



Haringey Council

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



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>.



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.



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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