

## **Heading: School Life**

### **Introduction**

This section focuses on school life and describes the performance of all schools in Wokingham; academies, free schools and those maintained by the local authority. It excludes data relating to private education or the maintained grammar schools and 6<sup>th</sup> form colleges outside the Wokingham Borough Council area.

### **National & Local Strategies**

The 2010 Schools White Paper 'The Importance of Teaching' stated: 'We want every school to be able to shape its own character, frame its own ethos and develop its own specialisms, free of either central or local bureaucratic constraint.' The Government's education policy therefore defined a new role for the Local authority with schools and has resulted in a new relationship between the Council and schools in Wokingham Borough.

The Government said it would give local authorities 'a strong strategic role as champions for parents, families and vulnerable pupils. They will promote educational excellence by ensuring a good supply of high quality school places, co-ordinating fair admissions and developing their own school improvement strategies to support local schools.' This can be seen in Wokingham, for example, where a local solution of having School Improvement Officers (SIOs) was implemented.

Schools are self-managing and autonomous and therefore responsible for their own performance and improvement. The role of the local authority is to support school self-improvement and, where necessary, intervene should the provision and quality for children and young people be compromised. The local authority retains a strong role to monitor, challenge and intervene where it judges that performance in maintained schools is not good enough.

For Free Schools and Academies, Ofsted have created a 'middle tier' to oversee school performance on behalf of the Secretary of State and created eight Regional Schools Commissioners to promote and monitor academies, supported by Head Teacher Boards. Ofsted's Regional Directors work with the Department for Education and the Regional Schools Commissioners where academy underperformance is identified.

Wokingham's current Children and Young People's Plan (2014 – 2016) is available on [Wokingham.gov.uk](http://Wokingham.gov.uk)

The Children & Young People's plan (CYPP) identifies the following areas of need for Wokingham children:

### **Social isolation, deprivation and intergenerational poverty**

Wokingham has low levels of deprivation compared to other local authorities but there are some locally deprived and isolated pockets of deprivation within the community where families struggle. In particular, some families struggle with intergenerational poverty and live in what could be defined as 'hidden poverty' when considering overall levels of poverty as a whole.

These families are often concentrated within particular geographical areas of the Borough and national research shows that children and young people living in areas of deprivation are more likely to experience poorer educational outcomes compared to their more affluent peers.

Two year old children from low-income families are entitled to free early years education funded by the Government, and currently 65% of two year olds eligible for this funding take up a place with an early years provider or childminder. There is a concern that some vulnerable families whose young children are eligible for a free early years place are not accessing the services to which they are entitled.

### **Proportionally more Children in Need and children eligible for free school meals with Special Educational Needs**

There are more children with Special Educational Needs among the Wokingham Children in Need population, including Children in Care. Whilst there are relatively fewer children eligible for free school meals in Wokingham than seen nationally, it appears the percentage of these children with statements of Special Educational Needs is higher than seen elsewhere.

### **Disadvantaged children require early help**

Some children growing up in disadvantaged households do not manage to achieve a 'Good Level of Development' at the end of their time in Reception which does not prepare them to be ready for school when they start in Year 1. These children may also be eligible for free school meals and Pupil Premium and appropriate interventions will be put in place to ensure that the gap in achievement between them and their more affluent peers decreases as they progress through the school.

### **Too many Children in Care entering the system in adolescence**

Wokingham has proportionally fewer Children in Care than seen elsewhere and the numbers of children in need are relatively small. However, we recognise that we have a disproportionately higher number of adolescent males becoming looked after. As with wider Children in Need we have disproportionately more Children in Care with Special Educational Needs.

### **High usage of CAMHS and uncertain mental health outcomes**

We have high and increasing usage of both Child and Adolescent Mental Health Services across the children population but with a relatively low number of Children in Care supported by CAMHS.

There is a need to reduce the length of time children and young people have to wait from CAMHS initial assessment to receipt of service.

Wokingham Borough scored significantly worse than the national average for the previous National Indicator relating to the emotional health of children.

### **Our system does not always effectively hold children who need support**

High numbers of initial contact to social care, low thresholds and an uncertain

destination for a number of children who make contact with social care has led to high levels of re-referrals to social care. Early identification and intervention for all children is required where they need it, as well as effective integrated support for children with the most complex needs.

The CYPP sets the following priorities:

- Priority 1** Refresh and renew our Early Help approach, building on what works well, empowering professionals to always keep child centred and designing service to enable excellent practice.
- Priority 1a** As part of a focus on Early Help, continue to develop an integrated 0-5 offer across the Local Authority, health and early year's sectors to ensure that children are school ready, emotionally resilient and healthy.
- Priority 1b** As part of a renewed focus on Early Help, review emotional health and wellbeing services including primary CAMHS to improve the emotional health and wellbeing of vulnerable children and young people.
- Priority 2** Ensure more Wokingham children have access to good or better schools and settings and focus on delivering improvements for those most at risk of poor outcomes through our school improvement offer and delivery of new Primary and Secondary provision.
- Priority 3** Implement the changes required to deliver on the supported changes set out in the Children and Families Act 2014 and go further to bring the child and family into the centre of assessment, planning and support processes.

The Wokingham Children's Partnership and Health and Wellbeing Board will oversee delivery of the CYPP, with scrutiny provided the Council's Executive and the Wokingham Local Safeguarding Children Board.

### **Facts, Figures, Trends**

All of the following tables are taken from the Local Authority Interactive Tool (LAIT) unless stated otherwise. LAIT is regularly updated by the Department of Education at <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

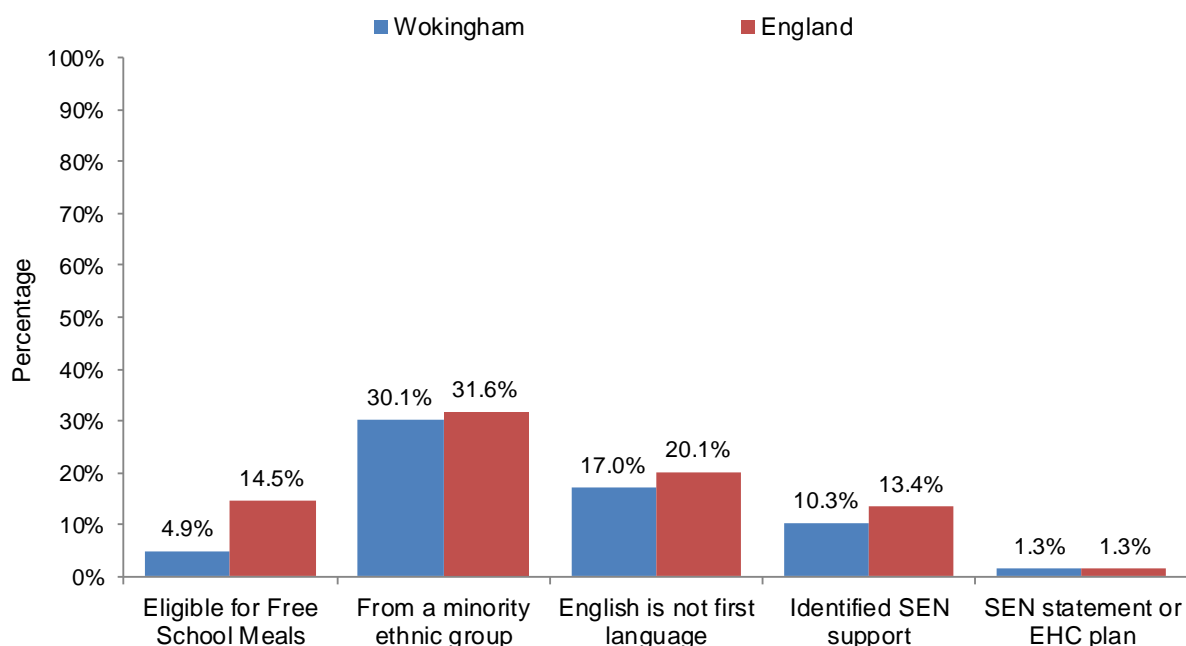
	LA Maintained					Academies / Free schools		
	Number of Pupils (January 2016)	Number of Schools (January 2016)	CTCs (January 2016)	Schools requiring Special Measures (Feb 2017)	Schools with serious weaknesses (Feb 2017)	Number of Academies (inc Free Schools) (Feb 2017)	Schools requiring Special Measures (Feb 2017)	Schools with serious weaknesses (Feb 2017)
<b>Nursery</b>	155	1	-	-	-	-	-	-
<b>Primary</b>	14,649	52	-	1	0	-	0	0
<b>Secondary</b>	10,351	9	0	0	0	-	0	0
<b>Independent</b>	3,034	11	-	-	-	-	-	-
<b>Special</b>	275	2	-	0	0	-	0	0
<b>PRU</b>	16	2	-	0	0	-	0	0
<b>Total</b>	<b>28,480</b>	<b>77</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>

The table above shows the numbers of children in Wokingham schools.

Social Context:					Index of Multiple Deprivation 2015	
	Primary FSM Eligibility 2016 (inc. Nursery)	Secondary FSM Eligibility 2016	Primary First language other than English 2016	Secondary First language other than English 2016	Average Score	Rank of Average Score
<b>Percentage</b>	<b>4.90</b>	<b>5.20</b>	<b>17.00</b>	<b>14.60</b>	<b>5.65</b>	<b>152*</b>
<b>Rank</b>	<b>2</b>	<b>4</b>	<b>86</b>	<b>92</b>	* - 1 being most deprived	
<b>England %</b>	<b>14.50</b>	<b>13.20</b>	<b>20.10</b>	<b>15.70</b>		

Wokingham Borough Council covers an affluent area, being the least deprived local authority with “upper tier” responsibilities such as education and social care. As a result of this, very few children are eligible for free school meals.

**Percentage of primary school children from different groups  
(January 2016)**



**Percentage of 3 and 4 year olds benefiting from some free early education**

Local Authority, Region and England	2013	2014	2015	2016	Change from previous year
872 Wokingham	100.00	99.00	101.00	102.00	1.00
989 South East	95.00	95.00	95.00	96.00	1.00
Statistical Neighbours	97.60	97.40	96.90	98.70	1.80
970 England	95.00	95.00	95.00	95.00	0.00

The table above reflects the number of 3 and 4 year old children benefiting from early years education in the borough, as a percentage of the estimated population of this age living in the borough. Although many children are educated near to their parents place of work, this still suggests a strong uptake of early years education by children living in the borough.

**Foundation Stage - Average total points score**

Local Authority, Region and England	2013	2014	2015	2016	Change from previous year
872 Wokingham	33.30	35.30	35.50	36.20	0.70
989 South East	33.60	34.70	35.20	35.30	0.10
Statistical Neighbours	34.13	35.08	35.62	35.58	-0.04
970 England	32.80	33.80	34.30	34.50	0.20

While children are in early years education, they are assessed under the Early Years

Foundation Stage Profile available on the [UK Government Website](#)

This covers:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The average points score reflects the children’s performance across all these areas on starting school year 1. In 2016 Wokingham improvement is higher than national. Whereas similar authorities have remained steady, Wokingham has seen a small, but steady, increase since 2013

Foundation Stage - Good level of development						
Local Authority, Region and England		2013	2014	2015	2016	Change from previous year
872	Wokingham	47.30	60.60	70.00	75.00	5.00
989	South East	54.30	64.10	70.10	73.00	2.90
	Statistical Neighbours	56.24	63.89	71.01	72.85	1.84
970	England	51.70	60.40	66.30	69.30	3.00

A subset of these skills is used to ascertain whether children have reached a good level of development and are “school ready”. In Wokingham 75% of children are considered school ready, this is close to that of similar authorities and above the national average.

Key Stage 1 - phonics decoding						
Local Authority, Region and England		2013	2014	2015	2016	Change from previous year
872	Wokingham	62.00	70.00	74.00	83.00	9.00
989	South East	68.00	73.00	77.00	81.00	4.00
	Statistical Neighbours	69.90	74.90	78.70	82.00	3.30
970	England	69.00	74.00	77.00	81.00	4.00

The ability to read letters and words phonetically is considered to be a pre-requisite for reading, so children are tested in this at the end of year 1. Here Wokingham has historically performed below average. It is felt by some teachers that the more able readers perform poorly at this test due to the testing materials used containing made-up words to test phonics ability.

From 2016, new indicators have come in place to measure the outcome of the pupils. EXS – Expected standard replaces the Level 4 outcome for KS2, though these two indicators are not comparable.

Key Stage 2 - Reading, Writing & Maths – Expected standard						
Local Authority, Region and England		2016	2017	2018	2019	Change from previous year
872	Wokingham	61.00				-
989	South East	55.00				-
	Statistical Neighbours	55.90				-
970	England	53.00				-

At the end of Key Stage 2, in year 6, 61% of Wokingham pupils achieve the benchmark for reading, writing and maths expected at that age. This is above both the level of similar authorities and the national average.

Key Stage 4 - 5 or more GCSEs at grades A*-C (including Maths & English)						
Local Authority, Region and England		2013	2014	2015	2016	Change from previous year
872	Wokingham	70.60	66.30	67.80	65.60	-2.20
989	South East	62.40	59.00	59.90	60.30	0.40
	Statistical Neighbours	63.98	62.24	63.38	63.27	-0.11
970	England	59.20	53.40	53.80	53.50	-0.30

In 2016, 65.6% of pupils achieve 5 or more A\*-C GCSEs including Maths & English, compared to national average of 53.5%. For the 2016 indicator '% achieving A\*-C in English and maths GCSEs', the gender gap was 10.8%, with 78.8% of girls and 68% of boys achieving A\*-C in English and maths GCSEs in Wokingham. The gender gap nationally was 8.8% %, with 63.8% of girls and 55% of boys achieving A\*-C in English and maths GCSEs.

Please note that the counting rules changed in 2014 to only allow the results from the first exam taken; thus only the earlier years contain re-sit information.

Key Stage 4 - Attaining the English Baccalaureate						
Local Authority, Region and England		2013	2014	2015	2016	Change from previous year
872	Wokingham	28.40	33.80	33.50	33.80	0.30
989	South East	24.50	26.20	26.50	27.30	0.80
	Statistical Neighbours	28.24	28.61	28.59	28.71	0.12
970	England	23.00	22.80	22.90	23.10	0.20

A measure used by the Department for Education is the English Baccalaureate; consisting of GCSEs at grades A\*-C in English, Maths, a science, a modern foreign language and either geography or history. Schools are increasingly encouraging pupils to study for these subjects, known as the EBacc. As with 5 or more GCSEs above, Wokingham pupils perform well.

The tables below shows the percentage of particular cohorts of pupils who achieved A\*-C in English and maths GCSEs and the attainment gap with other pupils:

2016 GCSE attainment by pupil cohort group	Wokingham			England	
	Number at end of KS4	% achieved A*-C English and maths GCSEs	Attainment gap with other pupils	% achieved A*-C English and maths GCSEs	Attainment gap with other pupils
All	1601	73.1%	-	63.3%	-
Disadvantaged (Tab LA12)	232	44%	34.0%	43.2%	27.8%
Free School Meals (Tab LA11)	109	39.4%	36.1%	39.2%	27.8%
SEN support (Tab LA13)	135	x	-	29%	41.1%
SEN with statement or EHCP (Tab LA13)	82	x	-	10.5%	59.6%
English as an additional language (Tab LA10)	250	69.6%	4.2%	62.8%	0.7%

x – figures suppressed in order to protect confidentiality

2016 GCSE attainment by ethnic group (Tab LA9)	Wokingham		England
	Number at end of KS4	% achieved A*-C English and maths GCSEs	% achieved A*-C English and maths GCSEs
White	1231	74.6%	63.0%
Mixed	89	64.0%	62.9%
Asian	166	69.9%	68.1%
Black	75	64.0%	59.8%
Chinese	10	100.0%	84.3%

In 2016 53.3% of pupils in Wokingham entered the EBacc and 33.8% achieved it. This compares to 39.8% and 24.8% respectively in England. (LA3)

Source: Department for Education (2017); Revised GCSE and equivalent results: 2015 to 2016

Achievement of a level 3 qualification by age 19						
Local Authority, Region and England		2013	2014	2015	2016	Change from previous year
872	Wokingham	66.10	67.70	66.30	-	
989	South East	58.00	58.40	59.00	-	
	Statistical Neighbours	62.70	63.39	63.16	-	
970	England	56.30	57.00	57.40	-	

Table above will be updated with 2016 figures in April 2017



Level 3 qualifications consist of A levels and some BTECs.

Though Borough performance has remained level since 2012, it has remained consistently better than the comparable averages.

The full listing can be seen at [Webarchive/National Archive](#)  
Yet again, Wokingham pupils perform strongly.

## KS4 Destinations in 2014/15 for 2013/14 pupils

Cohort	Overall percentage going to a sustained education or employment /training destination		Sustained education		Sustained employment/training		
	Sch	Nat	Sch	Nat	Sch	Nat	
All pupils	1640	97	94	95	91	2	3
Males	860	97	93	95	90	2	3
Females	780	96	94	94	91	2	3
Disadvantaged pupils	190	89	88	84	84	5	4
All other pupils	1450	98	96	96	93	2	3

Cohort	Sustained education - Mainstream										Apprentice ships	Sustained education combination destination	Destination not sustained		Destination not sustained / NEET		Activity not captured				
	Further education college or other FE provider		Independent school		Other education destination		School sixth form (state funded)		Sixth form college				Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
All pupils	1640	24	38	-	-	1	1	61	39	8	13	5	6	-	-	3	5	-	-	1	1
Males	860	27	41	-	-	0	1	62	37	5	11	5	7	-	-	3	6	-	-	1	1
Females	780	20	35	-	-	2	1	61	41	12	14	5	5	-	-	3	5	-	-	1	1
Disadvantaged pupils	190	40	46	-	-	3	1	37	27	5	10	7	5	-	-	-	11	-	-	-	1
All other pupils	1450	22	35	-	-	1	1	65	44	9	14	4	6	-	-	-	3	-	-	-	1

One of the main indicators for achieving good academic or vocational results is attendance at the school or college providing the course. Wokingham pupils have a good attendance record, as can be seen in the following tables.

Pupil absence in primary schools (Total)						
Local Authority, Region and England		2013	2014	2015	2016*	Change from previous year 14/15
872	Wokingham	4.10	3.30	3.40	-	0.10
989	South East	4.60	3.80	3.90	-	0.10
	Statistical Neighbours	4.31	3.56	3.58	-	0.02
970	England	4.70	3.90	4.00	-	0.10

\* Table above will be updated with 2016 figures in April 2017

Pupil absence in secondary schools (Total)						
Local Authority, Region and England		2013	2014	2015	2016*	Change from previous year 14/15
872	Wokingham	5.40	4.90	4.80	-	-0.10
989	South East	5.90	5.30	5.40	-	0.10
	Statistical Neighbours	5.48	4.87	4.95	-	0.08
970	England	5.90	5.20	5.30	-	0.10

\* Table above will be updated with 2016 figures in April 2017

The Wokingham Education Welfare Team work closely with local schools to maximise pupil's attendance.

Wokingham had a total persistent absence<sup>1</sup> figure of 2.8% in the 2014/15 academic year, compared to the national figure of 3.7%.

<sup>1</sup>Persistent absentees are defined as having an overall absence of 15% or more. This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.

### What is this telling us?

Whilst overall attainment outcomes in Wokingham are consistently higher than regional and national averages, the attainment outcomes for children on Free School Meals are much lower than the attainment outcomes for their peers and the gap is wider than seen nationally.

This is a key priority area for the Council and schools, and there is a Narrowing the Gap working group which focuses on this issue.

## What are the key inequalities?

### Ethnicity and first language

As presented in the table below, with the exception of children from a black heritage, there appear to be no academic equality issues for children of any particular ethnic group. However, the LA is aware that there is much variation in the performance of specific ethnic groups within these broader groups, and the LA monitors performance accordingly to check for any underperformance. Through this more detailed analysis, it is clear that many ethnic groups in the borough generally do well, performing as well as or better than the White British group, and as well as or better than their peers nationally from the same ethnic group. However, there are some groups in the borough that consistently perform less well than the White British group in the borough, and less well than their peers nationally: most notably the Mixed White/ Black Caribbean group and the Gypsy Roma and Irish Traveller groups. There are also concerns about the performance of the Black Caribbean, Black Other, Mixed Other, Pakistani and Bangladeshi groups on some measures. Chinese children consistently outperform White British children in the borough, but for the last two years they have not made as much progress at secondary school as their peers nationally.

Detailed performance data by ethnic group is shared with school leaders who are encouraged to check their own school data accordingly and to take pay special attention to the performance of children from ethnic groups whose achievement is a concern at their school. The LA employs an advisory teacher for Traveller Education who ensures that schools have a very good awareness of the needs of Traveller children and employ effective strategies for supporting children of Traveller heritage. Schools work hard to raise the achievement of Traveller children, with some notable successes: Irish Traveller children in Year 6 in 2014-15 made more progress than any other ethnic group during key stage 2.

When pupil performance is analysed in terms of children learning English as an additional language, it is clear that these children do well, consistently performing better than their EAL peers nationally and, on most measures, performing as well as or better than other children in the borough.

### Average attainment 8 score per pupil

	2016	2017	2018	2019	Change from previous year
<b>All pupils</b>	53.50				-
<b>White pupils</b>	54.10				-
<b>Mixed race</b>	48.60				-
<b>Asian</b>	52.60				-
<b>Black</b>	49.90				-
<b>Chinese</b>	66.70				-

## FSM

As explained earlier, Wokingham is an affluent authority with relatively few pupils eligible for free school meals; with many of these children also having special educational needs. This leads to Wokingham having a higher than normal gap between the results of children eligible for free school meals and those not eligible.

### Average attainment 8 score

Eligible for FSM		2016	2017	2018	2019	Change from previous year
872	Wokingham	34.60				-
989	South East	36.50				-
	Statistical Neighbours	39.18				-
970	England	39.10				-

Not eligible for FSM		2016	2017	2018	2019	Change from previous year
872	Wokingham	54.90				-
989	South East	52.40				-
	Statistical Neighbours	53.50				-
970	England	51.80				-

FSM Gap		2016	2017	2018	2019	Change from previous year
872	Wokingham	20.30				-
989	South East	15.90				-
	Statistical Neighbours	14.32				-
970	England	12.70				-

The average attainment score for FSM eligible pupils in the borough is slightly lower than comparable averages whereas the average score for non-eligible pupils is slightly higher than comparable averages. As a consequence there is a larger comparable gap.

### Disadvantaged pupils

Children who have had free school meals at some time in the past 6 years, plus a few other disadvantaged groups such as looked after children – basically those pupils who attract the Pupil premium for school funding.

#### KS4 attainment 8 score

Disadvantaged		2016	2017	2018	2019	Change from previous year
872	Wokingham	38.30				-
989	South East	39.10				-
	Statistical Neighbours	41.50				-
970	England	41.20				-

Non disadvantaged		2016	2017	2018	2019	Change from previous year
872	Wokingham	56.10				-
989	South East	54.10				-
	Statistical Neighbours	54.74				-
970	England	53.50				-

Disadvantage gap		2016	2017	2018	2019	Change from previous year
872	Wokingham	17.80				-
989	South East	15.00				-
	Statistical Neighbours	13.24				-
970	England	12.30				-

The averages for this subset of pupils reflect the same pattern as the FSM averages though the gap for the borough is not quite as large as FSM.

For more details about children eligible for the pupil premium, please see the [UK Government Website](#) :

### Exclusions

FSM pupils, and pupils from the Mixed White/ Black Caribbean group, are over-represented in exclusions data. We plan to investigate this further with schools.

## SEN

Until September 2014 there were 3 classifications for children with special educational needs; school action, school action plus and statemented (the highest need group). In September 2014 the Education, Health & Care Plan was introduced for children with the highest needs, with the EHCP being a combined planning document pulling together care input from the NHS, social care and education providers. At the present time, all new children being identified are having EHCPs, whilst children currently having a statement are moving towards an EHCP either if their care needs change significantly or they are about to change schools.

More information on EHCPs can be seen on [EHC, 2014](#)

### Attainment 8 score

Pupils with SEN statement / EHCP		2016	2017	2018	2019	Change from previous year
872	Wokingham	22.80				-
989	South East	17.50				-
	Statistical Neighbours	21.42				-
970	England	17.00				-

Pupils with SEN support		2016	2017	2018	2019	Change from previous year
872	Wokingham	43.40				-
989	South East	36.50				-
	Statistical Neighbours	38.33				-
970	England	36.20				-

SEN/EHCP Gap		2016	2017	2018	2019	Change from previous year
872	Wokingham	20.60				-
989	South East	19.00				-
	Statistical Neighbours	16.91				-
970	England	19.20				-

Though both groups of pupils did better in comparison to their respective averages, the gap between the groups in the borough was slightly larger in comparison.

## White boys

National research suggests that disadvantaged white boys have some of the

weakest attainment in schools, especially at secondary level. Local analysis suggests Wokingham also has this problem. This is being addressed in joint work between the School Improvement Team and our local schools, as part of the “diminishing the differences” work for children eligible for free school meals. There is believed to be “poverty in aspiration” amongst this group.

## **Summary**

Whilst overall attainment outcomes are very good in Wokingham, and consistently higher than regional and national averages, the attainment and progress outcomes for children on Free School Meals are much lower than the achievement outcomes for their peers. This is the case at the end of primary and secondary education.

This is a key priority area for the Council and schools, and there is a Narrowing the Gap working group which focuses on this issue.

## **What are the unmet needs/service gaps?**

### **How we are supporting the Narrowing the Gap agenda for disadvantaged children:**

With the government funding they are given, schools are using a wide range of strategies to support Pupil Premium pupils. Schools are aware of the research about what works well to narrow the gap and are basing their provision on this. School provision includes, for example:

- 1-1 tuition
- Access to a Homework Club
- Specialist SEN strategies, for example Catch-up, Tracks and other recognised intervention programmes
- Involvement in ‘Bubble Time’ and Nurture Groups
- Access to Booster Groups
- Involvement in Precision Teaching and Over-learning techniques
- Programmes such as ‘Emotional First Aid’
- Access to Extended Services activities, including both in school time and out of school activities to raise self-esteem and ease the financial and organisational burden on parents and carers
- Access to trained officers working for volunteer groups, such as Just Around the Corner (JAC)
- Access to counsellors, for example through the Wokingham ‘ARC’ counselling service
- Access to work with the Wokingham Pupil Referral Unit, Foundry College
- Access to a Family Support Worker
- Education Welfare Officer (EWO) support
- Provision of a laptop for home learning
- Financial support for foreign and domestic visits out of school
- Financial support to access breakfast and after-school provision



- Access to Art Therapy
- Involvement in a Kindle Group

The Local Authority supports schools in their work to narrow the gap for disadvantaged pupils in various ways:

- Termly network meetings for pupil premium leaders in primary and secondary schools for sharing good practice, in partnership with West Berkshire LA
- Additional network meetings for pupil premium leaders in Wokingham secondary schools. One of the recent meetings focussed on a document outlining good practice gathered from visits to each secondary school.
  - There is evidence that information gained at network meetings has resulted in improved provision in schools
- Support for school staff taking on the role of Pupil Premium Champion. Each champion closely monitors the needs of one child and ensures that support for the child is constantly reviewed and developed.
- Pupil premium reviews conducted in schools – areas for development identified and acted on by schools
- A project involving school staff and a range of LA professionals at Keep Hatch primary school: 'Team around the FSM pupils'. Learning from the project is shared with schools across the Borough
- Advice and guidance for pupil premium leaders
- School Improvement Officer meetings with headteachers and senior leaders include discussions about provision for and performance of pupil premium children, and the progress of individual pupils
- Year 6-7 transition project – reviewing the effectiveness of arrangements to support the transition of pupil premium children from primary to secondary school
- Literacy Champions project – training for staff in schools, pre-school settings and children's centres to work with families to develop the early literacy and language skills of children aged 5 and under.
- Summer holiday schools supporting children's social and academic needs – free places offered to vulnerable families.

In addition, Children's Centres and Wokingham Borough Council's Early Years Team work in partnership to support parents prepare their children for education and school life:

- The 'lunch box challenge' is a joint project with All Saints Primary School and The Brambles Children's Centre where parents and children are invited to try out different foods which could be included as a healthy option in a child's lunchbox.
- School readiness sessions with children who attend the Starlings Children Centre and who will be going to The Colleton Primary School spending a session each week before the start of the Summer holidays, learning how to eat with a knife and fork, carry a tray of food, get dressed independently and manage their own hygiene.
- The Early Years Team has enabled Family Workers in Children's Centres to deliver 'Play to Learn' sessions for parents so that they understand the importance of play in children's learning and development and so their children can be supported appropriately in the home.
- Children's Centres are currently involved in Wokingham's Early Years Writing

Project, introducing and modelling fun ways for children to start early mark-making and prepare them for writing.

### Resident children

Wokingham Borough Council only holds detailed information on children in its schools. However, the Department for Education publishes some data on children resident in Wokingham for Key Stage 4 (GCSEs).

This indicates that children resident in Wokingham tend to out-perform children attending Wokingham schools. This is believed to be due to children in the north of the authority attending selective grammar schools in Reading, Slough and Buckinghamshire.

2016 GCSE	Number of eligible pupils	Average attainment 8 score	Average progress 8 score	A*-C in English and mathematics GCSEs	Entering the English Baccalaureate	Achieving the English Baccalaureate
Wokingham residence	1,636	56.2	0.26	77.1	55.3	39.9
Wokingham pupils	1,601	53.5	0.19	73.1	53.3	33.8

**Recommendations for consideration by other key organisations such as: CCG's, General Practices, Local Authority department e.g. housing and other providers.**

**This section links to the following sections in the JSNA:**

### References

**Name of Author:** Wokingham Borough Council Children's Services

**Date:**

**Update Due:**