the presentation and is designed for new leaders only) has been added on Monday 2<sup>nd</sup> December after the session in October became full. If you are interested then please contact [learning@learn-sheffield.co.uk](mailto:learning@learn-sheffield.co.uk) to book places.
- Note the following opportunities aimed at other colleagues across the locality:
  - Thursday 8<sup>th</sup> November – Graduated SEND Approach training (locality B)**
  - Friday 9<sup>th</sup> November – KS1 Statutory Assessment Training (teachers new to Y2)**
  - Monday 12<sup>th</sup> November – Graduated SEND Approach training (locality A)**
  - Tuesday 13<sup>th</sup> November – Graduated SEND Approach training (locality C & E)**
  - Thursday 14<sup>th</sup> November – KS1 Statutory Assessment Training (experienced Y2 teachers)**
  - Friday 16<sup>th</sup> November – Graduated SEND Approach training (locality D)**
  - Friday 16<sup>th</sup> November – KS2 Statutory Assessment Training (teachers new to Y3)**
  - Monday 19<sup>th</sup> November – KS1 STA Statutory Moderation Training (KS2 external moderators)**
  - Friday 23<sup>rd</sup> November – KS2 STA Statutory Moderation Training (KS2 external moderators)**
  - Friday 23<sup>rd</sup> November – Graduated SEND Approach training (all localities)**
  - 10.30am, Monday 26<sup>th</sup> November – KS1 subject networks field**
  - Monday 26<sup>th</sup> November – KS2 STA Statutory Moderation Training (KS2 external moderators)**
  - Tuesday 27<sup>th</sup> November – KS2 Statutory Assessment Training (experienced Y6 teachers)**
  - Wednesday 28<sup>th</sup> November – KS1 STA Statutory Moderation Training (KS1 external moderators)**
- The Inclusion Tackles SEND training programme (some of which is aimed to also run online for booking places ... <https://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>)
- The full Research Led Sheffield programme (summary over-page) is available online <http://www.learn-sheffield.co.uk/learn-sheffield/primary-partnership/primary-partnership-2018-19>

In addition to the menu of twilight information sessions from Harington Research School there are also three twilight sessions available for you and your school:  
Metacognition & Self-Regulation – starts on 12<sup>th</sup> December  
Leading Learning (classroom focused) – starts on 23<sup>rd</sup> January  
Leading Learning (mentors/transition focus) – starts on 23<sup>rd</sup> March

### Learn Sheffield

Services to Schools

- Statutory Requirements
- Primary
- Governance Training 2018/19
- Other Leadership Briefings
- Subject Networks
- Assessment & Moderation Training 2018/19
- Research Led Sheffield
- Primary Partnership Update
- Other Improvement Courses

### Research Led Sheffield 2018/19

This is the second year of the Research Led Sheffield Programme which is a collaboration between Learn Sheffield and Harington Research School. The programme includes a training offer, a signpost to thought and evidence on a range of issues in primary schools, and a half termly newsletter. This is the first year of the programme in 2017/18 and will focus on a range of issues from the first year programme, including the delivery of the new programme.

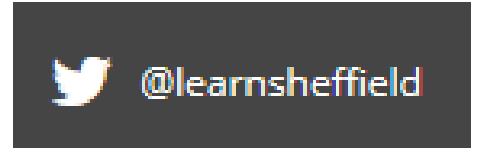
**Twilight Information Sessions**

- Metacognition & Self-Regulation
- Investigating the evidence for effective EPP
- Statutory Assessment Training
- KS1 STA Statutory Assessment Training
- KS2 STA Statutory Assessment Training
- KS1 STA Statutory Moderation Training
- KS2 STA Statutory Moderation Training
- KS1 STA Statutory Moderation Training
- KS2 STA Statutory Moderation Training
- KS1 STA Statutory Moderation Training
- KS2 STA Statutory Moderation Training

For more information about the support of the programme, including advice on how to book places, visit the website below.

also ...  
emails  
Website News  
Twitter (@learnsheffield)

# Learn Sheffield Updates



[www.learnsheffield.co.uk](http://www.learnsheffield.co.uk)

- **Learn Sheffield Subscription – currently 91% subscribed**

- **Governance Training Offer online**

<http://www.learnsheffield.co.uk/Services-To-Schools/Governance-Training-2018-2019>

- **Governance Conference – Saturday 18<sup>th</sup> May 2019 (9:30-12:30)**

**Emma Knights (NGA) keynote – second keynote to be announced**

**2 Places per subscribing school (otherwise £150 to attend)**

<https://www.eventbrite.co.uk/e/sheffield-governance-conference-tickets-49980036635>

- **Exclusions workshops and focus in partnership groups – note the Governance Training (Governing Body Discipline Committee & Independent Review Panels)**
- **Director of Strategy and Delivery role advertised – please share!**
- **Next Briefings - Thursday 7 March 2019 and Wednesday 12 June 2019 (book now!)**