

## Education and Young People's Services



*"A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential" (Sir Michael Wilshaw, HMCI, "Unseen Children: access and achievement 20 years on" – 2013)*

Kent County Council are developing a strategy for supporting vulnerable learners in Kent and would like to include case studies considered to be best practice in the identification and support of vulnerable learners and would value your support to develop case studies. Please answer the following questions in as much detail as possible, you will be contacted where clarification is required. All information will be anonymised, unless otherwise agreed.

### Defining vulnerable learners

Kent County Council describes vulnerable learners as pupils who are at greater risk of poorer educational outcomes, often including Children in Care, the children who receive the Pupil Premium Grant, those who are eligible for Free School Meals, those children who qualify for Two Year Old Funding (providing 15 hours of free childcare per week), young carers, those children who qualify for the three and four year-old Pupil Premium funding.

### Your Information

**Name of school/setting**

Kingswood Primary School

**Name of contact**

Emma Hickling

**Contact phone number**

01622 842674

**Contact email**

[ehickling@kingswood.kent.sch.uk](mailto:ehickling@kingswood.kent.sch.uk)

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## Case Study

**Please describe what steps you take to identify vulnerable learners within your school, setting or community**

In our view all learners have the potential for vulnerability, with a change to family circumstances, therefore we monitor the progress of all pupils academically and socially/ emotionally every six weeks. These discussions take place in the form of pupil progress meetings. Every child is discussed and then interventions decided upon for those who are vulnerable in terms of less than expected progress, unusual behaviour or increasing referrals. The pupils who are identified as pupil premium are always part of the list of those vulnerable, although don't always receive direct support if they are making at least expected progress. For those with complex needs they are supported via high needs funding. Kingswood Primary School also has a minority of Gypsy Roma traveller pupils who are vulnerable as they tend to have no pre-school experience and high absence rates. Parents and pupils are encouraged to communicate any change to home life to enable us to support the changing needs of the children. All pupils have an agreed adult that they can talk to. The project Salus worker that supports us throughout the year, will also communicate any concerns regarding pupils.

**What challenges does your school, setting or community face in supporting vulnerable learners**

Like all schools we face the challenge of ensuring that all pupils make at least expected progress. Within Kingswood we have a relatively high number of pupils with complex needs (10%) and some of these have challenging behaviour. We have to ensure that these children do not dominate the time of teachers and leaders allowing other children to be over shadowed. Over the last year we have worked hard to put in place a consistent behaviour policy which is applied to all children. In addition to this we have a play based nurture group provision and behaviour support plans which support the progress of these pupils. We have also made the decision recently to fund a teacher to teach some of the pupils with complex needs separately, so that they can follow individualised curriculums. Within the Gypsy Roma Traveller community the challenge is that although education is valued, absence is often prolonged. The pupils' vulnerability is often not declared. Most GRT girls do not attend secondary school, so a focus on the basic skills is key within primary school.

**How do you work with the community and other schools/settings to identify and support vulnerable learners**

Kingswood works within the KULB collaboration , pupils do move between the three schools so information is shared between teachers and leaders. Pupils' books are moderated termly in year group teams across the collaboration and from this academic year with another local school. Pupils can be identified here as making good progress or being vulnerable. This is discussed within the teams of teachers.

Prior to pupils arriving at school for year R, visits are made to local pre-schools and meetings arranged with specialist teachers/ health visitors and parents to aid in the identification of vulnerable children. This enables us to put a package of support together for both child and family before the child starts school. When children join in year, or at different points in their school career contact is made to their previous school and any additional agencies involved for the same reason.

The vision of the leaders is that all children can succeed and when children are vulnerable because the support from home is not there, there is an expectation that this is provided within school, e.g. daily reading, practice for a spelling test etc.

### **How does the culture and leadership of your school/setting support vulnerable learners to reach their potential**

The culture of the school is one of high expectations, the motto of KULB of which is the school is a part is 'Together we will achieve our goals'. The leadership team steered by the executive headteacher ensures that there are high expectations for all children from all backgrounds. All pupils are set challenging targets, with interventions used as necessary to ensure progress is made by all. Ensuring quality first teaching is the focus of the leadership team, as this is vital in ensuring good progress for all. Interventions are closely targeted at pupils' next steps, and run for a maximum of six weeks. The success of these interventions is measured by the progress of the pupils. Where possible parents are encouraged to support the work at home, where this is not possible a member of the support staff will pick up this work within school.

### **What activities, programmes or interventions have you embedded to support vulnerable learners to ensure they reach their potential**

We have used the following interventions over the past year:

Sensory circuits – a physical activity for children with sensory issues

Toe by Toe – a reading and phonics programme

One to one tuition

Small group boosters

Nurture group – playtime provision

Homework club – for those who are unable to learn at home

Individual reading

A small class of 8 children with complex/ behavioural needs with their own teacher 4 days a week

Project salus – anger management, social stories

Access to STEPs

Funding for trips, extra-curricular activities

Additional resources for individual children for home or school

Minority achievement project surrounding home culture

Behaviour plans

Individual learning programmes with one to one support

What changes have you seen since embedding this work

Improving outcomes for vulnerable children, and all children, especially at Key stage 2 where historically data had been weaker.

What have the outcomes been for;

- The pupil

### Key stage 2 Outcomes for Vulnerable Groups

		Number of Pupils	Reading Test				Writing Teacher Assessment				Spelling, Punctuation & Grammar Test			
			Below Level 4		Level 4 or Above		Below Level 4		Level 4 or Above		Below Level 4		Level 4 or Above	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
All Pupils		19	0	0.0	19	100.0	0	0.0	19	100.0	4	21.1	15	78.9
Gender	Girls	6	0	0.0	6	100.0	0	0.0	6	100.0	1	16.7	5	83.3
	Boys	13	0	0.0	13	100.0	0	0.0	13	100.0	3	23.1	10	76.9
FSM "Ever"	FSM Ever No	16	0	0.0	16	100.0	0	0.0	16	100.0	4	25.0	12	75.0
	FSM Ever Yes	3	0	0.0	3	100.0	0	0.0	3	100.0	0	0.0	3	100.0
SEN Status	No Special Needs	18	0	0.0	18	100.0	0	0.0	18	100.0	4	22.2	14	77.8
	SEN A, P and K*	1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0
	SEN S and E**	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
EAL	Not EAL	18	0	0.0	18	100.0	0	0.0	18	100.0	4	22.2	14	77.8
	EAL	1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0
Ethnicity	White British	17	0	0.0	17	100.0	0	0.0	17	100.0	3	17.6	14	82.4
	Non White British	2	0	0.0	2	100.0	0	0.0	2	100.0	1	50.0	1	50.0
Children in Care	Not CIC	19	0	0.0	19	100.0	0	0.0	19	100.0	4	21.1	15	78.9
	CIC	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Care	Total	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
		Maths Test				Science Teacher Assessment				Combined Reading, Writing & Maths				
		Number of Pupils	Below Level 4		Level 4 or Above		Below Level 4		Level 4 or Above		Below Level 4		Level 4 or Above	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
		19	1	5.3	18	94.7	0	0.0	19	100.0	1	5.3	18	94.7
Girls		6	1	16.7	5	83.3	0	0.0	6	100.0	1	16.7	5	83.3
Boys		13	0	0.0	13	100.0	0	0.0	13	100.0	0	0.0	13	100.0
FSM Ever No		16	1	6.3	15	93.8	0	0.0	16	100.0	1	6.3	15	93.8
FSM Ever Yes		3	0	0.0	3	100.0	0	0.0	3	100.0	0	0.0	3	100.0
No Special Needs		18	1	5.6	17	94.4	0	0.0	18	100.0	1	5.6	17	94.4
SEN A, P and K*		1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0
SEN S and E**		0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Not EAL		18	1	5.6	17	94.4	0	0.0	18	100.0	1	5.6	17	94.4
EAL		1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0
White British		17	0	0.0	17	100.0	0	0.0	17	100.0	0	0.0	17	100.0
Non White British		2	1	50.0	1	50.0	0	0.0	2	100.0	1	50.0	1	50.0
Not CIC		19	1	5.3	18	94.7	0	0.0	19	100.0	1	5.3	18	94.7
CIC		0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

		Number of Matched Pupils	Reading				Writing				Maths			
			KS1 PA	KS1	KS2	KS2	KS1 PA	KS1	KS2	KS2	KS1 PA	KS1	KS2	KS2
			N° Pupils	Points	Points	Progress	N° Pupils	Points	Points	Progress	N° Pupils	Points	Points	Progress
All Pupils		17		18.3	29.8	11.5		16.9	30.5	13.6		18.6	29.6	10.9
Gender	Girls	5		18.6	30.6	12.0		18.6	31.8	13.2		19.0	30.2	11.2
	Boys	12		18.2	29.5	11.3		16.2	30.0	13.8		18.5	29.3	10.8
FSM "Ever"	FSM Ever No	14		18.6	30.1	11.6		17.1	30.9	13.7		18.7	29.9	11.1
	FSM Ever Yes	3		17.0	28.3	11.3		15.7	29.0	13.3		18.3	28.3	10.0
SEN Status	No Special Needs	16		18.4	29.8	11.4		17.0	30.8	13.8		18.5	29.4	10.9
	SEN A, P and K*	1		17.0	31.0	14.0		15.0	27.0	12.0		21.0	33.0	12.0
	SEN S and E**	0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0
EAL	Not EAL	17		18.3	29.8	11.5		16.9	30.5	13.6		18.6	29.6	10.9
	EAL	0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0
Children in Care	Not CIC	17		18.3	29.8	11.5		16.9	30.5	13.6		18.6	29.6	10.9
	CIC	0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0
Prior Attainment	2C and Below		1	13.0	27.0	14.0	2	13.0	27.0	14.0	0	0.0	0.0	0.0
	2B / 2A		9	16.8	29.0	12.2	11	16.1	30.3	14.2	9	16.6	26.8	10.2
	Level 3+		7	21.0	31.3	10.3	4	21.0	33.0	12.0	8	21.0	32.8	11.8



		Reading		Writing		Maths	
		Number of Matched Pupils	% Making 2 Levels of Progress	Number of Matched Pupils	% Making 2 Levels of Progress	Number of Matched Pupils	% Making 2 Levels of Progress
All Pupils		17	100.0	17	100.0	18	88.9
Gender	Girls	5	100.0	5	100.0	6	83.3
	Boys	12	100.0	12	100.0	12	91.7
FSM "Ever"	FSM Ever No	14	100.0	14	100.0	15	86.7
	FSM Ever Yes	3	100.0	3	100.0	3	100.0
SEN Status	No Special Needs	16	100.0	16	100.0	17	88.2
	SEN A, P and K*	1	100.0	1	100.0	1	100.0
	SEN S and E**	0	0.0	0	0.0	0	0.0
EAL	Not EAL	17	100.0	17	100.0	17	88.2
	EAL	0	0.0	0	0.0	1	100.0
Children in Care	Not CIC	17	100.0	17	100.0	18	88.9
	CIC	0	0.0	0	0.0	0	0.0
Prior Attainment	2C and Below	1	100.0	2	100.0	0	0.0
	2B / 2A	9	100.0	11	100.0	9	88.9
	Level 3+	7	100.0	4	100.0	8	87.5

		Reading		Writing		Maths	
		Number of Matched Pupils	% Making 3 Levels of Progress	Number of Matched Pupils	% Making 3 Levels of Progress	Number of Matched Pupils	% Making 3 Levels of Progress
All Pupils		17	23.5	17	35.3	18	11.1
Gender	Girls	5	20.0	5	20.0	6	16.7
	Boys	12	25.0	12	41.7	12	8.3
FSM "Ever"	FSM Ever No	14	21.4	14	35.7	15	13.3
	FSM Ever Yes	3	33.3	3	33.3	3	0.0
SEN Status	No Special Needs	16	18.8	16	37.5	17	11.8
	SEN A, P and K*	1	100.0	1	0.0	1	0.0
	SEN S and E**	0	0.0	0	0.0	0	0.0
EAL	Not EAL	17	23.5	17	35.3	17	11.8
	EAL	0	0.0	0	0.0	1	0.0
Children in Care	Not CIC	17	23.5	17	35.3	18	11.1
	CIC	0	0.0	0	0.0	0	0.0
Prior Attainment	2C and Below	1	0.0	2	0.0	0	0.0
	2B / 2A	9	44.4	11	54.5	9	11.1
	Level 3+	7	0.0	4	0.0	8	12.5

### Key stage 1 Outcomes for Vulnerable groups

		Number of Matched Pupils	Reading				Writing				Maths				Science			
			Below Level 2		Level 2 or Above		Below Level 2		Level 2 or Above		Below Level 2		Level 2 or Above		Below Level 2		Level 2 or Above	
			Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
All Pupils		15	1	6.7	14	93.3	1	6.7	14	93.3	1	6.7	14	93.3	1	6.7	14	93.3
Gender	Girls	9	0	0.0	9	100.0	0	0.0	9	100.0	0	0.0	9	100.0	0	0.0	9	100.0
	Boys	6	1	16.7	5	83.3	1	16.7	5	83.3	1	16.7	5	83.3	1	16.7	5	83.3
FSM "Ever"	FSM Ever No	14	1	7.1	13	92.9	1	7.1	13	92.9	1	7.1	13	92.9	1	7.1	13	92.9
	FSM Ever Yes	1	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0
SEN Status	No Special Needs	14	0	0.0	14	100.0	0	0.0	14	100.0	0	0.0	14	100.0	0	0.0	14	100.0
	SEN A, P and K*	1	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
	SEN S and E**	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
EAL	Not EAL	13	1	7.7	12	92.3	1	7.7	12	92.3	1	7.7	12	92.3	1	7.7	12	92.3
	EAL	2	0	0.0	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0
Ethnicity	White British	10	0	0.0	10	100.0	0	0.0	10	100.0	0	0.0	10	100.0	0	0.0	10	100.0
	Non White British	5	1	20.0	4	80.0	1	20.0	4	80.0	1	20.0	4	80.0	1	20.0	4	80.0
CIC	Not CIC	15	1	6.7	14	93.3	1	6.7	14	93.3	1	6.7	14	93.3	1	6.7	14	93.3
	CIC	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

## Early Years Outcomes for Vulnerable Groups

		Number of Pupils	Expected+							
			GLD		PRIME		SPECIFIC		ALL	
			Num	%	Num	%	Num	%	Num	%
All Pupils		20	17	85.0	17	85.0	17	85.0	17	85.0
Gender	Girls	10	10	100.0	10	100.0	10	100.0	10	100.0
	Boys	10	7	70.0	7	70.0	7	70.0	7	70.0
FSM Ever 6	FSM Ever No	19	16	84.2	16	84.2	16	84.2	16	84.2
	FSM Ever Yes	1	1	100.0	1	100.0	1	100.0	1	100.0
SEN Status	No Special Needs	17	17	100.0	17	100.0	17	100.0	17	100.0
	SEN A,P and K*	0	0	0.0	0	0.0	0	0.0	0	0.0
	SEN S and E**	3	0	0.0	0	0.0	0	0.0	0	0.0
EAL	Not EAL	19	17	89.5	17	89.5	17	89.5	17	89.5
	EAL	1	0	0.0	0	0.0	0	0.0	0	0.0
Ethnicity	White British	17	15	88.2	15	88.2	15	88.2	15	88.2
	Non White British	2	2	100.0	2	100.0	2	100.0	2	100.0
Children in Care	Non CIC	20	17	85.0	17	85.0	17	85.0	17	85.0
	CIC	0	0	0.0	0	0.0	0	0.0	0	0.0

- **The school**

Kingswood primary school is proud of the achievements of its pupils, there are still areas we need to work on, Maths and Year 1 phonics being this year's focus for improvement. However, we have successfully managed to close the gap for vulnerable pupils at Early Years, Key stage 1 and 2 as seen in the data above.

- **The community**

Kingswood Primary school is seen by the community as a highly inclusive school. Our results show that children of all backgrounds achieve well, including those with complex needs or those who may be considered vulnerable. We promote equality of expectation and encourage staff and pupils to aim for their goals by consistently giving of their best.

### Please tell us anything else you would like us to know

Kingswood was benefitted over the last two years from working with other schools, providing and being in receipt of school to school support. This has provided collaboration, idea sharing, moderation, leadership and improved economies of scale.

If published, would you like the information you have provided to be anonymised?

No happy for the school name to be shared.

Emma Hickling  
Executive Head teacher  
KULB  
October 2015

