

Evaluation of end of key stage outcomes 2013

The LAC outcomes are based on the provisional outcomes for Nottinghamshire looked after children

Year 2 end of KS1- 30 pupils

The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in reading

- The proportion of Nottinghamshire LAC achieving at least level 2 in reading is 77% and is above both LAC across the East Midlands (70%) and nationally (69%). Attainment of Notts. LAC is 8% better than national LAC.
- The proportion of all children in Nottinghamshire achieving at least level 2 in reading 88%
- The proportion of all children nationally achieving at least level 2 in reading is 89%.
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 11% on this measure, compared with a national gap of 20%
- In comparison with 2012 the gap is slightly wider (3% - 1 child) whilst nationally the gap remains the same.
- The average point score for Nottinghamshire LAC in reading is 13.6 compared with an average point score of 13.4 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in writing

- The proportion of Nottinghamshire LAC achieving at least level 2 in writing is 70% and is above both LAC across the East Midlands (64%) and nationally (61%). Attainment of Notts LAC is 9% better than national LAC
- The proportion of all children in Nottinghamshire achieving at least level 2 in writing is 84%,
- The proportion of all children nationally achieving at least level 2 being 85%
- The gap between all children in Notts and Nottinghamshire LAC is 14% on this measure, compared with a national gap of 24%
- In comparison with 2012 the gap has reduced (3% - 1 child) whilst nationally the gap has reduced by 2%
- The average point score for Nottinghamshire LAC in writing is 11.9 compared with an average point score of 12.0 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in mathematics

- The proportion of Nottinghamshire LAC achieving at least level 2 in maths is 73% and is above both LAC across the East Midlands (70%) and nationally (71%). Attainment of Notts LAC is 2% better than national LAC
- The proportion of all children in Nottinghamshire achieving at least level 2 is 91%
- The proportion of all children nationally achieving at least level 2 in maths is 91%
- The gap between all Notts children and Nottinghamshire LAC is 18% on this measure, compared with a national gap of 20%

- In comparison with 2012 the gap has widened (6% - 2 children) whilst nationally the gap remains the same
- The average point score for Nottinghamshire LAC in maths is 13.1 compared with an average point score of 13.3 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

Year 6 end of KS2

There are 23 pupils in the cohort of which, 18 have special educational needs (6 at SA, 6 SA+ and 6 with a statement of special education needs). Each child equates to almost 5% of the cohort.

The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in reading

There is no direct comparison with previous year's data as reading was not measured separately in previous years

- The proportion of all Nottinghamshire LAC achieving at least level 4 or above in reading is 48%, which is below EM LAC (58%) and LAC nationally (63%). The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 3 children.
- The proportion of all children in Nottinghamshire achieving at least level 4 is 86%
- Nationally and across the EM all children achieving at least level 4 or above in reading 86%
- The gap between all children in Notts. and Nottinghamshire LAC is 38% on this measure compared with a national gap of 23%
- The trend of attainment rose from 50% in 2010 to 64% in 2012 with a dip in 2013 to 48%

The proportion of all LAC in Notts schools making two levels progress (expected progress) in reading in a cohort of 43 pupils where each child equates to 2.5%:

- The proportion of LAC in Nottinghamshire schools making two or more levels progress from key stage one to two in reading is 88.9% (38 pupils) and is above national LAC at 77.6%.
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected) from key stage one to two in reading is 51.2% (22 pupils) and is above national LAC at 33.3%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected) from key stage one to two in reading is 11.6% (5 pupils)

Achievement and progress of Nottinghamshire' LAC on this measure is good. However, we need to accelerate the progress of Nottinghamshire LAC in all settings still further in order to ensure that more LAC reach age related expectations at the end of key stage 2.

The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in writing (teacher assessment)

There is no direct comparison with previous year's data as writing was not measured separately in previous years.

- The proportion of all Nottinghamshire LAC achieving at least level 4 in writing is 39%. The performance of Nottinghamshire LAC is below both LAC across the East

Midlands (52%) and nationally (55%). The difference between the proportion of children reaching the threshold measure in comparison with the proportion nationally equates to 3 children.

- The proportion of all children in Nottinghamshire achieving at least level 4 in writing is 84% which is above EM and national (83%)
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 45% on this measure with a national gap of 28%
- The trend of attainment over two years has fallen

The proportion of all LAC in Notts schools making two levels progress (expected progress) in writing:

- The proportion of LAC in Nottinghamshire schools making two or more levels progress (expected progress) from key stage one to two in writing is 88.4% (38 pupils) and is above national LAC at 81.4%
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected progress) from key stage one to two in writing is 39.5% (17 pupils) and is above national LAC at 26.9%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected progress) from key stage one to two in reading is 2.3% (1 pupil)

Achievement and progress of Notts LAC on this measure is good. However, we need to accelerate the progress of Nottinghamshire LAC in all settings in order to ensure that more LAC reach age related expectations at the end of key stage 2.

The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in mathematics

- The proportion of all Nottinghamshire LAC achieving at least level 4 in maths 52% and is below both LAC across the East Midlands (56%) and below national (59%). The difference between the proportion of children reaching the threshold measure in comparison with the proportion nationally equates to 1 child.
- The proportion of all children in Nottinghamshire achieving at least level 4 in maths is 86% and is above all children in the EM (86%) and all children nationally 85%
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 34% on this measure, compared with a national gap of 26%
- The gap has widened in comparison with 2012 by 4% (1 child)
- The trend of attainment has risen by 2% in comparison with 2012

The proportion of all LAC in Notts schools making two levels progress (expected progress) in mathematics:

- The proportion of LAC in Nottinghamshire schools making two or more levels progress (expected progress) from key stage one to two in maths is 76.7% (33 pupils) and is above national LAC at 74.6%
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected progress) from key stage one to two in maths is 32.6% (14 pupils) and is above national LAC at 23.9%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected progress) from key stage one to two in reading is 2.3% (1 pupil)

Achievement and progress of Notts LAC is good. Nevertheless, we are still working in partnership with schools to accelerate the progress of Nottinghamshire LAC in all settings in

order to ensure that more LAC continue to reach at least age related expectations (ARE) at the end of key stage 2.

Year 11 end of KS4

There are 56 pupils in the cohort (SFR) of which 42 have special educational needs (5 at SA, 23 SA+ and 14 with a statement of special education needs). Each child equates to 2% of the cohort.

The proportion of all Nottinghamshire LAC achieving at least 5 or more A*-C including English and maths (age-related expectation)

- The proportion of all Nottinghamshire LAC achieving at least 5 or more A*-C including English and maths is 13% in comparison to East Midlands 13.3% and nationally 16.1%. The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 2 children.
- All children in Nottinghamshire achieving least 5 or more A*-C including English and maths is 62.8% and all children in the EM and nationally achieving 5 or more A*-C including English and maths is 59.4/59.4%
- The gap between Notts LAC and all Notts children on this measure is 50.3% compared with the national gap of 43.3% (a difference of 3 children). This is partly due to the fact that Notts children perform better than national on this measure
- The gap between Notts LAC and national LAC 3.6% (3 pupils)

The outcomes for Notts LAC have risen by 2.7% in comparison with 2012 and the gap between Notts LAC and National LAC has narrowed slightly to 3.6% (2012 gap 5.7%).

The proportion of all Nottinghamshire LAC achieving at least 5 or more A*-C (or equivalent qualifications) including English and Mathematics

- The proportion of all Nottinghamshire LAC achieving at least 5 or more A*-C including (or equivalent qualifications) English and maths is 12.5% in comparison to East Midlands 13% and nationally 15.3%. The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 1 child.
- 62.4% of all children in Notts achieved this measure compared with 58.7% of East Midlands children and 58.6% of all children nationally achieved this measure
- The gap between Notts LAC and all Notts children on this measure is 49.9% and between Notts LAC and national LAC 2.8%
- The gap between Notts LAC and national LAC on this measure has narrowed (2012 gap 5.2%)
- The trend of attainment is variable and attainment on this measure requires improvement

The proportion of all Nottinghamshire LAC achieving at least 5 or more A*-C (or equivalent qualifications)

- The proportion of Nottinghamshire LAC achieving at least 5 or more A*-C is 42.9%. The performance of Nottinghamshire LAC is above both LAC across the East Midlands (36.4%) and nationally (36.6%). The difference between the proportions of Notts LAC reaching the threshold measure in comparison with the proportion nationally equates to an additional 4 children achieving this threshold.

- The proportion of all children in Nottinghamshire achieving at least 5 A*-C or more is 87.9%, which is 6.8% above the national average for all children (81%) it is 5.6% above all children in the EM on this measure.
- The gap between all Notts children and LAC in Nottinghamshire is 45% on this measure, compared with a national gap of 44.5% between national LAC and all children nationally
- The trend of attainment of Notts LAC on this measure remains broadly in line with outcomes in 2012 which were a significant improvement on outcomes across 2009 – 2011
- This is a significant achievement on the part of the schools involved. They are aware that in order to improve still further they must increase the number of children reaching grade C or above in English and maths. The Virtual school has put additional resource into providing support and challenge at school level for them to use pupil premium and year 7 catch up funding effectively to begin to address this. In addition, the Virtual School has updated the Personal Education Plan format (PEP), to ensure that there is an attainment and progress focus in all PEP meetings with schools, carers and LAC

Achievement and progress of Nottinghamshire LAC on this measure is good

Progress of all LAC in Nottinghamshire schools making 3 levels progress (expected progress) in English and maths (cohort 58 pupils with matched data)

- The proportion of pupils making **three levels of progress in English** is 26% (15 pupils) compared with 36% of LAC nationally and 70% of non-LAC pupils in Notts and nationally. The gap between Notts LAC and national LAC is 10% (5 pupils)
- 16 of the 58 pupils have no special educational needs. Of these, a similar proportion make expected progress to that seen nationally from level 3 on entry in English, but fewer make above expected progress. From level 5 on entry, 100% make expected progress (1 pupil). From level 4 on entry, 4 of 11 pupils made 3 levels progress. There is a need to ensure that more pupils reach grade C rather than grade D in English. 1 more pupil would bring Notts outcomes in line with national. The Virtual School is working closely with schools to ensure that they are using pupil premium to accelerate progress so that more make above expected progress.
- 3 of 8 pupils with special educational needs at school action made expected progress from level 3 on entry. Due to low numbers involved, 1 more child making 3 levels progress would bring Notts outcomes in line with national
- 5 of 20 pupils with special educational needs at school action plus made expected progress from level 4 on entry. 3 more children making 3 levels progress would bring Notts outcomes in line with national.
- Of the 14 pupils with a statement of special educational needs, none made 3 levels progress. To be in line with national 2 pupils needed to have achieved this
- The proportion of pupils making **four levels of progress in English** is 3% (2 pupils) compared with 11% of LAC nationally. The gap between Notts LAC and national LAC is 8% (4 pupils)
- The proportion of pupils making **three levels of progress in Maths** is 21% compared with 32% of LAC nationally and 68% of non-LAC in Notts and 78% of non-LAC nationally. The gap between Notts LAC and national LAC is 11% (6 pupils).
- 16 of the 58 pupils have no special educational needs. Of these, a smaller proportion make expected progress to that seen nationally from level 3 on entry in maths and fewer make above expected progress. From level 5 on entry, 1 of 3 pupils made expected progress. From level 4 on entry, 4 of 11 pupils made 3 levels progress. There is a need to ensure that more pupils reach grade C rather than grade D in maths. 3 more pupils would bring Notts outcomes in line with national. The Virtual

School is working closely with schools to ensure that they are using pupil premium to accelerate progress so that more make above expected progress.

- 1 of 8 pupils with special educational needs at school action made expected progress from level 3 on entry. Due to low numbers involved, 2 more children making 3 levels progress would bring Notts outcomes in line with national
- 5 of 20 pupils with special educational needs at school action plus made expected progress from level 4 on entry. 2 more children making 3 levels progress would bring Notts outcomes in line with national.
- Of the 14 pupils with a statement of special educational needs, one made 3 levels progress. To be in line with national 2 pupils needed to have achieved this
- The proportion of pupils making **four levels of progress in maths** is 5% (3 pupils) compared with 10% of LAC nationally. The gap between Notts LAC and national LAC is 5% (3 pupils)
- This indicates that LAC make less progress from their starting points than non-LAC children in Notts and nationally, although progress is broadly in line with national for LAC and is reported as such in the LA's RAISE on Line
- The virtual school improvement plan therefore has a significant focus on working with schools to accelerate the progress of LAC across all year groups so that an increasing proportion of LAC reach age related expectations by the end of key stage 4.

A* - G in English

- The proportion of all LAC in Notts schools with A* - G in English is 74.6% compared with 97% non-LAC in Notts schools

A* - G in Maths

- The proportion of all LAC in Notts schools with A* - G in Maths is 74.6% compared with 97.1% non-LAC in Notts schools

A* - G in English and Maths combined

- The proportion of all LAC in Notts schools with A* - G in English and Maths combined is 69.8% compared with 96% non-LAC in Notts schools
- The gap between LAC in Notts schools and non-LAC in Notts schools on this measure is 26.2%

Once again this indicates that the challenge for the Virtual School and for all settings with LAC in key stage 4 is to ensure that the pupils are accessing a curriculum that enables them to achieve a GCSE in English and maths at GCSE grade C or above.

Attainment and progress of Nottinghamshire's Looked –After Children requires improvement on 5A*-C including English and maths. The Virtual School is therefore working in partnership with schools to accelerate the progress of Nottinghamshire LAC in all settings in order to ensure that more LAC reach at least age related expectations (ARE) at the end of key stage 4.

Value added data

The impact of the virtual school is evidenced in the very recent value added data which has just been released in the local authorities RAISE online for 2013. This indicates that:

- there is a rising trend in value added for LAC at the end of key stage 2 between 2011 and 2013.

- The value added to LAC attainment, from their baseline on entry to Notts. schools, has improved from below the national average in 2011 (98.9 Notts/ 99.8 national) and in 2012 (98.1 Notts/ 99.6 national) to above the national average in 2013 (100.7 Notts/ 99.8 national), where nationally LAC are below average.
- in mathematics in 2013, value added for Notts LAC is above national (105.5 Notts/ 99.8 national)
- in reading value added for Notts LAC is above national (101.5 Notts/ 100.0 national)
- in writing value added for Notts LAC is above national (100.4 Notts/ 99.8 national).

This indicates that the work of the Nottinghamshire virtual school in partnership with Nottinghamshire schools is having a positive impact on outcomes for Nottinghamshire's looked after children

At key stage 4, the trend in value added 2011 to 2013 for Notts. LAC is stable and in line with value added nationally

- 2011: 948.9 Notts. LAC, 944.5 national LAC;
- 2012: 948.6 Notts. LAC, 951.6 national LAC;
- 2013: 928.6 Notts .LAC, 949.6 national LAC.

This indicates that the value added for LAC both in Nottinghamshire and nationally is below the national value added for all pupils. The virtual school therefore continues to have a focus on improving progress and attainment overall at key stage 4 and on improving the number of Notts. LAC who reach the age related expectation of 5 A*-C including English and maths.

Looked After Children (Notts and other authority LAC) Boy Girl Analysis in Nottinghamshire Schools March 2014

Key stage 1 cohort 39 – 20 boys and 19 girls

The proportion of all LAC in Notts schools achieving at least level 2 in reading

- The proportion of LAC boys in Notts schools achieving at least level 2 in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (60%/85.7%/85.6% 5/20 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)

- The proportion of LAC girls in Notts schools achieving at least level 2 in reading is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (84.2%/91.6%/91.6% 1/19 more girl needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of all LAC in Notts schools achieving at least level 2 in writing

- The proportion of LAC boys in Notts schools achieving at least level 2 in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (60%/80.1%/80% 4/20 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 2 in writing is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (73.7%/89.3%/89.3% 3/19 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of all LAC in Notts schools achieving at least level 2 in mathematics

- The proportion of LAC boys in Notts schools achieving at least level 2 in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (65%/90.4%/90.3% 5/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 2 in mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (78.9%/92.8%/92.7% 1/19 more girl needed to have achieved ARE in order close the gap between LAC and non LAC)

The biggest issue that needs to be addressed in order to close the gap with ARE for LAC by the end of key stage 1 is to accelerate the progress of boys in reading and maths and of both boys and girls in writing. This needs to be a focus for all schools with LAC in current year 3

**The proportion of all LAC in Notts schools achieving at least level 4 in reading
There is no direct comparison with previous year's data as reading was not measured separately in previous years**

Key stage two cohort 36 – 19 boys and 17 girls

- The proportion of LAC boys in Notts schools achieving at least level 4 in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (63.2%/84.6%/84.5% - 4/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in reading is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (70.6%/88.5%/88.4% - 3/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of all LAC in Notts schools making two levels progress in reading:

- The proportion of LAC boys in Notts schools making two levels progress in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (79%/88.7%/88.6%)

- The proportion of LAC girls in Notts schools making two levels progress in reading is above the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (100%/88.4%/88.5%)

This indicates that looked after children need to make more than expected progress across key stage two in order to increase the proportions making ARE.

The proportion of all LAC in Notts schools achieving at least level 4 in writing (teacher assessment)

There is no direct comparison with previous year's data as writing was not measured separately in previous years.

- The proportion of LAC boys in Notts schools achieving at least level 4 in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (26.3%/79.4%/79.1% - 10/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in writing is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (52.9%/89.7%/89.5% - 6/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of All LAC in Notts schools making two levels progress in writing:

- The proportion of LAC boys in Notts schools making two levels progress in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (84.2%/90.5%/90.5%)
- The proportion of LAC girls in Notts schools making two levels progress in writing is above the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (100%/93.5%/93.6%)

This indicates that looked after children need to make more than expected progress across key stage two in order to increase the proportions making ARE.

The proportion of All LAC in Notts schools achieving at least level 4 in mathematics

- The proportion of LAC boys in Notts schools achieving at least level 4 in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (52.6%/85.8%/85.6% - 7 /19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (58.8%/86.4%/86.3% - 5/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of All LAC in Notts schools making two levels progress in mathematics:

- The proportion of LAC boys in Notts schools making two levels progress in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (57.9%/89.6%/89.4%)
- The proportion of LAC girls in Notts schools making two levels progress in mathematics is in line with non-LAC girls in Notts schools and all pupils in Notts schools (88.2%/89.4%/89.4%)

This indicates that looked after boys need to make at least expected progress across key stage two and girls need to make accelerated progress in order to increase the proportions making ARE

The proportion of all LAC in Notts Schools achieving at least level 4 in reading writing and mathematics

- The proportion of LAC boys in Notts schools achieving at least level 4 in reading, writing and mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (26.3%/72.9%/72.6% - 9/19 more boys needed to have achieved age related expectations (ARE) in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in reading, writing and mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (41.2%/80.9%/80.7% - 7/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of Notts LAC in Notts schools making two levels progress in reading, writing and maths:

- The proportion of LAC boys in Notts schools making two levels progress in reading, writing and maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (52.6%/77.6%/77.5%)
- The proportion of LAC girls in Notts schools making two levels progress in reading, writing and maths is above non-LAC girls in Notts schools and all pupils in Notts schools (88.2%/79.8%/79.9%)

The biggest issue that needs to be addressed in order to close the gap with ARE for LAC by the end of key stage 2 is to accelerate the progress of all LAC with a particular focus on boys in reading, writing and maths and of girls in maths. This needs to be a focus for all schools with LAC in current year 7 for catch up funding.

All primary schools need to accelerate progress in each of years 3 to 6 for all LAC in all subjects to increase the proportions of children meeting age related expectations (ARE).

The proportion of all LAC in Notts schools achieving at least 5 or more A*-C including English and maths

Key stage four cohort 63 – 38 boys and 25 girls (2012 cohort 41)

- The proportion of LAC boys in Notts schools achieving at least 5 or more A*-C including English and maths is below the proportion of non-LAC boys in Notts schools

and all pupils in Notts schools (10.5%/45.1%/48.8% - 17/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)

- The proportion of LAC girls in Notts schools achieving at least 5*-C including English and maths is below non-LAC girls in Notts schools and all pupils in Notts schools (4%/59.6%/59.1% 15/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of all LAC in Notts schools achieving at least 5 or more A*-C (or equivalent qualifications) including English and Mathematics

- The proportion of LAC boys in Notts schools achieving at least 5 or more A*-C including English and maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (15.8%/56.9%/56.5% - 27/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least 5 or more A*-C (or equivalent qualification) including English and Maths is below non-LAC girls in Notts schools and all pupils in Notts schools (8%/68.9%/68.5% 17/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

The proportion of Notts LAC in Notts schools making three levels progress in English:

- The proportion of LAC boys in Notts schools making three levels progress in English is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (23.5/63.3/63)
- The proportion of LAC girls in Notts schools making three levels progress in English is above non-LAC girls in Notts schools and all pupils in Notts schools (29.2/77.6/77.3)

The proportion of Notts LAC in Notts schools making three levels progress in Maths:

- The proportion of LAC boys in Notts schools making three levels progress in Maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (23.5/65.1/64.8)
- The proportion of LAC girls in Notts schools making three levels progress in Maths is above non-LAC girls in Notts schools and all pupils in Notts schools (16.7/72.2/71.9)

This indicates that looked after boys need to make at least expected progress from key stage two to four and girls need to make accelerated progress in order to increase the proportions making ARE.

The proportion of all LAC in Notts schools achieving at least 5 or more A*-C (or equivalent qualifications)

- The proportion of LAC boys in Notts schools achieving at least 5 or more A*-C or equivalent qualifications is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (57.9%/86%/85.8% - 10/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least 5 or more A*-C or equivalent qualification is below non-LAC girls in Notts schools and all pupils in Notts schools (40%/90.4%/90.1% 12/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

In order to increase the proportions of LAC meeting ARE at the end of key stage 4 schools need to accelerate the progress of LAC in English and Maths in each of years 7 to 11 based on a thorough assessment of prior attainment on entry, continuous tracking and evaluation of progress on a termly basis in order to identify:

- **Exactly when and why students fall behind their peers**
- **Identify learning gaps**
- **Plan and deliver appropriate interventions to bring progress back on track**
- **Make most effective use of year 7 catch up funding**
- **Make most effective use of the pupil premium**
- **Engage looked after children, carers and teachers in developing a pathway plan to post 16 starting in year 8 so that looked after children and their teachers and carers understand the importance of making up any gaps of learning as they emerge if they are to achieve their aspirations**