

Key to Symbols

Page references indicate where a commentary on the overall target and information on the performance measures can be found.

Y1: Results as at end of year 1 of PSA

G : Above or on target **A** : <5% below target: **R** : >5% below target

1. Enhance pupil attainment at KS3	
1a: The percentage of pupils achieving level 5 or above in English	A
1b: The percentage of pupils achieving level 5 or above in Maths	A
1c: The percentage of pupils achieving level 5 or above in Science	R
1d: The percentage of pupils achieving level 5 or above in ICT	R
2. Improve attendance at schools	
2a: Percentage of half days missed due to unauthorised absence in primary schools maintained by the LEA	R in Y1
2b: Percentage of half days missed due to unauthorised absence in secondary schools maintained by the LEA	R in Y1
3. Enhance the attainment of young people aged 17 in Hastings and St Leonards	
3a: The percentage of 16 year olds in secondary schools within the Hastings and St Leonards Action Zone achieving at least one A-G at GCSE	To be reported in Q4 Y2

1. Enhance pupil attainment at KS3

1. Current position:

Analyses of results are still based on unvalidated data. This is due to the significant delay in processing the Key Stage 3 results nationally resulting from the difficulties experienced with the marking of the English tests. The East Sussex results have risen slightly because of responses schools have received to queries about their initial results and where as a consequence some papers were remarked.

Current provisional data shows East Sussex 2004 results to be:

Threshold Indicator L5+	English	Mathematics	Science	ICT
East Sussex including special schools	73	75.5	68.4	53.9
National	66	67	66	66
Differential	+ 5	+ 8.5	+ 2.4	- 12.1
PSA Target 2005	77	79	74	75
Differential	- 6	- 3.5	- 5.6	- 21.1

The results for the twenty-six secondary schools, not including the special schools, are:

Threshold Indicator L5+	English	Mathematics	Science	ICT
East Sussex secondary schools	73.5	76.6	69.5	54.7
PSA Target 2005	77	79	74	75
Differential	- 3.5	- 2.4	- 4.5	- 20.3

2. Action to date:

- (i) 2005 results for all schools and for the ten PSA schools have been analysed in a variety of ways in order to identify strengths, to enable the dissemination of good practice, and weaknesses - so that activity to target improvement can be put in place.

(ii) Key Stage 3 Fisher Family Trust Data:

The national Key Stage 3 Strategy team has provided the LEA with a new set of value added data which is being used increasingly by the DfES to evaluate performance of schools. This data includes information about the rates of conversion from Key Stage 2 test outcomes to Key Stage 3. School level data is provided for conversion of Key Stage 2 Level 3 [below the expected level] to Key Stage 3 Level 5 [the expected level] which is the target pupil group for PSA. The Fisher Family Trust data places schools in seven benchmark groups based on their success in converting level 3 to level 5. The PSA strategy was to focus in particular on literacy as this had the greatest potential for impact on the other subjects.

Subject	Conversion Level 3 [Key Stage 2] to Level 5 [Key Stage 3] in the ten East Sussex PSA Schools
English	At least satisfactory in all ten PSA schools and 'excellent' [in top category] in Eastbourne Technology College.

Mathematics	'Excellent' [in top category] in five of the PSA schools, satisfactory in a further four. Only unsatisfactory in Tideway School.
Science	Satisfactory or better in three of the PSA schools, 'excellent' [top category] in one and 'very good' [second category] in another. The large number in the 'unsatisfactory' category is a national issue rather than a local one and is linked with anomalies in the 2004 tests.

This data confirms that the strategy of targeting improvement in literacy for pupils who do not achieve the nationally expected level in Key Stage 2 is having a reasonable impact in the ten East Sussex PSA schools.

(iii) Autumn term target setting visits:

During the autumn term 2004 each of the twenty-seven secondary schools was visited by the contact adviser who undertook an evaluation of the school's processes for setting targets for groups of pupils vulnerable to underachievement. In the ten PSA schools the pupils who are the focus of the PSA strategy were considered as one of the vulnerable groups. In addition to the setting of specific targets for this pupil group in 2006 this focus enabled a review of the progress made to date by the 2005 target group. Targets for 2005 were revisited and targets for this particular 'vulnerable group' firmed up. This provided an invaluable opportunity to refocus the attention of school leaders on this key pupil group.

(iv) Intervention plans:

All schools are required by the Key Stage 3 national strategy to draw up well focussed 'intervention plans' which identify strategies which will be used to maximise opportunities for pupils to achieve the expected level [5]. The intervention plans for the ten PSA schools include actions, to be put in place by the literacy tutor, which will provide specific support for the PSA target pupil group. Intervention strategies are improving as schools gain experience in their use. Good practice, as for example the successful intervention practice in Eastbourne Technology College is being disseminated amongst the PSA schools.

(v) Lea support plans:

Six of the PSA schools have LEA support plans in place to ensure that they receive well-targeted support to raise standards. Strengthening support for literacy and intervention to maximise conversion from level 3 to level 5 are integral to these plans. LEA support plans are monitored on a termly basis and following review of progress made amended, as necessary, to ensure that maximum benefit is gained from additional support provided.

3. Action planned:

(i) Monitoring of progress with intervention plans:

In the period leading up to the Key Stage 3 national tests in May 2005, throughout the spring and summer terms, the implementation of Key Stage 3 intervention plans will be monitored by consultants in all East Sussex schools. In both PSA schools and schools receiving LEA Support consultant support will be provided to support the delivery of these intervention plans. This will enable immediate intervention to be made for pupils who have been identified as underachieving through school's pupils tracking systems.

(ii) Ensuring that all PSA schools make appropriate use of special arrangements for Key Stage 3 tests in 2005:

The Qualifications and Curriculum Authority [QCA] provides national guidance for schools about support that can be provided for specific groups of pupils whilst taking the national tests. This guidance clearly identifies additional support which can be made available for key pupil groups some of whom fall within the PSA target pupil group. An exemplar of good practice from Tideway School has demonstrated how this guidance can be used to maximum effect. In the period whilst schools

are preparing for the national tests Key Stage 3 consultants will visit each of the ten PSA schools to clarify these support arrangements and identify how maximum benefit can be derived from them. The PSA target group of pupils will be a key group to benefit from implementation of such arrangements.

4. School responses:

All schools across East Sussex have responded very positively to the Key Stage 3 strategy. One of the benefits in the East Sussex context is that the ratio of Key Stage 3 consultants to the number of secondary schools in the county means that every secondary school has had good levels of contact with all strands of the strategy.

The ten PSA schools are receiving a variety of support, in addition to the PSA initiative, including support from Key Stage 3 strategy team, the Hastings and St. Leonard's Excellence Cluster, networks of schools [including Leadership Incentive Grant collaboratives]. The coherence of the multiple support is achieved through the LEA support plan for the six PSA schools which have them. In the remaining schools coherence is achieved through monitoring of the school's own improvement plan.

5. Monitoring and evaluation:

(i) Confirmation of literacy tutors:

During the autumn term 2004 the Key Stage 3 English Consultants visited each of the ten PSA schools to review the arrangements for 'literacy tutors'. This survey showed that schools had utilised the pump priming funding in a variety of ways to provide literacy support for the target pupil group. Only one school was judged to be making inadequate provision. In this case a strategy to rectify this situation was discussed and agreed. The other nine schools had made the appropriate provision and in many cases had valued the role of the literacy tutor so much that they had made permanent appointments supported by school funding.

(ii) Monitoring of progress with Key Stage 3 intervention plans will continue throughout the spring term 2005 and in the summer term 2005 up to the time of the national tests in May 2005.

(iii) Monitoring of progress with LEA Support plans will continue as part of the routine termly procedures for monitoring, reviewing and modifying these plans in response to identified progress.

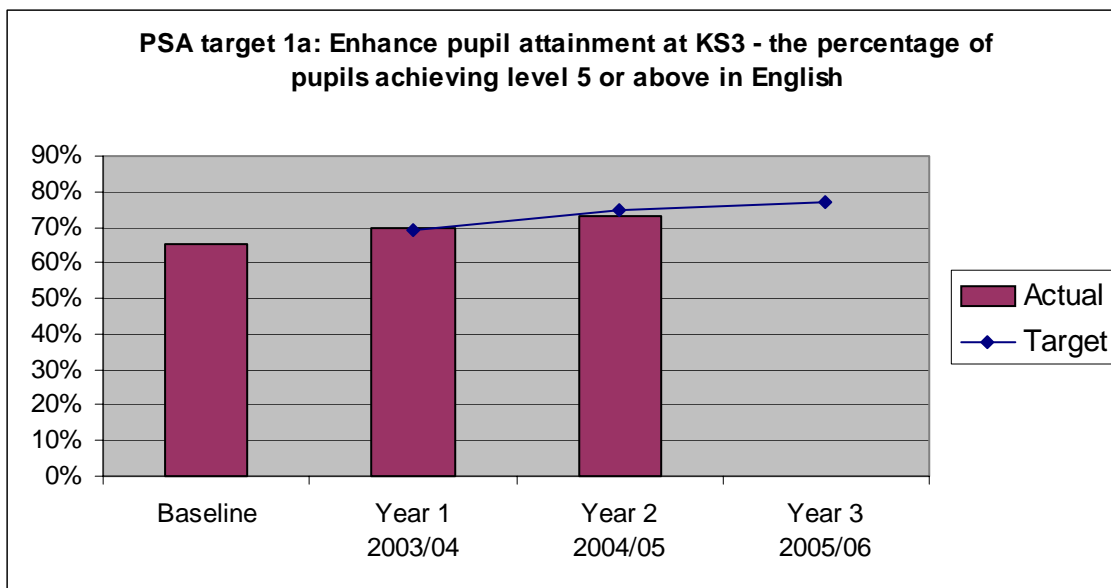
6. Enablers:

The comprehensive support for pupils in the target group and the embedding of the Key Stage 3 strategy across all East Sussex secondary schools are factors which should enable good progress to be made towards the achievement of the East Sussex targets agreed with the DfES for 2005 and for the PSA stretch targets. In addition the greater coherence in the multiplicity of provision that is now achieved through the more effective implementation of the LEA's policy for schools requiring additional support is ensuring that intervention is securing better progress in improving performance.

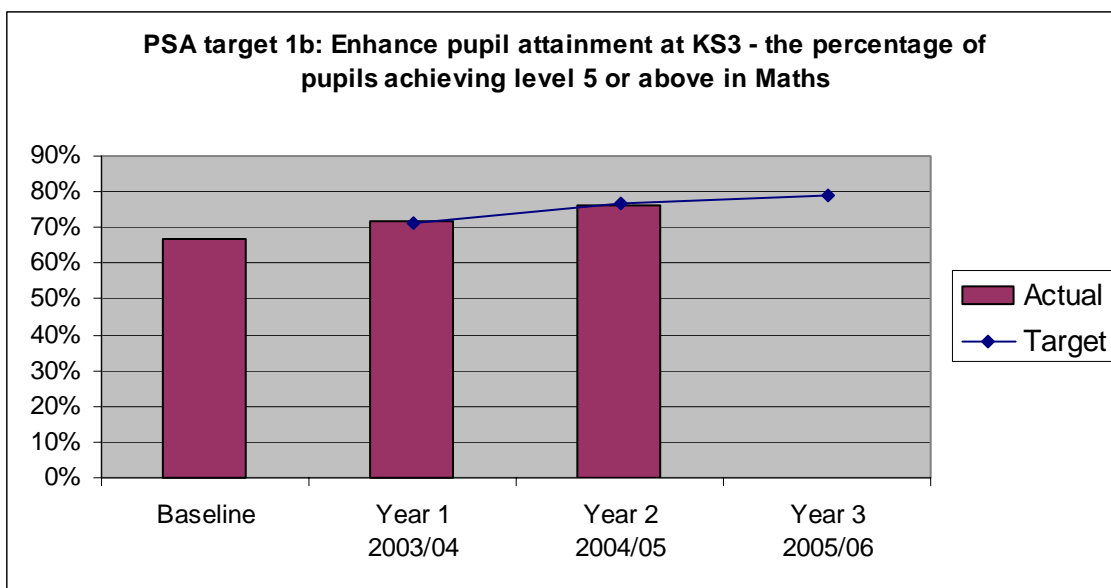
7. Limiting factors:

Whilst increasing coherence with regard to the implementation of local strategies is enhancing progress towards the achievement of the PSA targets for Key Stage 3 a key factor which lies outside the control of the LEA is the variability of the national tests, particularly in English and science. The continuing concerns within schools about these tests is proving to be an increasingly negative influence with the potential for limiting progress, particularly in high performing schools. Whilst the progress in the PSA schools is rigorously monitored the outcomes of all twenty-seven secondary schools will contribute to the overall performance outcomes in this key stage in 2005.

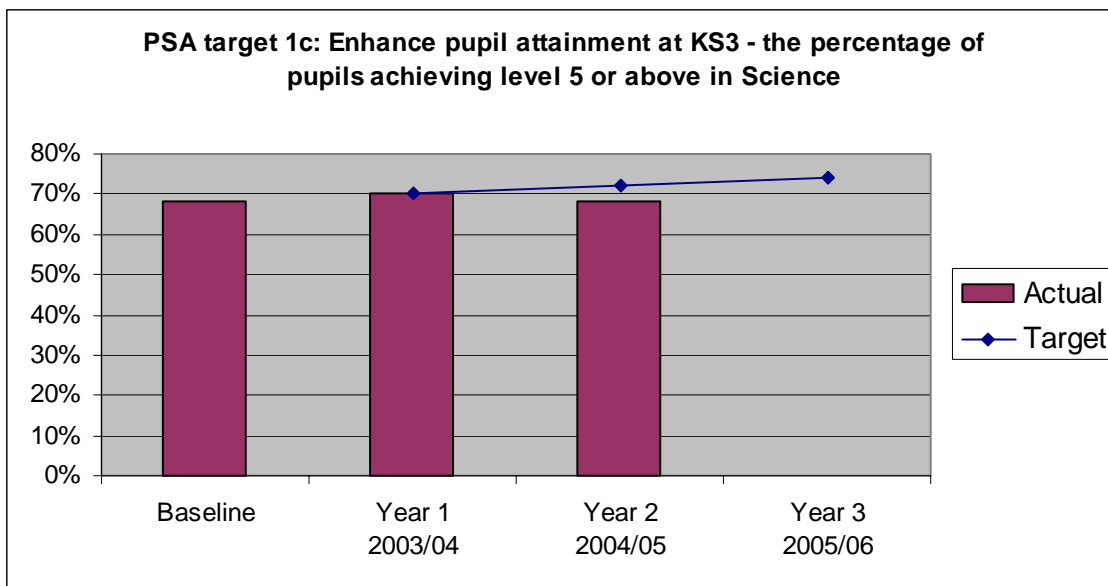
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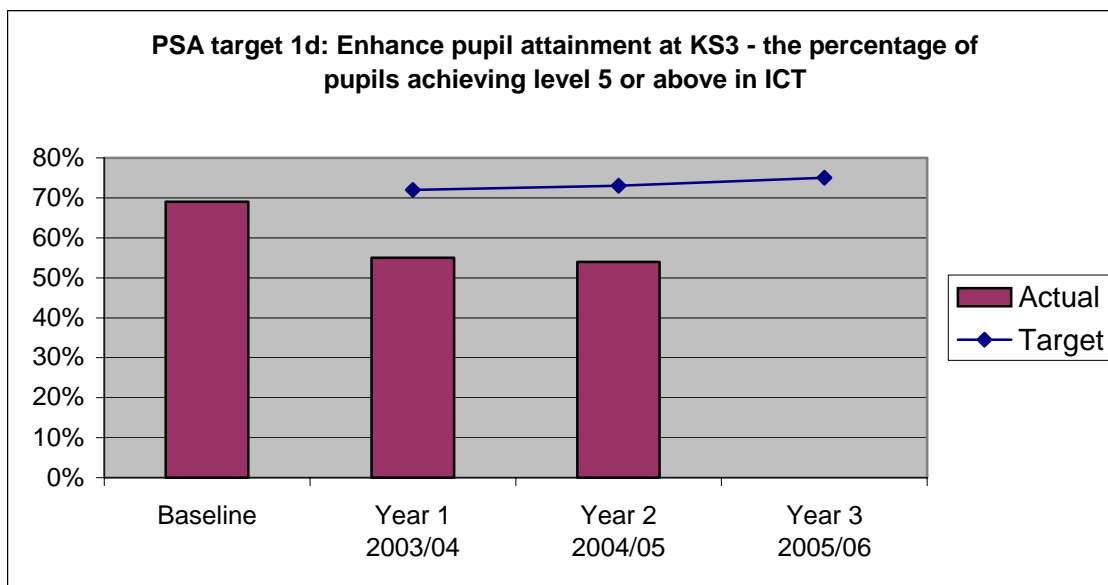
	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		69.0%	75.0%	77.0%
Actual	65.4%	70.0%	73.0%	



	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		71.0%	77.0%	79.0%
Actual	66.7%	72.0%	76.0%	



	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		70.0%	72.0%	74.0%
Actual	68.2%	70.0%	68.2%	



	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		72.0%	73.0%	75.0%
Actual	69.0%	55.0%	54.0%	

2. Improve attendance at schools

Comment on overarching target:

As funding to support this work ended at the end of the 2003/4 academic year the Education Welfare Service identified a small amount of extra funding to further the work in meeting the PSA target.

The Attendance Support Assistants Team was created to support 11 targeted schools and their allocated EWO's to reduce the unauthorised absence rate to meet the PSA target of 1.1% Secondary and 0.32% Primary. A team of 4 ASA's were employed on temporary contracts from October 2004 to March 2005.

Each member of the team undertook an analysis of attendance for each school and discussed with school staff difficulties in obtaining reasons for absence and any other issues that affected the schools unauthorised absence rates. An action plan was then drafted with details of support to be offered which included;

- Contribution to School newsletter highlighting the importance of regular school attendance, contacting the school on the first day of absence and ensuring school have up to date contact numbers
- Late swoops – any parent/pupil stopped was given a leaflet which outlined the importance and legal requirement of punctuality
- Sending letters to all parents of pupils with unexplained absences asking them to complete forms with clear explanation of their child's absence
- Home visits to those parents who failed to respond to letters
- Formal attendance panels in schools when parents have not responded and the ASA's have been unable to make contact

Having reviewed the attendance of these schools it has been agreed that for the first half of the Spring term 2005 a total of 16 schools will receive ASA support:

Other strategies continue to be implemented and improved in order to support the achievement of the PSA target.

- There continues to be a robust use of attendance panels and the prosecution process.
- Planned meetings with Magistrates have taken place and dialogue continues between the courts and the EWS in order to improve the efficiency and effectiveness of enforcement procedures.
- The highly successful Award Ceremony held last year will be repeated in the Summer term 2005.

Final data for academic year 2003/4

Schools	2002/3	March 2004	2003/4	PSA Target
Primary unauthorised absence	0.4	0.6	0.47	0.32
Secondary unauthorised absence	1.4	2.2	1.4	1.1

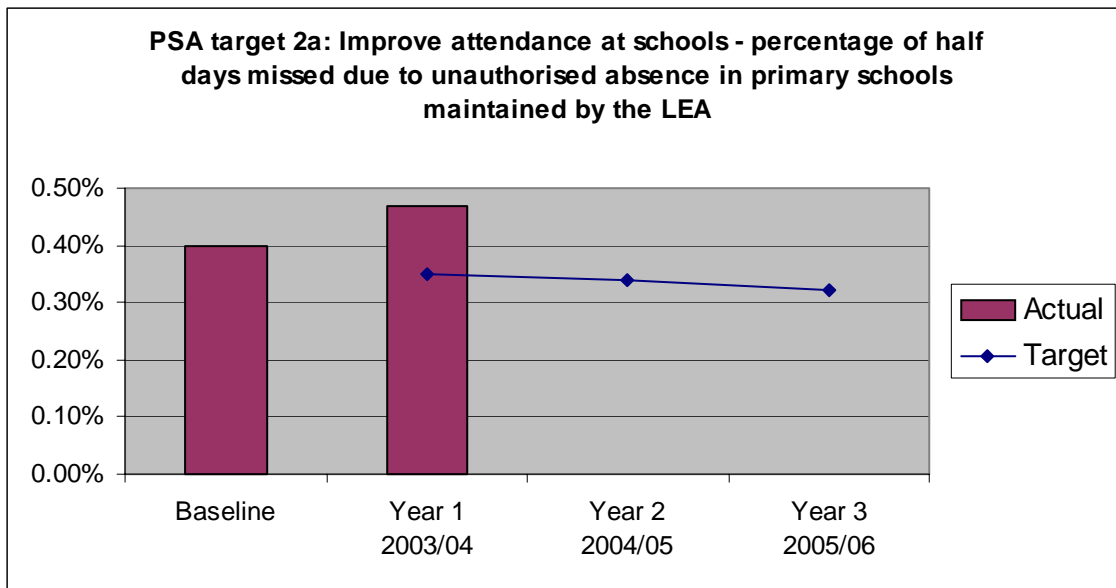
The latest data for the Autumn Term of the 2004/5 year is not yet available. This will be reviewed once available and EWS resources will be re-focused for the Spring term in order to support continued progress towards the PSA target.

2a: Percentage of half days missed due to unauthorised absence in primary schools maintained by the LEA

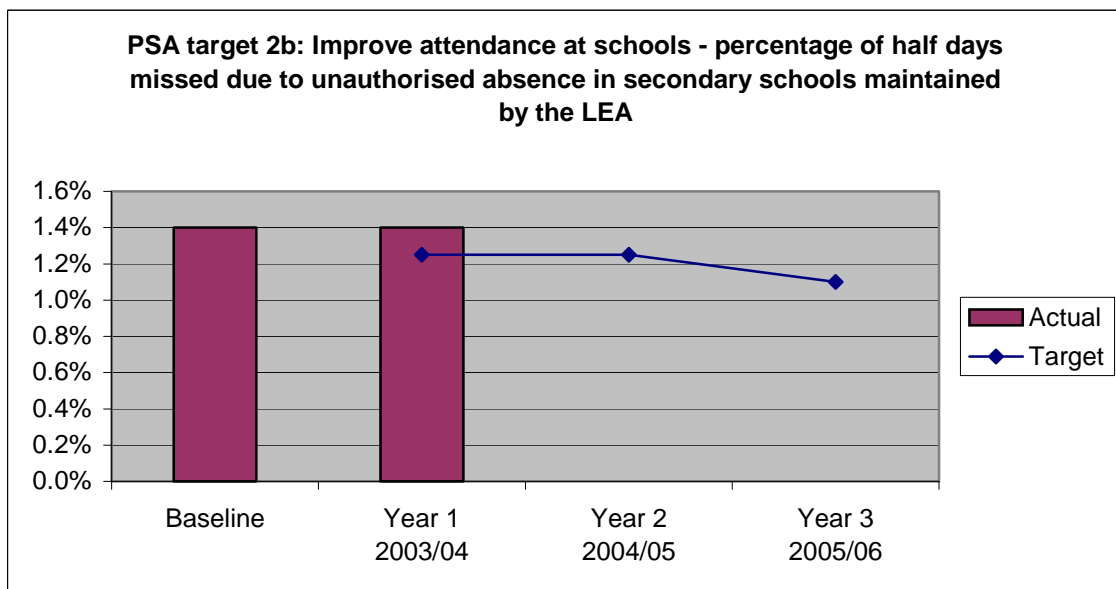
Reported
annually at Q4
R in Y1

2b: Percentage of half days missed due to unauthorised absence in secondary schools maintained by the LEA

Reported
annually at Q4
R in Y1



	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		0.35%	0.34%	0.32%
Actual	0.40%	0.47%		



	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		1.25%	1.25%	1.10%
Actual	1.40%	1.4%		

3. Enhance the attainment of young people aged 17 in Hastings and St Leonards

3a: The percentage of 16 year olds in secondary schools within the Hastings and St Leonards Action Zone achieving at least one A-G at GCSE

Reported annually at Q4
No data for Y1