

**Notice of public meeting of
Narrowing the Gap Scrutiny Review Task Group**

To: Councillors Brooks, Fitzpatrick (Chair) and Wiseman.
Mr A Pennington (Statutory Co-opted Member)

Date: Thursday, 12 February 2015

Time: 2.00 pm

Venue: The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. Minutes (Pages 1 - 4)

To approve and sign the minutes of the meeting held on 16 December 2014.

3. Public Participation

At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Groups remit can do so. The deadline for registering is 5pm the working day before the meeting, in this case **5pm on Wednesday 11 February 2015.**

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

http://www.york.gov.uk/downloads/download/3130/protocol_for_webcasting_filming_and_recording_of_council_meetings

4. Narrowing the Gap Scrutiny Review - (Pages 5 - 62) Draft Final Report

This report presents the information gathered in support of this scrutiny review on Narrowing the Gap in York, and asks the Task Group to agree their draft recommendations ahead of the presentation of this report to the full Learning & Culture Overview & Scrutiny Committee in late February 2015.

5. Urgent Business

Any other business which the Chair considers urgent.

Democracy Officers:

Name: Louise Cook/Catherine Clarke (job-share)

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For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

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| City of York Council | Committee Minutes |
|----------------------|--|
| Meeting | Narrowing the Gap Scrutiny Review Task Group |
| Date | 16 December 2014 |
| Present | Councillors Brooks, Fitzpatrick and Wiseman Mr A Pennington (Statutory Co-opted Member) |

1. Election of Chair

Members were given the opportunity to nominate a Chair.

Resolved: That Cllr Fitzpatrick be elected as Chair of the Narrowing the Gap Scrutiny Review Task Group.

2. Declarations of Interest

At this point in the meeting, Members were asked to declare any personal interests not included in the register of interests, any prejudicial interest or disclosable interests which they might have in the respect of the business on the agenda. None were declared.

3. Public Participation

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

4. Narrowing the Gap Scrutiny Review Report

The Task Group considered a report that provided initial information in support of the new scrutiny review on Narrowing the Gap in York and asked Members to agree a way forward for progressing the work on the review.

Officers confirmed that the York 300 Cohort data showed that progress in Narrowing the Gap had been made in some key stages but was not consistent across all. Gaps had narrowed in Early Years Foundation Stage and in Key Stage 2 but had widened in Key stage 1 and Key Stage 4.

Discussions took place regarding the Narrowing the Gap conference that some Task Group Members and officers had attended on 9 December 2014. This conference brought together representatives from a number of York schools and partners to share information and examples of best practice and focused on what schools should be doing to further improve their efforts and use of the pupil premium. Led by Sir John Dunsford case studies from Millthorpe Secondary, Westfield Primary and Roundhay schools were used.

Officers confirmed they were actively following up on actions suggested at the conference and had already produced a webpage around pupil premium and Narrowing the Gap. They would also be revising the Local Authority's Strategy for Narrowing the Gap and had invited Sir John Dunsford back in 6 months time to review the progress made.

The Task Group discussed which schools would be advantageous to visit. They agreed to contact a selection of primary and secondary Schools, some that had attended the conference, others that had not, some that were consistently narrowing the gap and others that were struggling. This would allow them to gather information on the strategies that were working, how the schools were using their pupil premium and to understand what specific barriers some schools were facing. In answer to Members questions officers agreed to prepare a checklist for them to use on their visits.

The Task Group was informed that the Chair of the Learning and Culture Overview & Scrutiny Committee had agreed to hold an additional full committee meeting late February to allow more time for Members of the Task Group to visit the schools and produce their draft final report.

Resolved: After lengthy discussions, the Task Group agreed:

- (i) To hold an informal meeting on 7th January 2015 to consider:
 - (a) the Roundhay Schools presentation.
 - (b) information on the pupil premium 2014 award winners and
 - (c) a list of suggested questions for the school visits and proposed dates for those visits.
- (ii) That, subject to their findings, to possibly visit the Progress Centre at Stantonbury Campus School in Milton Keynes.

Reason: To carry out the review inline with scrutiny procedures and protocols and conclude the review before the start of the forthcoming purdah period.

Councillor Fitzpatrick, Chair

[The meeting started at 5.00 pm and finished at 6.10 pm].

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Narrowing the Gap Scrutiny Task Group**12 February 2015**

Report of the AD Governance & ITT

Narrowing the Gap Scrutiny Review – Draft Final Report**Summary**

1. This report presents the information gathered in support of this scrutiny review on Narrowing the Gap in York, and asks the Task Group to agree their draft recommendations ahead of the presentation of this report to the full Learning & Culture Overview & Scrutiny Committee in late February 2015.

Background to Review

2. In July 2014, the Committee received a feasibility report on a proposed scrutiny topic on 'Narrowing the Gap' in York. The Assistant Director of Education & Skills informed Members that by the age of 19, the gap in attainment between disadvantaged young people (as defined by them being in receipt of Free School Meals at age 15) and their peers in York, were amongst the widest anywhere in the country. She felt a review would help to own this as a collective issue to help improve national performance indicators and narrow the gaps in attainment.

Background to Pupil Premium

3. Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the pupil premium money is provided for those pupils who have been on free school meals (FSM) as any point over the past 6 years or those pupils who have been looked after continuously for at least 6 months. For the year 2014/2015 the pupil premium had a value of £935 per eligible pupil in secondary education and £1300 per eligible pupil in primary education. The government have not dictated how the pupil premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the gap in attainment between the highest and lowest achieving pupils.

4. Ofsted Guidance for schools:

'Never confuse eligibility for the Pupil Premium with low ability, focus on supporting disadvantaged pupils to achieve the highest levels. Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why. Draw on research evidence (such as the Sutton Trust toolkit⁴) and evidence from their own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement. Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Allocate the best teachers to teach intervention groups to improve mathematics and English, or employ new teachers who have a good track record in raising attainment in those subjects. Use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked. Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve. Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.'

5. Government policy changes to Key Stage 4 performance tables made in September 2013 mean that only a pupil's first entry for any qualification now counts in a school's published data. Therefore making direct comparisons in absolute attainment with previous years can be difficult and misleading. However, the gap between the attainment of pupil premium students and non-pupil premium students is still a valid one.

6. Narrowing the Gap: The York Context

In York as is the case nationally there is a strong link between poverty and underachievement. Nationally this has led to increased scrutiny of the outcomes of disadvantaged children through the introduction of the pupil premium.

7. In 2013, there were 172 Y6 pupils in receipt of free school meals in York, spread across 41 of the 51 primary schools in the city. Some schools had higher numbers of these pupils e.g. Clifton Green (14 in 2013) and Hob Moor (10), but most York schools had much lower numbers. In 2013, 12 schools had only 1 such pupil, and a further nine only 2 or 3.

This wide distribution presents a barrier to schools seeing the issue as a 'group' issue rather than the difficulties experienced by a particular pupil. There is a similar spread across other year groups in the primary sector.

8. In York at the end of Primary and Secondary schooling there are about 300 children eligible for the pupil premium. The distribution of the pupil premium cohort varies across the city and this has created pockets of disadvantage.
9. In an effort to close the attainment gap between that cohort and their peers, a project was undertaken to develop a more sophisticated understanding of the cohort through sharing and interrogating school performance and social care data to gain an understanding of the potential barriers to progress for individual pupils. This resulted in an accurate profile of the York 300 cohort in the current Year 5 – see Annex A.
10. In November 2014 the Committee considered the 2014 school outcome data and the profile data on the York 300 cohort which compared their performance against that of their peers. The outcome data showed that progress in narrowing the gap had been made in some key stages, but was not consistent across all key stages. Gaps had narrowed in Early Years Foundation Stage and in Key Stage 2, but had widened in Key Stage 1 and Key Stage 4.
11. For the profile analysis York schools had been divided into geographical and attainment cluster groups, to provide schools with information on how to improve their intervention work. Whilst the results varied from school to school, it appeared those with a smaller number of disadvantaged pupils were struggling to close the gaps, possibly due to funding issues. It also suggested that the current work to narrow the gap was inconsistent and gaps may be narrowing due to fluctuations in the contextual profile of cohorts rather than the impact of the actions taken.
12. Members questioned why some York schools and school clusters had narrower gaps and what could be learnt from their practice, and how those schools with small numbers of pupils eligible for the pupil premium might use that premium more effectively to narrow the gap. They also agreed it would be useful to look at good practice by other Local Authorities achieving narrower gaps, including early years.
13. With this in mind, the Committee chose to proceed with the review and agreed the following review remit:

Aim

To identify and disseminate best practice guidance on narrowing the gap to York Schools.

Objectives

- i. To examine:
 - a) Good practice from other Local Authorities achieving narrower gaps, including early years.
 - b) The actions taken by identified schools in York whose outturn data shows an established trend of narrowing the gap
 - c) The use of the pupil premium to narrow gaps in attainment and progress in those York schools which are consistently narrowing the gap
 - ii. To draft some guidance proposals for dissemination through York Schools
14. The Committee set up a Task Group to carry out the review on their behalf and agreed the review was to be completed in time for the review draft final report to be presented at the next formal committee meeting in January 2015.

Consultation

15. A number of the Task Group members attended a 'Narrowing the Gap' conference on 9 December 2014. Led by Sir John Dunsford, the conference brought together school representatives and partners to share information and examples of best practice, and focussed on what schools needed to do to further improve their efforts and use of the pupil premium.
16. The Task Group also visited a number of York Schools – see paragraphs 36 – 39 and 42.

Information Gathered

17. Objective (i/a) - Good practice from other Local Authorities achieving narrower gaps
Best Start Lancashire is a school based initiative delivered through children's centres to provide additional early support for children eligible

for Free School Meals (FSM) and their families between the ages of 4 and 7 (Reception, Year 1 and Year 2). The resource (£5 million) to enable this innovative programme was implemented in 2011/14 and was targeted at children eligible for FSM.

18. In 2011/12, there were 6869 eligible pupils in the target year groups in Lancashire primary schools, and in 2012/13 there are 7,363 eligible pupils. Children's centres have been allocated £250 per FSM pupil as an additional resource to provide an increased early support offer for schools in their reach area.
19. Key intended outcomes for pupils eligible for Free School Meals were:
 - Improved levels of attendance at school
 - Improved attainment in speaking and listening and reading skills at the end of the Early Years Foundation Stage
 - Improved levels of reading at the end of Key Stage 1
 - A reduction in referrals to children's social care that require no further action
20. Impact data for 2013 shows a rise in GLD¹, increases in the number of Y1 pupils passing the phonic screening check and children attaining 2C in reading at the end of KS1. Also attendance has improved.
21. The **RADY Project** in Wirral is based around KS3 target setting in secondary schools i.e. the children involved are the Year 7 and Year 8 cohorts (those children who would complete KS4 in 2016 and 2017). A total of 1287 pupils are currently involved.
22. The vast majority of schools set targets that are, to a greater or lesser extent, based on prior attainment. This includes targets that reference FFT² estimates and targets based on all pupils making three levels progress in English and maths. The net result of this is that there is a built-in gap in the targets - the targets for FSM children are systematically lower than those of non-FSM children. This is because FSM children on average leave KS2 with lower results than non-FSM children.

¹ GLD = Good Level of Development (the benchmark for Early Years Foundation Stage, children at the end of the reception year in school)

² FFT estimates = Fischer Family Trust estimates – schools use this to set targets for their pupils.

23. As part of the project, the schools made a commitment to set equality targets and ensure they focus intervention swiftly on those pupils falling behind the inspirational target. Once the targets are set, it is probable that FSM children will feature more prominently in the underachieving group than they would otherwise have been. Therefore any intervention targeted at underachieving pupils will naturally make its way to disadvantaged children more often than in previous years. This is a key principle behind the RADY methodology. RADY does not provide intervention—its aim is to provide precision information on which pupils are most in need of extra support at the time it is likely to have the greatest impact.
24. The **Progress Centre at Stantonbury Campus School** in Milton Keynes provides a range of programmes developed in response to the particular needs of Pupil Premium students. Launched fully in September 2013, the programmes fall in to two categories – Academic Intervention and Support Intervention. The Progress Centre team consists of a Manager and three outreach workers each focussing on a different area for improvement – achievement, attainment and family support. The Progress Centre also co-ordinates opportunities for inspirational and enrichment activities and trips, as well as offering financial support to those pupils who require it in order to participate in other school activities.
25. Since its soft launch in April 2013, more than 600 pupils have engaged with The Progress Centre’s services or programmes. From April – July 2013, 27 Year 11 pupils were provided access to six hours of academic tutoring in either English or maths. From this cohort, 60% achieved three or more levels of progress from their GCSE results.
26. In the last two years, attainment by pupils eligible for Free School Meals (FSM) has risen by 22%, with 36% of pupils achieving five A* – Cs in English and maths. In the same period, the gap between FSM and non-FSM pupils has narrowed to 19%; a 9% improvement.
27. Pupil Premium 2014 Awards
The Task Group received information on the Pupil Premium 2014 award winners, with detailed case studies from 4 winners – two primary schools and two secondary schools (one of each were national winners and the other two were regional winners) – see Annex B.

28. Pupil Premium Conference

The conference in early December 2014 was well attended by representatives of York schools. Those attending were encouraged to share their strategies for raising the attainment of pupil premium eligible students, and detailed a number of measures that they felt were helping to make a difference e.g. improving attendance, using data to frequently track the impact of actions on improving progress, reducing class sizes, alternative teaching methods, raising aspirations of pupils, parents and teachers/staff, engaging parents and raising their expectations.

29. Attendees were talked through a step by step strategic planning process:

- ✓ • Identify barriers to learning for PP pupils
- ✓ • Decide your desired outcomes
- ✓ • Identify success criteria for each outcome
- ✓ • Choose your PP strategies
- ✓ • Implement strategies with in-depth training
- ✓ • Evaluate strategies regularly
- ✓ • Tell the story – create an audit trail

30. Attention was also drawn to a teaching and learning toolkit provided by the Education Endowment Foundation which offers an accessible summary of educational research, providing guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost – see:

<http://educationendowmentfoundation.org.uk/toolkit/>

31. The effect of poor teaching on student progress was also identified, suggesting that spending pupil premium on quality teaching was key. Finally, the conference highlighted the good work being undertaken by two York schools – **Milthorpe & Westfield**, whose case studies presented two different approaches. Milthorpe focuses on the need to fully evaluate data before, during and after setting measurable targets, and Westfield bases its approach of addressing all the needs of a PP pupil and supporting their family to ensure the best possible outcomes.

32. At the conference reference was also made to the excellent work being undertaken at **Roundhay School** in Leeds. During the schools most recent OFSTED inspection, it was observed that *“Roundhay School is all about its students. Staff ensure that each one, regardless of background or ability, is given every opportunity to shine”* (Ofsted, Nov 2013). This comment captured the philosophy adopted at Roundhay School and is

the reason why over the last 4 years, gaps in achievement are, on the whole, narrowing.

33. As a result of their success Roundhay School was invited, by the National College for Teaching and Leadership, to become a **Pupil Premium Review centre** so that their good practice can be shared with other schools. Further information can be found at:
<http://www.education.gov.uk/nationalcollege/pupilpremiumreviews>
34. In late January 2015 a member of the Task Group (Cllr Fitzpatrick) visited the school to learn more about their good practice – see Annex C.
35. Objective (i/b) - York schools whose outturn data shows an established trend of narrowing the gap
The Task Group considered the initiatives/strategies being undertaken by two York schools (Woodthorpe and New Earswick) whose outturn data shows an established trend of narrowing the gap, – see Annexes D & E –see page 7 onwards of the Woodthorpe report and the table on page 1 of the New Earswick report. Similar information on other York Schools can be viewed via each school’s website.
36. The Task Group also visited a number of York schools in order to gauge the uptake of the best practice approach presented at the Pupil Premium Conference, and to gather information on the initiatives schools are implementing, how they are using their pupil premium, the specific barriers they are facing, and who is leading on narrowing the gap.
37. Taking account of the information in Annex F which details the outcomes of KS1, KS2 and KS4 pupils in schools across the city, the Task Group chose to visit the following schools:
 - Archbishop Holgate’s School
 - Badger Hill Primary School
 - Carr Infant School
 - Clifton & Rawcliffe Primary School
 - Fulford School
 - Our Lady Queen of Martyrs School
38. For illustration purposes, the information in Annex F is separated to show schools with more than 5 FSM pupils in a cohort, and in the case of KS1, those schools with fewer than 5 FSM pupils in a cohort as well. It also identifies those schools who attended the conference, together with their feedback on the conference.

39. To aid them in their visits, the Task Group agreed a number of opening questions:
- How long have you been the designated PP lead?
 - How much time are you able to allocate to this role and how do you use this time?
 - What has the impact of your role been on narrowing the gap?
 - Which strategies have worked best in your school?
 - What hasn't worked so well?
 - How frequently do you evaluate strategies?
 - Which, if any, of the Education Endowment Fund toolkit strategies have you utilised effectively?
 - Over the last three years, have you changed your approach as a school?
 - What has informed your decision making?
 - How has the demographic changed in terms of numbers of pupil premium eligibility?
 - Pupil Premium Conference – what did your school take away from this day if you attended?
 - If your school did not attend, have you accessed the materials from this day?

Analysis

40. Having considered all of the best practice information from elsewhere (as detailed in paragraphs 17 - 27 above and in Annexes B & C) the Task Group were pleased to note that schools in York are utilising similar methods to support their pupil premium students to narrow the gap and achieve favourable outcomes.
41. They were also pleased to see the commitment to this work as evidenced by those York schools who attended the Pupil Premium Conference in December 2014. They also noted the different approaches taken by the York schools used as case studies at the Conference.
42. Furthermore, the Task Group were pleased to note how keen schools were to be involved in the scrutiny review and they were made very welcome on their school visits. Each school attended evidenced their approach to identifying appropriate strategies to help narrow the gap for individual children i.e. bespoke interventions. They were frank in their discussions about what had not worked so well and what the barriers

were. They also provided detailed information on how pupil premium was managed in their school.

Conclusions

43. Building on the good practice already established by York schools working together, the Task Group recognised that school to school support will be key in the future as Local Authority resources further reduce.
44. The Task Group agreed that the use of pastoral support workers (non teaching staff) to engage in home school liaison and in-school support was particularly effective.
45. Furthermore, evidence showed that where a multi-agency approach had been taken, pastoral interventions to narrow the gap had been more successful, as it helped to identify the wider needs of the family. The Task Group agreed this needs to be further developed in York to ensure best practice in multi-agency working.
46. In regard to the established clusters, the Task Group acknowledged the benefits that cluster working brings and were keen to see them continue with their action plans, for narrowing the gap, including early years pupil premium which comes on board in September 2015. They would also encourage schools to maintain their dialogue at cluster group meetings on how best to use their pupil premium money, as it will help them to identify opportunities to work holistically/collectively on interventions.
47. To maximise the benefits of educational continuity, the Task Group agreed that York's clusters should continue to develop an all through approach i.e. 0-19 to support smooth transitions (as witnessed at Roundhay).
48. The Task Group recognised that the introduction of FSM for all at KS1 may inhibit the ability of schools to access their entire pupil premium funding entitlement. They therefore agreed that schools should continue to work with the Local Authority to ensure all those who are entitled are identified and encouraged to apply.
49. Overall, the Task Group agreed that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that offers the best opportunity for pupils to succeed. They also recognised that whilst good work is going

on in all York schools, there may be times where either low numbers or exceptional circumstance within a particular cohort, skew the results. They would therefore encourage all schools to develop resilience and to continue in their determination to narrow the gap.

Draft Review Recommendations

50. In light of the information gathered above, the following draft recommendations are proposed:
- i) A virtual network for schools to be set up, to share best practice, encourage and assist in school to school support and cluster working.
 - ii) A holistic approach to using pupil premium money should be encouraged.
 - iii) To continue to develop multi-agency working to assist with the narrowing the gap agenda.
 - iv) Schools to continue to build strong partnership working between home and school.
 - v) Continued encouragement and support to be given to parents of all FSM KS1 pupils, to ensure schools receive full entitlement to pupil premium funding.
 - vi) For the Local Authority to work with schools to publicise the importance of eligible families registering for pupil premium in KS1.

Options

51. At this stage, the Task Group may choose to:
- a) Revise this draft final report
 - b) Identify alternative review conclusions and draft recommendations

Council Plan 2011-15

52. The review of this scrutiny topic supports the Council's priority to protect vulnerable people.

Report Recommendations

53. The Task Group are recommended to identify any final amendments required to this draft final report, and agree:

- a) The review findings and analysis as detailed in paragraphs 15 - 42 above.
- b) Their review conclusions and draft recommendations as detailed in paragraphs 43 - 50 above.

Reason: To conclude the review in line with scrutiny procedures and protocols and enable the draft final report to be presented to the full Learning & Culture Overview & Scrutiny Committee at its next meeting on 24 February 2015.

Contact Details

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Andrew Docherty
AD Governance & ITT

Report Approved **Date** 3/2/2015

Specialist Implications Officer(s) None

Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – York 300 Analysis Update: Pilot Cohort Compared with Peers

Annex B – Information on Pupil Premium 2014 Award Winners

Annex C – Information on Roundhay School, Leeds

Annex D – Woodthorpe Primary School – Pupil Premium Expenditure Report

Annex E – New Earswick Primary School – Pupil Premium Impact & Spend Summary

Annex F – Outcomes of York’s KS1, KS2 and KS3 pupils and Conference Feedback

Abbreviations:

DfE – Department of Education

GLD - Good Level of Development

FSM – Free School Meals

FFT - Fischer Family Trust

KS – Key Stages



Strategic Business Intelligence Hub

York 300 Analysis Update: Pilot cohort compared with peers

Author: Hannah McNamee,
Strategic Support Manager (Services for Children, Young People & Education)
Date: September 2014

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1. Introduction

The links between poverty and multiple poor outcomes are well documented. The *York 300 Brief* outlined how we used *Pupil Premium eligibility* to define a cohort of young people within the 2014/15 academic year 6 who are most at risk of failing.

2. September 2014 update

Following feedback about the *York 300 Pilot Cohort Analysis*, this report has been written to compare the York 300 Pilot Cohort with their peers. Their **peers** are defined as the pupils in the same year group (2014/15 Year 6) who are **not** in the York 300 Pilot. Comparing these two groups will bring the York 300 Pilot in line with national methods used to analyse “narrowing the gap” between disadvantaged pupils and their peers.

To recap, there were 1791 pupils in the whole year group, 350 of whom were identified for the York 300 Pilot using the criteria outlined in the *York 300 Brief*. This means that there are 1441 pupils in the “Peer group”.

Throughout this report, comparisons are drawn between the “Pilot cohort” and their “Peer group”.

Demographic

The main characteristics of the pupils in the Pilot and Peer groups do not differ greatly.

| Pilot cohort | | Peer group |
|---------------------|---|-------------------|
| 48% | Boys | 53% |
| 7% (25 pupils) | Not White British | 7% |
| 36% | Summer-born | 37% |
| 3% (12 pupils) | Speak English as an additional language | 6% |
| 7% | Non White British | 11% |

The differences between the Pilot and Peer groups are seen when wider education information is analysed.

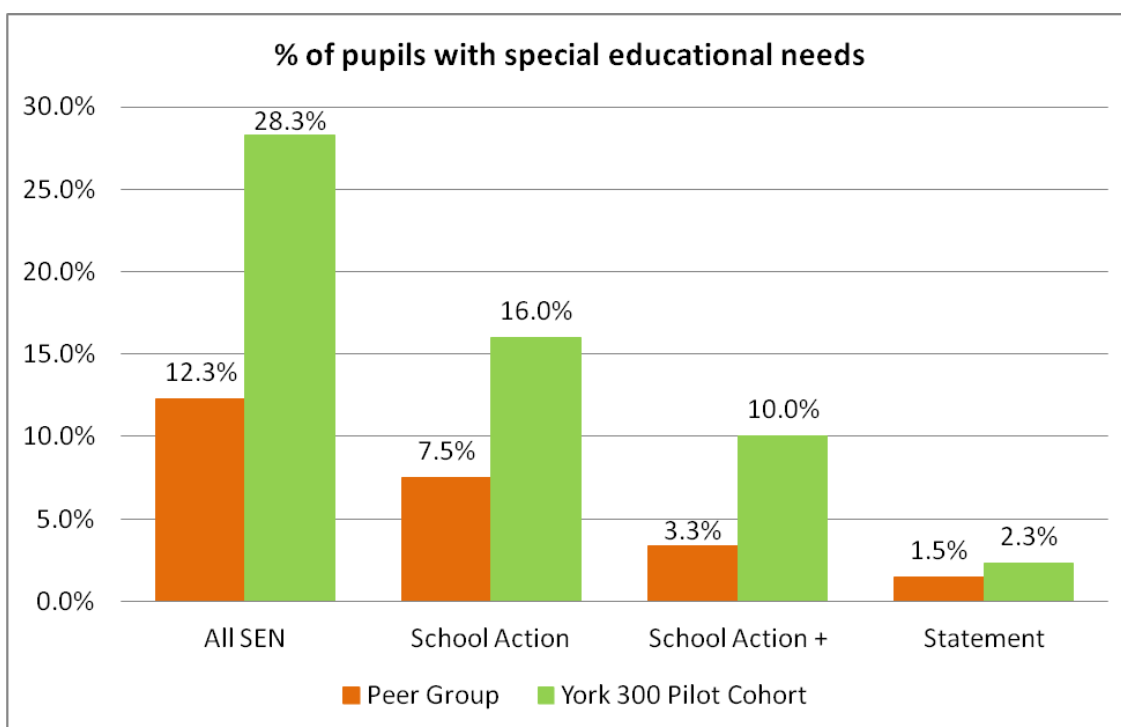
We looked at characteristics and factors that are known to be linked to multiple poor outcomes for children and young people.



Special Educational Need

28.3% (99) of the Pilot cohort had some form of special educational need (SEN) in January 2014. This compared to 12.3% of the Peer group indicating a 16%pt gap, indicating a greater challenge for the Pilot cohort

Looking at the different levels of SEN, School Action and School Action Plus had the largest gaps when comparing the Pilot and Peer groups.



Attendance

A persistent absentee is defined as a pupil whose **unauthorised** absence is more than 15%.

6.3% (22) of the Pilot cohort were defined as persistent absentees in the Autumn Term of 2013/14 (most recent available attendance data). Only 1.6% (23) of the Peer group were persistent absentees during the same period.

Exclusions

2.0% (7) of the Pilot cohort pupils received exclusions in the Autumn Term of 2013/14, compared to 0.2% (3) of the Peer group.

4 pupils in the Pilot cohort were excluded in both the 2013/14 Autumn Term and the 2012/13 academic year.

Mobility

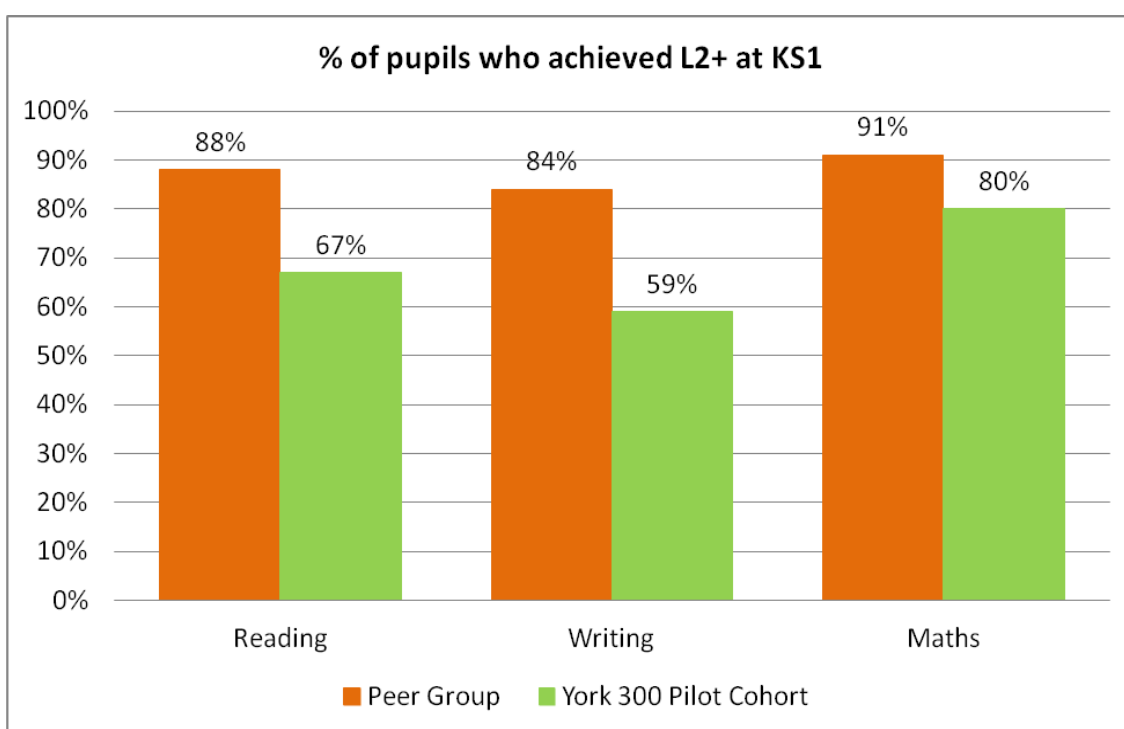
2.9% (10) of the Pilot cohort had moved schools 3 or more times since they started KS1. Less than 1% (0.6%, 8 pupils) of the Peer group had experienced the same level of mobility.



Key Stage 1 Attainment

The attainment gaps between disadvantaged children and their peers are well documented. Research shows that pupils from poorer families who do not achieve 'expected' levels at a young age are less likely to close the gap later in education (*Too Young To Fail*, 2013).

The graph shows the percentage of pupils who achieved expected levels at KS1 in Reading, Writing and Maths for the Peer and Pilot cohorts.¹ In all subjects, the gaps between those achieving expected levels are an area of concern. Also of note, boys have a larger gap than girls in all three subjects.



Partnership involvement

The associations between multiple poor outcomes are well documented nationally and in York. We looked at whether the pupils in the Pilot cohort had any current or past involvement with partnership agencies.

With this in mind, we collated partnership involvement data about the Pilot cohort:

- 12 (3.4%) of the 350 pupils in the Pilot cohort had experience of the care system. Approximately 0.6% of children and young people in York are looked after, highlighting an over-representation in the Pilot cohort.
- 23 (6.6%) of the 350 pupils had a current and/or existing Child Protection Plan. Again, this is an over-representation when compared to the York population (0.4%).
- A small number of the *whole year group* were known to the Traveller service.
- There was no record of any pupil in the year group working with Personal Support and Inclusion workers (Youth Support Services).

¹ We did not obtain KS1 results for 41 pupils in the Peer group and 8 in the Pilot cohort.



3. Cluster groups

York schools work in Cluster groups to support school improvement. The clusters largely align with geographical areas of the city. For a list of schools in each cluster, go to [Annex A](#).

The whole year group was split into cluster groups based on current school in January 2014.

36% of the Pilot cohort attended schools in the West cluster, compared to only 18% of the Peer group. Whilst this finding is not unexpected given that the West cluster aligns with some of York's most deprived areas, this is a vast over-representation in the West cluster.

| Cluster | Pilot cohort | Peer group | % difference (rounded) |
|------------|--------------|------------|---------------------------|
| West | 36% | 18% | 18%pt |
| North East | 18% | 24% | -7%pt |
| East | 14% | 10% | 4%pt |
| North | 13% | 14% | -1%pt |
| Southbank | 11% | 19% | -8%pt |
| South | 8% | 14% | -5%pt |

Attainment by cluster

We divided pupils into their current cluster groups (in January 2014) then looked at their KS1 attainment in Reading, Writing and Maths. In the three core subjects, there were attainment gaps between the Pilot cohort and their Peer group.

The data showed that pupils in the East and West clusters struggled to keep up with York averages, regardless of whether they were eligible for Pupil Premium. This indicates a wider challenge for those clusters as both the Pilot and Peer groups fall below average.

Reading

An area of concern is in the South cluster where there was an 18%pt gap. The Pilot cohort were below average whereas their peers were above average.

Conversely in the Southbank cluster, the Pilot cohort were above average and their peers below, with only a 2%pt gap.

Writing

The largest gaps were seen in this subject, something that was documented in 2011 when these results were released. There was a 22%pt gap in the North cluster and a 20%pt gap in the East cluster.

Maths

The East cluster had the largest gap (15%pt) in Maths as well as the poorest performance in comparison with other clusters.

The South and Southbank clusters had very small gaps (4%pt and 6%pt respectively).



4. Considerations and Next Steps

As anticipated, this update which compares the Pilot cohort with their Peers shows larger gaps than the original analysis. To recap, this is because the Pilot cohort were a sub-set of the original comparator group.

The challenge continues to be to work with the Pilot cohort and monitor their progress over the academic year.

Considerations:

- Are pupils in the Pilot cohort getting additional support from partnership agencies?
- Do we focus on the poor performing clusters, or the clusters with the largest gaps between the Pilot cohort and their peers?
- Do we focus additional support in the West, North East and East clusters?
- How do we ensure the voice of pupils and their families is incorporated?

Next steps:

- Update cohort when October Census data is complete – e.g. remove any pupils who have moved out of area
- Engage schools and partners to work with the 350 pupils, or a subset of them, during the 2014/15 academic year.

Annex A: York School Clusters

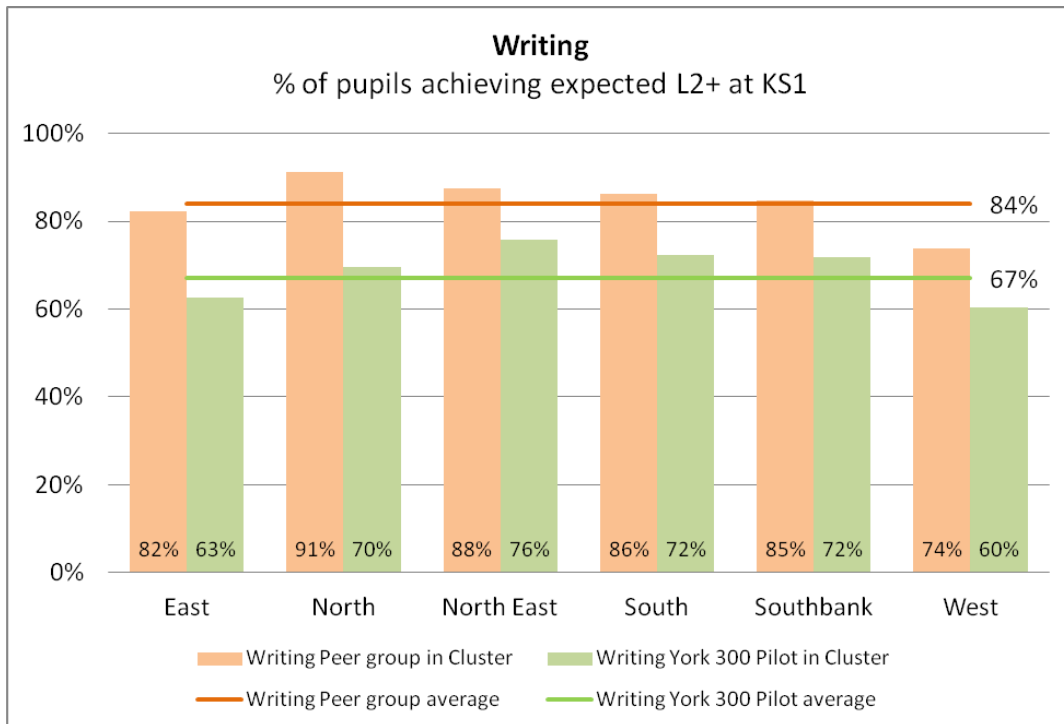
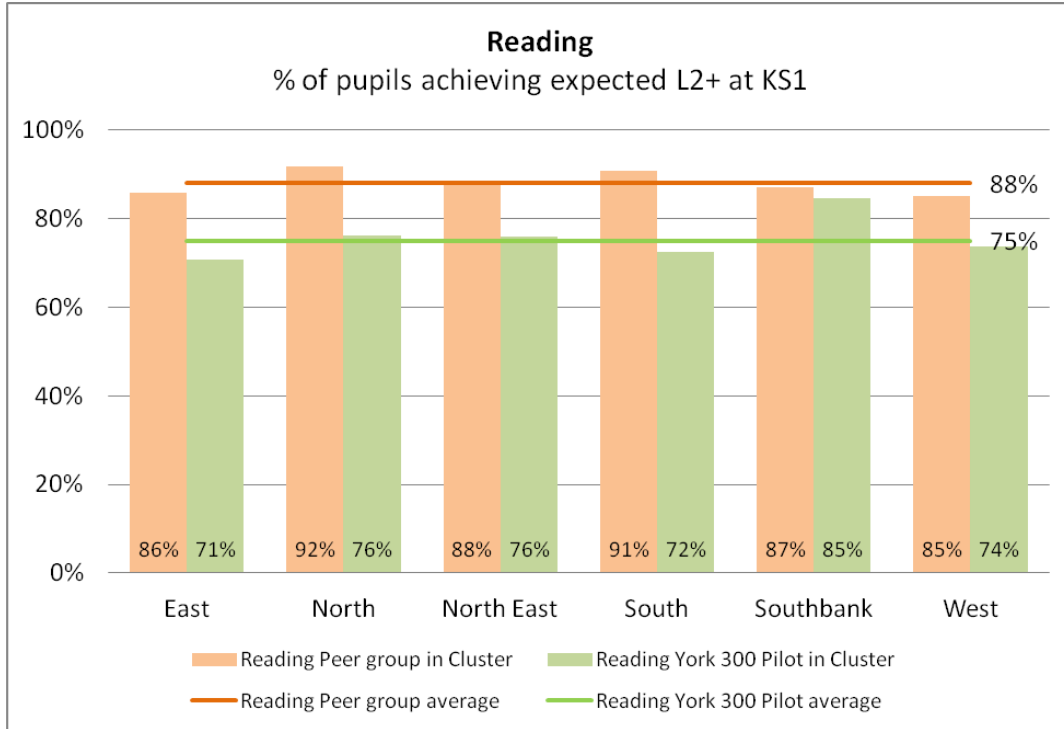
To follow is a list of schools in each cluster. Overall, the clusters align with geographical areas of York.

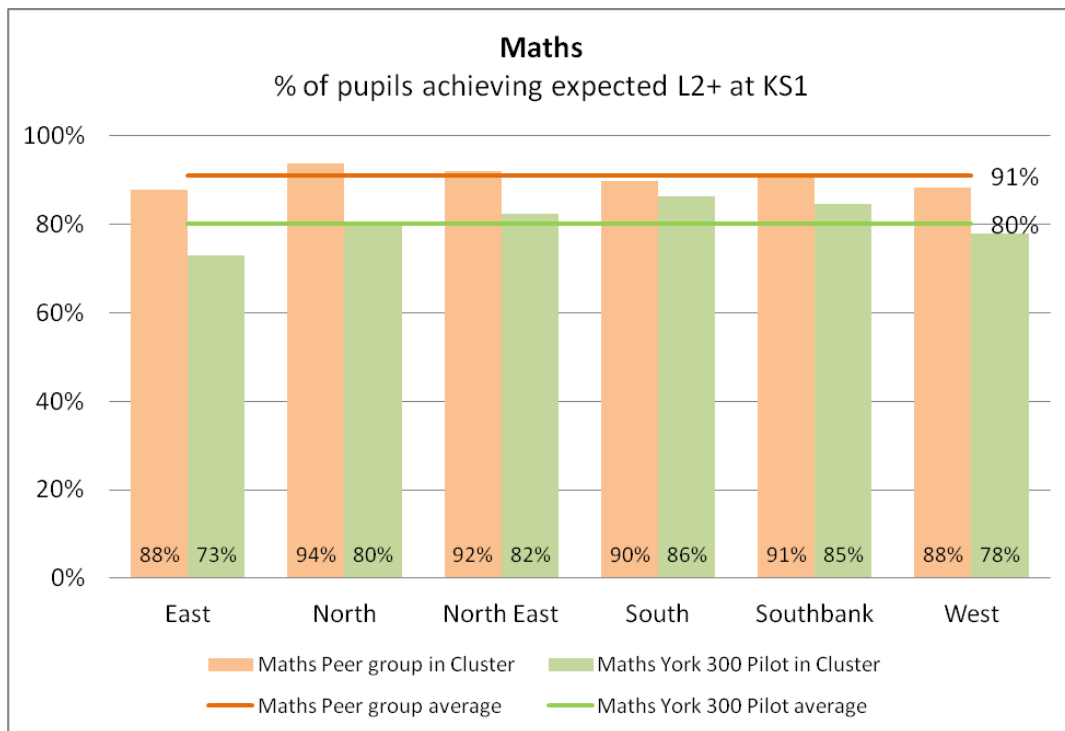
| Southbank | West | South | East | North East | North |
|---------------------------|---------------------------------------|-----------------|----------------------|------------------------|------------------------|
| Archbishop of York Junior | Acomb | Dunnington | Badger Hill | Haxby Road | Burton Green |
| Bishopthorpe Infant | Carr Junior | Elvington | Hemland | Headlands | Clifton Green |
| Carr Infant | Hob Moor Federation (Junior and Oaks) | Fishergate | Heworth | Huntington Primary | Clifton with Rawcliffe |
| Copmanthorpe | Our Lady, Queen of Martyrs | Lord Deramore's | Osbalwick | New Earswick | Lakeside |
| Dringhouses | Poppleton Road | Naburn | St Aelred's | Park Grove | Poppleton Ousebank |
| Knavesmire | Rufforth | St George's | St Lawrence's | Ralph Butterfield | Skelton |
| Scarcroft | St Barnabas | St Oswald's | Tang Hall | Robert Wilkinson | |
| St Mary's | Westfield | Wheldrake | | Stockton-on-the-Forest | |
| St Paul's Nursery | Woodthorpe | | | Wigginton | |
| St Paul's Primary | | | | Yearsley Grove | |
| St Wilfrid's | | | | | |
| | | | | | |
| All Saints | York High School | Danesgate | Applefields | Huntington | Canon Lee |
| Millthorpe | | Fulford | Archbishop Holgate's | Joseph Rowntree | Manor |
| | | | Burnholme | | |



Annex B: Key Stage 1 Attainment by Cluster

The following are graphical representations of Key Stage 1 attainment. The Pilot Cohort and Peer Groups were split by cluster and compared against whole group averages.





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Pupil Premium 2014 Award Winners

Primary

- National Winner: Park Junior School, Shirebrook, East Midlands – see *case study A below*.
- National Runner Up: St Joseph's Catholic Primary School, Holborn, London

Regional Winners

- Queens Park Academy, Bedford, East of England
- St Francis CofE (Aided) Junior School, Newton Aycliffe, North East
- All Saints C.E. Primary School, Whitefield, North West
- IQRA Slough Islamic Primary School, Slough, South East
- Morice Town Primary School, Plymouth, South West
- Flax Hill Junior Academy, Tamworth, West Midlands
- St Andrews CE Primary School (VA), Hull, Yorkshire and the Humber – see *information from the school's website below*

Secondary

- National Winner: Millfield Science & Performing Arts College, Thornton-Cleveleys, North West – see *case study B below*.
- National Runner Up: Goffs School, Cheshunt, East of England

Regional Winners

-

- De Lisle College. Loughborough, East Midlands
- St Thomas More Catholic School, Wood Green, London
- Bishop Barrington School, Bishop Auckland, North East
- Wilmington Academy, Dartford, South East
- West Exe Technology College, Exeter, South West
- Ormiston Sir Stanley Matthews Academy, Stoke-on-Trent, West Midlands
- South Hunsley School and Sixth Form College, Melton, Yorkshire and the Humber – see *information from the school's website below*

Case Study A - Park Junior School (primary national award winner)

1. Introduction

The school is an average-sized junior school in Nottinghamshire, in an area of high social deprivation. In 2012-13, 47% of pupils attracted the pupil premium and the school received £94,000 in pupil premium funding. All pupils at the school, including those who are disadvantaged, achieved level 4 or above in reading, writing and mathematics at the end of key stage 2 in 2013. This makes Park Junior one of the top 250 performing primary schools in terms of the progress and attainment of both all pupils and disadvantaged pupils.

2. What did they do?

When the pupil premium was first introduced in 2011, the school had successfully introduced a school-wide system to reward pupils who apply themselves in class and meet the school's high standards for behaviour. Such pupils become 'Super Students' and earn 'Pride Points' that can be spent on items in the pupil-run school shop, or on privileges such as running their own clubs and assemblies without any adults present. Pupils are told that 'the more you learn, the more you earn', to emphasise that by working hard in class they can acquire more of the school's currency – and real financial benefits in later life.

This approach has increased pupils' motivation to study, and they better understand their roles and responsibilities within their education. But the school saw that further action was needed to ensure that these gains could be translated more fully into improved attainment. The school decided that it was imperative to empower pupils to drive their own learning, in a structured and supported way. This arose from the executive head teacher reading the evidence cited in the Sutton Trust/EEF Teaching and Learning Toolkit (on feedback, meta-cognition, peer tutoring and collaborative learning), and subsequently meeting with the Sutton Trust/EEF to discuss ideas.

The result was the school's 4 Steps strategy. This gives pupils a clear method to use when they encounter something in a lesson that they do not understand or cannot do:

- Step 1: look up at the whiteboard
- Step 2: look down at your book (and review what you have learned previously)

- Step 3: ask a friend to teach you
- Step 4: put your hand up and ask the teacher to teach again and if you are still stuck ask the teacher to teach again

Pupils are trained by the executive head teacher in how to apply the approach, using videos and presentations produced by the school. The outstanding learning behaviour in the classroom allows the teacher to teach in a fundamentally different way. This they call 'Precision Teaching'. Through a combination of effective assessment for learning and pupils' advanced learning behaviours, the children make hugely accelerated progress through every lesson. Each lesson is organised around 8-10 teaching interventions by the Outstanding Teaching Team, with pupils studying in small, self-selecting groups.

The strategy has transformed pupil learning in the school. Pupils are completely focused and engaged, and a lot of the time work independently of the teacher and support one another. All pupils understand that if they can complete an objective, they are responsible for progressing to the next one. The strategy enables every pupil to keep on making progress at all points of every lesson, and there is a huge emphasis on the pace of study. The school's 2014 Ofsted report states that "teachers consistently challenge the pupils and are regularly heard to say, 'Not a minute needs to be lost with our learning'. This means progress in lessons is often outstanding."

The pupil premium funding has been used to support all of these developments – contributing to the costs of the reward system, engaging with the Sutton Trust/EEF, producing the pupil training videos and recruiting additional 'apprentice assistants' who support pupil premium-eligible pupils individually or in small groups.

3. What next?

As all pupils at Park Junior now achieve the expected standard in reading, writing and mathematics at the end of key stage 2, the focus is on increasing the proportion of disadvantaged pupils who achieve a higher level in this assessment.

The school also plans to improve teaching quality through adapting the 'lesson study' model that it already uses. This involves a teaching team designing a lesson, which one teacher then delivers while the others observe and analyse, with the lesson plan then being refined. The school will adapt this model to its own setting, where the pace and coverage of lessons are heavily pupil-driven rather than being entirely pre-planned. The

school's ambition is also to develop a 'learner study' equivalent, in which pupils will look at the quality of their peers' learning, and feed back to them on it.

Primary regional winners (Yorks and Humber) St Andrew's CE Primary School, Hull (information from the school website regarding 2013/14)

Pupil Premium Grant 2013/14

For the academic year 2013/14 we receive £600 per pupil for FSM and £300 for Service children – total allocation £61,450. The table below details how we plan to use the money.

| Activity / Initiative / Staff | Purpose/ Intended impact |
|--|--|
| Extra teaching and support staff in Year 1– additional tuition one day per week | Raise attainment in Year 1 for FSM pupils |
| Extra teaching and support staff in Year 6 –additional tuition two days per week | Raise attainment in Year 6 for FSM pupils |
| Additional staffing in years 1-6 | Raise attainment in KS2 for FSM pupils |
| Reading Recovery support increased | Raise attainment in Year 1/2 for FSM pupils |
| ICT provision increased/improved | Ensure children have additional equipment to promote independent research and independent learning - also promote enjoyment and engagement |
| Purchase of a new maths scheme | To develop maths skills across the school and close the gap in attainment |
| Lexia scheme/ Phonics support | Daily phonics support through ICT and TA support - intervention programme closely linked to reading support work |
| Music Tuition | To support one of our Service children – develop enjoyment and engagement |
| Purchase of Assertive | Assertive mentoring programme to |

| | |
|---|--|
| mentoring scheme | develop independent skills, one to one tuition, accurate Maths and English assessment |
| Greater variety of extra-curricular clubs | To promote attendance and engagement in all school curriculum areas |
| Subsidising of trips when applicable | Increase in attendance and engagement |
| To create reading resource research areas in Upper and Younger school | KS1 – Reading recovery/ phonics support room, KS2 – Independent learning/resource area Encourage independent working – promote raised levels of self-confidence, enjoyment and engagement |
| Re-launch of 'DAZZLE' and 'Crackerjack' (sessions of engaging, enjoyable activities to promote enjoyment of learning) along with increase in number of visiting coaches | Celebrate musical/ creative arts talents throughout the school Further improve enjoyment/engagement. and attendance Create increased opportunities for Pupil Directed Learning |

Case Study B - Millfield Science and Performing Arts College (secondary national award winner)

Introduction

Millfield is a smaller than average sized secondary school of 800 students. The proportion of students known to be eligible for the pupil premium is above average and their proportion of students of minority ethnic heritage is lower than average. The ever 6 PP figure is 30%. In 2013, 73% of disadvantaged pupils achieved at least 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs compared to 76% of other pupils.

In 2014 disadvantaged students out performed more disadvantaged students by a figure of about 2% for 5 A* - C EN/MA, English progress and Maths progress. For example expected progress for disadvantaged was 96%, for none disadvantaged was 92%. "The school makes good use of pupil premium funding to provide additional support to eligible students. All teachers have a high awareness of target groups, so students' additional needs are similarly well attended to in lessons. As a result, the gap between these students' achievements and that of their peers is narrower than it is nationally." Ofsted Inspection Report October 2012.

"We see no barriers to achievement; we accept no excuses for failure" S M Bullen (head teacher Millfield Science and Performing Arts College).

What did they do?

Millfield College has 4 key strategies when using the pupil premium:

1. Big investment in new Maths and English Teachers to create smaller English and Maths classes – this has been particularly successful in Millfield.
2. Use of Pupil Premium co-ordinators in core subjects. The school has 3 members of staff tasked with monitoring and intervening for Pupil Premium students.
3. Work on Wednesday' day every Wednesday in Year 11. Some Students on target go out to local primaries or businesses and complete a day's work experience in an area of personal choice. Students not on target stay in school to do extra Maths and English with their class teachers.
4. Team Millfield a team of staff, parents and students who work together providing additional pastoral staffing to work on one to one mentoring and support with a focus on students who are eligible for the pupil premium.

The school has restructured staff within school to add an additional emphasis on Student Support Services as a central support mechanism for all students. They have made available considerable additional targeted time from their teaching assistants to run catch up and support sessions, for example in English, Maths, Homework Club and Breakfast Clubs for disadvantaged students.

The College's Pupil Premium Strategy Group meets half termly to monitor the progress of pupils who attract the pupil premium. The pupil premium co-ordinators provide termly reports in English, Maths and science to the Group.

What next?

The school is part of an organised network of other schools that learn from each other and share good practice. They have successfully bid for £10,000 (local source) to support a project of 5 local schools looking at the impact of pupil premium funding. Millfield has also arranged a pupil premium training day in November to share good practice with other local schools. 34 colleagues attended.

In addition, the Headteacher has delivered bespoke sessions on PP to Cumbrian Headteacher's, Stockport Headteacher's and North-West Manchester Headteacher's. He is also speaking briefly at the National PP Conference in London in February.

Secondary regional winners – South Hunsley School and Sixth Form College, East Riding (information from the school website)

South Hunsley School and Sixth Form College has been named secondary school of the year for the Yorkshire and Humber region in the Pupil Premium Awards 2014.

South Hunsley has been awarded this accolade in recognition of the way the pupil premium funding has been allocated and how this helped improve the progress levels being made by pupil premium funded students during their GCSE years. Pupil premium funded students in South Hunsley have made the same levels of progress in the school in English as other groups of students. In Maths, the additional intervention has meant that pupil premium funded students are predicted to make more progress than some other groups of students.

South Hunsley has used its Pupil Premium to implement a number of schemes throughout the school to help all students to achieve their full potential whilst also specifically supporting students identified for pupil premium support. Pupil premium funding has been used to introduce literacy and numeracy programmes, set up holiday and after school boosters and offer peer to peer reading registrations and numeracy mentoring. Personalised timetables, speech and language therapy, social skills and life skills groups and mentoring for students with low self-esteem have also contributed to narrowing the gap in student attainment at South Hunsley.

Julie Wickenden, Assistant Headteacher for Inclusion said: “We are absolutely delighted with this recognition. We have high aspirations for all of our students and it is always a team effort to help them reach their potential and ensure any unmet needs are addressed swiftly. This award reflects the hard work of our Maths and English departments, our Inclusion team, the Pastoral team and all teachers who work with our students.”

In a letter from the Deputy Prime Minister, South Hunsley is praised for its hard work in boosting the attainment of pupil premium students: “This is a huge achievement and reflects the hard work of you, your team and your pupils. We received nearly 200 entries this year and the standard was very high.”

Chris Abbott, Executive Principal of South Hunsley, also shares her delight: “This is a fantastic achievement for the school and I am so pleased the hard work of all our staff and pupil premium students has been recognised on a national level.”

Pupil Premium is additional funding allocated to schools to support specific students to raise achievement and improve education outcomes. These students are identified from families who are eligible for free school meals, looked after children and those students with parents in the armed forces. Funding is provided to make sure these groups of students have the same educational chances as other groups of students.

Roundhay School, Leeds

Roundhay School is a multi-cultural comprehensive with approximately 25% of pupils being eligible for pupil premium funding. Roughly a quarter of their pupil premium students have a Special Educational Need (SEN), as compared to about 15% on non-pupil premium students.

At Roundhay, closing the attainment gap is done via 'Core Raising Achievement' meetings involving Team Leaders and relevant Senior Leaders and through regular data collections covering both academic achievement and also attitudes to learning, to inform effective interventions. At the primary campus, pupil progress meetings and Leading Learning Team meetings inform decisions about the relevant interventions for identified pupils.

Interventions come in a variety of forms but are specific to the needs of the pupil/group of pupils and not simply generic strategies. Examples of such strategies at Roundhay include:

- The creation of an extra Maths set in year 11 to give smaller class sizes for those pupils in need of closer monitoring/intervention.
- The creation of a year 11 challenge designed to motivate and inspire reluctant learners who are underachieving and/or showing a poor attitude to learning
- Small group tuition sessions, particularly in Maths and English
- Using 6th form helpers in lessons to motivate pupils
- A staff mentoring scheme where pupils are allocated to a key member of staff who oversee their progress both academically and in terms of their attitude to learning.

Pupil Premium Funding & Spending

The pupil premium funding is spent in a variety of ways, including investment in both academic and pastoral initiatives. The total funding received for 2013-2015 is shown below:

| Funding Stream | 2013-14 | 2014-15 |
|-----------------------------|---------|---------|
| Pupil Premium Allocation | 290,700 | 296,465 |
| Looked After Children Grant | 3,300 | 9,500 |
| Pupil Premium Summer School | 15,000 | 14,800 |
| Total Income per year | 309,000 | 320,765 |

A breakdown of the projected expenditure for the year 2014-15 is shown below:

| Improvement Initiative | Amount (£) | Description |
|---|------------|--|
| Improving Numeracy and Literacy | | |
| Accelerated reader | 2000 | Pupil Premium pupils took part in the Accelerated Reader scheme across Key Stage 3. This scheme is designed to improve reading and comprehension as measured by an increase in a pupils' reading age. |
| Reading Matters | 1000 | Reading Matters is a 10 week programme where trained volunteers work with pupils, highlighted by the school, who struggle with literacy/reading. |
| T&L Literacy/numeracy coordinator | 5000 | A School literacy and a School numeracy coordinator have been appointed in order to prioritise both numeracy and literacy across the whole curriculum. A key focus is to ensure that numeracy and literacy is embedded into the teaching of all departments and is delivered consistently. All pupils are intended to benefit from this along with those who are PP. |
| Year 11 English Intervention sessions | 2000 | A series of intervention sessions were conducted in advance of the November examinations, including taking pupils off timetable for a day to work with the English Department. |
| Improving Academic outcomes | | |
| Appointment of Deputy Headteacher (Pupil Achievement) | 12500 | A Deputy Headteacher has been appointed with specific responsibility for pupil tracking and achievement for all groups of pupils including those in receipt of PP. |
| Assistant Headteacher appointment | 15000 | An additional Assistant Headteacher has been appointed to oversee the Pupil Premium Provision and to ensure outcomes for these pupils are maximised. |
| Off-site provision | 68105 | Educational provision not provided at Roundhay School for pupil premium pupils who are off-site for part of their education e.g. 1 day at college. |
| Small group intervention | 5000 | Pupils are selected for small group intervention in Maths and English if they are not reaching their target grade. The length of the intervention depends on individual need. |

| Improvement Initiative | Amount (£) | Description |
|--|-------------------|--|
| Extra Maths set | 5000 | Pupils are selected for small group intervention in Maths and English if they are not reaching their target grade. The length of the intervention depends on individual need. |
| Year 11 Challenge | 7000 | An extra Maths group in Year 11 has been created in order to ensure that pupils can get more focussed intervention within lessons. |
| 1/2 term study support | 5000 | The Year 11 Challenge is a programme designed to help pupils at risk of underachieving. The challenge focuses on 40 pupils and offers them a bespoke programme to ensure they achieve in line with their potential. It involves pupils completing a series of tasks to help with their academic studies as well as other interventions such as Master classes and help with revision techniques. |
| Extra teaching group in Years 7, 8 & 9 | 45000 | Revision sessions and coursework catch up take place in school holidays to ensure that all pupils have every opportunity to succeed. |
| Extra set in English, Maths and Science in Key Stage 4 | 30000 | An extra teaching group has been created in years 7, 8 and 9. This was done in order to reduce class sizes and therefore make teaching and learning more effective by allowing teachers to tailor lessons to the needs of all learners more effectively. |
| Data team support | 15000 | 3 people employed (2 part time, 1 full time) to collect analyse and track data across all year groups. |
| Pastoral and whole-pupil support | | |
| Attendance Officer | 20000 | A pupil's attendance is a key indicator of future success. We employ 1 full time Attendance Officer who also gets administrative support. |
| Key Stage 3&4 Mentors | 31000 | Learning Mentors are employed who work closely with pupils in Key Stage 3 and 4. This involves both academic and pastoral mentoring. |
| Year 8 Residential | 11000 | Year 8 week long residential which is attended by most year 8 pupils. Pupil Premium pupils are helped with the expense of the trip. |

| Improvement Initiative | Amount (£) | Description |
|--|-------------------|---|
| Leeds Ahead | 4000 | Programme which helps raise pupils' aspirations and attainment through work related learning. |
| Realising Potential Project & Personal Finance | 3500 | Course for targeted pupils which looks at raising self-esteem and aspirations with the ultimate aim of improving final outcomes. |
| Pupil support (including trips) | 7000 | Money spent supporting pupils with purchasing uniform, equipment, textbooks and other essentials. |
| Pupil Premium Summer School | 14800 | The summer school was run for Pupil Premium pupils who were going to be new to Roundhay school. The summer school lasted for 2 weeks and was attended by 15 pupils. |
| 6th Form transition tutor | 6000 | The transition tutor works with pupils to prepare them for the different challenges they will face in 6th form as compared to key stage 4. |
| Careers advice/service | 6000 | Money spent ensuring that pupil premium pupils make appropriate choices and are offered good advice concerning their future. |
| Total | 320905 | |

Funding Focus – Primary Campus

The focus for the use of pupil premium funding at the primary campus is in four main areas. The first three have been identified as the greatest barrier to children's learning with PSED, speech and language and reading being well below age-related expectations on entry to Reception. By employing consultants who can provide expertise in those specific areas, allows us to target individuals with the greatest impact. Additional support is provided by a Higher Level Teaching Assistant who is able to work with parents, children and provide in-class support to a wide range of pupil premium pupils throughout the school day.

| Improvement Initiative | Amount (£) | Description |
|-------------------------------|-------------------|---|
| Play Therapy | 11000 | A trained play therapist is employed for two days a week to work with individual pupils, groups of pupils and parents. Staff also receive regular advice, support and training on supporting children's personal, social and emotional needs. |

| Improvement Initiative | Amount (£) | Description |
|---------------------------------|-------------------|---|
| Speech & Language Therapy | 6000 | A speech and language therapist is employed to work with individuals, staff and parents for one day each week for 26 weeks of the year |
| Reading Recovery Teaching | 4000 | An experienced reading recovery teacher is employed from November to April to work one day a week with Year 1 Pupil Premium children who need to catch up with their peers. This teacher also provides support and advice for parents and staff and training for staff early reading and writing. |
| Higher Level Teaching Assistant | 9000 | An experienced HLTA works part time throughout Reception and Key Stage 1, carrying out interventions and providing in-class support for pupil premium children. |

The total spending across both the primary and secondary campus is therefore £350,905.

Attendance

Roundhay recognise that for pupils to succeed, attendance is critical. Improving and maintaining attendance has therefore become a fundamental part of improving standards.

Pupils who fall below the government minimum attendance requirement (92%) are identified and monitored by the school attendance officer. In 2013/2014, 50 of the pupils who fell into this category were Pupil Premium students. The most recent National Attendance figure for all pupils in secondary education was 95.6%, a figure which was equalled or exceeded by Pupil Premium pupils at Roundhay Secondary campus across 4 out of 5 year groups. Similarly, in primary education the national attendance figure for all pupils was 95.3%. This figure was exceeded by pupil premium pupils in year 1 last year.

Attainment & Progress

Within the primary campus the number of pupil premium pupils in each year group is relatively small and therefore year-on-year comparisons can be difficult as 1 or 2 pupils can have a significant impact on the data. However, it is still vitally important to track and monitor the pupil premium group so that underachievement can be tackled. All pupils who are highlighted as not meeting age-related expectations in any of the prime areas will receive support and intervention in order to improve in the specific area of

underachievement. These interventions are closely monitored by both the classroom teacher and the leadership group to ensure that they are effective and further interventions continue to take place when necessary.

| End of EYFS: | 2013 | 2014 |
|-------------------------|------|------|
| GLD – All pupils | 85 | 73 |
| GLD – Pupil Premium | 80 | 50 |
| Attainment Gap | -5 | -23 |
| National Attainment Gap | -19 | ? |

Cohort 2013/2014:

- 8 pupils (13%)
- 50% of the pupil premium children were at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD).

Cohort 2012/2013:

- 5 pupils (8%)
- 80% of the pupil premium children were working at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD).

| | 2013 | 2014 |
|----------------|------|------|
| All pupils | n/a | 78 |
| Pupil Premium | n/a | 80 |
| Attainment Gap | n/a | +2 |

Year 1 –
Phonics

Screening:

Cohort 2012/2013:

- 5 pupils (8%)
- In phonics, 4 pupil premium children (80%) met the required standard in the Y1 phonics screening check. This is in line with performance for the whole cohort (78%).
- All pupils are currently on track to be at age-related expectations at the end of Key Stage 1 in reading and maths. For pupils who are currently not on track to meet age related expectations in writing, several key interventions are being used to improve performance. The impacts of

these interventions will be closely monitored for all pupils and further interventions will be employed where required.

Key Stage 4:

| Subject | 2011 | 2012 | 2013 | 2014 |
|--------------------------------|------|------|------|------|
| %5A*-C (inc Maths and English) | -37 | -30 | -14 | -28 |
| %EBacc | -10 | -27 | -21 | -22 |
| % Exp. Progress in English | -10 | -10 | -3 | -8 |
| % Exp. Progress in Maths | -41 | -15 | -8 | -26 |

Governmental policy changes made in September 2013 mean that only a pupil's first entry for any qualification will count in a school's published data. Therefore making direct comparisons in absolute attainment with previous years can be difficult and misleading. However, the gap between the attainment of pupil premium pupils and non-pupil premium pupils is still a valid measure. The table below summarises how the gap between pupil premium pupils and non-pupil premium pupils has changed over the past 4 years across a series of important measures.

The gaps across all key measures have generally narrowed over the past 4 years. Between 2013 and 2014 the gap has widened for 3 of the key measures, but in all 3 cases the gap in 2014 is smaller than it was in 2011 when the comparison began. The only exception to this is the gap for the EBacc measure which was very small in 2011. Whilst the gap is bigger in 2014 than in 2011 the general trend over the past 3 years shows an overall improvement and in fact a greater proportion of pupils achieved the EBacc in 2014 than in 2011 (23% in 2014, 19% in 2011). The figure in 2014 also means that pupil premium pupils at Roundhay School are only 4% below non-pupil premium pupils nationally (based on 2013 figures).

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WOODTHORPE PRIMARY SCHOOL

PUPIL PREMIUM EXPENDITURE REPORT TO GOVERNORS

AUTUMN TERM 2014

(Progress reported September 2013 – July 2014)

What is Pupil Premium?

The Pupil Premium Grant (PPG) gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to Year 11.

It was introduced in April 2011 to give schools £400 per year for:

- every child currently registered as eligible for free school meals, referred to as *FSM*
- children who have been looked after for 6 months or longer, referred to as *CLA*

Funding for 2012 to 2013

From April 2012, pupil premium funding was also extended to:

- all children eligible for free school meals (FSM) at any point in the past 6 years, referred to as *Ever 6*.

Funding for 2013 to 2014

In the 2013 to 2014 financial year, funding for the pupil premium increased to £900 per pupil.

All pupils in primary schools also attract an additional £53. This means that schools got a total of £953 for each primary school pupil premium pupil in the 2013 to 2014 financial year.

Funding for 2014 to 2015

In the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils

Schools will also receive £1,900 for each looked-after pupil who:

- has been looked after for 1 day or more or
- was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order

| | |
|--|-----------------|
| Woodthorpe total number of pupils on roll (July 2014) | 404 |
| Woodthorpe total amount of PPG received in 2013 – 2014 financial year | £104,618 |
| Woodthorpe number of pupils eligible for PPG January 2014 | 83 |
| Woodthorpe amount of PPG received per pupil April 2014 (based on January '14 census) | £136,900 |

Accountability

Annex D

At Woodthorpe Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

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 funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

The Objectives of Pupil Premium spending 2013/2014

The Governors and teaching team are continually targeting PPG with the aim of:

Using the Pupil Premium Grant to **narrow and close the gap between pupil groups**. As a school we have a track record of ensuring that vulnerable groups of pupils make better progress than other group comparators. When making decisions about using pupil premium funding we believe it is important to consider the context of the school and the subsequent challenges faced. Common barriers for some of our FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We look at our children's specific needs and design our programmes around them.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and a huge amount of qualitative data was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures have guided us in deciding where and how to spend our pupil premium allocation.

We have also used existing researches and publications including those from the OFSTED Good Practice series, and The Pupil Premium: How schools are spending the funding successfully to maximise achievement as well as findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provisions.

We have invested heavily in ensuring that the success of our phonics programme is sustained by ensuring 100% of our staff (teachers and support staff) receive comprehensive training, and that resources and materials are updated and reviewed regularly. We also secured high quality and additional personnel time to implement key interventions to maximise progress.

We have sought enhanced provision through external organisations and identified opportunities for children to have an enriched experience of the curriculum. Problem solving projects in mathematics, artistic and musical provision and sporting experiences are just a few of the curriculum enrichment areas we focused on this year.

We are delighted with our Key Stage 2 results which show that the school is going from strength to strength. The results reflect the hard work of staff, excellent partnership working with parents and a determination to ensure that EVERY child succeeds. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupil premium pupils make good progress, but

historically levels of attainment are lower for FSM– this is also a national trend.

Through expanding targeted interventions we are working to eliminate barriers to learning and progress. An increasing and significant percentage of our children start school with attainment lower than the national average on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

Targeted support is being provided through a variety of ways, as detailed below. These interventions support children in knowing where they are and what they need to do to improve their work. Increasing parental engagement has been a major focus. The school has introduced additional half termly parent teacher meetings to identify ways forward for supporting children at home. We share targets and ways forward to ensure we are working together for children who would benefit from a boost to get them back on track or who would benefit from support to accelerate progress to higher levels of attainment. At parents evenings we share their child's level and discuss what interventions children are partaking in and what their targets are. Targets are also at the front of core subjects books which are shared during termly open afternoons. There has also been a range of family learning opportunities on offer to help parents develop their own skills in English and maths.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school in addition to their individual classes
- We use research, best practice guidance and the knowledge of our children to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of good teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality C.P.D. (Continuing Professional Development)
- Improve assessment through joint levelling and moderation both within school and through the West Partnership of schools.

Increasing Learning Time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality through actively supporting families

- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
- Early mornings and after school support including Homework Club

Individualising Support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using outstanding practitioners to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide and providing high quality training
- Working with other agencies to bring in additional expertise
- ‘Right to Read’ – volunteer readers
- School Home Support
- Providing extensive support for parents through family learning, and dedicated in school high intensity support
- Developing parental skills (Literacy, Managing Money, Phunky Foods, Keeping Up in Maths) to support their children’s learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. providing Emotional Literacy Support)

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time.

Pupil Premium and Well-Being and Pastoral Care

We specifically track our pupil premium children in many ways for example:

- Attendance
- Attainment
- Progress
- Emotional and Social support programmes
- Detention
- After School Club uptake (see Sports Premium report)
- Inclusion in enrichment activities

We then respond at an individualised level to ensure each child is supported to fulfil their potential.

We also ensure that we provide 1-1 support for some of our pupil premium children and families to support them both in school and in their wider community.

Curriculum Focus Impact

As a result of all the support and interventions in each year group (outlined in Appendix One) which are made possible through receiving pupil premium funding we have evidenced (Appendix Two) all the school's achievements, of which there are many, against national standards.

When assessing the impact of teaching and support in school the following guidelines apply to the outcomes shown in the table below:

Key Stage 2 Progress in core subjects:

3.3 Average point score a year (A.P.S.) which is nationally recognised as **expected** progress.

3.6+ Average point score a year (A.P.S.) which is nationally recognised as **accelerated** progress.

| Target Group | Project | Objective | Outcome |
|--------------|-----------------------------|--|---|
| All pupils | Quality First Teaching | Raise attainment of pupil premium children | <p>2014 Year 1 Phonic screening – 83% of Pupil Premium children achieved Working At.</p> <p>2014 The Year 2 cohort comprises of 25% Pupil premium. Of this only 5.76% re-sat the phonics screen of which only 1.92% didn't achieve Working At.</p> <p>Key Stage 1 pupil premium children made: Reading: 6.50 APS Writing: 6.10 APS Maths: 6.20 APS</p> <p>Key Stage 2 pupil premium children made: Maths: 3.86 APS Reading: 4.14 APS Writing: 3.85 APS</p> <p>This represents accelerated progress in both Key Stages and an increase on 2013 and shows that interventions have a positive impact.</p> |
| All | Walking Bus | Ensure children are able to come to school on time | Increase in the number of children using the service. Of those that use the walking bus of whom are Pupil Premium attendance has increased to 96.57% which is outstanding and above the national average. |
| All | Breakfast Club | Subsidise the service to keep costs low | Children are in school ready and on time. |
| All | Behaviour Support | Allocate key workers to ensure children are ready to learn | Personalised behaviour provision has been provided to specific pupil premium children and ensured that they are receiving 1-1 support to meet their needs. |
| All | Emotional Literacy Support | To train staff and provide specific support to facilitate increased engagement in learning | Children are settled and ready to learn and their progress is accelerated. Social, emotional and behaviour does not impact on learning. |
| All | Children's Champion Teacher | <p>To increase home school support</p> <p>To monitor, address and support attendance at school</p> <p>To increase parental engagement with school</p> <p>To provide individualised support</p> | <p>Attendance: 2.46% of the whole of Woodthorpe School population are Persistent Absentees (P.A.) with 0.7% being pupil premium P.A.</p> <p>Pupil premium children who are persistent absentees (where attendance is 85% and below) are supported through family meetings to improve their attendance.</p> <p>As a result of 1-1 meetings and our proactive approach the % of P.A. children has decreased overall and attendance has improved for PA pupils with the impact of 67% of the 0.7% overall achieving their best attendance over three years.</p> <p><i>NB PA children tend to be ones that are new to the school.</i></p> |

School Priorities and Planned support for Academic Year 2014 - 2015

Continue to accelerate rates of progress to close attainment gaps, specifically in EYFS upon entry and as pupil premium move through school by means of individual tracking and personalised support.

Provide a speaking and listening intervention to address the increasing need, identified from entry baseline information.

Continue to review and expand the range of intervention opportunities on offer to meet needs and learning styles appropriate to the individual.

Increase the time given to the Assistant SENCO to develop activities and promote parental engagement in school and raise aspirations for disadvantaged families.

Continue to promote family learning opportunities provided in school for parents in key literacy and numeracy skills resulting in increased engagement.

Focus on improving whole school writing.

Increase the % of FSM children making more than expected progress in maths.

Close the gap further so that FSM children match or exceed the performance of Non-FSM children Nationally.

Continue to fund additional support provision using our highest quality teachers to deliver specific end of key stage provisions.

To provide opportunities for all children to access learning through ICT outside of the school day via providing a range of clubs.

Continue to assiduously tackle and improve attendance to close the gap to the National data.

APPENDIX ONE - Record of Pupil Grant Spending Overview by Initiative

Annex D
Year 6

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---------------------------------------|--|
| Blending and segmenting intervention | Key worker allocation | Rapid Read intervention | Rapid Phonics | Rapid Read | Supporting writing to Level 3 | Supporting two levels progress in reading intervention group |
| Phonic boosting sessions | Time to talk intervention | Rapid Phonics intervention | Rapid Read | Rapid Phonics | Securing Level 4 in writing | Achieving Level 4 writing booster group |
| Managing Feelings and Behaviour intervention | Rapid Phonics | Time to Talk intervention | Quest literacy intervention | Extending to Level 4 Reading Comprehension support | Improving reading and comprehension | Achieving Level 4 reading booster group |
| Number recognition and 1-1 correspondence | Additional reading intervention programme | Bug Club | Bug Club | Getting to Level 3 writing intervention | Rapid Phonics Intervention | Gaining high Level 5 reading skills and boost for Level 6 |
| Speech and Language Intervention | Reading and Phonics boost x 2 | Spaced Out Maths (violet) intervention | Daily 1-1 Reading individualised support | Daily 1-1 Reading individualised support | Rapid Read | Bug Club |
| Bug Club | Bug Club | Springboard maths intervention | Monster Maths | Mathletics | Maths Booster | Rapid Phonics Intervention |
| | Monster Maths Intervention | Monster Maths intervention | E..L.S.A. support | Securing levels intervention | Securing Levels in Maths intervention | Securing solid Level 4a+ and equipping for Level 5 booster |
| | Numicon personalised support programme | Behaviour support bought in service 1-1 | Bought in SEN support services | E.L.S.A. Support | Mathletics | Supporting two levels progress in maths intervention group |
| | Emotional Literacy Support Assistant(E.L.S.A.) support | E.L.S.A. support | Attendance Management | Socially Speaking intervention | Early bird Mathletics club | Early bird Mathletics club |
| | Behaviour support bought in service 1-1 | Hearing Impaired support | Homework Club | Family Early Help Assessment Support | 1-1 Individual Support | E.L.S.A. Support |
| | Attendance Management | Booster x 3 afternoons | Brainwaves Club provision | 1-1 x 13 hours weekly support | Homework Club | Attendance Management |
| | CAF support | | CAF Support | Homework Club | | Homework Club |
| | | | | | | Managing Behaviour Support |
| | | | | | | Supporting residential costs |

Headline Data

Overall our children have performed better in 2014 than in previous years.

How Do We Compare Nationally?**Context**

The 2013 Raise on Line Report produced for all schools by the DfE stated that Woodthorpe School has 30% of pupils taking FSM this was in comparison to the National of 26.7%.

Please note that the next published set of DfE National results will be Autumn 2014.

Absence Data

2013 Absence data for our FSM was 6.5%, 0.2% higher than the National of 6.3%. in 2014 this was reduced to 5.83%.

Persistent Absentees for our FSM was 7.1%, 0.3% higher than the National of 6.8%

In order to tackle this in Sept 2013 we formed an attendance task force comprised of a teacher, a governor and a Local Authority representative. We now produce detailed termly tracking reports to governors. Current tracking indicates that FSM absence is 6.15%. The Local Authority takes a lead where absence does not improve following whole school actions.

Phonics

In the Key Stage 1 phonics screening, we continue to exceed the National benchmark of 69% and achieved 82% maintaining our high standards of previous years. This is a result of carefully dissecting our practice and implementing an action plan modelled on the DfE document 'Phonics Screening Check: Responding to the Results'. We have invested heavily in the phonic resources and interventions.

Year 1 Phonic Screen

In 2013 77% of FSM pupils achieved the National level at Woodthorpe. This was **20% higher** than the National of 57%.

The school closed the gap between FSM and Non-FSM from a 24% gap in 2012 to a 5% gap in 2013, this gap continues to be positively addressed with a high % of pupils meeting the required standard in 2014.

Year 2 Phonic Screen

In 2013 79% of FSM pupils (Free School Meals) achieved the National level at Woodthorpe. This was **17% higher** than the National of 62%.

Attainment at Key Stage 1

2012 saw the attainment gap closing between FSM and their National counterparts but widening again in 2013 due to a cohort that had come in well-below national expectations overall . In 2014 we sought to close that gap completely with the impact of successfully having closed the gap with 0.6 APS increase on 2013 National Data in Reading, 0.8 APS increase on 2013 National Data in Writing and 0.3 APS increase on 2013 National Data in Mathematics. This has resulted in closing the gap between our FSM children and National data for Non-FSM children as follows:

2013 Reading 3.8 APS gap

2014 Reading 1.4 APS gap

2013 Writing 3.8 APS gap

2014 Writing 1.2 APS gap

2013 Maths 3.6 APS gap

2014 Maths 1.4 APS gap

This represents a positive impact on pupil premium children.

Achievement at Key Stage 2 at Level 4+ in Reading, Writing and Maths**Annex D**

Since 2011 the school has continued to close the gap between FSM and Non-FSM within school, with an increase in the % of pupil premium children attaining Level 4+ in Reading, Writing and Maths.

Our pupils matched the National data in Attainment Average Point Scores (APS) in Mathematics, Reading and Writing (Teacher Assessment) combined at 26.7 APS.

In Mathematics we exceeded the FSM National Data set at 27.4 APS compared with 27.0 APS. We expect our APS for FSM children in 2014 to be 27.5 APS.

In Reading we were slightly below the FSM National Data set at 26.2 APS compared with 26.9 APS. We expect our FSM children in 2014 to be 28.0 APS.

In Writing we were in line with the FSM National Data set at 25.8 APS compared with 25.9 APS. We expect our FSM children in 2014 to be 25.5 APS.

As a result we will continue to tackle these key areas in 2014 – 2015 targets through a focus on writing as well as weekly comprehension, Rapid Phonics, Rapid Read and 1-1 interventions.

Our next target is to close the gap further and our FSM children to match or exceed the performance of Non-FSM children Nationally.

Our FSM children at the end of Key Stage 2 in 2014 did not achieve in line with their counterparts nationally at Level 4 however they made expected or better progress than their National Counterparts in Key Stage 2 from their well below nationally expected starting points in Literacy. The number of children in this group is very low and as a result each child represents a high % therefore we have to treat the comparison against national data with caution, as it can distort/mislead/misrepresent the performance figures. This data should be read in conjunction with the 'Progress since Key Stage 1' information below. Please note that some of our children did not achieve Level 4, the nationally expected level because their starting point was lower (i.e. Below Level 2) than the nationally expected level (i.e. Level 2B and above). However they made the same progress or better than their counterparts nationally.

Progress Since Key Stage 1**Headlines**

Overall in 2012/13, pupils in receipt of PPG made better average rates of progress than pupils not in receipt of PPG.

Progress

Reading expected progress in 2013 - From Key Stage 1 93% of FSM children outperformed the National data set by 4%.

Reading more than expected progress in 2013 - From Key Stage 1 29% of FSM children matched the National data set at 29%. In 2014 Woodthorpe School will achieve 50% of FSM pupils making more than expected progress.

Writing expected progress in 2013 - From Key Stage 1 100% of FSM children outperformed the National data set by 7%.

Writing more than expected progress in 2013 - From Key Stage 1 7% of FSM children made well below the National data set at 31%. This is an area we targeted in 2014 and the impact has been 42% of children made more than expected progress.

Maths expected progress in 2013 - From Key Stage 1 86% of FSM children were only 4% below the National data set.

Maths more than expected progress in 2013 - From Key Stage 1 21% of FSM children made below the National data set at 34%. Mathematics is an area we need to target in 2014-2015.

Our **Key Stage 1 to Key Stage 2 Value Added Summary** shows that our **FSM outperform our non-FSM children** in Mathematics, Reading and Writing **as well as closing the gap** to the National Data Set year on year. **Annex D**

Our **Key Stage 1 to Key Stage 2 Expected Progress Reading, Writing, Mathematics** shows:

Mathematics - our FSM **outperform their National counterparts** by 2% at 86% compared with 84% Nationally.

Reading - our FSM **outperform their National counterparts** by 9% at 93% compared with 84% Nationally.

Writing - our FSM **outperform their National counterparts** by 11% at 100% compared with 89% Nationally.

In Year School Progress Data

EYFS

In 2013 Pupil premium children in EYFS only made up 4% of the cohort. Assessments were made against a new EYFS framework, these cannot be compared to the previous year. We are addressing low attainment in Speaking and Listening by developing the use of a range of interventions increasing the opportunities that pupils have to develop their skills.

In 2014 Pupil premium children in EYFS made up 12.5% of the cohort.

In Personal, Social, Emotional Development 67% made expected levels of development.

In Reading, Writing and Mathematics 50% made expected levels of development.

Of those children that did not make expected progress there were extenuating circumstances which will have contributed to the outcomes.

Key Stage 2

The proportion of Pupil Premium pupils making expected or better progress over the academic year in Reading, Writing and Maths has increased significantly:

In reading 97% of pupil premium pupils made expected or better progress in 2014.

In writing 92% of pupil premium pupils made expected or better progress in 2014.

In maths 89% of pupil premium pupils made expected or better progress in 2014.

Many pupils who received support from an additional teacher made outstanding progress.

NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – Impact and Spend Summary

Annex E

Total fund generated via Pupil Premium for 2013/14 **£58,133**

| Key Actions | Examples of Impact 2014 | Cost 2013-14 |
|---|---|------------------|
| PRE-TEACHING | <ul style="list-style-type: none"> Better than expected progress in writing for five Y3 pupils (see Case Study 34). Improved independence, confidence and engagement with maths (see Case Studies 31, 32 & 33). | £22,378+ |
| 1:1 TUTORING | <ul style="list-style-type: none"> Where the focus was on READING, 1 out of 2 pupils made at least expected progress from Y2-Y6. Where the focus was on WRITING, 3 out of 4 pupils made at least expected progress from Y2-Y6. Where the focus was on MATHS, 6 out of 7 pupils made at least expected progress from Y2-Y6. | £8,439 |
| 1:1 LEARNING SUPPORT & SPECIALIST SEN TEACHING <i>Note: outcomes affected by high mobility/nature of SEND</i> | <p><u>READING</u></p> <ul style="list-style-type: none"> 2 out of 8 Y6 SEN pupils made better than expected progress from Y2-Y6. 2 made expected progress and 4 made less than expected progress. <p><u>WRITING</u></p> <ul style="list-style-type: none"> 2 out of 8 Y6 SEN pupils made better than expected progress from Y2-Y6. 5 made expected progress and 1 made less than expected progress. <p><u>MATHS</u></p> <ul style="list-style-type: none"> 5 out of 8 Y6 SEN pupils made expected progress and 3 made less than expected progress. | £7,696 £5,337 |
| 1:1 BEHAVIOUR SUPPORT (14 hpw) | This pupil did not achieve a good level of development at the end of the EYFS but went on to achieve a L2B in reading and maths and a secure L2C in writing. | £4,350 |
| PHONIC INTERVENTION | The attainment of 2013/14 Y1 cohort was similar to the national average at the end of the EYFS (53% GLD). Concerns were identified in early 2014 and intervention put in place. With 80% 'at standard', attainment looks set to be above the national figure. | £2,000 |
| EYFS SLCN | Records show positive impact. | £7,420 |
| CURRICULUM ENRICHMENT | Activities including Indian Dance & African Drumming supported children's knowledge & understanding of other cultures and provided stimuli for learning. | £1,350 |
| PARENT SUPPORT WORKER | Records show a number of families and pupils have been well supported to maximise engagement with school and learning. | N/A |
| PASTORAL PUPIL SUPPORT | Records show that many pupils developed better coping strategies and improved self-esteem. | N/A |
| WELL BEING WEEKS & ASSEMBLIES | Evaluation books show that many pupils have developed increased stamina and will power. They also improved their learning behaviour and team working skills. | N/A |
| YOUNG ENTERPRISE | Pupils' aspirations are being developed through this programme. | N/A |
| MENTORING | This has provided pupils with an 'interested adult' to give support and encouragement. | N/A |
| TOTAL | | £58,970 |
| <p>Commentary :</p> <ul style="list-style-type: none"> EYFS PPG pupils attained at least as highly as their non-PPG peers in 2014 (GLD). Y1 PPG pupil made very good progress in phonics, where 100% were 'at standard' in 2014. Y2 PPG pupils generally made at least expected, and in many cases better, progress from their starting | | |

points than their non-PPG peers.

- In Y6 in 2014, PPG pupils performance was as follows:
 - 1 made 3 levels of progress, 5 made two levels of progress and 1 made 0 levels of progress in reading;
 - All 8 made two levels of progress in writing;
 - 1 made 3 levels of progress, 5 made two levels of progress, 1 made 1 level of progress and 1 made 0 levels of progress in maths;
 - 4 of the group attained L4+ in maths plus reading plus writing (one highly mobile pupil did not get L4 in anything, two pupils missed L4 in maths and one pupil missed it in reading).

Caution should however be exercised when interpreting all data, as the school groups involved vary in size but are generally very small, which leads to statistical distortion when making year on year comparisons and when making comparisons to national data.

Recommendations:

- Continue to focus on PPG pupils, tracking their progress and attainment carefully through day to day monitoring systems including 'on track' meetings, observations, work & planning scrutinies etc.
- Ensure this group of pupils receive all necessary intervention and support to ensure that all those with the capability to reach age-related expectations do so.
- Implement pre-teaching across the school, with a particular focus on PPG pupils

NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – Impact Over Time

Annex E

Percentage achieving a good level of development in Early Years

| | 2011 | 2012* | 2013** | 2014 |
|-----------|------|-------|--------|------|
| % FSM | 17% | 75% | 60% | 75% |
| % Non-FSM | 65% | 91% | 52% | 73% |
| % Gap | -48% | +16% | +8% | +2% |

Percentage achieving level 2B+ in Reading

| | 2011 | 2012* | 2013 | 2014 |
|-----------|------|-------|------|------|
| % FSM | 50% | 43% | 67% | 100% |
| % Non-FSM | 63% | 68% | 89% | 91% |
| % Gap | -13% | -25% | -22% | +9% |

Percentage achieving level 2B+ in Writing

| | 2011 | 2012* | 2013 | 2014 |
|-----------|------|-------|------|------|
| % FSM | 25% | 43% | 33% | 100% |
| % Non-FSM | 47% | 64% | 79% | 73% |
| % Gap | -22% | -21% | -46% | +27% |

Percentage achieving level 2B+ in Mathematics

| | 2011 | 2012* | 2013 | 2014 |
|-----------|------|-------|------|------|
| % FSM | 50% | 43% | 33% | 100% |
| % Non-FSM | 58% | 68% | 95% | 91% |
| % Gap | -8% | -25% | -62% | +9% |

Average point score in KS1 (All core subjects)

| | 2011 | 2012* | 2013 | 2014 |
|-----------|------|-------|------|------|
| % FSM | 13.9 | 12.3 | 14.1 | 17.0 |
| % Non-FSM | 13.8 | 15.2 | 16.8 | 16.9 |
| % Gap | +0.1 | -2.9 | -2.7 | +0.1 |

Percentage achieving level 4 in combined English and Mathematics in KS2

| | 2011 | 2012* | 2013 (Re/Wr/Ma) | 2014 (Re/Wr/Ma) |
|-----------|------|-------|-----------------|-----------------|
| % FSM | 67% | 40% | 60% | 57% |
| % Non-FSM | 59% | 86% | 82% | 71% |
| % Gap | +8% | -46% | -22% | -13% |

Percentage achieving two levels of progress in English

| | 2011 | 2012* | 2013: Reading | 2013: Writing | 2014: Reading | 2014: Writing |
|-----------|------|-------|------------------|------------------|------------------|------------------|
| % FSM | 89% | 100% | 80% | 100% | 71% | 100% |
| % Non-FSM | 77% | 86% | 81% | 88% | 82% | 94% |
| % Gap | +12% | +14% | -1% | +12% | -11% | +6% |

Percentage achieving two levels of progress in Mathematics

| | 2011 | 2012* | 2013 | 2014 |
|-----------|------|-------|------|------|
| % FSM | 78% | 80% | 60% | 71% |
| % Non-FSM | 77% | 100% | 88% | 88% |
| % Gap | +1% | -20% | -28% | -17% |

**First full year of PP **EYFS Profile changed*

Summary Comparison to National

Annex E

| | School FSM 2013 | National FSM 2013 | School NON FSM 2013 | National NON FSM 2013 | School FSM 2014 | National FSM 2014 | School NON FSM 2014 | National NON FSM 2014 |
|---------------------------|----------------------------|------------------------------|--------------------------------|--------------------------------------|----------------------------|------------------------------|--------------------------------|--------------------------------------|
| Early Years GLD* | 60% | 36% | 52% | 55% | 75% | tba | 73% | tba |
| KS1 Average points | 14.1 | - | 16.8 | - | 17.0 | - | 16.9 | - |
| Reading Level 4+ | 60% | 75% | 82% | 88% | 71% | tba | 82% | tba |
| Writing Level 4+ | 80% | 70% | 88% | 86% | 86% | tba | 88% | tba |
| Maths Level 4+ | 60% | 74% | 88% | 87% | 71% | tba | 76% | tba |
| Rea, Wri & Maths L4+ | 60% | 60% | 82% | 79% | 57% | tba | 71% | tba |
| Average point score (All) | 25.8 | tba | 28.1 | tba | 26.1 | tba | 27.4 | tba |
| 2 Levels Progress Rea | 80% | 83% | 81% | 89% | 71% | tba | 82% | tba |
| 2 Levels Progress Wri | 100% | 88% | 88% | 92% | 100% | tba | 94% | tba |
| 2 Levels Progress Maths | 60% | 83% | 88% | 89% | 71% | tba | 88% | tba |

**NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – 2014-15 Spending Plan**

Total fund generated via Pupil Premium for 2014/15: **£79,300**

| Key Actions | Examples of Impact 2015 | Cost 2014-15 |
|--|--------------------------------|--|
| PUPIL PREMIUM CHAMPIONS | | £5,050 |
| PRE-TEACHING & CLASSROOM INTERVENTION DELIVERED BY TAS | | £8,320 (ME x 16) £15,600 (LBr x 30) £14,347 (LBU x 20) |
| 1:1 TUITION | | £10,358 |
| 1:1 LEARNING SUPPORT | | £8,608 (JH) |
| SPECIALIST SEN TEACHING | | £5,179 |
| 1:1 BEHAVIOUR SUPPORT | | £7,800 (ME x 15) |
| EARLY YEARS SLCN | | £10,341 (LR x 10, MC x 5) |
| CURRICULUM ENRICHMENT | | N/A |
| PARENT SUPPORT WORKER | | N/A |
| CHILL OUT LEADER & PASTORAL SUPPORT | | N/A |
| WELL BEING WEEKS & ASSEMBLIES | | N/A |
| YOUNG ENTERPRISE | | N/A |
| MENTORING | | N/A |
| TOTAL | | £85,603 |

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| Primary School | No of staff attended | Additional training/support required | Q2. Went well/useful? | Q3. Anything else to be included? | Q4. What will you do as a result? | Key Stage 1 | | Key Stage 2 | |
|--------------------------------|----------------------|--|---|---|---|-------------------|--|-------------------|---------------------------------------|
| | | | | | | No. of FSM Pupils | One of worst performing over 3 years for.... | No. of FSM Pupils | One of worst performing over 3 years |
| Acomb Primary | | | | | | Fewer than 5 | Writing at L2b+ | | |
| Archbishop of York's CE Junior | 2 | | The time to meet, learn, listen, discuss and improve. Chance to start writing action plan for PP children. Case studies from Tracey and Trevor. Clear messages / information from John - largely consolidating information we know and are acting on. | | Action plan created. Working on this and moving in a way that ensures we make significant progress and close gaps. Tracker update including barriers / intervention for staff in meeting already planned. | | | | |
| Badger Hill Primary | | | | | | Fewer than 5 | Reading & Mathematics at L2b+ | | |
| Bishopthorpe Infant | 2 | PP support / ideas for EYFS | Information on new expectations and best practice | | Disuss with SLT how we can improve our PP provision | | | | |
| Burton Green Primary | 2 | | Guidance for prioritising the way forward | | Put together an action plan with senior management | More than 5 | Reading & Writing at L2b+ | | |
| Carr Infant | 1 | Development of PP co-ordinator network. Support for governors. | Looking closely at devising a school action plan. Up to date Ofsted requirements. Talk from HMI. | Developing a 'network' and the opportunity to leave today with that beginning | Feedback to wider SLT and Governors. Evaluate current action plan with the one started today. Share information. | More than 5 | Reading & Mathematics at L2b+ | | |
| Carr Junior | 2 | | | | | | | More than 5 | Reading, Writing & Mathematics at L4+ |
| Clifton Green Primary | 1 | | | | | | | | |
| Clifton with Rawcliffe Primary | 2 | Pupil premium support group/network | Time to reflect - hear national perspective. Great overview and excellent practical solutions / suggestions by Sir John Dunford. | | Re-examine current PP provision and action plan. | Fewer than 5 | Reading & Writing at L2b+ | | |
| Copmanthorpe Primary | | | | | | | | | |
| Dringhouses Primary | 1 | | | | | | | | |
| Dunnington CE Primary | | | | | | | | | |
| Elvington CE Primary | | | | | | | | | |
| Fishergate Primary | | | | | | | | | |
| Haxby Road Primary Academy | 2 | | Ideas for how to implement what we need to - very useful. Highlighted the importance. | | Improve our pupil premium audit trail at school by having SLT meeting | | | More than 5 | Writing at L4+ |
| Headlands Primary | | | | | | | | | |
| Hempland Primary | 1 | | | | | | | | |
| Heworth CE Primary | | | | | | | | | |
| Hob Moor Primary | 4 | PP network in York - good idea and chance to share ideas. | John's presentations and sharing experiences. Millthorpe school ideas and practice. | | Time to plan strategy and review individual progress. | | | | |
| Huntington Primary | 2 | | | | | Fewer than 5 | Writing at L2b+ | | |
| Knavesmire Primary | | | | | | Fewer than 5 | Reading, Writing & Mathematics at L2b+ | | |

| Primary School | No of staff attended | Additional training/support required | Q2. Went well/useful? | Q3. Anything else to be included? | Q4. What will you do as a result? | Key Stage 1 | | Key Stage 2 | |
|----------------------------------|----------------------|--------------------------------------|---|-----------------------------------|--|-------------------|--|-------------------|--------------------------------------|
| | | | | | | No. of FSM Pupils | One of worst performing over 3 years for.... | No. of FSM Pupils | One of worst performing over 3 years |
| Lakeside Primary | 2 | | All sessions were really useful - 'excellence and equity' will be our driver for all | | Continue with our determined approach to tackle the actions highlighted in our PP review, equipped with some new ideas. | | | More than 5 | Reading at L4+ |
| Lord Deramore's Primary | 1 | | | | | | | | |
| Naburn CE Primary | | | | | | | | | |
| New Earswick Primary | 1 | | | | | | | | |
| Osbalwick Primary | 2 | | | | | | | More than 5 | Reading & Writing at L4+ |
| Our Lady Queen of Martyrs | | | | | | More than 5 | Reading, Writing & Mathematics at L2b+ | | |
| Park Grove Primary | 1 | | | | | | | | |
| Poppleton Ousebank | 1 | Link with others regarding PP | Presentations were excellent - informative and compelling | | Lots - contact Head | | | | |
| Poppleton Road Primary | 2 | | | | | | | | |
| Ralph Butterfield Primary | | | | | | Fewer than 5 | Mathematics at L2b+ | | |
| Robert Wilkinson Primary Academy | | | | | | | | | |
| Rufforth Primary | | | | | | | | | |
| Scarcroft Primary | 1 | | | | | More than 5 | Reading, Writing & Mathematics at L2b+ | | |
| Skelton Primary | | | | | | | | | |
| St Aelred's RC Primary | | | | | | | | | |
| St Barnabas' CE Primary | 2 | | John Dunford - great to be prompted to think about strategies / barriers and what we can actually do about it, rather than the 'you need to improve' message. | | Plan in better evaluation of our strategies - we do lots of different approaches but we aren't always sure how effective they are. | More than 5 | Writing & Mathematics at L2b+ | | |
| St George's RC Primary | 2 | | | | | Fewer than 5 | Writing & Mathematics at L2b+ | | |
| St Lawrence's CE Primary | | | | | | | | | |
| St Mary's CE Primary | | | | | | | | | |
| St Oswald's CE Primary | 2 | | Morning sessions from John Dunford especially useful and Trevor Burton | | Formulate action plan for PP. Review of effectiveness of current strategies. Ensure all staff are involved. | | | | |
| St Paul's CE Primary | | | | | | Fewer than 5 | Reading & Mathematics at L2b+ | | |
| St Paul's Nursery | | | | | | | | | |

| Primary School | No of staff attended | Additional training/support required | Q2. Went well/useful? | Q3. Anything else to be included? | Q4. What will you do as a result? | Key Stage 1 | | Key Stage 2 | |
|--------------------------------|----------------------|--------------------------------------|---|--|--|-----------------------------------|--|-------------------|--------------------------------------|
| | | | | | | No. of FSM Pupils | One of worst performing over 3 years for.... | No. of FSM Pupils | One of worst performing over 3 years |
| St Wilfrid's RC Primary | 1 | | | | | | | | |
| Stockton-on-the-Forest | | | | | | | | | |
| Tang Hall Primary | 1 | | | | | More than 5 | Reading, Writing & Mathematics at L2b+ | More than 5 | Reading & Mathematics at L4+ |
| Westfield Primary | 1 | | | | | More than 5 | Writing at L2b+ | More than 5 | Reading & Writing at L4+ |
| Wheldrake CE Primary | | | | | | | | | |
| Wigginton Primary | 1 | | | | | More than 5 | Mathematics at L2b+ | | |
| Woodthorpe Primary | 4 | | | | | | | More than 5 | Mathematics at L4+ |
| Yearsley Grove Primary | 1 | | | | | | | | |
| Applefields | | | | | | | | | |
| Danesgate Community | 1 | | | | | | | | |
| Hob Moor Oaks | 1 | | | | | | | | |
| | | | | | | | | | |
| Secondary School | No of staff attended | Additional training/support | Q2. Went well/useful? | Q3. Anything else to be included? | Q4. What will you do as a result? | 5+ A*-C including English & Maths | | | |
| Archbishop Holgates CE Academy | 1 | | Content - really good and thought provoking | | I have a plan in place | -41% | | | |
| All Saints RC School | 2 | | John and Gina both gave perspectives that made us think about our school | More suggestions about curriculum developments | Continuing to review and develop what we offer. More training for staff in school via T+L meetings | -9% (showing a positive trend) | | | |
| Canon Lee School | 1 | | | | | -43% | | | |
| Fulford School | 1 | | Case study from Westfield school. Overview of PP and it is the leadership challenge. The way data was mentioned and possible gaps to consider (eg PP against non-PP nationally) | More opportunity to debate in-school vs external factors and what schools can and should do about wider community / family issues. | Report to Gov body and raise at next GB meeting. A long list of 'to-do's' including further analysis of data, more reasearch into existing practice and an action plan (to include learning walks and student voice) | -23% | | | |
| Huntington School | 2 | | Always useful to talk to colleagues and share good practice. | More case studies? | Share with SLT and colleagues and governors | 1% (Showing a positive trend) | | | |
| Joseph Rowntree School | 1 | | | | | -29% | | | |
| Manor CE Academy | | | | | | -44% | | | |
| Millthorpe School | 1 | | | | | -13% (Showing a positive trend) | | | |
| York High School | 2 | | | | | -24% | | | |

| Anonymous evaluations | Additional training/support required | Q2. Went well/useful? | Q3. Anything else to be included? | Q4. What will you do as a result? | | | |
|-----------------------|--|---|-----------------------------------|--|--|--|--|
| Anon 1 | | All of it! | | | | | |
| Anon 2 | | John's message | | Just keep going with raising achievement and equity | | | |
| Anon 3 | | Wider national picture puts into context York and school situation | | | | | |
| Anon 4 | | Time to reflect and time for focussed thinking. Able to be more confident about we are doing. Developing key actions to build on what we have started. | | Feedback to pupil premium champions. Re-emphasise Quality First / High expectations. Further focus on deployment and impact of support staff. Give Gobs better support. Increased monitoring and analysis including behaviour and attendance as well as achievement. Get staff to mark/plan for PP children/disadvantages / SEN first, not as an afterthought. | | | |
| Anon 5 | | Lots of useful information. | | Share information with governors and headteacher. | | | |
| Anon 6 | | Chance to share ideas with one another and time to think solely on this topic without other things coming into interrupt train of thought. The links sharing good practice. | | Go back and insist that as a SLT / school we start to be more specific re PP funding. Address poor teaching starting with core. | | | |
| Anon 7 | A re-arrangement of the presentation from Roundhay school. | Time to action plan. Time to think about what is working and what isn't. | No | Complete action plan. Organise an SLT meeting devoted to PP achievement to gather the full story and demonstrate impact. | | | |
| Anon 8 | | HMI opinion. | | Lots! | | | |
| Anon 9 | PP support in EYFS | | | Think more about ways to improve PP throughout school. | | | |
| Anon 10 | | The morning was especially useful. Hearing from other schools was helpful. | | Lots - have just taken on the role as pupil premium leader so am inspired to have impact and have plenty of ideas / ways to do this following this training. | | | |
| Anon 11 | | Ideas for improving practice. | | Read materials and use ideas ready for potential inspection. | | | |
| Anon 12 | | National viewpoints, model of best practice, direction of school strategies. | | Review our SIP, develop new approaches - engage whole school. | | | |