

To the Chair and Members of the Children and Young People O&S Panel

Effectiveness of the Pupil Premium across Doncaster

Relevant Member(s)	Cabinet	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools		All	No – For information only

EXECUTIVE SUMMARY

1. The purpose of this report is to inform Members of the work being completed to support schools and early years providers in relation to their provision for disadvantaged children (from age 3 -4 up to year 11) who attract pupil premium funding. It will also inform cabinet members of the emerging outcomes for disadvantaged pupils in receipt of the pupil premium across the borough.

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

3. That the panel considers the information presented and notes the following;
 - Due to changes in a number of assessment measures across Key Stage 1-4, trend analysis in relation to whether attainment and progress differences (of Doncaster disadvantaged pupils compared to national non-disadvantaged pupils) are diminishing have not been possible this academic year. Further analysis of the outcomes will be required over the following academic year.
 - Support and challenge in relation to the provision for disadvantaged pupils is the duty of officers and colleagues working across a range of education services including the Virtual School for Children in Care, the SEND Service, Educational Psychology, the Early Years team and the core Education Standards and Effectiveness team. This report should be read alongside those from these other services.

- Support and challenge is in place to Governing Bodies and School Leaders to improve the performance of all pupils, including disadvantaged pupils, through a range of processes, training opportunities and strategic approaches such as the Doncaster reading strategy and Doncaster Raising Aspiration and Achievement strategy.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and developing policy.
5. Performance across different age groups for disadvantaged pupils in 2016 is varied with younger children in Doncaster laying stronger foundations to build on with differences to national non-disadvantaged pupils at year 1 diminishing. The task now is to build on the positive outcomes from a young age and translate them into better outcomes in the years of education that follow.

BACKGROUND

6. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil premium funding is available to:
 - local-authority-maintained schools, including:
 - special schools (for children with special educational needs or disabilities)
 - pupil referral units (PRUs - for children who can't go to a mainstream school)
 - academies and free schools, including
 - special academies (for children with special educational needs or disabilities)
 - alternative provision (AP) academies (for children who can't go to a mainstream school)
 - voluntary-sector alternative provision (AP), with local authority agreement
 - non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)
7. Pupil premium allocations for the 2016 to 2017 financial year were based on January 2016 school census data. In the 2016 to 2017 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:
 - £1,320 for pupils in reception year to year 6
 - £935 for pupils in year 7 to year 11
8. Schools will also receive Pupil Premium Plus funding for pupils identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local authority care for any of the reasons above, or have been in local authority care for 1 day or more also attract the Pupil Premium Plus funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that supports and monitors the education for a child in care

- In addition to this funding, an additional £300 pupil premium is awarded to pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence. However, it should be noted that pupils attracting the services pupil premium are not considered as 'disadvantaged' from a data perspective.
- In January 2016, there were 14,531 pupils eligible for pupil premium funding or Pupil Premium Plus funding.

Percentage of pupils eligible for pupil premium due to deprivation*

	2014/2015		2015/16		2016/17	
	Doncaster	National	Doncaster	National	Doncaster	National
Primary	34.7	26.7	32.9	25.9	31.6	25.1
Secondary	33.3	28.9	34.0	28.9	34.7	29.2

**Figures do not include looked after children or service children*

Pupil Premium Plus (Managed by the Virtual School Head for Children in Care)

- The Pupil Premium Plus funding is given at £1900 per pupil. In Doncaster, 74% of the Pupil Premium Plus is directed to the education setting to address the individual child's needs to promote and accelerate learning toward the expected progress and outcome measures. The individualised approach reflects national research which summarises how best to support 'children in care' to achieve in education. The funding is distributed in 2 tranches and the impact tracked via the child's Personal Education Plan (PEP), in the data tracking section and success in meeting targets related to core subjects and personal targets, for example improving attendance; reducing Fixed Term Exclusions; enabling the child to manage anxieties and settle to learn in a classroom. The second tranche of funding is not distributed if it's not clear, in the PEP, how the first tranche was used and the impact of its use.
- Centrally retained Pupil Premium Plus funding is used to target children in key year groups e.g. Year 11, where additional funding is required and also to provide interim tuition for children not accessing education for a variety of reasons such as a placement move out of area during the admission transition period.

The funding has also been used for:

- a Conference involving workshops led by schools on the impact of the work they have carried out,
 - a rolling programme of the purchase of laptops for children to support them in home learning,
 - celebrating children's successes,
 - purchase of books for the annual 'Book Day, as part of the drive to improve reading,
 - the purchase of a professional portal, which when functional will make the PEP system more efficient for all professionals involved.
13. Details of the use and impact of Pupil Premium Plus funding for Children in Care and the progress and outcome measures is detailed in the Virtual School Headteacher's Annual report (presented at the Corporate Parenting Board meeting in November 2016). Provisional outcomes and progress measures at Key Stage 2 are positive. Key Stage 4 outcomes remain a challenge, although improved outcomes at GCSE English are evident. The Virtual School is represented at the LA Pupil Premium network meeting to ensure good practice from schools and local, regional and national practice in relation to Children in Care is shared.

Early Years Pupil Premium (EYPP)

14. The EYPP is an additional £0.53 per hour per child for eligible children, which equates to £302.10 per year if a child takes up their full 570 hours free early education entitlement.

At the end of January 2015 the Department for Education (DfE) published a guide for local authorities for the implementation of the Early Years Pupil Premium (EYPP) from April 2015. The DfE also produced a model form and letter to help early years providers identify which children may be eligible for the EYPP.

15. In autumn 2015, the DfE collected actual data on the take up of the EYPP and this was used to adjust the estimated funding value for 2015/16. From January 2016, the schools census and early years census have been used to determine the EYPP allocation for each local authority. In 2015/16 (1st April 2015 to 31st March 2016) Doncaster was allocated £347,000 for the Early Years Pupil Premium. Funding released to providers in 2015/16 was £230,450 (for the summer 2015, autumn 2015 and spring 2016 terms)
16. EYPP funding must be used to improve the quality of early years education. The DfE have stated that there will no restrictions placed on providers in terms of how they do this. Although Ofsted are not imposing restrictions on how the funding should be used, through the regular inspection process they will hold providers to account for how it has been used to support their disadvantaged children.

Outcomes

17. The intention of additional pupil premium funding is that it will enable schools to fund additional provisions that will 'diminish' any differences between the outcomes of disadvantaged pupils and the national outcomes for non-disadvantaged pupils.

18. EYPP Outcomes

Outcomes for children accessing the EYPP are currently monitored through the statutory assessment undertaken at the end of the Reception year. There are currently no national figures published for the EYPP in order to make a comparative judgement. There has only been one collection of data in 2016 and the figures below indicate the outcomes.

	Pupils reaching a Good Level of Development	Achieving at least the expected level in all Early Learning Goals	Average Total Points Score
Not Pupil Premium (3,166)	72.6%	70.8%	35.1
Pupil Premium (744)	58.1%	54.6%	31.7
National (All pupils)	69.7%	67.3%	34.4

19. Year 1 Phonics Screening check

At year 1, as the assessment measure and funding criteria has remained constant, a trend analysis of the difference in outcomes for disadvantaged pupils in Doncaster compared to national non-disadvantaged pupils is possible.

From 2015 to 2016, Doncaster has started to 'diminish the difference' between the year 1 outcomes for disadvantaged pupils and national non-disadvantaged pupils in the phonics screening check.

	2014	2015	2016
National Disadvantaged	63	66	70
National Non-disadvantaged (other)	78	80	83
Doncaster Non-disadvantaged	76	75	81
Doncaster Disadvantaged	60	59	66
Difference (Doncaster Disadvantaged to National Other)	18	21	17

20. Key Stage 1

Outcomes for children at Key Stage 1 are currently monitored through a new statutory assessment undertaken at the end of year 2. As 2016 was the first year of a new assessment measure, there has only been one collection of data. This means that although a comparison can be made between Doncaster's disadvantaged pupils and national non-disadvantaged pupils, a trend analysis regarding the difference over time has not yet been established. This will be tracked over time as further assessments are completed using the new standard.

2016 KS1 Unvalidated data	Percentage of pupils achieving at least the expected standard			
	Reading	Writing	Maths	Science
Doncaster Disadvantaged	57	50	57	66
Doncaster Non-disadvantaged	75	70	76	84
National Non-disadvantaged (other)	78	70	77	85

Difference (Doncaster Disadvantaged to National Other)	-21	-20	-20	-19
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2016 KS1 Unvalidated data	Percentage of pupils achieving Higher Score / Greater Depth			
	Reading	Writing	Maths	
Doncaster Disadvantaged	10	6	9	
Doncaster Non-disadvantaged	24	14	20	
National Non-disadvantaged (other)	27	16	20	
Difference (Doncaster Disadvantaged to National Other)	-17	-10	-11	

21. There is a large disparity between disadvantaged pupils in Doncaster and non-disadvantaged pupils nationally across all measures at key stage 1. Doncaster's disadvantaged pupils perform best in measures of science and struggle most in writing at both the expected standard and at greater depth, this trend is also seen in Doncaster's non-disadvantaged pupils
22. In Doncaster, the disparity between disadvantaged pupils and national other (non-disadvantaged) is largest in reading, however improvements in all measured subjects for disadvantaged pupils at Key Stage 1 are required.

23. Key Stage 2

Outcomes for children at Key Stage 2 are similarly monitored through a new statutory assessment undertaken at the end of year 6. As 2016 was the first year of a new assessment measure, there has only been one collection of data. This means that although a comparison can be made between Doncaster's disadvantaged pupils and national non-disadvantaged pupils, a trend analysis regarding the difference over time has not yet been established. This will be tracked over time as further assessments are completed using the new standard.

2016 KS2 Unvalidated data	Percentage of pupils achieving at least the expected standard				
	Reading	Writing	Maths	GPS	Science
Doncaster Disadvantaged	43	62	51	53	69
Doncaster Non-disadvantaged	64	80	72	73	86
National Non-disadvantaged (other)	71	79	75	78	86
Difference (Doncaster Disadvantaged to National Other)	-28	-17	-24	-25	-17

2016 KS2 Unvalidated data	Percentage of pupils achieving Higher Score / Greater Depth				
	Reading	Writing	Maths	GPS	
Doncaster Disadvantaged	6	5	6	9	
Doncaster Non-disadvantaged	15	15	16	22	

National Non-disadvantaged (other)	23	18	20	22	
Difference (Doncaster Disadvantaged to National Other)	-17	-13	-14	-13	

2016 KS2 Unvalidated data	Progress		
	Reading	Writing	Maths
Doncaster Disadvantaged	-2.89	-1.36	-1.81
Doncaster Non-disadvantaged	-1.41	0.02	-0.36
National Non-disadvantaged (other)	+0.3	+0.1	+0.2
Difference (Doncaster Disadvantaged to National Other)	-3.19	-1.46	-2.01

24. There is a large disparity between disadvantaged pupils in Doncaster and national non-disadvantaged pupils, with the largest disparity seen in reading attainment and progress measures. At the expected standard, Doncaster's disadvantaged pupils achieve the best in science (69%) and worst in reading (43%), this is also seen in the non-disadvantaged pupils in Doncaster.
25. Working at greater depth, Doncaster's disadvantaged pupils achieve the best in Grammar Punctuation and Spelling (9%), this is also seen in the non-disadvantaged pupils in Doncaster. Working at greater depth, Doncaster's disadvantaged pupils achieve the worse in writing (5%).
26. The disadvantaged pupils in Doncaster do not make the progress they should in all subjects but is considerably less so in reading. The disparity between this cohort and other non-disadvantaged pupils nationally is greatest in reading progress. Improvements in progress for all measured subjects for disadvantaged pupils at Key Stage 2 are required.

27. Key Stage 4

Outcomes for children at Key Stage 4 are similarly monitored through a new statutory assessment undertaken at the end of year 11. 2016 was the first year of the new secondary accountability framework; Attainment 8 and Progress 8. For these measures, there has only been one collection of data. This means that although a comparison can be made between Doncaster's disadvantaged pupils and national non-disadvantaged pupils, a trend analysis regarding the difference over time for these measures has not yet been established. This will be tracked over time as further assessments are completed using the new measures.

Progress 8 and Attainment 8

	Progress 8	Attainment 8
Doncaster Non-disadvantaged	-0.02	50.81
Doncaster Disadvantaged	-0.61	38.08
National Non-disadvantaged (other)	+0.11	52.56
Difference (Doncaster Disadvantaged to National Other)	-0.72	-14.48

28. At Key Stage 4, Doncaster's disadvantaged pupils make less progress than they should and attain at a considerably lower rate than their national non-disadvantaged peers. The Progress 8 disadvantaged difference of -0.72 is in the bottom 10% nationally indicating a need for improved use of the pupil premium funding.
29. In 2016, the reported attainment measure relating to GCSE outcomes (5 A*-C including English and mathematics) has remained and can be used to consider a trend for disadvantaged pupils in relation to the differences to national non-disadvantaged.

KS4 - % 5+ A*-C including English & mathematics GCSE

	2014	2015	2016
Doncaster Non-disadvantaged	56	59	67
Doncaster Disadvantaged	33	28	41
National Non-disadvantaged (other)	64	63	69
Difference (Doncaster Disadvantaged to National Other)	-31	-35	-28

30. In Doncaster from 2015 to 2016, at Key Stage 4, disadvantaged pupils are diminishing the attainment difference between themselves and their national non-disadvantaged peers using the above measure. However, further improvement in attainment outcomes is needed in order to improve towards the national standard.

Additional Information

31. In relation to the 2015 outcomes for disadvantaged pupils, Warmsworth Primary school was named as a regional runner up in the National Pupil Premium Awards. The school subsequently held two training sessions for school practitioners to attend in order to share their good practice and approach to the effective use of the pupil premium funding.
32. Links to St Andrew's C of E Primary School, Hull (a 2014 regional winner of the National Pupil Premium Awards) have been established with school visits and training events organised and held.
33. Partners in Learning, the Doncaster Teaching School Alliance, are running sessions this academic year to support this agenda; *'How to Conduct a Pupil Premium Review in Your Own School'* (8th December 2016, 4th January 2017) and *'How to Become a Pupil Premium Reviewer'* (13th December 2016, 11th December 2017), *'Effective Allocation of Early Years Pupil Premium'* (15th February 2017)
34. Partners in Learning has appointed a number of Specialist Leaders of Education to support schools in 'Closing the Gap'. These specialist teachers can be commissioned by schools in Doncaster to support their leadership and improve the deployment of pupil premium funding.
35. The Director of Inclusion Reach4 Academy Trust plans to complete Pupil Premium reviews this year in all Doncaster Reach4 Academy schools. As a follow up to these reviews, Reach4 schools will be supported with the development of a Pupil Premium action plan which will be monitored at

subsequent Reach4 Inclusion monitoring visits.

36. During 2016, Doncaster Council and Partners in Learning were successful in submitting a bid for funding to the Education Endowment Foundation. Working in partnership, a development programme entitled 'Making the Best Use of Teaching Assistants' was successfully delivered to 64 schools.
37. A number of successful training sessions on the use of regular provision mapping have been delivered. Provision mapping is a method to assess the effectiveness of additional provisions and can be used to identify training requirements and to inform the deployment of resources (such as the pupil premium funding).
38. In 2015/16, Doncaster Council's Education Standards and Effectiveness service supported colleagues from Internal Audit to complete a number of pupil premium website audits on 7 identified schools / Pupil Referral Units. Internal Audit reported findings to both the schools and the Education Standards and Effectiveness Service upon completion.
39. From December 2015 to June 2016, Internal Audit completed a Pupil Premium Audit to provide the Assistant Director Learning and Achievement with an assurance opinion on the adequacy of the review and monitoring processes in place within Learning and Opportunities: Children and Young People. The completed report was published in July 2016 and reported that Internal Audit were able to provide *'limited assurance that business objectives relating to Pupil Premium Funding arrangements are likely to be achieved'*. In relation to the recommendations given, consideration needs to be made regarding the capacity to deliver these as well as in the context of the statutory guidance.
40. **Improving the use of the Pupil Premium in Doncaster**

The underperformance for disadvantaged pupils at Key Stage 1, 2 and 4 is being addressed with urgency in the following ways;

- The Education service is currently working on a Doncaster Raising Aspiration and Achievement Strategy, Reading Strategy and revised School Improvement Strategy which will incorporate a focus on improving the outcomes for all pupils, including groups of pupils.
- Outcomes and target setting in relation to groups of pupils (including the disadvantaged) are a focus of the autumn term Standards and Effectiveness Visits which are held with all Local Authority maintained Primary schools, Special Schools / Pupil Referral Units and 5 Primary academy schools. The information gained from the subsequent report that follows is used to inform the categorisation of a school in line with the Local Authority support tiers.
- Inclusion Conversations will be held with all Primary, Secondary and Special Schools (including Pupil Referral Units) in the spring term 2017. These support and challenge visits will include a focus on ensuring that the statutory requirements in relation to the school publication of a Pupil Premium Strategy are fulfilled.

- Regular communication to school leaders and governing bodies through emails, training sessions and suggested governing body agenda items will continue to inform school leaders and governors regarding changes in the statutory requirements and Ofsted guidance around the effective use of the pupil premium and assessment of the provisions for disadvantaged pupils.
- Termly Pupil Premium Coordinator networks have received positive feedback and will continue to provide local and national updates as well as the opportunity for colleagues to share good practice and network. Through these events, information relating to Pupil Premium Reviews and trained reviewers will continue to be promoted and shared with schools and settings.
- Partnership working with external organisations such as the Doncaster Teaching School Alliance, Partners in Learning, will continue to grow to provide training and development opportunities in relation to improving provision and outcomes for pupils that attract the pupil premium funding.

OPTIONS CONSIDERED

41. There are no alternative options within this report as the intention is to provide the panel with information.

REASONS FOR RECOMMENDED OPTION

42. There are no recommended options as the report is for information.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

43.

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Good education and provision (funded through the pupil premium funding) for disadvantaged pupils, enables us to prepare our children and young people for employment in the future. In turn helping the economy to grow and flourish.</p>
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>As above, a good educational provision (aided by the effective use of the pupil premium funding) supports disadvantaged pupils to live safe, healthy, active and independent lives through the provision of a varied curriculum and the development of both academic and social / emotional skills.</p>
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting</i> 	<p>As above, a good education supports families to thrive by</p>

	<i>Doncaster's vital services</i>	preparing all children, including disadvantaged pupils for future employment.
	Council services are modern and value for money.	Checks to ensure transparency around the statutory publication of information relating to the expenditure and impact of the pupil premium funding are now completed annually.
	Working with our partners we will provide strong leadership and governance.	Focused training and network events are provided through the Local Authority and the Doncaster Teaching School Alliance. By informing and developing school leaders, governors and Pupil Premium / Disadvantaged Pupil Coordinators in this specific area, leadership in schools is strengthened.

RISKS AND ASSUMPTIONS

44. Assumptions:

- Doncaster's schools are challenged by their Governing Bodies, the Local Authority, the DFE and Ofsted about their examination and test outcomes for all groups of children, including disadvantaged pupils, at all stages. (Materials to support governors with support and challenge conversations about pupil premium funding have been shared).
- Governing Bodies are responsible for ensuring the school development plans are in place to address low attainment and progress for pupils attracting additional funding, such as disadvantaged pupils.
- Schools are responsible for the purchase of high quality training and support from a range of sources to improve the provision for disadvantaged pupils.
- The Local Authority monitors results and progress and exercises its duties in accordance with the revised Doncaster School Improvement Strategy.
- Schools will respond appropriately to issues associated with changes to examination systems, access arrangements and curriculum requirements.
- Schools will respond appropriately to the information shared regarding changes in statutory guidance around the publication of information on the pupil premium funding.

45. Risks:

- New assessment measures and standards has resulted in a lack of consistency for the 2016 pupil group analysis and this could continue until trends are established over a number of years for the majority of measures.
- At Key Stage 4, new calculations mean schools may opt to enter children for courses determined by performance tables rather than the best interests for disadvantaged students.
- School leaders and Governing Bodies may choose not to assign the role of a 'Pupil Premium / Disadvantaged Pupil Coordinator' to a specific member of staff in school and similarly may choose not to assign a named governor to the monitoring and challenge of this area. These two roles are recommended good practice but are not a statutory requirement.
- School leaders and Governing Bodies may not be accessing the full amount of pupil premium funding that pupils are eligible for. The provision of free meals for all Key Stage 1 pupils mean that schools now need to be more pro-active in obtaining permission for eligibility checks. The Local Authority has issued guidance and shared good practice to support schools in addressing this.
- Failure to improve the Ofsted school profile and overall education outcomes across Doncaster may in turn, limit the outcomes for disadvantaged pupils to a greater effect.
- The data in this report is based on unvalidated data and is subject to change.

LEGAL IMPLICATIONS

46. Section 13 of the Education Act 1996 states that a local authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population in their area.
47. This duty is extended by Section 13A which requires a local authority in England to ensure that their relevant education functions and the relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential by every person under the age of 20 and aged 20 or over but under 25 who are subject to a learning difficulty assessment.

FINANCIAL IMPLICATIONS

48. There are no specific financial implications arising from the recommendations detailed in this report.

HUMAN RESOURCES IMPLICATIONS

49. There are no specific human resource implications arising directly from this report.

TECHNOLOGY IMPLICATIONS

50. There are no technology implications arising from this report.

EQUALITY IMPLICATIONS

51. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that disadvantaged, is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

52. No further consultation was undertaken for this report.

BACKGROUND PAPERS

53. None.

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