

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

**DATE:** 1 September 2014

**REPORTING OFFICER:** Strategic Director, Children & Enterprise

**PORTFOLIO:** Children, Young People and Families

**SUBJECT:** The Use of the Pupil Premium

**WARDS:** Borough-wide

## **1.0 PURPOSE OF THE REPORT**

1.1 To provide an overview on the aims, purpose, use, monitoring and accountability of the Pupil Premium and its impact improving educational outcomes for disadvantaged pupils.

To provide an analysis of the 2013/14 Ofsted inspection judgements on the impact of the pupil premium in closing the achievement gaps between pupils in receipt of the pupil premium and their peers.

## **2.0 RECOMMENDATION: That Members note the contents of this report.**

### **3.0 BACKGROUND INFORMATION**

3.1 The role of the local authority as a provider of services is diminishing considerably because resources are limited and reducing. The local authority is responsible for:

- ensuring a sufficient supply of school places
- commissioning services
- looking after vulnerable children

3.2 The local authority is also responsible for tackling under performing schools through the use of its powers of intervention. The local authority has to promote high standards through brokering school to school support and through the commissioning of services. It is against this backdrop that we work with our schools on closing the attainment gaps.

#### **4.0 The Pupil Premium – Background Information**

- 4.1 The Pupil Premium was introduced in April 2011. The Pupil Premium is specific, additional funding provided to support the education of pupils known to be eligible for free school meals (FSM), pupils who have been eligible for FSM at any point in the last six years (known as the “Ever6” free school meal measure), children who have been looked after continuously for a period of six months and children whose parents are currently serving in the armed forces.
- 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 In 2012–13 schools were allocated a total of £1.25 billion. Eligibility widened to include approximately 27% of the national school population.
- 4.4 The allocations for the Pupil Premium Grant for 2014 -2015 are as follows:

Disadvantaged Pupils in Year Group R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£ 935
Looked After Children	£1,900
Children adopted from care under the Adoption and Children Act 2002 <sup>1</sup> and care leavers under a Special Guardianship or Residence Order	£1,900
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

#### **5.0 Use of the Pupil Premium**

- 5.1 Schools decide how the Pupil Premium is spent. However, they are accountable for their use of this funding. Since September 2012, schools are required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year, and its impact on the attainment of pupils eligible for support through the Pupil Premium.
- 5.2 Under the current Ofsted inspection framework, inspectors are now required to make a judgement on the use of the pupil premium and its impact on the progress, and attainment of pupils in receipt of the pupil premium.

### 5.3 Ofsted inspectors will ask:

- The level of Pupil Premium funding received by the school in the current academic year and levels of funding received in previous academic years.
- How the school has spent the Pupil Premium and why it has decided to spend it in the way it has. This incorporates whether the funding is targeted at the groups for whom it is intended.

5.4 Governors in particular, are expected to know the details of how much is spent on the pupil premium and more importantly, governors should know what impact this is having on pupil achievement and whether this is providing good value for money.

5.5 In addition, schools with wide or widening gaps between pupils in receipt of the pupil premium and their peers will not be judged outstanding following an Ofsted inspection.

## 6.0 Impact of the Pupil Premium - Halton's Performance

6.1 As cited above, the Pupil Premium was introduced in April 2011 and the first set of results, since its introduction were in summer 2012.

An analysis of the 2012 and 2013 results was presented to the Board in the autumn term last year and within that report there are specific sections that relate to closing the attainment gaps. A similar analysis of the 2104 results will be conducted early in the autumn term and a report will be presented to the Policy and Performance Board in November 2014.

### 6.2 Ofsted Inspection Outcomes

During the 2013/14 academic year 22 schools altogether were inspected by Ofsted. Inspectors, as outlined in section 3.2 of the report, have to evaluate the use of the Pupil Premium and its impact. A summary of the judgements is attached in Annex 1.

### 6.3 Analysis of inspection judgements

Of the 22 schools inspected in the last academic year, 16 were judged to be good, 2 outstanding and 4 require improvement. Overall pupils in receipt of the Pupil Premium were achieving well compared to their peers nationally. However, in at least six schools (St Edwards, St Martin's, Palacefields, The Grange, Gorsewood and Runcorn All Saints) in-school gaps were identified. Pupils in receipt of the Pupil Premium were behind their peers by as much as two terms in some cases. All the schools were aware of their in-school gaps and the inspectors acknowledged that appropriate action was being taken to close the gaps.

## **7.0 Ofsted Report on the *Pupil Premium- an Update July 2014* (the extracts below are from the report)**

- 7.1 The pupil premium is making a difference in many schools. Overall, *school leaders are spending pupil premium funding more effectively*, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before.
- 7.2 The strongest governing bodies take strategic responsibility for ensuring that the funding improves teaching and support for eligible pupils in the school. They know how the funding is being spent, hold leaders to account for expenditure and assess how effectively the funded activities contribute to raising the attainment of eligible pupils.
- 7.3 Weak leadership and governance remain obstacles to closing the attainment gap. In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.
- 7.4 Since September 2013, inspectors have been able to recommend an external review of the school's use of the pupil premium funding, where the inspection identifies specific issues regarding the provision for eligible pupils. This has not been the case in Halton schools.
- 7.5 The proportion of pupils on FSM achieving 5 A\* -C including English and maths in Halton in 2013 was the highest in the North West. Halton is ranked 1st in the North West and 29<sup>th</sup> nationally for the attainment of pupils on FSM. (Source Ofsted Pupil Premium an update report published July 2014).

## **8.0 Current Developments**

- 8.1 Since the Peer Challenge exercise identified closing the gap a priority for Halton, a Closing the Gap project was launched in May 2013 after a joint analysis of gaps between the schools and the School Improvement Team. There are currently 12 schools (See Annex 2) in the project, 6 of the 12 schools in the project (Pewithall, The Grange, Oakfield, Ditton Primary, Runcorn All Saints and Simms Cross) were inspected last academic year. Oakfield has done particularly well closing in-school gaps. The gap in Pewithall is also reducing considerably.
- 8.2 The schools in the Closing the Gap project have been focusing on giving pupils high quality written feedback. Research by The Sutton Trust has identified the quality of written feedback to pupils as one of the most effective strategies for closing the gap. The project schools have adopted an action research model where group members conduct a research task in between meetings and report back their findings to their colleagues half termly. Further

analysis will be conducted following the 2014 examinations results, and proven strategies will be shared more widely across the Borough.

## **9.0 Summary**

- 9.1 The attainment gap between pupils in receipt of the Pupil Premium is closing since the Pupil Premium was introduced in April 2011.
- 9.2 Evidence from the schools inspected in the last academic year indicates that pupils in receipt of the Pupil Premium in our schools achieve well, compared to their peers nationally but they do not achieve as well when compared to their peers in school. In- school gaps are wide and in some schools pupils in receipt of the Pupil Premium are behind their peers by up to two terms. Further work on identifying strategies that are effective in closing in-school gaps will be carried out with the Closing the Gaps project schools and shared widely with all other schools.
- 9.3 The findings from the Ofsted report *Pupil Premium - an update* will be shared with schools in the autumn term.

## **10.0 POLICY IMPLICATIONS**

N/A

## **11.0 OTHER/FINANCIAL IMPLICATIONS**

N/A

## **12.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **12.1 Children and Young People in Halton**

Closing the attainment gap supports one of Halton's Children's Trust priorities (*Working together to* focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health, education, social and cultural outcomes) and the work being undertaken to support schools will improve the attainment and progress of pupils from disadvantaged backgrounds. As a result more young people will have increased opportunities of going into higher and further education.

### **12.2 Employment, Learning and Skills in Halton**

Young in receipt of the Pupil Premium people will achieve as well as their peers and will have greater opportunities of engaging in education, employment and training.

### 12.3 **A Healthy Halton**

N/A

### 12.4 **A Safer Halton**

N/A

### 12.5 **Halton's Urban Renewal**

N/A

## 13.0 **RISK ANALYSIS**

13.1 Failure to close the attainment gap will lead to the under-achievement of our most vulnerable children and young people, and give the Ofsted's sharp focus in this area, it is unlikely that schools will be judged outstanding if their in-school gaps are wide or widening.

13.2 Failure to improve the attainment and progress of pupils in receipt of the Pupil Premium will have an adverse effect on Halton's examination results at the end of Key Stages 2 and 4. In addition, the proportion of schools judged as good or better is likely to reduce. This in turn might trigger an inspection of local authority school improvement services.

## 14.0 **EQUALITY AND DIVERSITY ISSUES**

14.1 Closing the attainment gap between vulnerable and their peers makes a significant contribution to removing inequalities between different groups of pupils. The additional funds should improve children and young people's life chances.

## 15.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
The Pupil Premium: an update published by Ofsted July 2014	Rutland House	Steve Nyakatawa

Annex 1: Achievement and Progress of Pupils in Receipt of the Pupil Premium  
Ofsted Judgements September 2013 - July 2014

**ACHIEVEMENT AND PROGRESS OF PUPILS IN RECEIPT OF PUPIL PREMIUM**

**Summary**

Use of Pupil Premium Ofsted judgements

September 2013 to July 2014

8 schools inspected since September 2013

1 Academy N/A                      October 2013

1 Nursery - N/A                      November 2013

School Name	Inspected	Comment	Overall Outcome
Moore	September 2013	The funding for pupils eligible for the pupil premium has been used effectively to provide small group and individual support to improve their literacy and numeracy skills. As a result, the attainment of pupils known to be eligible for free school meals, in English and mathematics, matches that of other groups not supported by the pupil premium.	Good
St Edward's	October 2013	In 2012, pupils supported through the pupil premium funding, including those known to be eligible for free school meals, achieve well and reached standards above those of similar pupils nationally in English and mathematics. Nevertheless, those same pupils did not do as well as their classmates and were approximately a year behind their peers in English and mathematics. Current school data show that this gap is closing rapidly. This is due to the effective allocation of pupil premium funding, which clearly demonstrates the school's commitment to equal opportunities for all.	Good

Woodside	October 2013	Funds from the pupil premium are spent effectively on additional teaching assistants, on one-to-one tuition and on subsidising visits and activities for pupils known to be eligible for free school meals. These supported pupils do well: in Year 6 in 2013, they attained more highly in both English and mathematics than other pupils in the school who were not eligible for free school meals.	Good
St Martin's	October 2013	Pupils supported by the pupil premium, including those known to be eligible for free school meals, also make good progress. In 2012, their attainment was nearly a term ahead of similar pupils nationally in English but half a term behind those not eligible in school. In mathematics, they were in line with similar pupils nationally but two terms behind those not eligible in school. The school took successful action to address this and in-school gaps have closed rapidly in English and mathematics; in some year groups, pupils eligible for free school meals are ahead of other pupils.	Good
The Bankfield	October 2013	Not available on Ofsted site yet.	
St Clement's	October 2013	The funding for pupils eligible for the pupil premium has been used well to provide small group and individual support to raise their attainment in English and mathematics. This has narrowed the gap in attainment between pupils known to be eligible for free school meals and other pupils in school. As a result, they make similar progress to other pupils and their attainment in English and mathematics by the end of Year 6 is closer to that of other groups not supported by the pupil premium, being around two terms behind. This demonstrates the school's successful commitment to equality of opportunity.	Requires Improvement
Pewithall	October 2013	The relatively small number of pupils who are supported by pupil premium funding achieve as well as their peers, with almost all reaching or exceeding at least average levels across the key subjects. The gap between the overall attainment of pupils known to be eligible for free school meals and that of other pupils is reducing considerably in English and mathematics. For those who may be at risk of not reaching their full potential, this is identified early and funding used to provide additional well-focused support.	Outstanding

Palacefields Academy	October 2013	Pupils supported through the pupil premium funding made better progress to pupils nationally in reading, writing and mathematics in 2012. This includes those pupils known to be eligible for free school meals whose attainment in reading was similar to other pupils in the school, but was generally one to two terms behind in writing and mathematics. The school quickly addressed these differences by pinpointing the needs of these pupils and provided additional writing and mathematics individual and small group support and, as a result, the gap closed rapidly in 2013.	Good
Birchfield Nursery	November 2013	No mention of pupil premium	Good
St John Fisher	December 2013	The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority. The teaching of pupils supported by the pupil premium funding, who are currently in the school, is well managed with appropriate resources available. As a result, these pupils make good progress from their individual starting points in their learning.	Good
Chesnut Lodge	November 2013	The pupil premium is allocated effectively, enhancing performance in early communication, literacy and numeracy. Some pupils benefited from specialist support programmes and others from inclusion at mainstream schools. Leaders make certain that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities for eligible pupils. It is clear that the funding is making a positive difference.	Good

The Grange	November 2013	Pupils in Key Stage 1 - The progress made by pupils supported by the pupil premium funding is broadly in line with that of their peers. Indeed, a much higher proportion than their peers made more than expected progress in reading. In the secondary phase, the gap between the achievement of students supported by the pupil premium funding and their peers is not closing at a fast enough pace, and remains too wide. In 2013, students supported by the pupil premium achieved generally a grade below their peers in English and mathematics. The same pattern is repeated when expected progress comparisons are made, with gaps narrowing, but not quickly enough. This is now one of the highest priorities and a recently appointed senior leader is co-ordinating a range of strategies across the school and tracking their impact. Senior leaders have used the pupil premium funding primarily on extra staffing as well as extra provision and resources. Middle leaders are able to bid for pupil premium funding but must provide a clear evaluation of its impact. The mathematics department, for example, had provided an evaluation of the impact of a residential activity and one-to-one support. Senior leaders are now focusing on closing the small gap that still exists between students supported by the pupil premium and their peers in attendance and fixed-term exclusions figures.	Requires Improvement
Halebank C of E	December 2013	Pupils entitled to the pupil premium funding attained well in the national tests in 2013. Pupils whose circumstances make them potentially vulnerable receive the support that they need with their personal development. For example, some of the pupil premium funding is used to provide additional support to meet the social and emotional needs of these pupils.	Good
Sandymoor Free School	January 2014	Students who are eligible for the pupil premium achieve better than their peers in English but achieve a little less well than their peers in mathematics and science, although they are still achieving above the national average for this group.	Good
Oakfield Primary	Feb 2014	Pupils entitled to support through the pupil premium, including those eligible for free school meals, make good progress and achieve well. In 2013, their attainment in mathematics was significantly above the national average. The school's current data show that their performance in reading and writing and mathematics is at least in line with their classmates. Pupils supported through the pupil premium make good progress and by the end of Year 6 their attainment in mathematics is significantly above average.	Requires Improvement

Ditton Primary	Feb 2014	The attainment of pupils supported by the pupil premium, including those known to be eligible for free school meals, was about two terms below that of the other pupils in their year group in Year 6 in 2013 in reading, writing and mathematics. The school is tackling these issues decisively. Across the classes in the current year, gaps between the attainment of this group of pupils and the other pupils in school are closing rapidly in all three subject areas, because they are all making good progress. This reflects the school's commitment to ensuring equal opportunities for every pupil.	Good
Gorsewood	April 2014	In Year 6 in 2013, the standards reached by pupils supported by the pupil premium, including those known to be eligible for free school meals, were approximately two terms behind those of other pupils in the year group in English and mathematics. The school has taken rapid and effective action to address this deficit and the gap between the standards reached by these groups of pupils is closing rapidly.	Good
Hillview	March 2014	The pupil premium funding ensures that the pupils eligible for such funding, including those known to be eligible for free school meals, are making good progress. The gaps in attainment appear wide but often these pupils have a specific barrier to learning such as a special need. Therefore the standards they reach are often difficult to compare with others. Overall, the school makes sure all pupils have equal opportunities to do well.	Good
Runcorn All Saints	March 2014	At the end of Year 2 in 2013, the attainment of pupils supported by the pupil premium funding was in line with other pupils in the school and similar pupils nationally. Pupils supported by pupil premium funding, all of whom are known to be eligible for free school meals, at the end of Year 6 in 2013, were around five months behind other pupils in the school in English and mathematics. Currently, pupils in this group are making faster progress and the gap between these pupils and others in the school is closing.	Requires Improvement
Ditton Nursery	June 2014	Almost all children in the nursery are White British. As this is a nursery school, there is no pupil premium or sports premium from the government. No child is educated off-site in alternative provision.	Good

Lunts Heath	July 2014	The pupil premium funding ensures that eligible pupils, including those known to be eligible for free school meals, are making progress similar to other pupils in English and mathematics. This group makes at least good and often outstanding progress. In Year 6 in 2013, the attainment of eligible pupils in English and in mathematics was in line with their classmates. The school data and inspection evidence shows that any gaps evident in attainment between eligible pupils and others in previous years have now closed. This clearly shows the school's success in promoting equality of opportunity for all its pupils.	Outstanding
Simms Cross	July 2014	The proportion of pupils eligible for support through pupil premium funding is almost three times the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.	Good
St Gerard's	July 2014	The attainment of pupils eligible for the Pupil Premium including those known to be eligible for free school meals in English and maths was as good as their classmates at the end of Year 6 in 2013. It was lower than similar groups of pupils nationally. This year these pupils are almost one term behind their classmates overall in English and maths but their attainment is better than similar groups of pupils nationally.	Good

**Annex 2**  
**Closing the Gaps Project Group.**  
**List of participating schools**

St Basil's Catholic Primary

Simms Cross Primary

Farnworth CE Primary

Wade Deacon

Ditton Primary

Astmoor Primary

The Grange All Thorough School

St Mary's CE Primary

Oakfield Primary – Brett Neal

Pewithall – Suzanne Thomas

Runcorn All Saints

West Bank Primary