

Notice of Meeting

Executive

Councillor Bettison OBE (Chairman),
Councillor Dr Barnard (Vice-Chairman),
Councillors D Birch, Brunel-Walker, Harrison, Mrs Hayes MBE,
Heydon and Turrell

Tuesday 18 June 2019, 5.00 - 6.30 pm

Council Chamber - Time Square, Market Street, Bracknell, RG12 1JD



Agenda

Item	Description	Page
1.	Apologies Reporting: Hannah Stevenson	
2.	Declarations of Interest Members are asked to declare any Disclosable Pecuniary or Affected Interests in respect of any matter to be considered at this meeting. Any Member with a Disclosable Pecuniary Interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days. Any Member with an Affected Interest in a matter must disclose the interest to the meeting. There is no requirement to withdraw from the meeting when the interest is only an affected interest, but the Monitoring Officer should be notified of the interest, if not previously notified of it, within 28 days of the meeting. Reporting: ALL	
3.	Minutes	5 - 10
	To consider and approve the minutes of the meeting of the Executive held on 9 April 2019. Reporting: Hannah Stevenson	
4.	Urgent Items of Business	
	Any other items which, pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent. Reporting: Hannah Stevenson	

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5.	Improving the experience and outcomes of Pupil Premium (double disadvantaged) children	11 - 50
	Members are asked to approve the recommendations contained in the Task and Finish Group report: 'Improving the experience and outcomes of Pupil Premium (double disadvantaged) children'. Reporting: Louise Connelly	

Exclusion of the Press and Public

Agenda item 6 is supported by annexes containing exempt information as defined in Schedule 12A of the Local Government Act 1972. If the Committee wishes to discuss the content of this annex in detail, it may choose to move the following resolution:

That pursuant to Regulation 4 of the Local Authorities (Executive Arrangements) (Access to Information) Regulations 2012 and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of item 6 which involves the likely disclosure of exempt information under the following category of Schedule 12A of the Local Government Act 1972:

- (3) *Information relating to the financial or business affairs of any particular person (including the authority holding that information).*

6.	Horseshoe Lake New Country Park - Procurement Plan	51 - 72
	To seek approval to procure the works contract to create a new Country Park facility. Reporting: Kamay Toor	
7.	Exclusion of Public and Press	
	To consider the following motion: That pursuant to Regulation 4 of the Local Authorities (Executive Arrangements) (Access to Information) Regulations 2012 and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of items 8 & 9 which involve the likely disclosure of exempt information under the following category of Schedule 12A of the Local Government Act 1972: (3) Information relating to the financial or business affairs of any particular person (including the authority holding that information). <i>NB: No representations were received in response to the 28 day notice of a private meeting.</i> Reporting: Hannah Stevenson	
8.	Sale of Commercial Unit at Waterside Park, Bracknell	73 - 78
	To consider the proposed sale of Unit C Waterside Park, Bracknell. Reporting: Steve Booth	

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9.	Sale of Land at Winkfield Manor	79 - 84
	To consider the proposed sale of land at Winkfield Manor, jointly with Silva Homes. Reporting: Steve Booth	

Sound recording, photographing, filming and use of social media is permitted. Please contact Hannah Stevenson, 01344 352308, hannah.stevenson@bracknell-forest.gov.uk, so that any special arrangements can be made.

Published: 10 June 2019

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**EXECUTIVE
9 APRIL 2019
5.04 - 5.15 PM**

Present:

Councillors Bettison OBE (Chairman), D Birch, Mrs Hayes MBE, Heydon, McCracken and Turrell

Apologies for absence were received from:

Councillors Dr Barnard

67. Declarations of Interest

There were no declarations of interest.

68. Minutes

RESOLVED that the minutes of the meeting of the Executive on 12 March 2019 together with the accompanying decision records be confirmed as a correct record and signed by the Leader.

Executive Decisions and Decision Records

The Executive considered the following items. The decisions are recorded in the decision sheets attached to these minutes and summarised below:

69. Council Plan Overview Report

RESOLVED that the performance of the council over the period from October - December 2018 is noted.

70. Exclusion of Public and Press

RESOLVED that pursuant to Regulation 21 of the Local Authorities (Executive Arrangements) (Access to Information) Regulations 2000, members of the public and press be excluded from the meeting for the consideration of item 6 (Item 71 in the minutes) which involves the likely disclosure of exempt information under the following category of Schedule 12A of the Local Government Act 1972:

- (3) Information relating to the financial or business affairs of any particular person (including the authority).

71. Building Maintenance and Repair Services Procurement Plan

RESOLVED that the Procurement Plan for the appointment Reactive Maintenance Contractor to provide a 24 hour Maintenance and Reactive Repair Services to the Council is approved.

CHAIRMAN

Bracknell Forest Council Record of Decision

Work Programme Reference	1082906
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1. **TITLE:** Council Plan Overview Report
2. **SERVICE AREA:** Chief Executive's Office
3. **PURPOSE OF DECISION**

To inform the Executive of the performance of the council over quarter 3 of the 18/19 financial year.

4. **IS KEY DECISION** No
5. **DECISION MADE BY:** Executive
6. **DECISION:**

The performance of the council over the period from October - December 2018 is noted.

7. **REASON FOR DECISION**

To brief the Executive on the council's performance, highlighting key areas, so that appropriate action can be taken if needed.

8. **ALTERNATIVE OPTIONS CONSIDERED**

None applicable.

9. **PRINCIPAL GROUPS CONSULTED:**
10. **DOCUMENT CONSIDERED:** Report of the Chief Executive
11. **DECLARED CONFLICTS OF INTEREST:** None

Date Decision Made	Final Day of Call-in Period
9 April 2019	16 April 2019

**Bracknell Forest Council
Record of Decision**

Work Programme Reference	I082580
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1. **TITLE:** Building Maintenance and Repair Services Procurement Plan

2. **SERVICE AREA:** Delivery

3. **PURPOSE OF DECISION**

To approve the procurement plan for the procurement of Reactive Maintenance Contractor to provide 24 hour Maintenance and Reactive Repairs Services to the Council.

4. **IS KEY DECISION** Yes

5. **DECISION MADE BY:** Executive

6. **DECISION:**

The Procurement Plan for the appointment Reactive Maintenance Contractor to provide a 24 hour Maintenance and Reactive Repair Services to the Council is approved.

7. **REASON FOR DECISION**

1. There is a requirement of the Contract Standing Orders that any contracts in excess of £181K (for supplies and services) are required to go to a formal tendering process to ensure value for money and compliance with legislation.
2. To ensure that the Council has an effective and reliable contractor in place to deal with any 'reactive' maintenance issues that may arise.
3. Failure to do so could result in costly implications for the Council and could also impact on the services we are able to offer individuals within the Borough. A large number of school sites have bought into the services provided by the Construction and Maintenance Group and therefore benefit from the reactive maintenance service arising from this award

8. **ALTERNATIVE OPTIONS CONSIDERED**

An alternative option was to appoint specialist contractors, but this was rejected in favour of the current working practice.

9. **PRINCIPAL GROUPS CONSULTED:** Director: Finance
Borough Solicitor
Procurement

10. **DOCUMENT CONSIDERED:** Report of the Executive Director: Delivery

11. **DECLARED CONFLICTS OF INTEREST:** None

Date Decision Made	Final Day of Call-in Period
9 April 2019	16 April 2019

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To: **The Executive**
18 June 2019

Task and Finish Group: Improving the experience and outcomes of Pupil Premium (double disadvantaged) children
Director of Delivery

1 Purpose of Report

- 1.1 That the Executive notes the content of the attached report and endorses the recommendations as set out in Chapter 5 'Key findings and recommendations'.

2 Recommendation(s)

- 2.1 **That the 12 recommendations detailed in paragraph 5.3 of this report arising from the review aimed at improving the experience and outcomes of pupil premium (double disadvantaged) children be agreed.**

3 Reasons for Recommendation(S)

- 3.1 Due to the high profile of this issue nationally, the Executive needs to be fully informed and supportive of the work being undertaken locally.

4 Alternative Options Considered

- 4.1 During the course of the Task & Finish Group members assessed a number of options and, based on evidence, agreed the recommendations in paragraph 5.

5 Supporting Information

5.1 Introduction

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Pupil Premium funding is available to all local authority maintained schools, academies, and free schools.

5.2 Scope

The Task and Finish Group was set up in response to data shared by Rachel Morgan and Zoe Livingstone at the Children, Young People and Learning Overview and Scrutiny Panel meeting on 13 June 2018, which highlighted:

- 21% of the cohort in Bracknell Forest was disadvantaged in comparison to 28% nationally
- proportion of those children who also had SEND was broadly in line with the national figure of 33%, so it was thought the data required further exploration
- combined result for this cohort was low, as the number of doubly disadvantaged children achieving the Expected Standard in both writing and mathematics was lower than the national percentage
- 15% of children with SEND achieved the combined Expected Standard in comparison to only 11% of doubly disadvantaged children

Following a discussion and questions by members it was agreed a Task and Finish Group be set up to scrutinise further how the Bracknell Forest Education and Learning Team assured itself Pupil Premium funding was being spent in order to improve the experience and outcomes of children in receipt of this funding who also had additional needs (double disadvantaged). It was also agreed the Group should have a focus on the role of governors in challenging and supporting their schools.

5.3 Recommendations

Members of the Task and Finish Group agreed a set of recommendations which were agreed by the Children, Young People and Learning Overview & Scrutiny Panel on 20 March 2019. The recommendations were:

Recommendation 1 - Local authority to collate a Pupil Premium Toolkit for Governors.

Recommendation 2 - Local authority to continue to ensure there is a clear understanding amongst leaders and teachers in Bracknell Forest Schools about what effective provision for disadvantaged pupils looks like, and how to achieve it, drawing on the most up to date national guidance, information and best practice.

Recommendation 3 – Local authority Standards and Effectiveness Partners (STEPS) to continue to monitor disadvantaged pupil data on a regular basis, and share good practice with schools. Provision for disadvantaged pupils to continue to be an item on each termly STEP visit agenda.

Recommendation 4 – The Pupil Premium Lead in schools should be a member of the Senior Leadership Team.

Recommendation 5 – All school Governing Bodies should appoint a Pupil Premium Link Governor.

Recommendation 6 – Local authority to ensure training is available to all Pupil Premium Governors and they are made aware of the Pupil Premium Governor Toolkit.

Recommendation 7 – For the Local Authority to work in partnership with schools to decide how to take forward the successes of the SEND Hub pilot programme, aimed at finding solutions for pupils who are ‘at risk’ in their progress as learners, and in some cases, at risk of exclusion.

Recommendation 8 - Local authority to ensure that schools are well informed about how they can maximise the number of eligible families applying for free school meals.

Recommendation 9 – Local authority to review the timescales from point of referral to provision in relation to the Education Welfare Service, and ensure that this becomes more efficient.

Recommendation 10 – Where there are serious concerns about outcomes in a school for Double Disadvantaged children the local authority will conduct Pupil Premium Review or a Teaching and Learning Review with a strong Pupil Premium tilt.

Recommendation 11 – Local authority to review the transfer of funding when a child transfers between schools or is dual registered.

Recommendation 12 – Local authority to review transition arrangements for double disadvantaged children when transferring between key stages or when a pupil transfers to another school.

6 Consultation and Other Considerations

6.1 Legal Advice

No specific legal implications arising from the recommendations.

6.2 Financial Advice

No comment.

6.3 Other Consultation Responses

Rachel Morgan, Assistant Director: Education & Learning and Zoe Livingstone, School Effectiveness Partner fully supported the work of this Task and Finish Group. Working in partnership with the Directorate allowed members to influence the policy direction at an early stage and helped to focus the work of staff to support and improve the quality of educational opportunities for children (double disadvantaged) in receipt of Pupil Premium funding.

6.4 Equalities Impact Assessment

Members of the Task and Finish Group acknowledged pupils from low income families were more likely to be identified as having Special Educational Needs and Disabilities, but at the same time, are less likely to receive support or effective interventions that might help to address their needs. This was the focus of their work.

6.5 Strategic Risk Management Issues

None.

6.6 Background Papers

Appendix 1 – Report of the Task and Finish Group: Improving the experience and outcomes of Pupil Premium (double disadvantaged) children

Contact for further information

Name of Officer, Louise Connelly, Governance & Scrutiny Co-ordinator

Department – Delivery

Tel No: 01344 354047

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Improving the experience and outcomes of Pupil Premium (double disadvantaged) children

March 2019



This report is the result of work undertaken by the Task and Finish Group: 'Improving the experience and outcomes of Pupil Premium (double disadvantaged) children'. The Task and Finish Group was appointed by the Bracknell Forest Children, Young People and Learning Overview & Scrutiny Panel.

Members of the Task and Finish Group analysed responses to a questionnaire which was sent to all schools in the Borough; interviewed officers, visited schools and spoke to children, staff and governors. This investigation was carried out in order to assess gaps in provision, recognise organisational barriers and identify opportunities to enhance the lives of children in receipt of Pupil Premium funding with additional needs (double disadvantaged).

Children, Young People & Learning
Overview & Scrutiny Panel



Foreword

This Task and Finish Group was initiated following reports to the Children, Young People and Learning Overview & Scrutiny Panel which identified 'Diminishing the Difference for Disadvantaged Pupils' as one of the three main priorities for the Council. We agreed as a Panel in June 2018 that this issue required a more detailed investigation and should form part of our work programme for the year.

We consulted widely by devising our own survey as a Panel which was sent to all schools in the Borough. We visited seven schools and spoke to governors, head teachers, teachers, and pupil premium leaders. The pupils were admirable in being refreshingly honest about their experiences in education.

After careful consideration of the feedback and evidence gathered, as detailed in this report, we arrived at a series of recommendations that we believe will improve the outcomes and experiences of this group of children. We believe the recommendations will actively support the work of the Local Authority. We will work to promote the continued development of the role of governors and senior leaders and continue to monitor the impact of these recommendations.

On behalf of the Task and Finish Group I would like to thank staff and pupils in the schools we visited and those that engaged with our survey. On a personal note I would also like to thank officers who worked on this report, in particular Nikki Edwards, Executive Director: People, Rachel Morgan, Assistant Director: Education and Learning, Zoe Livingstone, Schools Standards and Effectiveness Partner and Louise Connelly, Governance & Scrutiny Co-ordinator. Also, I acknowledge the hard work of Councillors who contributed their skills and time to make this Task and Finish Group a success.

One member noted: "I personally found it to be a great opportunity to celebrate the success of what schools within our borough are doing well, just as much as an opportunity to learn about what we could do differently. For me, this process showed how our schools are providing staff with guidance and support that they need to make a difference to those children and young people who are vulnerable."

Members of the Task and Finish Group:

Cllr Dee Hamilton (Chairman)
Cllr Gill Birch
Cllr Mary Temperton
Cllr Moira Gaw
Cllr Michael Brossard
Cllr Suki Hayes

Cllr Dee Hamilton

Dee Hamilton

Chairman of the Task and Finish Group: Improving the experience and outcomes of Pupil Premium (double disadvantaged) children

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Appendix A – Scoping document

Appendix B – Schools Pupil Premium survey

Appendix C – Analysis of school survey Returns

Appendix D – Pupil Premium Governor Job Description

1 Chapter 1- Introduction

1.1 Background

1.1.1 National data and research clearly indicate that children with special educational needs and disabilities (SEND) who are also living in poverty are far less likely to achieve positive outcomes in their education and wider life than their peers. This national picture is very much reflected in pupil outcomes in Bracknell Forest.

1.1.2 As part of their work programme setting in May 2018 CYPL O&S Panel members requested more information on outcomes for children in receipt of Pupil Premium funding. Rachel Morgan, Assistant Director: Education and Learning and Zoe Livingstone, Standards and Effectiveness Partner attended the June 2018 CYPL O&S Panel meeting and provided members with the local context below.

1.2 The Bracknell Forest Context

1.2.1 To give an indication of the context in Bracknell Forest, the data below relates to the 2017 Year 6 cohort, which included 71 'double disadvantaged' pupils. This equates to 5.5% of the whole cohort, or almost two pupils per class of 30 (1.65 pupils).

1.2.2 2017 Year 6 cohort – contextual information compared to South East and National

	% of whole cohort who are disadvantaged	% of whole cohort who have SEND	% of whole cohort who are 'doubly disadvantaged'	% of disadvantaged pupils who have SEND
Bracknell Forest	21%	16%	5.5%	27%
South East	24%	16%	6.9%	29%
National	28%	15%	7.3%	25%

1.2.3 This data relates to a relatively small sample, and a greater analysis would be beneficial. However, it is evident that a slightly higher proportion of disadvantaged pupils have SEND in Bracknell Forest compared to national. The low proportion of doubly disadvantaged pupils is likely to be due to our relatively low numbers of disadvantaged pupils. Out of these 71 Year 6 pupils in 2017, only 34% attended a school that was judged to be good or better at its last inspection, whereas the figure for all pupils in Bracknell Forest (in all year groups) at this time was 67%. Outcomes for double disadvantaged pupils in Bracknell Forest KS2 2017 are set out in the table below:

1.2.4 Percentage of pupils meeting the expected standard at the end of Year 6:

	%Combined	%Reading	%Writing	%Maths
BFC Double Disadvantaged (National)	11 (14)	35 (28)	20 (25)	27 (30)
BFC SEND	15	35	24	37
BFC Disadvantaged	38	55	55	54
BFC Non-disadvantaged	62	75	77	75

1.2.5 Outcomes for double disadvantaged pupils are above national for reading, but below national in writing and mathematics.

1.2.6 KS4 2017

	Progress 8 Score	Attainment 8 Score	%9-5 in English and Maths
BFC Double Disadvantaged* (National)	-1 (-1.1)	21 (20)	7 (6)
BFC SEND	-0.54	27	9
BFC Disadvantaged	-0.5	36	22
BFC Non-Disadvantaged	0	49	48

1.2.7 Outcomes for double disadvantaged pupils in Bracknell at Key Stage 4 in 2017 were very slightly above the same group nationally, but as in other parts of the country, the gap between these pupils and their peers was very wide against all measures.

*Based on 44 pupils.

1.2.8 Following a discussion and questions by members it was agreed a Task and Finish Group be set up to scrutinise further how the Bracknell Forest Education and Learning Team assured itself Pupil Premium funding was being spent in order to improve the experience and outcomes of children in receipt of this funding who also had additional needs (double disadvantaged). It was also agreed the Group should have a focus on the role of governors in challenging and supporting their schools.

2 Chapter 2- Legislation, guidance and research

2.1 Legislation and guidance

2.1.1 The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Pupil Premium funding is available to all local authority maintained schools, academies, and free schools.

2.1.2 In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Families can apply for free school meals if they receive an income-based benefit, e.g. income support, or possibly Child Tax Credit. Generally speaking, the annual income for a family eligible for free school meals is approximately £16,190 or less. If a child is eligible for free school meals, they'll remain eligible until they finish the phase of schooling that they are in on 31st March 2022.

In addition to this, schools will receive £2,300 for any pupil:

- who has been in local-authority care for 1 day or more
- who is identified in the [January 2018 school census](#) as having left local-authority care as a result of either adoption, a special guardianship order, a child arrangements order or a residence order.

For the pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil manages the funding, but for the other pupils, the funding is managed directly by schools.

Data from the January 2018 school census is used by the DfE to calculate the allocations for the 2018-2019 financial year. These allocations are then paid in to schools in four quarterly instalments. These payments are made directly from the DfE to academies and free schools, and via the local authority for maintained schools.

2.1.3 It is each individual school's responsibility to decide how best to spend their pupil premium allocation. As of November 2016, schools are required to publish a strategy for the school's use of the pupil premium.

For the current academic year, they must include:

- the school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how they will spend the pupil premium to address those barriers and the reasons for that approach
- how they will measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, they must include:

- how they spent the Pupil Premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil Premium funding is allocated for each financial year, but the information schools publish online should refer to the academic year, as this is how parents understand the school system.

The National College for Teaching and Leadership, and the Teaching Schools Council have produced an example of what an effective strategy statement should look like. A number of Bracknell Forest schools have used this template to good effect, including Wildridings Primary School, Fox Hill Primary School and Uplands Primary School. An excellent example from outside of Bracknell Forest is Springfield Junior School in Ipswich.

2.1.4 For those pupils who are in receipt of the Pupil Premium, and have been identified by schools as having SEND, the Pupil Premium Funding is intended to be in addition to any SEND or High Needs funding, and should not be used in its place.

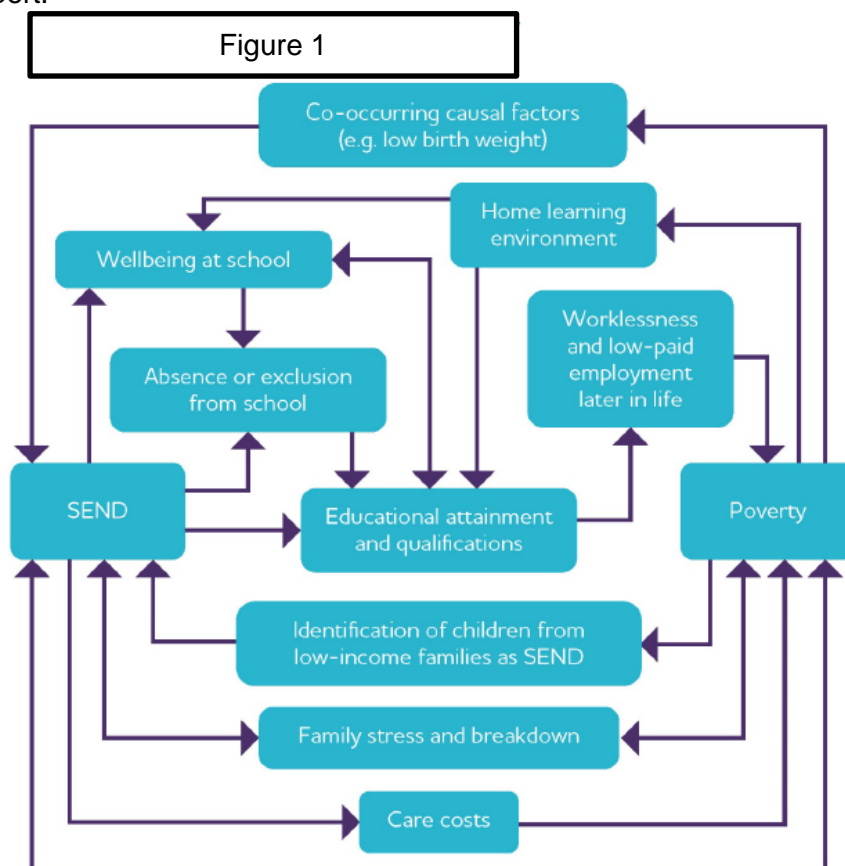
2.2 Research

2.2.1 In February 2016, the Joseph Rowntree Foundation (JRF) published a report entitled: 'Special educational needs and their links to poverty', which made a series of recommendations, including the following:

- Policy-makers and school and early years leaders should prioritise SEND
- Staff in schools and early-years settings should be trained to identify needs so that they can be spotted early, and over-identification and under-identification can be reduced.
- Targeted funding for pupils with SEND who are at risk of exclusion should be provided so that schools can support them before they are excluded.

2.2.2 It states that '**children with SEND from low-income families face multiple disadvantages and increased vulnerability from the very start of their lives. Yet their needs are not always prioritised by schools or policy makers**'.

There is a strong, but complex, relationship between poverty and SEND, and the links between the two run in multiple directions, as is demonstrated by Figure 4, from page 14 of the JRF report:



2.2.3 Pupils from low income families are more likely to be identified as having SEND, but at the same time, are less likely to receive support or effective interventions that might help to address their needs. Poverty is associated with different types of SEND to varying degrees, for example, physical difficulties and behavioural difficulties are particularly strongly associated with low socio-economic status. (One research study suggests that more than half of the pupils identified with these needs were living in poverty at 9 months.) As figure 1 indicates, causality between these two factors flows in both directions, as SEND can play a role in causing or aggravating poverty, hence the critical imperative to meet the needs of these pupils. While there are some links between SEND and poverty that fall outside of the remit of education systems, there is much to be done within them that can make a marked difference to these young people's lives.

2.2.4 **The report focuses on ten key areas**, many of which are relevant to our context in Bracknell Forest:

- **Identification of SEND** is inconsistent, leading to over and under identification.
- Children are identified on the basis of their educational difficulties, but these can sometimes arise from other factors such as behaviour towards teachers or structural factors such as the home learning environment.
- In many areas of the county, parents find **navigating the system** difficult when attempting to find and access support for their children, despite recent policy changes aimed at improving this.
- **Changes to funding** have caused confusion for practitioners and parents.
- Not all pupils are able to access **high-quality early years provision**, which has a particularly positive effect for pupils with SEND and those living in poverty.
- Double disadvantaged pupils are less able to attend **high-quality state schools** than others. Some converter academies are less likely to admit children with SEND, which has exacerbated this issue.
- There is a need to **maintain and increase the quality of provision for children with SEND in school**, as examples of schools who offer high quality provision and support are isolated.
- **Parental engagement**. Settings must improve the way they communicate with parents so that they are better able to shape their children's support, and are able to help them with their learning at home.
- Double disadvantaged pupils are more likely than their peers to be isolated at school or excluded from mainstream settings, and become '**pushed-out**' learners. Greater support is needed within schools, particularly around **key transition points**.
- **Special schools** face particular challenges in recruitment and accountability.
- There is some evidence that ethnicity plays a part in the likelihood of being identified as SEND, particularly for at-risk groups of children such as those from **Gypsy, Roma and Traveller** communities.

Chapter 3- Scope

3.1 Purpose

3.1.1 The Task and Finish Group was set up in response to data shared by Rachel Morgan and Zoe Livingstone at the Children, Young People and Learning Overview and Scrutiny Panel meeting on 13 June 2018, which highlighted:

- 21% of the cohort was disadvantaged in comparison to 28% nationally.
- The proportion of those children who also had SEND was broadly in line with the national figure of 33%, so it was thought the data required further exploration.
- -The combined result for this cohort was low, as the number of doubly disadvantaged children achieving the Expected Standard in both writing and mathematics was lower than the national percentage..
- 15% of children with SEND achieved the combined Expected Standard in comparison to only 11% of doubly disadvantaged children.

3.1.2 Its purpose was to scrutinise how the Education and Learning Team and governors hold Headteachers to account to ensure children in receipt of Pupil Premium funding achieve to the best of their abilities.



3.2 Remit

3.2.1 The initial scoping exercise members agreed the remit of the work to be undertaken. However, members were keen to be responsive to data and changed the remit which included scrutinising:

- The uptake of Free School Meals by families eligible for Pupil Premium funding, and whether all possible actions are being taken to maximise this.
- The extent to which school leaders set high aspirations, prioritise the needs of disadvantaged pupils and those with SEND, and build a whole-school ethos of attainment for all.
- Whether schools in Bracknell Forest are sufficiently inclusive.
- Whether double disadvantaged pupils are over-represented in exclusion figures.
- Whether these pupils are internally excluded from lessons.
- Whether pupils who are excluded are provided with appropriate work.
- If staff in schools (maintained and academies) and early years settings are trained to identify needs as early as possible.
- Whether SENCOs in schools have the capacity (in terms of knowledge, understanding and skills, but also *time*) to ensure that the provision for double disadvantaged pupils in the classroom is meeting their needs, and how this relates to the Bracknell Forest Council SEND Action Plan.

- Whether the right information is being shared effectively to inform and secure provision in a timely fashion.
- Whether interventions for disadvantaged children are sufficiently effective (i.e. type and timings of interventions; do the most appropriate adults deliver additional support, are some pupils experiencing a reduced curriculum, etc.)
- Whether disadvantaged children attend Breakfast Clubs/After School Clubs and what are the benefits?
- How gifted and talented PP children are identified and what interventions are used to ensure progress.
- Whether all possible actions are being taken in school to ensure high levels of attendance for double disadvantaged pupils?
- The effectiveness of transition for disadvantaged pupils at key points, including from nursery in to Reception, from Reception in to Year 1, between all Key Stages, and through to Post 16 provision and in to adulthood.
- The extent to which Bracknell Forest governing bodies have a separate, named Pupil Premium Link Governor.
- The extent of school governors' understanding of Pupil Premium funding and its impact on double disadvantaged pupils in their schools, including through the use of assessment data.
- The effectiveness of support for governors including LA support, training, data analysis, effective challenging skills, etc.
- The effectiveness of the Education Welfare Service, and whether there is sufficient cover during sick leave.

3.2.2 A further aim of the Task and Finish Group was to identify examples of good practice both within Bracknell Forest, and beyond.

3.2.3 The full scoping document is attached as **Appendix A**.

3.3 Methodology

3.3.1 In order to better understand the local context and capture good practice it was agreed members would:

- Undertake visits to primary and secondary schools in the Borough identified as providing a good experience and raising attainment for children in receipt of Pupil Premium funding (double disadvantaged).



- Send a survey to all schools in the Borough **Appendix B**
- Undertake a visit to Didcot Girls School, Oxford, which had outstanding outcomes for children in receipt of Pupil Premium funding
- Interviewed Rachel Clayton



Chapter 4 - Best practice examples

'Aiming High'
Quality First Teaching and
setting high expectations

Clear tracking systems
shared with senior leaders

Every child answers a
question with a full
sentence - this improves
oracy and confidence

'Tilting' towards children in
receipt of Pupil Premium
funding so they are able to
access education 100% of
the time

Parents involved in their
child's learning, supporting
attendance, interventions
and discussing the barriers
to learning

Pre-teaching to help pupils
master new techniques and
embed learning

Chapter 5 - Key findings and recommendations

The key findings outlined below have been compiled using the full range of evidence collected by the Task and Finish Group, including: data relating to this group of pupils; outcomes from school visits; outcomes from school surveys; discussions with Local Authority officers; and wider national research.

4.1 Clear responsive leadership

4.1.1 From the evidence gathered by the Task and Finish Group, it was clear that outcomes for disadvantaged pupils are very much at the forefront of the Council's work. The Local Authority Learning Improvement Strategy clearly identifies 'Diminishing the Difference for Disadvantaged Pupils' as one of the three main priorities, and one of the six key themes (Thrive in learning and not be 'left behind') is sharply targeted at disadvantaged pupils and those with SEND, although all six of the key themes include a focus targeted at transforming outcomes for this vulnerable group:

- Being able to 'access inspirational leadership' is fundamental in ensuring equality for all pupils and is a critical theme in ensuring the best outcomes for these pupils. (See detail relating to the Learning Improvement and SEND Strategies below.)
- 'Get the best start in life' focuses on the importance of targeting the most vulnerable children and families with intensive support, and prioritises early identification of SEND. It recognises the critical role of high-quality early years provision for these pupils.
- 'Access a high-quality school place' focuses on the importance of vulnerable pupils having access to the provision that best meets their individual needs, including alternative provision with focused pathways for those who require non-mainstream education, and are at risk of becoming 'pushed-out' learners.
- 'A bespoke curriculum for our children' prioritises the importance of a curriculum that meets the needs of its learners and provides effective transition in to young people's next stage of education, employment or training.
- 'Thrive in learning and not 'be left behind' aims at ensuring that circumstances of birth or upbringing do not impact on the educational achievement of our children, and that all groups of pupils, including those with SEND are achieving above their peers nationally.
- 'Be proud to succeed' targets the growth of a talent base of strong leaders, and of collaborative working, and prioritises the importance of the effective use of data to support future planning, including for alternative provision.

4.1.2 All school leaders are provided with guidance relating to effective provision for disadvantaged pupils via Pupil Premium Network Meetings and an annual Pupil Premium Conference, which has been running for three years. The network enables school leaders to share best practice and access the most current research about what works. Governors are also provided with training relating to disadvantaged and SEND pupils. A number of schools visited commented positively on the leadership support provided by the Local Authority in relation to the Pupil Premium, and the impact of Pupil Premium Conferences in particular.

4.1.3 In some of the effective primary schools visited by members, senior leaders clearly demonstrated that disadvantaged and SEND pupils were of the upmost priority. These leaders often had detailed knowledge of the individual disadvantaged pupils and their needs. In the majority of schools, strategic responsibility for diminishing the difference lay with either the Headteacher or Deputy Headteacher, although a number of schools emphasised that this was the responsibility of all staff.

4.1.4 Senior leaders in the most effective schools carried out very rigorous monitoring of the impact of Pupil Premium Funding, and had tight control and tracking of the budget.

4.1.5 Leadership teams in a number of schools demonstrated their commitment to improving outcomes for this group by closely tracking all aspects of the pupils' provision and outcomes, including their progress, impact of interventions, attendance and behaviour, engagement with the wider curriculum etc. The majority of schools reported that there was a very strong emphasis on this group of pupils during termly Pupil Progress Meetings. When used well, these were a key vehicle for ensuring accountability for these pupils' outcomes at all levels.

4.2 Governance

4.2.1 Bracknell Forest Council has increased its support to governors over the past three years. This has included support for Bracknell Forest governors in improving outcomes for disadvantaged pupils via the Bracknell Forest Governors Training and Development Programme. There have been three courses delivered by the Standards and Effectiveness Team, and one by NCTL. All four of these courses have been well attended. All schools who buy in to the Bracknell Forest Governance SLA also have access to the NGA website which hosts a wide selection of high-quality guidance for governors.

4.2.2 In response to the Task and Finish Group, in Summer 2018, it was recommended at the Clerk's Briefing that all governing boards appoint a link Pupil Premium Governor (while acknowledging that this remains the responsibility of *all* governors). Currently, only five Bracknell Forest schools have yet to follow this recommendation. Also, all Pupil Premium Governors have been provided with a Pupil Premium Link Governor Role Description created by the Standards and Effectiveness Team to support their work.

4.2.3 In schools with effective provision for disadvantaged pupils, Pupil Premium was a standing item on every Governing Body agenda. Governors in one of the schools visited had challenged the impact of individual interventions, and ensured that those proving ineffective were reviewed and changed in a timely fashion. A number of schools surveyed reported that the Pupil Premium Link Governor met regularly with the senior leader with responsibility for disadvantaged pupils, and in some cases attended the Local Authority Network meetings with them. This meant both the governor responsible and the senior leader in their school heard the same messages.

4.3 Meeting individual learning needs

4.3.1 A number of schools have worked hard to focus on identifying pupils needs as early as possible, by prioritising work conducted in the Early Years, or at the start of secondary school at the point of transition. One school surveyed had focused their attention on developing a deeper and earlier understanding of pupils' barriers, and in particular, the baseline for children in Reception in Communication and Language. They then focused efforts on addressing this through interventions such as WelCom and ECAT (Every Child a Talker) training.

4.3.2 Research indicates that the gap continues to widen as children progress through the education system. A number of schools acknowledged the need to limit the impact of this by prioritising interventions in the Early Years, but this was not always evident in the responses to the school survey, and is an ongoing priority.

4.3.3 A number of schools provided examples of the work they undertake to identify barriers for pupils, including the use of Boxall profiles and other assessments. Their work encompasses the full range of pupils' potential needs, including social, emotional and mental health needs. However, some other schools were over-reliant on the use of assessment data to identify gaps in achievement, rather than looking more deeply and holistically at the needs of the whole child.

4.4 Inclusive whole-school ethos of achievement for all

4.4.1 Tracking systems and processes in some Bracknell Forest schools are used very effectively to ensure that vulnerable pupils at risk of underachievement are identified early, and that their progress is tightly monitored.

4.4.2 A number of schools in Bracknell Forest quite rightly identify quality first teaching as the principal mechanism for diminishing the difference between disadvantaged pupils and their peers. In effective schools visited, teachers aimed to improve outcomes for this group by 'tilting' quality first teaching to meet their needs. One school, for example, ensured that disadvantaged pupils' books were looked at daily to ensure that subsequent teaching was adapted appropriately. A number of schools adopted a 'Pupil Premium First' policy, whereby, disadvantaged pupils' books were marked first, they were listened to reading first etc. Pre-teaching for disadvantaged pupils, was also cited by a number of schools as a particularly effective approach.

4.4.3 In both of the two secondary schools visited, disadvantaged pupils were prioritised when making decisions about setting, and deciding where to place the most effective teachers. Evidence summarised in the Education Endowment Foundation Toolkit indicates that setting has a negative impact on learning for low and mid-range attaining learners, and that it can also have a negative impact on wider outcomes such as confidence. Evidence also suggests that disadvantaged pupils are often disproportionately represented in 'bottom' sets, and both of the schools visited have put in place strategies to counter this, including placing disadvantaged pupils in a set higher than the one their assessment data would usually indicate. One school reported that this strategy had led to improved progress.

4.4.4 One secondary school noted that despite a large range of extra-curricular opportunities on offer outside of lessons, the proportion of pupils engaging with them is disproportionately low, and recognised that this is an ongoing issue. A number of schools track engagement of disadvantaged pupils with opportunities outside of lessons, as this can be a valuable additional aspect of the school's curriculum, and a valuable opportunity to build wider skills as well as cultural capital for these pupils.

4.4.5 National research indicates that double disadvantaged pupils are more likely than their peers to be isolated at school or excluded from mainstream settings, and become 'pushed-out' learners. National and local data indicates that exclusion rates are much higher for this group of pupils than for their peers. Partly in response to this issue, the Local Authority has developed a pilot project of SEND Hubs, set up to work directly with individual schools. The Hubs provide solutions for pupils who are 'at risk' in their progress as learners.

4.4.6 The majority of schools surveyed reported that pupils were not excluded from lessons, but others stated that this was sometimes the case in their schools, often due to behaviour related issues. Some schools reported that if pupils were excluded from

mainstream lessons, they were provided with appropriate work. Despite this, evidence indicates that pupils are unlikely to make good progress in these circumstances.

4.5 Evidence based interventions

4.5.1 School leaders reported that they made use of additional therapeutic services provided by Bracknell Forest Council, including Behaviour Support. In a few cases, leaders reported that they did not feel confident that they were fully aware of all the support available locally to meet pupils' needs, beyond that delivered directly by the Local Authority.

4.6 Addressing attendance

4.6.1 Some of the schools surveyed reported that they did not have a gap in attendance between disadvantaged pupils and their peers, but this varies greatly between schools in Bracknell Forest. The majority of schools reported that they monitored attendance tightly, and put in place measures to support pupils when their attendance dropped below 95%.

4.6.2 A large number of schools used Family Support Assistants to support attendance, often undertaking home visits. One school that had successfully improved the attendance of this group of pupils did a great deal to work in partnership with parents to find out the underlying issues contributing to poor attendance, and help resolve them. Leaders at this school reported that their 'Open Door Policy' was key in improving the willingness of 'hard to reach' families to come in to school and talk through the issues affecting their children's attendance and outcomes.

4.6.3 A few schools reported that providing breakfast club provision for pupils who struggled to attend school and found the start of the day difficult, had had a positive impact.

4.6.4 Two schools commented specifically on the need to improve the Local Authority's Education Welfare Service. Leaders cited some cases where assessments were delayed after paperwork had been submitted by the school.

4.7 Effective transition

4.7.1 National research indicates that double disadvantaged pupils are particularly vulnerable at key transition points and are at greater risk of becoming 'pushed out learners' following these transitions. Effective schools have put in place thorough measures to limit this risk, but the effectiveness of transition arrangements for disadvantaged pupils at key points is inconsistent across the Local Authority.

4.7.2 In a few schools, individual pupil profiles for disadvantaged pupils, that are completed and track pupils as they travel up through year groups, were effective in supporting transition points within school.

4.7.3 A number of schools surveyed reported that effective transition for disadvantaged pupils was a high priority. Many have thorough arrangements in place to ensure effective and detailed information is shared at these key points, but this is not consistently the case in all schools. The transition between primary and secondary school emerged as a key priority.

4.7.4 One school raised a concern that Pupil Premium Funds are not always transferred when pupils move to a new school mid-year. This has a particularly high impact on the

special school and Pupil Referral Unit, as they have a proportionately high number of disadvantaged pupils, many of whom transfer in to the school at various points in the year.

4.8 The uptake of Free School Meals

4.8.1 The evidence gathered during the group's investigations suggested that not all schools were sufficiently proactive in ensuring that potentially eligible families are applying for Free School Meals.

4.8.2 Four of the schools surveyed offered incentives to encourage parents to apply (e.g. uniform, books, free after school provision, subsidised school trips.) One school offers a 'Personal Education Fund' for successful applicants: a relatively small amount of funding which is spent on the individual child, in consultation with parents. This had the additional benefit of building home school relationships, and supporting the school in identifying barriers via this critical communication with home.

4.8.3 Although all schools surveyed encouraged parents to apply at the beginning of the year, some did not revisit this at later points, whereas others took the opportunity to remind parents at all key parent/carer events. It was suggested that schools need to do much more to actively encourage parents to apply, and reduce the stigma associated with this critical funding, and would welcome additional support in finding ways to do this.

Recommendations

Recommendation 1 - Local authority to collate a Pupil Premium Toolkit for Governors.

Recommendation 2 - Local authority to continue to ensure there is a clear understanding amongst leaders and teachers in Bracknell Forest Schools about what effective provision for disadvantaged pupils looks like, and how to achieve it, drawing on the most up to date national guidance, information and best practice. (Zoe)

Recommendation 3 – Local authority Standards and Effectiveness Partners (STEPS) to continue to monitor disadvantaged pupil data on a regular basis, and share good practice with schools. Provision for disadvantaged pupils to continue to be an item on each termly STEP visit agenda.

Recommendation 4 – The Pupil Premium Lead in schools should be a member of the Senior Leadership Team.

Recommendation 5 – All school Governing Bodies should appoint a Pupil Premium Link Governor.

Recommendation 6 – Local authority to ensure training is available to all Pupil Premium Governors and they are made aware of the Pupil Premium Governor Toolkit.

Recommendation 7 – For the Local Authority to work in partnership with schools to decide how to take forward the successes of the SEND Hub pilot programme, aimed at finding solutions for pupils who are ‘at risk’ in their progress as learners, and in some cases, at risk of exclusion.

Recommendation 8 - Local authority to ensure that schools are well informed about how they can maximise the number of eligible families applying for free school meals.

Recommendation 9 – Local authority to review the timescales from point of referral to provision in relation to the Education Welfare Service, and ensure that this becomes more efficient.


Recommendation 10 – Where there are serious concerns about outcomes in a school for Double Disadvantaged children the local authority will conduct Pupil Premium Review or a Teaching and Learning Review with a strong Pupil Premium tilt.

Recommendation 11 – Local authority to review the transfer of funding when a child transfers between schools or is dual registered.

Recommendation 12 – Local authority to review transition arrangements for double disadvantaged children when transferring between key stages or when a pupil transfers to another school.

Appendix A	
Overview & Scrutiny Commission /Panel Scoping Document	
Task & Finish Group Topic Name	Improving the experience and outcomes of Pupil Premium (double disadvantaged) children
Committee/Panel proposing topic	Children, Young People & Learning Overview & Scrutiny Panel
Version Control	0.5
Task & Finish Group Membership	Cllr's Mrs Hamilton (Chairman), Mrs Birch, Brossard, Ms Gaw, Mrs Temperton, Mrs McCracken & Ms Hayes
1. Purpose	<p>What is the purpose of the T&F Group?</p> <p>To scrutinise how the Education and Learning Team and governors hold Head Teachers to account to ensure children in receipt of Pupil Premium funding achieve to the best of their abilities.</p> <p>The remit will include scrutinising:</p> <ul style="list-style-type: none"> • Whether schools in Bracknell Forest are sufficiently inclusive • If staff in schools (maintained and academies) and early years settings are trained to identify needs as early as possible • If SENCOs in schools have the capacity (in terms of knowledge, understanding and skills, but also <i>time</i>) to ensure that the provision for double disadvantaged pupils in the classroom is meeting their needs. How does this relate to the BFC SEN Action Plan? • Assessing school governor's understanding of Pupil Premium funding and its impact on double disadvantaged pupils in their schools • Knowledge gathering and examples of good practice • Analysis of data to assess <ul style="list-style-type: none"> ○ Effectiveness of transition for PP children from early years into Reception; key stages, between schools, Post 16 and in to adulthood ○ Progress 8 scores ○ Children identified with a moderate learning disability ○ Exclusion data for PP (double disadvantaged) children in secondary schools (internal and external exclusions) ○ Difference in attainment between PP and double disadvantaged children ○ Differentials over three years between boys and girls <p>• Is the right information being shared at the right time to inform</p>

	<p>and secure provision in a timely fashion</p> <ul style="list-style-type: none"> • Interventions for PP children (i.e. type and timings of interventions; who delivers additional support, do they receive a reduced curriculum, etc) • Appropriateness of work during exclusion periods • Uptake of Free School Meals by families in receipt of Pupil Premium funding • How gifted and talented PP children are identified and what interventions are used to ensure progress • Support for governors including LA support, training, data analysis, effective challenging skills, etc • Are all possible actions being taken in school to ensure high levels of attendance for double disadvantaged pupils? • Leadership • How governors use assessment data • How many governing bodies have a separate, named Pupil Premium governor • Do PP children attend Breakfast Clubs/After School Clubs and what are the benefits? • Review work of Education Welfare Officers to ensure there is cover during sick leave <p style="text-align: center;">Excluded from scope</p> <ul style="list-style-type: none"> • Children of military personnel • Gypsy/Roma/Traveller children (specifically)
<p>2. Rationale</p>	<p style="text-align: center;">What does the T&F Group hope to achieve?</p> <ul style="list-style-type: none"> • An understanding of support offered to schools by the LA with regards to children in receipt of Pupil Premium funding (double disadvantaged). • All Schools in BFC to sign up to an Inclusion Charter <p style="text-align: center;">Why is the review taking place?</p> <ul style="list-style-type: none"> • Data shared by Zoe Livingstone at CYPL Panel meeting on 13 June 2018 highlighted: <ul style="list-style-type: none"> - 21% of the cohort was disadvantaged in comparison to 28% nationally. - Proportion of those children, who also had SEN, was broadly in line with the national figure of 33% so it was thought the data required further exploration. - Combined result for this cohort was much poorer as the number of doubly disadvantaged children achieving the

	<p>Expected Standard was lower than the national percentage for both writing and maths.</p> <p>- 15% of children with SEN achieved the combined Expected Standard in comparison to only 11% of doubly disadvantaged children.</p> <p>What is the community importance and benefit?</p> <ul style="list-style-type: none"> • All children in receipt of PP funding receive appropriate resources to ensure they achieve to the best of their abilities. <p>How does it fit with the Council's corporate priorities/scrutiny priorities?</p>  <p>What are the opportunities to make a distinctive impact?</p> <ul style="list-style-type: none"> • Assist in development of an Inclusion Charter and ensure all schools sign up to it • Review how many attend conference on Inclusion • Good data analysis of the use of Pupil Premium funding and promote good practice amongst BF schools • Develop toolkit & review training package for school governors around assessment of Pupil Premium funding • Review PP data presented on random sample of school websites • Check progress of PP schools out of town against schools in town • <p>How will the review influence what the Council does?</p> <ul style="list-style-type: none"> • The CYPL Panel's scrutiny will help to ensure BFC's Education and Learning team are providing the correct support to schools to aid them in ensuring children in receipt of Pupil Premium funding achieve the best they can.
<p>3. Proposed Outcomes</p>	<p>What are the proposed outcomes? (Objectives need to be (Objectives need to be Specific, Measureable, Achievable, Realistic and Timed)</p> <ul style="list-style-type: none"> • A BFC Inclusion Charter

	<ul style="list-style-type: none"> • Data analysis • PP Toolkit for school governors • Directory of PP good practice • Every school in the Borough to have a named Pupil Premium Governor • Improved progress for PP children within next three years • Increased uptake of PP funding within 12 months (need baseline)
<p>4. Background</p>	<p>Is the review looking at existing policy or a new policy?</p> <ul style="list-style-type: none"> • Both <p>How does it relate to existing policy?</p> <ul style="list-style-type: none"> • BFC Learning & Improvement Strategy • BFC SEN Action Plan <p>Has the need for the T&F Group come about from an issue arising from national or local events?</p> <ul style="list-style-type: none"> • National and Local – see rationale <p>How does the issue relate to the Overview & Scrutiny Work Programme?</p> <ul style="list-style-type: none"> • This issue has arisen from the O&S Work Programme review May/June 2018. <p>Are there any relevant community views to refer to? e.g. any previous consultation?</p> <ul style="list-style-type: none"> • School leaders • Parents of children in receipt of Pupil Premium funding • Children in receipt (or previously in receipt) of Pupil Premium funding • SENCOs • Community support providers for double disadvantaged children <p>What is the gap between provision and need?</p> <ul style="list-style-type: none"> • See rationale
<p>5. Timetable (Establish a clear timetable)</p>	<p>How frequently will the Task & Finish Group need to meet?</p> <p>What are the key deadlines?</p> <ul style="list-style-type: none"> • Once in July (to determine which schools to visit and potential survey questions)

	<ul style="list-style-type: none"> • Three meetings in September/October • At least one meeting in November <p style="text-align: center;">Who needs to see the analysis and who needs to contribute to the report?</p> <ul style="list-style-type: none"> • CYPL O&S Panel members & substitutes • Nikki Edwards, Head of People Services • Rachel Morgan, Chief Officer, Education & Learning • Zoe Livingstone, School Standards & Effectiveness Partner <p style="text-align: center;">When will the Task & Finish Group report back to the Committee/Panel?</p> <ul style="list-style-type: none"> • 26 September 2018- update report • 9 January 2019 – final report <p style="text-align: center;">When is the proposed end date?</p> <ul style="list-style-type: none"> • End of November 2018
<p>6. Methodology/ Approach</p>	<p style="text-align: center;">What method of enquiry will be most suitable for the T&F Group?</p> <ul style="list-style-type: none"> • Desk based review of data • Site visits to schools • Comparisons with other authorities locally & nationally • Calling witnesses to give evidence • Talking to children and families in receipt of PP funding (double disadvantaged)
<p>7. Evidence sources</p>	<p style="text-align: center;">What types of evidence will be needed?</p> <ul style="list-style-type: none"> • Legislation/regulations/guidance • Independent research articles, papers and websites • LA data

	<ul style="list-style-type: none"> • Public information on the Council website • Public information on school websites • LA training and support packages for governors • Survey of Head Teachers and governors
8. Resource requirements	<p>Estimate the amount of O&S officer time required and the potential financial costs involved.</p> <ul style="list-style-type: none"> • 1 day a week of officer time
9. Review and Measurement of Success	<p>How will we know when we have reached our destination?</p> <p>Mid-point reviews – meetings in July/September/October</p> <p>What are the results? How will we measure our activity?</p> <ul style="list-style-type: none"> • Outputs – better data provision and analysis; governor toolkit; director of PP good practice • Outcomes – children in receipt of Pupil Premium funding progress is raised • Redo survey of head teachers and governors <p>How will we know the long term effect of this work? (6-12 months later)</p> <ul style="list-style-type: none"> • Request update at meeting during September 2019 and another update one year later • Survey of head teachers and governors – feel know more about how to quality assure what schools doing about PP and feel better supported by BFC

Appendix B – Schools’ Pupil Premium Survey

Dear Colleagues

Improving the experience and outcomes for double disadvantaged children has been a consistent challenge over the last decade, with the gap in how well they achieve in comparison with their peers being far wider in Bracknell than it is nationally. Pupil Premium is a significant source of funding which needs to be used wisely to have maximum impact on educational outcomes. To help schools identify ways of using this funding, and share good practice across Bracknell schools, the Children, Young People and Learning Overview & Scrutiny Panel have set up a Task and Finish Group to look at improving the experience and outcomes of children in receipt of Pupil Premium funding who also have a Special Educational Need (double disadvantaged). However, for the purposes of this survey we are asking for good practice examples for all children in receipt of Pupil Premium funding.

We would be grateful if you would complete the short survey below by 31st July so that we can capture good practice within the Borough which you are happy to share with other schools but also to understand any barriers to helping this cohort of children progress.

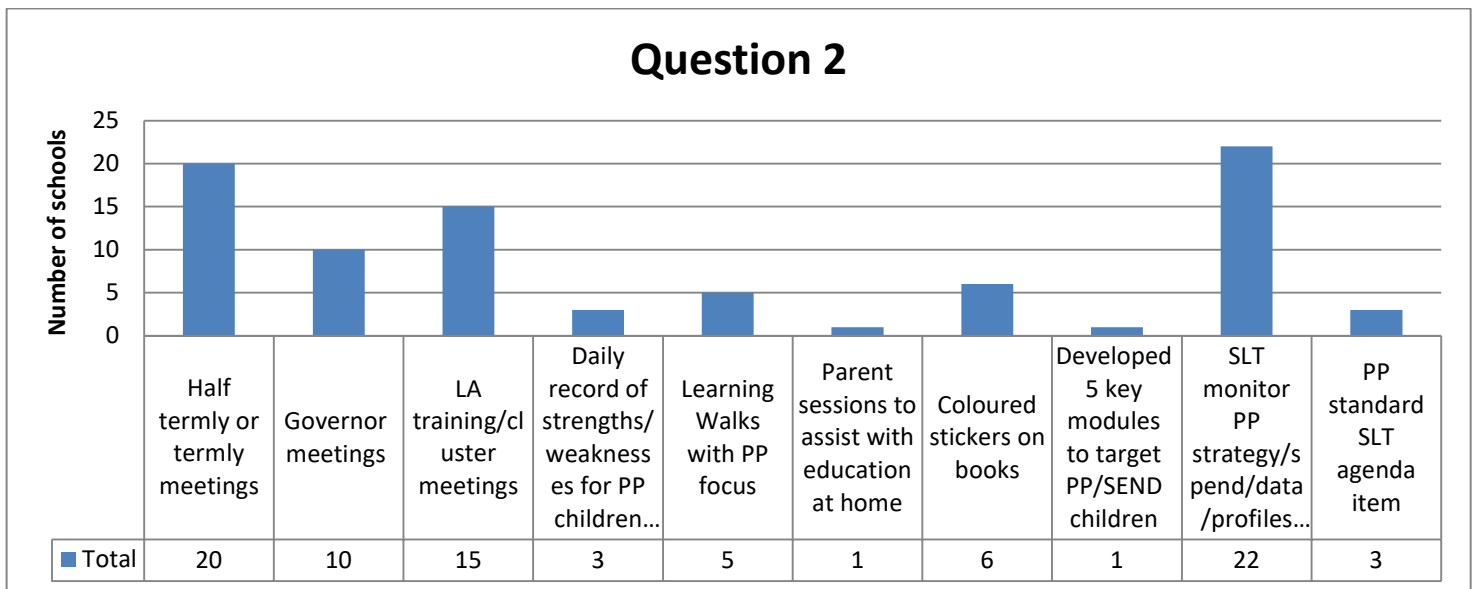
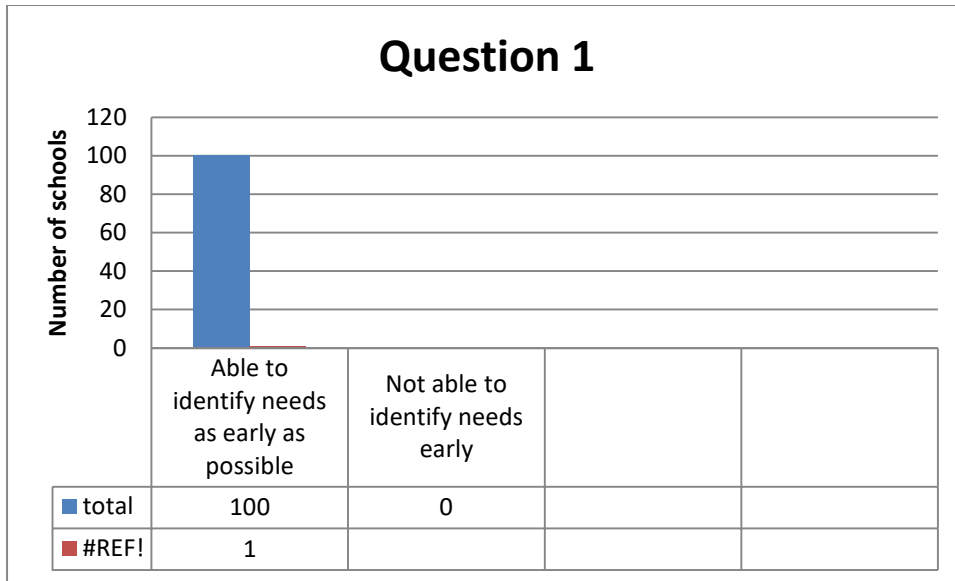
- 1) Are staff in your school able to identify the needs of children in receipt of Pupil Premium funding as early as possible?
 - Is there sufficient training and resources available? If yes, please can you give details of what staff found useful?
- 2) How, as school leaders, do you effectively monitor and improve outcomes for children in receipt of Pupil Premium funding?
- 3) Who is responsible for children in receipt of Pupil Premium in your school?
- 4) Do you have a designated Pupil Premium governor on your governing body?
- 5) How do you ensure effective inclusion for double disadvantaged children and their needs are well met within quality first teaching?
 - How do you ensure pupils receive appropriate work if they are excluded from lessons?
- 6) How do you ensure uptake of Free School Meals in your school?
 - If you have a good uptake, what strategies have you found work which we can share with other schools?
- 7) How do you ensure more able children in receipt of Pupil Premium funding are being challenged?
- 8) How do you ensure children in receipt of Pupil Premium funding have good attendance?
 - What are the issues around attendance for this cohort?
 - What strategies do you employ which we can share with other schools?

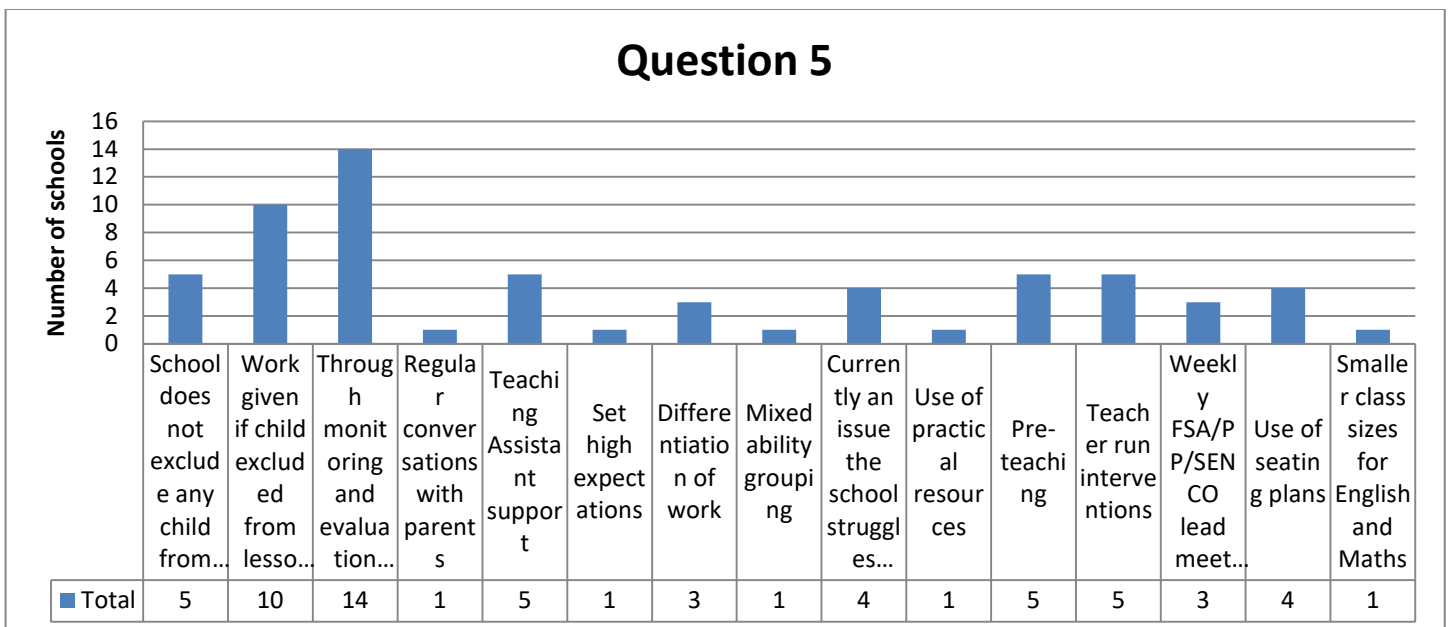
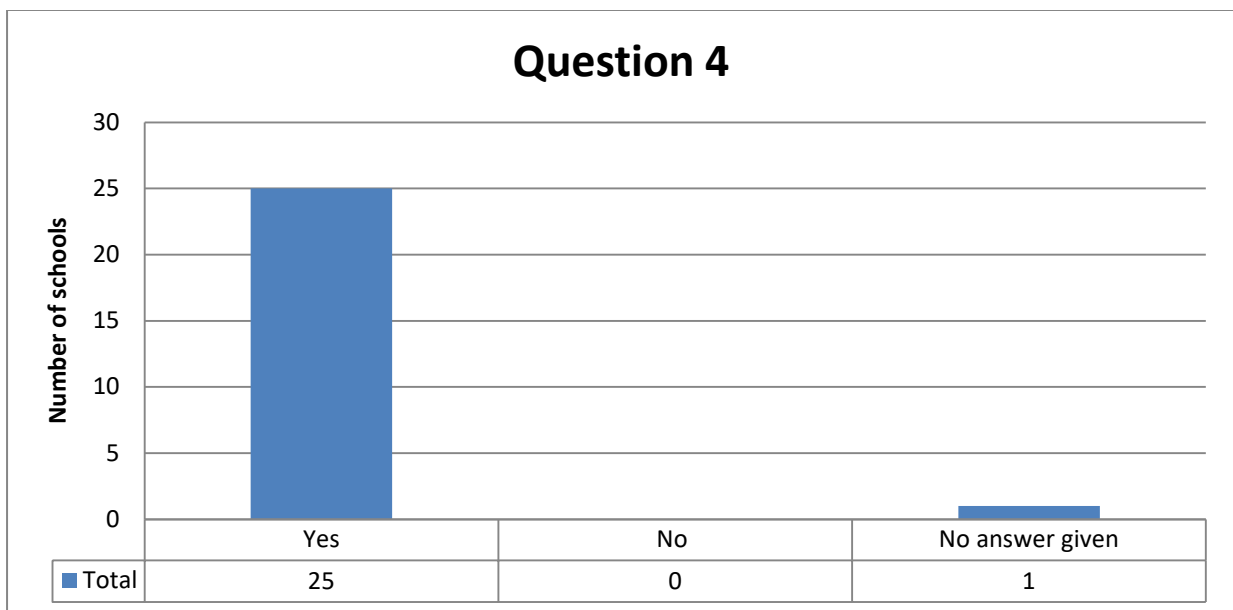
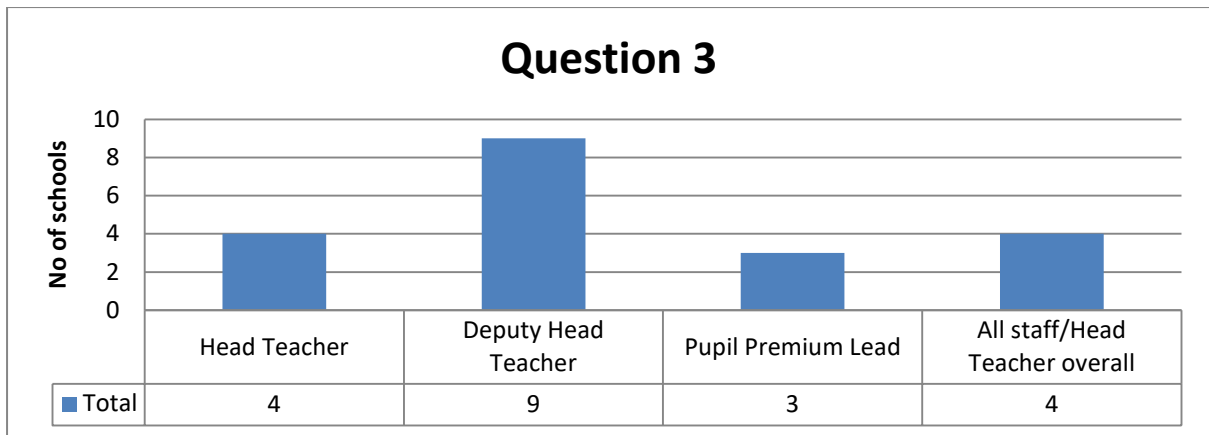
- 9) Is the right information being shared at the right time to inform transition and secure provision in a timely fashion?
- Do you have examples of good transition for any stage – early years into reception, key stages, between schools, post 16 and into adulthood?

We are looking for exciting strategies or ideas we can share with all schools in Bracknell to help spread good practice. Is there anything else you would like to share with us, such as a strategy which has had the biggest impact for this cohort, or any other comments you want to share?

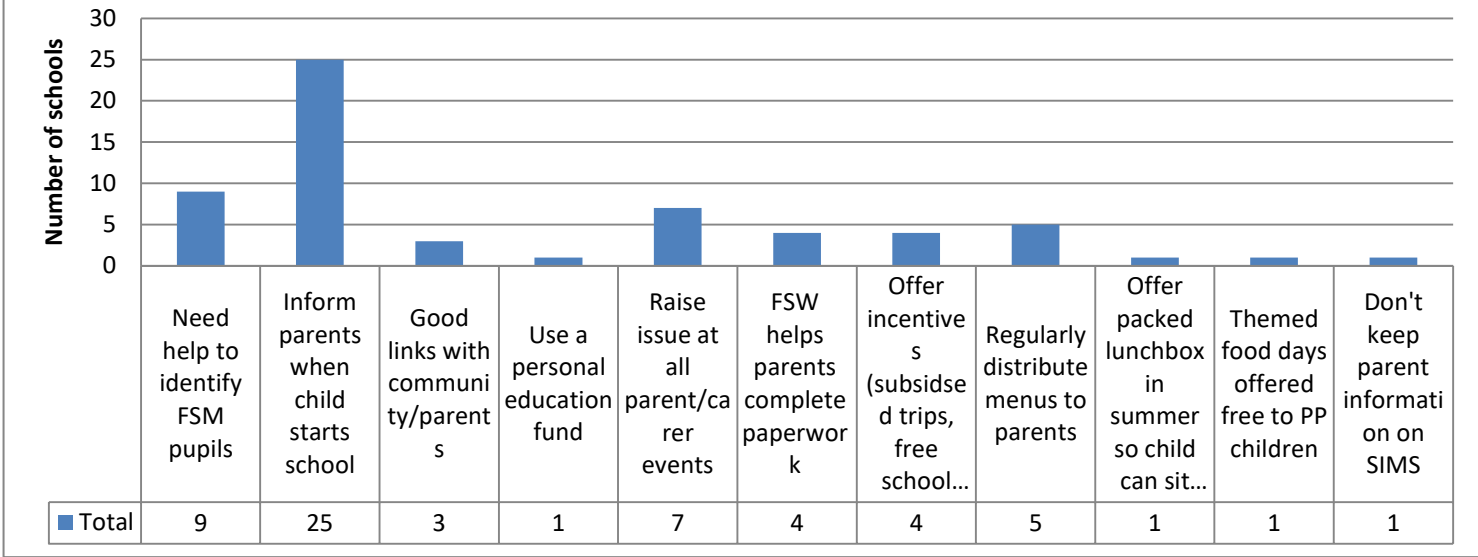
If you have any questions about this survey please contact Louise Connelly, Governance & Scrutiny Co-ordinator either by email: louise.connelly@bracknell-forest.gov.uk or 01344 354047.

Appendix C – Analysis of School Survey Returns

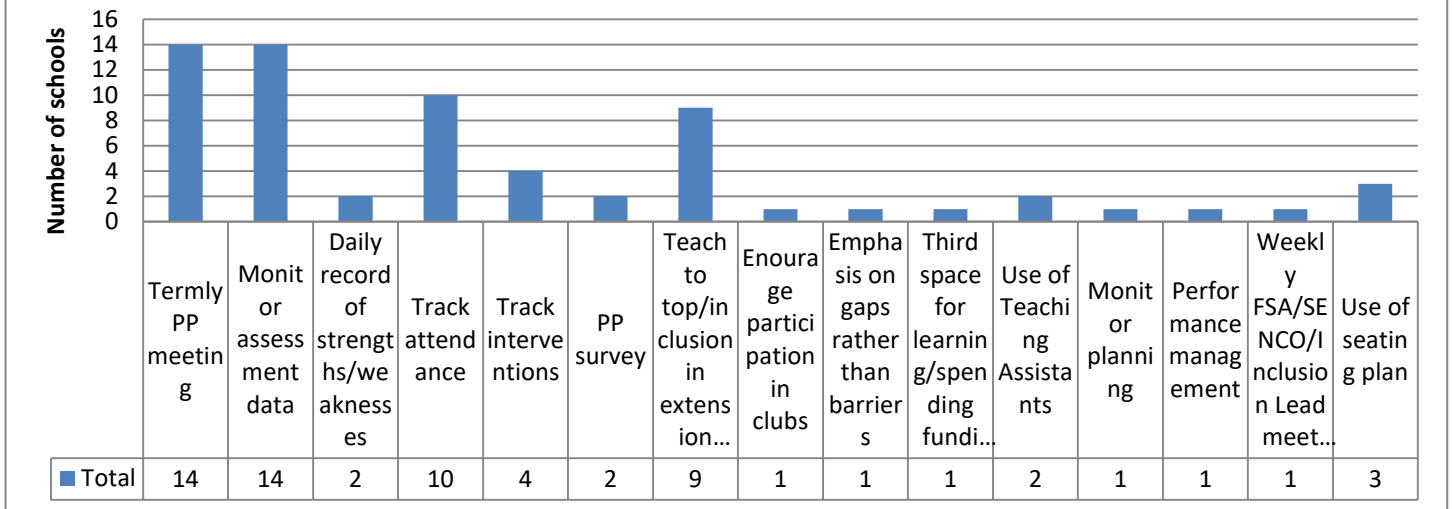




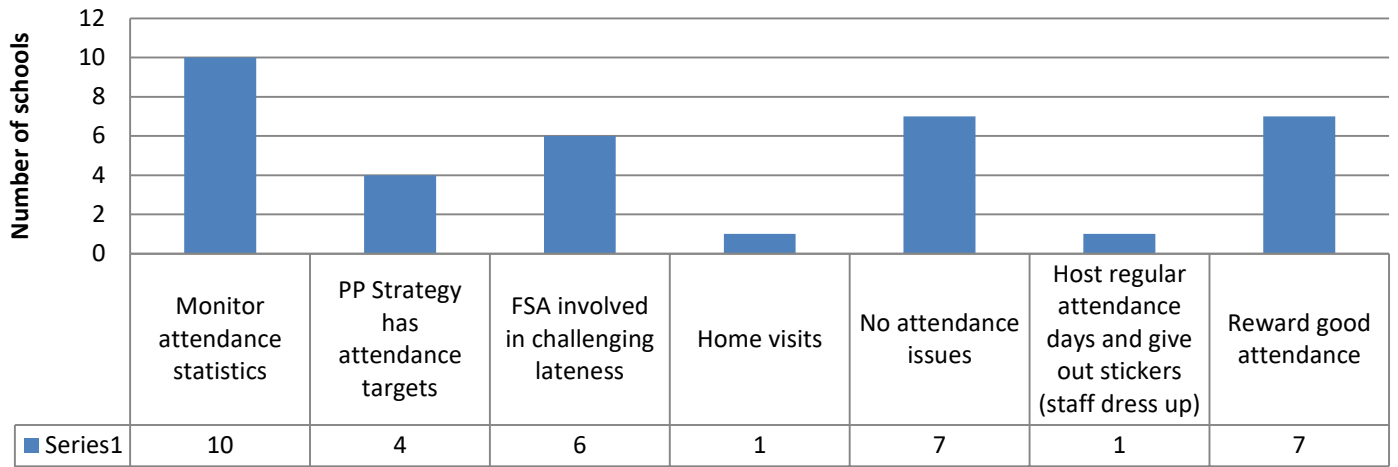
Question 6



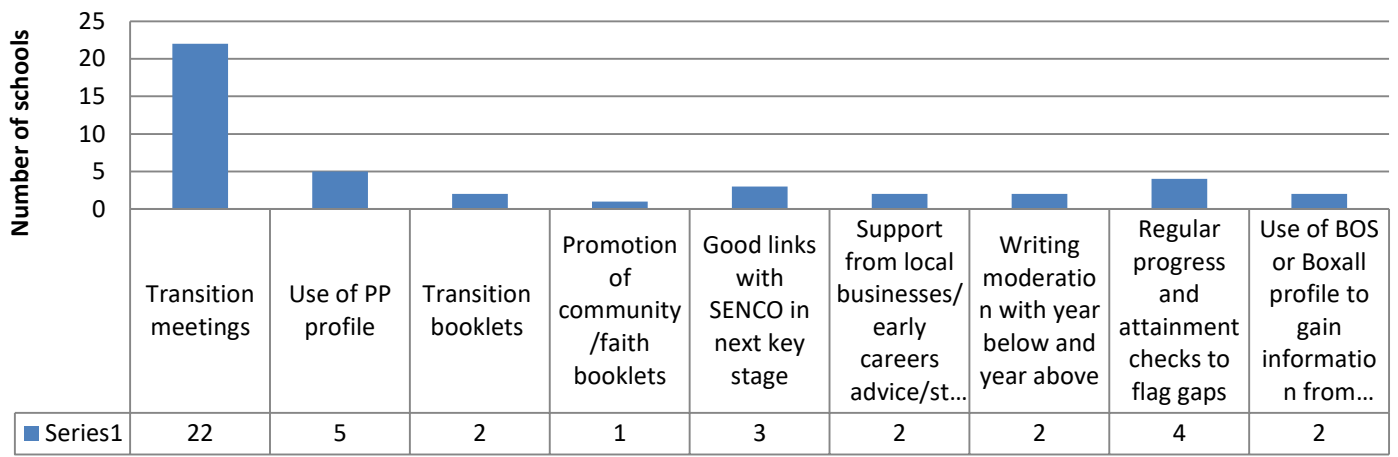
Question 7



Question 8



Question 9



Appendix D – Pupil Premium Governor Job Description

The Pupil Premium Governor: Link Governor Role & Responsibilities.

Strong governance is critical to schools' successful use of the Pupil Premium funding to accelerate progress and narrow gaps in attainment. Effective governors are ambitious for their vulnerable pupils and hold leaders to account for their decisions and for the impact of initiatives funded by the Pupil Premium.

Strong governing bodies are fully involved in deciding how pupil premium funding is used. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan. They monitor its effectiveness in closing the attainment gap between different groups of pupils. They have a comprehensive knowledge of published data and are skilled in using this to check on the progress of the school and to hold staff to account. They also take steps to collect first-hand evidence, for example by meeting with students and teachers.

While it is not a statutory requirement to have a Pupil Premium Governor, Bracknell Forest Council strongly recommends that each Bracknell Forest school appoints a Pupil Premium Link Governor. Having said this, appointing a link governor does not absolve the governing board of its responsibilities; oversight of this funding is the responsibility of the full board.

Outline of role:

- To understand the concept of the Pupil Premium: what it is; why it has been set in place; how it is calculated; and which groups of pupils attract the premium.
- To ensure that the school website is fully compliant with the statutory duties:
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

Knowing the school

- To become familiar with the school's Pupil Premium Strategy Statement, and the rationale behind the school's approach.
- To know basic Pupil Premium facts for the school: how many pupils attract the premium; how this figure compares with other local and similar schools; how the money is spent.

- To meet occasionally with the senior leader(s) responsible for performance data to discuss issues around vulnerable groups, including those eligible for the Pupil Premium.
- To challenge the allocation of the Pupil Premium grant if there is no clear audit trail evidencing appropriate use and impact of the resources to raise outcomes for disadvantaged children.

Monitoring data

- To assist the Governing Body in understanding relevant school pupil performance data that shows progress of different groups over time.
- To monitor the spending of the pupil premium, making sure money is spent in identifiable and evidence based ways to support target groups of pupils.
- To monitor the impact of pupil premium spending on target groups.
- To monitor the attainment and progress of different groups of pupils over time, to provide evidence of how pupils eligible for the pupil premium (including those who also have SEND) are progressing compared with others.
- In agreement with school leaders, meet with students and/or teachers to collect first hand evidence of the premium, where appropriate.

Governing board meetings

- To take an active part in any governing body or committee discussions when the allocation and monitoring of the Pupil Premium is discussed and decided.
- To report back to the Governing Body on the impact of the school's use of the pupil premium.
- To attend any Local Authority training on Pupil Premium and report back to the Governing Body.

Questions that governors need to be able to answer:

1. Can you describe your pupil premium strategy in a nutshell? What is your ambition?
2. What is your rationale for the spending and its intended impact this year?
3. How confident are you that decisions made about the spending are based on research evidence about what works (e.g. Education Endowment Foundation Toolkit)?

4. How confident are you that pupils' specific needs have been assessed forensically, and what is your evidence? How does this year's strategy differ from the previous year's as a result of analysis of children's barriers to learning?
5. How much progress are disadvantaged pupils making in the school, and how does this compare to non-disadvantaged pupils nationally? Is the difference diminishing?
6. Do disadvantaged pupils make accelerated progress in any year groups/areas?
7. How do you know which approaches have been successful and for which disadvantaged pupils?
8. How do you know if progress outcomes are good enough?
9. Based on the data provided to governors, what evidence is there about the effectiveness of the strategy so far? What are school leaders doing to build on strengths and tackle weaknesses?
10. How have you challenged senior leaders to increase effectiveness of the use of the pupil premium?
11. What are you expecting to see in the next data return to evidence the impact of leader's actions?
12. How effective do you consider the impact of pupil premium funding to be on raising attendance?
13. How effective is the use of pupil premium funding on improving behaviour and how do you know?
14. How does the school use Pupil Premium Funding to work with parents and engage harder to reach families in their child's education?

Possible questions to ask in meetings and when visiting the school:

(You need to consider the best time and place to ask any questions – it may be at the relevant committee meeting, rather than in a full Governing Board meeting, and must be pertinent to the discussion at hand. The questions below are intended to support governors, and need to be explored in collaboration with school leaders where appropriate.)

1. How much money is allocated to the school for the Pupil Premium, and how is this identified in the school's budget planning?
2. Within the school's Pupil Premium Strategy, is there a clearly understood and shared rationale for how this money is spent and what it should specifically achieve?

3. Can school leaders explain how they have identified the barriers to learning and reasons for any gaps? Are the planned strategies matched to these barriers?
4. Do actions for improving outcomes for Pupil Premium pupils:
 - Detail barriers identified and how resources are to be allocated?
 - Give an overview of actions to be taken?
 - Summarise the expected outcomes?
 - Identify ways of monitoring the effectiveness of these actions as they are on-going, and detail who is responsible for keeping governors informed?
 - Explain what will be evaluated at the end of the action and what measures of success will be applied? Is there a good balance of quantitative and qualitative measures?
5. How are leaders evaluating the effectiveness of their planned strategy? Have they provided convincing evidence about the impact of the PPG spending?
6. Which strategies are proving most effective in improving outcomes for disadvantaged pupils, and which less so, and how are plans being adjusted in light of these findings?
7. What does the data tell us?
 - What does the data tell us at each phase about how the school's disadvantaged pupils compare to non-disadvantaged pupils nationally?
 - Is there less difference between the school's disadvantaged pupils and non-disadvantaged pupils nationally as children progress through the school?
 - Is the attainment of disadvantaged pupils rising nearer to the national picture for non-disadvantaged pupils over time?
8. How does the attendance, wellbeing and behaviour of disadvantaged pupils compare to non-disadvantaged pupils in the school? How is this being tracked and monitored?

9. Because high expectations are so important, what is the school doing to raise expectations of what disadvantaged children can achieve, among the children themselves, their parents and school staff?
10. How are staff at all levels held to account for improving outcomes for disadvantaged learners? Are targets for disadvantaged pupils included as part of performance management? Are all staff aware of which pupils are eligible for PPG, and the strategies that the school is employing to help them?
11. How are leaders monitoring the quality of provision in class and in intervention groups for disadvantaged pupils?
12. What is the quality of teaching like in class and in interventions for disadvantaged pupils? Are the needs of these pupils being prioritised, and what is the evidence about the quality?
13. How does the Pupil Premium Funding enhance the education of SEND pupil who also receive SEND or High Needs funding? Is there clear disaggregated tracking of this expenditure and its impact?
14. How does the school promote awareness of eligibility among parents? Are we sure we are registering all of our eligible children?

Key assumptions in diminishing the difference:

- There is no simple way to improve the outcomes for disadvantaged pupils. Every school is unique and every pupil is unique. Therefore approaches may be individual and will need to change over time.
- Teaching is the main and universal approach to promoting disadvantaged pupils' learning. Small changes in the classroom can make a difference. Involving staff at all levels in the process of diminishing the difference will increase the likelihood of small changes.

Recommended reading:

- DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice, November 2015
- Education Endowment Foundation – Teaching and Learning Toolkit
- NCTL – Effective Pupil Premium Reviews, 2016
- School cultures and practices: supporting the attainment of disadvantaged pupils, May 2018

TO: EXECUTIVE
DATE: 18 JUNE 2019

HORSESHOE LAKE, NEW COUNTRY PARK PROCUREMENT PLAN
Director: Place, Planning & Regeneration

1 PURPOSE OF REPORT

- 1.1 To seek approval to tender the construction works to create a New Country Park Pavilion at Horseshoe Lake, Mill Lane, Sandhurst.

2 RECOMMENDATION

- 2.1 **That the Executive approve the Procurement Plan to tender the construction works to create a New Country Park Pavilion at Horseshoe Lake, attached in Annex A (restricted paper) is approved.**

3 REASONS FOR RECOMMENDATION

- 3.1 It is a requirement of the Contract Standing orders that the Executive approve any Procurement Plan with a value more than £1m. This decision seeks approval for the procurement process.
- 3.2 On the 12 February 2019 the Executive approved the business case for the implementation of a new Country Park and the application for capital funding.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None, as it is a requirement of the Contract Standing orders that any contracts in excess of £181,000 are required to go out to a formal tendering process to ensure value for money and compliance with legislation.

5 SUPPORTING INFORMATION

- 5.1 It is expected that the tendering process will provide for an increase in the quality of provision whilst ensuring value for money.
- 5.2 As this is below the OJEU threshold, the opportunity to tender will be advertised on the South East Business Portal and Contracts Finder.
- 5.3 The construction duration will be based on the successful tenderer submission. Currently the programme dates are as follows:

OFFICIAL SENSITIVE (COMMERCIAL)

Task	DATE
Publish SQ to South East Business Portal	18 June 2019
Issue selection questionnaire (SQ)	15 July 2019
SQ response deadline	12 August 2019
Evaluate complete	26 August 2019
Planning Approval	27 December 2019
Complete design and draft tender documents	20 January 2020
Issue of Invitation to Tender	24 February 2020
Tender Returns	27 March 2020
Contractor Interviews (If Required)	April 2020
Tender Evaluation and submit recommendations	17 April 2020
Approval to award contract	19 June 2020
Mobilisation Period	24 July 2020
Construction commencement date	27 July 2020
Programmed completion date	April 2021

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 There are no specific legal issues arising from this report and accompanying procurement plan. The process is being conducted within the requirements of the Council's Contract Standing Orders and the Public Contracts.

Borough Treasurer

- 6.2 Capital funding has been approved by Council following consideration of the business case by the Executive on the 12 February 2019.

Equalities Impact Assessment

- 6.3 Attached as appendix B.

Strategic Risk Management Issues

- 6.4 Attached as appendix C.

7 CONSULTATION

Principal Groups Consulted

- 7.1 Council Officers including the Head of Procurement, Assistant Director: Legal and the Director: Finance were consulted in the drafting of this plan.

Contact for further information

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Appendix B – Horseshoe Lake New Country Park contract - Initial Equalities Screening Record Form

Date of Screening: 13 April 2019	Directorate: Place, Planning & Regeneration	Section: Property: Construction and Maintenance	
1. Activity to be assessed	For the procurement and contract award for New Country Park		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input checked="" 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 type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Kamay Toor		
5. Who are the members of the screening team?	Kamay Toor, Stephen Chown and Kevin Ayers		
6. What is the purpose of the activity?	Issue of contract to enhance Horseshoe Lake with a new pavilion building and associated parking, play provision and landscaping.		
7. Who is the activity designed to benefit/target?	The service is essential for meeting the Council’s requirements and for ensuring employee and public safety.		
Protected Characteristics	Please tick yes or no	Is there an impact? 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.	What evidence do you have to support this? 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
	Y N	Positive The new Country Park pavilion will be single storey building and will be designed to meet current Building Regulations and comply to statutory requirement for disabled access	<u>Pre – contract award</u> The Councils looks to ensure that any contract opportunities are visible on number of websites This includes the South East Business portal and Contract Finder portal which is used to promote access to local business All tenders will be asked standard questions at selection questionnaire stage, including a request to submit any equalities policies they have in place. Organisations will only be carried forward to tender stage if the Council is satisfied with equalities obligations are able to be met by the contractor
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.			

				<p>In the event that the organisation does not have their own policy, for any reason such as the size of the organisation, then the contractor will need to acknowledge their equal opportunities responsibility by signing a document which confirms they will work in accordance with the Councils Policy.</p> <p>We will also use conditions of contract that clearly state the responsibility of the contractor to monitor their workforce and have up to date policies in place to ensure the promotion of equal opportunity</p> <p>Statutory consent for Building Regulation will ensure that the new facilities meet current statutory requirements for disabled access</p>
9. Racial equality		N	Neutral	
10. Gender equality		N	Neutral	
11. Sexual orientation equality		N	Neutral	
12. Gender re-assignment		N	Neutral	
13. Age equality		N	Neutral	
14. Religion and belief equality		N	Neutral	
15. Pregnancy and maternity equality		N	Neutral	
16. Marriage and civil partnership equality		N	Neutral	

17.	None		
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?	N/A		
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?	N/A		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	N/a
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	N/A		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	No adverse impact expected due to a transparent tender process and strict contract ward criteria regrading equalities
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
N/A			
N/A			
24. Which service, business or work plan will these actions be included in?	An action plan is not required but the evaluation team will ensure all requirements are made clear in the Specification of the Invitation to Tender documents, so the successful contractor will already have been made aware of any obligations		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	N/A		

26. Chief Officers signature.

Signature:

Date: 1st May 2019

A handwritten signature in black ink, appearing to read "A.P. Hunter". The signature is written in a cursive style with a long horizontal flourish at the end.

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