



Children & Education Select Committee

13 May 2015

Understanding the role of Pupil Premium in reducing the attainment gap

Purpose of the report: Policy Development and Review

This report presents an overview of the educational outcomes of disadvantaged children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014.

In addition it considers the impact of Pupil Premium on improving outcomes for disadvantaged pupils in Surrey.

Introduction

“A school cannot be a good school unless it caters properly for ALL the children it is there to serve.” The Lamb Inquiry 2009

1. A key focus of Surrey School Improvement Strategy is narrowing the achievement gap between both low attaining pupils entitled to support provided by pupil premium and other pupils. This has been driven through the No Child Left Behind Campaign.
2. The impact is beginning to be seen in improved outcomes at most key stages. At all key stages Surrey is narrowing the gap between disadvantaged pupils and that of all pupils nationally. However, attainment is still below that of all pupils and also of disadvantaged pupils nationally. In addition the gap is narrowing relatively slowly.
3. Schools are highly supportive of and engaged in the project. The culture of high expectations and no excuses for all is increasingly embedded in

schools. Schools are required to report on their websites about their use of pupil premium and Ofsted focus on outcomes for disadvantaged pupils in their reports. This work is a continued priority initiative for this academic year.

Context

4. Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for free school meals (FSM) achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.
5. The Sutton Trust, founded in 1997 by Sir Peter Lampl to improve social mobility through education, considers that when compared to their peers, disadvantaged pupils on average:
 - Have less home support for their learning
 - Have weaker language and communication skills
 - Are more likely to have significant difficulties in basic literacy and numeracy skills
 - Experience more frequent behaviour difficulties
 - Are less likely to believe they can control events that affect them
6. Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. It was introduced to enable schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
7. In the 2014 to 2015 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:
 - £1,300 for pupils in reception year to year 6
 - £935 for pupils in year 7 to year 11
8. Schools also received £1,900 for each pupil who has left local-authority care because of 1 of the following:
 - Adoption
 - A special guardianship order
 - A child arrangements order
 - A residence order

9. Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.
10. Children who have parents in the armed forces are supported through the service child premium which for 2014-15 was set at £300 per pupil.
11. For the financial year 2015 to 2016 the funding remains very similar with an increase of £20 per pupil from reception to year 6. All other funding amounts remain the same.
12. In Surrey in 2015 to 2016 there are 23,700 children eligible for pupil premium attracting funding of £27 400 000.
13. It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year.
14. Ofsted inspections focus specifically on both how well schools are spending their pupil premium and also the impact of this on the achievement of pupils.

No Child Left Behind

15. The Surrey No Child Left Behind project places a relentless focus on raising the achievement of disadvantaged pupils by creating a culture of no excuses and high expectations in all our schools and settings and providing challenge, support and guidance to all those who work in them.
16. During the past year the following initiatives were put in place:
 - Additional Headteacher Quadrant Meetings
 - No Child Left Behind Leaflet
 - HMI survey
 - Detailed data analysis of Surrey context
 - Updated data available to all schools
 - 60 Pupil Premium audits
 - School visits
 - Primary Vision conference
 - Sharing information through hub working

Further examples are given later in this paper.

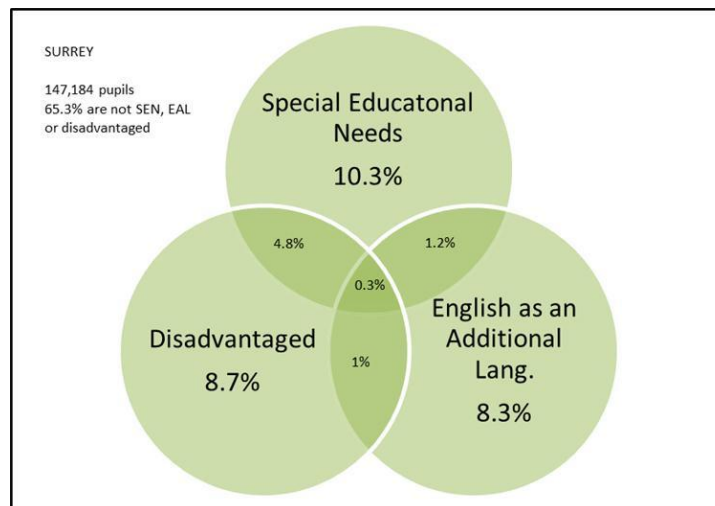
Context

17. The number of disadvantaged pupils has increased over the last three years. Approximately 15% of pupils in Surrey were in receipt of the Pupil Premium for disadvantaged pupils in 2014 compared with 27% nationally

Surrey  = 1 in 7 pupils

National  = 2 in 7 pupils

18. Within the disadvantaged pupils cohort children may also have a range of other vulnerability factors that may impact on their performance. As the following diagram shows, 35% of disadvantaged pupils are also children with identified SEN.



19. The distribution of pupils entitled to pupil premium varies across and within boroughs. The wards with the highest proportion of pupils eligible for FSM are:

- Stoke and Westborough (both in Guildford)
- Stanwell South and Stanwell North
- Ashford North and Walton North

20. 80% of disadvantaged pupils are in schools with less than 20% of the total number of pupils eligible for FSM.

Outcomes for disadvantaged children

21. Overall the performance of disadvantaged pupils in Surrey has improved across the primary key stages this year. At all key stages Surrey is narrowing the gap between disadvantaged pupils and that of all pupils nationally. However, attainment is still below that of all pupils and of the similar group nationally. In addition the gap is narrowing relatively slowly.

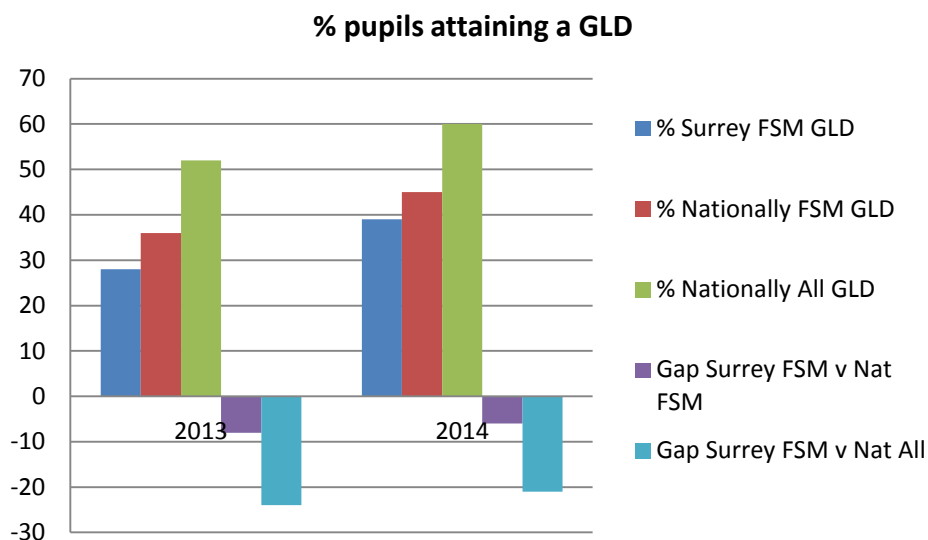
Early Years

22. National figures for disadvantaged pupils are not published. The first table shows the trend for Surrey pupils – the second table provides a national comparison for FSM pupils.

Foundation Stage	Dis	All	Gap
% GLD 2014	40.5	63.4	-22.9
% GLD 2013	28.7	51.9	-23.2

Foundation Stage	Surrey		National		Surrey vs National	
	FSM	All	FSM	All	FSM Gap	All Gap
% GLD 2014	39	63	45	60	-6	+3
% GLD 2013	28	52	36	52	-8	-

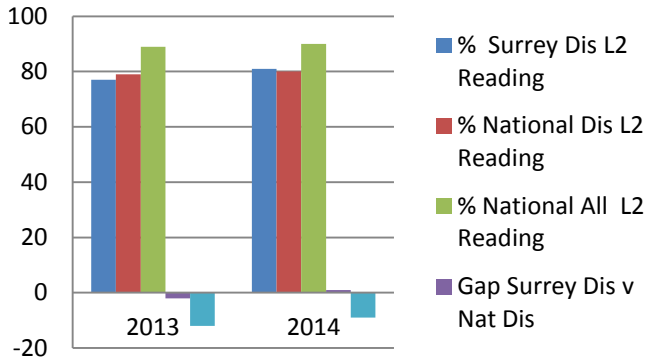
23. The percentage of children eligible for FSM that achieved a good level of development in 2014 increased from 28.7% to 40.5%. This narrows the gap between both FSM pupils nationally and all pupils nationally. However, this is still 6 percentage points below the similar group nationally.



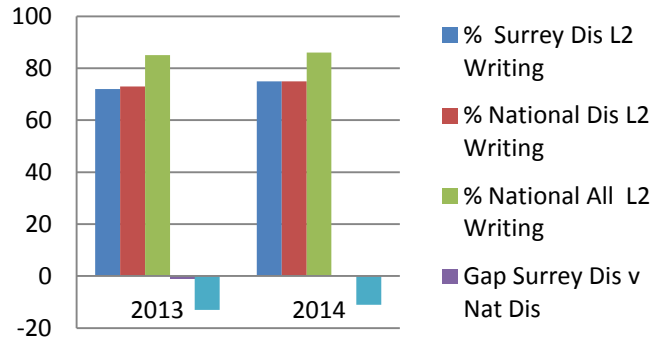
KS1

24. At KS1 attainment for disadvantaged pupils in reading, writing and maths rose at a faster rate than for the similar group nationally. Disadvantaged pupils in Surrey now achieve as well as the similar group nationally in reading and writing and better than this group in maths. The gap between Surrey disadvantaged pupils and all pupils nationally is narrowing. However, disadvantaged pupils are still under-attaining in comparison to all Surrey children.

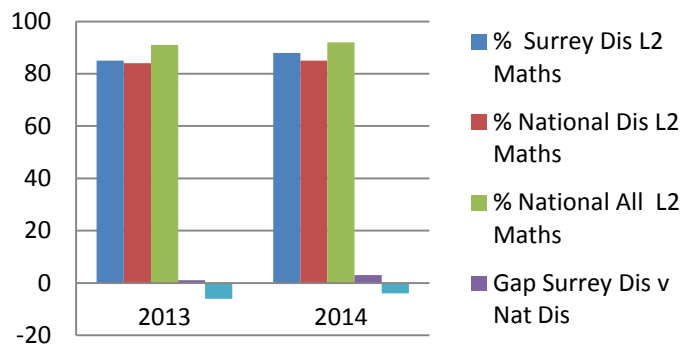
% L2+ Reading



% L2+ Writing



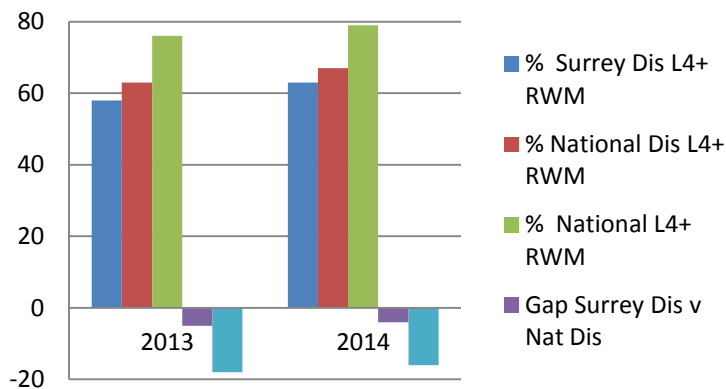
% L2+ Maths



KS2

25. The percentage of disadvantaged pupils that attained L4+ in Reading, writing and maths combined at the end of Year 6 in 2014 increased by 5 percentage points compared to an increase of 4 percentage points for all Surrey pupils.

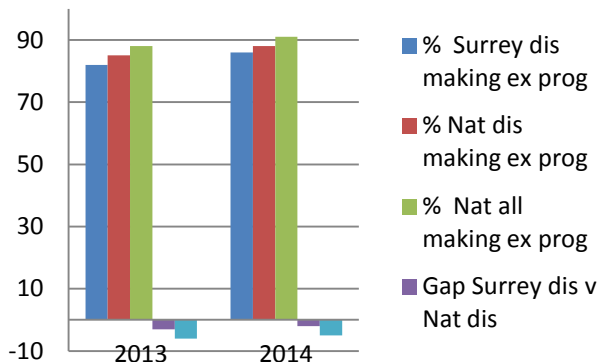
% L4+ RWM



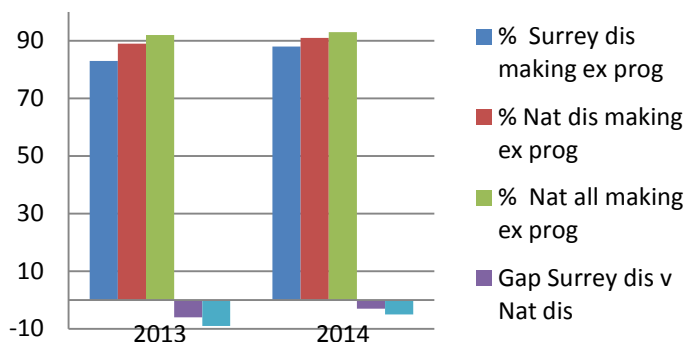
26. Whilst the gap is being narrowed both between similar pupils nationally and all pupils nationally, disadvantaged pupils in Surrey still do not attain as well as similar pupils nationally.

27. Surrey disadvantaged pupils are also narrowing the gap in terms of the proportion of pupils that are making expected progress in reading and writing. However, in maths the gap is not narrowing and remains wide.

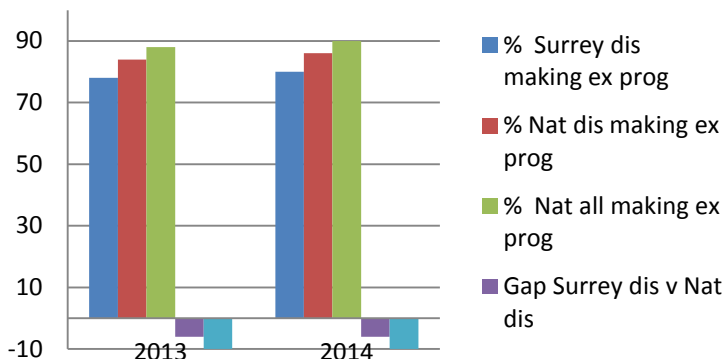
% making expected progress in reading



% making expected progress in writing



% making expected progress in maths

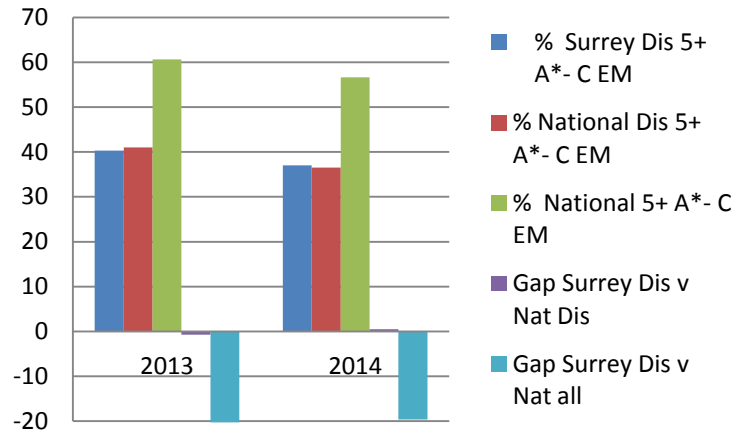


KS4

28. At KS 4 disadvantaged pupils achieve in line with disadvantaged pupils nationally. The major reforms implemented in 2014 to the calculation of KS4 performance measures affected results for disadvantaged pupils in the same way as other pupils and overall attainment fell.

29. Overall, less than two out of five pupils entitled to pupil premium attain five or more good GCSEs with English and maths. There remains big variation between schools and overall the gap between disadvantaged pupils and all pupils nationally has not narrowed.

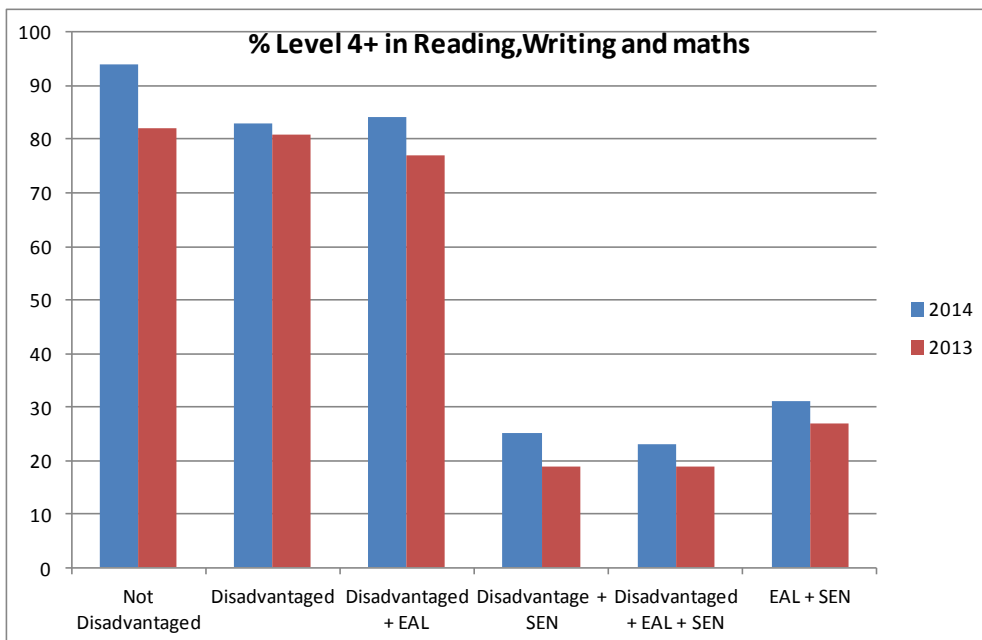
% 5+A*-C EM



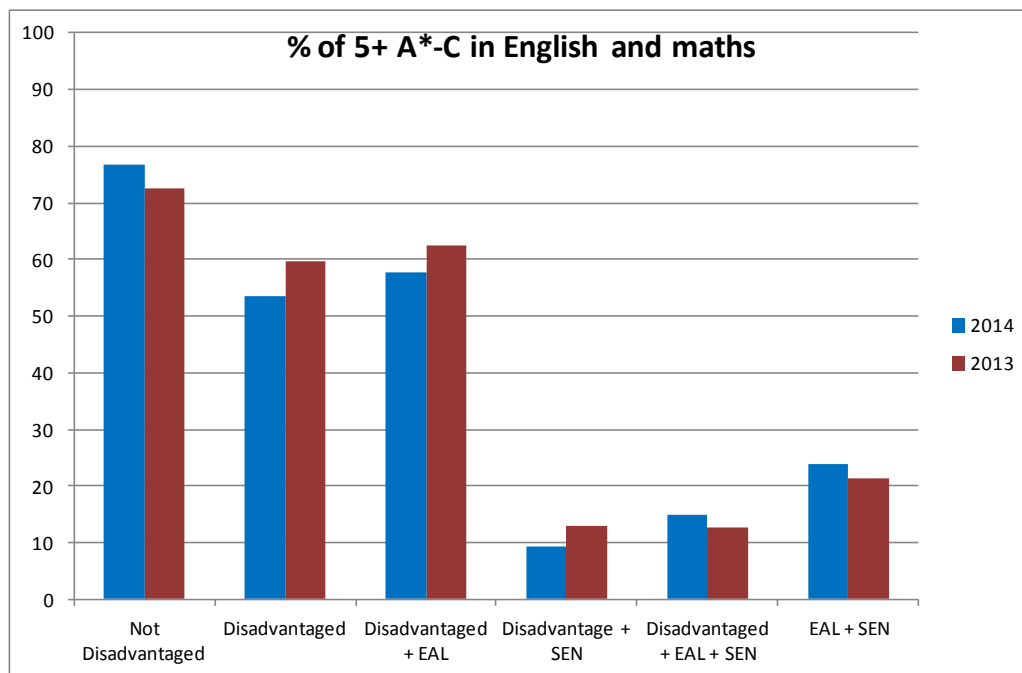
Disadvantage Pupils and SEN

30. When looking at the performance of the various groups there is a marked difference between those pupils with one factor compared to those with multiple factors e.g. expected progress at Key Stage 2 for those pupils who were disadvantaged (but with no other factors) was similar to the performance of all pupils. The table below shows the relative percentage making expected progress in reading, writing and maths by the various combinations, as well as the key attainment indicators for each key stage. SEN remains a key factor in lower performance levels for this group. EAL pupils tend to make higher levels of progress once language difficulties have been overcome.

31. The performance based on combinations of vulnerability has improved since last year. The performance of disadvantaged pupils with SEN is similar this year to disadvantaged with SEN and EAL (however, the latter group contains only 44 pupils).



32. The percentage of not disadvantaged pupils at Key Stage 4 improved in all measures. The results for the other vulnerability groups were varied. This suggests they were affected more by the changes in accountability measures.



How is SEN¹ impacting on the performance of disadvantaged pupils?

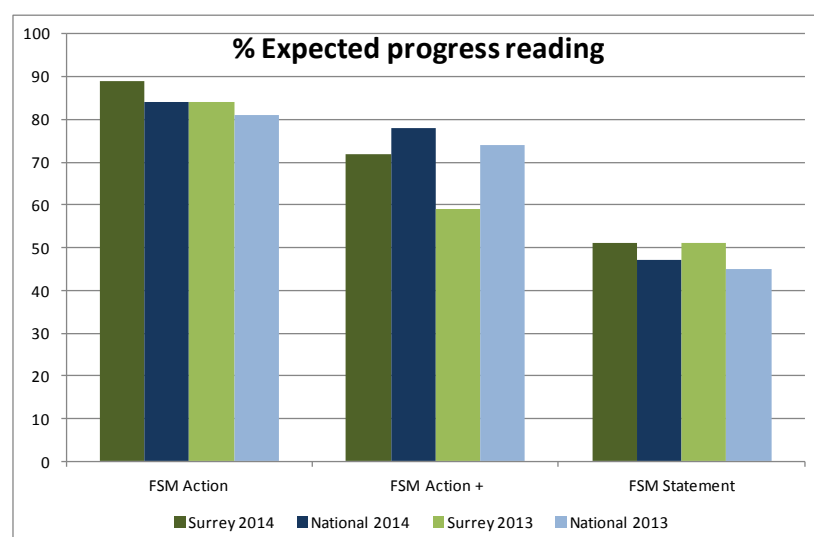
33. Comparison of disadvantaged pupils with SEN performance is not available nationally. However, DfE do publish figures on the performance of FSM by SEN type as part of the analysis of children with special education needs. The latest figures indicate that the percentage of FSM pupils with Action or a Statement is higher in Surrey than nationally.

The relative performance of FSM SEN groups Surrey to National

Key Stage 2 2014 FSM Pupils with SEN	Surrey			National		
	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress reading	89	72	51	84	78	47
% Expected progress writing	90	76	49	88	82	48
% Expected progress maths	74	66	47	80	75	45
% L4+ in Reading, writing (TA) & maths	39	14	9	41	29	10
% of FSM cohort	16	15	9	18	14	6

Source: SFR50_2014

34. Last year FSM/Action plus pupils in Surrey were performing well below their national peers (particularly in reading progress). The percentage of pupils achieving expected levels has increased for this group in both reading progress and writing progress which has reduced the gap between them and their national peers (59% to 72% in reading and 69% to 82% writing)



¹ It should be noted that this analysis includes SEN pupils both with and without a full statement of SEN. It also includes pupils with a range of different types of need (e.g. behavioural, emotional and social difficulties; moderate and severe learning difficulties; autistic spectrum disorder)

Pupil Premium Awards

35. The DfE in partnership with the TES allocate annual Pupil Premium awards to schools that have showed that they have improved outcomes for disadvantaged pupils in terms of the progress and attainment since 2011, and that they are highly effective in educating their disadvantaged pupils. Four Surrey Schools were given an award.

1. St Joseph's Catholic Primary School, Epsom
2. Wallace Fields School Junior
3. St Joseph's Catholic Primary, Guildford
4. St Michael's Catholic Primary, Ashford

36. In addition a further eleven schools narrowly missed qualifying for the Pupil Premium Awards this year. However David Laws wrote to the schools expressing his hope that they can build on their success through the summer 2015 results for disadvantaged pupils.

Making a difference in Surrey – The No Child Left Behind Project

37. The No Child Left Behind Project was launched in Spring 2014. The No Child Left Behind project places a relentless focus on raising the achievement of disadvantaged pupils by creating a culture of no excuses and high expectations in all our schools and settings and providing challenge, support and guidance to all those who work in them.

38. During the year a wide range of initiatives were put in place including:

- Additional Headteacher Quadrant Meetings
- No Child Left Behind Leaflet
- HMI survey
- Detailed data analysis of Surrey context available to all schools
- Updated data available to all schools
- Audit tool for all schools
- 60 Audit of good practice
- School visits
- Primary Vision conference
- Sharing good practice through hub working.

39. We have encouraged schools to work collegiately to make a difference for our disadvantaged pupils. This has led to the creation of a large number of hubs across the county. Many of these have in addition been taking part in an 8-day course to support their work. Some of the themes chosen have included parental engagement, metacognition, intervention, phonics, EYFS and marking and feedback.

40. We have set up a dedicated No Child Left Behind Website for schools. This has been developed in conjunction with schools and includes areas where schools can access documentation, information and case studies.



No news yet

No Child Left Behind Everyone's Responsibility

Raising the Achievement of Disadvantaged
Pupils in Surrey

PP Courses	Audit Materials
Early Years	Useful Links
Quadrant Meetings	Parental Engagement
Case Studies	Interventions
Quality 1st Teaching	Documents

41. In addition, regular communication has taken place through a wide range of channels ensuring that The No Child Left Behind agenda is at the forefront of school work. Three additional headteacher quadrant meetings have focused on sharing expertise and information from both within Surrey and external to Surrey. The foci have included:

- Narrowing the gap at Early Years
- Achievement for all
- Parental Engagement
- Metacognition.

An up-date to the No child Left Behind Leaflet has been published and sent to all schools.



NO CHILD LEFT BEHIND
EVERYONE'S RESPONSIBILITY

RAISING THE ACHIEVEMENT OF DISADVANTAGED
PUPILS IN SURREY
UPDATE MAY 2015



What makes the difference

42. As shown by the improving outcomes, the No Child Left Behind project and pupil premium is making a positive difference in many schools in particular where there is strong leadership and governance. Schools spend their funding on a wide range of initiatives. Since September 2012, details of this spending and its impact must be published annually on schools' websites.
43. There has been a great deal of research carried out both nationally and locally into what makes the difference in narrowing the gap. The key aspects identified in particular by Ofsted are:
- Strong leadership - including governance - and a collective vision
 - High expectations for all
 - Quality first teaching
 - Relentless monitoring and rigorous use of data
 - Interventions matched to pupil needs
 - A focus on reading, writing and speaking from the earliest age
 - Social and emotional support
 - Working with parents
44. Ofsted carried out a survey of good practice in Surrey primary schools in November 2013 and found the same strengths. The outcomes of the Surrey Survey are in Annex 1. Additional research carried out by Babcock 4S also concurs with this. We have therefore ensured that our approach is focused on addressing these aspects.

Leadership and School Culture supported by the relentless use of data

45. The influence of the head teacher in creating a culture that enables Pupil Premium children to attain well is the crucial factor in ensuring their success. In successful schools the head teacher builds the school's vision that permeates through the school. The senior leadership team is relentless in driving an ethos that encapsulates the beliefs that all children count and all children can achieve. An intolerance of any attitude that accepts that low attainment is inevitable exists. The senior team models the vision and high expectations daily. This commitment is shared by staff and governors who will do everything possible to remove any barriers that might hinder a pupil's development.
46. Evidence shows that the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and evaluation.

47. All primary schools in Surrey have been placed into FSM bands determined by the percentage of children eligible for FSM from 2011-2014. Schools have been provided with their own data and comparative data for the FSM band. This enables schools to compare their pupils' achievement with that of pupils in similar schools.
48. In addition schools are invited to undertake an audit in order to:
- Raise attainment for children with FSM
 - Create and strengthen a commitment to
 - raising the life chances for children with FSM and
 - any other child who is at risk of under-attainment
 - Develop a stimulating and motivating curriculum that matches the needs of vulnerable pupils
 - Use data effectively to track progress and set clear targets
 - Ensure interventions are appropriate and effective
49. Over 50 schools had visits from consultants to support them in undertaking the audit and to evaluate provision and outcomes alongside school leaders.

Case Study – New Haw Primary School – Outstanding leadership

The school has received a letter from David Laws congratulating them on the achievement of pupil premium children in the school. The headteacher has been invited to become a reviewer of schools' Pupil Premium strategy on behalf of the DfE.

In 2014 there were 11 Pupil Premium children in Year 6 (12%). All made expected progress in maths, reading and writing and six made more than expected progress in maths and reading and two in writing. All achieved NC Level 4+ in maths, reading and SPaG.

The Senior Leadership Team (SLT) are relentless in ensuring that all staff share their high expectations for all children to achieve at age appropriate levels or above. Pupil premium children are clearly identified in class records and teachers are held accountable for their progress and attainment. The SLT carry out weekly drop-ins on teaching and a proforma for observation has been developed with Pupil Premium children highlighted as a group.

Data on progress and attainment is analysed termly and used by class teachers to plan for provision. The school have developed their own measures of progress towards end of year expectations based on expected outcomes set out in the new curriculum. Progress is measured against emerging, developing, achieving and mastery for English and maths. The school has a rigorous assessment battery of tests and class based tasks so that they can make a fast start with addressing any perceived gaps or areas of difficulty. Governors are kept informed of pupil progress through year group overviews, which are detailed in terms of actual progress and achievement data.

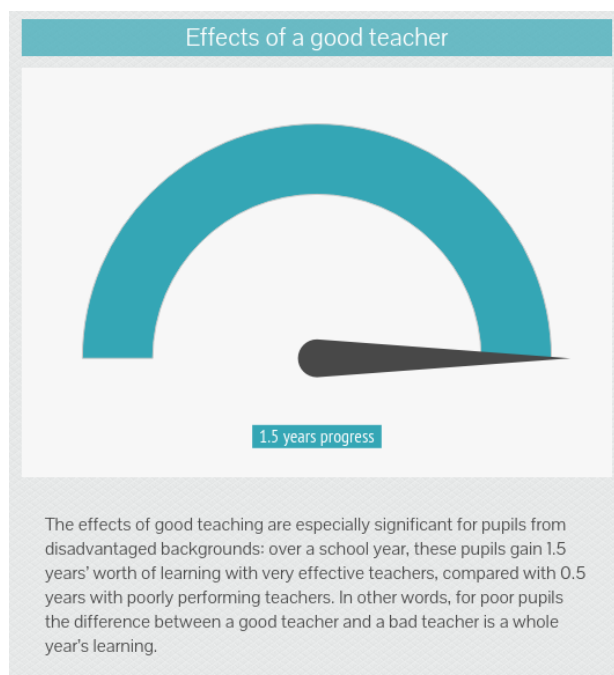
The school ensures that children who are at risk of falling behind or those that are the hardest to teach are taught by the most skilled and

experienced teachers through a Focus Group system where a small group of nine or ten children work each day with a senior teacher during the whole class work. Children are positive about this approach and data clearly shows an upward trend of progress and attainment.

A focus in the classroom.

50. Research shows that the quality of teaching is the biggest factor in improving outcomes for disadvantaged pupils.

“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend Pupil premium funding on raising the quality of teaching.” Sir John Dunford, DfE Pupil Premium Champion



Sutton Trust 2015

51. In Surrey therefore, there has been a focus on improving quality first teaching in our most vulnerable schools. Schools where Pupil Premium children achieve well develop an approach to teaching that promotes active, first hand learning. Children gain from an emphasis on challenge in lessons where they are encouraged to think hard and solve problems. Key classroom strategies include collaborative and cooperative working which develops strong learning attributes.

52. There is strong evidence that improving 'learning to learn' skills is a powerful way of improving outcomes for disadvantaged pupils. Therefore encouraging a range of deeper learning skills such as self-evaluation, perseverance on tasks etc. over extended periods is a priority. This approach benefits all children as well as those from vulnerable groups. Feedback to pupils is regular and detailed and teaching is precisely matched to the needs of the pupils.

Case Study – Horsell Junior School – Improving resilience

This school identified that resilience was an issue along with the clarity of expectations of staff. They have put much work into developing feedback and children are given time to respond to developmental marking. Target cards have been introduced and updated to celebrate progress and precise instructions given which were then used to self-assess against. The intervention, 'Talking Partners', was used to develop spoken language and correct sentences structure and the techniques are also used in class. Also differentiation has been developed using 'must, could, should' in core lessons and this is clearly identified on planning for a number of needs. The data is showing that the changes are having a positive impact on the progress of pupil premium pupils.

53. The most successful schools ensure that pupils catch up with the basics of literacy and numeracy frequently through the use of accredited intervention programmes. Where these are successful it is because they are matched precisely to pupils' needs because of the detailed information leaders and teachers have about pupils. For pupils eligible for free school meals, these interventions also focus on improving pupils' social skills, self-esteem and confidence. Interventions are led by skilled teachers and teaching assistants. However, interventions are never seen as a replacement for high quality teaching in the classroom. Rather, it is the carefully planned blend of the two that help pupils make more rapid progress. Leaders evaluate the impact of interventions in great detail, making changes when necessary.

Case Study – Sayes Court School – use of Interventions

In this school a range of named interventions with a proven track record are used. These include Numbers Count, 1st Class @ number, 1st Class @ number 2, success@arithmetic, Project X CODE, Write Away Together, Rapid Phonics, FFT wave 3, SEAL silver set and Talk Boost. Interventions are put in place when a need is identified through data analysis and pupil progress meetings. Staff running interventions track progress towards intended learning objectives using an 'intervention tracker sheet'. This data is then evaluated and decisions are made about whether to keep running the programme, cease it or adapt it.

Last year the majority of interventions showed accelerated progress. For example in Project X code all pupils made at least 7 months progress over the 11 weeks pupils took part.

54. In Surrey a number of accredited intervention programmes are available and schools are encouraged to engage with these. For some Focused Support schools the training is funded through the Service Delivery Agreement (SDA). Evaluation shows that the very great majority of children that take part in these make accelerated progress.

Minimising Barriers to Learning and Achievement

55. Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were experiencing, and how to remove or at least minimise them. Schools that do this well:

- Establish good relationships with parents, especially those whose children are eligible for free school meals.
- Are influential in the local community and take practical steps to forge strong, life-changing links between parents and between home and school
- Employ additional members of staff to support children's social, emotional needs
- Make sure that there is regular and effective communication with other agencies so that appropriate information about pupils is shared.

Case Study – Kingfield Primary School – Parental engagement

In this school barriers to learning are often linked to experiences at home, for example attendance, parenting issues and homework. The Home School Link Worker is very involved with many families. Regular events in school are run, which parents are encouraged to attend e.g. phonics in class sessions and coffee mornings aimed at disadvantaged parents. A homework club has been set up specifically targeted at disadvantaged pupils and children receive vouchers to enable them to attend a club run by an outside agency.

Case Study – Town Farm Primary Pupil Premium Pledges

Town Farm has found one of the key factors in raising outcomes for disadvantaged pupils is living out their school motto of Respect, Achieve, Aspire. Many of their disadvantaged pupils come from families where numerous generations have been out of work and are caught in this cycle. They have an unswerving approach where the positive is highly praised and aspirational values are communicated by all; setting the highest expectations when you set foot through the school gate. The school has set an absolute priority on providing access and opportunities to raise aspirations. Through their Pupil Premium Pledge something as simple as new shoes and uniform gives a completely new sense of self-respect, clearly evident in the way pupils conduct themselves. It is now cool to be smart, a sentiment which is epitomised by our house prefects who have special blazers which they wear with immense pride. The school has found that this approach with a relentlessly consistent focus has had a large impact on many of our disadvantaged families as well as the rest of the school community. The by-product of developing greater self-respect and raised aspirations is enhanced outcomes in reading, writing and maths at the end of KS2.

Next Steps

56. Narrowing the gap, whilst maintaining high outcomes for all is a key priority for schools in the next year. Our focus as we move forward is to develop our work with all vulnerable groups in particular

- Disadvantaged pupils at Early years regardless of the setting
- Pupils who are both disadvantaged and SEN
- Looked after children

57. Our risk assessment process for identifying schools includes alerts based on a range of measures for disadvantaged/vulnerable groups and judgements regarding the school's capacity to develop effective inclusive provision for all learners. We will work in partnership with schools to monitor and measure impact on outcomes and challenge schools where outcomes for vulnerable groups need to be improved

Recommendations:

Members are asked consider this paper.

Contact Officer:

Maria Dawes, Head of School Effectiveness, Babcock 4S, 01372 834 434
Kirstin Butler, Performance & Knowledge Management Team, 0208 541 8606

Consulted:

Peter-John Wilkinson, Assistant Director for Schools & Learning, CSF
CSF Directorate Leadership Team