



Haringey Council

Children and Young People's Scrutiny Panel

TUESDAY, 12TH NOVEMBER, 2013 at 17:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Brabazon, Bull, Christophides, Engert and Newton (Chair)

Co-Optees: Ms Y. Denny (Church of England representative), 1 Catholic Diocese vacancy, Mr E. Reid (Parent Governor) and Mrs M. Ezeji (Parent Governor).

AGENDA

1. APOLOGIES FOR ABSENCE

2. URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with at item 14 below).

3. DECLARATIONS OF INTEREST

A Member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

(i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and

(ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Members' Register of Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interest are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

4. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, paragraph 29 of the Council's constitution.

5. MINUTES (PAGES 1 - 8)

To approve the minutes of the meeting of 26 September 2013.

6. CABINET MEMBER QUESTIONS - CABINET MEMBER FOR CHILDREN

An opportunity for the Panel to question the Cabinet Member for Children, Councillor Ann Waters, on her portfolio.

7. SAFEGUARDING UPDATE

To update the Panel on recent developments in respect of children's safeguarding.

8. MULTI-AGENCY SAFEGUARDING HUB (MASH) AND FIRST RESPONSE SERVICE INFORMATION SHARING (PAGES 9 - 18)

To report on progress with activities instigated by the Council and its partners to examine and, where necessary, improve on social work practice and procedures in the light of recent High Court junction.

9. HARINGEY FAMILIES FIRST (TROUBLED FAMILIES) UPDATE (PAGES 19 - 24)

To report on the development of the Haringey Families First initiative.

10. SUMMARY OF PUPIL PREMIUM 2012/13 (PAGES 25 - 72)

To consider a breakdown on individual Pupil Premium allocations to schools in 2012/13, report on improvements in pupil attainment and summarise the key interventions that schools are funding.

11. GIFTED AND TALENTED PUPILS IN HARINGEY (PAGES 73 - 78)

To report on provision for gifted and talented children within Haringey schools.

12. SCHOOL EXPANSIONS (PAGES 79 - 92)

To report on proposals to expand primary schools within the borough.

13. SOCIAL WORK RESOURCING (PAGES 93 - 98)

To receive an update on the current position with regard to social work recruitment and retention.

14. ISSUES FROM AREA COMMITTEE CHAIRS

To provide an opportunity for Chairs of Area Committees to raise any issues relating to matters within the Panel's terms of reference.

15. WORK PLAN (PAGES 99 - 100)

To consider the ongoing work plan for the Panel.

16. NEW ITEMS OF URGENT BUSINESS

David McNulty
Head of Local Democracy
and Member Services
Level 5
River Park House
225 High Road
Wood Green
London N22 8HQ

Rob Mack
Senior Policy Officer
Level 7
River Park House
225 High Road
Wood Green
London N22 8HQ

Tel: 020 8489 2921

Email: rob.mack@haringey.gov.uk

Tuesday, 05 November 2013

This page is intentionally left blank

MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013

Councillors Brabazon, Bull, Christophides, Engert and Newton (Chair)

Co-opted Members Ms Y Denny (Church representative) and Mr E Reid (Parent Governor representative)

CYPS60. WEBCASTING

The Chair welcomed all present and informed them that the meeting was being webcast.

CYPS61. APOLOGIES FOR ABSENCE

None.

CYPS62. DECLARATIONS OF INTEREST

None.

CYPS63. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

CYPS64. MINUTES

The Panel commented on matters arising from the minutes as follows:

- LC52 (Minutes); The Chair reported that a briefing paper had been circulated to the Panel on the future development of the health-visiting service. The Panel commented that the key issue was the re-establishment of a universal service and requested that they be kept updated on further developments.
- LC53 (Cabinet Member Questions); In reference to school expansions (LC53), the Panel noted that the recent paper to Cabinet on this issue had referred to expansions taking place within three schools. Cllr Waters, the Cabinet Member for Children, reported that bulge classes had needed to be used in some schools to accommodate additional demand for places. This included Year 1 at Stamford Hill School where there had been 54 additional places required. There were also bulge classes at Stamford Hill and St Margaret's schools. It was planned to expand St. Mary's and St. John's whilst work on Welbourne was underway.
- Panel Members reported that there had been large influxes of children in some areas of the borough. Significant proportions of these were Spanish speaking. Some schools were currently dealing with difficult circumstances. The Assistant Director of C&YPS (School Standards) reported that the influx had been unprecedented and had contradicted predicted levels of demand, which were usually accurate. However, the situation was starting to settle down.

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

- The Panel noted that negotiations were taking place in respect of the expansion of St James'. The Chair enquired whether there were plans to link this to the construction of homes on the Cranwood site. The Cabinet Member stated that there was an awareness of the development proposals. It was noted that school expansion proposals were due to go to Cabinet in December.
- The Cabinet Member reported that the University Technical College in Tottenham, which would be opening shortly, aimed to complement the 6th Form Centre. It would also be close to Northumberland Park School. The 6th Form Centre had a number of challenges to address and had chosen to become an academy to address them.
- Although the 6th Form Centre had become an academy, this would not have an adverse affect on academic standards. It was noted that results this year were above the national average and this was part of an improving trend. It was felt to be in a good position to be rated 'good' now. Panel Members expressed concern that prospective parents might not have been fully appraised of the outcome of the recent OSTED inspection of the Centre.
- LC55 (Haringey 54000); The Panel noted that proposals relating to the project had been due to go to Cabinet but had been delayed. They would now be going to Cabinet on 12 November. They would include details of governance arrangements, including the role of the scrutiny panel. There was an understanding of where the Council was now and how it wanted to develop. The objective was to shift funding to early intervention. It was recognised that additional support was required to deliver the programme of change and an external provider was being procured to provide this.
- LC57 (Update on AB and CD Judgement); The Panel noted that a report on the outcomes of the external reviews arising from the judgement would be forthcoming in due course. Parental consent was now recorded on assessment forms.

In terms of the draft early help policy which had been due to be considered by the Panel, it was noted that it was no longer felt that this constituted a key decision. In addition, additional work was required on this area of work.

AGREED:

That the minutes of the meeting of 16 July be approved.

CYPS65. FINANCIAL OUTTURN 2012/13 AND BUDGET UPDATE 2013-14 (UP TO AND INCLUDING PERIOD 4)

The Panel requested further information on the overspend of £572k on school related premature retirement costs and redundancies. The Assistant Director

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

(School Standards) agreed to report back with further information. It was likely this had arisen from residual costs associated with redundancy and early retirement, which could build up over time. Further work was required with academies regarding responsibility for meeting such costs.

It was noted that income streams for the PDC had declined and budgetary assumptions had proved to be unachievable. The long-term future of the PDC was now being considered and various options were being explored. It was agreed that an update would be made to the next meeting of the Panel.

In respect of the overspend arising from capital works undertaken to Rhodes Avenue School, the Panel noted that efforts were being made to recover some of this.

In reference to the underspend in the YOS team, the Panel noted that staffing was the main cost. There had been staff vacancies within the service but the workload arising from these had been covered by existing staff and used as opportunities for development. The service had also received unanticipated grant income and there had been some delay in using funds earmarked for IT. The underspend in the Children's Centres budget had arisen for similar reasons, with managers anticipating the need to make savings in the future.

The Panel requested further details of the proposed savings to SEN transport of £250,000 that had been identified as high risk. Officers agreed to report back on progress with this in due course.

AGREED:

That updates be provided to the Panel on future plans for the Professional Development Centre (PDC) and savings to the SEN transport budget.

CYPS66. END OF YEAR PERFORMANCE MONITORING

Panel Members commented that the OFSTED ratings of Children's Centres was partially dependent on the effectiveness of support that they received from the Council as a whole. In particular, some had been marked down in consideration of their strategic role and leadership. This could create a misleading negative perception as these areas were not the sole responsibility of Children's Centres but were possibly more to do with the support services provided by the Council. The Deputy Director of Children's Services (Commissioning) concurred with this view and accepted that there was a responsibility to improve services and support to Children's Centres.

The Panel noted that although narrowing the gap in educational attainment was no longer a specific priority for the Council, it remained an important issue. The gap with other London authorities had closed but the service still wished to monitor performance. A report on this issue was being prepared for November.

AGREED:

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

That a report be submitted to a future meeting of the Panel on educational attainment and continuing efforts to close the gap with other London authorities.

CYPS67. RESPONSE TO THE CORDIS BRIGHT REVIEW OF HARINGEY'S CHILDREN'S CENTRES

The Deputy Director (Children's Commissioning) reported that the review had proposed a range of actions to the Council's Cabinet. A project board had been established to take the changes forward and an effective plan for action would be developed. Clear performance indicators would be established. There was a complex delivery chain involved in developing services and a crucial role for partners so it was important that there was a clear plan in place. The recommendations within the Cordis Bright review would provide the basis for the action plan.

The Panel noted that the delivery plan had been completed. It was agreed that this would be circulated to Panel Members together with a progress report. Feedback on it would be welcome.

Panel Members reported that two consultative meetings with Children's Centres had been cancelled and they had therefore not been able to feed into the review through these. Concern was expressed that the need for outcomes was not clear within the review. In addition, there were other initiatives that were likely to impact on Children's Centres, such as the Haringey 54000 project and the Barnardos lottery bid. One particular concern was whether the Centres would be outsourced. The Centres were mainly rated as excellent. Six of the eight centres were in Tottenham. The costs arising from them needed to be placed in context as some centres contained a high percentage of children in need.

The Cabinet Member for Children stated that the aim was to improve the Centres. There was a particular need for good quality early years provision in Tottenham. The overall aim of the work that was being done was to obtain a better grasp of what the Council and its partners wished to deliver. Management costs appeared high but she was not in favour of privatising the service. There was nevertheless a need to perform better. The Deputy Director (Commissioning) reported that there was no intention to privatise the service. The work that was being undertaken was focussed on considering the most effective way that services could be delivered.

Panel Members commented that the report did not refer to the relationship that Children Centres had with the Council. Outreach was both difficult and expensive but needed to be resourced. The issues involved were complex and were not all the responsibility of the Centres. Strategic matters were also of importance.

The Deputy Director (Commissioning) concurred with this view. Haringey 54000 and the Barnardos bid both needed to be integrated into the overall

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

plans. There was much planning data that was available and the Council would work closely with Centres. The Council and its partners needed to agree on a common way forward so that there was clear strategic direction. The service acknowledged that the appropriate level of resources may not previously been in place.

AGREED:

1. That the delivery plan for implementing the recommendations of the review be circulated to Panel Members; and
2. That a progress report be provided to the Panel in due course.

CYPS68. COMMISSIONING OF HIGH QUALITY SERVICES TO EDUCATION

The Assistant Director (School Standards) reported that it had been felt that there was too much variation in services provided for schools. However, some services and personnel were highly rated. Engagement with schools was taking place so their views could be fed into the process and recommendations on the way forward would be developed in due course.

It was noted that the service was moving forward as fast as it could. Some schools were already buying services themselves and a clear structure and a good quality plan was required. It was essential to understand what schools wanted and what they were willing to pay for it. It was also important that services were commercially viable.

Improvements need to be made to the Human Resources (HR) service for schools and a new head of service had recently been appointed who it was hoped would take this agenda forward. The service needed to be both timely and trustworthy. In addition to improving services, it was also hoped to improve their reputation.

The Panel noted that some academies were buying in HR services from the Council. Although the local authority had some ultimate responsibility for the employment of teachers, schools that did not follow HR advice could be liable for costs in cases of dismissal.

AGREED:

That updates on progress be provided to the Panel in due course.

CYPS69. PANEL PROJECT ON NURSERIES AND THE TWO YEAR OLD FREE EARLY ENTITLEMENT

The Chair noted that the Panel had a restricted time-frame to work within and it was therefore important that the scope of the review remained focussed on the free early entitlement in order to ensure its effectiveness.

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

The Panel noted that support outside of term time for the most vulnerable children could be provided through children's social care. There was a shortfall of places that needed to be addressed and the Council had a key role to play in enabling and resourcing.

Panel Members were of the view that there were choices for local authorities and different approaches had been adopted in different places. The review would provide an opportunity to look at these. It was suggested that a wide range of children's facilities should be asked for their views as part of the project. One option would be to undertake a survey.

AGREED:

1. That the draft scope and terms and reference for the project be approved.
2. That a draft survey be prepared urgently.

CYPS70. ISSUES FROM AREA COMMITTEE CHAIRS

None.

CYPS71. WORK PLAN

The Panel were of the view that the meeting scheduled for 28 November needed to be set aside for discussion of future plans for the youth offer. They therefore agreed that an additional meeting would be arranged to deal with the issues that would have otherwise be considered at the meeting on 28 November.

In respect of the meeting on the youth offer, the Panel requested that a range of views from young people be presented to the meeting, including the Youth Council. It was also suggested that the start time could be varied if necessary to fit in better with the young people.

AGREED:

That an additional meeting of the Panel be provisionally scheduled for Tuesday 19 November and the following items would be placed on the agenda:

- Pupil premium;
- AB and CD judgements – outcomes of reviews arising;
- Provision for Gifted and Talented children;
- School expansion; and
- Troubled families.

**Cllr Martin Newton
Chair**

**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
THURSDAY, 26 SEPTEMBER 2013**

This page is intentionally left blank



Haringey Council

Report for:	Children and Young People's Scrutiny Panel November 12 2013	Item Number:	
Title:	CYPS – Multi-Agency Safeguarding Hub (MASH) and First Response Service Information Sharing.		
Report Authorised by:	Marion Wheeler: Assistant Director Children and Families		
Lead Officer:	Chrissy Austin: Acting Head First Response Service Iain Low : Principal Social Worker		
Ward(s) affected: All	Report for Non Key Decision		

1. Describe the issue under consideration

1.1 On 13th March 2013, the High Court found that the London Borough of Haringey acted unlawfully in the decision to undertake an enquiry under section 47 of the Children Act 1989 (“the section 47 enquiry”) and in not seeking the consent of the parents before approaching their child’s GP and school for information.

1.2 A S47 enquiry is carried out where a child is suspected to be suffering, or likely to suffer, significant harm; the local authority is required under s47 of the Children Act 1989 to make enquiries to enable it to decide whether it should take any action to safeguard and promote the welfare of the child.

1.3 Following the decision of the High Court the Director of Children and Young People’s Service instigated a number of activities designed to examine and where necessary, improve on social work practice and procedures including:

- Council Internal Audit Team to audit data, documentation and procedural compliance within the Multi Agency Safeguarding Hub (MASH) in this financial year.



2. Recommendations

Members are asked to note the contents of this report and the agreed action plan.

3. Background information

3.1 The Director of Children's Services in order to reassure Members and to act in a way that is transparent requested from our Internal Audit Team that the Council's Internal Auditors, Deloitte and Touche Public Sector Internal Audit Limited conduct an exercise to provide assurance on data and information compliance, compliance with local and statutory requirements, and records management within the Service.

3.2 The following tests were agreed and carried out:

3.3 Checked whether adequate policies and procedures exist covering the management of child protection referrals and information sharing by the local safeguarding partnership;

3.4 Checked whether policies and procedures reflect current legislative requirements;

3.5 Checked whether council residents have been made aware of information sharing protocols in the borough;

3.6 Checked whether existing policies and procedures are up-to-date and have been communicated to staff; and

3.7 For a sample of 10 cases tested progressing to Section 47 (selecting those relating to a two week period, commencing 11 February 2013) we have undertaken the following:

- a. Checked that the reasons for contact/referral and details of alert are documented on Framework-i¹;
- b. Checked that the Screening Manager has assessed the risk of alert/referral using Red, Amber, Green rating;
- c. Checked that the Screening Manager's decisions on the next steps are recorded on Framework-i;

¹ Framework i is Haringey Children's and Adult's electronic case recording system.



Haringey Council

- d. Checked whether agencies contacted for further information are recorded on Framework-i where MASH gathering information episode is required and that only agencies that have signed the sharing agreement are contacted;
- e. Checked that findings from the MASH gathering information episode had been recorded on the system;
- f. Where initial assessments were required, checked whether consent had been obtained from the family for the assessment to be completed and for contacting and sharing information;
- g. Checked that initial assessments completed had been authorised by the relevant manager;
- h. Checked that the contents of the initial assessment had been shared with parents/carers and the decision had been recorded on the system;
- i. Checked that management decisions for further actions required had been noted on the initial assessment;
- j. Checked whether strategy discussions/meetings had been recorded on the system, including any agencies involved in the discussions/meetings, the reasons for the discussions/meetings, and any decisions made;
- k. Checked that action plans had been recorded on Framework-I where a strategy discussion/meeting took place and dates for subsequent meetings recorded;
- l. Checked that the next steps/outcomes following strategy discussion/meeting had been recorded on the system and that professionals had been involved in the next outcome;
- m. Confirmed that families had been provided with relevant information where a Core Assessment record for Child Protection is required and this had been recorded on Framework-I;
- n. Checked that details and outcome of Section 47 investigations had been recorded;
- o. Confirmed that conclusions and risk analysis from next outcome are recorded; and
- p. Confirmed that the next outcome was authorised by the relevant manager and any further outcomes are recorded.

3.8 The findings from their work have been accepted by the department and are detailed in the action plan for the department.

4. Use of Appendices

Attached is the agreed Action Plan for the department as a result of the work carried out by Council's Internal Auditors, Deloitte and Touche Public Sector Internal Audit Limited.

APPENDIX 1:

Audit Action Plan

Ref.	Recommendation	Management Response	Responsibility	Deadline
1	Once the Service is clear on the outcome of the judgement made by the High Court of Justice, policies and procedures should be reviewed to reflect any policy and procedural improvements required to address issues identified as a result of the case.	<ul style="list-style-type: none">• May 2013: Managers and Social Workers from the First Response Service (including the Screening Team) attended workshops in the initial weeks post the Judgement which focused on the practice implications and operational standards that were required to ensure compliance.• July 2013: The Acting Head of Service: First Response, the Head of Child Care Legal and the Manager of Feedback and Information Governance met and agreed the necessary revisions to MASH related policies and documentation in light of the judgement• July / August 2013, workshops were runs for practitioners and managers for the Screening and First Response Teams to review performance in the light of the judgement and have the opportunity to discuss the implications of the judgement for their	Head of Service First Response	Completed
			Head of Service First Response	Completed
			Head of Service First Response	30.09.2013
			Head of Service First	27.09.2013

Ref.	Recommendation	Management Response	Responsibility	Deadline
		<p>practice. A final workshop is being run in Early September.</p> <ul style="list-style-type: none"> The revised documents and policies will be launched with practitioners and managers through a programme of events in September 2013 A number of fields on the Framework-i system have been made mandatory which will ensure practitioners reflect on the information needed – particularly around consent and information sharing, this includes management actions. 	<p>Response</p> <p>Head of Service First Response</p>	<p>Changes now made.</p>
2	Where agencies are contacted for further information, the names of the agencies and dates contacted should be recorded on the Framework-i system.	<ul style="list-style-type: none"> Managers and practitioners have a clear understanding of what recording should look like through our Practice Standards. All Team Managers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. Standards for recording have been reinforced in Service Meetings, Team Meetings and Supervision. First Response 'Performance Call 	<p>Head of Service – First Response</p> <p>Head of Service First Response</p> <p>Deputy Heads of Service First response</p>	<p>Completed</p> <p>Completed</p> <p>Ongoing within the Service</p>

Ref.	Recommendation	Management Response	Responsibility	Deadline
		<p>Over Meetings' take place in First Response on a weekly basis. Through auditing of cases, Deputy Heads of Service identify cases where standards have not been met and this is fed back to Team Managers and social workers.</p> <ul style="list-style-type: none"> Six weekly auditing of the a number of Child and Family Assessments by the Head of Service and the Principal Social Worker (PSW) will oversee compliance to all areas of consent and timely management oversight of cases. This audit activity will report back into the Quality Assurance Board. 	<p>Head of Service First Response Principal Social Worker</p>	<p>Ongoing 6 weekly</p>
3	<p>A formal reminder should be communicated to case workers and other relevant responsible officers, reinforcing the requirement to complete all relevant screens in Framework-i, where appropriate, as evidence of completion of required tasks. This includes recording details relating to completion of MASH gathering information episodes and completion of the Consent screen (to record whether consent is or is not obtained from parents/carers) where</p>	<ul style="list-style-type: none"> All Team Managers and social workers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. Framework – E-Learning is completed by all new members of staff, a new requirement will now be added where practitioners sign-off their learning, confirming they are 	<p>Head of Service First Response</p> <p>Head of Service First Response Framework – i Team</p>	<p>Completed</p> <p>30.09.2013</p>

Ref.	Recommendation	Management Response	Responsibility	Deadline
	initial assessments are undertaken.	<p>now 'fit' to use the system this is authorised by their Team Manager.</p> <ul style="list-style-type: none"> All new Managers and practitioners attend a 'Practice Induction' workshop where Haringey's practice standards are introduced and our commitment to best practice, including: case recording and consent. 	Principal Social Worker	30.09.2013
4	Initial assessments should be authorised by a manager independent of the officer completing the assessment and entering the information on the system. This requirement should be communicated to all relevant officers and managers with responsibility for completion of these tasks.	<ul style="list-style-type: none"> The Framework-i workflow has now been adjusted in line with the launch of the Child and Family Assessment, the issue no longer exists. 		Completed
5	Where information from the initial assessment is or is not shared with parent/carers, the relevant details should be documented on the system (This can be implemented in conjunction with the formal reminder referred to in Recommendation 3 above).	<ul style="list-style-type: none"> All Team Managers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. Six weekly auditing of the a number of Child and Family Assessments by the Head of Service and the Principal Social Worker (PSW) will oversee compliance to all areas of consent and timely management oversight of 	Head of Service – First Response	Completed

Ref.	Recommendation	Management Response	Responsibility	Deadline
		<p>cases. This audit activity will report back into the Quality Assurance Board.</p>		
6	<p>Management decisions for further actions required should be recorded on the system for all cases (This can be implemented in conjunction with the formal reminder referred to in Recommendation 3 above).</p>	<ul style="list-style-type: none"> All Team Managers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. A number of fields on the Framework-i system have been made mandatory which will ensure practitioners reflect on the information needed – particularly around consent and information sharing, this includes management actions. 	Head of Service – First Response	Completed
7	<p>For cases where further strategy review meetings are not required and information is or is not provided to families, this should be recorded on Framework-i.</p>	<ul style="list-style-type: none"> All Team Managers have been reminded of this requirement through communication from the Head of Service. The Police’s Child Abuse and Investigation Team (CAIT) now alert the Head of Service where a strategy meeting has occurred and further feedback post the Initial meeting has not been received The Deputy Head of Service 	Head of Service – First Response	Completed

Ref.	Recommendation	Management Response	Responsibility	Deadline
		undertakes a rolling audit of Initial strategy discussions and will case note where a Review Strategy meeting is not required.		
8	Case workers should be formally reminded to complete all relevant screens in Framework-i, where appropriate, including completion of the Provision of Information screen to record details and information received upon completion of a CARCP (This can be implemented in conjunction with the formal reminder referred to in Recommendation 3 above).	<ul style="list-style-type: none"> All Team Managers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. 	Head of Service – First Response	Completed
9	Where the contents of assessments are to be provided to parents/carers, details of this should be recorded in Framework-i. This requirement should be communicated to all relevant officers (This can be implemented in conjunction with the formal reminder referred to in Recommendation 3 above).	<ul style="list-style-type: none"> The new Child and Family Assessment includes a mandatory section where the sharing of the assessment (or not) must be recorded on the document itself All Team Managers have been reminded of this requirement through Team Meetings, Service Meetings and in communication from the Head of Service. 	Head of Service – First Response	Completed



Haringey Council

Report for:	Children and Young People's Scrutiny Panel	Item Number:	
Title:	Haringey Families First (Troubled Families) Update		
Report Authorised by:	Lisa Redfern, Interim Director, Children and Young People's Service		
Lead Officer:	Katherine Manchester, Head of Service - Haringey Families First		
Ward(s) affected:	Report for Key/Non Key Decisions:		
All			

1. Describe the issue under consideration

- 1.1 Haringey Families First (HFF) is our local response to the Government's Troubled Families initiative. In Haringey, we have been tasked with identifying and working with 850 Families over a 3 year period (2012-15). This report provides an update on progress with this.

2. Recommendations

- 2.1 The Panel are invited to comment, as appropriate, on progress made to date with the scheme.

3. Background information

National Context

- 3.1 The DCLG's Troubled Families Unit launched a new Payment by Results scheme for local areas, Councils and their partners, to work together to identify and support "troubled families" in their borough.
- 3.2 The DCLG have made available £4,000 for every five out of six families identified in the local area, with a proportion of money up front each year and a proportion conditional on meeting the success criteria set. The DCLG recognise that this



Haringey Council

£4,000 represents around 40% of the full costs of an intensive intervention and expects Councils and their partners to fund the rest.

- 3.3 To be eligible for the programme, families must meet two of the following criteria:
- Youth Offending and/or anti social behaviour in the family;
 - Children not in school – either 3 fixed term exclusions or less than 85% attendance; or
 - Adults claiming out of work benefits.
- 3.4 The Government expects all local authorities and their partners to collaborate in providing a whole family approach with an identified lead worker for each family.

Local Context

- 3.5 The DCLG has estimated that there are 850 ‘troubled’ families in Haringey. It is recognised that 850 will not all present the same level support needs. We are required to work with 283 in year one, 425 in year two, 142 in year three.
- 3.6 We are tasked with identifying and working with these families as a partnership. HFF is therefore not a stand alone service but part of a network providing interventions to families, ensuring that they receive well co-ordinated, whole family approaches to their work thereby preventing and avoiding duplication of services, reducing costs and improving outcomes for families.
- 3.7 This will also reduce the number of times a family has to tell its story to professionals and identifying a lead worker for the family who they will build a relationship with and ensure the team around the family is working effectively towards its objectives.
- 3.8 If families meet two or more of the national criteria above, they are also eligible if they meet at least one of our local criteria as listed below:
- Mental health issues;
 - Substance misuse;
 - Domestic violence;
 - Households impacted by Benefit Cap (Universal Benefit);
 - Low Income households (entitlement to Working Tax Credit);
 - Households living in Temporary Accommodation (TA);
 - Young person with known gang membership (known to GAG);
 - Vulnerable two year olds;
 - three and four year olds not accessing their nursery provision; and
 - Adult offender in the household.
- 3.9 A quick analysis shows we have now identified 800 families in Haringey over two years. Our target for this year is an additional 425, i.e. in addition to the 288 identified last year, so we have achieved this already. We are in the process of



Haringey Council

checking the accuracy of these and to clarify that they are still eligible, for example, that they have not moved out of borough.

- 3.10 We are also trying to establish, where we can, which families are already receiving a family intervention and where there may be gaps in a Team around the Family approach. The Haringey Families First Team will proactively try to engage families that are not receiving a service and will also encourage referrals from agencies where there are gaps in provision.

Payment by Results

- 3.11 In July 2013 Haringey submitted a payment by results claim for “turning around” 114 households. £66,500 has been claimed as Payment by Results for these families. This was about a third of the 337 families identified in year one and about 40% of the 288 we committed to working with in the first year.

Further claims for Year 1 Families

- 3.12 We will claim for more families when the academies submit their pupil absence records to us (we do not have a year’s worth of absence data from academies). There are 40 families with at least one child at a Haringey academy school. Those who qualify will be claimed for in January 2014.
- 3.13 We have just received back a list from the Department for Work and Pensions (DWP) to see which of our year one Troubled Family members have come off out of work benefits. There were 35 individuals who appear on this. Their details will be checked against the Benefits and Local Taxation’s Comino database to verify they are now in employment.
- 3.14 Our seconded Job Centre Plus worker has just started with us and will also be able to do these checks. Those who qualify will be claimed in October 2013. (the subsequent window for claims).

Case Studies

- 3.15 We are currently undertaking an analysis of the interventions that successfully achieved these outcomes and building up a portfolio of case studies.
- 3.16 It is important to remember that we are taking a partnership approach across Haringey. This means that all services working with families will be supported and encouraged to take a “Think Family” approach to their interventions. While there is a small core team of staff who are modelling this, we are also keen to hear of examples of other services who are also promoting the benefits of a Lead Professional for families and the case studies reflect this.
- 3.17 In summary, the main features of successful interventions are co-ordinated teams around the whole family with an identified lead worker who has



Haringey Council

developed a sound, trusting relationship with the family based on support and challenge.

Next Steps

- 3.18 Department for Communities and Local Government (DCLG) are asking Local Authorities to consider how they would further embed the programme should there be an extension from 2015 and what we would suggest in relation to broadening of the criteria to ensure services are supported to engage families at an earlier stage.
- 3.19 In Haringey, we are very well placed to ensure that Families First is fully integrated into the Haringey Families First Strategic development and that of the Early Help Offer. The Lead Officer is actively involved in the Front Door work stream and also a member of the Early Help Framework Steering Group to ensure that the family intervention approach is firmly embedded in service delivery across the board.

4. Comments of the Chief Finance Officer and financial implications

- 4.1 Families First is a 3 year programme, starting on 1 April 2012, designed to turn round Troubled Families. Government funding has been made available to support the programme, comprising 3 elements. Firstly, guaranteed coordinator funding (£100k per annum), secondly attachment funding and thirdly payment by results. The maximum funding available over the 3 year period for the final two elements is £4k for 5/6ths of the 850 cases (£2.267m).
- 4.2 A successful Payment by Results (PBR) claim has been submitted, increasing available funding by £66.5k. It is anticipated that this and any future PBR funding will be allocated to support extension of the Families First model.
- 4.3 The Families First approach is one of the possible future operating models for Children's Services to transform service delivery and realign resources to early intervention and prevention. Successful transformation of the service will contribute to managing demand and delivering future savings to meet challenging targets.

5. Head of Legal Services and legal implications

- 5.1 The Head of Legal Services has been consulted on this Report. There are no legal implications arising from the recommendation.

6. Head of Procurement Comments

N/A

7. Use of Appendices



Haringey Council

8. Local Government (Access to Information) Act 1985

This page is intentionally left blank



Haringey Council

Report for:	Children and Young People's Scrutiny Panel: 12 November 2013	Item Number:	
Title:	Summary of Pupil Premium 2012/13		
Report Authorised by:	Lisa Redfern-Interim Director Children Services		
Lead Officer:	Jon Abbey – Assistant Director of School Improvement		
Ward(s) affected: All	Report for Non Key Decision		

1. To provide a breakdown on individual Pupil Premium allocations to schools in 2012/13 and report on improvements in pupil attainment. To summarise the key interventions that schools are funding through the Pupil Premium.

2. Background information

- 2.1 Haringey schools received a total amount of £8,861,801 in 2012/13. This was in respect of 14,231 pupils who were eligible to receive Pupil Premium funding. The individual school allocations for Pupil Premium are contained in Appendix 1. Each eligible pupil in 2011/12 received £613 and this was increased to £900 for 2012/13. The Pupil Premium was introduced in April 2011 by the government and funding is transported directly to schools. In 2012–13 schools were allocated a total of £1.25 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.



Most common uses of Pupil Premium funding found in schools:

- Specific intervention support for English and mathematics
- Small group work sessions supporting reading and writing
- Booster classes to secure Level 4 in English and mathematics
- Enhanced materials to support English and mathematics
- Out of hours sessions to boost English and mathematics
- Reading recovery
- Additional classroom based support staff
- Specific support for EAL pupils
- Parental support including family learning sessions
- Enrichment of the curriculum using approaches like music and art
- Additional ICT learning resources and equipment
- Targeted financial support for school educational visits
- Additional attendance strategies
- Additional teachers employed-particularly in Secondary schools where a large majority of pupils receive the PP

3. Outcomes for Free School Meals (FSM) pupils

- 3.1 **Key Stage 2 (KS2)** : Haringey FSM L4+ increased from 66% in 2011/12 to 68% in 2012/13. Of the 53 primary schools with KS2 pupils, 36 improved their FSM KS2 L4+ results while 17 schools saw their results fall. Of the 17 where results had fallen, 9 schools had fewer FSM pupils in 2012/13 compared with 2011/12. Of the remaining 8 schools only 4 were found to be causing concern and are being supported under the Intensive offer from the School Improvement Team.
- 3.2 **GCSE:** Overall Haringey 5 A*to C (inc. English and maths) increased from 58.6% in 2011/12 to 62.9% in 2012/13. Of the 10 secondary schools, 8 improved their FSM GCSE 5A*to C results while 2 schools saw their results fall. Neither schools are significant cause for concern as they were graded good by Ofsted at their last inspection and are being supported under the Universal offer from the School Improvement Team.



3.3 Performance detail in 2011/12

2012 FSM v Non FSM Gaps

Key Stage 2

Haringey gap is less than England gap

Pupils on FSM in Haringey do better than their national peers

KS2 2012	English Level 4+	Maths L4+	English & Maths L4+
Haringey FSM	76%	77%	69%
Haringey Not FSM	88%	86%	83%
England FSM	74%	73%	66%
England Not FSM	88%	87%	83%
Haringey gap	12%	9%	14%
England gap	14%	14%	17%

2012 FSM v Non FSM Gaps

GCSE 2012

Haringey gap is less than national gaps

FSM and Not FSM pupils in Haringey do better than their national peers in all areas except % 5+ A* - C

GCSE 2012	% 5+A* -C (E&M)	% 5+A*-C	% A* - C Eng & Maths	% 3LOP English	% 3 LOP Maths
Haringey FSM	46%	71%	47%	68%	71%
Haringey Not FSM	65%	83%	65%	79%	82%
England FSM	36%	69%	37%	54%	51%
England Not FSM	63%	86%	63%	71%	73%
Haringey gap	18%	11%	18%	11%	11%
26%	26%	16%	26%	17%	22%

Appendix 2 shows school results for 2011/12 and 2012/13

4 School Improvement and Pupil Premium Grant

- 4.1 As described in the draft School Improvement Strategy, the team of School Improvement Advisers visit all schools in Haringey as part of a universal programme of visits or keep in touch visits (KIT), which enables the LA to an overview of the performance and risks associated with all schools. Integral to the visits is the ongoing focus on pupil achievement and the filtered analysis of data which includes tracking how FSM pupils are achieving (progress and attainment). A particular focus of the visits is the ongoing dialogue with Headteachers around the performance of different groups over time and what strategies are used to impact on narrowing the gap. This is all recorded on the universal and KIT template which is distributed to schools and should, as good practice, be shared with governors too.



Haringey Council

5 Accountability

- 5.1 In September 2012 Ofsted published a survey into the impact and use of Pupil Premium (see Appendix 3). In 2011–12 schools were allocated Pupil Premium funding for children from low-income families who were eligible for free school meals or had been looked after continuously for more than six months. From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years.
- 5.2 Most of the school leaders surveyed by Ofsted said that the introduction of the Pupil Premium had had some impact on the way that they did things. However, school leaders in only one in 10 schools said that it had ‘significantly’ changed the way they worked – all of whom were in more deprived areas. Very few schools said that it had had any impact on their approach to admissions or exclusions. Around half of the schools that responded to the additional inspection questions thought that it was having a positive impact on raising pupils’ achievement, but relatively few could as yet provide evidence to substantiate this.
- 5.3 Often schools did not disaggregate the Pupil Premium from their main budget, and said that they were using the funding to maintain or enhance existing provision rather than to put in place new activity. This was especially the case when schools were receiving smaller amounts: for many schools the Pupil Premium represents only a relatively small proportion of their overall budget. While appreciating its flexibility, school leaders often said they felt the Pupil Premium funding was not ‘additional’ money. Commonly, they felt it had replaced other funding streams that had been withdrawn.

5.4 Key findings

- Only one in 10 school leaders said that the Pupil Premium had significantly changed the way that they supported pupils from disadvantaged backgrounds.
- School leaders commonly said that they were using the funding to maintain or enhance existing provision rather than to put in place new initiatives.
- Schools did not routinely disaggregate the Pupil Premium funding from their main budget, especially when receiving smaller amounts.
- Over two fifths of the schools had used the Pupil Premium at least in part to fund new or existing teaching assistants and over one quarter to fund new or existing teachers. To a lesser degree, schools had used the funding to pay for new or existing parent support workers, behaviour support workers or counsellors.
- Around a third of school leaders said that they had used the funding for additional curriculum opportunities for pupils both within and outside of normal school hours. A third of all schools said that they had used the funding to subsidise or pay for educational trips or residential visits. Around one in six said that they had used the funding to subsidise or pay for uniform and equipment.



Haringey Council

- In some schools it was clear to inspectors that the spending was not all focused on the needs of the specific groups for whom it was intended.
- The survey revealed a lack of transparency in the way that some special schools and pupil referral units received their allocation of Pupil Premium money from their local authority.
- Inspectors saw little evidence of a strong focus on the Pupil Premium by governors or managing committees.
- Just over two fifths of the mainstream secondary school leaders who responded to the telephone survey said that they were involved in the Pupils Premium summer school programme. Very few mainstream primary schools said that they were involved in the Pupil Premium summer school programme.
- Very few schools said the Pupil Premium was having any impact on their approach to admissions or exclusions¹

6 Requirements of Schools

6.1 As a requirement of Department for Education (DfE) regulation: *School Information (England) Regulations 2008 (2012)* schools are required to publish on their websites the following information about Pupil Premium:

- the school's pupil premium allocation in respect of the current academic year;
- details of how it is intended that the allocation will be spent;
- details of how the previous academic year's allocation was spent; and
- the impact of this expenditure on the educational attainment of those pupils who received grant funding.

6.2 Schools have a responsibility and should therefore display on their website an evaluated breakdown of the 2012/13 funding and an indication of their 2013/14 spending plans. Prior to performing a Section 5 school inspection, Ofsted will seek out the Pupil Premium information on the school website and will focus on the impact of the spending during the two day inspection. Haringey School websites were surveyed in October 2013 and the following key features were observed:

- Of the 63 Primary establishments, 31 schools had a detailed breakdown of their Pupil Premium expenditure and 24 schools had produced an impact

¹ The School Admissions Code, published in November 2011 and effective from February 2012, permits academies and free schools to give priority in admissions to pupils in receipt of Pupil Premium. School Admissions Code, Department for Education, 2012, p.10;
www.education.gov.uk/schools/adminandfinance/schooladmissions/a00195/current-codes-and-regulations
<http://www.education.gov.uk>.



Haringey Council

assessment of it. However 19 schools did not make reference to Pupil Premium as required by the DfE.

- Of the 11 Secondary establishments, 6 schools had a detailed breakdown of their Pupil Premium expenditure and 5 schools had produced an impact assessment of it. However 4 schools did not make reference to Pupil Premium as required by the DfE.
- Of the 4 Special schools, 2 schools had a detailed breakdown of their Pupil Premium expenditure and 1 school had produced an impact assessment of it. However 1 school did not make reference to Pupil Premium as required by the DfE.
- Schools will receive a briefing note from the School Improvement Team to remind them of their statutory obligations and to receive advice and guidance from the team member with strategic ICT experience.

7 Recommendations

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up
- Local authorities should ensure that there is greater consistency and transparency in the way in which the Pupil Premium is allocated to nonmainstream schools
- Ofsted will continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.
- If schools do not target Pupil Premium money effectively, then government could consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.



Haringey Council

8 Use of Appendices

Appendix 1: Haringey Pupil Premium allocation (Schools) 2012/13

Appendix 2: Primary & Secondary FSM comparison 2011/12 & 2012/13

Appendix 3: Ofsted The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils

This page is intentionally left blank

School Name	Number on roll (5)	Number of pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation for 2012-13 (6)	Number of pupils eligible for the Service Child Pupil Premium	Service Child Pupil Premium Allocation for 2012-13 (8)
Haringey Pupil Referral Unit	125	73	£45,479	1	£250
Williams House, Medical Needs PRU with Tuition Service	21	15	£9,345	0	£0
Belmont Junior School	205	78	£48,594	0	£0
Belmont Infant School	172	34	£21,182	0	£0
Bounds Green Junior School	221	94	£58,952	0	£0
Bounds Green Infant School	174	65	£40,495	0	£0
Campsbourne Junior School	210	100	£62,300	0	£0
Campsbourne Infant School	167	56	£34,888	0	£0
Coleraine Park Primary School	384	200	£124,600	0	£0
Eden Primary	0	0	£0	0	£0
Devonshire Hill Primary School	415	265	£165,095	0	£0
Earlsmead Primary School	396	205	£127,715	0	£0
Highgate Primary School	387	121	£75,383	0	£0
Lancasterian Primary School	408	218	£135,814	0	£0
Colindale Primary School	626	99	£61,677	1	£250
Tetherdown Primary School	390	10	£6,230	0	£0
Rokesty Junior School	333	125	£77,875	0	£0
Rokesty Infant School	264	56	£34,888	0	£0
South Harringay Junior School	214	113	£70,399	0	£0
South Harringay Infant and Nursery School	194	69	£42,987	1	£250
Stamford Hill Primary School	186	112	£69,776	0	£0
West Green Primary School	200	118	£73,514	0	£0
Tiverton Primary School	361.6	203.6	£126,843	0	£0
Coleridge Primary School	708	103	£64,169	0	£0
Welbourne Primary School	423	224	£139,952	0	£0
Lea Valley Primary School	420	266	£165,718	0	£0
Nightingale Primary School	357	175	£109,025	0	£0
Ferry Lane Primary School	185	95	£59,185	0	£0
Rhodes Avenue Primary School	451	27	£16,821	0	£0
Crowland Primary School	367	137	£85,351	0	£0
Weston Park Primary School	195.6	29.8	£18,565	0	£0
The Willow Primary School	400	218	£135,814	0	£0
Alexandra Primary School	223	134	£83,482	0	£0
Stroud Green Primary School	306	147	£91,581	0	£0
Earlham Primary School	393	245	£152,635	0	£0
Lordsdale Lane Primary School	613	364	£226,772	0	£0
Bruce Grove Primary School	413	208	£129,584	0	£0
Risley Avenue Primary School	603	387	£241,101	0	£0
Muswell Hill Primary School	418	58	£36,134	0	£0
Noel Park Primary School	503.6	272.6	£169,930	0	£0
Downhills Primary School	408	234	£145,792	0	£0
Seven Sisters Primary School	420.5	224.5	£139,864	1	£250
St Aidan's Voluntary Controlled Primary School	206	44	£27,412	0	£0
Mulberry Primary School	616	329	£204,967	0	£0
St Paul's and All Hallows CofE Infant School	167	50.4	£31,399	0	£0
The Green CofE Primary School	193	79	£49,217	0	£0
St Michael's CofE Voluntary Aided Primary School	415	34	£21,182	0	£0
St James' CofE Primary School	206	4	£2,492	0	£0
St Ann's CofE Primary School	199	84	£52,332	0	£0
St Mary's CofE Junior School	213	106	£66,038	0	£0
St Mary's CofE Infant School	179	75	£46,725	0	£0
St Michael's CofE Primary School	195	77	£47,971	0	£0
St Paul's and All Hallows CofE Junior School	230	108	£67,284	0	£0
Our Lady of Muswell RC Primary School	398	54	£33,642	1	£250
St Francis de Sales RC Junior School	354	153	£95,319	0	£0
St Ignatius RC Primary School	371	146	£90,958	0	£0
St Mary's Priory RC Junior School	230	99	£61,677	0	£0
St Paul's RC Primary School	203	81	£50,463	0	£0
St Mary's Priory RC Infant School	181	53	£33,019	0	£0
St Peter-in-Chains RC Infant School	177	25	£15,575	0	£0
St Francis de Sales RC Infant School	270	103	£64,169	0	£0
St Martin of Porres RC Primary School	201	11	£6,353	0	£0
St Gildas' RC Junior School	226	50	£31,150	0	£0
St John Vianney RC Primary School	205	69	£42,987	0	£0
Chestnuts Primary School	399	163	£101,549	0	£0
North Harringay Primary School	386	181	£112,763	0	£0
Homesy School for Girls	1059	608	£376,794	0	£0
Highgate Wood Secondary School	1216	459	£285,957	0	£0
Northumberland Park Community School	1031	714	£444,822	0	£0
Fortismere School	1206	212	£132,076	1	£250
Gladesmore Community School	1267	944	£588,112	0	£0
Woodside High School, A Business & Enterprise Specialist School	643	543	£366,947	1	£250
Alexandra Park School	1076	361	£224,903	0	£0
Park View	1144.5	713.5	£444,511	0	£0
St Thomas More Catholic School	511	307	£191,261	0	£0
Haringey Sixth Form Centre	0	0	£0	0	£0
Hearlands High School	524	187	£116,501	0	£0
The John Loughborough School	279	100	£62,300	0	£0
Greig City Academy	921	673	£419,279	0	£0
Blanche Neville School	69	41	£25,543	0	£0
Vale Resource Base	88	45	£28,035	0	£0
Riverside School	95	47	£29,281	0	£0
The Brook School	96	67	£41,741	0	£0

14224.4 **£8,861,801** **7** **£1,750**
Source: School Census, PRU Census and SLASC

This page is intentionally left blank

	GCSE 5+ A* - C (inc E&M) with FFT estimates.			
School	2012 %5+ A* C (Inc E&M) 2012	2013 prov %5+ A* - C (Inc E&M) 2013	2013 2013 FFT B	2013 2013 FFT D
Alexandra Park	70%	71%	67%	71%
Fortismere	73%	80%	84%	86%
Gladesmore Community	54%	62%	48%	53%
Greig City Academy	44%	50%	46%	52%
Highgate Wood	72%	67%	69%	72%
Hornsey for Girls	56%	63%	59%	64%
Northumberland Park Community	41%	50%	41%	46%
Park View	57%	56%	45%	50%
St. Thomas More	77%	90%	44%	50%
Woodside High	56%	61%	41%	46%
Haringey	58.6%	62.9%		
England	59.4%	61.2%		
	England estimate			

	Trends for Disadvantaged and Not Disadvantaged in %5+ E&M					
School	2013 GCSE Number of disadvantaged pupils	2013 GCSE Number of non- disadvantaged pupils	2012 GCSE Disadvantaged 5+ A* - C EM	2013 prov Disadvantaged 5+ A* - C EM	2012 GCSE Not disadvantaged 5+ A* - C EM	2013 prov Not disadvantaged 5+ A* - C EM
Alexandra Park	77	139	47%	49%	82%	83%
Fortismere	50	194	35%	58%	81%	86%
Gladesmore Community	213	41	58%	62%	41%	59%
Greig City Academy	145	44	40%	49%	56%	55%
Highgate Wood	93	143	42%	47%	87%	80%
Hornsey for Girls	133	88	50%	59%	64%	69%
Northumberland Park Community	135	65	42%	46%	41%	58%
Park View	160	66	53%	55%	63%	59%
St. Thomas More	82	62	74%	88%	80%	94%
Woodside High	128	42	57%	63%	52%	55%
Haringey	1268	926	48.50%	55.60%	71.00%	73.20%
England			38%	42%	66%	68%
				EPAS		EPAS

School	2012 % Dis expected progress English	2013 % Dis expected progress English	2012 % Not Dis EP English	2013 % Not Dis EP English	2012 % Dis expected progress Maths	2013 % Dis expected progress Maths	2012 % Not Dis EP Maths	2013 % Not Dis EP Maths
Alexandra Park	65%	70%	92%	88%	74%	79%	88%	89%
Fortismere	45%	66%	80%	89%	60%	68%	91%	91%
Gladesmore Community	68%	75%	46%	70%	83%	82%	57%	63%
Greig City Academy	55%	76%	58%	90%	74%	72%	86%	90%
Highgate Wood	68%	57%	87%	85%	63%	78%	88%	91%
Hornsey for Girls	80%	78%	86%	88%	61%	75%	72%	81%
Northumberland Park Community	59%	62%	56%	75%	69%	70%	79%	75%
Park View	78%	74%	80%	75%	69%	73%	77%	72%
St. Thomas More	93%	97%	88%	98%	91%	100%	90%	96%
Woodside High	82%	91%	76%	72%	79%	82%	83%	81%
Haringey	68.10%	73.10%	80.90%	83.20%	70.50%	76.00%	84.10%	84.40%
England	53%	56%	72%	75%	51%	54%	73%	77%
		EPAS		EPAS		EPAS		EPAS

KS2 RESULTS MORE DETAIL - FSM / NOT FSM FOR COMBINED RWM										
School	2012 FSM number	2012 Not FSM number	2013 FSM number	2013 Not FSM number	2012 % FSM RWM 4+	2013 % FSM RWM 4+	2012 % Not FSM RWM 4+	2013 % Not FSM RWM 4+	FSM 2012 - 2013 change	Not FSM 2012 - 2013 change
Alexandra JMI	13	4	19	7	77%	74%	75%	71%	-3%	-4%
Belmont Junior	19	28	21	30	63%	67%	79%	77%	4%	-2%
Bounds Green	28	26	22	24	57%	73%	96%	79%	16%	-17%
Bruce Grove Primary	36	21	31	20	78%	77%	71%	70%	0%	-1%
Campsbourne	29	22	24	31	62%	71%	86%	71%	9%	-15%
Chestnuts	31	20	24	24	74%	0%	95%	0%	-74%	-95%
Coldfall JMI	20	68	24	65	90%	90%	88%	96%	100%	4%
Coleridge JMI	12	46	11	46	58%	64%	91%	96%	5%	4%
Crowland JMI	23	28	14	19	61%	93%	86%	89%	32%	4%
Devonshire Hill JMI	45	10	40	18	69%	75%	40%	61%	6%	21%
Earlham JMI	43	7	46	10	51%	50%	57%	60%	-1%	3%
Earlsmead JMI	28	13	28	24	86%	89%	100%	100%	4%	0%
Ferry Lane JMI	13	10	19	9	54%	58%	70%	78%	4%	8%
Harris Coleraine Park	25	18	28	23	48%	71%	44%	74%	23%	29%
Harris Philip Lane	39	12	32	22	67%	66%	42%	73%	-1%	31%
Highgate JMI	23	25	19	37	65%	74%	88%	81%	8%	-7%
Holy Trinity	13	10	11	12	54%	82%	90%	92%	28%	2%
Lancasterian Primary	29	17	29	15	69%	83%	94%	80%	14%	-14%
Lea Valley JMI	41	19	42	15	56%	69%	68%	60%	13%	-8%
Lordship Lane Primary	58	24	63	23	76%	78%	71%	91%	2%	20%
Mulberry	51	30	46	30	63%	54%	53%	67%	-8%	13%
Muswell Hill Primary	10	45	9	50	80%	67%	93%	90%	-13%	-3%
Noel Park PA	45	13	44	24	58%	64%	69%	79%	6%	10%
North Harringay Primary	32	23	32	14	63%	72%	78%	79%	9%	0%
Our Lady of Muswell RC JMI	7	42	8	43	71%	38%	88%	84%	-34%	-4%
Rhodes Avenue JMI	4	56	5	55	50%	100%	96%	96%	50%	0%
Risley Primary	59	12	55	22	76%	75%	75%	64%	-2%	-11%
Rokesly Junior	27	55	38	48	56%	61%	93%	92%	5%	-1%
Seven Sisters Primary	33	15	27	18	39%	67%	33%	61%	27%	28%
South Harringay Junior	29	17	27	23	55%	74%	76%	91%	19%	15%
St. Aidan's Primary	10	19	6	20	50%	33%	89%	100%	-17%	11%
St. Ann's CE JMI	11	17	12	11	55%	75%	94%	73%	20%	-21%
St. Francis de Sales RC	37	51	42	47	65%	74%	75%	81%	9%	6%
St. Gilda's RC Junior	14	39	14	38	86%	43%	87%	87%	-43%	0%
St. Ignatius RC JMI	20	25	22	30	80%	91%	76%	93%	11%	17%
St. James CE JMI	1	27		29	100%		93%	97%		4%
St. John Vianney RC JMI	8	19	11	18	63%	73%	84%	89%	10%	5%
St. Martin of Porres RC JMI	1	21	4	23	0%	75%	100%	87%	75%	-13%
St. Mary's CE	28	22	25	21	82%	60%	82%	86%	-22%	4%
St. Mary's RC	20	28	29	29	80%	79%	82%	83%	-1%	1%
St. Michael's CE JMI N22	14	14	10	9	86%	80%	93%	100%	-6%	7%
St. Michael's CE JMI N6	5	52	8	46	60%	75%	88%	91%	15%	3%
St. Paul's and All Hallows CE	27	31	34	19	78%	65%	74%	84%	-13%	10%
St. Paul's RC JMI	12	14	14	16	83%	79%	79%	75%	-5%	-4%
Stamford Hill JMI	21	6	14	9	67%	79%	67%	56%	12%	-11%
Stroud Green JMI	15	22	14	16	60%	64%	86%	100%	4%	14%
Tetherdown JMI	1	28	2	58	100%	100%	89%	86%	0%	-3%
The Willow Primary School	32	19	37	12	59%	57%	100%	67%	-3%	-33%
Tiverton JMI	24	14	38	14	54%	74%	86%	93%	20%	7%
Trinity PA	26	19	25	12	77%	60%	32%	67%	-17%	35%
Welbourne JMI	30	21	36	17	73%	67%	71%	76%	-7%	5%
West Green JMI	18	5	17	10	50%	65%	80%	60%	15%	-20%
Weston Park JMI	11	19	7	20	64%	57%	100%	85%	-6%	-15%
Haringey National	1251	1268	1271	1336	66%	68%	83%	82%	2%	
					National est	National est	National est	National est		
Red boundaries										
Pink boundaries					combined E&M	combined E&M				
Orange boundaries										
Light green boundaries										
Dark green boundaries										

KS2 LEVELS OF PROGRESS FSM / NOT FSM															
School	2013 FSM number for LOP	2013 Not FSM number for LOP	2013 FSM Reading 2+LOP	2013 Not FSM Reading 2+LOP	2013 FSM Reading 3+LOP	2013 Not FSM Reading 3+LOP	2013 FSM Writing 2+LOP	2013 Not FSM Writing 2+LOP	2013 FSM Writing 3+LOP	2013 Not FSM Writing 3+LOP	2013 FSM Maths 2+LOP	2013 Not FSM Maths 2+LOP	2013 FSM Maths 3+LOP	2013 Not FSM Maths 3+LOP	XX
Alexandra JMI	14	7	86%	100%	21%	29%	93%	100%	43%	29%	100%	100%	21%	57%	
Belmont Junior	21	30	86%	77%	29%	17%	90%	90%	29%	53%	90%	87%	38%	63%	
Bounds Green	18	23	100%	100%	50%	61%	100%	91%	39%	52%	100%	100%	22%	70%	
Bruce Grove Primary	29	15	100%	93%	45%	60%	100%	100%	55%	33%	97%	100%	76%	60%	
Campsbourne	24	26	88%	92%	29%	19%	96%	92%	25%	46%	96%	96%	29%	42%	
Chestnuts	21	18	86%	100%	14%	56%	76%	100%	24%	67%	76%	100%	10%	44%	
Coldfall JMI	22	62	100%	100%	64%	47%	95%	100%	50%	66%	100%	100%	32%	77%	
Coleridge JMI	11	41	82%	95%	36%	41%	91%	100%	0%	46%	82%	98%	18%	49%	
Crowland JMI	12	13	100%	100%	33%	69%	100%	100%	42%	92%	100%	100%	67%	69%	
Devonshire Hill JMI	37	17	89%	88%	24%	18%	92%	94%	43%	41%	89%	94%	30%	24%	
Earlham JMI	44	7	82%	100%	36%	43%	84%	100%	27%	29%	73%	86%	20%	71%	
Earlmead JMI	26	22	96%	92%	58%	59%	92%	100%	38%	27%	96%	100%	38%	36%	
Ferry Lane JMI	17	6	88%	100%	35%	17%	94%	100%	41%	67%	82%	100%	35%	33%	
Harris Coleraine Park	28	15	96%	100%	36%	60%	100%	100%	43%	67%	96%	100%	46%	53%	
Harris Philip Lane	29	18	100%	100%	52%	39%	100%	100%	62%	50%	100%	94%	38%	33%	
Highgate JMI	18	32	78%	97%	11%	44%	94%	91%	6%	47%	89%	94%	17%	41%	
Holy Trinity	11	11	100%	100%	36%	55%	100%	100%	64%	82%	100%	100%	45%	55%	
Lancasterian Primary	27	15	89%	93%	15%	33%	89%	93%	56%	47%	96%	93%	52%	20%	
Lea Valley JMI	40	15	90%	80%	23%	33%	95%	80%	18%	40%	95%	93%	38%	47%	
Lordship Lane Primary	60	22	92%	95%	28%	36%	92%	100%	49%	59%	95%	100%	48%	55%	
Mulberry	45	24	96%	96%	36%	50%	98%	96%	58%	58%	84%	96%	40%	54%	
Muswell Hill Primary	9	50	78%	100%	22%	42%	100%	96%	11%	47%	89%	92%	0%	52%	
Noel Park PA	39	19	85%	95%	26%	26%	90%	100%	26%	58%	92%	95%	38%	42%	
North Harringay Primary	32	12	91%	92%	28%	42%	100%	100%	19%	42%	100%	100%	38%	58%	
Our Lady of Muswell RC JMI	8	35	88%	94%	38%	40%	100%	97%	13%	49%	75%	100%	13%	57%	
Rhodes Avenue JMI	4	54	100%	100%	50%	50%	100%	98%	25%	65%	100%	98%	75%	70%	
Risley Primary	55	17	91%	88%	22%	35%	93%	94%	44%	35%	100%	100%	47%	41%	
Rokesly Junior	36	47	94%	98%	31%	43%	94%	96%	31%	32%	83%	98%	36%	53%	
Seven Sisters Primary	22	15	91%	87%	23%	27%	95%	93%	32%	33%	86%	93%	14%	27%	
South Harringay Junior	26	21	96%	100%	50%	52%	96%	100%	50%	81%	81%	95%	27%	48%	
St. Aidan's Primary	6	20	67%	100%	17%	35%	50%	100%	0%	55%	67%	100%	0%	55%	
St. Ann's CE JMI	12	10	92%	90%	8%	20%	92%	100%	17%	50%	92%	90%	50%	30%	
St. Francis de Sales RC	41	44	83%	91%	10%	39%	95%	93%	24%	36%	80%	89%	20%	20%	
St. Gilda's RC Junior	12	38	83%	100%	0%	29%	67%	89%	0%	26%	67%	92%	8%	24%	
St. Ignatius RC JMI	21	27	95%	100%	43%	41%	90%	100%	19%	48%	100%	100%	24%	48%	
St. James CE JMI		27		100%		48%		96%		30%		100%		63%	
St. John Vianney RC JMI	11	16	100%	100%	18%	25%	82%	100%	18%	38%	91%	100%	18%	38%	
St. Martin of Porres RC JMI	4	22	75%	100%	25%	45%	50%	95%	25%	45%	75%	100%	50%	55%	
St. Mary's CE	24	18	100%	94%	21%	17%	92%	89%	13%	17%	83%	100%	21%	28%	
St. Mary's RC	25	28	92%	96%	36%	38%	92%	89%	28%	36%	92%	96%	28%	39%	
St. Michael's CE JMI N22	10	8	90%	100%	30%	38%	90%	100%	30%	50%	100%	100%	30%	38%	
St. Michael's CE JMI N6	8	41	88%	98%	38%	37%	100%	98%	38%	32%	63%	95%	13%	68%	
St. Paul's and All Hallows CE	34	18	79%	94%	24%	22%	91%	94%	15%	11%	85%	94%	21%	33%	
St. Paul's RC JMI	14	16	100%	100%	50%	31%	100%	94%	7%	25%	100%	100%	43%	31%	
Stamford Hill JMI	13	8	100%	88%	62%	25%	100%	88%	62%	38%	100%	100%	62%	75%	
Stroud Green JMI	13	15	100%	100%	23%	33%	69%	100%	8%	47%	77%	100%	15%	53%	
Tetherdown JMI	2	56	100%	95%	0%	27%	100%	88%	50%	30%	100%	91%	0%	46%	
The Willow Primary School	34	10	88%	80%	12%	20%	91%	80%	35%	20%	82%	80%	12%	10%	
Tiverton JMI	36	14	89%	100%	17%	50%	92%	100%	42%	50%	89%	93%	8%	50%	
Trinity PA	22	7	91%	100%	9%	43%	100%	100%	50%	43%	95%	86%	18%	57%	
Welbourne JMI	34	12	100%	100%	32%	50%	100%	100%	35%	25%	97%	100%	50%	50%	
West Green JMI	17	10	76%	90%	18%	40%	88%	100%	29%	50%	100%	100%	18%	40%	
Weston Park JMI	7	19	100%	95%	14%	32%	71%	100%	14%	63%	71%	89%	14%	42%	
Haringey National			90%	96%	29%	39%	92%	95%	34%	45%	90%	96%	32%	49%	
National			90%	90%	34%	34%	90%	90%	28%	28%	83%	89%	28%	28%	
Red boundaries			National data for reading is 2012 for all pupils, writing for all pupils, maths 2LOPs is for FSM /Not FSM ...3LOPs for all pupils												
Pink boundaries			red<nat-5%												
Orange boundaries			nat-5%<=orange<nat												
Light green boundaries			Green>=nat												
Dark green boundaries															

This page is intentionally left blank

The Pupil Premium

How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils

The Pupil Premium was introduced in April 2011. In 2012–13 schools were allocated a total of £1.25 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. The aim of this survey was to identify how schools were using this money to raise achievement and improve outcomes for these pupils. The survey is based on the views of 262 school leaders gathered through inspections and telephone interview questionnaires conducted by Her Majesty's Inspectors.

Age group: 4–16

Published: September 2012

Reference no: 120197



Corporate member of
Plain English Campaign
Committed to clearer communication

361

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120197.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 120197

© Crown copyright 2012



Contents

Executive summary	4
Key findings	5
Recommendations	6
Part A: What is the Pupil Premium?	7
How much Pupil Premium funding do schools receive?	8
Part B: How are schools using the Pupil Premium?	9
Spending on existing and new staff	10
Ensuring that pupils have equal access to the curriculum	12
Part C: The impact of the Pupil Premium	13
Are schools evaluating their use of the Pupil Premium?	13
To what extent has the Pupil Premium changed how schools support pupils from disadvantaged backgrounds?	14
The impact of the Pupil Premium on admissions	17
The impact of the Pupil Premium on exclusions	17
The Pupil Premium and non-mainstream schools	18
The Pupil Premium summer school programme	19
Part D: What do schools think about the Pupil Premium?	21
Notes	25
Further information	25
Annex A: Examples of Pupil Premium spending breakdowns provided by schools	27

Executive summary

In 2011–12 schools were allocated Pupil Premium funding for children from low-income families who were eligible for free school meals or had been looked after continuously for more than six months. From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces. The aim of this survey was to identify how schools were using the Pupil Premium funding and what they were spending it on.

This survey is based on the views of 262 school leaders gathered from additional survey questions during routine inspections and telephone interviews. Between 23 April and 31 May 2012, Her Majesty's Inspectors asked school leaders a small number of additional questions about the Pupil Premium during 143 inspections. This sample included secondary, primary and a small number of non-mainstream schools. Between 14 May and 25 May 2012, Her Majesty's Inspectors also conducted 119 telephone interviews. The schools that were invited to take part in the telephone survey were balanced in terms of type, phase, size and level of deprivation.

Most of the school leaders said that the introduction of the Pupil Premium had had some impact on the way that they did things. However, school leaders in only one in 10 schools said that it had 'significantly' changed the way they worked – all of whom were in more deprived areas. Very few schools said that it had had any impact on their approach to admissions or exclusions. Around half of the schools that responded to the additional inspection questions thought that it was having a positive impact on raising pupils' achievement, but relatively few could as yet provide evidence to substantiate this.

Often schools did not disaggregate the Pupil Premium from their main budget, and said that they were using the funding to maintain or enhance existing provision rather than to put in place new activity. This was especially the case when schools were receiving smaller amounts: for many schools the Pupil Premium represents only a relatively small proportion of their overall budget. While appreciating its flexibility, school leaders often said they felt the Pupil Premium funding was not 'additional' money. Commonly, they felt it had replaced other funding streams that had been withdrawn.

The most common use of the Pupil Premium funding was to pay for teaching assistants. Over two fifths of school leaders said they used the Pupil Premium to fund existing or new teaching assistants. Proportionally this was higher in primary schools.

Just over one quarter had used the Pupil Premium at least in part to fund existing or new teachers. Commonly these teachers were involved in delivering focused support in English and/or mathematics. To a much lesser degree schools had used the Pupil Premium to fund posts that were focused on supporting pupils' personal development and well-being, including parent support workers, behaviour support workers and counsellors. A third of schools had used Pupil Premium funding to subsidise or pay for educational trips and residential visits. Around one in six had

used the funding to subsidise or pay for uniform and equipment. Just over two fifths of the secondary school leaders who responded to the telephone interviews said that they were involved in the Pupil Premium summer school programme, but primary schools had little awareness of it.

School leaders in non-mainstream settings said that there was considerable variation in the extent to which they were consulted over, and informed of, the basis on which the local authority devolved the funding. In some cases, late confirmation of funding by the local authority had meant that schools were not able to plan fully for its best use. Most of the special school leaders who responded to the telephone survey said that they had received Pupil Premium funding from their local authority. However, leaders in five of 11 pupil referral units said that they had received no direct funding. In some cases, their uncertainty was due to a lack of transparency in the way local authorities had allocated money to these schools as part of their overall budget settlements. Commonly, non-mainstream school leaders said that the Pupil Premium did not fully recognise the complexity of their pupils' needs.

Key findings

- Only one in 10 school leaders said that the Pupil Premium had significantly changed the way that they supported pupils from disadvantaged backgrounds.
- School leaders commonly said that they were using the funding to maintain or enhance existing provision rather than to put in place new initiatives.
- Schools did not routinely disaggregate the Pupil Premium funding from their main budget, especially when receiving smaller amounts.
- Over two fifths of the schools had used the Pupil Premium at least in part to fund new or existing teaching assistants and over one quarter to fund new or existing teachers. To a lesser degree, schools had used the funding to pay for new or existing parent support workers, behaviour support workers or counsellors.
- Around a third of school leaders said that they had used the funding for additional curriculum opportunities for pupils both within and outside of normal school hours. A third of all schools said that they had used the funding to subsidise or pay for educational trips or residential visits. Around one in six said that they had used the funding to subsidise or pay for uniform and equipment.
- In some schools it was clear to inspectors that the spending was not all focused on the needs of the specific groups for whom it was intended.
- The survey revealed a lack of transparency in the way that some special schools and pupil referral units received their allocation of Pupil Premium money from their local authority.
- Inspectors saw little evidence of a strong focus on the Pupil Premium by governors or managing committees.
- Just over two fifths of the mainstream secondary school leaders who responded to the telephone survey said that they were involved in the Pupil Premium

summer school programme. Very few mainstream primary schools said that they were involved in the Pupil Premium summer school programme.

- Very few schools said the Pupil Premium was having any impact on their approach to admissions or exclusions.¹

Recommendations

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up.
- Local authorities should ensure that there is greater consistency and transparency in the way in which the Pupil Premium is allocated to non-mainstream schools.
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.
- If schools do not target Pupil Premium money effectively, then government should consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.

¹ The School Admissions Code, published in November 2011 and effective from February 2012, permits academies and free schools to give priority in admissions to pupils in receipt of Pupil Premium. School Admissions Code, Department for Education, 2012, p.10;
www.education.gov.uk/schools/adminandfinance/schooladmissions/a00195/current-codes-and-regulations <http://www.education.gov.uk>.

Part A: What is the Pupil Premium?

1. The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals in both mainstream and non-mainstream settings, and children who had been looked after continuously for more than six months.² It was paid to local authorities by means of a specific grant based on January 2011 school census figures for pupils registered as eligible for free school meals in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns.³
2. For pupils in maintained primary and secondary schools, funding is passed to schools via the local authorities. Academies receive the funding from the Young People's Learning Agency. For pupils in maintained special schools and pupil referral units, funding is allocated to local authorities. They decide whether to pass on funding to the education setting or to hold back funding to manage it centrally for the benefit of those pupils for whom it is responsible.
3. In 2011–12 total funding through the Pupil Premium was £625m. This was increased to £1.25bn for 2012–13. Up to £50m of the £1.25bn will be used to support a summer school programme to help the most disadvantaged pupils make the transition from primary to secondary school.
4. Schools are free to spend the Pupil Premium as they see fit. However they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, the government will also require schools to publish online information about how they have used the Premium.
5. A premium has also been introduced for children whose parents are currently serving in the Armed Forces; this was £200 per pupil in 2011–12 and it will rise to £250 for 2012–13. This service premium is designed to address the emotional and social well-being of these pupils. Because of the distribution of these pupils, this issue was not considered in this survey.

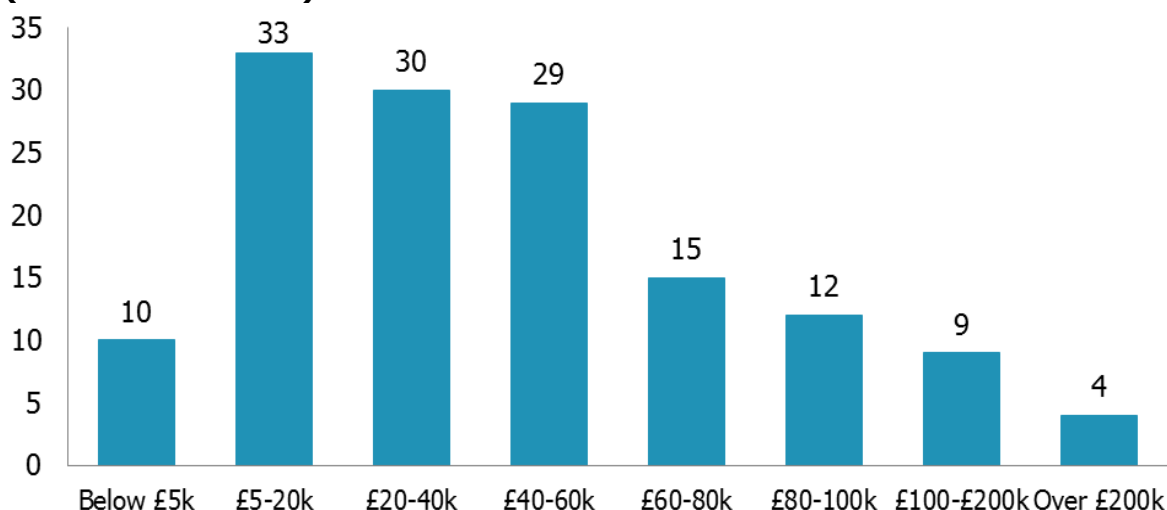
² Pupil Premium – what you need to know, Department for Education, 2012; www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp.

³ Children looked after general guidance 2011–12: children looked after (SSDA903) 2011–12 return, Department for Education, 2012; www.education.gov.uk/childrenandyoungpeople/strategy/research/b00200554/children-looked-after-general-guidance-2011-12/children-looked-after-ssda903-2011-12-return---technical-specification.

How much Pupil Premium funding do schools receive?

6. The level of the premium set for 2011–12 was £488 per pupil for pupils eligible for free school meals and for pupils in care who had been continuously looked after for six months. It increased to £600 per pupil for 2012–13. Eligibility for the Pupil Premium for 2012–13 has also been extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure). The government estimates that this will include an extra 555,000 pupils.
7. The average amount of Pupil Premium funding received by all schools nationally in 2011–12 was £30,940 and the median was £19,520.⁴ An average-sized secondary school with the average proportion of pupils eligible for free school meals would have received around £77,000. An average-sized primary school with the average proportion of pupils eligible for free school meals would have received around £23,000. The average amount of Pupil Premium funding received by the schools who answered additional questions on HMI-led inspections was £49,056, and the median was £38,052.⁵ This sample was not balanced in terms of phase, size or level of deprivation as it was drawn from schools being inspected. Just under one third of these schools had received less than £20,000 in 2011–12 and around one in 10 had received more than £100,000, as shown in Figure 1.

Figure 1: Variation of funding levels received by the schools surveyed (numbers of schools)



Based on responses from 142 school leaders responding to additional questions at inspection.

⁴ Pupil Premium 2011–12 school tables, Department for Education, 2012; <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/settlement2012pupilpremium/a0075963/pupil-premium-2011-12>.

⁵ Of 143 schools, 142 told inspectors how much funding they had received in 2011–12. It should not be assumed that these figures are typical of all schools; they are the schools previously scheduled to be inspected by HMI in the time period chosen.

8. For many schools the Pupil Premium represents only a relatively small proportion of their overall budget. In one case a headteacher stated, 'In a school with a budget of over £2.5 million you can lose a hundred thousand here or there – I would have found the money anyway.' Nevertheless, other school leaders welcomed the increase to funding for 2012–13. In some cases the total amount allocated to schools had doubled between the two years.
9. School leaders often expressed a concern that the funding was not truly 'additional' but replaced other funding streams that had been withdrawn. In such cases, schools said that the Pupil Premium was being used to maintain provision that already existed. Typical comments from schools included the following.

'Pupil Premium has enabled the school at a time of significant cutbacks to continue pre-Pupil Premium provision. For example, class sizes have not had to increase.'

'We have used the Pupil Premium funding to maintain existing provision previously funded elsewhere. This has presented some difficulties related to perception and understanding in the school. Pupil Premium has been sold as specifically additional funding. We have used it to fill the increasing number of funding gaps.'

'It has allowed us not to cut enhanced provision we had in place before the budget as a whole was frozen.'
10. Many schools did not routinely disaggregate their Pupil Premium funds from the general budget, particularly when receiving smaller amounts. Other schools provided detailed breakdowns of how the funds had been spent or used to subsidise areas of the school's work.
11. Schools often stated that the Pupil Premium funding did not cover the costs of all of the initiatives that they undertook to support disadvantaged or vulnerable pupils. For example, one school had added £35,000 to the £14,000 Pupil Premium funding as part of its 'narrowing the gap' initiative. Another school stated that it had spent £137,000 on a range of initiatives whereas its Pupil Premium funding was £49,000. These examples were not untypical. However, the Pupil Premium is not intended to meet all of the costs for supporting disadvantaged pupils. Schools receive deprivation funding within the Dedicated Schools Grant and the Pupil Premium is additional to this.

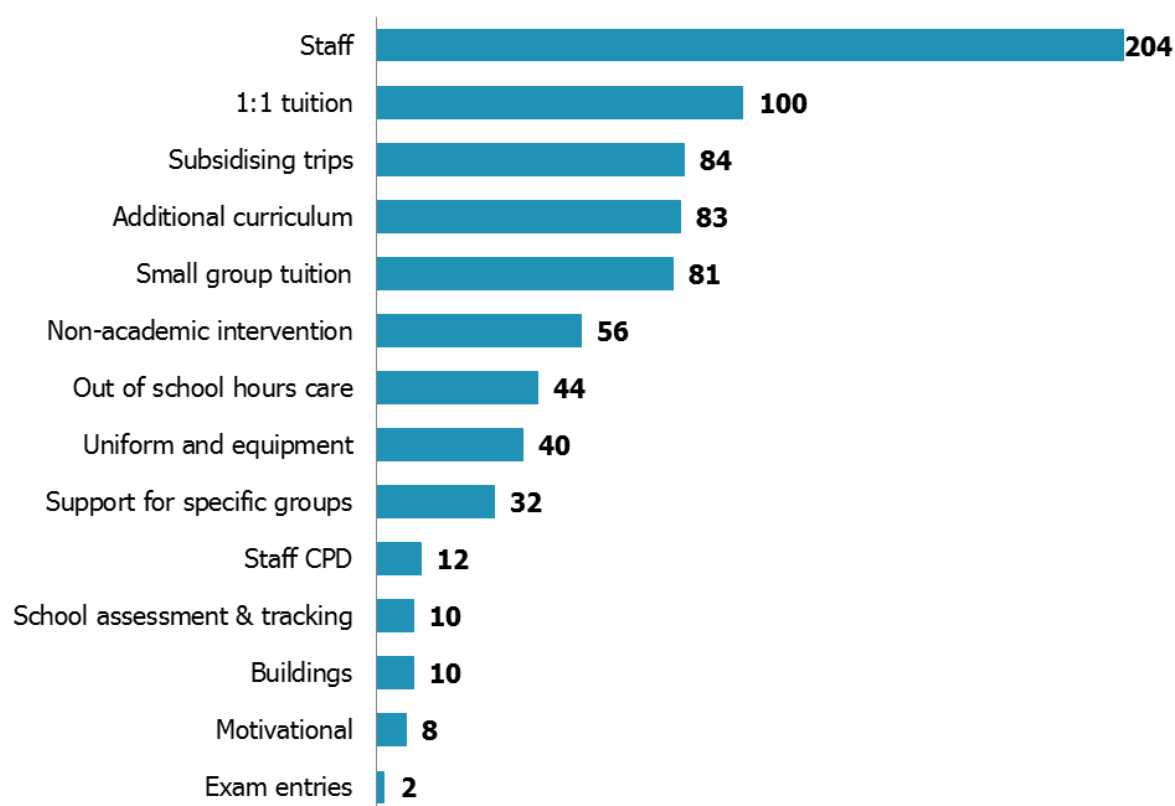
Part B: How are schools using the Pupil Premium?

12. The survey found the range of uses that a school made of its Pupil Premium funding often depended on the total amount it received. In most cases (but not all), the greater the funding the wider the range of uses. In general, most schools tried to use the Pupil Premium in a number of complementary ways, as shown in Figure 2. However, it is not possible in all cases to tell which areas are

being solely funded by the Pupil Premium or in which areas it is being used to maintain or enhance existing provision.

13. The most common use of the Pupil Premium reported by school leaders was to fund existing or new staff, who were often involved in a range of one-to-one or small-group tuition provision. Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum.

Figure 2: 'What is the Pupil Premium funding being used for in your school?' (all responses)

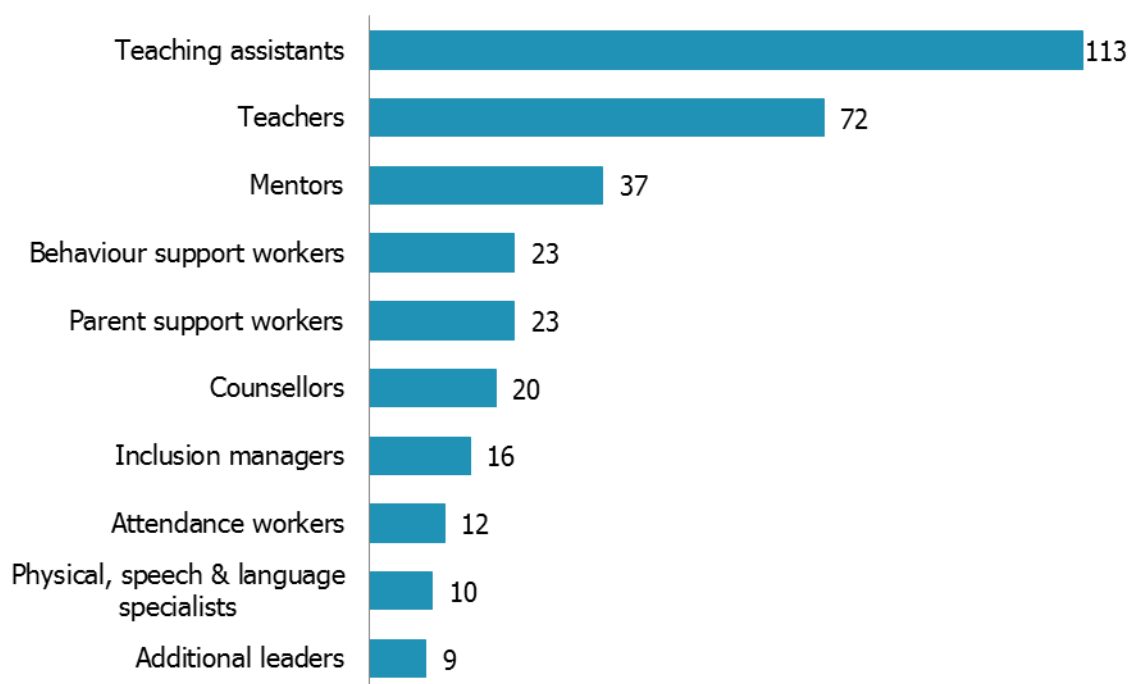


Based on multiple answers provided by 119 school leaders responding to the telephone survey and 142 school leaders responding to additional questions at inspection.

Spending on existing and new staff

14. Around three quarters of school leaders said that they had used the Pupil Premium to fund staffing in one or more areas, as shown in Figure 3. Often, they said that the funding had allowed them to maintain or enhance current levels of staffing rather than to create entirely new roles.

Figure 3: 'What is the Pupil Premium funding being used for in your school?' (types of staffing)



Based on multiple answers provided by 119 school leaders responding to the telephone survey and 142 school leaders responding to additional questions at inspection.

15. The single most commonly given use of Pupil Premium funding was to employ teaching assistants. In just over two fifths of schools the Pupil Premium funding was being used to fund new or existing teaching assistants and/or higher-level teaching assistants. Proportionally this was slightly higher in primary schools. Almost half of the primary schools that responded to the telephone survey said that they had used some or all of the funding in this area. Teaching assistant support was commonly being used to maintain or increase support in lessons or to deliver support through small-group interventions, particularly in literacy and numeracy. Recent research has suggested that teaching assistants have low or very low impact for high cost.⁶
16. More than a quarter of the schools had used some or all of the Pupil Premium to fund new or existing teachers. Commonly, these teachers were focused on delivering additional support in English and mathematics. In secondary schools in particular they were often being used to help reduce class sizes and/or to deliver out of hours learning such as revision sessions and holiday schools.
17. Around one in seven schools had used some or all of the Pupil Premium to fund existing or new learning mentors. Proportionally, this was more common in secondary schools. Typically, these mentors were involved in supporting the

⁶ *Toolkit of strategies to improve learning*, The Sutton Trust, 2011; www.suttontrust.com/research/toolkit-of-strategies-to-improve-learning/.

school's one-to-one tuition programmes. Some schools employed mentors with responsibilities for supporting pupils to make better progress in both academic and personal outcomes.

18. Nearly two fifths of school leaders said that the Pupil Premium had been used to maintain or enhance one-to-one tuition. Just under one third of schools said that the Pupil Premium had been used to maintain or enhance small group tuition. A quarter of the primary school leaders who responded to the telephone survey said that they had used some or all of the Pupil Premium to fund intervention programmes focused on reading. All of these interventions drew heavily on existing or new teachers, teaching assistants and/or mentors.
19. To a lesser degree school leaders said that they had used some or all of the Pupil Premium to fund staff who were focused on supporting pupils' personal development and well-being. For example, fewer than one in 10 schools had used some or all of the Pupil Premium to fund existing or new parent support workers, behaviour support workers or school counsellors. A small number of schools said that they had used some or all of the Pupil Premium to fund existing or new inclusion managers, attendance support workers, therapists or staff with specific leadership responsibilities. However, very little of the funding seemed to be targeted directly at the home learning environment.

Ensuring that pupils have equal access to the curriculum

20. Many schools had used the Pupil Premium to fund additional curriculum opportunities. Some of these were targeted at disadvantaged pupils, but some were for all pupils. Some schools provided financial assistance in those circumstances where money might be a barrier to equality of access.
21. Around one third of school leaders said that they had used some or all of the Pupil Premium to fund additional curriculum opportunities for pupils. In primary schools the funding was often used to support extra-curricular clubs and/or out of school hours activities, including before- and after-school care, such as breakfast clubs. In secondary schools the funding was commonly used to support out of hours learning and/or alternative, often vocational, curriculum pathways for pupils. Mainstream and non-mainstream schools often said that they used some or all of the Pupil Premium to enrich the wider curriculum by, for example, funding visiting authors, theatre groups and musicians. Such activities tend to benefit all pupils, not simply those linked to Pupil Premium payments.
22. One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils. It was not uncommon for schools also to use the Pupil Premium to subsidise or pay for external tuition. Commonly this was for music, dance or drama lessons.

23. Around one in six schools said that they had used the Pupil Premium to pay for uniform and equipment such as books, stationery, musical instruments and ingredients for food technology. Proportionally, this was higher in secondary schools.
24. In one in 10 schools some of the Pupil Premium had been used to purchase information and communication technology hardware such as laptops, iPads and Kindles for use by pupils in and/or outside of school hours. In a small proportion of schools the Pupil Premium was used to fund travel to off-site college provision, or to pay for the upkeep of minibuses that took pupils home from after-school clubs and activities.

Part C: The impact of the Pupil Premium

25. This survey was designed to establish how the Pupil Premium is being used; it has not made a full evaluation of its impact as, at the time of research, data on pupils' outcomes were not available. However, HMI did ask school leaders questions about how they were evaluating the impact of the initiative and the activities on which they spent their funds.
26. School leaders readily accepted the need to be accountable for public funds. Many stated that they have a moral responsibility to ensure that the strategies they adopt are successful and provide good value for money.

Are schools evaluating their use of the Pupil Premium?

27. Commonly, school leaders who responded to the additional questions on the HMI-led inspections said that it was too early to assess fully the impact that the Pupil Premium was having on raising achievement and/or improving outcomes for disadvantaged pupils. Often these schools said that they were planning to evaluate the impact of the Pupil Premium once they had a set of results from external tests and examinations.
28. Some schools said that it was difficult to disaggregate the impact of Pupil Premium work from the other things that they did to support vulnerable and disadvantaged pupils. Schools were generally cautious when describing the current impact of the Pupil Premium, and where they did make claims, relatively few were able to substantiate these with information about improved outcomes. In the best instances schools were able to point to measurable evidence that gaps in achievement were closing.
29. Two thirds of these schools said that they were using or planning to use pupil progress and attainment data to evaluate the impact of the Pupil Premium. Around one third of primary schools and a quarter of special schools said that they would evaluate the impact of the Pupil Premium as part of their normal self-evaluation and provision mapping arrangements. Nearly two thirds of pupil referral units said that they intended to use the annual review process and

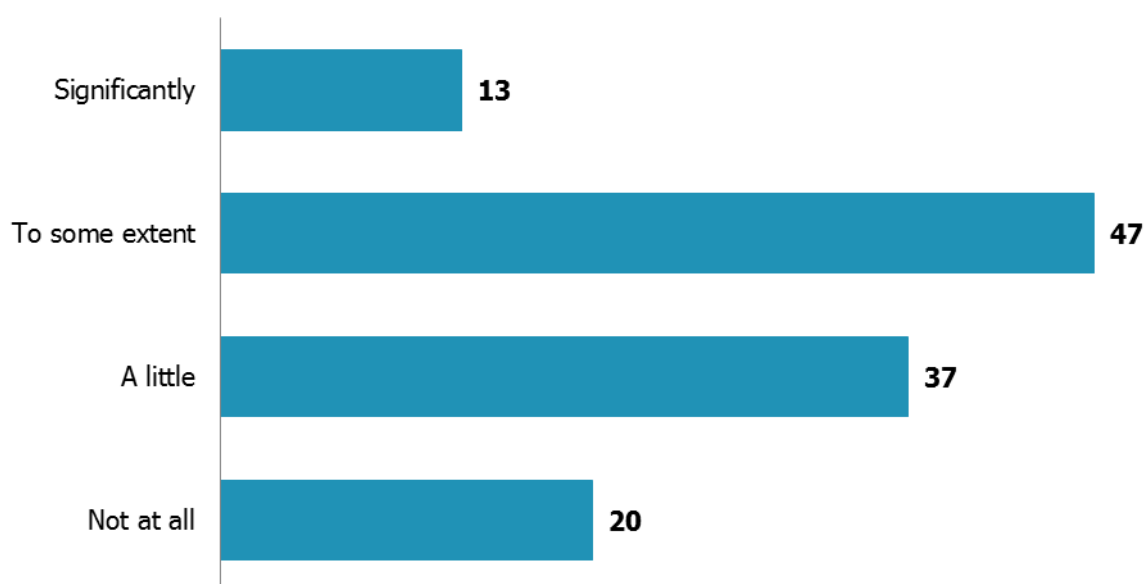
pupils' individual educational plans to evaluate the impact of the Pupil Premium. Generally, this was the sole method that they mentioned.

30. Many school leaders said they thought it was too early to fully evaluate the impact of the Pupil Premium on outcomes and few were able to provide clear evidence to substantiate improvements. School leaders often said that they would evaluate the impact of the Pupil Premium fully once a set of test or examination results had been published. Around one in six of these schools said that the Pupil Premium had had only a limited or no impact as yet.
31. In just over two fifths of schools the governing body was said to monitor the use of Pupil Premium through general discussion at committee level and in response to headteacher and staff reports. However, nearly one third of primary schools and a quarter of non-mainstream schools said that the governing body or managing committee currently had only limited or no specific focus on the Pupil Premium spending.

To what extent has the Pupil Premium changed how schools support pupils from disadvantaged backgrounds?

32. Most of the school leaders who responded to the telephone survey said that the introduction of the Pupil Premium has had some impact, however small, on the way that they support pupils from disadvantaged backgrounds, as detailed in Figure 4. Only one in 10 said that it had significantly changed the way they work, while approximately one in six said that it had had no impact at all.

Figure 4: 'Overall, how much is the Pupil Premium changing the way you support pupils from disadvantaged backgrounds?'



Based on 117 schools responding to the telephone survey.

33. There appears to be a broad correspondence between levels of Pupil Premium funding and the extent to which it is making a difference to the ways that some schools work. For example, 10 of the 12 mainstream school leaders who said that the Pupil Premium funding was making a significant difference were in the highest free school meals quintiles 4 or 5. They served pupils from backgrounds with higher than average levels of deprivation and received greater funding allocations. Eight of the 11 primary school leaders who said that the Pupil Premium was making no difference were in free school meals quintiles 1 or 2. They received lower levels of funding.
34. School leaders often said that the Pupil Premium funding had enabled them to maintain or enhance their existing provision for those pupils eligible for free school meals. Its introduction had also raised awareness of the needs of that particular group of pupils and their families. Schools also appreciated the control, flexibility and freedom that they had to use the Pupil Premium funds to best effect. While some provision was targeted directly at pupils eligible for free school meals, much of it benefited wider groups of pupils. Typical comments from schools included the following.

'Glad it's not too centrally controlled and that schools have autonomy to make decisions relevant to specific needs.'

'It makes it quicker and easier for the school to commission additional provision because the money is already available. We are very keen to retain the current flexibility.'

'As part of the whole narrowing the gap agenda, anything that enables schools to focus on helping the most vulnerable can only be a good thing. Pupil Premium enables us to be innovative and flexible in the way that we approach this work.'

'Our focus on narrowing the gap is a clear one and has preceded Pupil Premium, therefore our work to remove inequalities is not something new – Pupil Premium gives us more flexibility in how we do it.'

'It has "raised the bar". The potential is significant for a large number of children so long as government keeps true to its word on the funding. We use Pupil Premium now as a separate tracking measure within our reporting frameworks. It has the same status as other groups, for example SEN/D and G and T. Tracking also helps identify crossover.'

'It has given us added zeal to narrow the gap and ensure we do everything we can for these students. It has also focused our minds on the KS3 curriculum and our work with primary schools to ensure a joined up approach to the support we give these students.'

35. A small number of school leaders said that the Pupil Premium funding constrained their professional judgement or did not allow them to target fully those who needed it most. In part, this was because they believed that funding

from elsewhere was being cut. Some schools were concerned that the funding might disappear in the future and that this could have an impact on their strategic planning. Non-mainstream schools often reported that the lead-in time had been too short to plan well for its use. Typically schools made the following observations.

'The school is not feeling the full benefit of the changes because the gain in Pupil Premium funding has been offset by the core funding cuts by the LA. This means that Pupil Premium is being used to plug gaps and retain current commitments at the expense of further developing provision.'

'The Pupil Premium has stabilised the budget. Without it, it would have been a financially difficult year.'

'In a school such as ours the Pupil Premium is more of a restriction than a benefit – the integrity and professionalism of school staff should enable them to spend a school budget in such a way that they feel it meets the needs of pupils and their individual needs, rather than ring-fencing part of the budget in a way which is not helpful.'

'The Pupil Premium is very limited as an additional resource in our school's context. The introduction of the transition summer school top-slice should have been more carefully consulted upon.'

'We worry about embarking on projects that involve employing staff, only for the funding to be taken away.'

'The planning and lead-in time were not long enough. The amount of the premium is not significant in terms of meeting the needs of this PRU's pupils.'

36. Commonly, school leaders said one of their biggest challenges was removing the 'cultural stigma' of free school meals and encouraging more parents and carers to claim. While schools commonly said that they wanted parents to apply for free school meals as their 'right', two school leaders expressed concerns about not being able to meet heightened parental expectations. Schools commented:

'Our biggest challenge is to encourage parents and carers to take up what is rightfully theirs.'

'Still some uncertainty about how schools will be expected to report. Not sure what the expectation is in terms of the amount of information required. Obviously there needs to be accountability but it's not helpful to be required to give too much detail. We don't want to give parents unrealistic expectations of what the school will do with the funding – we don't want to send out mixed messages.'

'We are worried about parental perception and have already had a small number of parents offer their views about their "rights for their money for their child".'

The impact of the Pupil Premium on admissions

37. Almost all of the school leaders said that the introduction of the Pupil Premium had had no impact on their approach to admissions, including admissions outside the normal schedule. Only four schools said that it had had any influence on their approach; this was essentially at an administrative level or in respect of the school's raised awareness. School leaders commented:

'Our admissions policy contains no criteria for selection by attainment, family context or disadvantage except for exceptional circumstances, so we are neither encouraged by Pupil Premium to accept, nor discouraged from accepting students on FSM.'

'We are now more aware with in-year admissions of the need to elicit whether students have vulnerabilities and need support, but no change has been made to the admissions policy.'

'Admissions are controlled by the local authority and partners. Admissions are needs led. The degree and complexity of need mean that Pupil Premium funding is only a very small proportion of the amount needed to meet an individual's total needs. The addition of Pupil Premium funding has not impacted on admissions policy at all.'

The impact of the Pupil Premium on exclusions

38. Around eight out of 10 school leaders who responded to the telephone survey said that the introduction of the Pupil Premium had not had any impact on their approach to exclusions. However, schools commonly recognised that the improvements they had made to provision often had a positive impact on levels of engagement and/or behaviour.
39. Around one in three mainstream secondary school leaders said that they had changed their approach to exclusions to a certain extent as a result of the Pupil Premium. In general, these schools said that it had raised awareness about the potential links between free school meals and risk of exclusion. In some cases they had made adaptations to their existing structures for monitoring and supporting pupils who were at risk of exclusion. School leaders typically made the following comments.

'There has been a 47% reduction in fixed-term exclusions this year so far. The Pupil Premium resources which have personalised the curriculum offer have contributed to this reduction.'

'The school now makes a greater 'reasonable adjustment' for all vulnerable pupils. We have started to monitor the proportion of students who qualify for FSM who receive fixed-term exclusions.'

'We have already virtually eliminated permanent exclusions and reduced fixed-term to a handful through a strong 11 to 19 partnership offering a range of alternative provision and a wholly inclusive ethos. Pupil Premium may help us reduce exclusions further in future by enabling us to target funding to make alternative and additional provision for certain FSM students.'

'We've reduced fixed-term exclusions by almost a third. Pupil Premium funding is being used to fund IT infrastructure in a learning centre which caters for those most disaffected.'

The Pupil Premium and non-mainstream schools

40. Most special school leaders who responded to the telephone survey said that the local authority had devolved the Pupil Premium funding to them. However, the leaders of five of 11 pupil referral units said that they had not received any direct funding. In some cases, their uncertainty over the funding was due to a lack of transparency in the way local authorities had allocated money to these schools as part of their overall budget settlements.
41. There is a great deal of variation and uncertainty in the extent to which non-mainstream school leaders recall being consulted by the local authority as to how the Pupil Premium should be allocated. Only four of the 28 non-mainstream schools that responded to this question recall being consulted, although this is proportionally higher for special school settings. Many non-mainstream schools were simply unsure about the discussions that had taken place. In some instances, the schools said that general conversations about budgets had taken place which 'may' have encompassed Pupil Premium 'indirectly'.
42. Most of the pupil referral unit leaders did not recall being consulted by the local authority as to how the Pupil Premium should be allocated. This included those units that said money had been devolved to them.

'The head of the school was involved directly in discussions in the local authority area on different ways of funding schools – this included Pupil Premium.'

'In this local authority area consultation with schools is consistently good: through schools' and headteachers' forums.'

'There is considerable consultation on joint projects. Heads were keen to receive the money directly because the schools know pupils best.'

'There was a consultation but this was dominated by mainstream schools; therefore the views of special schools were not that influential.'

'No direct consultation. Maybe through schools forums?'

'Don't know. The local authority gave the money to the overall group of additional provision units but not a specific amount per child.'

'We have a PRU headteacher's forum but the Pupil Premium has never been discussed.'

43. There is a great deal of variation in the extent to which non-mainstream school leaders understand the basis on which local authorities devolve the Pupil Premium. Ten of 16 special school leaders said that they understood how funds were allocated. By contrast, no leader of a pupil referral unit said that they knew on what basis the funds had been allocated.

'A letter was posted on the local authority intranet explaining Pupil Premium.'

'We were informed through school budget notification.'

'At the moment it is unclear who the funding has come from and to whom it is directed.'

'The money is within our overall budget but the source is not identified. We are not made aware of the criteria or the pupils to whom the premium is attached.'

'Last academic year I went through the process of doing a rough calculation as to what proportionate funding might look like. I offered this to the management committee and partnership headteachers as a reasonable way of calculating entitlement. This was passed to the local authority representative on the committee. I believe it was taken away and some more work was done on it, particularly in relation to the local authority and other PRUs. It then disappeared from that point onwards.'

The Pupil Premium summer school programme

44. Summer school programme funding for disadvantaged pupils is available to all secondary schools.⁷ The programme aims to help disadvantaged pupils make a successful transition from primary to secondary school, so they attend in the summer months between the end of Year 6 in their primary school and the beginning of Year 7 in their secondary school. Schools can claim funding for pupils who are registered for free school meals or who have been looked after

⁷ Summer schools programme for disadvantaged pupils, Department for Education, 2012; www.education.gov.uk/schools/pupilsupport/premium/summer/b00204241/ssprog.

in public care continuously for six months. The first summer schools took place during the 2012 school summer holidays.

45. Just over two fifths of the mainstream secondary school leaders who responded to the telephone survey said that they were involved in the Pupil Premium summer school programme. Only four of the mainstream primaries said that they were definitely involved. No specific involvement was reported from the non-mainstream sector.
46. At the time of the telephone interviews, several secondary school leaders said that they had either just received notification of their funding or were awaiting it. Nine of 32 secondary schools said that they were planning involvement in the summer school programme in the future.
47. Often, secondary schools already run summer schools or particular transition activities. Some schools noted that the very small numbers of pupils eligible for free school meals, low take-up in the past and/or the potential stigma for participants were inhibitors to running Pupil Premium summer schools.

'The school has submitted an application for Pupil Premium summer school funding. Previously we funded our own and widened it out from FSM pupils but struggled with limited take-up. For example, last year there were 64 FSM pupils but only five took up the summer school opportunity.'

'We have not run complete summer schools in the past because the numbers of students eligible have been insufficient for us to make adequate provision.'

'Summer school funding applied for to operate a summer school for two weeks in August 2012. Governors have provided additional funding to open this programme to all transferring students to avoid discrimination and negative name-calling.'

'Planned for this summer; it will focus on students that are potentially vulnerable and/or have lower levels of literacy and numeracy. This will include FSM but will not be exclusive to them.'

'A transition programme is already in place but not specifically funded by Pupil Premium.'

'Normally we run a summer school programme. Pupil Premium means that the school is targeting certain children this summer. Teachers want to be involved in the Pupil Premium summer school because it is funded and they are paid to teach. The "normal" summer school is also running but proving difficult to afford in the same way. The Pupil Premium-funded summer school is better able to afford fully funded specialist teaching. The issue will be accommodating other children (outside the Pupil Premium remit) within the constraints of funding.'

48. Around one quarter of primary school leaders were uncertain about their involvement in the summer school programme. These schools often took part in summer schools organised by partner secondary schools but were unclear as to whether they were part of the Pupil Premium scheme. Some primary schools operate their own schemes and have used or are considering ways of using their Pupil Premium funding to support them. Some were unsure about the criteria by which pupils were selected for participation in secondary-led summer schools and/or felt that they had little input into the planning process. Conversely, others had a more productive relationship with their feeder secondary.

'No contact from secondary schools about it; know of its existence but that's all.'

'Run by feeder secondary school – they decide how they run it. Not much liaison.'

'A local high school has offered the chance for us to be involved but no details as yet. It was free in the past but think there may be a £10 charge this year.'

'It will be happening for the first time this year. Headteacher has had some input into ideas – really helpful – through improvement partnership.'

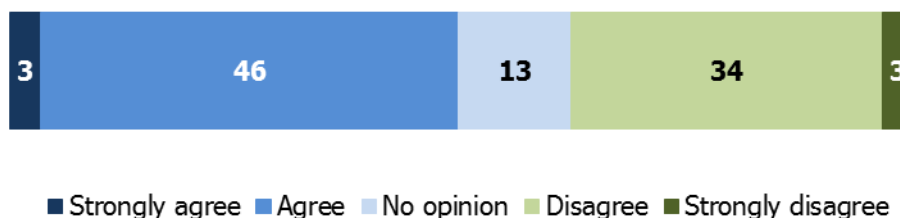
'Secondary school has applied for funding and the school is waiting for confirmation of how it will work.'

'One of local secondary schools running a summer school, but unsure if this is Pupil Premium funded.'

Part D: What do schools think about the Pupil Premium?

49. Half of the school leaders who responded to the telephone survey agreed or strongly agreed that the method for allocating Pupil Premium in 2011-12 was an effective way to target those pupils for whom inequality is a concern (Figure 6). Secondary schools were the most positive about the method. Generally, non-mainstream schools were less positive. Overall, nearly two fifths of the mainstream schools disagreed or strongly disagreed that the method used in 2011–12 was effective.

Figure 6: 'Is the method of identifying pupils who trigger the Pupil Premium an effective way of targeting those where inequality is a concern?'



Percentages based on 119 school leaders responding to the telephone survey.

50. There appears to be a broad correspondence between the level of satisfaction expressed by mainstream primary school leaders and their level of deprivation as measured by free school meals. Close to two thirds of the mainstream primary schools that strongly agreed or agreed with the method used in 2011–12 were in the highest free school meals quintiles: 4 or 5. These schools have higher levels of deprivation and would attract higher proportionate funding. Just over two thirds of the mainstream primary schools that disagreed or strongly disagreed with the method were in the lower free school meals quintiles: 1 to 3. These schools had average to low levels of deprivation and received proportionally smaller amounts of funding. The two primary schools that strongly disagreed were both in free school meals quintile 1.
51. In general, school leaders said that the arrangements for 2011–12 were a 'practical' and/or 'pragmatic' method. However, even schools that were positive about the arrangements suggested that it did not necessarily capture all of those pupils who might benefit. Typical comments from schools included the following.
- 'It is a simple, unambiguous methodology which enables schools to know where they stand financially. Other methods are less clear.'
- 'The best measure we have but it is not perfect as it misses those just above [the threshold], who we refer to as "the hidden FSM".'
- 'It is the best method we have got so far but we also should be mindful of other needs in school that Pupil Premium does not trigger. For example, white indigenous, disenfranchised pupils who have minimal exposure to cultural capital.'
- 'The approach has highlighted for the school a group not traditionally part of the tracking – we have looked closer and found some pupils "under the radar". But it could go further and be extended to other vulnerable groups such as young carers.'
52. School leaders who disagreed with the method for allocating Pupil Premium often shared similar concerns to those schools that were more positive.

Typically they saw the arrangements in 2011–12 as ‘crude’ or ‘simplistic’, failing to capture those pupils who would benefit most. These schools said that some families miss out because they are just above the threshold. Some schools argued that other factors, such as family background and home environment were better indicators of need. The following were typical comments from schools.

‘It’s a snapshot: it is not a broad enough measure to fully recognise the needs of borderline low-income families who move in and out of difficulty or are precariously balanced on the edge.’

‘The FSM group are not necessarily the most disadvantaged group; working, low-paid parents often struggle the most, whereas FSM families can trigger a range of benefits.’

‘FSM can be a useful way but inequality is not purely linked to financial reasons. We often find parenting and support at home a key issue. The pre-school environment should be focused on as an area for identification.’

‘There are gap groups who are not eligible for FSM – migrant workers, very low income and those on the cusp of working hours.’

‘FSM is only one indicator of deprivation/inequality. Additional funding for those who have EAL, no English at all, are new arrivals to England and/or move in and out of schools regularly would be extremely useful to help ensure that resources are not over-stretched.’

53. School leaders often said that families do not apply for FSM because of pride, stigma or changing financial circumstances. Several schools, including those that were both positive and negative about the methods used in 2011–12, said that they were actively seeking to encourage more parents and carers to apply. These were typical comments from schools.

‘The criteria for eligibility are no longer straightforward, for example families who in the past would have qualified for FSM, now, due to changes in the tax credits system, are no longer eligible.’

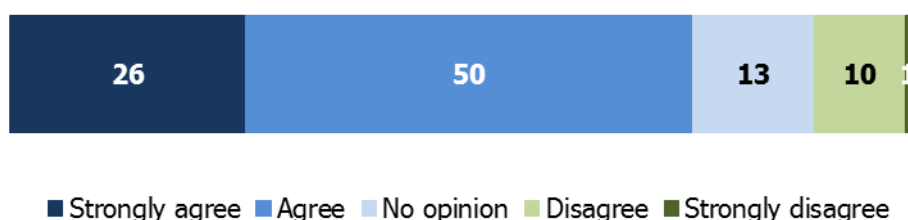
‘This school has children who ought to be eligible for FSM whose parents choose not to claim. Community “pride” is an issue or parents are not clear how to claim despite the school’s efforts to help.’

‘FSM is not claimed by all families despite the support we put in place for this: Year 6 transition to Year 7 welcome meetings where parents are encouraged to return the FSM form; Student Support Officers visit homes to help complete forms; translators are also used to help parents and carers complete forms.’

'The issue of "rural pride" and the refusal to claim is also a difficulty. The school is part of a group of schools locally that is working with the LA to publicise the benefits of Pupil Premium and break down the barriers so parents and carers will access it more readily.'

54. Three quarters of the school leaders who responded to the telephone survey agreed or strongly agreed that the new arrangements for identifying pupils who trigger Pupil Premium funding in 2012–13 are an improvement (Figure 7). Almost all secondary school leaders were positive about the changes.

Figure 7: 'Do the changes for 2012–13 for identifying pupils who trigger the Pupil Premium constitute a more effective way of targeting those where inequality is a concern?'⁸



Percentages based on 119 school leaders responding to the telephone survey.

55. Generally, school leaders said that the new method for allocating Pupil Premium was a more responsive system that should reduce the problem of low-income families moving in and out of free school meals eligibility. Schools also said that the new method could help to combat some of the stigma surrounding free school meals. Schools were also positive about the fact that the new system will lead to an increase in funding and greater flexibility when planning to meet the needs of vulnerable pupils. The following comments were typical of schools.

'A much fairer way that is more responsive to changing circumstances.'

'A good idea; the school is in an area where parents may be eligible but don't apply because of perceived stigma. Change will be useful in capturing past eligibility.'

'Yes, definitely. For those who just come out of the claim bracket, they can be targeted for longer. We often have families who come off and go back on again.'

'Increased funding leads to increased flexibility.'

⁸ For 2012–13 pupils are eligible for Pupil Premium if they have been in receipt of free school meals at any point in the previous six years.

'The 'Ever 6 model' is helpful because the number of claimants of FSM in this school is only about 30% of those who qualify as "Ever 6".'

'Eligibility rather than take-up is certainly a preferred and more effective way. Some families just don't take up school meals. Others don't complete the necessary paperwork to opt in and therefore they don't take them up.'

56. Around one in 10 school leaders felt that the new method for allocating the Pupil Premium was not an improvement on the previous arrangements; this includes one in six mainstream primary schools (10 out of 59). Eight of these 10 schools were in free school meals quintiles 1 to 3, suggesting that these schools, which serve pupils with low to average levels of deprivation, think that they are less likely to see a significant increase in funding.
57. Where school leaders disagreed with the new method this was often because they felt strongly that there were other, better methods for identifying disadvantage. In two cases, schools felt that the six-year time period may be too long. Several schools, including those that saw the new method as an improvement, identified issues with constraints and 'rigid' funding systems for looked after children. Some schools expressed concerns over whether the funding would continue in future years. This made them more cautious about spending the Pupil Premium in ways that would create future costs or expectations.

Notes

This survey considered responses from 262 school leaders in both mainstream and non-mainstream schools. Between 23 April and 31 May 2012, Her Majesty's Inspectors asked school leaders a small number of additional questions about the Pupil Premium during routine inspections. Most inspections were conducted under Section 5. A small number were subject survey inspections. One hundred and forty-three completed responses were analysed for this survey. Between 14 May and 25 May 2012, Her Majesty's Inspectors also conducted 119 telephone surveys using a questionnaire. Most school leaders were interviewed for around 30 minutes by one of Her Majesty's Inspectors. A few schools asked to make a written response to the questions. Responses were received from 59 primary schools; 32 secondary schools; 17 special schools; and 11 pupil referral units.

The schools that answered additional questions during an inspection represent a convenience sample of secondary, primary and a small number of non-mainstream schools. The schools that were invited to take part in the telephone survey were balanced in terms of type, phase, size and level of deprivation.

Further information

The Department for Education website contains a wide range of information on the Pupil Premium; www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp.

The role of aspirations, attitudes and behaviours in closing the attainment gap, Joseph Rowntree Foundation, 2012; www.jrf.org.uk/publications/aspirations-attitudes-educational-attainment-roundup. This paper examines whether the development of children's and parents' attitudes, aspirations and behaviours for education affects attainment and whether focused intervention can reduce gaps in attainment.

Toolkit of strategies to improve learning: summary for schools spending the Pupil Premium, The Sutton Trust, 2011; www.suttontrust.com/research/toolkit-of-strategies-to-improve-learning/. This document summarises some of the research evidence on improving learning and attainment to help schools make more informed choices about how to support the pupils who are eligible for the additional funding.

White boys from low-income backgrounds: good practice in schools (070220), Ofsted, 2008; www.ofsted.gov.uk/resources/070220. A report on a small-scale survey of good practice in the education of white boys from low-income backgrounds.

Narrowing the gap: the inspection of children's services (070041), Ofsted, 2007; www.ofsted.gov.uk/publications/070041. The report showed that the biggest challenge in this country is to reduce the gap in opportunities and outcomes between relatively advantaged children and young people and those who have to cope with the highest levels of disadvantage.

Annex A: Examples of Pupil Premium spending breakdowns provided by schools

£30,730 (primary)

Use of funding	Cost
Additional staffing in Year 6 (PT to FT)	£12,000
Part-funded extended schools manager	£10,000
Teaching assistant intervention	£5,000
Childcare (after school)	£700
Paid for extra-curricular clubs	£100
Transport	£200
Half-funded residential trips	£1,000
Total expenditure £1,730 carried forward to support FSM pupils to go on the Paris trip.	£29,000

£37,300 (secondary)

Use of Pupil Premium funding	Cost
Focus room (support for vulnerable students managed by teaching assistants)	£6,000 (25% of total cost)
Literacy tuition – managed by teacher and SENCO	£6,000 (16% of total cost)
Numeracy tuition (1:1 managed by teacher and intervention coordinator)	£2,000
Key Stage 4 intervention (including some home tuition)	£2,000
Pastoral support (for individual pupils led by pastoral support workers)	£2,000 (3% of total cost)
Counselling (two counsellors)	£2,000 (10% of total cost)

Support in curriculum areas (teaching assistants)	£2,000 (5% of total cost)
Learning support (teaching assistants)	£5,000 (5% of total cost)
Late night transport	£8,000 (10% of total cost)
Extra-curricular club provision – (subsidy)	£2,000
Rewards scheme	£1,000
Total expenditure	£38,000

£46,360 (secondary)

Use of funding	Cost
Additional teaching assistant 1	£14,989
Additional teaching assistant 2	£14,143
Attendance officer	£9,600
Year 7 literacy intervention (1:1 10-week cycle delivered by qualified teachers)	£3,900
Year 7 literacy intervention (1:1 10-week cycle delivered by qualified teachers)	£3,900
Total expenditure	£46, 532

£46,440 (secondary)

Use of funding	Cost
Identification and tracking (systems)	£378
Teaching assistant support in mathematics lessons	£1,127

Contribute to extra sets in En/Ma and Sci	£32,000
Careers support	£250
Additional mentoring	£320
After-school booster classes	£6,000
Part-funding of attendance officer	£3,000
Reading schemes	£3,555
Total expenditure	£46,630

£63,440 (primary)

Use of funding	Cost
Subsidise educational visits	£4,500
Welcome package (EYFS language development)	£550
Malachi Trust	£8,000
Booster teacher	£20,000
Teaching assistant support	£20,000
Guided reading resources	£5,000
EPS	£1,950
Total expenditure	£60,000

£78,000 (secondary)

Use of funding	Cost
Additional staff (English and mathematics)	£31,000
Additional inclusion support assistant	£17,000
Home school link worker	£12,000
Easter exam revision programme	£7,000
Visualisers	£6,500
iPads for inclusion groups	£10,000
Equipment (for example basic pencil case for target pupils)	£1,000
Total expenditure	£84,500

£136,640 (secondary)

Use of funding	Cost
1:1 tuition	£24,245
Learning mentors	£81,156
Revision class salaries	£5,500
Summer school salaries	£3,834
Organisation of reading scheme	£2,440
Summer school expenditure	£739
Home visits (mentors)	£350

Purchase of Kindles	£445
Purchase of equipment, clothes, shoes	£3,000
Subsidised fruit and water	£1,216
Student travel expenses	£900
Peripatetic music tuition	£290
Total expenditure	£124,115

£138,550 (secondary)

Use of funding	Cost
Curriculum resources	£15,000
1:1 tuition (600 hours)	£20,000
C/D borderline mentors	£21,500
Literacy mentors	£25,000
Y9/10 learning mentors	£25,000
Free school meal support	£17,500
Extra teaching staff	£14, 550
Total expenditure	£138,550

This page is intentionally left blank



Haringey Council

Report for:	Children and Young People's Scrutiny Panel: 12 November 2013	Item Number:	
Title:	Briefing Paper on Gifted and Talented Pupils in Haringey		
Report Authorised by:	Lisa Redfern-Interim Director Children Services		
Lead Officer:	Jon Abbey – Assistant Director of School Improvement		
Ward(s) affected: All	Report for Key/Non Key Decisions: Non Key Decision		

1. Context

- 1.1 There is no longer a requirement for schools to maintain a register of Gifted and Talented (G+T) pupils though a large number of schools continue to do so.
- 1.2 Although there is no statutory requirement to maintain a G+T register, there is a national focus on ensuring that the highest attainers in school achieve the highest levels or grades at the end of each phase or key stage. The highest levels of attainment at each phase have been revised from 2013 to provide greater challenge:
 - Early Years: pupils who are assessed as exceeding the criteria in the 'Early Learning Goals';
 - Key Stage 1 (KS1): Level 4 can now be awarded; previously the highest level was level 3;
 - KS2: the highest attainers can be entered for the Level 6 SATs test; previously Level 5 was the highest award; and
 - KS4: the attainment measures at KS4 remain the same but the DfE has proposed the introduction of a measure entitled 'The 8', which if introduced in 2015 will take an average total point score of the current English Baccalaureate subjects (non-statutory) and an additional two subjects chosen by the pupil. The two optional subjects can be additional GCSEs or vocational qualifications from an agreed list.



Haringey Council

- The English Baccalaureate subjects are English, maths, science (including computer science), history or geography and a language. The English Baccalaureate measure has been designed to ensure that pupils have the opportunity to study a broad core of subjects which will facilitate progression to Russell Group Universities.
 - School and national data showing the percentage of pupils attaining a grade A* or A in each subject area remains available and is published in schools' Raiseonline reports.
 - At KS2 and KS4, a more challenging progress measure has also been introduced: the percentage of pupils making 'better than expected' progress. In order for progress to be judged to be 'good' in an Ofsted inspection, school figures must be in line with national figures or there must be evidence that the gap between school and national figures is narrowing.
- 1.3 The focus on the highest attainers in a school, rather than Gifted and Talented, is ensuring greater challenge for a much larger proportion of pupils. Schools are held to account for the achievement of high attainers through the revised exam measures and through the revised Ofsted framework which came into effect in September 2013. The assessment criteria in the framework include a focus on all groups of pupils but give emphasis to vulnerable pupils, those in receipt of the Pupil Premium and the highest attainers.

2. Haringey 2013 Achievement and Destinations Data for the Highest Attaining Pupils

- Early Years:
 - the percentage of pupils attaining a Good Level of Development (expected attainment) in Haringey in 2013 was 50% compared to the national 52%. Haringey is ranked 81st out of 153 LAs on this measure and has significantly closed the gap on national compared to previous years; and
 - as yet, there is no national published data for the percentage of pupils exceeding the Early Learning Goals for comparison. This would provide the best analysis of performance for the highest attainers.
- KS1:
 - Level 3 reading, writing, maths: the percentage of pupils attaining L3 in each subject area is broadly in line with national figures. Haringey has seen an increase of approximately 5% from 2012 in each of reading, writing and maths, compared to a national increase of between 1- 3%. Haringey is ranked 82nd, 70th and 55th respectively for these subjects out of 150 local authorities; and
 - as yet there is no national data, current or historic, on attainment at L4. When published, we will compare Haringey results against the national.



Haringey Council

- **KS2:**
 - L5+ reading, writing and maths combined: Haringey is above the national average by 3% and has seen a 3% increase from 2012 compared to a national increase of 1%. This ranks Haringey in 33rd place out of 151 LAs;
 - L5+ in each of reading, writing and maths: writing and maths are both above the national average but reading is slightly below. CPD in L5/L6 reading is to be delivered by secondary teachers;
 - L6+: Haringey is above the national averages for each of reading, writing and maths. However, it must be noted that the percentages attaining these levels nationally are very small or currently at 0%. For example, 0% of pupils attained a L6 reading nationally compared to 0.5% in Haringey; and
 - better than expected progress: in reading, Haringey is in line with the national average but in writing and maths, Haringey is above national by 11% and 12% respectively.

- **KS4:**

A*/A attainment

 - Haringey attains in line with or above national averages for A* and A attainment in the following subjects: English, English Literature, biology, chemistry, physics, design and technology, media, history, French and Spanish;
 - Haringey attains in line/above national average in one aspect and below in the other in: Music, Drama; and
 - Haringey attains below national averages at A* and A in: maths, geography, RE, art and design, and business studies.

English Baccalaureate:

 - 21.7% of Haringey pupils attained the English Baccalaureate compared to 22.7% in England. Haringey is ranked in 77th place out of 151 LAs.
 - It is important that schools and the local authority promote increased achievement of the English Baccalaureate where appropriate for pupils and their chosen pathways and not solely to improve statistics for schools.

- **Post 16:**
 - The percentage of students achieving grades AAB, or better, at A level or in the Applied single/double award is 15.1% in Haringey and 19.7% in England. Haringey is ranked in 62nd place out of 150 LAs.

- The 'Russell Group Academy' bid is intended to impact on both post 16 and GCSE attainment as the same teachers to receive the post 16 training deliver the GCSE curriculum.

3. Post 16 Destinations



Haringey Council

- 3.1 The following table shows public destinations data based on students in Haringey Post 16 institutions doing a level 3 course in 2009-10 and the university they went to in 2010-11. Past data is provided free of charge. For up to date data, local authorities are required to pay approximately £600.

	Went to HE	Top third of universities	Russell Group	Oxford or Cambridge
Haringey	46%	11%	5%	0% (Fortismere was 1%)
England	48%	14%	8%	1%
London	56%	17%	8%	1%
Inner London	54%	13%	5%	0%

- 3.2 Analysis has highlighted a lower percentage of Haringey pupils progressing to Higher Education and top universities than national or London figures. The 'Russell Group Academy' bid was submitted to address this weakness.

4. Holding Schools to Account

- 4.1 Haringey's School Improvement Advisors provide support and challenge to schools to ensure that pupils of all abilities achieve their potential. We use a comprehensive set of data which compares the attainment and progress of socio-economic, ethnic and ability groups against national data in order to hold schools to account.
- 4.2 Every primary and secondary school in Haringey receives a termly support and challenge visit by its allocated advisor with the autumn term visit focused on comparative analysis of examination data against national data, including pupil ability groups. The advisor is required to quality assure the school's priorities and development plan, in light of examination data, and to plan the spring and summer term visits with a focus on narrowing in-school achievement gaps and gaps between school and national data.
- 4.3 Consistency of advisor support and challenge is secured through recording and reporting templates which are pre-populated with school data (including data on the highest attainers) and which are regularly quality assured. Advisors are provided with guidance materials to support data analysis and to ensure a focus on particular issues in each phase. For example, the guidance for completing the secondary reporting template includes a focus on the school's Post 16 destinations data.
- 4.4 Mock inspections are provided to all schools within 18 months of an inspection or to support a newly appointed Headteacher. These include a sharp focus on the highest attainers as required by the Ofsted framework.

5. Professional Development Opportunities



Haringey Council

5,1 Haringey's 2013 Continuing Professional Development (CPD) Handbook includes courses which promote the achievement of the highest attainers, for example:

- *Effective use of data/ Raiseonline*: includes a focus on the revised measures and groups of pupils, including the highest attaining;
- *New Ofsted Framework*: this includes a session on the effective leadership and management of teaching which includes a focus on monitoring provision and the level of challenge for the most able;
- *How to demonstrate outstanding teaching and learning under the new Ofsted framework*: includes a focus on challenge for the most able, as required by the Ofsted assessment criteria;
- *Effective middle leadership under the new Ofsted framework*: provides guidance on how middle leaders should monitor the provision and achievement of groups of pupils, including the highest attainers;
- *High order questioning*: how to challenge pupils through questions which develop the skills of analysis, synthesis and evaluation; how to involve all pupils in articulating their learning, not just volunteer responders; strategies to encourage pupil questioning;
- *Objective-led learning*: how to pitch and scaffold a lesson to challenge the most able and provide support to lower attainers;
- *Challenge in English and maths*;
- *Teachers new to Year 2*: includes a focus on challenge for the most able; and
- Moderation events are scheduled for Early Years, KS1, 2 and 3 to support accurate levelling. These include cross-phase moderation between primary and secondary teachers to develop primary teachers' understanding of assessment criteria at Levels 5+6.

6. Future Professional Development Opportunities

- CPD is being scheduled in L5 and L6 reading: a priority area for supporting primary schools in light of 2013 data. The training will be delivered by leading secondary English teachers;
- Developing the KS1 L4 curriculum – autumn 2014; and
- Haringey School Standards Team has submitted the following two bids which include a focus on the highest attaining pupils:

7. Bid one: 'Haringey Nrich' - secured

- Purpose: to develop teachers' mathematical subject knowledge in Early Years settings and primary schools to ensure that pupils can attain at the highest levels (KS2 L5 + L6); to support delivery of the new primary mathematics curriculum which has raised the expectations of each year group;
- a joint bid between Haringey and the 'Nrich' initiative of Cambridge University. £65,000 secured. Only two other boroughs were successful in the round two bids. The bid was won, scoring 91% against their success criteria;
- 20 primary schools and one secondary school have been identified to take part, beginning in 2014; and



Haringey Council

- Schools will be required to disseminate the training to other schools in their NLC.

8. Bid Two: 'The Russell Group Academy' - pending

- Purpose: to develop 'A Level' subject knowledge of secondary teachers in English, maths, history, physics, chemistry and geography in order to ensure that pupils attain at the highest grades, which will facilitate progression to Russell Group Universities;
- bid submitted by the Teaching Alliance: Alexandra Park School; Fortismere School; Woodside High School and the Local Authority for £310,000;
- if secured, £150,000 will pay the Princes Institute to provide subject knowledge training, by leading academics, to Haringey teachers in the subjects outlined above. A group of lead teachers will also be trained to support those teachers in applying advanced subject knowledge to lesson planning and delivery;
- £100,000 will go to ASSESS Education to support one to one tutoring of post 16 pupils who have been identified as G+T and/or who are in receipt of Free School Meals. Tutors will come from professional backgrounds. Assess Education has already had outstanding impact in some Islington schools with an increased number of G+T pupils and pupils from disadvantaged background going to Russell Group universities; and
- the remainder of the funds, if secured, will be used for administration purposes over its two year period, beginning in September 2014.

9. Overall Summary

- Achievement data shows that Haringey's highest attaining pupils generally perform in line with or above national figures.
- Key priorities are to raise the attainment of the most able:
 - in reading at KS2;
 - in facilitator subjects at GCSE and Post 16; and
 - in supporting schools in implementing the revised Early Years Framework and the New National Curriculum which have higher expectations of all pupils at the end of each year, particularly of the most able.



Haringey Council

Report for:	Overview and Scrutiny Committee – 19 November 2013	Item Number:	
Title:	School Expansions		
Report Authorised by:	Lisa Redfern, Interim Director of the Children and Young People's Service		
Lead Officer:	Jennifer Duxbury, Head of Admissions and School Organisation		
Ward(s) affected:	All	Report for Key/Non Key Decisions:	Non key decision – update report

1. Describe the issue under consideration

The Overview and Scrutiny Committee has requested an update report on:

- proposals to expand St James' CE Primary School and St Mary's CE Primary School
- the issue of revised admission arrangements for these schools.

2. Background

Proposals to expand St James CE Primary School and St Mary's CE Primary School

- 2.1. The annual School Place Planning Report went to Cabinet in July 2013. The report and related data appendix set out pupil projections for the coming years. It provided information about when and where additional places will be needed to ensure that every Haringey resident of the relevant age will have access to a school place.
- 2.2. As part of the work to ensure additional places are secured, paragraph 5.18 of the Cabinet report set out the Authority's intention to undertake expansion feasibility studies on three primary school sites across the borough. For ease of reference, this paragraph is given below:

5.18 For September 2014 and beyond, we have considered where suitable additional capacity is required and those schools that could be expanded to meet this identified demand. Following an identification of those parts of the borough where additional provision is required we have begun discussions with head teachers and governors at St James' CE Primary, St Mary's CE Primary and



Haringey Council

Bounds Green Primary schools to scope out how they might be permanently expanded. As part of these discussions we are undertaking feasibility work to establish whether or not an expansion can physically be delivered on these sites.

Admissions Arrangements for 2014/15

- 2.3. In accordance with statutory timescales, the governing bodies at St James' CE Primary and St Mary's CE Primary determined (i.e. set) the admission arrangements for the respective schools before 15 April 2013.
- 2.4. These arrangements are attached to this report as Appendices 1 & 2.
- 2.5. The governors at St Mary's CE Primary School will prioritise 36 of their 60 available places to children of the faith (foundation places) and the remaining 24 places will be offered to pupils who do not qualify for foundation places (community places)
- 2.6. The governors at St James' do not currently use the foundation/community place model and applicants who would only qualify for a place based on their home to school distance are considered after all children of the faith who have applied.

3. Update

Proposals to expand St James CE Primary School and St Mary's CE Primary School

St James CE Primary

- 3.1. It has been agreed that an additional (one off) reception class will be delivered at the school for September 2014. This will ensure that there are sufficient local reception places for 2014.
- 3.2. The feasibility study for the potential permanent expansion of the school described in the Cabinet report, is currently being undertaken and this will be presented to St James' governors before the end of this term for their consideration.
- 3.3. Exactly when, whether and how the school expands is subject to the outcome of the feasibility study. The study is exploring the possibility of permanent expansion of the school for September 2015. In accordance with the statutory processes for expanding a maintained mainstream school, to achieve this deadline, officers would need to seek Cabinet's approval for public consultation to take place before the end of the Autumn term 2014.

St Mary's CE Primary

- 3.4. Work is underway to deliver two additional classes on the foundation/key stage 1 site. This will accommodate one additional year 1 class (who have already started at the school). The other class will be used for an additional form of entry, as required, in the future.
- 3.5. Subject to the outcome of the feasibility study, there will be a further update in the July 2014 place planning report on the likely timescales for permanent expansion in light of the most up to date pupil projections and our evidence of demand and supply of school places.



Haringey Council

Admissions Arrangements for 2015/16

St James CE Primary

- 3.6. The governing body support in principle a foundation/community model and are aware of the statutory timeframes for consultation.

St Mary's CE Primary

- 3.7. Further discussions relating to arrangements would take place with the governors of the school at the appropriate time in advance of any permanent expansion.

This page is intentionally left blank



St Mary's C.E. Primary School

Rectory Gardens, London N8 7QN Tel: 020 8340 4898 E-mail: office@stmarysn8.co.uk

Headteacher: Mrs. Fran Hargrove

Admissions Criteria

The Governing Body is responsible for the admission of pupils to St Mary's C.E. Primary School, and admit 60 pupils to the Reception classes each September. This admission number has been agreed between the Governing Body and the Local Authority and applies to the year 2014/15. Transfer to Key Stage 2 is automatic.

The school does not have any specific unit or facilities for pupils with particular special needs and there are no specific facilities for pupils with physical disabilities. The Church Lane site is a single storey building, with all the accommodation on one floor; there are also ramps at the main entrance and at the entrance to the playground. All classrooms may be entered without steps. Although the Rectory Gardens classrooms are on more than one floor, pupils with physical disabilities will be accommodated in ground floor classrooms. There is a ramp at the main entrance and at the rear giving access to the playground. As far as possible, the schools will ensure that pupils with disabilities have access to the same opportunities as other pupils.

The Governing Body is required to abide by the maximum limits for infant classes of 30 pupils per class. If there are more applications than places available the governors will apply the following criteria:

FOUNDATION PLACES

The Governing Body has designated 36 places to be offered to people whose families are regular worshippers (i.e. once a month over the course of a year) at the:

Parish Church of St Mary with St George, Hornsey, including St Mary's Tower
 Baptist Church, Campsbourne
 Methodist Church, Middle Lane
 The Moravian Church, Priory Road (which are located in the Parish of Hornsey),
 Parish Church of Christ Church, Crouch End
 Parish Church of Holy Innocents
 Parish Church of Holy Trinity, Stroud Green
 Parish Church of St Paul's Wightman Road
 Or

A member Church of the Churches together in Britain and Ireland

Written evidence of applicants' commitment to the above places of worship (in the form of a clergy reference) will be required at the time of application. Only if there are more than 36 applicants, will places be allocated according to the following criteria. These are stated in order of priority:

1. Children who are in public care (“looked after children”). Written supporting evidence should be supplied, at the time of application, from the relevant Local Authority;
2. Children who will have a brother or sister in the school at the time of admission. This category includes foster brothers and sisters, half brothers and sisters or stepbrothers and sisters. Parents should note that in all these cases the brother or sister must be living at the same address as the child for whom the application is being made. (However this does not include younger siblings in the school’s nursery class).
3. Children with social/medical reasons, evidence should be supplied at the time of application, from a relevant professional, such as, a doctor, social worker or educational psychologist.
The supporting evidence should state the reason why this particular school is the most suitable and the difficulties that would be caused if the child had to go to another school.
4. The nearness of the home to the Fire Station, Priory Road, N8, which is the geographic and historic centre of the parishes of St Mary and of St George, united in 1982 into the present parish of St Mary with St George, Hornsey. A computerised mapping system maintained by the London Borough of Haringey will be used to ascertain the nearness of the home to the Fire Station.

The tie breaker for all criteria is children living closest to the school (measured in a straight line from the post office address point of the child’s home to the post office address point of the fire station which is the centre of the parish). The address used for admission purposes must be where the child normally lives with his/her parents/guardians. If parents or carers live separately, the home address is where the child lives on weekdays, and if the child lives equally with each parent or carer, the exact arrangements should be made clear on the application form.

If there are less than 36 qualified applicants for Foundation places, any unfilled places will become additional Open places. Unsuccessful applicants for Foundation places will be considered for any Open places remaining unfilled at the end of the allocation procedure.

OPEN PLACES

24 places to be offered to pupils who do not qualify for a Foundation place, but whose parents have chosen the school for the type of education it provides. Parents applying for an Open place do so knowing that the school aims to provide an education based on Christian principles and, therefore, the Governing Body hopes that all pupils will take part in the Christian worship of the school and will attend religious education lessons.

If there are more than 24 applicants, places will be allocated according to the following criteria. These are stated in order of priority:

1. Children who are in public care (“looked after children”). Written supporting evidence should be supplied, at the time of application, from the relevant Local Authority.
2. Children who will have a brother or sister in the school at the time of admission. This category includes foster brothers and sisters, half brothers and sisters or stepbrothers and sisters. Parents should note that in all these cases the brother or sister must be living at the same address as the child for whom the application is being made. (However this does not include younger siblings in the school’s nursery class).
3. Children with known special medical or social needs. Written supporting evidence should be supplied, at the time of application, from a relevant professional, such as, a doctor, social worker or educational psychologist. The supporting evidence should state the reason why this particular school is the most suitable and the difficulties that would be caused if the child had to go to another school;
4. The nearness of the home to the Fire Station, Priory Road, N8, which is the Geographic and historic centre of the parishes of St Mary and of St George, united in 1982 into the present parish of St Mary with St George, Hornsey. A computer-aided system maintained by the Borough of Haringey will be used to ascertain the nearness of the home to the Fire Station.

In the event that two or more applicants have equal right to a place under any of the above criteria, the Governing Body will give priority to those living nearest to the Fire Station. The tie breaker for all criteria is children living closest to the school (measured in a straight line from the post office address point of the child’s home to the post office address point of the fire station which is the centre of the parish).

The address used for admission purposes must be where the child normally lives with his/her parents/guardians. If parents or carers live separately, the home address is where the child lives on weekdays, and if the child lives equally with each parent or carer, the exact arrangements should be made clear on the application form.

If there are less than 24 qualified applicants for Open places, any unfilled places will become additional Foundation places. Unsuccessful applicants for Open places will be considered for any Foundation places remaining unfilled at the end of the allocation procedure.

Parents who are not offered a place for their child have the right to appeal to an independent appeal panel. Parents wishing to appeal should obtain an appeal form from the school. The form should be sent to reach the Clerk to the Appeal panel, care of the school, within 14 days of the date of the letter confirming the Governors’ decision not to offer a place. If some appeals are unsuccessful, the Governing Body will not consider further applications from those parents within the same academic year unless there have been significant and material changes in their circumstances.

This page is intentionally left blank

St James Church of England School Admissions Policy 2014-2015

We aim to make our Admissions Policy as clear and user friendly as possible: please feel free to ask questions if anything is unclear.

Inevitably in a school as popular as St James', we have more applications than we have places. However, that doesn't mean you should give up hope at the outset. While we do particularly welcome children from churchgoing families, in most years we have a number of children who gain entry without any church connection.

To give you a sense of how it worked last year: For our Reception class of 30 children, 14 qualified under Criterion 22 (Siblings); 8 qualified under Criterion 3/5 (Church Commitment)

The school has one main admission date at the start of the autumn term each year, in line with the LEA policy. The Reception Class intake of 30 children is normally staggered at the beginning of the autumn term.

Parents who want to apply for a place in the Reception Class for their child should complete a Common Application Form from their Local Authority naming St James School. This form should be completed during the autumn term of the school year preceding the September in which they expect their child to start school. In Haringey, children of Reception age start school in the September of the school year in which they will become five years old.

Parents may ask to be put on the school's register of interest at any time before this. This will mean that parents will receive up to date admission criteria. However, it will not give any priority in admission. The school's Supplementary form should be completed by those applying under criteria 3 and 5 so that the governors may consider their application fully, and returned to the school by and the Common Application form should be submitted to the home authority, for Haringey residents this is Haringey Admissions Service, also by

From time to time a place becomes available further up the school. The allocation of places is in accordance with the admissions criteria. Preference will be given to children

moving into the area from outside the Borough who do not have a school place. Evidence will need to be provided that the child has recently moved in. (see 'in year admissions' under notes)

In reaching a decision concerning admission of a child to the Reception Class, the governors will apply the criteria below, which are listed in order of priority. These criteria are designed to assist the governors in maintaining the ethos of the school. The aim is to provide the best possible education for the children within the context of a Christian community, which is both a worshipping and learning community. Prospective parents are very welcome to visit the school to get a first-hand feel for the atmosphere and values of the school.

Parents will normally be notified by their local authority if their application has been successful. The names of unsuccessful applicants will be placed on a numbered waiting list until the beginning of the school year for which they have applied. After this date details of unsuccessful applicants will be held on file and will be contacted if a place becomes available.

St James School - Oversubscription Criteria

In the event of there being more applications than places, the following criteria will apply:

1. 'Looked after' children.

Please note a 'looked after child' or a child who was previously looked after but immediately after being looked after became a subject to an adoption, residence, or special guardianship order. A looked after child is a child who is in the care of a local authority or provided with accommodation by that authority.

2. Children who will have a brother or sister in the school, other than in the Nursery, at the time of entry into the Reception class.

The term 'brother or sister' includes foster brothers and sisters, half brothers and sisters or step brothers and sisters. It does not include other relations. The sibling must reside at the same address as the child applying for a place.

3. Church Commitment: St. James' Church

Children whose parents have been committed members of St. James' Church, Muswell Hill, London N10 for more than 18 months at the time of the closing date for applications, and who are regularly* involved in worship at the church.

4. Nursery

Children who attend St. James Primary School Nursery class

5. Church Commitment (Other Churches):

Children whose parents are committed members of, and are regularly* involved in worship at a church of a Christian denomination, which is recognised by Churches Together in Britain and Ireland (CTBI) or the Evangelical Alliance and has been so for more than 18 months at the time of the closing date for applications.

6. Other applications

This policy does not apply to pupils who have a statutory statement of special needs.

* For a definition of "regularly", please see note 3(b)

Notes to the admissions criteria:

1. A 'looked after child' is a child who is in the care of a local authority or provided with accommodation by that authority.
2. The term 'brother or sister' includes foster brothers and sisters, half brothers and sisters or step brothers and sisters. It does not include other relations. The sibling must reside at the same address as the child applying for a place.
3. a) The school will write to the Minister(s) named on the Supplementary Information Form asking for confirmation of commitment and regular attendance. The governors reserve the right to seek clarification of a minister's status

b) '**Regularly**' is defined as normally attending church at least fortnightly having done so for a period of 18 months. As a means of confirmation the church may refer to documentary evidence such as the Sunday school register, welcome cards etc.

c) Parents who have recently moved into the area and have therefore not been involved at a local church for the required time but have attended another church up to their move are asked to provide details of the Minister of their previous church so that the school can contact them to confirm their commitment and regular attendance at that church. Attendance at the previous church will count towards the period referred to in criteria 3 or 4 if the parents have attended the church regularly. The provision of this information is vital if you wish to be considered under these criteria.

Deciding factor

Within each of the criteria, when deciding between applicants who have equal entitlement, the governors will give first priority to the children whose main permanent address is closest to the school as measured from the school gate to the front door of the home, using a computerised mapping system.

Late applications

Applications received after the closing date and before the governors' admission meeting will be placed last in the criteria in which they fall unless the Governors are satisfied that there are exceptional circumstances which reasonably prevented the application or the Supplementary Information Form from being submitted on time. Supporting evidence may be required.

Appeals Procedure

Unsuccessful applicants may appeal against a decision regarding entry of a child. However, there is a statutory limit of 30 children in each class of children under 7 years old and Appeal Panels can only admit an extra child to Classes: Reception, Year 1 or Year 2 if they find:

- That the decision was not one which a reasonable authority would make in the circumstances of the case (Ground A); or
- That the child would have been offered a place if the admissions arrangements had been properly implemented (Ground B).

Should parents wish to seek a formal hearing of their appeal this should be presented in writing to the Clerk of the Governors, c/o St. James School. The appeal will be heard by an Independent Appeals committee and appellants will have an opportunity to present their case in writing or in person.

APPENDIX 1

PROCEDURES FOR DEALING WITH REQUESTS FOR PLACES AT ST JAMES PRIMARY SCHOOL

In year Admissions and places in another class

Applications for In-Year admissions are made in the same way as those made during the normal admissions round. If a place is available and there is no waiting list then the local authority will communicate the governors' offer of a place to the family. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria with the following modifications: children without an offer of a school place are given priority immediately after other 'looked-after' children. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria as modified above and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the LA can inform the parent that the school is making an offer.

This page is intentionally left blank

Report for:	CYPS Scrutiny Panel 12 November 2013	Item Number:	
Title:	Update on the status of Social Work Resourcing		
Report Authorised by:	Marion Wheeler – Assistant Director CYPS Safeguarding		
Lead Officer:	Rachel Oakley – Head of Service		
Ward(s) affected: All	Report for Non Key Decisions		

1. Background information

The Scrutiny Panel for The Children's and Young People Service has requested an update on the current position with regard Social Work recruitment and retention. Human Resources produced data on recruitment at the end of each quarter, the data used in this report relates to the period up to 30 September 2013 unless specified differently.

2. Vacancy Rates

Table A below, shows the social worker and management (including Heads of Service, Independent Reviewing Officers and Child Protection Advisors) vacancy rates at the end of September 2013. This table shows that 26.9% established management posts are vacant with 11.7% filled by agency staff. The table shows 16.2% of social work posts as vacant, with 14.6% of these posts being filled on an agency basis.



Haringey Council

3. Leavers and Exit Processes

Tables B and C show the detail of the number of staff that have left the Service in terms of their key reasons. In the six month period since the beginning of April 2013, 23 social workers and 2 managers have left the Council. The number of social workers resigning their position is higher than in all previous years. Exit processes have been revised and HR are now communicating directly with those who have tendered their resignation in order to encourage them to complete exit questionnaires and request exit interviews to help in understanding their reasons for leaving and make improvements where necessary.

Two of the social workers returned their exit forms – of these one left to make a career change and one left to have an easier journey to work. HR are focusing on improving the way in which we gather information about why social worker decision to leave. The outcome from the Council staff survey has now been published and the Director will address this formally in an action plan which will highlight any issues that impact on staff retention. In addition, a staff conference for social workers is being arranged which will be used to develop plans to improve our retention rates.

4. Update on recruitment

4.1 The recruitment campaigns which ran across March, April and May 2013 resulted in 29 offers subject to receipt of references and other pre employment checks, this figure included internal staff that had applied for posts and been successful at interview.

Three of this group withdrew and, as at the end of September, twenty five had started or had signed a contract and were ready to start. On this basis, this campaign was a success, particularly in the recruitment of high quality newly qualified staff who had their first interview with and chose Haringey as their first employer. However, we need to maintain our vigilant and proactive recruitment approach.

4.2. A “Job Change Scheme” is in place and ran in April and September 2013; the scheme is designed to allow permanent staff to move between areas of the service in their current role and grade. It augments our recruitment and retention strategy and gives staff working in specialised teams the opportunity to develop their skills and experience base without leaving Haringey. The scheme enables social work staff to gain greater insight into how different parts of the service operate and to share good practice and innovation across Children and Families. In doing this it will benefit individuals career progress and help develop consistency of practice throughout the journey of children.

4.3. A further recruitment campaign during August and September 2013 secured 107 applications in total for posts including Team Managers in Young Adults, Young



Haringey Council

People in Care, the Court Team, Social Workers in Safeguarding and Support, First Response, the Court Team and Adoption. Twenty nine short listed candidates across all grades of jobs were successfully interviewed by young people, who had received training in interview techniques and had developed a “speed dating” style model. Following this, candidates will be the subject of formal interviews and for key management roles will participate in assessment centres. The vacancy position will be review at the end of October 2013 when recruitment activity has been completed and a decision taken on how to proceed.

5. Frontline

Haringey has been selected to be an early adopter of the government’s new social work training initiative - Frontline. Involvement in this scheme will enhance our ability to recruit high calibre staff who have the potential to strengthen our workforce. Frontline is modelled on Teach First, the fast-track programme for graduates aimed at improving standards in teaching. It is focused on elite graduates, career changers and those in line for a top class degree, with a work-based accelerated postgraduate qualification and leadership development. Haringey will have 8 Frontline trainees who will work in teams of 4 under a Consultant social worker who will co-work cases with them. The programme will start in September 2014.



Haringey Council

Table A:

Social Worker & Manager Vacancy Rates										
SW Group	Sep-12		Dec-12		Mar-13		Jun-13		Sep-13	
	% Vacancy rate (Exc. agency)	% Vacancy rate (Inc. agency)	% Vacancy rate (Exc. agency)	% Vacancy rate (Inc. agency)	% Vacancy rate (Exc. agency)	% Vacancy rate (Inc. agency)	% Vacancy rate (Exc. agency)	% Vacancy rate (Inc. agency)	% Vacancy rate (Exc. agency)	% Vacancy rate (Inc. agency)
Manager	28.0	16.9	25.7	15.2	20.2	8.0	29.2	16.1	26.9	15.2
SW	10.3	-3.9	12.6	-3.0	13.2	2.5	19.1	2.6	16.2	1.6
All	15.0	1.6	15.8	1.5	14.9	3.8	21.5	5.8	18.8	4.8

Table B:

SW - Leaving Reason (FTE)								
Leaving Reason	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Apr-Sep13
Contract End	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dismissal	1.5	1.6	2.9	1.0	2.0	2.0	0.0	0.0
Other	2.0	0.0	0.0	1.0	2.0	1.0	0.0	1.0
Redundancy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Resignation	7.8	14.1	16.0	16.5	13.5	14.0	24.5	22.0
Retirement	0.0	0.0	0.0	0.0	2.0	1.0	2.0	0.0
Total no of Leavers in Fiscal Year	11.3	15.7	18.9	18.5	19.5	18.0	26.5	23.0



Haringey Council

Table C:

Manager - Leaving Reason (FTE)								
Leaving Reason	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Apr-Sep13
Contract End	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
Dismissal	1.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0
Other	0.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0
Redundancy	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0
Resignation	3.5	3.0	4.8	4.2	3.3	7.2	9.0	2.0
Retirement	1.0	0.7	0.0	1.0	0.0	3.0	0.0	0.0
Total no of Leavers in Fiscal Year	5.5	5.7	5.8	8.2	4.3	11.2	10.0	2.0

This page is intentionally left blank

**Children and Young People's Scrutiny Panel
Work Plan 2013-14**

28 November:
Youth Offer

5 December:
Budget

27 February:
TBA

Future Meetings:

- ***Strategies;***
 - Draft Early Help Policy
 - School Improvement
 - Early Years (inc. Children Centres)
 - Strategic Place Planning
 - Children and Young People's Plan
- ***Other Issues:***
 - Aspirational Advice to Young People in Schools
 - School Improvement – Academies and Role of Sponsor
 - Commissioning of Children's Services
 - Professional Development Centre – Future Plans
 - SEN Transport Savings
 - Education Attainment – Closing the Gap with other London authorities
 - Children's Centres Review – Update
 - Commissioning of High Quality Services - Update

Project:

- Nursery Places and the two year old free early entitlement offer.
Second evidence session: 17 December

This page is intentionally left blank