

TO: EXECUTIVE  
11 March 2014

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**THE BRACKNELL FOREST STRATEGY FOR 'NARROWING THE GAP'  
Guidance on the Use of the Pupil Premium**

**Director Children, Young People and Learning**

**1 PURPOSE OF REPORT**

- 1.1 The purpose of the report is to update the Executive on the Local Authority (LA) strategy to narrow the gap in performance between pupils eligible for the Pupil Premium and their peers. 'Narrowing the Gap' is a term used to describe improving the rate of progress and outcomes for children and young people who are at risk of underachieving.

**2 RECOMMENDATION**

- 2.1 **That the Executive AGREES the attached strategy for 'Narrowing the Gap' (Annex B).**

**3 REASONS FOR RECOMMENDATION**

- 3.1 The Strategy includes actions for the LA and guidance to schools on reducing the gap in performance between those students eligible for the Pupil Premium and those that are not. The Pupil Premium is an additional amount of money given to schools to support the learning needs of each pupil eligible for a free school meal or who is a looked after child (LAC), an adopted child or a child with guardians. There is also a Service Premium for children who come from a service family. Secondary schools also receive funding for summer schools and Year 7 catch up classes.

**4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 None. If the LA does not continue to monitor the performance of students eligible for the Pupil Premium in relation to their peers, and encourage schools to target these young people for support and intervention through the appropriate deployment of the Pupil Premium funding, it is likely that the gap in performance will remain unacceptably high. The Local Authority would also be failing in its duty to promote good educational outcomes for all children and young people.

**5 SUPPORTING INFORMATION**

- 5.1 The LA vision for education seeks to ensure that all pupils, irrespective of their home circumstances, make good progress in school. The performance of groups of children is therefore of importance in relation to that of their peers and regional and national averages. The educational achievement of disadvantaged groups, including those eligible for a free school meal, is an important factor in determining whether a school is a 'good' or better school or one where improvement is needed.
- 5.2 Schools have the responsibility for ensuring all pupils achieve well, irrespective of their personal circumstances or family background. They are required to monitor progress and provide a range of interventions if pupils are not achieving as well as might be expected. Support is also provided for those for whom English is not their first language and for pupils with special educational needs.
- 5.3 The Pupil Premium is additional funding given to publicly funded schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. It was introduced in April 2011 and 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'). Schools also receive Pupil Premium funding for children who have been looked after continuously for more than six months, for adopted children and for children of service personnel.

- 5.4 In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who meet the criteria. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need. Schools have considerable freedoms in how they use the funds allocated to them. The LA is responsible for looked after children (LAC) and make payments to schools and academies where an eligible looked after child is on roll. The use of the funds for LAC is monitored through the Personal Education Plan for each child.

### **Funding levels**

- 5.5 The Pupil Premium funding increased in 2013-14, with schools attracting £900 per disadvantaged child, with an additional payment of £53 for primary-aged pupils. In the 2014 to 2015 financial year, Pupil Premium funding will increase to:

- £1,300 for each eligible primary-aged pupil
- £935 for each eligible secondary-aged pupil

Funding to support looked after children will increase to £1,900 for each eligible pupil and eligibility for funding will be extended to all children who:

- have been looked after for 1 day or more
- were adopted from care on or after 30 December 2005 left care under:
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14 October 1991

- 5.6 The service premium is paid to schools at the rate of £300 per pupil with summer schools funded at £500 per pupil and Year 7 catch up classes £250.

- 5.7 In total, BF schools are estimated to receive around £3m through the Pupil Premium Grant in 2014-15, which is a significant amount of income and on average 5% of a schools' annual revenue.

### **Performance data**

- 5.8 Data at LA level shows a mixed picture in terms of the gap in performance of pupils eligible for the Pupil Premium and others. Whilst some care is needed in interpreting trends due to the relatively low number of pupils in any one cohort some underlying patterns can be deduced. Overall the gap is wider in Bracknell Forest and the South East than elsewhere. Details are included in Annex A.

- 5.9 It is clear from the data for the LA and for individual schools that more support and intervention are needed to enable pupils eligible for the Pupil Premium to achieve the threshold levels of attainment at the end of Key Stages 2 and 4.

- 5.10 In primary schools, the key measure is two levels of progress between the end of Key Stage 1 and Key Stage 2 in reading, writing and mathematics. In secondary schools interventions in Year 11 have tended to focus on the core subjects and those students on the C/D grade borderline. More recently, the emphasis has broadened to ensuring that as many students as possible make three levels of progress between the end of Key Stage 2 and Key Stage 4, particularly in English and mathematics.

- 5.11 Making the expected level of progress represents a significant achievement for many students, regardless of whether they also achieve the threshold of Level 4+ or 5+ GCSE

grades A\*-C including English and mathematics and this should be recognised when analysing the performance of vulnerable groups, including those eligible for the Pupil Premium.

### **Using the Pupil Premium**

- 5.12 Although schools have always provided additional support for some young people throughout their schooling, the introduction of the Pupil Premium has required them to identify particular strategies to support the cohort and to evaluate the impact of this support. Schools are required to publish information on the use and impact of the Pupil Premium on their website. Whilst all schools meet this requirement, the information can sometimes be difficult to locate and the degree of detail provided varies considerably. The Data Dashboard produced by Ofsted also provides clear evidence of the performance of the eligible cohort. We have encouraged schools to share this widely among teachers and governors.
- 5.13 The LA has highlighted the significance of the performance of the eligible cohort (and the broader one of monitoring the effective use and impact of the Pupil Premium funding) with Headteachers and at our Chairs of Governors' briefings.
- 5.14 The attached strategy (Annex B) has been developed with schools to focus on meeting the needs of pupils eligible for the Pupil Premium and for others who are not making good progress. The Department continues to emphasise with schools the importance of ensuring that all young people make at least the expected levels of progress.
- 5.15 Appendix A of the Strategy includes a range of ideas which can be used by schools to benefit all pupils, all pupils that are underperforming and all those that are eligible for the Pupil Premium. It supports the LA's Vision for Education, the LA policy for Challenge, Support and Intervention and the statement on the school curriculum.
- 5.16 Targets in relation to the achievements of pupils have been developed through analysis of data and comparison with similar Local Authorities. These are included as part of the Strategy.
- 5.17 No single intervention strategy funded by the Pupil Premium is likely to close the attainment gap, and if there were, this intervention may not be effective with all pupils in all schools. However, some factors assist in ensuring that interventions have been effective. These include:
- rigorous monitoring of data by schools and its effective use in feedback, and in the planning of further interventions
  - regular high quality teaching
  - strong and visionary leadership in the school, willing to consider possibilities and question existing practice
  - clear, measurable and appropriate success criteria
  - full involvement of the governing body in monitoring, reporting and evaluating the impact of the Pupil Premium
  - a strong focus on literacy and numeracy, as a way to enable pupils to engage with the rest of the curriculum
  - ensuring that the Pupil Premium funding is not absorbed into the schools' general budget, but is tracked and monitored separately
  - a 'Pupil Premium Champion' on the staff who is responsible for the outcomes of those pupils
  - sharing strategies and approaches with parents so that they appreciate how the Pupil Premium is being used to support their child
  - ensuring all staff are aware of the children and young people who are eligible for the premium and how it might be used to provide additional resources or support.

5.18 School advisers continue to make specific reference to the use of the Pupil Premium when discussing attainment, progress and target setting with headteachers and governors, making particular reference to the importance of:

- knowing the vulnerabilities of all pupils/students eligible for the Pupil Premium
- assessment and tracking these pupils/students
- monitoring and evaluation of impact and analysing data
- identifying the right provision and for all such pupils/students
- developing the quality of provision for such pupils/students
- developing the workforce and ensuring all staff are aware of such pupils
- engaging parents
- Governors understanding and using the Data Dashboard to challenge schools with regard to the performance of the FSM cohort and the use of targeted funds.

## **6 Conclusion**

- 6.1 The Strategy sets out the LA priorities for addressing the gap in performance for pupils eligible for the Pupil Premium resources. This includes suggestions for schools to adopt and an action plan. The impact of the strategy will be measured in terms of progress towards meeting targets.
- 6.2 Our gaps in performance have been noted by our regional HMI from Ofsted. Since the widening gap is also apparent in a number of other Berkshire Unitary Authorities, Ofsted may consider undertaking a thematic inspection across a number of Local Authorities. We have alerted our schools to this possibility. It is therefore important for the LA to have a strategy, shared with schools, and to continue to monitor the progress of our most vulnerable children and young people.

## **7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

### Borough Treasurer

- 7.1 The Borough Treasurer is satisfied that sufficient funding exists to meet the requirements on the Council from the proposed strategy. Schools receive significant funding through the Pupil Premium to meet their responsibilities.

### Borough Solicitor

- 7.2 The relevant legal implications are contained within the main body of the report.

### Equalities Impact Assessment

- 7.3 An equalities impact assessment is attached.

## **8 CONSULTATION**

- 8.1 Headteachers

## **9. BACKGROUND PAPERS**

- 9.1 Pupil Premium 2014-2105: Conditions of Grant DfE February 2014

### Contact for further information

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### Performance Data

Table A shows the gap in performance at the end of Key Stages 2 and 4 between those students eligible for the Pupil Premium and those who are not. The lower the figure the better.

The Bracknell Forest figures for the past three years are compared to those for the South East and for the country as a whole (where available). Whilst figures for the South East and nationally have remained relatively static, with a small percentage decrease, those for the LA have shown greater fluctuation.

Table A

	2011			2012			2013		
	Nat	South East	BF	Nat	South East	BF	Nat	South East	BF
Key Stage 2 'Gap'  Level 4+ reading, writing and mathematics  (FSM only)	20	26	27	19	25	29	19	24	27
Key Stage 4 'Gap'  GCSE 5+ A*-C incl. En and Ma  (FSM)	27.4	33.8	18.8	26.3	33.2	35.6	26.7	32.6	32*

\* The Bracknell Forest 2013 figure has been calculated using data supplied by schools and is therefore unvalidated. Other data is from DfE Statistical releases.

Some degree of volatility may be expected given the numbers of students involved. For example, each of the 61 students in the 2012 Key Stage 4 FSM cohort represented 1.6% of the total. In apparent recognition of this the DfE revised the secondary school performance data tables for 2013. Rather than publishing the 'gap' for a single year, the tables published in January 2014 show a three year average figure.

In Key Stage 2 in 2013, 97 from a total cohort of 1084 children were eligible for a free school meal (9%). Many pupils eligible for a free school meal also have a special educational need.

The secondary school performance tables also include a comparison of the value added achieved by disadvantaged and other pupils across their best 8 GCSE subjects. In state funded schools nationally, disadvantaged pupils achieved a value added score of 983.4 compared to 1005.7 achieved by other pupils – a 'negative gap' of 22.3. In contrast, disadvantaged pupils at Edgbarrow School achieved a 'positive gap' of 23.6 and those at Garth Hill College a 'positive gap' of 6.8. The 'negative gap' at Brakenhale School was also much narrower than the national one, with disadvantaged pupils achieving a value added score of 982.1 compared to 983.4 for those nationally.

At the end of Key Stage 2, the Bracknell Forest gap between the non-FSM and FSM cohorts achieving at least Level 4 in both English and mathematics narrowed from 29% in 2012 to 27% in 2013. However, this figure remains above the national average of 19%.



## **Narrowing the Gap**

### **A Strategy for Schools and the Local Authority**

**Children, Young People and Learning**

January 2014

## Bracknell Forest Children, Young People and Learning

### Narrowing the Gap – a local strategy

Narrowing the Gap is a term used to describe improving the rate of progress and outcomes for children and young people who are at risk of underachieving. Their success in education may be affected by factors relating to their socio-economic circumstances, their ethnicity, gender or their social, cognitive and linguistic development.

Narrowing the Gap is a priority within the Council's strategic plan *Creating opportunities*.

This includes:

Outcome Priority 1: Raise levels of attainment and pupil progress across all phases of learning for all pupils	
Action 1.3	Continue to target and support vulnerable groups to achieve their potential and narrow the gap in attainment; incl. those from BME, EAL, SEN and those eligible for a free school meal (FSM).

This specific strategy and action plan aims to support settings, schools, teachers and governors to:

- enable all children to achieve their full potential, narrowing the gap in performance for pupils in various groups to their peers
- ensure the early identification of children and young people who may require additional support to achieve well
- assist schools and settings to evaluate the impact of their strategies for narrowing the gap, including the use of the pupil premium

#### Who are the groups that this strategy and action plan seeks to support?

Nationally, groups identified as being at risk of underachievement are:

- Looked after Children
- children eligible for free school meals
- children from a service family
- children who speak English as an additional language
- underachieving children who have been identified as gifted and talented
- under-performing children from a minority ethnic group
- Gypsy, Roma and Traveller children
- children with special educational needs

The first three groups are eligible for additional funding through the Pupil Premium. This strategy provides guidance for schools on the use of the Pupil Premium alongside ideas which may be used to support any underachieving group.

Our approach to Narrowing the Gap draws upon work started by the National Strategies and builds upon the local experience and the expertise of teachers in Bracknell Forest schools.

It is based on a four stage process:

1. **Find the gaps** – analyse data to identify groups who have underachieved in relation to other groups in the school, regional and national averages. Identify areas of the curriculum where performance is weak.
2. **Determine and implement strategies to reduce the gaps** - identify solutions, including planning for progression with targets, match teaching to needs, research what has worked elsewhere.
3. **Monitor the gaps** - use efficient tracking and accurate assessment to monitor the effectiveness of provision and review and refine provision.

- 4 **Celebrate success** - make sure pupils, teachers and governors identify successes and report these to parents and the wider community.

The LA will support schools through:

- analysing data at school and LA level to determine gaps for various groups
- identifying trends at LA and school level and relate these to regional and national averages
- supporting settings and schools to review provision for addressing the needs of identified groups and children
- supporting settings and schools to develop action plans to identify and address identified needs through improved provision
- offering professional development for staff, working in conjunction with teaching schools and other providers
- assisting schools to monitor and evaluate the impact and progress of action plans or support
- sharing and disseminating successful practice, ideas and strategies from Bracknell Forest schools and elsewhere
- monitoring how schools report the impact of the pupil premium through their website and by other means.

The LA will work in partnership with individual or small groups of settings or schools which have common priorities for narrowing the gaps. Our work will be tailored to fit a particular school or setting and is likely to include:

### **Analysis**

Working with headteachers, centre managers, senior and middle leaders and governors to:

- analyse and evaluate data to identify priorities, target groups and their needs
- assist schools to devise and implement action plans to address priorities
- assist schools to monitor the progress and evaluate the impact of any actions.

### **Supporting high quality teaching**

Helping headteachers, centre managers and senior and middle leaders to:

- support teachers in consider new ways of working, taking into account national and local evidence of what works well
- celebrating and sharing good classroom practice across schools

### **Ensuring Effective Assessment**

Working with school and centre leaders to narrow gaps in attainment and to accelerate progress through:

- ensuring that assessment is accurate and timely and is used to plan future provision

### **Sharing Best Practice**

Facilitating opportunities for settings and schools to:

- share effective practice
- share issues and solutions in school partnerships or clusters
- support the work of school governors

Our approach is based on research undertaken by Rea, Hill & Sandals for the National College which identified work in schools at three broad levels: whole school, targeted strategies for underperforming groups and target strategies for FSM pupils. The range of strategies they identified being used by schools is included in Appendix A.



## How will we measure success?

The key performance indicators will be the gap between the target groups and others:

	Indicator	Actual 2013	Target 2014	Target 2015
Key Stage 2 (FSM only)	% Level 4+ in reading, writing and mathematics (combined)	27%*	24%	20%
Key Stage 2 (FSM /LAC)	% Level 4+ in reading, writing and mathematics (combined)	20%**	17%	14%
Key Stage 4 (FSM/LAC)	% 5+A*-C incl. English and mathematics	32%	25%	22%

\* From DfE statistical release – FSM ‘spot’ figure

\*\* from RAISEonline – FSM ‘Ever 6’ figure and Looked after Children

## The Pupil Premium and Looked After Children

For the purpose of distributing the Pupil Premium, ‘eligible’ means a looked after child who, on 1 April 2013, has been looked after continuously for at least six months and who is in a Year Group R to Year 11 during the 2013-2014 financial year.

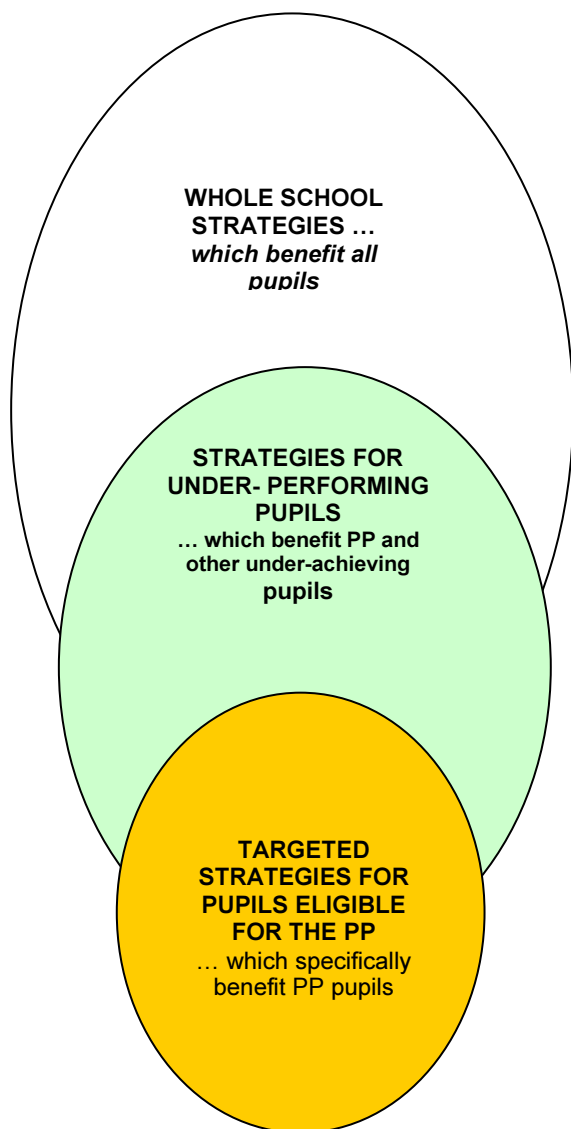
The Pupil Premium Conditions of Grant specify that the grant allocation for Looked After Children must be managed by the designated Virtual School Head. This should be used for the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP). The Bracknell Forest Virtual School determines how to distribute the Pupil Premium for each of their eligible looked after children so they can reflect the particular circumstances of a looked after child: for example, if the child moves to another school, leaves school, or enters year group 12 during the financial year. To deal with these circumstances, Bracknell Forest Council makes allocations on a termly basis to allow for these movements.

If a child becomes “looked after continuously for at least 6 months” during the financial year (i.e. there has been a 6-month review of care plan of which the personal education plan is part) the LA will allocate to the school a pro-rata allocation from the first school term following the date on which the child became looked after for 6 months.

If the child is at a school in England but attends a school or academy located in a local authority other than Bracknell Forest, the LA will pass the funding either direct to the school, or via the authority in which the school is located to pass on to that school.

## Annual Action Plan

The LA Annual Action Plan (Appendix B) sets out the actions, responsibilities, resources and intended impact of the work of the LA school improvement team in supporting the work of schools to ‘Narrow the Gap’.



**Targeted strategies for under-performing and other pupils might include:**

- Early intervention and targeted learning interviews
- One-to-one support and other 'catch-up' provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (e.g. breakfast and after-school clubs, including homework and study support) and multi-agency support
- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

**Whole school strategies include:**

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment for learning
- Effective reward, behaviour and attendance policies
- A high quality learning environment
- An inclusive and positive school culture, underpinned by values and 'moral purpose' that all pupils will achieve well.
- An effective senior leadership team with ambition, vision and high expectations of staff and all pupils

**Targeted strategies for PP pupils might include:**

- Explicit school-level strategy to identify and support PP pupils e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools
- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

## Bracknell Forest Narrowing the Gap – Action Plan

## Appendix B

Academic Year: 2013 - 14

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
1	Analyse 2013 test and examination data in relation to groups of children	Pupils eligible for the pupil premium:  FSM  LAC  Service Children	Chief Adviser,  Senior Advisers	KEYPAS  DfE datasets  Ofsted data dashboards  RAISEonline	Awareness of gaps at LA and school level	Databases	On target	LA has good knowledge of datasets and issues associated with gaps in performance
2	Share analyses with headteachers and governors at autumn term meetings.  Promote the 'Narrowing the Gap' strategy, including alternative uses of pupil premium funding. Signpost best practice.	As above	Chief Adviser,  Senior Advisers, Advisers	LA analyses  School and LA datasets  Ofsted data dashboards	School leader awareness and understanding of attainment gaps and strategies to improve performance	School SEFs  School Adviser reports	Completed by December 2013 and to continue as more regional and national data becomes available.	Discussions with headteachers and governors indicate high level of awareness of NtG agenda and need to evaluate impact of pupil premium

	<b>Action</b>	<b>Specific group</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Intended impact</b>	<b>Evidence</b>	<b>Progress (January 2014)</b>	<b>Evaluation</b>
3	Support governors in the evaluation of the impact of the pupil premium.  Include a pupil premium workshop in the programme for the annual Governors' Conference.	As above	Chief Adviser, Senior Advisers,  Governor services	LA analyses  Training programme	Good governor awareness of PP and need to evaluate impact	Ofsted inspection reports  Discussions with governors	Completed July 2013 – carried forward to 2013-14  Workshop held Feb 2014	Discussions show greater awareness of issues associated with the PP but also that more needs to be done.
4	Encourage school leaders to attend relevant training (e.g. 'Getting To Good', Designated Teacher Forum, Primary Subject Leader and Secondary Curriculum Managers' Meetings.)	As above	Senior Advisers	School budgets	Good awareness of school leaders	Evaluation forms and discussions with school leaders	Many schools attended a local Ofsted seminar on narrowing the gap in Summer 2013.	Positive impact of training evidence through schools understanding of need to evaluate impact of the PP.
5	Continue to monitor school websites for PP compliance and content.  Identify the most effective practice and support the development of lead schools.	As above	Chief Adviser,  Senior Advisers, Advisers	LA analyses	Good awareness of school leaders	LA spread and discussions with school leaders sheet	Completed in 2012-13. To be reviewed annually in summer term.	All schools compliant.  Improved content (including impact).

	<b>Action</b>	<b>Specific group</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Intended impact</b>	<b>Evidence</b>	<b>Progress (January 2014)</b>	<b>Evaluation</b>
6	Support schools to develop their provision in meeting particular needs of LAC	LAC pupils	Virtual School	KEYPAS/EPAS Training	Increased awareness of issues affecting academic progress of LAC	Pupil/Carer consultation  Training evaluation  DT Forum feedback	DT briefing included sessions on PP (Oct 2013)  Ideas handout provided	Schools and social care developing better communication systems to work closer together with common aims.
7	Assess impact of PP on progress and attainment of LAC	LAC pupils	Assistant VSH LACES team	KEYPAS/EPAS PEPs	Appreciation of effective practice	Content of PEPs  Annual report to CPAP.	PEPs include specific mention of impact of PP	Schools aware of need to evaluate impact of the PP
8	Develop a transition programme for Service Children	Service children	Lead Headteacher	LA funding	Improved transition outcomes	Booklet and CD produced	Programme in place	Schools with Service Children aware of need to improve transition
9	Assess impact of PP on progress and attainment of Service Children	Service children	Assistant VSH	LA data collected from schools	Appreciation of effective practice	Reports.		Schools aware of need to evaluate impact of the PP

	Action	Specific group	Responsibility	Resources	Intended impact	Evidence	Progress (January 2014)	Evaluation
10	Promote use of PP for Service Children	Service children	Assistant VSH	LA data collected from schools	Appreciation of need to secure resources and monitor impact of PP	Reports.	Briefing on PP provided to RMA Sandhurst by Chief Adviser (Oct 2013)	
11	Further analysis of pupil level data, including exclusions and attendance	All pupils eligible for the Pupil Premium	Head of Targeted Services	LA analyses	Greater awareness of patterns of behaviour.	Reports		Identification of additional support needs.
12	Develop inclusive practices in schools to support pupils from different backgrounds	BME and GRT	EMTAS team	KEYPAS EPAS Training, Twilights, Termly network meetings	Regular opportunities for staff to share and learn about good practices, culturally inclusive teaching practices enabling pupils from different backgrounds to achieve in line with their peers	Training evaluation, staff meetings, progress and attainment analyses	Development of central resources available in all schools to support new arrivals (by background)	All BF primary and secondary schools share a standard approach to working with new arrivals and routinely create opportunities for BME and GRT pupils to contribute to school life (in partnership with the LA)

	<b>Action</b>	<b>Specific group</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Intended impact</b>	<b>Evidence</b>	<b>Progress (January 2014)</b>	<b>Evaluation</b>
13	Agree and set annual targets for narrowing gap based on local, regional and national data	All pupils eligible for the Pupil Premium	Chief Adviser	KEYPAS, EPAS, DfE SFRs, FFT datasets	Provides an aspiration to measure  Success of strategies.	Reports	Targets set for end of academic year 2014	All schools aware of need to set appropriate targets for all PP young people
14	Promote target setting for pupil premium with all schools	All pupils eligible for the Pupil Premium	Chief Adviser,  Senior Advisers, Advisers	LA analyses  School and LA datasets  Ofsted data dashboards	Provides an aspiration to measure  Success of strategies.	Reports	Targets set for end of academic year 2014	All schools aware of need to set appropriate targets for all
15	Identify any further investigative work needed in future years.	All pupils eligible for the Pupil Premium	Chief Adviser,  Senior Advisers	LA analyses	Maintain up-to-date and effective action plan.	Reports		Action plan reviewed and revised as needed.

## Initial Equalities Screening Record Form

<b>Date of Screening:</b> February 2014	<b>Directorate:</b> Children, Young People and Learning	<b>Section:</b> Learning and Achievement	
1. Activity to be assessed	Strategy for Narrowing the Gap – Guidance on the use of the Pupil Premium		
2. What is the activity?	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
4. Officer responsible for the screening	Bob Welch		
5. Who are the members of the screening team?	Bob Welch, Rachel Morgan, Martin Surrell		
6. What is the purpose of the activity?	The Strategy includes actions for the LA and guidance to schools on reducing the gap in performance between those students eligible for the Pupil Premium and those that are not.		
7. Who is the activity designed to benefit/target?	Pupils in maintained schools who are eligible for additional funding from the Pupil Premium paid to schools. The Pupil Premium is allocated for children from low income families based on eligibility for free school meals, children looked after by the LA, adopted children and those from Service families.		
<b>Protected Characteristics</b>	<b>Please tick yes or no</b>	<b>Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<b>What evidence do you have to support this?</b> E.g equality monitoring data, consultation results, customer satisfaction information etc  Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality	N	Neutral as the funding is not allocated specifically for children with a disability	
9. Racial equality	N	Neutral as the funding is not allocated specifically for children on the basis of race.	
10. Gender equality	N	Neutral as the funding is not allocated specifically for children on the basis of gender.	



<b>11. Sexual orientation equality</b>		N	Neutral as the funding is not allocated specifically for children on the basis of sexual orientation.	
<b>12. Gender re-assignment</b>		N	Neutral as the funding is not allocated specifically for children on the basis of gender.	
<b>13. Age equality</b>	Y		The strategy will only apply to children of statutory school age as this is the basis for funding the Pupil Premium.	
<b>14. Religion and belief equality</b>		N	Neutral as the funding is not allocated specifically for children on the basis of religion or belief	
<b>15. Pregnancy and maternity equality</b>		N	Not applicable	
<b>16. Marriage and civil partnership equality</b>		N	Not applicable	
<b>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.</b>	The Pupil Premium is allocated from central government to schools to raise the attainment of children from low income families, for children looked after, an adopted child or a child with guardians or a child from a Service family. These groups have been identified as potential underachievers and the funds can be used flexibly by schools to promote individualised learning. The strategy and guidance for schools aims to advance equality of opportunity for this group.			
<b>18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</b>	There is a potential negative impact in that those schools with very few numbers of children eligible for the Pupil Premium will not receive additional funding, which, for some schools will be significant. Some disquiet has voiced nationally on this but the strategy and the use of the Pupil Premium aims to support those who have traditionally underachieved and this promotes equality of opportunity in later life.			
<b>19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</b>	No			
<b>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</b>		N		
<b>21. What further information or data is required to better understand the impact? Where and how can that</b>	The performance of pupils in terms of academic progress and attendance will be monitored by schools and reported to Governors. This information is also published on school websites and in performance tables. The LA analyses data at school and whole cohort			

information be obtained?	level and challenges schools to improve outcomes for all pupils, including those eligible for the pupil premium.		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Monitor the impact of the Strategy and associated Action Plan in terms of the performance of pupils eligible for the pupil premium (see Action Plan for details)	September 2014 and annually	Chief Officer: Learning and Achievement	Performance in line with targets included in the Strategy. Test and examination results at the end of Key Stage 2 and <i>Key Stage 4</i>
24. Which service, business or work plan will these actions be included in?	Children, Young People and Learning Learning and Achievement		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?			
26. Chief Officers signature.	Signature: <i>R H Welch</i>		Date: February 2014