

Cambridgeshire Primary Heads Conference

November 24th 2023

Wifi - MarriotBonvoy_Conference

Password – 1123

Covid-19 Advice



What to do if you have symptoms of COVID-19

- You may be able to [look after yourself at home if you have COVID-19 or symptoms of COVID-19](#).
- Try to stay at home and avoid contact with other people if you or your child have symptoms and either:
 - have a high temperature
 - do not feel well enough to go to work, school, childcare, or do your normal activities
- You can go back to your normal activities when you feel better or do not have a high temperature.
- If your child has mild symptoms such as a runny nose, sore throat or mild cough, and they feel well enough, they can go to school or childcare.

What to do if you have tested positive

- You are no longer required to do a COVID-19 rapid lateral flow test if you have symptoms.
- But if you or your child have tested positive for COVID-19:
 - try to stay at home and avoid contact with other people for 3 days after the day the test was taken if you or your child are under 18 years old – children and young people tend to be infectious to other people for less time than adults
 - try to stay at home and avoid contact with other people for 5 days after the day you took your test if you are 18 years old or over
 - avoid meeting people who are more likely to get seriously ill from viruses, such as people with a weakened immune system, for 10 days after the day you took your test

There isn't an expectation that anyone tests for Covid-19 any longer and it is really more about how to approach respiratory viruses

DfE Advice



What measures should schools be taking to stop the spread?

As well as following the UKHSA guidance signposted, all settings should have in place baseline infection prevention and control measures that will help to manage the spread of infection:

- Reinforcing good hygiene practices such as regular hand washing and cleaning.
- Ensuring occupied spaces are well-ventilated and let fresh air in.
- Ensuring all eligible groups are enabled and supported to take up the [offer of national vaccination programmes including COVID-19 and flu](#)

Should schools provide remote education for pupils who have COVID-19?

- Schools should consider remote learning for pupils that do test positive for COVID-19 but who feel well enough to learn but are following advice to stay at home and avoid contact with other people for three days.

Letter from Chris Whitty and Others



- There is wide agreement among health professionals and educational professionals that school attendance is vital to the life chances of children and young people. Being in school improves health, wellbeing and socialisation throughout the life course. The greatest benefits come from children and young people attending school regularly.
- It is usually appropriate for parents and carers to send their children to school with mild respiratory illnesses. This would include general cold symptoms: a minor cough, runny nose or sore throat. However, children should not be sent to school if they have a temperature of 38°C or above. We would encourage you to share the [NHS 'Is my child too ill for school?' guidance](#) with parents and carers in your schools and communities which has further information.
- Worry and mild or moderate anxiety, whilst sometimes difficult emotions, can be a normal part of growing up for many children and young people. Being in school can often help alleviate the underlying issues. A prolonged period of absence is likely to heighten a child's anxiety about attending in the future, rather than reduce it.
- DfE has published [useful guidance on mental health issues affecting a pupil's attendance and those who are experiencing persistent symptoms](#) can be encouraged to access additional support.
- Full letter can be found here - <https://www.gov.uk/government/publications/letter-to-school-leaders-on-mild-illness-and-school-attendance/letter-to-school-leaders-on-mild-illness-and-school-attendance>

The role of GPs and school attendance (RCHP Council)



1. Be alert to when it is better to encourage a child to attend school rather than take time off. Consistently promote school attendance, emphasising the importance of attendance for every child's long-term outcome, while continuing to support the child and their family.
2. Reassure and have sensitive conversations with pupils and parents about anxiety, particularly at the start of new school terms, recognising the importance of minimising time missed during the first week of school.
3. Remind ourselves that some schools have mental health support teams, and most have a range of self-help resources and organisations to which we can signpost.
4. Encourage parents and carers to speak to school staff about any worries their child may have, enabling them to work together to support their child and improve attendance.
5. Make it practice policy to try and schedule routine appointments to minimise time taken off school. Although broader in scope than just GP appointments, in 2020/2021 there were 4.6 million school sessions interrupted due to medical appointments.

Latest Attendance Position

- Data w/c 6th November (released 23rd Nov)

		Cambridgeshire	East of England	National
Primary	Overall Attendance	95.5	95.4	95.2
	Unauthorised	0.9	1.1	1.3
	Illness	2.6	2.6	2.6
	% of schools	100%	89%	88%
Secondary	Overall Attendance	92.2	92.4	92
	Unauthorised	2.1	2.5	3.1
	Illness	4.1	3.9	3.7
	% of schools	91%	77%	79%
Special	Overall Attendance	87	88.4	87.8
	Unauthorised	2.9	2.7	3.1
	Illness	5.4	4.8	5
	% of schools	100%	78%	77%

Reasons for Non-Attendance – Primary

	Cambs	East of England	National
Overall Attendance	95.5%	95.4%	95.2%
<u>Authorised</u>			
Illness	2.6	2.6	2.6
Medical or dental appointments	0.2	0.2	0.2
Religious observance	0	0	0
Holiday	0.1	0.1	0.1
Other	0.5	0.4	0.3
<u>Unauthorised</u>			
Holiday	0.3	0.5	0.6
Late after registers closed	0.1	0.1	0.1
Other	0.4	0.6	0.7
No reason yet	0.1	0.1	0.1

Education Select Committee – Report on Attendance - Recommendations



- Daily attendance reporting should be mandatory for all schools
- Further monitoring is needed to identify and support those children not receiving a formal education – register of children not at school
- Department should conduct an audit of local authority support, including an assessment on funding Education Welfare Officers
- Fines played a role in reducing unauthorised absence. However, it is less clear if they are an effective deterrent for families who are facing some of the current barriers to attendance
- Fines do not address the barriers that low-income families face and can be counterproductive by adding to difficult financial circumstances.
- The Department should instruct schools and local authorities to explore methods of support for pupils and families before the use of fines or prosecution, ensuring legal intervention is a last resort only, and introduce a national framework for fines and prosecution as part of revisions to the guidance *Working together to improve school attendance*.
- Attendance Mentors Programme expanded – pilot with Barnardo's has seen trained mentors work directly with 1,665 persistently and severely absent children and their families to understand and overcome the barriers to attendance and support them back into school.
- Pupils from the Gypsy, Roma and Traveller communities face significant barriers to attendance. Whilst the Department is aware of this, not enough is being done to support this pupil cohort, and community interventions appear to be filling the gap in localised areas.

Education Select Committee – Report on Attendance - Recommendations



- Given a major driver of low attendance is low income, it follows that measures to tackle child poverty should be considered in the Department's approach to improving attendance. The Department should make an assessment of the eligibility criteria for Free School Meals and adjust if necessary, ensuring all children in poverty are in receipt.
- Breakfast clubs and the Holiday Activities and Food programme are measures that can be used further to improve school attendance and LA's should report on impact on attendance.
- The Department should implement an enrichment guarantee for pupils in school, looking to the youth sector for best practice. This guarantee should have KPIs focusing on improving school attendance, and the Department should provide options for schools to incorporate this via an extended school day, should they wish to implement one.
- The current capacity of mental health services to support pupils is clearly grossly inadequate, and the Department must review the current provision of support available.
- The Department does not separately record absences for pupils with mental health difficulties, and therefore mental health-related absences are not commonly authorised by schools due to requirement to provide medical evidence, which can often lead to fines or prosecution for families. We recommend the introduction of an authorised mental health absence code with clear thresholds for its use
- the Department should launch a targeted public information campaign to guide parents on when and when not children who are unwell should attend school.
- Transport and uniform costs were identified as barriers to school attendance, especially with recent pressure on the cost of living. We recommend the Department review its framework for supporting low-income families in meeting the costs of school attendance.

SEND on a Page

RAG Rating Parameters					
Measure	Red	Amber	Green	Dark green	Grey
Exclusions	Greater than the England figure by more than 15%	Between 0.1% and 15% more than England figure	Less than or equal to England figure	Does not apply to this dataset	No data or N/A
Attendance	Greater than the England figure by more than 15%	Between 0.1% and 15% more than England figure	Less than or equal to England figure	Does not apply to this dataset	No data or N/A
Ofsted	Inadequate	Requires improvement	Good	Outstanding	No data or N/A
EYF5	Less than the national average by more than 10	Less than the national average by 1 to 10 percentage	The same as or more than the national average by 1 to 10%	The same as or more than the national average by 11% or more	No data or N/A
Key Stage 1	Less than the national average by more than 10	Less than the national average by 1 to 10 percentage	The same as or more than the national average	The same as or more than the national average by 11% or more	No data or N/A
Phonics	Less than the national average by more than 10	Less than the national average by 1 to 10 percentage	The same as or more than the national average	The same as or more than the national average by 11% or more	No data or N/A
Key Stage 2	Less than the national average by more than 10	Less than the national average by 1 to 10 percentage	The same as or more than the national average	The same as or more than the national average by 11% or more	No data or N/A
Key Stage 2 progress	Less than the national average by more than 10	Less than the national average by 1 to 10 percentage	The same as or more than the national average	The same as or more than the national average by 11% or more	No data or N/A

Glossary	
PPT	This indicates a percentage point. A percentage point is the unit for the arithmetic difference of two percentages. For example, moving up from 40% to 44% is a 4 percentage point increase, but is an actual 10 percent increase in what is being measured.
LA	Local Authority
Interim data	The first cut of data from schools before it has been sent to the DfE. Only applies for Early Years, Phonics and Key Stage 1.
Provisional data	The first release of results data from the DfE. Applies to all key stages and it can be subject to change.
Revised data	The final release of results data from the DfE. Applies to all key stages.
IDACI	The income deprivation affecting children index (IDACI) is an index of deprivation used in the United Kingdom
Quintile	A quintile is a statistical value of a data set that represents 20% of a given population, so the first quintile represents the lowest fifth of the data (1%)

Last checked for latest available data: Oct-23		
Data Sources		
Data Source Name	Latest update included in this file	Next Update Available
IDACI	Jan 2023 Census	Jan 2024 Census
Exclusions data	Permanent and Fixed period Exclusions in England DfE SFR - 2021/22 Nexus Data for SEN at school level - 2020, 2021 & 2022	2022-23 (Jul24)
Attendance data	Pupil absence in schools in England SFR underlying data, 2021/22 Nexus Data for SEN at school level - 2021/22	2022/23 (Mar24)
Pupil Premium	DfE Pupil Premium file sent through Keys to Success (2022-23)	Feb-24
Ofsted inspection data	Ofsted Management Information monthly download published Sep23	Oct-23
EYF5 results data	CCC collected results upload to DfE (downloaded from Nexus) for the 2022/23 - Revised	Jul-24
Phonics results data	CCC collected results upload to DfE (downloaded from Nexus) for the 2022/23 - Revised	Jul-24
KS1 results data	CCC collected results upload to DfE (Schools Export downloaded from Nexus) for the 2022/23 Revised	Jul-24
KS2 results data	CCC collected results upload to DfE (downloaded from Nexus) for the 2022/23 - Provisional	Dec-23
KS4 results data	CCC collected results upload to DfE (downloaded from Nexus) for the 2018/19 - Revised	Oct-23
DfE SEN Data	DfE Special Educational Needs Publication Jan 2022	Jun-23
School Details (GIA5)	Get Information About Schools CCC & PCC Downloaded 13/11/2023	As Needed
National Funding	2022-23 (requested from Martin Wade)	Feb-24
High Needs	30/09/2023	As Needed
Number of pupils in any breakdown	Jan 2023 Census	Jan 2024 Census

Thank you, good luck and Merry Christmas

Please thank your staff for their efforts this term.

Thank you to those that are leaving us.

Thank you.

Have a Merry Christmas and please take a break.





Cambridgeshire
County Council

Cambridgeshire LA SEND

Shaping the way forward



Overview and Current Context

- 7294 EHCPs live – this is a 12% increase from last year
- We have seen a 26% increase in the number of new initial requests for EHCPs received
- The proportion of new EHCPs issued due to Social, Emotional & Mental Health primary need has increased significantly compared to previous years



Our Transformation Programme

SEND Systems Improvement and sustainability – looking in

- SAT Improvement
- Strengthen processes around mediation and dispute resolution
- Case Management System implementation
- Data input, recording and reporting
- Service redesign

SEND School Improvement – looking out

- Develop a special schools outreach model to facilitate supporting children and young people with Special Educational Needs in mainstream provision.
- Develop a model of investment in ordinarily available provision to support schools in meeting need without an EHCP, with clear descriptors of need and banding.
- Continue access to SEND District Team focus on training and upskilling staff knowledge and skills in all areas of SEND.
- Communications and engagement

Demand Management

- Review current tuition packages to ensure appropriate and successful reintegration to school settings
- Increase independence of children and young people ensuring provision is appropriate, meets needs and promotes independence
- Developing capacity (special schools, Primary ERBs)
- Developing capacity Secondary ERB/PRUs BAIP and Inclusion

SEND Local Area Improvement

- SEND Strategy
- Ofsted Readiness
- SEND Governance
- Local Area Data
- Systems Leadership
- Local Offer



Developing Capacity



What is planned?

In response to the growing demand, Cambridgeshire has invested £60.1m in specialist provision capital projects, delivering over 150 additional places by building new or expanding existing special schools:

- **Alconbury Weald area special school (Prestley Wood)** - 150 place special school – January 2024
- **Samuel Pepys area special school**, St Neots (expansion) – additional 63 places – September 2024
- **Riverside Meadows, Wisbech, SEMH school** (Expansion and Relocation) - additional 30 places (60 places in total) - September 2023

However, this only goes some way to meeting the expected demand and in March 2023, Cambridgeshire entered into a safety valve agreement with the DfE.



Safety Valve

- Cambridgeshire County Council entered into a safety valve agreement in March 2023.
- This provides capital funding to expand and create new ERBs and special school expansions.
- Includes agreement for 2 new special free schools which will be delivered centrally by DfE.
- Sponsor selection process complete by March 2024.



Matching Provision and Placement

Current Context/Existing Process

- Currently casework officers are expected to facilitate EHCP needs assessment, write EHCP, assess need, make a recommendation in terms of placement, and then consult to source a place.
- Consults are sent to all schools who may be able to meet need, even though case workers know from conversations that there isn't really any capacity to accommodate.
- It is time consuming for casework officers, and very frustrating for schools and families.

Feedback Received

Needs to be greater awareness over lack of spaces across the system so that expectations are managed before they meet the CWO.

A more consistent system across the county is needed.

A document detailing the process would be beneficial.

Simplified information to navigate the system.

Improved protocols for working across CWO and Business support are necessary.

Need clarity of information at the point of consult.

Creation of Special School organisation charts.

LA to take a greater role in co-ordinating the admissions process and in filtering placement requests.

Aims of a revised process

- A centralised, strategic, transparent and robust system for placing CYP.
- CYP with the highest level of need are prioritised for the available spaces.
- Parental Preference is a key consideration.
- The decision-making process is robust.
- CYP are allocated placements at the school nearest their home address with space
- Special Schools are not overwhelmed by placement requests - these are more coordinated.
- Special Schools are able to forward plan and have visibility of pipeline of need
- Appropriate support is agreed for CYP who do not cannot move into a school place immediately e.g. AP, additional mainstream support.
- Clear collation of data which is shared across the special provision partnership



What it will look like

- Defined roles within the Statutory Assessment team so that staff have a clearer focus, and more manageable workload.
- A regular (weekly) multiagency panel will meet to consider all placement. The panel will determine, against agreed guidance whether a CYP meets the criteria for access to specialist provision. Transport will also be considered.
- Streamlined panel system (this provision and placement panel will replace 3 other internal panels)
- More collaboration between the Statutory Assessment Team and Place Planning team to ensure an improved understanding of existing capacity and future requirements.
- Each case to be considered by the Panel will result in a decision to finalise or with a way forward meeting proposed.
- The Panel will then determine what type of provision would be most suitable referring to agreed guidance. Schools to consult will be determined with consideration given as to whether capacity is currently available.



Benefits of the process

- A strategic oversight of all placements for children and young people across Cambridgeshire. This is in line with the SEND Strategy – ‘Right place, right time.’
- A clearer focus for officers to ensure that they have the time to consider each child or young person’s individual circumstances, preferences and primary need.
- A stronger working relationship with our schools – consulting with those where it is most appropriate.
- A clear and transparent process to ensure children and young people with an EHCP are in suitable educational placements which meet their needs or have a clear plan should a place not be available at the time of consideration.
- A timely, transparent process for parents with very clear, accessible guidance



Thoughts , suggestions & concerns

- If you have any thoughts, suggestions or concerns about the process now, or as it develops, **please complete our feedback form / <https://forms.office.com/e/qu8zTHZ6xn>** We are committed to getting it right for our schools, and the families we work with – and your honest feedback will help us to do that.
- This is a new process so there will inevitably be tweaks and changes to make it work for us all. We will likely pilot this process for 6 months with a view to review and change as needed.

Cambridgeshire Locality Inclusion Hubs

Shaping the way forward



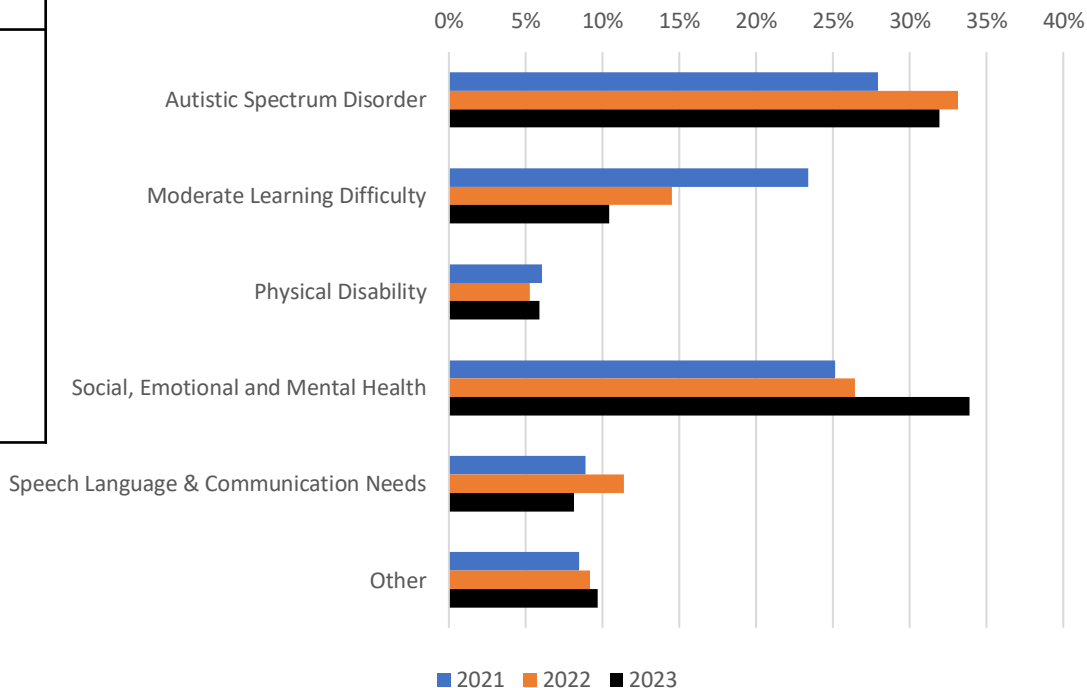
Data context

	Academic year	Total suspensions (days)	Children/yp	Girls	Boys	PEX
Primary	20-21 (covid)	373	165	21	144	0
	21-22	487	229	32	197	3
	22-23	1140	536	68	468	11
	Current (Sep & Oct)	257	163	34	129	5
Secondary	20-21 (covid)	2748	1402	1023	379	7
	21-22	3770	1676	500	1176	7
	22-23	4346	1701	558	1143	15
	Current (Sep & Oct)	544	380	139	241	3



Data context

ACADEMIC YEAR	Summer term 19-20	Summer term 20-21	Summer term 21-22	Summer term 22-23
Numbers of secondary students with an adjusted timetable of 20% or more accessing AP	532	633	818	1015



What do we want to deliver?

- Local delivery
- All age approach
- Graduated approach to all levels of SEMH need
- Separation of pathways for Internalising CYP and externalising CYP
- Reviewing all LA services to form a new delivery model within the locality Hubs
- Behaviour panels launch Dec



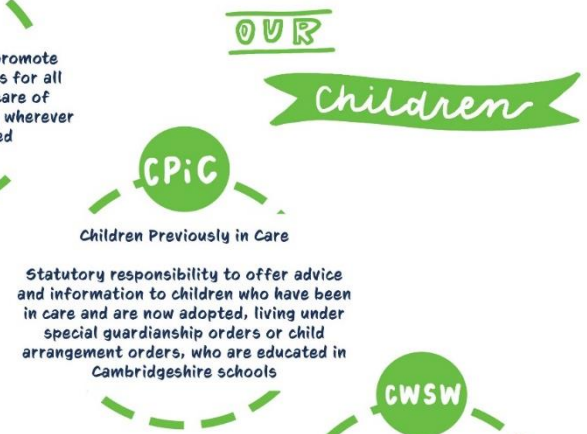
Claire Hiorns: Virtual School Head Teacher



VISION

All children and young people who have, or have had, a social worker will have the opportunities, experience, and support to enable them to learn, aspire, thrive, and achieve their maximum potential.





CPiC

Children Previously in Care

Statutory responsibility to offer advice and information to children who have been in care and are now adopted, living under special guardianship orders or child arrangement orders, who are educated in Cambridgeshire schools

CiC

Children in Care

Statutory responsibility to promote positive educational outcomes for all children (ages 2-18) in the care of Cambridgeshire local authority wherever they live or are educated

OUR

Children

CPiC

Children Previously in Care

Statutory responsibility to offer advice and information to children who have been in care and are now adopted, living under special guardianship orders or child arrangement orders, who are educated in Cambridgeshire schools

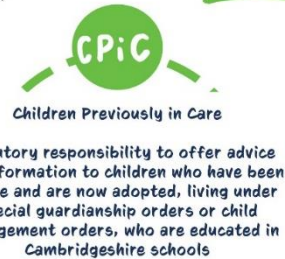
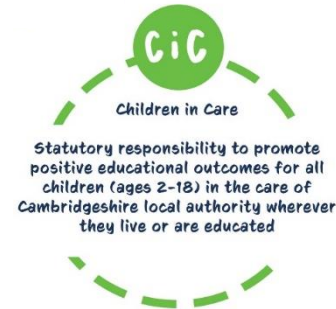
CWSW

Children With a Social Worker

Non-statutory strategic leadership role to make visible the disadvantages and promote best practice for children aged 0 to 18 subject to a Child in Need or Child Protection plan

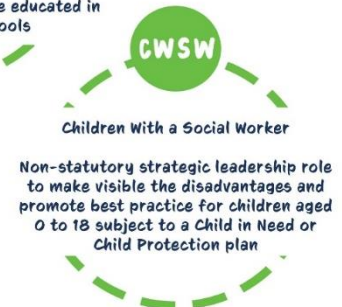


Non-statutory strategic leadership role
to make visible the disadvantages and
promote best practice for children aged
0 to 18 subject to a Child in Need or
Child Protection plan



OUR

Children



National Context

Children in Need Review: summary of data and analysis

1 in 10 children

received support from a social worker in the last 6 years



6 in 10 children

who received support had experienced at least one of domestic violence, mental ill-health or substance misuse

Drug misuse
(2 in 10)



Mental ill-health
(3 in 10)



Domestic violence
(4 in 10)



Alcohol misuse
(2 in 10)

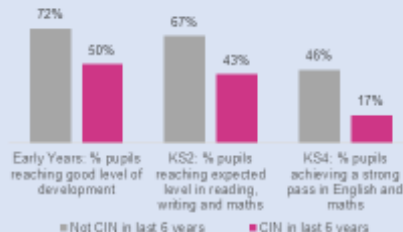


9 in 10 children

in care in 2017-18 were in care, or received support through child in need or child protection plans, in the previous 5 years



Pupils who were, or had been, in Need had lower attainment at every stage of education



Pupils no longer in Need in Year 11 were still 25-50% less likely

to do well in GCSE's, compared to those who were never in Need.

Likelihood of a strong pass in English and Maths compared to pupils who were not CIN



Pupils in Need at the end of Key Stage 4 were:



3x less likely to study A levels at age 16
5x less likely to go on to Higher Education at age 18



more likely to be not in education, employment or training (NEET) at age 18

Pupils who were, or had been, in Need were:



3x more likely to have Special Educational Needs (SEN)



4x more likely to be claiming Free School Meals (FSM)



3x more likely to be persistently absent

2-4x more likely to be permanently excluded




more likely to move schools at unusual times


less likely to attend Outstanding schools

Cambridgeshire 2022-2023


	Cambridgeshire CiN / CP / CiC	National CiN / CP / CiC	Differential
Overall Absence Autumn 2022 & Spring 2023	19%	16%	↓ 3%
Suspensions	26.28	16.31	↓ 9.97
EYFS Good Level of Development	25%	39%	↓ 14%
KS1 Reading, Writing, Maths combined	21%	28%	↓ 7%
KS2 Reading, Writing, Maths combined	26%	30%	↓ 4%
KS4 English and Maths combined	Pending	16%	



CAMBRIDGESHIRE
 VIRTUAL SCHOOL
LEARN ASPIRE THRIVE ACHIEVE

Cambridgeshire Virtual School-SEND Partnership


 Cambridgeshire
 County Council

Recovery Through Relationships


CAMBRIDGESHIRE
 VIRTUAL SCHOOL
LEARN ASPIRE THRIVE ACHIEVE


 Cambridgeshire
 County Council

FASD

Aims of the session:

- To develop awareness of FASD
- To explain the impact of FASD on learning and development
- To offer practical strategies to support children with FASD in schools

Have you downloaded, liked, reviewed and subscribed our podcast and app yet?



Available on all Apple and Android platforms, our app is intended to be an exciting tool which brings together key information on the education of children with a social worker into one accessible place.



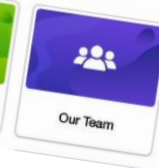
Available on all major podcast platforms, our podcast is intended to support education and social care professionals to best support children in care in education



Helping you find the information you need



Social Care



‘Despite the challenges that children with a social worker face, with the right support, the aspirations of these children can be raised, and they can go on to achieve more than their peers. It is crucial that those supporting children with a social worker have the vision, awareness, and the right tools to enable these children and young people to achieve their best and ensure there is equal access to education opportunities.’

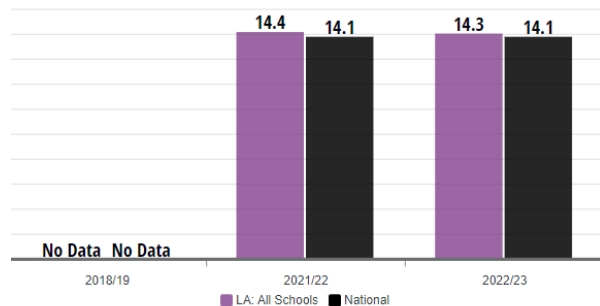
(DfE 2022, p.10)

23 outcomes and next steps

Carley Holliman

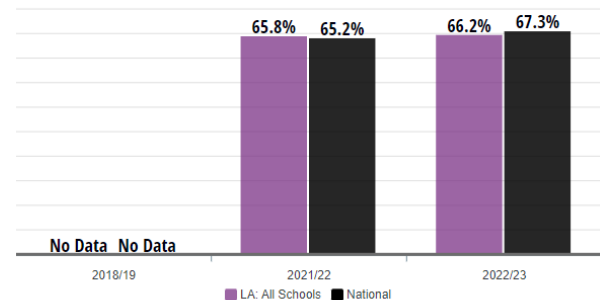
Percentage achieving a good level of development	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,080 pupils)	65.8	66.2	67.3	65 (-22)
Boys (3,668 pupils)	59.3	59.2	60.6	64 (-17)
Girls (3,412 pupils)	72.2	73.7	74.2	56 (-8)
Disadvantaged (839 pupils)	42.7	39.9	52.1	97(-11)
Non-Disadvantaged (6,240 pupils)	69.4	69.7	69.9	52 (-14)
SEN Support (496 pupils)	26.0	23.0	24.5	61 (-30)
With EHCP/statement (236 pupils)	3.1	5.9	3.8	34 (+32)
EAL (1,089 pupils)	60.6	63.3	62.7	46 (-8)
Minority Ethnicity (1,996 pupils)	66.7	65.4	65.5	38 (+5)

EYFSP: Average no. ELGs at expected level | Trend



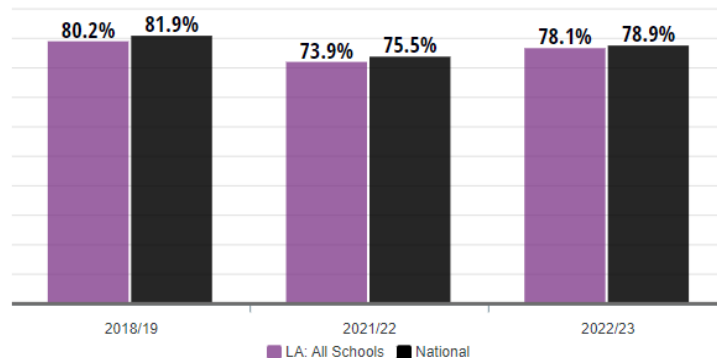
Across the LA the average number of early learning goals at expected level per child is **14.3** compared to the national of **14.1**

EYFSP: Good Level of Development | Trend



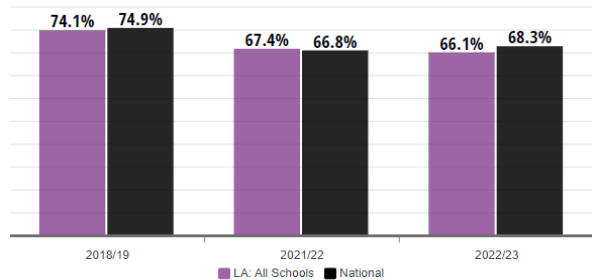
Phonics: Percentage working at the expected standard (Yr 1)	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,029 pupils)	73.9	78.1	78.9	62 (+9)
Boys (3,513 pupils)	71.1	75.0	75.5	59 (+6)
Girls (3,516 pupils)	76.7	81.2	82.4	68 (+7)
Disadvantaged (1,208 pupils)	55.5	61.6	66.9	85 (+6)
Non-Disadvantaged (5,741 pupils)	78.3	81.8	82.2	56 (+6)
SEN Support (712 pupils)	40.4	45.5	48.5	71 (-2)
With EHCP/statement (278 pupils)	22.7	23.4	19.9	32 (-4)
EAL (1,152 pupils)	76.3	79.4	78.4	40 (+4)
Minority Ethnicity (2,112 pupils)	76.7	80.1	79.6	42 (+15)

Phonics: Expected Standard (Year 1) | Trend

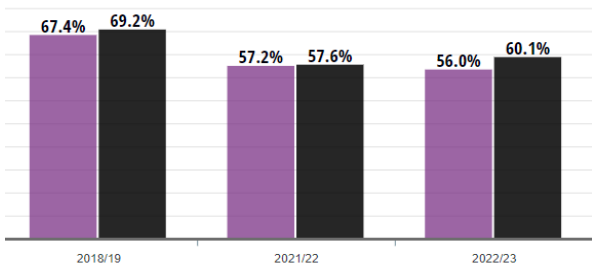


Percentage achieving the expected standard in KS1 RWM	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,469 pupils)	53.2	52.1	56.0	85 (-34)
Boys (3,806 pupils)	49.1	48.0	51.7	81 (-27)
Girls (3,663 pupils)	57.4	56.4	60.6	91 (-36)
Disadvantaged (1,623 pupils)	31.3	32.4	40.3	92 (-9)
Non-Disadvantaged (5,844 pupils)	58.6	57.6	61.0	86 (-35)
SEN Support (913 pupils)	15.6	14.0	19.1	87 (-23)
With EHCP/statement (329 pupils)	6.2	8.2	6.6	35 (+17)
EAL (1,260 pupils)	53.7	51.5	54.8	61 (-12)
Minority Ethnicity (2,129 pupils)	59.2	54.6	57.0	63 (-17)

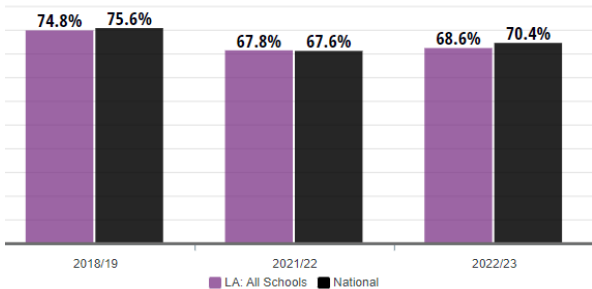
Key Stage 1: Reading Expected Standard | Trend



Key Stage 1: Writing Expected Standard | Trend

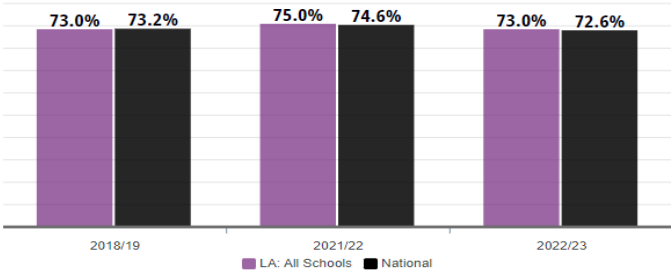


Key Stage 1: Maths Expected Standard | Trend

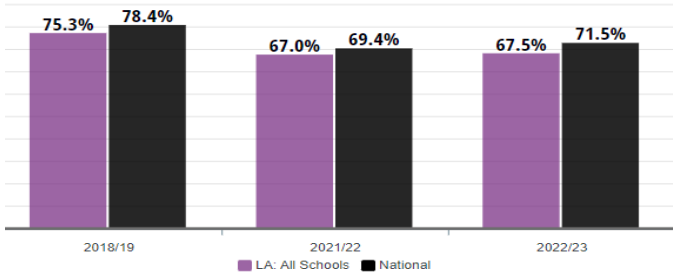


Percentage achieving the expected standard in KS2 RWM	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,801 pupils)	58.0	57.2	59.5	
Boys (3,979 pupils)	53.8	53.3	56.2	
Girls (3,822 pupils)	62.6	61.3	62.9	
Disadvantaged (2,048 pupils)	36.7	37.0	44.0	
Non-Disadvantaged (5,753 pupils)	64.2	64.4	65.9	
SEN Support (1,164 pupils)	17.8	19.8	23.6	
With EHCP/statement (426 pupils)	7.2	7.5	8.4	
EAL (1,407 pupils)	61.0	60.1	60.6	
Minority Ethnicity (2,196 pupils)	62.1	61.5	61.8	

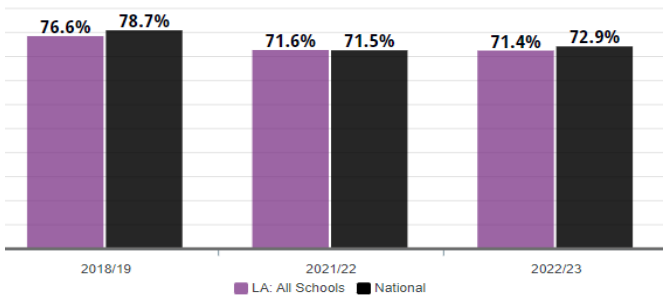
Key Stage 2: Reading Expected Standard | Trend



Key Stage 2: Writing Expected Standard | Trend



Key Stage 2: Maths Expected Standard | Trend



District level

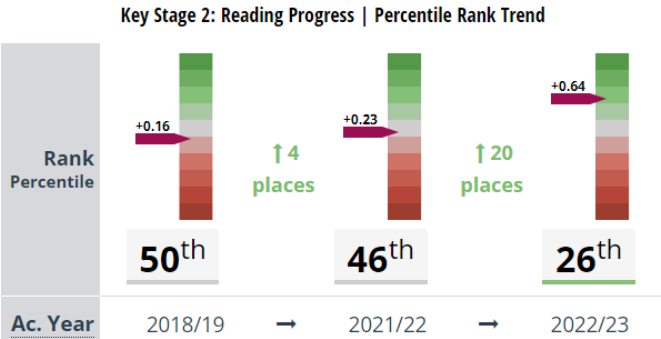
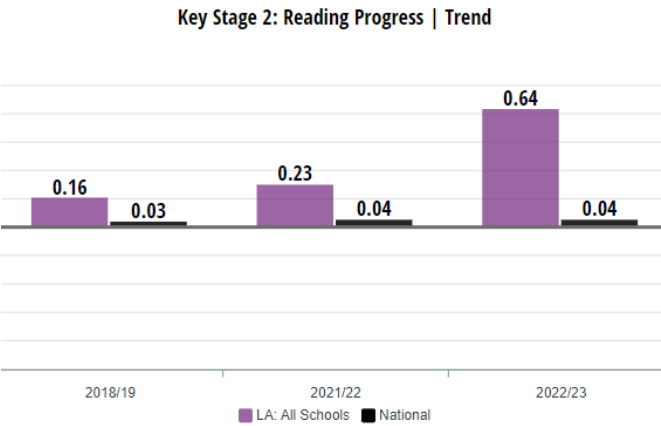
PHONICS	2023
Cambridge	80.9
East Cambs	76.4
Fenland	77.6
Hunts	75.7
South Cambs	76.4
LA	78.1

2023 KS1	RWM	Reading	Writing	Maths
Cambridge	53.1	66.6	57.7	69.2
East Cambs	51.4	64.8	55.3	67.8
Fenland	48.2	60.3	52.3	63.7
Hunts	52	66.4	55.4	69.9
South Cambs	54.4	69.5	58.2	70.3
LA	52.1	66.1	56	68.6

2023 KS2	RWM	Reading	Writing	Maths
Cambridge	62.7	75.5	69.8	77.9
East Cambs	55.7	71.5	65.4	67.2
Fenland	49.4	63.8	65.8	63.1
Hunts	57.1	73	67.2	71.2
South Cambs	60	77.8	69.1	75.4
LA	57.3	73	67.6	71.4

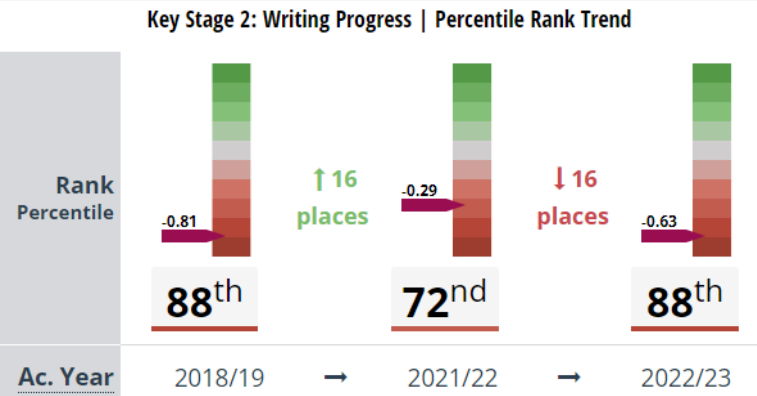
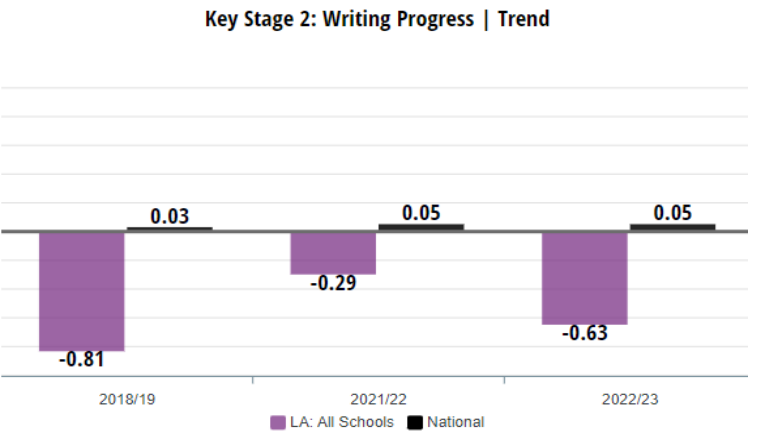
KS2 Reading Progress	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,126 pupils)	0.2	0.64	0.04	
Boys (3,610 pupils)	-0.6	0.21	-0.21	
Girls (3,516 pupils)	1.1	1.09	0.29	
Disadvantaged (1,878 pupils)	-1.2	-0.88	-0.85	
Non-Disadvantaged (5,248 pupils)	0.6	1.19	0.4	
SEN Support (1,077 pupils)	-1.1	-0.43	-0.58	
With EHCP/statement (362 pupils)	-4.6	-3.75	-4.42	
EAL (1062 pupils)	1.2	1.88	0.58	
Minority Ethnicity (1,749 pupils)	1.0	1.57	0.41	

*Progress data is a guideline as not from the national methodology at this stage.
This is likely to change.*



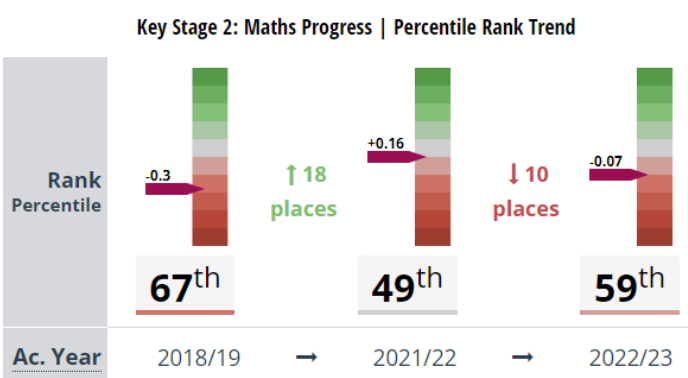
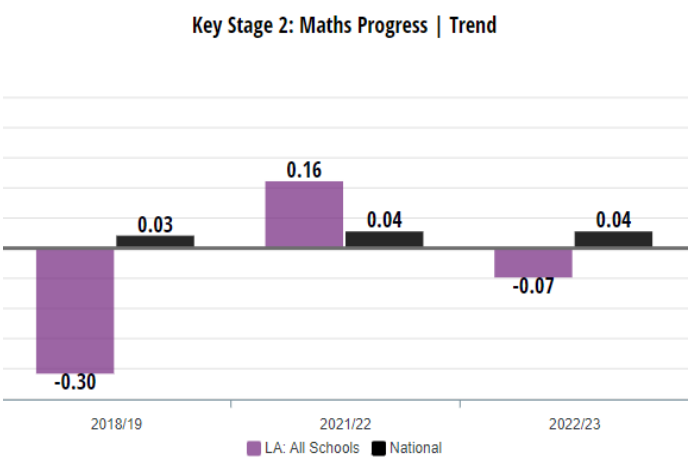
KS2 Writing Progress	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,153 pupils)	-0.3	-0.63	0.05	
Boys (3,630 pupils)	-1.3	-1.67	-0.75	
Girls (3,523 pupils)	0.8	0.43	0.87	
Disadvantaged (1,889 pupils)	-1.4	-1.92	-0.68	
Non-Disadvantaged (5,264 pupils)	0.0	-0.17	0.34	
SEN Support (1,089 pupils)	-2.2	-3.03	-1.52	
With EHCP/statement (376 pupils)	-4.0	-4.48	-4.44	
EAL (1,070 pupils)	1.0	1.31	1.29	
Minority Ethnicity (1,761 pupils)	0.6	0.55	0.90	

*Progress data is a guideline as not from the national methodology at this stage.
This is likely to change.*



KS2 Maths Progress	Cambs 2022	Cambs 2023	National 2023	% rank
All Pupils (7,119 pupils)	0.2	-0.07	0.04	
Boys (3,605 pupils)	1.0	0.64	0.82	
Girls (3,514 pupils)	-0.7	-0.81	-0.78	
Disadvantaged (1,873 pupils)	-1.6	-1.71	-1.05	
Non-Disadvantaged (5,246 pupils)	0.7	0.51	0.48	
SEN Support (1,079 pupils)	-1.0	-1.39	-0.84	
With EHCP/statement (367 pupils)	-4.1	-4.07	-4.18	
EAL (1,062 pupils)	2.4	2.73	2.27	
Minority Ethnicity (1,747 pupils)	1.4	1.87	1.46	

*Progress data is a guideline as not from the national methodology at this stage.
This is likely to change.*



KS1 summative assessment

- We encourage schools to continue to assess their children at the end of KS1 for pupil tracking and intervention purposes into KS2.
- New papers will be written as optional papers for this purpose, available through the primary assessment gateway.
- We will be running central moderation sessions for schools to attend

Writing moderation 23

53 schools and the work of over 380 pupils.

At the end of the moderation window, and after any additional evidence was submitted, moderation led to changes in the standard awarded for **49 pupils**.

There were changes at all standards – the most common WTS to pre-key stage.

Overall moderation made a change of less than **0.7%** total to the data.

To further improve both the quality of writing across Cambridgeshire;

- recent conference
- working with the priority area programme
- additional training sessions

Key message - All KS2 teachers need to be familiar with the assessment framework, what is expected and how they play their part in that progression. Familiarisation with the assessment standardisation collections on Learn Together could really support this.