

The REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 25th February 2013

REPORTING OFFICER: Strategic Director Children and Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Child Poverty and use of the Pupil Premium

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 To update members on Child Poverty within the Liverpool City Region and the developments locally as outlined in Halton's Child and Family Poverty Strategy.
- 1.2 To update members on the use of the Pupil Premium and its impact on narrowing the attainment gap between pupils in receipt of the Pupil Premium and those who are not,

2.0 RECOMMENDATION: That the Policy Performance Board

- 2.1 Consider the impact the impact of the Pupil Premium to date and make any further recommendations for improving practice in this area.

3.0 BACKGROUND: Liverpool City Region Child Poverty and Life Chances Commission

- 3.1 The Liverpool City Region is home to 1.5 million people, which include around 327,000 children in 191,000 families. The City Region comprises the boroughs of Halton, Knowsley, Sefton, St. Helens, Wirral and the City of Liverpool.
- 3.2 Over 91,000 (27.9%) children in the Liverpool City Region are growing up in poverty. Approximately 6,500 (26.4%) children in Halton live in poverty. The latest projections suggest that there will be a significant increase in relative and absolute poverty through to 2020 which means the government target of eradicating child poverty will not be met.
- 3.3 The Liverpool City Region (LCR) has developed a Child Poverty and Life Chances Strategy which aims to eradicate child poverty. The Liverpool City Region Child Poverty and Life Chances Commission is responsible for coordinating this work within the region.

3.4 The Liverpool City Region Child Poverty and Life Chances current strategy runs to 2014. The strategy has identified two overarching aims to reduce child poverty across the Region. The two aims are as follows:

Aim1: ensure the best possible start in life for children and young people to improve their life chances;

Aim 2: Maximise family income.

3.5 There are seven key actions associated with the two strategic aims.

The key action that is the focus of this paper is as follows:

Enhance children's social and emotional development and reduce the gaps in educational attainment.

3.6 Halton has worked to the strategic priorities agreed for the Liverpool City Region through a local strategy that has been developed to meet the specific needs of the local area. The Halton Child and Family Poverty Strategy has identified three areas of focus which are outlined below:

3.6.1 Key underlying causes of child and family poverty in Halton

- Some families feel that they will never move out of poverty which restricts their aspirations
- A cycle of benefit dependency which can be an intergenerational issue

3.6.2 Key priorities to tackle child and family poverty in Halton

- Cultural challenge and realising aspirations
- Early intervention
- Whole family approach
- Providing a single point of access to support services

3.6.3 Key issues to overcome first to tackle child and family poverty in Halton.

- Ensuring that support services meet the needs of target groups now and in the future and are easily accessible
- Improving the sharing of information between partners to provide greater support to customers.

3.7 Following on from the priorities identified above, Halton's Child and Family Poverty Strategy has identified five objectives in its Development Plan to tackle child poverty and within these objectives, a number of actions have been identified.

Objective 1: Supporting families to achieve their aspirations

Objective 2: Working with the whole family

Objective 3: Working more closely between partners

Objective 4: Mapping services/New ways of working

Objective 5: Maximise income

3.8 In summary, at regional and local level there is a clear commitment to tackle child poverty. In Halton, partners have come together to pool their resources and work towards the same goal. There is no additional funding to support

the work of the Child and Family Poverty Strategy Group. The closer working between partners will make a significant contribution to narrowing the attainment gap. This will be discussed in the next section of this paper.

4.0 The Pupil Premium

- 4.1 The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').
- 4.2 The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- 4.3 Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.
- 4.4 Schools currently receive £600 for each pupil that is eligible for a Free School Meal. Schools used the summer term in 2011 to plan how they would use the Pupil Premium in the 2011/12 academic year.

5.0 Use of the Pupil Premium

- 5.1 Members will recall the presentation on the Peer Challenge process in January 2013 that 'excellent' examples of the use of the Pupil Premium were cited by Peer Challenge Team. Use of the Pupil Premium included:
 - Highly targeted interventions e.g. one-to-one tuition
 - Bespoke use of Teaching Assistant support for identified pupils
 - Extra- curricular activities for individual pupils such as music tuition
 - Weekly trips to the library
 - Residential experiences
 - Gifted and talented work
 - Sharing of Family Support Workers between schools
 - Parents/carers involved in residential trips
 - Termly Numeracy and Literacy evenings
 - Mentoring
- 5.2 Schools have on the whole, aimed to reduce the adult pupil ratio so that more intensive tuition can be provided to targeted groups of pupils who are not making expected progress. One to one sessions are organised individual pupils who have specific learning needs.
- 5.3 In some schools, members of the Senior Leadership Team have taken on a mentoring role for pupils who are at risk of underachieving. The Pupil Premium has given schools the opportunity to use their staff more flexibly so that pupils in receipt of the Pupil Premium are supported to make accelerated progress.

6.0 IMPACT OF THE PUPIL PREMIUM- HALTON'S PERFORMANCE

6.1 The work of partners within the Child and Family Poverty Strategy Group and the follow up work from the Peer Challenges and the work of schools has made a significant contribution to narrowing the gap between pupils on Free School Meals and their peers. There is still a lot of work to be done, given the projection that child poverty is going to increase in the next few years. However, Halton's 2012 results below show that the attainment gap is narrowing.

6.2 Key Stage 2 Performance

In 2012, at Key Stage 2 the gap between the attainment of FSM and non-FSM pupils at Level 4 and above in English and Maths combined was 13%. This is a significant reduction compared to 2011 when the gap in this indicator was 21%. There has been an increase in the attainment of FSM pupils in Halton and they continue to outperform FSM pupils nationally.

6.3 Key Stage 4 Performance

The performance of Key Stage 4 pupils eligible for FSM at 5+ A*-C including English and Maths has increased by 5.1% in 2012. As a result the gap between free school meals pupils (39.3%) and non-free school meals pupils (66.1%) has narrowed by 1.5% from a gap of 28.3% in 2011 to 26.8% in 2012.

6.4 In addition, since the introduction of the new Ofsted framework in September 2012, inspectors have to make a judgement on the use of the Pupil Premium under the achievement and/or the leadership and management sections of the inspection report. (See Annex 1)

6.5 Five schools have been inspected since September 2012 and most pupils in receipt of the Pupil Premium were judged to be making good progress overall.

6.6 The objective is to eliminate the gap completely by raising the performance of the FSM cohort to that of their non FSM peers. Progress has made during the 2011/12 academic year and the Narrowing the Gap seeks to ensure that gains made are sustained.

6.7 Implementing the Halton Child and Family Poverty Strategy and using the recommendations of the Peer Challenge will help improve the proportion of young people in education and training. The effective use of additional resources such as the Pupil Premium will ensure that pupils' learning and well-being needs are addressed. This should in turn improve young people's prospects in further and higher Education and open up wider employment opportunities.

6.8 Halton has adopted a 'joined' approach to tackle child and family poverty. This approach is reflected in range of strategic for example; Children and

Enterprise Business Plan, Children's Trust and the Sustainable Communities Strategy.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES:

Educational attainment is the key to the future life chances of children and young people in Halton.

The work on narrowing the attainment gap with schools will ensure that vulnerable children in the borough make good progress and achieve as well as their peers.

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's population.

8.0 RISK ANALYSIS:

None

9.0 EQUALITY AND DIVERSITY ISSUES:

Effective implementation will reduce inequalities in achievement for vulnerable groups thus giving these children and young people knowledge and qualifications to access education and training.

10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the act

Annex 1

Schools inspected between September and December 2012

Victoria Road Primary:

Pupils who have special educational needs, those who are known to be eligible for the pupil premium funding and those who have English as their additional language all progress at a similar rate to other pupils, because of the support they are given.

Westfield Primary:

Pupils known to be eligible for the pupil premium also make good progress and current data shows that any gaps in their achievement are narrowing.

The pupil premium funding is used effectively to support pupils' academic and social and emotional needs, so pupils in receipt of this make the same good progress as that of their peers. One example is the one-to-one support for pupils in their mathematical skills, which has improved their skills and understanding.

Moorfield Primary:

Pupils supported by the pupil premium are making good progress and their attainment is better than the national picture.

Ormston Bolingbroke Academy:

Students who are known to be eligible for the pupil premium achieve better than students nationally in this group. The academy is sharp in precisely targeting this funding to drive improvement and raise aspirations. For those students eligible, the gap between their achievement and that of their peers is closing quickly.

The pupil premium funding has been used very well to enable greater opportunities for students to improve their reading, numeracy, speaking and writing skills and to develop higher aspirations. This strong focus on reading, numeracy and speaking skills has impacted on improved standards and more confident and articulate students. The academy places a strong focus on equality of opportunity, which is best demonstrated by rising standards and increased opportunities for all students.

Ashley Special School:

This means that all groups and individuals, including the large number of students who are eligible for additional funding through the pupil premium, have an equal opportunity to succeed.