

An Daras Multi-Academy Trust

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ADMAT SI Document D1.6



St Stephens Community Academy

PPG Provision Map - Sept 17 to Aug 18 (v3)

The An Daras Multi-Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Approved	
Recommended	Yes
Statutory	
Version	v1.0
Adopted (v1.0)	Sept 2017
Review (v1.0)	Ten weekly review
Advisory Committee	LGAB
Linked Documents and Policies	Pupil Premium Policy John Dunford Presentation - Chiefs

St Stephens Community Academy						
Pupil Premium Grant (PPG) Provision Menu – Sept 17 to Aug 18			PPG Lead/Champion: Head of School			
<p>The Pupil Premium for 2017 is allocated to schools with pupils on that are known to be:</p> <ul style="list-style-type: none"> • Eligible for free school meals either now or at any time in the last 6 years. • Children of service personnel • Children in local authority care 			<ul style="list-style-type: none"> • We believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed. • Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the Academy at, or above, the national average. We also aim for every child to make progress that is good or better. The annual achievement of PPG pupils at this school will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality. (OG: 5) • Funding will also be used to develop high aspirations for the future so that children can continue to succeed. • Our provision has been informed by the latest OFSTED Guidance – <i>“The Pupil Premium – How schools are spending the funding successfully to maximise achievement”</i> – Published in 2012/13. See Appendix A for an overview of key principles. • The PPG policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Executive Head teacher/HoS (OG: 11, 12, 15). It will be monitored as an item in the termly Head of School Report. 			
Learning Approach Lead Staff	Learning Content Timetable Impact	Access Criteria	Identified Pupils	Starting Point	Key Performance Indicators (KPI) Expected Outcomes	AIP Link
Training						

<p>A. To develop learning strategies for children through training staff using recognised/ well found programme of visible learning (18months)</p> <p>Lead: Head of School/ Visible Learning Coaches</p>	<p>The second stage of a tailor made programme for 18 months developing SLT/ visible learning coaches/ teachers and all staff through information days and action research.</p> <p>Developing a wider community of visible learning schools to share good practice to provide CPD for staff to increase the learning effect for all children.</p> <p>Second year of Maths Hub Training for teachers/ LSAs/ wider MAT from Maths Leader linked to VL. Curriculum time training timetable.</p> <p>VL coaches to develop a focus on action research in classrooms to raise PPG attainment in attainment at Year Six.</p>	<p>School has completed Action Audit in September 2016 used to inform AIP and CPD.</p> <p>School has reviewed its provision throughout 2016 2017 to inform 2017b 2018.</p>	<p>Training and CPD will inform good practice in Wave One Teaching.</p>	<p>CPD Programme started in September 2016 for leaders/ staff Spring 2017.</p> <p>Training Programme for 2017 2018 included INSET training and twilight staff training. Staff training in school from VL coaches.</p>	<p>To raise attainment levels for all PPG children across the school to achieved inline + National attainment standards with a particular focus on KS2</p> <p>To accelerate learning progress from Key Stage starting points using government revised progress measures focus on KS2 reading</p> <p>To increase staff confidence levels by developing CPD in theory and pedagogy in learning to utilise assessment and learning focused strategies in the classroom that increase effect size</p>	<p>£9,000 for 18months</p> <p>Proportion for this year is £4,500</p>	<p>AIP Priority One.</p> <p>To ensure all children make good progress from starting points.</p>
						<p>Unit Cost: £9,000</p> <p>Costing Code: 2STD</p>	
First Review							
Second review							
Pastoral							

<p>B. To continue to develop effective and positive relationships with parents by having a school parent support Advisor</p> <p>Lead: SENDICO</p>	<p>Role of PSA to work with families to enhance children's learning behaviours and school engagement. Parent Support Advisor for afternoons. Parental Workshops on/ off site Parental Support Meeting on/ off site Facilitation of Agency meetings Parent Support/Advice through appointments Alternative Parent Meetings Provide wider support for families through foodbank/ signposting</p>	<p>All Parents of the school community. Office maintain a PSA appointment service Website Information Teacher/ Office support referrals</p>	<p>All children and families linked to parental request.</p>	<p>Parent Support advisors available Sept 17- July 2018.</p>	<p>Parent feedback through questionnaires shows parents are able to access school provision</p> <p>Good Attendance at parent meetings</p> <p>Case studies of children show that parental engagement reflects in children 'readiness to learn' 'learning powers'</p> <p>Case studies of children shows increase child attendance/ attainment/ learning progress</p> <p>Raise whole school attendance above 95% by raising the number children beyond 90-95%</p>	<p>£12 per hour x 2 hours a day (£24 per day x 5= £120) £100 x 36 weeks= £4,320</p> <p>Unit Cost: £4,320</p> <p>Costing Code: 2HLTA</p>	<p>AIP Priority One.</p> <p>Increase parents knowledge of visible learning approach/ learning powers/ learning dispositions</p>
<i>First review</i>							
<i>Second review</i>							
<p>C. To provide social/ emotional programmes to support the whole child</p> <p>Lead: SENDICO</p>	<p>ELSA Training. Regular ELSA Programme with half termly EP visits to school. Social/ Emotional programmes Circle of Friends Social Stories</p>	<p>Identified of children from school staff/ parents/ wider agencies.</p>	<p>Identified of children from school staff/ parents/ wider agencies.</p>	<p>Identified through case studies/ learning passports referrals from class teachers to SENDICO</p>	<p>Parents/ staff report children have improved learning behaviours from intervention/ programme</p> <p>Children report improved learning behaviours from intervention/ programme</p> <p>Leavan Scale of involvement/ engagement has improved for child- data recorded by pastoral team</p> <p>Evidence in case studies/ learning passports show above</p>	<p>SEN TA £8.45 per hour x 1 hours x 5days =£42.25 x36 weeks= £1,521</p> <p>ESLA Training Costs: £500 (5 days of training)</p> <p>LSA Pastoral AM £8.45 x 13.75 x 36 weeks = £4,183</p>	<p>AIP Priority.</p> <p>Increase reading attainment and progress across KS2.</p> <p>Raise PPG attainment in Key Stage One.</p>

						Unit Cost: £6,204 Costing Code: 2TA Costing Code: 2STD Costing Code: 2SEN	
First review							
Second Review							
Access to Enrichments							
D. To provide children in need with access to breakfast club for a half term Explore community/ grant funding provision to provide wider access to breakfast club. Lead: Breakfast Club Leader	Reviewed half termly based on need. Access to breakfast club for a half term period.	PPG children. Identification. Referral from school staff/ parents/ wider agencies	PPG children. Identification. Referral from school staff/ parents/ wider agencies	Sept 2016 half termly reviewed.	Class teachers report an increase in attainment/ progress levels based on a healthy start to the morning Parents. Staff report improve attendance/ attitude towards school Case study evidence show improved attendance and improvements in attainment results.	(1) LSAs £8.45 x 6.25 hours= £53= £1,901 (LSA) Parental contributions to cover (1) LSA. Access for PPG signposted children. £4,500 (10 children per session)	AIP Priority. Increase reading attainment and progress across KS2. Raise PPG attainment in Key Stage One.
First review							
Second Review							

<p>E.</p> <p>To provide children with access to learning in context through visitors/ enrichments/ residential</p> <p>Lead Adult: SENDICO/ Head of School</p>	<p>Funding to access wider learning opportunities such as after school clubs, residential/ class visitors.</p> <p>Adults to lead a wider variety of clubs after school for all ages. Payment of adults to lead clubs.</p>	<p>Referral from school staff.</p> <p>Request from parent.</p>	<p>PPG children. Identification. Referral from school staff/ parents/ wider agencies.</p>	<p>Year 3 one night residential Spring Year 4 One night residential Spring Year 5 One night London Residential Summer Year 6 Two night residential Summer Class visitors linked to Topics Wider visits/ enrichments per class</p>	<p>Attainment and progress levels reflect an increase as a result of learning in context</p> <p>Children engagement and confidence levels increase as a result of being given the opportunity to experience learning in context</p> <p>Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies</p>	<p>1 x visitor per class (7 classes) £50 per class =£350</p> <p>1x Off Site Visits : £100 per class x7 =£700</p> <p>Residential: £200 per class x 4 =£800</p> <p>PPG access to clubs £1 per club (provision for 30 children) (24weeks) =£720</p> <p>Unit Cost: £2,570</p> <p>Costing Code: Curriculum Enrichment</p>	<p>AIP Priority One.</p> <p>VL. Learning in Context.</p>
<p><i>First review</i></p>							
<p><i>Second review</i></p>							
<p>F.</p> <p>To provide children with learning experience outdoors using Wild Tribe experience/ wider creative enrichments/ development of school</p>	<p>Outdoor Learning Leader team teaching/ training with staff in outdoor learning experiences Sharing of good</p>	<p>All children per class.</p> <p>Personalised timetables.</p>	<p>PPG children. Identification. Referral from school staff/ parents/ wider agencies</p>	<p>Half Termly.</p>	<p>Attainment and progress levels reflect an increase as a result of learning outdoors</p> <p>Children engagement and confidence levels increase as a result of being</p>	<p>Teacher 0.3 £9,918</p>	<p>AIP Priority One.</p> <p>VL. Learning in Context.</p>

grounds Lead Adult: Outdoor Learning Leader	practice to facilitate outdoor learning experience for whole school. Weekly Wild Tribe experience for KS1 and timetabled KS2 classes. Creative provision at lunchtime. Access to wider creative and musical experiences after school.				given the opportunity to experience learning outdoors Use of Leavan scale of engagement/ involvement to show case evidence-learning passport/ case studies	Unit Cost: £9,918 Costing Code: 2TE	
<i>First Review</i>							
<i>Second review</i>							
Attainment and Progress							
G. To provide an after school learning club for Year Six Lead Adult: Key Stage Two Leader	Lead by Learning Tutor from 3.15p-4.15pm.	PPG children working below ARE.	PPG working below ARE. Termly focus on subjects as data tracking shows.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence levels increase as a result of being given the opportunity to be part of after school learning club. Use of Leavan scale of engagement/ involvement to show in case evidence.	Learning Tutor £25 per hour x 28 weeks £700 Unit Cost: £700 Costing Code: 2TE	AIP Priority. Increase attainment and progress in Year Six. To raise whole school combined attainment and progress.
<i>First Review</i>							
<i>Second Review</i>							
H. To accelerate the progress and attainment levels at ARE for Upper Key Stage Two Lead Adult: Key Stage Two Leader	Lead by Learning Mentor. Response to feedback time linked to AIP Priority One Visible Learning.	PPG children working below ARE.	PPG working below ARE. Termly focus on subjects as data tracking shows.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence levels increase.	Learning Tutor £25 per hour x 10hours: 32 weeks £8,000 5 weeks 13.75 x £25: £1,718.75	AIP Priority. KS2 Attainment and Progress.

					Use of Leavan scale of engagement/ involvement to show case evidence- learning passport/ case studies	Additional Morning Support Summer One	
						Unit Cost: <u>£9,718.75</u> Costing Code: 2TE	
<i>First Review</i>							
<i>Second Review</i>							
I. To raise progress and attainment levels in reading at ARE across the school most especially in Key Stage Two through access to the School Library Lead Adult: English Leader	Lead by LSA with focused Librarian time to ensure library and reading provision. Ensure reading for pleasure is maintained throughout the school through resource provision. Utilise school librarians and school librarian.	All children to access library through class times. Children to access library at lunchtimes. School librarians active at lunchtime. Librarians work towards their guidelines/ applications/ interviews.	PPG working below ARE.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence levels increase. Children reading actively and collecting stickers for bookmarks. Children reading at home to collected total number of reads to move forward with reading band scheme. Use of Leavan scale of engagement/ involvement to show in case evidence.	2.5 hours x 36 weeks: £8.45 =£760.50 Unit Cost: <u>£760.50</u> Costing Code: 2TA	AIP Priority. Raise reading attainment and progress most especially at Key Stage Two.
<i>First Review</i>							
<i>Second Review</i>							
J. To raise progress and attainment levels in reading at ARE across the Key Stage Two using Reading Wise Intervention	PPG LSAs and Literacy Leader trained on reading wise programme. To use Reading Wise to raise reading	PPG working below ARE.	PPG working below ARE.	Half termly Review. Identified children based on data and tracking by	Children working at ARE and making accelerated progress in selected subject. Children attendance levels increases. Children engagement and confidence	10 hours x 26 weeks at £8.45 = £3,042 2 hours x 36 weeks at	AIP Priority. Raise reading attainment and progress most especially at

Lead Adult: Literacy Leader	attainment and progress in comprehension using high quality Roald Dahl texts using ipad technology.			school staff.	levels increase.	£8.45 = £608.40	Key Stage Two.	
	Timetable for Reading Wise that reflects groups of no more than 10 to have regular slots.				Children reading actively and collecting stickers for bookmarks. Children reading at home to collected total number of reads to move forward with reading band scheme.	Reading Wise Intervention £594 year subscription		
	Focus on Aspects of KS2 Reading analysis.				Use of Leavan scale of engagement/ involvement to show in case evidence.	Unit Cost: £4,244.40		
						Costing Code: 2TA Costing Code: 2TA Costing Code: 4CDF		
First Review								
Second Review								
K. To provide opportunities to raise maths progress towards GDS standard Lead Adult: Maths Leader	Provide small group opportunities for children to extended and develop maths skills in context	Identified PPG children who are not on track with age related multiplication facts.	Identified PPG children who are not on track with age related multiplication facts.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at EXP in Maths. Children able to apply their maths in context. Children working at age related expectations for multiplication facts.	4 hours x £8.35 36 weeks=£1,200	AIP Priority Rise attainment in core skills to raise EXP attainment for PPG.	
	Provide small group interventions to raise progress and attainment of children having secure age related knowledge of multiplication facts.					Children attendance levels increases.		
	LSA CPD from Maths Leader as part of Maths Hub Specialist Training.					Children engagement and confidence levels increase.		
						Use of Leavan scale of engagement/ involvement to show in case evidence.		Unit Cost: £1,200 Costing Code: 2TA
First Review								
Second Review								

L. Linked with VL strategies to provide children with small group immediate feedback to their learning Lead Adult: Head of School	Learning Mentor to provide immediate verbal feedback to children across Year Five.	All identified PPG from class over the week to provide support to ARE/ gaps within ARE and extend to GDS. Careful data analysis/ AFL of lessons to inform provision.	All identified PPG from class over the week to provide support to ARE/ gaps within ARE and extend to GDS. Careful data analysis/ AFL of lessons to inform provision.	Half termly Review. Identified children based on data and tracking by school staff.	Children working at ARE + in all subjects. Children attendance levels increases. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show in case evidence.	£25 x 7.75 hours per week x 36 weeks: Unit Cost: £6,975 Costing Code: 2TE	AIP Priority Rise attainment in core skills to raise EXP attainment for PPG.
<i>First Review</i>							
<i>Second Review</i>							
M. To provide support to Key Stage One to ensure effective learning provision of Phonics to ensure National attainment ARE is achieved Lead Adult: English Leader	Key Stage One leader to plan a careful timetable of provision based on half termly data analysis. Use of phonics data analysis/ Cornwall CoreStats/ Raise.	PPG children working towards ARE.	PPG children working towards ARE.	Half termly Review to inform identification of children.	Children working at ARE + in phonics. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show in case evidence.	SEN TA £8.45 per hour x 1 hours x 5days =£42.25 x36 weeks= £1,521 Unit Cost: £1,521 Costing Code: 2TA	AIP Priority. To raise attainment levels in Spelling.
<i>First Review</i>							
<i>Second Review</i>							
N. To ensure rapid progress in Foundation Stage from baseline data to achieve inline/above National		PPG children working towards ARE. PPG children to maintain/ extend to	PPG children working towards ARE. PPG children to	Half termly Review to inform identification of children.	Children achieved ARE + / GDS + in Good Level of Development. . Children engagement and confidence levels increase.	LSA 13.75 x £8.45 = £116 x 36 weeks = £4,176	AIP Priority. To raise the attainment level from

(Early Intervention Strategies) Lead Adult: Foundation Teacher		GDS.	maintain/ extend to GDS.		Use of Leavan scale of engagement/ involvement to show in case evidence.	Unit Cost: £1,521 Costing Code: 2TA	baseline to ensure National attainment is achieved.
First Review							
Second Review							
O. To raise attainment by ensuring all children have access to home learning through lunchtime homework club Leader: Head of School	To provide a regular homework club for lunchtime. Children to be signed posted to homework club from class teachers. Homework club to provide ICT access to homework.	All PPG children who need additional support or access to homework provision.	All PPG children who need additional support or access to homework provision.	Half termly Review to inform identification of children.	Children working at ARE + in all subjects. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show in case evidence.	2.5 hours x 36 weeks: £8.45 =£760.50 Unit Cost: £760.25 Costing Code: 2TA	AIP Priority. To raise progress and attainment in Reading at Key Stage Two.
First Review							
Second Review							
Access to Technology							
P. To raise attainment progress in Reading through technological access to reading resources Leader: English Leader	To provide children with access to 10 ipads to be able to complete Reading Wise intervention programme to develop comprehension skills in Key Stage two. Children to have access to engaging high quality reading texts online.	PPG children working towards ARE.	PPG children working towards ARE.	Half termly Review to inform identification of children	Children working at ARE + in all subjects. Children engagement and confidence levels increase. Use of Leavan scale of engagement/ involvement to show in case evidence.	Ipads £279.99x10 £2779.90 Cases x 10: £19.99= £199.90 Unit Cost: £2,979.90 Costing Code: 4ICT	AIP Priority. To raise progress and attainment in Reading at Key Stage Two.
First Review							
Second Review							
ARB PPG Provision							

Q. To provide children with access to learning in context through visitors/ enrichments/ residential Lead Adult: ARB Leader	Funding to access wider learning opportunities such as after school clubs, residential/ class visitors. ARB to provide wider enrichments/ opportunities as part of curriculum day as children have transport for end of day allocated therefore access to clubs is restricted.	Referral from school staff. Request from parent.	PPG children. Identification. Referral from school staff/ parents/ wider agencies.	Class visitors linked to Topics Wider visits/ enrichments per class. Use of ADMAT mini bus to wider community enrichments such as: swimming.	Attainment and progress levels reflect an increase as a result of learning in context Children engagement and confidence levels increase as a result of being given the opportunity to experience learning in context Use of Leavan scale of engagement/ involvement to show case evidence- learning passport/ case studies	1 x visitor £50 per class =£50 Off Site Visit: £100 Residential Access/ Club Access: £50 per class Wider enrichments: Therapies £600 Unit Cost: £800.00 Costing Code: 7ARB	AIP Priority To wider enrichments and provision for ARB children beyond curriculum provision
First Review							
Second Review							
Attendance							
R. To increase attainment levels across the school Lead Adult: Attendance Leader	To provide children with access to rewards for positive attendance. Children will receive one raffle ticket if attendance is 98.5% for the term/ two raffle tickets for 100%. Winning raffle tickets get a £5 voucher.	All PPG children to access.	All PPG children to access.	School attendance is around 95%.	Attainment and progress levels reflect an increase as a result of improved attendance. Children engagement and confidence levels increase as a result of improved attendance. Use of Leavan scale of engagement/ involvement to show in case evidence.	£5 Gift voucher 10 per term £ 150 Unit Cost: £150.00 Costing Code: 4AIP1	AIP Priority To raise attendance so ensure children in school for learning to raise attainment levels.
First review							
Second review							
Assessment							

S. To ensure accurate assessment and tracking of standardised assessment information Lead: English and Maths Leaders	To ensure accurate assessment tracking and data inputting.	All PPG children assessment information.	All PPG children assessment information.	School has a number of tools to use to support making accurate assessment judgements.	Attainment and progress levels reflect accurate data and assessment.	LSA 2 hours £8.45 x 36 weeks = £608.40	AIP Priority Ensure accurate data and assessment.
						Unit Cost: £608.40	
						Costing Code: 2TA	
<i>First Review</i>							
<i>Second Review</i>							
Access to Additional Provision							
T. To provide access to wider agencies and services to provide specialist support and advice for children and their families Lead Adult: SENDICO	To ensure access to specialist agencies to provide families and school with further information.	All children identified with SEN needs.	All children identified with SEN needs.	School SENDICO assessment and signposting to specialist agency. School SENDICO to monitor impact and actions given from specialist agency.	SEN children are making good progress from starting points.	tbc	AIP Priority Ensure all children are making good progress from starting points.
<i>First Review</i>							
<i>Second Review</i>							
U. To provide an additional teacher for Year Five in the mornings to develop behaviour for learning skills and ensure children make good academic progress Lead Adult: Key Stage Leader	Additional teacher to reduce morning class size of Year Five to provide targeted teaching to accelerated earning progress. Additional teacher to ensure development of behaviour for learning skills.	Children in Year Five.	Children in Year Five.	Identify children to be split into two teaching groups in Year Five for more targeted children in smaller groups.	All Year Five children are making good progress from starting points.	tbc	AIP Priority Ensure all children are making good progress from starting points.
						Costing Code: 2TE	

First Review							
Second Review							

Pupil Premium Grant Income:	Pupil Premium Grant Costs Overview:	Pupil Premium Grant Unallocated:
£98,960	£76,352.20	£23,607.80 Unallocated spend will be used to support PPG in Spring/ Summer Term through close monitoring of data tracking.

Appendix A - OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> Carefully ring fenced funding so that they always spent it on the target group of pupils Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels Thoroughly analysed which pupils were underachieving particularly in English and maths and why Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good Allocated their best teachers to teach intervention groups to improve mathematics and English Used achievement data frequently to check whether interventions or techniques were working and adjusted accordingly, rather than just using the data retrospectively Made sure TAs were highly trained and understood their role in helping pupils to achieve Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils Had a clear policy on spending the PP agreed by governors and publicised on the school website Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings Thoroughly involved governors in the decision making and evaluation process Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<ul style="list-style-type: none"> Had a lack of clarity about the intended impact of the spending Spent the funding indiscriminately on teaching assistants with little impact Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective Did not have good performance management system for teaching assistants and other support staff Did not have a clear audit trail for where the funding had been spent Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved Planned their PP spending in isolation so their other planning e.g. improvement planning Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority