

Report No.
ED15127

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION BUDGET SUB-COMMITTEE

Date: 6th JANUARY 2015

Decision Type: Non-Urgent Non-Executive Non-Key

Title: USE OF THE PUPIL PREMIUM BY SCHOOLS

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Chief Officer: Executive Director of Education, Care & Health Services

Ward: Borough-wide

1. Reason for report

1.1 This is a follow up to the report provided to the Education Budget Sub-committee in April 2014

2. **RECOMMENDATION(S)**

2.1 **The Education Budget Sub-Committee is requested to note the additional information and future plans.**

Corporate Policy

1. Policy Status: Existing Policy:
 2. BBB Priority: Children and Young People:
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Financial

1. Cost of proposal: Estimated Cost No Cost Not Applicable: Further Details
 2. Ongoing costs: Recurring Cost Non-Recurring Cost Not Applicable: Further Details
 3. Budget head/performance centre:
 4. Total current budget for this head: £
 5. Source of funding: DSG
-

Staff

1. Number of staff (current and additional): N/A
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Not Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

3.1 Background

3.2 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') to improve their outcomes and close the gap in performance between those children and their peers.

3.3 From this financial year the allocation will increase to £1,300 per pupil for primary school children and £935 per pupil for secondary school children. Latest allocations are attached at **Appendix 1**

3.4 Schools are required by statute to publish on their website a detailed breakdown of how that funding is spent to improve outcomes for those children. This information is scrutinised when a school is inspected by Ofsted.

3.5 Previous analysis of data has indicated that in Bromley the gap between the achievement of children not in receipt of Pupil Premium, and those who are was a cause for concern and should be addressed and this has been a particular focus over the past academic year.

3.6 Action taken

3.7 As indicated in the previous report, specific support has been provided to schools where there was a concern from data that children in receipt of Pupil Premium were performing and progressing less well in comparison with their peers. Schools have been encouraged to look carefully at their use of Pupil Premium, and good practice is beginning to be shared across schools.

3.8 Effective use of Pupil Premium has been discussed at Governor Forums, and at the Conference for Head teachers and Chairs of Governors held in November there was a presentation and question and answer session presented by Steve Higgins, Professor of Education at Durham University, who has undertaken extensive research on how best to use Pupil Premium to get the best outcomes for children. He has developed a Teaching and Learning Toolkit in conjunction with the Sutton Trust-Education Endowment Foundation which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. This session received very positive feedback and several schools have indicated that they will use this toolkit moving forward to try to make best use of the funding available.

3.9 Ofsted have also provided guidance for schools on what they must include on their websites, including detailed use of Pupil Premium. This was cascaded to schools in September 2014 and again in November, and has formed a part of all visits to schools by members of the school standards team.

3.10 Impact so far

3.11 Data recently published by the Department for Education (**Appendix 2**) for EYFS and KS2 (data not yet available for KS1 and KS4) clearly indicate that the performance of pupils on Pupil Premium is on an upward trajectory.

EYFS – **51%** of children achieved a good level of development. This is the **top** amongst our statistical neighbours, **22** nationally and up **11%** from 2013.

KS2 – **73%** of children on Pupil Premium achieved level 4 or above in reading writing and maths. This is **second** amongst our statistical neighbours, **22** nationally and up **8%** from 2013.

3.12 Positive comments have been made by Ofsted in recent inspections about the use of and performance of children in receipt of Pupil Premium:-

'Pupils supported by the pupil premium achieve well. The school ensures that any gaps between their attainment and that of other pupils in the school are quickly closed.'

'The school has a detailed programme for disadvantaged pupils who are helped by additional government funding. It identifies these pupils as soon as they enter the school and very effectively provides the exact support they need so they progress well throughout the school. Pupils' attainment has improved markedly so that, in 2014, it was above the national average in reading and average in writing and mathematics and was similar to that of other pupils in the school.'

'In 2013, in Key Stage 2, the attainment gap between disadvantaged pupils and others in the school, and between disadvantaged pupils at Blenheim and those nationally, was around five terms in mathematics and four terms in reading and writing. In 2014, these gaps closed substantially. The school's information, supported by work in pupils' books, indicates that the progress in English and mathematics of pupils eligible for additional funding is as good as, and sometimes better than, that of their peers.'

'Pupils who are supported by additional funding and those who speak English as an additional language make good progress because their learning experiences are well matched to their needs'

'Governors ensure resources are well allocated so that additional funding has good impact on the achievement of the eligible pupils.'

'Pupils eligible for additional funding attain higher standards in mathematics than their peers nationally. They achieve similarly to their classmates in English and mathematics.'

All of these schools achieved a 'Good' outcome, having previously been judged to Require Improvement.

3.13 Several schools have provided very comprehensive information about use of their Pupil Premium funding, a good example of the type of information provided is attached at **Appendix 3**.

3.14 Pupil Premium has been used to fund a variety of different activities for example:-

- Additional support from Teaching Assistants within the classroom
- Small group and 1:1 tuition
- Attendance Checks
- Home and School support
- After School/In School booster classes for Year 6 children
- Family Worker support - pastoral support and support with the curriculum
- Funding places at before or after school clubs
- Giving access to enrichment opportunities including school trips
- Access to the school counsellor
- Reading Recovery
- Literacy/Numeracy booster groups
- Drumming club, Steel pans, guitar lessons, singing lessons
- Children's University and Easter school

3.15 **Future Plans**

- 3.16 More detail about the performance of this group of children across all phases will be provided in the Standards report in March 2015, at which time the allocations for the next financial year will also be available.
- 3.17 A spreadsheet has been established and school websites will be checked on a rolling programme. Part of this checking process will include use of Pupil Premium, and where this is not clear, the school will be contacted for clarification.
- 3.18 Data will continue to be analysed and support targeted to those schools where the gap is not closing effectively.
- 3.19 Good practice such as that demonstrated above will continue to be disseminated across schools. Burnt Ash Primary School and Perry Hall Primary School had received awards in the Key Stage 2 category of the Pupil Premium Awards 2015 and the notification letters are attached at **Appendix 4**.

4. **FINANCIAL IMPLICATIONS**

The funding is determined by the numbers of identified children in this group attending schools and is received as part of their budget from **DSG**

5. **PERSONNEL IMPLICATIONS**

Analysis and identification of schools where this is an issue will enable more effective deployment of resources within the School Standards service.

Non-Applicable Sections:	Policy Implications and Legal Implications.
Background Documents: (Access via Contact Officer)	[Title of document and date]