

TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
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UPDATE ON THE USE OF PUPIL PREMIUM FUNDING 2014-15
Director of Children, Young People and Learning

1 INTRODUCTION

- 1.1 To provide an update six months into the academic year of the reviewed Bracknell Forest strategy on the use of Pupil Premium (PP) funding for the academic year 2014-15.

2 SUPPORTING INFORMATION

- 2.1 The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils from reception to year 11 and to close the gap between them and their peers. Introduced in April 2011, the fund provided additional money directly to schools for children who were registered as meeting specific criteria. Eligible for free school meals; had been looked after for 6 months or longer; or the children of parents who were currently in the Armed Services.
- 2.2 From April 2012, pupil premium funding was extended to children eligible for free school meals at any point in the past 6 years (Ever6) and a child whose parent has been a member of the Armed Services in the past 4 years (Ever4 Service child).
- 2.3 Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils. Schools are also held to account through performance tables, which include data on the attainment of the pupils who attract the PP funding, the progress made by these pupils and the gap in attainment between disadvantaged pupils and their peers.

PP and Looked After Children

- 2.4 The requirements of the scheme keep changing and from April 2014 Bracknell Forest Virtual School was able to determine how to distribute the Pupil Premium for each of their eligible Looked After Children. This is so that 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, the LA makes the allocations on a termly basis to allow for these movements. Funding to support Looked After Children is available for 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
- 2.5 The grant allocation for Looked After children will continue to be managed by the Virtual School Head in the authority that looks after those children to be used for the benefit of the Looked After Child's educational needs as described in their Personal

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Education Plan (PEP). There are strict conditions to the grant the core aim of it is to support schools in creating opportunities for looked after children that would be considered above the norm at their setting. Locally the grant is used on a bespoke basis to address pupil needs including on:

- 1:1 Tuition and small group work in a range of areas: maths, literacy, science, phonics, English, reading skills, fine motor skills, speech and language etc.
- Additional Reading support
- Arts and crafts activities, equipment and resources
- Behaviour and emotional support
- Breakfast club
- Educational resources
- Coaching
- Support in developing social skills
- Educational trips
- Guitar and drum tuition books
- Equipment for college or other courses
- Music lessons including guitar, flute, keyboard, drums and singing
- Play therapy
- Resources for self esteem
- Rewards system for behaviour
- Sports and outdoor equipment
- Support through exams
- Support for work placement
- Transition to secondary school/college
- Used for rewards.

2.6 The team continues to work with schools to have a better understanding of the best uses of the grant and how to demonstrate its impact in raising the attainment of looked after children wherever they are placed.

PP and Ever6 FSM

2.7 An initial strategy was implemented in 2013-14, but analysis of data for 2014 indicated pockets of good practice and that some schools were on the way to achieving the intended impact, there was a limited impact on the disadvantage gap at most key stages across the borough. The percentage gap between disadvantaged pupils and others in BF over the last 3 years is listed below:

Key Stage	2012	2013	2014
Key stage 2 L4+ RWM	No direct comparison Approx 19%	20%	26%
Key stage 4 5 A*-C inc EN+MA	33%	33%	32%

2.8 Outcomes for the LA are typical of the South-East overall which as a region has the biggest gap for FSM pupils, so a priority has been to raise the profile of this agenda. This has led to the formulation of an action plan and the development of a Statement of Intent for the LA with regards to Pupil Premium.

2.9 Actions taken to date have included a Pupil Premium conference, the establishment of a Pupil Premium Working Party and the facilitation of a Pupil Premium network. Early indications from the Pupil Premium network show that there is willingness to

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share successful practice amongst colleagues and work collaboratively to improve outcomes for these pupils across the LA. Discussions about individual school data and closing the gap are a regular feature of School Improvement meetings to increase accountability. The impact has been to raise awareness of school leaders and Governing Bodies and prompted them to prioritise actions in school to address underperformance of disadvantaged pupils.

- 2.10 At Primary level, where schools have been identified to be of concern in terms of Ofsted category and data shows that the disadvantage gap is particularly wide, there has been specifically targeted support for senior leaders to review their current policy and practice. This has enabled schools to consider more carefully the impact of interventions and funding allocations in order to maximise outcomes for their pupils in terms of attainment and progress. In particular, it has helped focus upon the task of actually closing the gap and meeting the specific needs of these pupils.
- 2.11 At Secondary level, all Bracknell Forest Secondary schools have identified Closing the Gap as a central priority, and the Curriculum Manager and Governors from all six maintained schools have had training and briefings. Secondary members of the Closing the Gap Network are scheduling additional meetings to facilitate more thorough sharing of good practice, and to identify next steps in schools. One secondary school has been successful in narrowing the gap to 18% in 2013/14 and this practice is being shared across the authority.

2.12 PP allocations 2014-15

Type of pupil	Pupil Premium per pupil
Pupils in Year Groups 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 (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care 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 (Service Children)	£300

Ever6FSM – those pupils recorded on the January 2014 census as eligible for free school meals (FSM) on any termly census since summer 2008, including the January 2014 school census.

Ever 4 Service Child” means those pupils recorded on the January 2014 School Census who are recorded as known to be eligible for Service Child Premium on any of the termly censuses since September 2011, including January 2014 School Census.

- 2.13 For the current financial year the following funding allocations have been received by the LA and devolved to schools:
- Total Pupil Premium funding (including FSM Ever6, Service Children Ever4 and LAC) = £3,144,995
 - Total Pupil Premium for FSM Ever6 = £2,940,995
 - Total Pupil Premium for Service Children Ever4 = £84, 300
 - Total Pupil Premium for LAC = £119,700

Target setting and projections for 2015

- 2.14 Provisional targets have been set for 2015, informed by the necessary trajectory needed order to close the gap. Officers are currently looking at individual school data to establish how far the gap will be closed based on the school's own data.
- 2.15 Discussions have taken place with senior leaders to both raise standards which will benefit all pupils, as well as set targets to accelerate the progress of identified groups in relation to overall targets in order to narrow the achievement gap. The emphasis is on improving the quality of teaching overall with targeted and high quality interventions to supplement this as appropriate.

Conclusion

- 2.16 The LA is working with schools to disseminate and implement current research and best practice in closing the gap in achievement between the national average and PP funded pupils. As school leaders and governors become more aware of effective strategies and implement these consistently we anticipate there will be an identified impact on data across Bracknell Forest schools.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 This work is intended to benefit pupils who are or have been eligible for Pupil Premium funding, to accelerate their progress and bring their achievement at least into line with the average achievement of all pupils nationally.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 There is a risk of reputational damage when in national comparisons Bracknell Forest comes low in the league tables.

Background Papers

None

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