

School Improvement Performance Report 2013-14
Closing the Performance Gap for pupils eligible for Pupil Premium Grant

B1. Introduction

B1.1 The pupil premium is designed to address inequality by giving every school and teacher the resources they need to help their most disadvantaged pupils, allowing them the freedom to respond appropriately to individual circumstances. The Pupil Premium Grant (PPG) for 2014-2015 includes pupils on the January 2014 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2014.

B1.2 The PPG per pupil for 2014-2015 is as follows:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900

B2. Outcomes for disadvantaged pupils 2014**B2.1 Early Years**

	Free School Meal Eligibility (FSM/FSM Ever 6)	% Achieving Good Level of Development (GLD)
2013	FSM	48.5%
	All Others	68.5%
	All Pupils	65.5%
	Gap	-19.9%
2014	FSM	53.2%
	All Others	69.8%
	All Pupils	67.3%
	Gap	-16.6%

B2.1.1 From 2013 there was a new measure introduced in Early Years which reports on the “good level of development” achieved by pupils. 67.3% of Lincolnshire pupils achieved this level compared to 60% of pupils nationally. However, the gap between those children eligible for free school meals and all children was **16.6%**. This is a narrower gap than seen in 2013 (19.9%). Improvement has been achieved through an accelerated rate of progress from FSM children although their peers have also improved. There will be a continued focus on the progress and attainment of FSM pupils but it is recognised that it will be a number of years before this improvement and success will filter through to secondary school progress measures

B2.2 Key Stage 1

Assessment Year	Free School Meal Eligibility (FSM/FSM Ever 6)			Non-FSM Pupils		All Pupils	
	Number of Pupils	% Level 2+ R,W & M	Gap	Number of Pupils	% Level 2+ R,W & M	Number of Pupils	% Level 2+ R,W & M
2009	689	55.7%	23.8%	5,903	79.5%	6,620	77.1%
2010	830	58.1%	22.2%	6,125	80.3%	6,955	77.6%
2011	932	60.9%	21.2%	6,070	82.1%	7,002	79.3%
2012	1,305	64.5%	19.3%	5,878	83.8%	7,183	80.3%
2013	1,476	72.2%	14.1%	5,814	86.3%	7,290	83.4%
2014	1,554	70.7%	15.9%	5,933	86.6%	7,487	83.3%

B2.2.1 Compared with 2009, the gap overall is closing between the outcomes for Year 2 pupils eligible for FSM who achieved level 2 or above in all reading, writing and maths and all other pupils. We recognise that in 2014 the gap has started to widen and buck the previous years' trends and this will be a focus for our work with schools in 2014-15.

B2.3 Key Stage 2

Assessment Year	Free School Meal Eligibility (FSM/FSM Ever 6)			Non-FSM Pupils		All Pupils	
	Number of Pupils	% Level 4+ R,W & M	Gap	Number of Pupils	% Level 4+ R,W & M	Number of Pupils	% Level 4+ R,W & M
2009	778	40.6%	23.3%	6,918	63.9%	7,696	61.6%
2010	812	33.1%	27.1%	6,845	60.3%	7,657	57.4%
2011	910	42.6%	27.4%	6,447	70.0%	7,357	66.7%
2012	1,333	57.3%	22.4%	5,779	79.7%	7,112	75.5%
2013	1,555	59.7%	21.7%	5,201	81.4%	6,775	76.4%
2014	1,758	61.5%	20.5%	5,415	82.0%	7,173	77.0%

B2.3.1 When we compare with 2010, the gap is closing between the outcomes for Year 6 pupils eligible for FSM who achieved level 4 or above in reading, writing and maths and all other pupils. However, only 61.5% of pupils eligible for FSM attained L4+ compared with 67% of similar pupils nationally. Nationally, 83% of non-PPG pupils attained L4+ (a gap of -16%). In order to address this, there will continue to be a focus on the performance of all groups of pupils, and particularly those eligible for PPG.

B2.4 Key Stage 4

Authority Area	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs									
	all pupils	disadvantaged pupils			other pupils			Gap		
		2014	2013	2012	2014	2013	2012	2014	2013	2012
National- All Schools	53.4%	-	-	-	-	-	-	-	-	-
National- State Funded Only	56.6%	36.5%	41.0%	38.5%	64.0%	68.0%	65.7%	27.5%	26.9%	27.2%
Lincolnshire	54.8%	31.7%	36.4%	34.5%	60.6%	67.3%	67.1%	28.9%	31.0%	32.6%

B2.4.1 As can be seen in the KS4 data above, the gap between the performance of Pupil Premium Grant (PPG) and non-PPG pupils in Lincolnshire is closing over time, at a rate that is more rapid than seen nationally, but at 28.9% it is still wider than seen nationally and is wider than seen in Lincolnshire EYFS (16.6%), KS1 (15.9%) and KS2 (20.5%).

B2.4.2 The LA/ CfBT Closing the Gap offer to educational settings (see Action Plan below) will contribute to Lincolnshire's Child Poverty Strategy by focussing on closing the educational gaps for vulnerable groups, particularly those children and young people eligible for Pupil Premium Grant. It will provide challenge for schools to access a 'robust evaluation' of how they spend all funding, in particular Pupil Premium funding, to support disadvantaged students. This will be augmented by Education Adviser Core Offer work in maintained schools which will include detailed data discussions around the performance of all groups of pupils, validating the schools monitoring and evaluation of the performance of groups of pupils, including monitoring by the Governing Body, and the brokering of additional support and intervention where the performance of disadvantaged pupils is not seen to be improving.

B2.4.3 Additionally there are opportunities for research and development, sharing good practice, working in partnerships with other schools and educational settings, accessing networking events, evaluating and refreshing current literacy and numeracy interventions.

B2.4.4 The offer to schools will have an explicit focus on strategies to support literacy and numeracy. The National Literacy trust report, '*Written Off? How literacy affects opportunity*' makes the link between poor literacy and the negative impact on life chances, health, wealth and personal satisfaction. It also details the link between deprivation and attainment. A clear focus on literacy and numeracy skills enables pupils to access all other areas of the curriculum; if pupils do not learn to read they cannot read to learn.

B2.4.5 Our young people need to be literate and numerate in order to achieve higher-level qualifications and to be functional, independent citizens when they leave formal education. It is vital that we continue to address literacy and numeracy and the Closing the Gap offer gives us the opportunity to challenge underperformance and celebrate success in supporting our disadvantaged pupils to achieve their academic potential.

B2.4.6 It is vital that all young people leave education with good qualifications as:

- Outcomes at the end of secondary school account to a large extent for success in courses and qualifications thereafter.
- Adults who do not secure good literacy and numeracy skills by the age of 19 struggle to gain them subsequently.

- In the UK, pupils from the highest social class groups are three times more likely to enter university than those from the lowest social class groups.

B2.4.7 The gap information shows that FSM children are more likely to leave school with lower attainment than their peers. This is a matter of concern nationally.

B3. CLOSING THE GAP ACTION PLAN

Action 1: Robust challenge to schools through analysis of data and Pupil Premium review

- Detailed data analysis to determine where gaps are widest and where gaps have narrowed
- At each key stage highlight schools where the gap has narrowed – make contact in order to share good practice / involve in county networks, mini case studies of 4/5 schools
- Identified schools with widest gap and offer challenge by having a Pupil Premium review
- Results of reviews collated to find commonalities and differences in schools' approach to Pupil Premium
- Report written which outlines above and suggests new approaches to be fed through Closing the Gap networks
- Schools where gap has narrowed, visited to establish learning which can be shared across the county

Action 2: Pupil Premium Conferences to offer challenge, support and strategy to all schools (autumn and spring term)

- Offered to all educational settings
- Range of guest speakers (eg Sir John Dunford, Sue Hackman, John West-Burnham, Patricia Meatham, Debra Myhill, David Waugh, Ofsted representative)
- Workshops led by local head teachers (primary and secondary) range of schools and contexts
- A range of other services in attendance
- Delegate evaluations ask detailed questions about own school response to Pupil premium spending and asks for schools willing to share good practice
- Evaluations followed up by consultants and advisers to inform end of year Closing the Gap conference which celebrates good practice locally

Action 3: Closing the Gap senior leader networks

- To offer robust challenge and to share and develop best practice
- Bespoke for primary / secondary and post 16 settings
- Once per half term
- Facilitated by CfBT consultants and advisers
- Action research based (using CfBT and national research as starting point)
- Use of international, national, regional and local research to inform workshops / school work / Pupil Premium planning
- Schools in attendance followed up and subsequent actions evaluated for impact

Action 4: Switch-on as new primary and secondary literacy intervention (Switch-on is a literacy intervention based on the principle of Reading Recovery, funded in Nottinghamshire by the Education Endowment Foundation and found to have a positive effect)

- Offer two days training each term (includes primary and secondary)
- Follow up impact with attending schools including method of delivery / timetabling / number of students having intervention and evaluation of success

Action 5: Establish research links with Lincoln University.

- Develop units on Pupil Premium research with possible Masters accreditation.
- Once in place, signpost schools to relevant areas of study
- Linked with CfBT Research and Development division
- Identified schools to share results of research at conferences and Closing the Gap

senior leader networks (and possibly at wider East Midlands forums)

Action 6: Literacy and numeracy intervention analysis and evaluation primary and secondary

- Contact with Newark Town SENCO to adapt recent successful model of analysis
- Contact schools and send intervention audit and five point intervention analysis
- Collate and analyse information regarding which interventions are in place, which are successful / effective / which are funded by Pupil Premium
- Disseminate findings through Closing the Gap networks also possibly through primary and secondary headteacher briefings

Action 7: Year 10 / 11 focus student GCSE conference (raising participation) possibly in partnership with Lincoln Uni or Bishop Grosseteste

- Pupil Premium (FSM / LAC / boys) students are invited to attend a day conference with a GCSE English and Maths D/C borderline focus (up to 80 student per day)
- Schools are targeted based on wide gap data
- Students attend 4 presentations / workshops over the day facilitated by local teachers and organised / led by H Spours
- Local teachers are recruited and attend a training day which supports planning for the students needs (this also builds capacity within the school)
- The university provide the venue and student helpers – part of the day is about supporting students to see higher education as an option
- Guest speaker presentation (Dreadlock Alien, Matt Windle)