



Pupil Premium Guidance for Governors & Staff – Updated July 2019

What is the 'Pupil Premium Grant' and why do we need to spend it?

Introduced in 2011, **the pupil premium is a sum of money given to schools each year by the government to improve the attainment of disadvantaged children** - those who are known to be on low incomes or eligible for free school meals currently or at any time over the past six years. It also includes any students who have been looked after in care at any time over the last six years (LAC). In 2017-18, 2.07 million children were eligible for some form of Pupil Premium funding, the vast majority of which – 1.89 million – were eligible under deprivation criteria.

The aim is to reduce the considerable gap evident in student outcomes between the achievement of those eligible and their non-eligible peers. The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system; for example, children from the lowest-income homes are half as likely to get five good GCSEs and go on to higher education. It is estimated that just 14% of variation in individuals' performance is accounted for by school quality. Most variation is explained by other factors, underlining the need to look at the range of children's experiences, inside and outside school, when seeking to raise achievement.

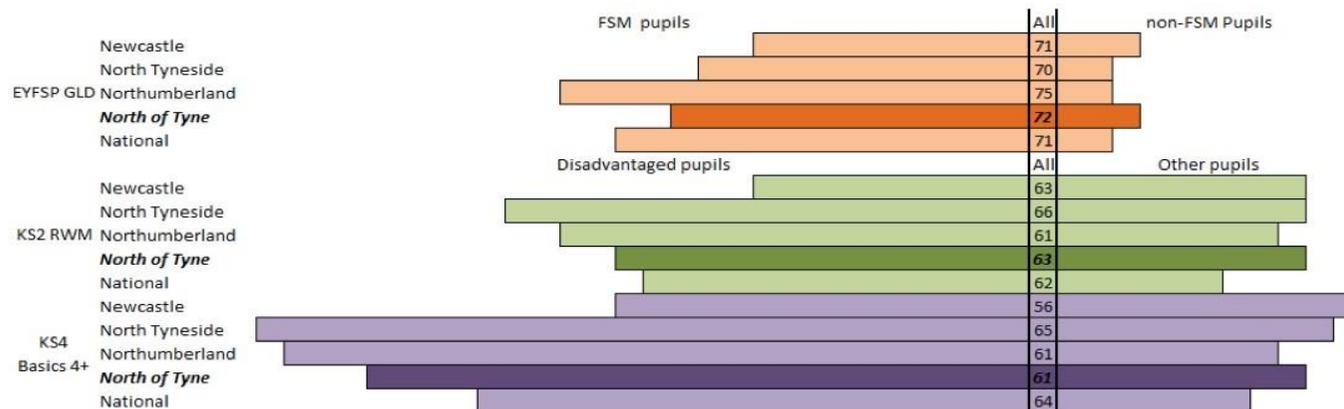
All schools spend this money in a variety of ways to support students with the aim of narrowing the national gap between the attainment of these students and their peers. The important thing is to make sure that the ways that it is spent have the highest possible impact on attainment and success of our students.

Key term	Definition / Longbenton High School context
Pupil premium	An additional per-eligible pupil grant for publicly funded schools in England designed to raise the attainment of <i>disadvantaged students</i> (a term used to describe children who are FSM/Ever 6, LAC or service children). Schools can spend the funding however they wish, but must demonstrate that it is helping the students it is intended for. The Pupil Premium Lead in the school is the DHT, Kelly Holbrook. 30-50% of each year group are identified as PP in the school.

<p>Free school meals (FSM) including 'Ever 6'</p>	<p>Students in England or Wales are entitled to free school meals if they or their parents or guardians meet one of a number of criteria implying economic disadvantage (eg Universal Credit). The free meals are only given if parents sign up for them. The pupil premium grant is automatically awarded for students who qualify for free school meals. In March 2018 the Government announced that free school meals would only be available to children in KS2 whose families have a net income of £7400 or under, effective from 1 April 2018. If children were previously entitled to free school meals, they will still receive pupil premium based on the 'Ever 6' qualification (a pupil who has ever had free school meals in the past six years). £935 was allocated for each such pupil in years 7 to 11 2017-18.</p> <p>Almost all of the students at LHS who receive PP funding are considered disadvantaged because they meet this deprivation criteria. 33% of LHS students were FSM Ever 6 in 2018 against a national figure of around 28% but it varies by year group; 35% of Y11 in 2020 outcomes will be PP (increase of 7%); 37% of Y9 and 10 2019-20 will be PP. Our PP profile is increasing year on year.</p>
<p>Looked after children (LAC)</p>	<p>A child is 'looked after' if they are in the care of the local authority rather than parents or guardians for more than one day at any point in the last 6 years. Children who were not looked after by a local authority in England and Wales before being adopted (e.g. children adopted from overseas) are not currently eligible for the Pupil Premium. These children are awarded a premium of £1,900 (due to increase to £2,300 per eligible pupil from 2018-19).</p> <p>Virtual school heads are responsible for managing Pupil Premium funding for children currently looked after by the local authority and for allocating it to schools and alternative provision settings. The Virtual Head in North Tyneside is Jane Pickthall. 13 students currently in Y7-11 meet LAC criteria.</p>
<p>Service children</p>	<p>Children from families with a parent currently serving in the armed forces who receive a child pension from the Ministry of Defence. They are awarded £300.</p> <p>This is a very small proportion at LHS; only 6 students in Y7-11 meet this criteria.</p>
<p>Income Deprivation Affecting Children Index (IDACI)</p>	<p>An index of deprivation used in the UK, measuring the proportion of children under the age of 16 in a given area living in households defined as low income. The Index of Multiple Deprivation (IMD) is an additional study of deprived areas in English local councils, covering seven areas of deprivation: income, employment, health deprivation and disability, education skills and training, barriers to housing and services, crime and living environment.</p> <p>The school is in quintile 3 with a deprivation indicator of 0.2 - this is the same as the national figure. The IMD is 20.4 (decile 5); the school is therefore considered to be in an area of social disadvantage.</p>

What is the 'national gap'?

Nationally, the gap between students eligible for the Pupil Premium (PP) and those not eligible is widening. In the North East of England the gap is bigger than the national average and this is why there is a focus on schools ensuring that this gap narrows, and more importantly employment opportunities are available to all our children. The 'North of Tyne' gap is larger than national and the gap for our school is amongst the widest in North Tyneside. The data below shows the gaps between FSM/PP (disadvantaged students) and other students at EYFS, KS2 and KS4.



9-4 Basics Attainment

	Percentage achieving 9-4 in English and mathematics			% Disadvantaged Cohort	In-LA gaps
	Disadvantaged pupils	All other pupils	All pupils		
England	44.5	71.5	64.2	27.3%	-27.0
North East	38.9	70.0	59.9	32.5%	-31.1
Newcastle upon Tyne	40.6	67	56.4	38.8%	-25.9
North Tyneside	36.8	75	65.0	26.2%	-38.2
Northumberland	34.0	69	60.8	23.8%	-35.2
North of Tyne	37.4	70.0	60.5		-32.6

North of Tyne disadvantage attainment gaps are larger than national in every case, this is due to underperformance for the disadvantaged group (rather than exceptional performance for non-disadvantaged pupils). In common with most of the North East there is a problem in North Tyneside with disadvantaged Progress 8.

It is *probably* a problem with progress for long-term disadvantaged White pupils <https://educationdatalab.org.uk/2018/02/long-term-disadvantage-part-six-measuring-disadvantage-in-the-north/>

9-5 Basics Attainment

	Percentage achieving 9-5 in English & mathematics			% Disadvantaged Cohort	In-LA gaps
	Disadvantaged pupils	All other pupils	All pupils		
England	24.5	49.7	42.9	27.3%	-25.2
North East	19.4	47.0	38.0	32.5%	-27.6
Newcastle upon Tyne	18.6	46	35.4	38.8%	-27.4
North Tyneside	18.7	53	44.0	26.2%	-34.2
Northumberland	15.8	47	39.3	23.8%	-30.9
North of Tyne	17.7	48.2	39.3		-30.5

The disadvantaged progress 8 for pupils in the North of Tyne is 0.24 greater than the national gap.

As expected, as for attainment this is largely due to underperformance in the disadvantage group.

**Key Stage 4 Progress Gap
Overall Progress 8**

	Average Progress 8 score			In-LA mean gaps
	Disadvantaged pupils	All other pupils	All pupils	
England	-0.40	0.11	-0.03	-0.51
North East	-0.60	-0.01	-0.21	-0.59
Newcastle upon Tyne	-0.62	0.02	-0.23	-0.64
North Tyneside	-0.70	0.14	-0.08	-0.84
Northumberland	-0.76	0.03	-0.16	-0.79
North of Tyne	-0.69	0.06	-0.16	-0.75

What is our gap at Longbenton High School and is it narrowing?

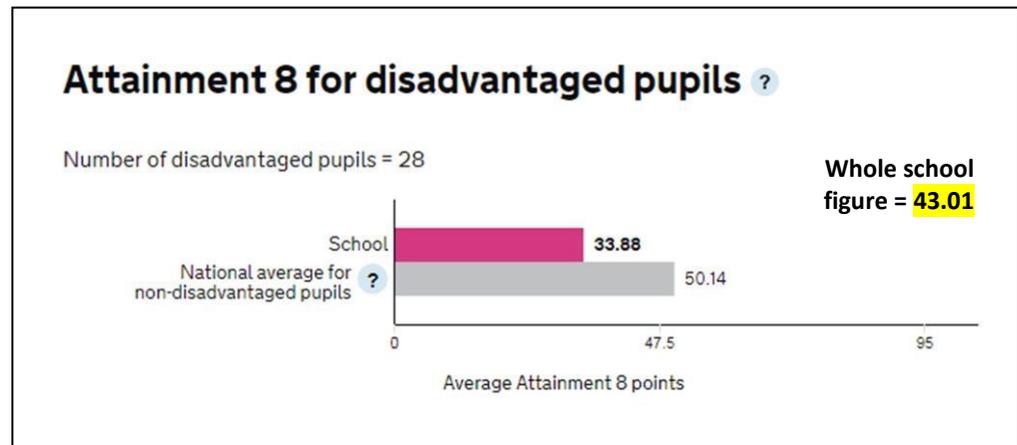
The school IDSR from **May 2019** (Inspection Data Summary Report) states that in 2018:

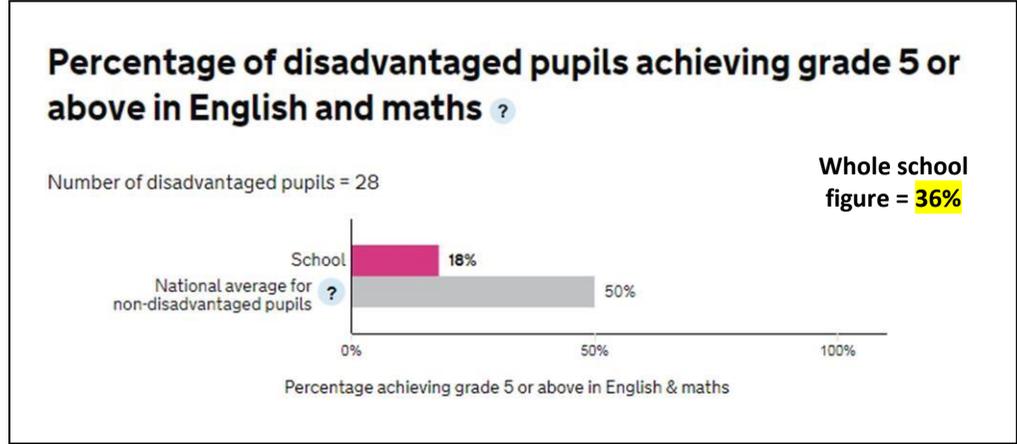
- Progress 8 was in the bottom quintile (20%) for at least two years for all pupils, low prior attainers and **disadvantaged pupils**.
- Progress 8 was significantly below the national for other pupils for at least two years for the following groups: **disadvantaged middle**.
- Progress 8 was significantly below the national for disadvantaged pupils for at least two years for the following groups: **overall disadvantaged**.

2018 data for disadvantaged/PP was as follows:

Progress 8 for disadvantaged pupils

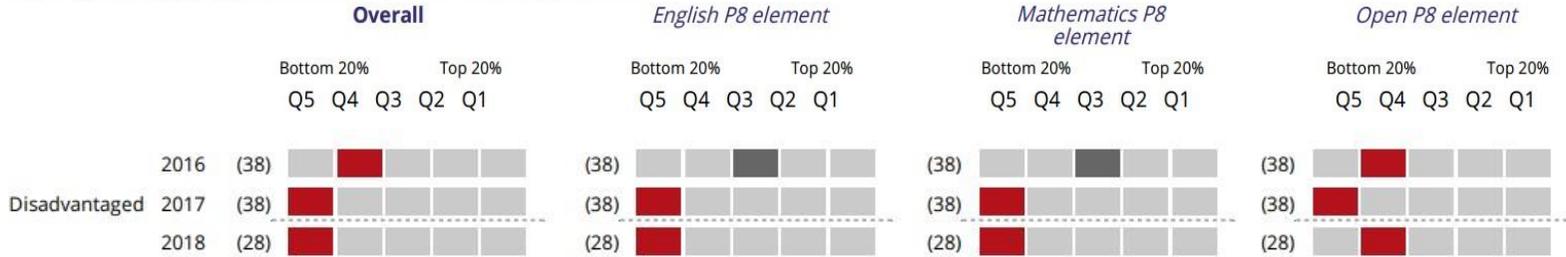
Progress score for disadvantaged pupils	-0.96	Whole school figure = -0.49
Confidence interval ?	-1.43 to -0.50	
Number of disadvantaged pupils	28	
Disadvantaged pupils with adjusted scores	0	
National average for non-disadvantaged pupils ?	0.13	





Trends over time

Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)



The **November 2018 Ofsted report** stated that:

- “Over time, government funding for disadvantaged pupils has not been used well to support good learning, behaviour and attendance for these pupils”
- The school needed to “improve the impact of leaders, managers and governors by making sure that effective use is made of the pupil premium funding to ensure learning and behaviour, for eligible pupils, are at least good”
-

However, it was also noted that: *“in the past year, there are signs that the funding is having a **better effect on learning and attendance**, but the provision for these pupils has not led to good outcomes and behaviour. Some funding is allocated to subsidise trips and visits so that pupils can participate fully in the life of the school. A recent review of pupil premium funding has helped to **focus plans more clearly on the individual needs of these pupils.**”*

Our gaps are showing improvement in some areas, particularly in Maths. Whilst PP results 2018 show a significant improvement on 2017 outcomes, there is still a fluctuating and large gap between PP and non-PP. Our FFT50 (minimum progress) P8 target for PP in 2019 is -0.3, but to show an improvement on 2018 we would need to see a P8 figure of -0.7 or above.

	<i>Pupils eligible for PP 2018</i>	<i>Improvement from 2017</i>	<i>Gap from non-PP</i>
Basics L4+	39%	+ 16%	29%
Basics L5+	18%	+ 10%	24%
English L4+	54%	+ 21%	21%
English L5+	36%	+ 18%	18%
Maths L4+	46%	+ 8%	30%
Maths L5+	25%	+ 12%	27%
Progress 8 score (Sept 2018)	-0.9	+ 0.3	0.7
Attainment 8 score (Sept 2018)	3.8	+ 1.2	0.6

May 2019 data – Y11 (27% = PP)

PP outcomes	DC6 May	Target	2018
P8	-0.91	-0.30	-0.96
Basics 4+	32%	52%	39%
Basics 5+	12%	27%	18%
Basics 7+	3%	5%	0%
Maths 4+	61%	61%	46%
English Lang 4+	48%	58%	53%
English Lit 4+	36%	62%	46%

- Still significant and concerning gap for PP.
- Gap is not closing rapidly enough and not following improving trend from 2018.
- English PP gaps large: -27% from FFT50 for 4+ in Lit and -24% for 5+
- Maths in line at 4+ but below at 5 and 7+

How will Ofsted look at PP in the school?

In September 2012 Ofsted published the results of a survey it carried out to identify how schools were using this money to raise achievement and improve outcomes for pupils. Recommendations for schools from the survey include:

- 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

Ofsted have had a sharper focus on the performance and progress of pupil premium pupils in their inspections up to May 2019. **It is worth noting that in the new 2019 framework (in force from September 2019) there is less direct attention on pupil premium (point 241 on p.67 makes explicit reference to funding and pupil premium**

outcomes). We carried out a PP Review at Longbenton in December 2017 – this was noted in the 2018 Ofsted review and it was therefore not a recommendation they needed to make.

Schools must have Pupil Premium plans published on the school website. They should include a focus on the previous year and show the impact of the use of the Pupil Premium funding allocated to the school. This should focus on how the funding has made a difference to children’s progress and attainment. A second plan should show what the school is proposing to do with the funding for the forthcoming academic year.

The extracts below are taken from Ofsted inspections reports:

Reports from schools with a ‘good’ Ofsted judgement	Reports from schools with a ‘satisfactory/requires improvement’ or ‘inadequate’ Ofsted judgement
The money available through the pupil premium for supporting pupils is well-used to provide staffing and other resources, including the development of nurture work.	The governing body has not checked on how the extra funding provided through the pupil premium is being spent nor evaluated its impact.
It (the governing body) deploys and monitors the use of the money available through the pupil premium well and has a good understanding of its impact, especially checking the success of extra staffing.	The school is failing to promote equality of opportunity. Those pupils supported by the pupil premium make inadequate progress and gaps in achievement with other pupils are not closing fast enough.
Pupil premium funding is used effectively to accelerate learning for pupils known to be eligible for free school meals. It is used to pay for them to attend Saturday morning club which is held in school. It is run and staffed by school staff and makes a valuable contribution to the development of pupils’ communication and social skills.	Pupil premium funding is used to support students who are not doing as well as they could, with disadvantaged students being a high priority. For example, students who find mathematics difficult are catching up because additional support is provided. Similarly, the funding enables five students to benefit from extra music tuition. A new member of staff has been appointed to help students who might have previously needed support off-site. However, students from less well-off families do not yet do as well as others because the funding is not used exclusively for them and their progress is not checked thoroughly enough.

Key reports

<https://file:///N:/SN06700.pdf> House of Commons Briefing Paper 6700, April 2017

<https://www.nao.org.uk/wp-content/uploads/2015/06/Funding-for-disadvantaged-pupils.pdf> National Audit Office, 2015

<https://publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/327/327.pdf> Public Accounts Committee Report on funding, 2015 <https://epi.org.uk/publications-and-research/divergent-pathways-disadvantage-gap-accountability-pupil-premium/> Education Policy Institute, 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622214/Time for Change report -](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622214/Time_for_Change_report_-_An_assessment_of_government_policies_on_social_mobility_1997-2017.pdf)

[An assesment of government policies on social mobility 1997-2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622214/Time_for_Change_report_-_An_assessment_of_government_policies_on_social_mobility_1997-2017.pdf) Social Mobility Commission Report, 2017 <https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/> Education Policy Institute, 2017 <https://www.suttontrust.com/research-paper/pupil-premium-polling-2017-teachers-school-budget/> Sutton Trust

Teacher Polling, 2017