

## Vulnerable Groups

### Definitions

For the purposes of the 2012 Millthorpe School Improvement Plan 'Vulnerable groups' is defined as all groups who may be at risk of underachievement, and as such must in any analysis of data have their performance compared to other groups analysed. Any issues identified should be explored and where remedial action is needed, included in the next year's school improvement plan.

The following groups have been reviewed as part of this summary:

- Pupil Premium (PP) – Covering all young people who have been eligible at any point over the last 6 years.
- Free school meals (FSM) – Young people in the current year group eligible for FSM. ( a subset of the PP group which is an older measure used from 2011 and earlier.
- Looked after Children (LAC)
- Special Educational Needs (SEN)
- School Action (SA)
- School Action Plus (SAP)

Trends over time with local and national comparisons have been used where data is available. Where differences in data exist these have been noted. As measures nationally have changed over time best equivalents have been used where possible to understand trends.

For the purposes of this document the primary focus has been the 2012-13 year 11 and year 10 cohort with some reference to the current understanding of the KS3 cohort as a whole.

### 1.0 Background

The School Improvement Plan for 2012-13 identified that improvement was needed in raising the attainment of under achieving students and in particular ensuring that vulnerable groups' progress is analysed in each round of tracking.

*1.1 The related items in the plan are as follows:*

Priority	Autumn (RAG)	Spring (RAG)	Summer (RAG)
We will ensure the progress of vulnerable groups in all year groups is analysed with each round of tracking and that each group is the responsibility of an appropriate person in our pastoral structure	G	G	G
We will develop the role of the DOAs in raising the attainment of underachieving students	G	G	A

Once the 2012 exam results became available it was clear that the immediate focus of the intervention needed to be the current year 11, with a plan to take the most successful aspects of the methodology and embed across year groups later in the 2012-13 year. The priority was adjusted to: *We will ensure the progress of vulnerable groups in all year groups Year 11 is analysed with each round of tracking and that each group is the responsibility of an appropriate person in our pastoral structure.*

As with other schools in York where there are not significant numbers of young people from vulnerable groups, there is a particular grouping of vulnerability factors in the same individuals, they face multiple disadvantage.

The new pastoral structure introduced in 2011-12 focussed alongside the individualised intervention for young people in Y11 in 2012 identified at risk of underachievement had a large overlap.

## 2.0 Headline Indicator Summaries

### *2.1 Percentage achieving 5+ A\*-C GCSEs (or equivalent) including English and maths GCSEs - Trends and School – LA – National comparisons*

	2009	2010	2011	2012	2013	2013/14 -Y10
Cohort Size (number and %)	n/a	n/a	11(5%) FSM	31(15%) PP	31(16%) PP	29(18%) PP
School Disadvantaged	n/a	n/a	27%	29%	45.2%	51.7%
School Other	n/a	n/a	61%	57%	tbc	tbc
School	59%	64%	59%	53%	68.1%	66.1%
LA	59.2%	59.1%	62.1%	62.7%	n/a	n/a
England - All Schools	49.8%	53.5%	59%	59.4%	n/a	n/a

### *2.2 Levels of progress in English and Maths – vulnerable groups and expected progress*

Year	2011	2011	2012	2012	2013	2013
Measure	Disad.(FSM)	Other	Disad.(PP)	Other	Disad.(PP)	Other
English	45%	77%	34%	61%	66%	n/a
Maths	27%	61%	54%	70%	59%	n/a

## 3.0 2013 – Y11 Analysis by group

- Percentage of pupils with SEN statement or on School Action Plus – 11%
- School Action – cohort 23(12%) - current achievement (5A-C +E&M) = 3 (13%)

**Analysis** - to reach FFT – D: 5 more need to achieve – 7 identified as probable at 2/7/13 and the judgement is that 5 of the 7 will reach that and the target will be met

- School Action+ & Statement – cohort 9(5%) - current achievement (5A-C +E&M) =  
**Analysis** – to reach FFT – D: 2 more needed to achieve – 2 identified as probable at 2/7/13 and the judgement is that this target will be met.
- Pupil Premium – cohort 31(16%) - current achievement (5A-C +E&M) = 14 (45%)  
**Analysis** - to reach FFT – D: 4 more needed to achieve – 7 identified as probable at 2/7/13 and the judgement is that this target will be met.
- EAL - cohort 4(2%) - current achievement (5A-C +E&M) = 2 (67%)  
**Analysis** - to reach FFT – D: 1 more needed to achieve – judged as not of reportable size statistically.

#### 4.0 Profile of the school community in terms of vulnerable groups (2012 data)

Total number of pupils on roll (all ages)	972
Percentage of boys on roll	53.2%
Percentage of girls on roll	46.8%
Percentage of pupils with SEN statement or on SAP	7.8%
Percentage of pupils with English not as first language	3.3%
Percentage of pupils eligible for free school meals	9.0%
Percentage of pupils eligible for FSM in the past 6yrs	17.5%

#### 5.0 Current School Actions

The overall actions put in place by the SLT were as follows for attainment in general, these were enhanced with the pastoral support roles where it was identified that a vulnerable group needed additional support of some sort :

- AHT assigned to focus on Y11 tracking/intervention;
- Students at risk of achieving less than C in English and/or Maths identified and additional support provided;
- Some curriculum changes for students to focus on Maths/English;
- “War Room” chart for Y11 updated after each round of tracking;
- Additional round of tracking introduced late 2012;
- Exams taken early in Maths and English to afford best opportunity to all students to achieve potential;
- Resits/linear exams offered where appropriate;
- Support to students in vulnerable groups through new house system;
- Work on accuracy of teacher predictions.
- Alignment with the DoA and Student Support Officers interventions – see records.
- Tracking of vulnerable groups in Y10 to embed intervention deeper through the school year groups based on successful strategies.

- Development of a KS3 analysis tool to support further embedding of interventions and raising parental awareness of needs
- Gathering and analysis parent, student and teacher case studies / feedback on current Y10 interventions pre and post exam

## 6.0 Governor Actions

In order to ensure effective scrutiny governors established link governor system linking to key areas of the SDP. Visits to school of frequency agreed between the link and SLT member with written reports to governors via committees on each occasion. For this area, relevant links are Richard Newton (vulnerable groups and the role of the DOAs in raising the attainment of underachieving students) – see reports dated xxx, xxx and xxx.

Ongoing challenge also takes place in FGB, Q&C and School and Community meetings.

Questioning has focused on areas of concern identified including:

- i) Vulnerable groups (Minutes 24.10.12 p.2);
- ii) How systems can be put in place to ensure effective intervention before Y11 (Minutes 24.10.12 p.4 and 6.2.13 p.4);
- iii) How curriculum changes were affecting attainment for identified students (Minutes 6.2.13 p.3)

Governors will be looking in Sep 12 for improvement across all indicators as well as evidence that teacher predictions are reliable as these form the basis of effective identification of students who will benefit most from intervention.

## 7.0 Sources of Data

7.1 2013 Data – incomplete at time of writing 01/07/13 – school estimates

7.2 Current Y10 cohort

JTB education report dated May 16th 2013 for March 2013 tracking point.

7.3 Current Y11 cohort

2012 Figures

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=121706&superview=sec&qtype=LA>

2011 Figures

<http://www.education.gov.uk/cgi-bin/schools/performance/2011/school.pl?urn=121706&superview=sec>

2010 Figures

[http://www.education.gov.uk/cgi-bin/schools/performance/archive/school\\_10.pl?No=8164229&Mode=Z&Type=SC&Begin=s&Phase=1&Year=10&Base=b&Num=816](http://www.education.gov.uk/cgi-bin/schools/performance/archive/school_10.pl?No=8164229&Mode=Z&Type=SC&Begin=s&Phase=1&Year=10&Base=b&Num=816)

7.4 Parents' and young people's feedback is very positive, results predictions look good.

7.5 Teachers' feedback is positive.