NORTH YORKSHIRE COUNTY COUNCIL

THE YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 MARCH 2018

PUPIL PREMIUM UPDATE

Reference Documents:
Achievement Unlocked Summary Report 2016-17
Achievement Unlocked Case Studies
North Yorkshire Tackling Disadvantage Toolkit 2017
http://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners

1.0	**PURPOSE OF REPORT**
1.1	To provide the young people overview and scrutiny committee with an update on the use of the pupil premium and its impact on disadvantaged learners in North Yorkshire.

2.0   CONTEXT

2.1   *Numbers of disadvantaged pupils in receipt of the pupil premium*

2.2   Disadvantaged Pupils are categorised by the DFE as:

- Pupils in year groups reception to year 6 recorded as Ever 6 Free School Meals (FSM)
- Pupils in years 7 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

The following table provides a summary of the number of pupil premium pupils in North Yorkshire (Data taken from the revised North Yorkshire pupil premium data 8th January 2018)	Primary – no of pupils (NCyr R-6)	Secondary – no of pupils (NCyr 7-11)	Total pupil premium pupils (Ncyr R-11)
Disadvantaged pupil premium	6767	5315	12082
Service child pupil premium	2345	1271	3616

*Adopted from care pupil premium	388	141	529
*Looked After pupil premium	167	196	363
Total pupil premium pupils	10571	6923	16590
Total pupils in NY cohort	49304	31220	80524
% of pupil premium pupils	21.4	22.2	20.6

* Also included in the disadvantaged pupil premium

2.3 **Pupil Premium Funding Allocation: Funding for financial year 2016 to 2017**

2.4 For each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £1,900 for any pupil:

- identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following:
- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

For the pupils who attract the £1,900 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

2.5 **Outcomes for disadvantaged pupils (see appendix 1)**

2.6 Our 2017 North Yorkshire data indicates that at all key stages our outcomes for disadvantaged learners are improving however not at the same rate as other learners. As a result the attainment gap between our disadvantaged learners and their peers continues to widen at all key stages.

2.7 At Key Stage 2 and 4 our Local Authority (LA) ranking for our attainment gap has fallen further and now lies 135 /152 LA for Key Stage 4 Attainment 8 and 136/152 at Key Stage 2 for the % of disadvantaged learners meeting the expected standard or above in Reading, Writing and Mathematics.

2.8   We have seen improvement in standards and progress for disadvantaged learners at Key Stage 4 compared to other local authorities and our statistical neighbours, however as our other pupils at Key Stage 4 attain better than other pupils nationally this exacerbates our attainment gap..

2.9   ***Does the proportion of disadvantaged learners in a school make a difference?***

2.10   National Research (Education Policy Institute 2016, Divergent pathways: the disadvantage gap, accountability and the pupil premium) indicates that there is considerable variability between schools with differing pupil intake characteristics when it comes to trends in the progress gap, which measures how far disadvantaged pupils fall further behind their peers during school.

2.11   Nationally the progress gap is closing fastest in schools with the highest concentration of disadvantaged pupils. The most disadvantaged schools have seen the gap decrease faster than average over the longer term; in primary schools with more than 45 per cent of pupils disadvantaged, the key stage 2 progress gap has closed from 2.1 months to zero since 2006.

2.12   ***Achievement Unlocked School outcomes (see 4.0)***

2.13   The CYPS Strategy and Performance team have carried out an analysis and reported on performance for the 48 primary schools and 10 secondary schools involved in the Achievement Unlocked programme. The key findings are:

- Overall disadvantaged pupils in the Achievement Unlocked schools have made more progress for all indicators than the NY schools not included in the project. Performance also compares very favourably to most benchmarks where these are available.

- There has been a knock on effect as all pupils in the Achievement Unlocked schools have made more progress, for all indicators except Key Stage 4 Attainment 8, than the NY schools not included in the project and most benchmarks.

- There is a marked variation in the performance of individual schools with some achieving significant improvements and others actually showing a decline in performance for both all pupils and disadvantaged pupils.

3.0   KEY ASPECTS OF WORK TO IMPROVE THE OUTCOMES OF DISADVANTAGED LEARNERS

3.1   ***Early years***

3.2   Early Years Closing the Gap Strategy- Raising Achievement for All is led by the Early Years and School Improvement Service in partnership with cross

Children and Young People's Service teams and health where applicable. The work in 2016-17 and 2017-18 has been funded by the Early Years Improvement Partnership.

3.3   The Early Years and School Improvement Service analyse Early Years Foundation Stage Profile data for individual schools within localities and clusters across North Yorkshire. They also analyse Two Year Old educational assessment data provided voluntarily by the Early Years sector to the LA.

3.4   Areas for targeted improvement are identified through this analysis, identifying themes which focus on areas of learning as well as specific vulnerable groups of children.

3.5   Bespoke continual professional development packages are developed working in partnership with experts within the field to ensure best impact for the children attending the schools and Early Years settings involved in the work. For example, Dr Kathy Ring from York University supported the development of the boys' writing work; Ben Bolton Speech and Language therapist supported the development of the Oracy project; a health professional is supporting the work on Health and Self-care. Expert subject, including child development, and pedagogical knowledge is shared throughout the work.

3.6   Disadvantaged learners are the focus of the work with schools and settings encouraged to use gap analysis to identify children at risk of not achieving at least age related expectations. The focus on themes from the analysis of the Two Year Old educational assessment data aims to identify and close gaps earlier. This work was initiated in 2017 so the impact is yet to be realised.

3.7   The Raising Achievement for All work in 2017-18 is focusing on oracy, teaching vocabulary and early literacy skills which will positively affect all aspects of learning and target those at risk of underachievement. The work is led by Early Years advisers in the Early Years and School Improvement Service in partnership with literacy advisers and partners from academia, focusing on methods from evidence based research to raise attainment and promote school readiness. The project in the East is carefully planned to complement the Early Years strand of the Opportunity Area work, with the adviser working closely with Scarborough Teaching School Alliance.

3.8   ***North Yorkshire Coast Opportunity Area***

3.9   The Opportunity Area will invest at least £6M in Scarborough, Whitby and Filey to support social mobility of children and young people, particularly disadvantaged learner.

3.10   The programme has a delivery plan with stated objectives based on extensive stakeholder engagement and data analysis. This work found that there were particular challenges in early year, literacy and maths outcomes and secondary school performance in the area.

3.11 Investment has already been provided to support regular, extra-curricular activities, innovative, community-based literacy events and additional training to improve maths outcomes in Primary School. This investment is being prioritised for schools with the highest numbers of pupil-premium children and those pupils that require additional support to attain.

3.12 *Looked After Children – Virtual School*

3.12.1 *Summary of New Arrangements for the Pupil Premium Plus*

- From April 2018, funding increases from £1,900 per annum to £2,300 per annum. If a child is achieving better than age expected norms not all of the £2,300 may be paid. The pupil premium is targeted at closing the attainment gap
- Financial support will be available as soon as a child enters care, unlike the present arrangements when it is only paid after being in care continuously for 6 months
- The pupil premium for looked after children must be managed by the Virtual School Head in the authority that looks after them
- Schools in England attract the Pupil Premium for children adopted from care or who left care under a Special Guardianship Order (SGO) providing they are recorded on the School Census. Schools will also attract the Pupil Premium for children who left care under a Residence Order (RO). However schools will need Parents and Guardians to inform them about their child's circumstances and provide supporting evidence

3.12.2 *Using the Pupil Premium Plus effectively to improve attainment of looked after children*

- Schools are encouraged to be creative in their strategies to meet a child's assessed needs:
- Schools will need to ensure that they use the Pupil Premium Plus in ways which make a positive impact on the educational attainment and progression of each child for which it is intended.
- Schools in collaboration with the Virtual School Head teacher can decide how the Pupil Premium can be spent, however the process is managed by the Virtual School Head. It is good practice for schools to further consult with carers, social workers, and, most significantly, the individual child to ensure it is used to support the education the child needs and deserves to help them succeed in life.
- Targeted intervention is very successful for many children and 1:1 support or small group work with teaching or teaching assistant support would be high on the list of effective ways to use Pupil Premium Plus in raising attainment and aspirations. The EEF Sutton Toolkit is recommended as an evidence based tool. The most disadvantaged learners need the best educators.
- For children whose attainment is better than their peer group, consideration can be given to strategies targeted at those considered 'gifted and talented' or providing opportunities they might not

otherwise receive. It is unlikely the full £2,300 will be paid in such circumstances.

- How are the child or young person's social skills and emotional well-being? Attachment and Trauma aware approaches using relational approaches have an evidence base with Looked After Children. Pupil Premium plus is funding NYCC Attachment Friendly School programme (One full time Educational Psychologist) delivering training, encouraging small scale action research around e.g. emotion coaching
- This funding can be used to ensure 25 hours full-time provision is in place through individual learning pathways. This may include one day work experience or a college placement for part of the week
- Revision guides, Virtual Learning opportunities such as NISAI, The Learning Centre, GCSE iPod, NIMBL tablets may be helpful for some young people who are motivated to work outside of school
- Specific support in areas of extra-curricular interest – art materials, music, Duke of Edinburgh, drama or sports for example. Sports Premium money may also be targeted at specific pupils to increase engagement
- IT equipment and specific software programs for learning, e.g. IPAD, digital camera for photography qualifications
- Academic mentoring or pastoral access at breakfast club or lunch times for identified support
- Clusters of schools may identify support that requires a high level of teaching support over a prolonged period. Sharing funding for the benefit of children and young people across communities is worthy of consideration
- Targeting resources that can be parceled up and sent home, can be a very effective way of motivating children

4.0   NORTH YORKSHIRE ACHIEVEMENT UNLOCKED PROGRAMME

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4.1   The 'Achievement Unlocked' programme is led by the school improvement service and has been enabled by funding from the Wrea Head Trust to work in a collaborative partnership with up to 45 invited schools across North Yorkshire County in 2016-17, and 16 schools in 2017-18 to improve outcomes for disadvantaged pupils. The 'Achievement Unlocked' participating schools reflect a wide range of contexts – primary, secondary, rural, urban, across all areas of the county.

4.2   It is rooted in the growing evidence base on effective practice bringing about improved outcomes for disadvantaged learners. This includes:

- Supporting the attainment of disadvantaged pupils (DfE - November 2015)
- Sutton Trust toolkit – products which offer support to schools in identifying strategies that work
- Education Endowment Foundation (EEF) – funded with an initial £125m
- Grouping Study (EEF) – UCL Institute of Education

4.3 The programme has involved school based visits, focusing on addressing in school barriers to learning for disadvantaged learners, access to a programme of continuing professional development, and delegated funding to support improvement in provision for disadvantaged learners each of the Achievement Unlocked schools.

4.4 All North Yorkshire schools have been invited to join the continuing professional development events, including the Achievement Unlocked sharing learning event in May 2017.

4.5 Effective Strategies that were identified through the Achievement Unlocked evaluation
- Raising the profile of disadvantaged learners
- A whole school approach to raising attainment – embedding this early and not waiting until Year 6 or Year 11
- Challenging any assumption that being socio – economically disadvantaged equates with low ability
- Introducing mixed attainment groupings has raised expectations and reduced limiting of what pupils can be expected to achieve
- Building resilience and positive mindsets, including regular metacognition lessons (pupils are taught strategies to monitor and manage their own learning and most importantly take ownership of their learning journey, reflecting along the way. Also understanding that we learn best when challenged and that having a positive attitude to failure can help us to learn how to succeed next time)
- Strategies to develop language and communication when pupils enter schools with low starting points, especially rich vocabulary
- Positive behaviour for learning strategies which have reduced time spent out of lessons and time lost form quality first teaching and learning
- Targeted continuing professional development for staff on evidence based strategies that impact on accelerating pupil progress
- Identifying barriers to learning – (pupils' gaps in learning, low staff expectations, impact of 'ability grouping',) and targeted activity to address these
- Deploying staff effectively. Moving away from teaching assistants generally working with pupils with SEND and lower attaining pupils. A greater degree of teacher led intervention and the most effective staff working with the pupils whose progress needs most acceleration. Mentoring initiatives, 'learning champion' mentors
- Providing early and additional Careers Guidance for disadvantaged learners using the pupil premium

- Addressing attendance- clearer understanding of the barriers to attendance. This has resulted in action plans for individual pupils and deployment of additional adults e.g. family support workers
- Parental engagement strategies - Structured conversations, improving communication with parents including through the use of new technologies
- Ensuing that monitoring and evaluation of impact of provision has a sharper focus on disadvantaged learners - lessons walks, observations, pupil progress meetings, pupil voice, feeding into improvement planning

4.6 ***Achievement Unlocked: London/Essex/Suffolk – Disadvantaged Pupil Enquiry Visit 18th/19th January 18***

4.7 North Yorkshire school senior leaders (primary and secondary) visited seven outstanding schools with a strong track record of improving outcomes for disadvantaged learners. This included the 2017 National Pupil Premium Award winning school. Common features were identified

4.8 Common features included:
- Visionary Leadership
- Clarity, Consistency, Insistency
- High Expectations For ALL pupils irrespective of background
- High focus on literacy, language and vocabulary
- Extensive modelling (curriculum, talk, behaviours)
- Trust and Investment in all staff
- Having the right staff in place
- Reflective and Solution focused

4.9 This visit is already informing North Yorkshire schools' strategic planning and the Achievement Unlocked CPD programme with a literacy day on 24th April 18 with workshops led by London and Suffolk senior leaders.

4.10 Dissemination has taken place through the primary and secondary Headteacher network meetings in spring 2018, and through key meetings of the Children and Young People's Service (CYPS) including CYPS Extended Leadership forum, and the Education and Skills team.

5.0 PUPIL PREMIUM REVIEWS

5.1 Any school can commission a pupil premium review to look at its pupil premium strategy and identify ways they can use the funding more effectively. Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

5.2 Pupil premium reviews have been delivered by the school improvement service for primary and secondary schools often in partnership with a senior leader with a strong track record for improving outcomes for disadvantaged learners, either

as part of a local authority support plan or at the request of schools to support their self-evaluation.

5.3   The Primary School Improvement Partnership has supported the Swaledale Teaching School Alliance in the development of a **Pupil Premium Collaborative Review process** premium review process. This model has drawn on national guidance by the Teaching Schools' Council in May 2016, a former HMI and local guidance through the North Yorkshire Achievement Unlocked programme.

5.4   The Pupil Premium Collaborative Review process having been trialled successfully in Swaledale Alliance schools is now being rolled out across the county, launched through the spring term primary leadership networks

6.0   <u>CHALLENGES</u>

6.1   There is still too much inconsistency in the attainment and progress of disadvantaged learners across North Yorkshire schools.

6.2   Disadvantaged learners are still over represented in absence and exclusions.

7.0   <u>RECOMMENDATIONS</u>

7.1   That we build on the good practice in schools that are bringing about improved outcomes for disadvantaged learners through our training and school to school support

7.2   That we embrace fully the opportunities brought about through the Coastal Opportunities and CYPS cross service working to monitor the education of vulnerable groups, including children who have been excluded from schools, are on part time tables, and those that are persistently absent

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Appendix 1   Outcomes for Disadvantaged Learners

North Yorkshire – Disadvantaged learners

Early Years

EYFSP			

Cohort	2015	2016	2017
Not FSM6	5391	5515	5436
FSM6	609	547	560

	% Good Level of Development	2015	2016	2017
FSM6 EYFSP - GLD	Not FSM6	69.0	72.0	74.2
	FSM6	46.8	52.5	53.2
	FSM6 Gap	**22.2**	**19.5**	**21**
	National Not FSM Eligible	69.0	72	73
	National FSM Eligible	51.0	54.0	57.0
	National FSM Eligible Gap	**18.0**	**18.0**	**16.0**

Key Stage 1			

Cohort	2014	2015	2017
Not FSM6	5210	5201	5398
FSM6	979	918	869

	Rd Ex+ (L2+ 2015)	2015	2016	2017
FSM6 KS1 - Rd	Not FSM6	92.9	74.7	77.1
	FSM6	81.7	58.5	59.6
	FSM6 Gap	**11.2**	**16.2**	**17.5**
	National Not FSM6	93.0	77.3	78.7
	National FSM6	84.0	62.0	62.9

National FSM6 Gap	**9.0**	**15.3**	**15.8**

Key Stage 2

2017 LA Ranking 136 out of 152 (2016 91 out of 152)

(Disadvantaged Attainment)

Cohort	2015	2016	2017
Not FSM6	4695	4740	4851
FSM6	1128	1138	1177

	RWM Ex+ (L4+2015)	2015	2016	2017
	Not FSM6	83.1	56.0	63.5
	FSM6	62.1	32.0	38.8
	FSM6 Gap	**21**	**24.0**	**24.7**
FSM6 KS2 - RWM	National Not FSM6	85.0	61.0	66.9
	National FSM6	70.0	39.0	46.8
	National FSM6 Gap	**15.0**	**22.0**	**20.1**

Key Stage 4

2017 LA Ranking 135 out of 152 (2016 95 out of 152)

(KS4 Attainment 8 Gap)

2017 LA Ranking 69 out of 152 (2016 101/152)

2017 Statistical Neighbours Ranking 5 out of 11 (2016 8 out of 11)

(Disadvantaged Progress 8)

2017 LA Ranking 90 out of 152 (2016 103/152)

2017 Statistical Neighbours Ranking 5 out of 11 (2016 8 out of 11)

(Disadvantaged Attainment 8)

Cohort	2015	2016	2017
Not FSM6	5446	5151	5051
FSM6	1077	1037	882

5A*C Inc En and Ma	2015	2016	2017
Not FSM6	66.7	67.1	72.4
FSM6	37.2	34.6	40.5
FSM6 Gap	**29.5**	**32.5**	**31.9**
National Not FSM6	64.4	64.8	67.6
National FSM6	37.0	37.5	41
National FSM6 Gap	**27.4**	**27.3**	**26.6**

*FSM6 KS4 - 5A*C EM*

A*-C English and Maths	2015	2016	2017
Not FSM6	66.7	72.9	54.5
FSM6	37.2	40.3	23
FSM6 Gap	**29.5**	**32.6**	**31.5**
National Not FSM6	67.0	70.3	48.6
National FSM6	39.5	43.4	24.3
National FSM6 Gap	**27.5**	**26.9**	**24.3**

*FSM6 KS4 - A*C EM*

Ebacc	2015	2016	2017
Not FSM6	32.1	32.7	30
FSM6	8.4	10.9	9.2
FSM6 Gap	**23.7**	**21.8**	**20.8**
National Not FSM6	29.0	29.5	25.2
National FSM6	11.3	11.8	9.8
National FSM6 Gap	**17.7**	**17.7**	**15.4**

FSM6 KS4 - Ebacc

FSM6 KS4 - Att8	Attainment 8	2015	2016	2017
	Not FSM6		54.2	51.7
	FSM6		39.6	35.3
	FSM6 Gap		**14.6**	**16.4**
	National Not FSM6		53.2	49.3
	National FSM6		41.3	36.9
	National FSM6 Gap		**11.9**	**12.4**

FSM6 KS4 - Prog 8	Progress 8	2014	2015	2017
	Not FSM6		0.15	0.29
	FSM6		-0.5	-0.48
	FSM6 Gap		**0.65**	**0.77**
	National Not FSM6		0.1	0.1
	National FSM6		-0.37	-0.40
	National FSM6 Gap		**0.5**	**0.5**

Looked After Children

In 2016-17 96% of the children in our care attended a school/setting judged good or outstanding, the Virtual school is confident that all children attended a school where they could make good progress.

		2015/16 - National		NYCC LAC	
		LAC	All Pupils	2015/16	2016/17
Early Years	Good Level of Development	N/A	70.70%	40% (13)	36% ↓ (11)

Key Stage 1	Reading, Writing & Maths - Exp +	32%	60.30%	28.6% (7) Below national LAC	14% ↓ (7) Nat. LAC due March
Key Stage 2	Reading - Exp+	41%	65.7%	52.6% (19) Above national LAC	43% ↓ (16) Nat. LAC due March
	Writing - Exp+	46%	74%	47.4% (19) Above national LAC	31.2% ↓ (16) Nat. LAC due March
	Maths - Exp+	41%	69.7%	31.6% (19) Above national LAC	31.2% ↓ (16) Nat. LAC due March
	Reading, Writing & Maths - Exp +	25%	53.0%	31.6% (19) Above national LAC	31.2% ↓ (16) Nat. LAC due March
	Grammar, Punctuation & Spelling - Score 100+	44%	72.4%	47.4% (19) Above national LAC	43% ↓ (16) Nat. LAC due March
Key Stage 4	Progress 8	-1.14	-0.08	-0.81 (37) Above national LAC	-1.27 ↓ (16) Nat. LAC due March
	Attainment 8	22.8	48.6	23.8 (37)	18.7 ↓ (16)

			Above national LAC	Nat. LAC due March
% Grade 4-9 (A*-C) 5+ GCSE (inc. English & Maths)	14%	53.70%	18.9% (37) Above national LAC	18.8% ↓ (16) Nat. LAC due March
% Grade 5-9 (A*-C) in English & Maths	18%	59.50%	27% (37) Above national LAC	12.5% ↓ (16) Nat. LAC due March

Please note: 2015/16 data is derived from Nexus and 2016/17 data is from the NYCC Virtual

School due to cohort discrepancies in Nexus (to be resolved)