
PUPIL PREMIUM FUNDING

SUMMARY REPORT

Purpose of the Report

1. To provide the Scrutiny Committee with information on the Pupil Premium Funding initially introduced in 2011, with amendments and refinements since that date.

Summary

2. The Pupil Premium (PP) was introduced in April 2011, as additional targeted funding for schools. It was allocated to schools to work with pupils who have registered for Free School Meals (FSM) at any point in the previous six years and to children 'looked after' continuously for six months.
3. The funding has increased since its introduction and in 2014/15 the total fund will be £100m.
 - (a) 2011/12 - £488 per eligible pupil
 - (b) 2012/13 -£ 623 per eligible pupil
 - (c) 2013/14- £900 per eligible pupil
 - (d) 2014/15- £935 for pupils in Yr7-Yr11; £1,300 for pupils in reception to Yr6
 - (e) 2015/16- £935 for pupils in Yr7 to Yr11; £1,320 for pupils in reception to Yr6

Amendments and extensions since 2011 include:-

4. **Service Pupil Premium (SPP)** - £300 per eligible pupil. The funding covers reception to Year 11.
5. **Pupil Premium Plus** - £1,900. Eligible children are those 'looked after' from the day they enter care; children adopted directly from care; children who have left care under a Special Guardianship Order; Residence Order, or a Child Arrangements Order. Parents 'self-disclose' regarding adoption, and the Virtual School Head (VSH) is responsible for managing the pupil premium funding for looked after children.
6. In 2015/16 the criteria for the higher rate funding is extended to cover children and young people who have left local authority care (for reasons above) and remain eligible for free school meals. An example could be a child looked after who returns to extended family within a Special Guardianship Order or Residence Order, and still meets free school meals criteria.

7. **Early Years Pupil Premium (EYPP)**, implemented in April 2015 via the Dedicated Schools Grant. The EYPP closes the gap at ages 3 and 4 year, between additional support for disadvantaged children aged 2yrs and the school age PP.
8. The funding is paid on a quarterly basis either direct to academies/free schools/child care settings or to the local authority (noting the above arrangements for LAC PP).

Recommendation

9. It is recommended that:-
 - (a) Scrutiny notes the additional funding to schools.
 - (b) The impact on the Council's Corporate Parenting role is noted and Scrutiny supports work with schools and Virtual Head Teacher to maximise the use of the funding.

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Background Papers

None

S17 Crime and Disorder	The PP is not specifically for addressing crime and disorder but can be directed at behavioural issues in schools
Health and Well Being	The PP is not directly targeted at health but improved educational outcomes is shown to increase health and well being outcomes
Carbon Impact	No impact
Diversity	PP is directed at schools and disadvantaged pupils which will include those within a range of minority groups
Wards Affected	All wards
Groups Affected	Children and young people aged 5-16yrs
Budget and Policy Framework	This report does not represent a change to the budget and policy framework.
Key Decision	This is not a key decision
Urgent Decision	This is not an urgent decision
One Darlington: Perfectly Placed	One Darlington – addressing inequality
Efficiency	This report does not identify specific efficiency savings.

MAIN REPORT

Why was Pupil Premium Introduced?

10. The funding seeks to address underlying inequalities and improve life chances of specific groups where evidence shows those life chances to be limited. It seeks to support 'narrowing the gap' initiatives and contribute to improving social mobility rates.

How is it Working?

11. The use of the additional funding is the responsibility of individual Head Teachers and school leaders - there is no central prescriptive requirements, as it will be most effective when individual school context and academic research into 'what works', are combined.
12. Examples exist of differing approaches - schools pooling funding with other schools, local authorities or external providers, to support a wider range of provision, or working with small groups and individuals.
13. The research to date has identified that most schools target 'all disadvantaged' with a minority of schools targeting specific groups or individuals (identified as not making expected progress or low attainment). Other schools focus support on wider issues which are barriers to learning.
14. A number of 'toolkits' and best practise examples have been issued since PP's introduction in 2011 to support schools in using the additional monies in the most effective way. A number of research papers and evaluations have been produced- the most recent from BAAF (British Association of Adoption and Fostering) looking at impact and use of PP for adopted children.

Accountability

15. Ofsted have revised their inspection framework to report on attainment and progress of disadvantaged pupils who 'attract' PP. If Ofsted feel a school has issues with how it provides for its disadvantaged pupils, it can commission a 'Pupil Premium Review'. This can also be requested by the DfE; the Regional Schools Commissioner; academy trust or the local authority where concerns exist.
16. In addition schools must publish details of how it spends its PP and the effect this has on the attainment of pupils who 'attract' the funding. This is placed on the schools website, so it is easily available to parents and the public at large.

Pupil Premium Awards

17. To support and encourage effective use of PP, the DfE has an award scheme for schools where PP use has significantly improved the outcomes of their disadvantaged pupils. Locally St Theresa's has received £1,000 from this award process.

Using Pupil Premium Effectively

18. Some examples of use of PP within Darlington schools are:-

- (a) Homework clubs;
- (b) Breakfast clubs;
- (c) Additional small group work;
- (d) Alternative education options

Fundamental to all of these initiatives is the clarity from pupil data and knowing within the schools ethos what the ambition is for individual pupils and the school overall. This enables the funding to be targeted well. Barriers to learning may not be school based and can include parenting issues; lack of confidence; poor language skills etc. A detailed review of these within any one school will determine how the PP is used to gain maximum effectiveness. There is no 'one answer' – hence the monitoring of the progress of disadvantaged pupils as the key success outcome.

Recent data from Darlington overall, reveals a very mixed picture in 'closing the gap' in achievement levels. KS2 has shown an increased 'gap', which is not apparent at other Key Stages, where data is mixed. Ofsted monitors this closely via the inspection process and for academies DfE also responds to areas of poor performance. DBC retains a strategic overview of school improvement and acts as a 'broker' in sourcing additional support for schools as needed.

Conclusion

19. The PP and its 'extensions' provide an opportunity to improve outcomes for children and young people identified as having lower attainment arising from a range of factors. Schools have discretion over how this money is used but remain accountable via the open reporting and inspection processes. The opportunity exists to maximise this funding by working across settings and services.