

REPORT FOR DECISION



DECISION MAKER:	CABINET
DATE:	6 NOVEMBER 2013
SUBJECT:	BURY PUPIL PREMIUM REVIEW
REPORT FROM:	CABINET MEMBER FOR CHILDREN AND FAMILIES
CONTACT OFFICER:	IAN CHAMBERS, ASSISTANT DIRECTOR (LEARNING)
TYPE OF DECISION:	CABINET (NON KEY DECISION)
FREEDOM OF INFORMATION/STATUS:	This paper is within the public domain
SUMMARY:	<p>Bury Council on 3 April 2013 resolved to ask the Cabinet Member for Children and Families to produce a report before 31 December 2013 detailing how Bury schools are making use of Pupil Premium funding to improve education, in particular education for children from disadvantaged backgrounds.</p> <p>In addition the report should address any issues relating to the lack of take up of Free School Meals and ways the authority could work with schools to increase Free School Meal take-up. Free School Meals are one of the triggers for the payment of Pupil Premium to a school.</p>
OPTIONS & RECOMMENDED OPTION	<ol style="list-style-type: none"> 1. To accept this report 2. To ensure that the report's findings are disseminated to School Headteachers and Chairs of Governors 3. To ensure that the report findings are shared with the Corporate Parenting Panel <p>Recommended Options: 1, 2, 3</p>
IMPLICATIONS:	
Corporate Aims/Policy Framework:	Do the proposals accord with the Policy Framework? Yes No
Statement by the S151 Officer: Financial Implications and Risk Considerations:	<p>This report outlines the resources that Bury Schools have obtained via the Pupil Premium, and gives examples of how these have been applied.</p> <p>It is important that schools demonstrate the Pupil Premium is utilised for the direct benefit of the education of young people.</p>

Statement by Executive Director of Resources:	<p>The Premium is based upon Free School Meals take up.</p> <p>Assessment of Free School Meals is now undertaken by the Council's Customer Support and Collection Team at Whittaker Street; this offers applicants a more integrated service, and take up has increased. Economic conditions will also contribute to this increase.</p> <p>Following the recent announcement that Free School Meals will be made available to all Reception and Key Stage 1 pupils, it is not clear how the Premium will be calculated going forward; guidance is awaited from the Government.</p>
Equality/Diversity implications:	Yes No (see paragraph below)
Considered by Monitoring Officer:	Yes
Wards Affected:	All
Scrutiny Interest:	

TRACKING/PROCESS

DIRECTOR:

Chief Executive/ Strategic Leadership Team	Cabinet Member/Chair	Ward Members	Partners
Scrutiny Committee	Cabinet/Committee	Council	

1. PURPOSE OF THE REPORT

Bury Council on 3 April 2013 resolved to ask the Cabinet Member for Children and Families to produce a report before 31 December 2013 detailing how Bury schools are making use of Pupil Premium funding to improve education, in particular education for children from disadvantaged backgrounds.

In addition the report should address any issues relating to the lack of take up of Free School Meals and ways the authority could work with schools to increase Free School Meal take-up. Free School Meals are one of the triggers for the payment of Pupil Premium to a school.

2. BACKGROUND TO THE PUPIL PREMIUM

The Pupil Premium was introduced by the Coalition Government in April 2011 as a way of improving the academic attainment and progress of disadvantaged pupils. It was allocated to children from low-income families

who were eligible for free school meals and to children who have been looked after for more than six months. For academic year 2011/12 the Pupil Premium was £430 per pupil. For 2012/13 the Pupil Premium was increased to £600 and was extended to pupils eligible for free school meals at any point over the previous 6 years. Pupil Premium for 2013/14 has been increased further to £900 for each pupil eligible for a free school meal and for a looked after child and £300 for each child of service personnel.

For 2014/15 the Pupil Premium for Primary pupils is to be increased to £1300. Eligibility for looked after children has now been extended to from the first day that they come into care and schools will now receive £1900 for each child.

Nationally there has been substantial gap between the performance of pupils eligible for free school meals and their peers. The performance of children in public care has also been well below the performance of all pupils.

In 2012 nationally at KS4 **38.5%** of pupils eligible for free school meals achieved 5 A*-C inc English and maths compared to **65.7%** of all other pupils. This is an attainment gap of **27.2%**.

At KS2 in 2012 nationally **68%** of pupils eligible for free school meals achieved L4 + in English and maths compared to **84%** of all other pupils. This is an attainment gap of **16%**.

For Looked After Children in 2012 there was a national performance gap of **43.5%** at KS4 in terms of 5A*-C inc Eng and Maths with only **14.5%** achieving the national measure.

At KS2 **60%** of Looked After Children achieved L4 English – a gap of **25%** with their peers. **56%** achieved L4 in Maths – a gap of **28%**. **50%** achieved L4 in both subjects, a gap of **29%**.

Following the introduction of the Pupil Premium the Ofsted inspection framework was revised to increase the accountability of schools for the performance and progress of pupil premium children in their inspection. It is now unlikely that a school will be judged outstanding if its disadvantaged pupils are not making good progress. Schools are now required to publish on their websites how they have spent their pupil premium and school leaders and Governors are expected to be able to show to inspectors the impact of their use of the pupil premium. The national school performance tables also now include information about the attainment and progress of disadvantaged children in every school and the in-school gap in attainment.

3. PUPIL PREMIUM IN BURY

In the past Bury schools did not benefit as much as schools in neighbouring authorities when receiving funding for disadvantaged pupils because the funding was often based on the overall deprivation figures in a borough rather than deprivation in individual schools. The Pupil Premium however has provided Bury schools with the same level of per pupil funding for disadvantaged pupils as every other school in the region and this has proved a valuable boost to the budgets of a substantial number of Bury Schools.

In 2011/12 Bury Schools received **£1,980,045** rising to **£3,742,332** in 2012/13. The indicative figure for 2013/14 is **£6,178,500**

As an illustration the largest amount of Pupil Premium for a Secondary school over the three years (2011-14) in Bury is **£646,838** (Prestwich Arts College) while the lowest is **£13,202** (Manchester Mesivta). For Primary the largest over the same three years is **£301,634** (Gorsefield Primary) whilst the lowest is £11,685 (St Mary's Primary, Hawkshaw).

The Council has previously provided £1000 per child to every school with a Looked After Child whether that child is looked after by Bury or by another local authority. This funding was maintained in 2011/12 and 2012/13 but has been subsidised by the pupil premium and will be replaced by the pupil premium in 2013/14. Schools have been audited by the local authority on the use of this funding with an expectation that the money should be used to directly benefit the education of that young person. This was not evident in every school in Bury.

4. HOW BURY SCHOOLS HAVE USED THE PUPIL PREMIUM

4.1 Primary

The questionnaire sent to schools in July 2013 and submitted in September showed that schools have employed a wide range of strategies to support Free School Meal pupils. There are broadly four groupings emerging which can be used to summarise the category of expenditure that schools have been using for their pupil premium.

- 1) The most common use has been to fund additional Teacher, Teaching Assistant or Higher Level Teaching Assistant time to deliver a range of literacy and numeracy interventions that have been developed over recent years. These have been delivered either in class or in booster sessions outside class. The funding has also been used to provide 1 to 1 tuition for Pupil Premium pupils, largely using trained teachers. In a small number of schools the support has also been linked to pupils at School Action Plus on the SEN register and additional time has been given to SENCO support. Schools have also used the funding to create smaller single age teaching groups, in particular where they have had split classes. The development of a Volunteer reading programme has also been a feature in a couple of schools.
- 2) Another theme has been the funding of additional pastoral or parental support workers to work for children and families in relation to behaviour, attendance and broader social and emotional skills. These have been also linked with Assertive Mentoring programmes and the Achievement for All initiative which encourages parental engagement in learning. The development of Nurture groups has also been identified. Additional time has been purchased from the Bury School Attendance Team to improve the attendance of target children and in schools with a substantial number of EAL pupils additional bilingual language support has been brokered.
- 3) A third theme has been to enhance the curriculum opportunities for these children. This has included the use of residential experiences, provision of music and drama tuition, Sports coaching and in one school financial management skills. Before and after school activities have been developed and an intensive summer school has been run. The focus of these activities has been on boosting the self-esteem and confidence of

children and on providing opportunities that they might otherwise not access.

- 4) The fourth area has been the purchase of various resources that would support the delivery of targeted interventions often in mathematics and English. Within this area schools have invested in iPads and Notebooks and the purchase of Kindles to encourage reading. In one school an obstacle course was purchased to link with confidence building strategies.

Schools report that they have found it easier to plan strategically for the use of the Pupil Premium in 2013/14 academic year as they have been able to evaluate the impact of the spend in 2011/12 and 2012/13 and as the level of funding available for each school has become clearer.

It has not been clear from the school responses that CYPIC have been given any more specific support than other pupils who qualify for the Pupil Premium. The purchase of an iPad and a lap top was identified in two schools and the purchase of additional speech therapist time for one child in another but otherwise it appears that the funding available for CYPIC was spent within the broader FSM provision and the children received similar intervention to their peers.

4.2 Secondary

The funding has been used by Bury High Schools in a very wide variety of ways. The table below shows the range of uses:

Broad Oak	In 2011/12 it funded small group tuition in maths and staffing of a pastoral manager, an attendance officer and EAL specialist provision. In 2012/13 this was expanded to cover small group tuition in English and Maths, a nurture group leader, coaching training and provision and a keep kids safe text system.
Bury Church	Resources to support school trips and extra-curricular activities, booster classes, assessment materials, staffing for small group and 1:1 intervention programmes, a Learning Mentor and enhanced SEN support.
Castlebrook	Funding has been allocated to additional staff, mentoring and monitoring of targeted pupils, breakfast and homework clubs, booster classes and holiday revision classes. In 12/13 the school has focussed on improving rates of progress in numeracy and literacy through English and Maths tuition and developing the role of House Learning Mentors.
The Derby	Four strands are supported – intervention, better teacher ratios and individual support in literacy and numeracy; enhanced academic and vocational curriculum opportunities; additional pastoral and counselling support and ensuring pupils benefit from cultural experiences.
Elms Bank	The funding has been used for a Designated Teaching Assistant for Reading and an additional Teacher working in the English Department to support all classes by reducing

	class size. It has also funded places on residential trips, transport for after school provision and individual instrumental tuition. Future plans include the purchase of iPads for targeted pupils.
The Elton	Allocation in 11/12 covered intervention and support in Eng and Maths, including holiday sessions; literacy intervention in KS3; enhancing student services and improving curriculum resources and opportunities including visits. In 12/13 this has been expanded to include staff training in Assessment for Learning, an annual aspirational event, adult mentoring for students a Parent Support Adviser, peer to peer mentoring and one-to-one tuition in KS3.
New Summerseat House	Purchase of laptops for pupils' use linked to the development of a breakfast and lunch club to improve pupil engagement; enhancement of sporting opportunities especially football and swimming; good attendance rewards.
Parrenthorn	Funding is used to support school trips and activities for fsm and LAC including a Y7 residential and Geography Field trips. Enrichment activities are funded including a homework club, a club for vulnerable boys, peer readers and peer supporters. A Counsellor from Relate is funded. A CyPIC co-ordinator post has been established. Staffing in the Teaching and Learning Support teams has been strengthened through 4 HLTAs and time for specialist teachers to intervene in Maths and English increased.
Philips	Appointment of a full-time attendance officer and purchase of a text messaging service for parents. One-to-one tuition for pupils in Eng and Maths. An HLTA was appointed for Literacy intervention. A learning mentor has been appointed as Head of Y11 and two other mentors to assist with assertive mentoring. 24 targeted pupils undertook a leadership course and extra support was provided for Science performance and Music tuition. A counsellor from Relateen has been purchased.
Prestwich Arts College	Core Subject intervention by Heads of Faculty in Eng, maths and science. The deployment of three intervention mentors for small group, one-to-one work. Monitoring through an on-line system of individual pupil progress and the impact of interventions. Phonics and paired reading sessions. An assertive mentoring system is in place. There is also a focus on social, emotional and behavioural support through transition programmes, the employment of House managers, an integration room to avoid exclusions, and improving student services and pupil support with enhanced time for a school attendance officer and support for EAL learners. There is also some support for alternative curriculum pathways.
Radcliffe Riverside	One to one tuition in Eng and Ma, staffing to keep classes small, a full-time attendance officer. Also the funding has been used for individual counselling and curriculum enhancement activities and courses.

St Gabriel's	A proportion has been spent on maths and English interventions including one-to-one and small group work and increased staffing. Some was allocated to supporting the social and emotional needs of students including pastoral work with families. Some was also used for enrichment activities – music lessons, visits, and retreats.
St Monica's	In 11/12 funding was spent on one to one tuition, an additional eng teacher and Relateen. In addition for 12/13 a Y7 nurture group has been established, revision classes supported and an Inclusion support Officer appointed.
Tottington	Promoting high attendance through use of the Call Parent system. Transition activities for Year6/7 and extended curriculum experiences for Y7. Additional targeted support for pupils in Eng and Maths through one-to one support and out of hours learning activities. Supporting alternative curriculum pathways for some students. Also the involvement of specialist services to address social, emotional and behavioural issues.
Woodhey	In 11/12 promoting progress in Eng and Ma through work with an intervention officer. Tracking progress and providing targeted support from a Learning Mentor. Provision of self-esteem activities, counselling and extra curricular enhancement. This was added to in 12/13 through additional teacher time for Science, the purchase of specialist equipment for curriculum activities and more targeted tracking and data systems. There has been provision of staff mentors for Y11 pupils and increased funding for education welfare support to improve attendance.

As with Primary schools, the funding for CYPIC was deployed in a similar way as for the wider pupil premium group. The pupils received the same targeted support as their Free School Meal peers. In one school specific 1:1 support for developing the emotional resilience of a pupil and improving their attendance was identified.

5. IMPACT FOR PRIMARY FSM CHILDREN

At KS2 in Bury in 2012 **66%** of free school meal pupils attained L4 or better in English and maths in comparison to 84% non-free school meal pupils. This is a gap of **18%** which is **2%** wider than the national gap.

Table 1 below shows the gap for each Primary school and how it changed between 2010/11 and 2011/12. The figures for disadvantaged pupils in the table includes both FSM pupils and looked after pupils.

Table 1

Bury Primary Schools % gaining L4+ English and Maths 2011 and 2012:

SCHOOL	2011			2012		
	L4 EM Other Pupils	L4 EM Disadvantaged Pupils	Gap	L4 EM Other Pupils	L4 EM Disadvantaged Pupils	Gap Narrowing Widening
All Saints	76%	63%	13%	82%	63%	19%
B & Whitfield	n/a	n/a	n/a	n/a	n/a	n/a
Butterstile	81%	53%	28%	79%	71%	8%
Cams Lane	89%	50%	39%	n/a	n/a	n/a
Chantlers	n/a	n/a	n/a	89%	71%	18%
Chapelfield	78%	38%	40%	71%	67%	4%
Chesham	100%	100%	0	85%	65%	20%
CC Ainsworth	n/a	n/a	n/a	n/a	n/a	n/a
CC Walshaw	n/a	n/a	n/a	n/a	n/a	n/a
East Ward	87%	87%	0	92%	91%	1%
Elton	90%	78%	12%	76%	53%	23%
Emman Holc	n/a	n/a	n/a	n/a	n/a	n/a
Fairfield	79%	55%	24%	94%	61%	33%
Gorsefield	67%	61%	6%	74%	53%	21%
Greenhill	n/a	n/a	n/a	n/a	n/a	n/a
Greenmount	n/a	n/a	n/a	n/a	n/a	n/a
Guardian Ang	n/a	n/a	n/a	n/a	n/a	n/a
Hazlehurst	n/a	n/a	n/a	95%	89%	6%
Heaton Park	81%	76%	5%	94%	78%	16%
Higher Lane	73%	54%	19%	80%	60%	20%
Holcombe Br	n/a	n/a	n/a	n/a	n/a	n/a
Hollins Grundy	n/a	n/a	n/a	n/a	n/a	n/a
Holly Mount	n/a	n/a	n/a	n/a	n/a	n/a
Holy Trinity	n/a	n/a	n/a	70%	73%	-3%
Lowercroft	n/a	n/a	n/a	n/a	n/a	n/a
Mersey Drive	n/a	n/a	n/a	100%	81%	19%
Millwood	n/a	n/a	n/a	n/a	n/a	n/a
Old Hall	n/a	n/a	n/a	94%	86%	12%
Our Lady OG	92%	50%	42%	93%	50%	43%
Our Lady OL	n/a	n/a	n/a	n/a	n/a	n/a
Park View	73%	67%	6%	79%	57%	16%
Peel Brow	n/a	n/a	n/a	n/a	n/a	n/a
Radcliffe Hall	65%	33%	32%	100%	80%	20%
Radcliffe	54%	25%	29%	81%	56%	25%
Ribble Drive	86%	43%	43%	100%	63%	37%
StAndrew RC	n/a	n/a	n/a	n/a	n/a	n/a
StAndrews Rm	n/a	n/a	n/a	97%	100%	-3%
St Bernadette	n/a	n/a	n/a	n/a	n/a	n/a
St Hilda's	n/a	n/a	n/a	n/a	n/a	n/a
St John St M	69%	86%	-17%	79%	80%	-1%
St John's	n/a	n/a	n/a	50%	44%	6%
St J & St B	100%	56%	44%	92%	83%	9%
St Joseph's	n/a	n/a	n/a	n/a	n/a	n/a
St Luke's	65%	37%	28%	71%	74%	-3%
St Margaret's	n/a	n/a	n/a	n/a	n/a	n/a
St Marie's	81%	67%	14%	n/a	n/a	n/a
St Mary's P	n/a	n/a	n/a	n/a	n/a	n/a
St Mary's Rad	76%	64%	12%	90%	50%	40%
St Michael's	75%	43%	32%	94%	100%	-6%
St Paul's	67%	55%	12%	n/a	n/a	n/a
St Peter's	68%	57%	11%	83%	44%	39%
St Stephen's	90%	78%	12%	n/a	n/a	n/a
St Thomas	79%	83%	-4%	64%	64%	0%
Sedgley Park	78%	88%	-10%	70%	58%	12%
Springside	92%	75%	17%	82%	70%	12%
Summerseat	n/a	n/a	n/a	n/a	n/a	n/a

SCHOOL	2011			2012		
	L4 EM Other Pupils	L4 EM Disadvantaged Pupils	Gap	L4 EM Other Pupils	L4 EM Disadvantaged Pupils	Gap Narrowing Widening
Sunny Bank	n/a	n/a	n/a	85%	57%	28%
Tottington	n/a	n/a	n/a	76%	83%	-7%
Unsworth	n/a	n/a	n/a	n/a	n/a	n/a
Wesley Meth	n/a	n/a	n/a	83%	57%	25%
Whitefield	100%	56%	44%	86%	78%	8%
Woodbank	74%	38%	36%	76%	38%	38%
Yesoiday	88%	83%	5%	n/a	n/a	n/a
Woodbank	74%	38%	36%	76%	38%	38%
LA	84%	60%	24%	84%	66%	18%
England	80%	61%	19%	84%	68%	16%

(Source DfE Performance Tables 2012)

Schools with n/a are where the cohort for disadvantaged pupils is 5 or below and are therefore not included in the Performance Tables for statistical analysis.

Green Gap narrowing between 2011 and 2012 10 schools

Red Gap widening between 2011 and 2012 17 schools

Yellow Data for one year not available 14 schools

Data for both years not available 22 schools

Overall across all Primary schools in Bury the gap in achievement of L4 in Eng and Maths between disadvantaged pupils and other pupils narrowed by 6% between 2011 and 2012. Over the same period the gap in England narrowed by 3%.

In 2013 the DfE is using a new measure at KS2 to measure school performance – the percentage of pupils who achieve L4 or better in Reading, Writing and Mathematics (RWM).

Provisional figures for Bury show that 79.3% of non FSM pupils achieved L4+ in RWM whilst 61.7% of FSM pupils achieved the same benchmark. This is a gap of 17.6%. The national comparison is not yet available.

In the survey Primary Schools identified the following strategies as having the most substantial impact:

- 1) Intense one-to-one support especially from a teacher with knowledge of the pupil
- 2) Booster sessions for Y6 that were tailored to individual needs
- 3) Teacher interventions showed more impact than TA interventions – but the use of HLTAs who are designated to work with the targeted pupils was also seen as effective. Supporting pupils in class rather than through separate groups was seen as having better impact although the evidence here was mixed.
- 4) Employing a Pastoral care manager or parental support/liason manager who can help overcome barriers to learning
- 5) Using the Achievement for All programme to develop structured conversations with parents
- 6) Volunteer Reading schemes tied to other interventions on Reading
- 7) Development of nurture groups and peer mentoring schemes
- 8) Regular joint progress reviews of FSM pupils involving all staff
- 9) Funding additional SEN and EAL support to improve access to the curriculum for FSM pupils

- 10) Use of Tablet computers and other devices to enhance access to the curriculum.

The schools recognise the impact of wider curriculum opportunities such as drama, music, Sport and residential on the confidence and self-esteem of pupils but comment that this impact is difficult to measure using pupil performance data.

6. IMPACT FOR SECONDARY FSM YOUNG PEOPLE

In 2012 at KS4 in Bury **45%** of free school meal pupils attained 5A*-C including English and maths in comparison to **68%** non-free school meal pupils. This represented a gap of **23%** and was **4%** narrower than the national gap.

Table 2 below shows the gap for each high school and how it changed between 2010/11 and 2011/12. The figures for disadvantaged pupils in the table include both FSM pupils and Looked After pupils.

Table 2

Secondary
% achieving 5A*-C in Eng and Maths

School	2011			2012		
	5A*-C inc EM other pupils	5A*-C inc EM Disadvantaged Pupils	Gap	5A*-C inc EM Other Pupils	5A*-C inc EM Disadvantaged Pupils	Gap
Broad Oak	46%	31%	15%	40%	26%	14%
Bury Church	71%	38%	33%	64%	50%	14%
Castlebrook	65%	28%	37%	65%	33%	32%
Elms Bank	0	0	0	0	0	0
Mesivta	n/a	n/a	n/a	n/a	n/a	n/a
Parrenthorn	70%	52%	28%	84%	55%	39%
Phillips	68%	42%	26%	63%	34%	29%
Prestwich	48%	24%	24%	60%	50%	10%
Radcliffe R	54%	47%	7%	51%	39%	12%
St Gabriels	73%	61%	12%	70%	43%	27%
St Monicas	84%	64%	20%	83%	81%	2%
The Derby	54%	40%	14%	56%	57%	-1%
The Elton	79%	56%	23%	69%	53%	16%
Tottington	67%	42%	25%	66%	38%	28%
Woodhey	81%	41%	40%	77%	50%	27%
LA	69.1%	40.0%	29.1%	68.1%	44.7%	23.4%
England	65.3%	36.4%	28.9%	65.7%	38.5%	27.2%

Source DfE Secondary Performance Tables 2012

Schools with n/a are where the cohort for disadvantaged pupils is 5 or below and are therefore not included in the Performance Tables for statistical analysis.

Green Gap narrowing between 2011 and 2012 8 schools
Red Gap widening between 2011 and 2012 5 schools

As an LA, the gap in achievement of 5A*-C inc English and Maths between Disadvantaged pupils and other pupils narrowed in Bury by 5.6% between 2011 and 2012. Nationally the gap narrowed by 1.7%.

The provisional Bury Secondary performance data for 2013/14 suggests a gap of 24.6% against a national gap of 26.6% with performance of the FSM cohort 3.2% above national.

In the survey Secondary Schools identified the following strategies as having the most substantial impact:

- 1) One-to-one tuition in English and Maths, starting in KS3 but also showing good impact in KS4 English and Maths
- 2) Creating smaller groups in core subjects through additional staff appointments and employing a range of interventions in literacy and numeracy often based upon small group work with this enhanced staffing
- 3) Use of a Home Liaison or Attendance Officer and attendance rewards to improve attendance
- 4) Use of Parent Support officers to develop better links with parents. The impact of this at transition from primary to secondary was identified
- 5) Appointment and deployment of Learning Mentors with responsibility for areas such as transition, organising assertive mentoring and other social and emotional interventions
- 6) Development of a Nurture group and deployment of a nurture group leader to help improve pupils' access to the curriculum

As with the Primary schools, the Secondary schools recognised the impact of curriculum enhancement activities funded through the pupil premium on self-esteem, confidence and engagement of pupil premium pupils.

7. IMPACT FOR CHILDREN AND YOUNG PEOPLE IN CARE

The level of gap for Looked after Children in Bury has been concerning because it is above the national gap at both Primary and Secondary and schools have been receiving £1000 per pupil for a period of time up to the Pupil Premium introduction, with limited evidence of its impact.

In 2012 at KS4 **14%** of LAC achieved 5A*-C inc EM (cohort size of 28). This is a gap of **49%** from their peers which is wider than the national gap.

The provisional results for 2013 show 19% achieving 5 A*-C inc EM a gap of 43% from all pupils. This represents a narrowing of 6% which is welcome. In addition 27% achieved 5 A*-C grades.

Secondary schools reported positive progress against targets for the majority of their CYPiC including those with SEN. Achievement in a range of A*-C grades at GCSE were also identified although only a small number achieved 5 passes including English and Maths.

At KS2 in 2012 (10 pupils in cohort) **70%** achieved L4 English and **40%** L4 in Maths; **30%** achieved L4 in both. The gap for L4 Eng and Maths was **50%** which was well above the national gap.

In 2013 Primary at KS2 50% achieved L4+ in RWM which represents a gap of 27% with all pupils. Although based on a different calculation to 2012 this would represent a substantial closing of the gap at the end of KS2.

In Reading 83% made 2 or more levels of progress. In Maths 83% made 2 or more levels of progress and in Writing 92% made 2 or more levels of progress. This last figure was higher than their peers and suggests that Pupil Premium is beginning to improve pupil progress.

A recent announcement by the Government says that schools with CYPiC will receive an additional £1000 Pupil Premium Plus for each pupil, with eligibility extended to all pupils that have been looked after previously.

8. FREE SCHOOL MEAL UP-TAKE

The percentage of pupils eligible for free school meals has been rising in Bury over the last three years. In 2011 14.5% of pupils were eligible across Bury Primary and Secondary schools. This has risen to 15.3% in 2012 and to 16.5% in 2013. This may well reflect the impact of the economic recession on families in Bury.

Council data shows that as of March 2013, 82% of Primary Pupils and 85% of Secondary School pupils take up their free school meal entitlement. However Pupil Premium Grant for each school is nearly all based on the number of pupils that have been eligible for a Free School Meal during the past six years which is known as "Ever 6" and is wholly determined by pupil data provided by the Revenue and Benefits section of the Council. As a result, the data collection for eligible pupils over the past six years is provided regardless of the actual numbers of pupils taking up a free school meal and therefore the amount of pupil premium received by each school is not reliant on take-up.

It is felt that the processes that Children's Services have arranged with Revenues and Benefits do capture as many as practically possible who would be eligible for Free School Meals and schools do receive the maximum amount of grant they are entitled to.

To encourage parents to declare their eligibility for free school meals the school survey recognized that schools could have a useful role to play. If they received quality literature about how parents can apply for free school meals they would be able to promote this through talking to parents, letters home and through their websites. Having the information available at Parents' evenings was also suggested especially for Early Years and in Primary Key Stage 1. School facilities might also be used to sign up parents if they were unwilling to travel into a town centre site. The need to ensure that all documents are available in different community languages was also recognized given the growing diversity of the borough.

The further promotion of Free School Meals alongside the promotion of the school meal service was also identified as a possible strategy. However the recent announcement by the Coalition Government that all Reception and Key Stage 1 pupils will receive Free School Meals from September 2014 might work against this process.

9. CONCLUSIONS

The Pupil Premium represents a substantial injection of funding into Bury schools and they have received a level of funding for disadvantaged pupils which is far greater than previously in Bury.

Schools have initially drawn on a range of existing interventions as the basis for their expenditure of pupil premium but for 2012/13 and 2013/14 have begun to refine their strategies based upon the evidence of what has been working and taken more innovative approaches.

The overall impact shows a closing of the gap for Free School Meal pupils at the end of Key Stage 2 for 2011/12 and 2012/13. There has also been a closing of the gap at the end of KS4 in 2011/12. Provisional figures for 2012/13 show a slight widening.

Schools have found it easier to provide evidence of impact where the strategies have been directly classroom focused e.g. on improving literacy and numeracy, rather than broader curriculum or pastoral enhancement. Interventions led by teachers appear to have more impact than interventions led by teaching assistants although work by HLTA's appears effective.

Although more difficult to measure impact schools have reported on the value of curricular enrichment for pupil premium pupils on their motivation, self- esteem and confidence.

The schools through their websites and through the school survey have found it more difficult to demonstrate how they are spending the pupil premium to support CYPiC as the numbers in any one school are small. Impact on pupils' progress is clearer than impact overall GCSE or KS2 outcomes.

With the increased funding of Pupil Premium Plus will come increased accountability both to the Council's Corporate Parenting Panel and to Ofsted. Further consideration is needed by schools into how they demonstrate to the LA and to Ofsted that they have spent this funding to directly benefit a young person in care.

Strategies to promote the take-up of free school meals through making best use of the schools' close relationships with their parents should be considered.

List of Background Papers:

None

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