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# West Berkshire Pupil Performance 2016

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<b>Committee considering report:</b>	Overview and Scrutiny Management Commission on 16 <sup>th</sup> May 2017
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<b>Forward Plan Ref:</b>	n/a

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## 1. Purpose of the Report

- 1.1 To inform Members of school performance in 2016, identify key priorities and any barriers which may prevent improvement. The report particularly focuses on the work underway to diminish the differences in the educational performance of vulnerable groups.
- 1.2 Schools invited to the OSMC meeting have been asked to consider:
  - What are the issues for disadvantaged pupils in your school?
  - What strategies have you been using to overcome these barriers?
  - What is working well and having good impact?
  - What barriers continue to be a problem?
  - Is there any support the Council could provide to overcome barriers?

## 2. Recommendation

- 2.1 To note the content of the report

### **Background: Improving educational attainment outcomes of disadvantaged children**

Improving outcomes for disadvantaged children is a national and local educational priority. The Pupil Premium is part of an overarching government strategy to improve support for children, young people and families, focusing on the disadvantaged. It takes the form of additional funding allocated to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The main difference between the premium and previous funding for disadvantaged pupils is that the premium is linked to individual pupils. Schools make the decisions as to how to best spend the funding to ensure that it makes a difference.

Since its launch in April 2011, the amount provided has grown over the years to total £1,320 per primary pupil in the current financial year and £935 for secondary pupils. A total of £2.5 billion a year is now spent on the premium, over 6% of the £38.8 billion schools budget. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care. Schools also receive £1,900 for pupils who have been in care but are now adopted or left care under certain guardianship orders. A separate grant of £300 is paid to schools to enable them to support the emotional and social well-being of service children.

More recently, an Early Years' Premium has been introduced for disadvantaged three and four-olds receiving free pre-school education. It will complement the government-funded early education entitlement by providing nurseries, schools, and other providers with up to an additional £300 a year for each eligible child.

Pupil premium funding is available to local-authority-maintained schools, including special schools and pupil referral units (PRUs). This includes voluntary-sector alternative provision (AP), with local authority agreement, special schools not maintained by the local authority (NMSS), academies and free schools, including special and AP academies. It is not available to pupils educated in the independent sector.

## 1. What do we know?

Recent research by the Sutton Trust and Education Endowment Foundation (The Pupil Premium: Next Steps July 2015) suggest that the pupil premium has enabled schools – including many in areas not traditionally seen as facing disadvantage – to do more to improve the results of their less advantaged pupils. Equally, the report also suggests that whilst many schools have closed the gap there is still much to do. The headline national gap between the percentage of pupils gaining five good GCSEs, including English and Mathematics, for non-pupil premium and pupil premium is barely closing (it was 26.4% and 26.2% in 2011 and 2014). However, the report suggests that this is a relatively poor measure for monitoring the gap since it ignores many improvements.

This is also the case in West Berkshire where, on the face of it, improvements may be seen to have stalled in some areas. The report points out that this threshold measure for 16 year olds cannot take account of pupils who move from an E grade to a D grade or a B grade to an A grade. The report also suggest that, going forward in the new accountability measures, more emphasis should be given to improving outcomes across a range of subjects and increasing rates of progress. (Attainment 8 and Progress 8)

The government is also currently taking more note of a new group of disadvantaged pupils who are in “Families just about managing” and are consulting nationally about how better to identify and support those just falling behind the eligibility threshold. (Schools that Work for Everyone DfE September 2016). Free School meals captures a relatively small number of pupils whose parents have been in receipt of income related benefits, linked to the local labour market in the past six years. This effectively means that if you earn more than £16,190, you will not qualify for Free School Meals. In January this year, 14.3% of pupils were eligible for Free School Meals.

## 2. West Berkshire Pupil Premium Strategy

In West Berkshire, as a result of the high profile Pupil Premium Strategy, there has been a seismic shift in the attention now paid to pupil premium pupils who form only a very small proportion of the cohort (only 286 pupils in the year 11 cohort in 2016). Each school now has a pupil premium co-ordinator; all teachers can identify who their PP pupils are and the need to raise expectations of their performance; schools

collaborate and share good PP practice through pupil premium networks. In the July 2014 Ofsted report "The pupil premium: an update" West Berkshire was cited as "one of the most improved LAs" in closing the gap between disadvantaged pupils and their peers.

However, the gap is still too wide and these pupils need to improve their outcomes to match their non-PP peers. This remains a priority improvement area and we link and work closely with other LAs with similar issues. The gap in performance between disadvantaged and non – disadvantaged in high performing educational authorities, especially in the South East of England e.g. West Berkshire, Wokingham, Hampshire, Buckinghamshire, Windsor and Maidenhead-is typically greater than national although the percentage of disadvantaged pupils is smaller.

### 3. Performance Data

Disadvantaged pupils include all pupils entitled to Free School Meals (FSM) in the previous six years. FSM pupils are those currently in receipt of FSM. Both groups are represented in national statistics.

In 2016, good gains have been made in improving achievement for disadvantaged pupils in Early Years Foundation Stage. The number of pupils eligible for free school meals (FSM) in EYFS is very small i.e. 137 pupils out of 2,036 which equates to 7%. The gap between FSM and non FSM has reduced from 32% in 2014 to 28% in 2015 to 20.5% in 2016. This has been a priority improvement area for improvement.

However, more improvement is needed for disadvantaged KS2 eleven year olds (307 pupils disadvantaged; 123 pupils FSM) where in the key indicator of RWM only 31.9% of pupils achieved this measure compared to 38.3% nationally. A mitigating factor is the context of the new assessment arrangements and the unexpected low performance of three large primary schools with high percentages of disadvantaged pupils (14%).

Performance against other LAs in the South East for 16 year olds has improved from very low ranks in previous years. In particular, progress rates for disadvantaged pupils in the Progress 8 measure are in have improved to the second quartile of national performance (rank 57/152).

What is distinctive about West Berkshire disadvantaged pupils is that the cohort is small and the numbers of White British FSM in that group is increasing (40%). White British FSM pupils achieve the lowest grade at GCSE of any main ethnic group nationally.

Disadvantaged pupils from other ethnic groups achieve more highly e.g. Chinese, Bangladeshi and Indian. Several reasons have been offered for the differing performance between ethnic groups, including relative levels of aspiration, socio-economic inequalities and the prominence of particular cultural and curricular norms in education.

Whilst end of key stage outcomes for these pupils remains stubbornly low, as it does nationally, provision for disadvantaged pupils in West Berkshire schools has improved significantly in recent years, especially in the progress the pupils make in their learning. This is evidenced by the consistently favourable comments in Ofsted

inspection reports about the progress of all disadvantaged pupils in school. Ofsted looks more in depth at every year group and can provide a more accurate account of the impact of the school's work for disadvantaged pupils. A school can no longer be judged a "good" school unless PP pupils are achieving well. Currently, 90% of WB schools are judged to be good or better by Ofsted.

#### 4. Pupil Premium support and development in West Berkshire 2016 - 2017

Strategic:

- Annual Pupil Premium strategic plan – progress reviewed regularly
- Key agenda item for School Improvement Adviser (SIA) termly meetings with schools
- Forensic data analysis available to all SIAs to:
  - enable challenging conversations in school visits with headteacher meetings
  - select Schools for KS1 Pupil Premium Project. Schools are working on developing stronger partnerships with parents
  - highlight good achievement
  - enable more focussed support for poorer performing schools
- Regular agenda item for Primary Head Forum and Leadership Forum
- A focus of recent whole service development day
- Key item on agenda for the Vulnerable Groups meeting
- Joint paper written with Public Health

Support and Training:

- Secondary Pupil Premium (PP) Network which meets termly
- Primary Pupil Premium Network which meets termly
- Pan Berks PP lead network
- KS1 Parental Engagement project
- PP Surgeries to discuss paper work
- PP whole school reviews – targeted as required. One third of all West Berkshire Schools have received a Pupil Premium Review
- NQT Training
- Governor training at 2 levels – Introduction to PP, for all Governors and PP Lead Governor
- Berkshire PP Conference – in July 2017
- Website advice

#### 3. Appendices

Appendix A – PP Ofsted comments

Appendix B - LA support and PP impact – Ofsted comments

Appendix C - 2016 KS headlines

Appendix D – SE KS4 2016 Disadvantaged