

Meeting: Children, Education and Skills Sub-committee
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Title: Attainment and Progress of Disadvantaged Pupils

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Wards affected: All

1. Purpose of Report

The purpose of this report is to consider the educational attainment and progress made by disadvantaged pupils in North Tyneside compared to their peers.

2. Recommendations

To note the information contained in this report.

3. Information

3.1 Disadvantaged pupils are defined as those pupils who have been eligible for Free School Meals at some point in the last 6 years (FSM6) or have been adopted or are looked after. These pupils are the majority of pupils eligible for Pupil Premium funding. The other pupils eligible for Pupil Premium funding have been flagged in the school census as Service Children. However these pupils are not considered Disadvantaged.

3.2 Over the past three years the Disadvantaged pupil cohort at the end of Key Stage 2 has increased slightly from 637 to 697. Over the same period the cohort at the end of Key Stage 4 has increased slightly from 527 to 554.

3.3 Pupil Premium money is given to schools to spend on a variety of strategies to improve the performance of these pupils. Each year, schools must publish on their websites how they have spent this money to improve the attainment and progress of Disadvantaged pupils. Here are some examples of how North Tyneside schools have used their Pupil Premium funding:

Primary schools:

- Funding additional staff in order that intervention support is available eg:
 - Employing specialist teachers for Reading Recovery, phonics and maths
 - Employing a speech and language specialist
 - Employing a family links coordinator
 - Employing learning mentors
 - Employing a Care, Guidance and Support officer to support vulnerable children and groups

- Funding additional staff in order to reduce class sizes
- Professional development and training for staff enhancing their ability to deliver quality first teaching in reading, writing and maths- eg. Talk for Writing, Every Child a Reader, Every Child Counts, Read Write Inc, First Class @ Number, Digismart, Success at Arithmetic, Reciprocal Reading, Write Away Together
- Funding the Better Reading Partnerships programme
- 1:1 tuition
- Purchasing ICT hardware and software such as iPADs, Notebooks, Mathletics, Lexia, Clicker
- Breakfast clubs and promoting healthy eating such as free fruit for KS2
- Funding towards cultural and enrichment opportunities such as school clubs, trips, visits and experiences

Secondary schools:

- Literacy and numeracy support in class
- Employing additional staff including teaching assistants and specialist English, Maths and Science teachers
- Training for staff
- Additional support for Year 11 students including:
 - Year 11 progression coach
 - Staffing to support learning in a Year 11 study room
 - Revision sessions
 - Exam scribe support
- Alternative Curriculum provision
- Running transition programmes for KS2 – KS3 and KS4 – KS5
- Purchase of ICT hardware and software to support students
- Rewards for students
- First Day Response provision
- Guidance and Support through funding of Heads of Year, Family and Support Worker, and Education Welfare
- Providing counselling for students
- School transport
- Support to purchase school uniform
- Funding of Pupil Premium Champions within Senior Leadership Teams
- Funding towards cultural and enrichment opportunities such as school clubs, trips, visits and experiences

- 3.4 At the end of KS2 pupils are expected to have reached level 4 or above in Reading, Writing and Maths. The attainment of Disadvantaged pupils and Other pupils both within North Tyneside and Nationally can be seen in the table at Appendix 4.1. In 2013 the gap between Disadvantaged pupils in North Tyneside and Other pupils nationally was 13%. This was cited as good performance by the DfE. In 2014 this gap increased to 17%, which was slightly wider than the National Gap and a decline in performance from 2013. In 2015 schools in North Tyneside have reduced this gap to 14% which is slightly smaller than the gap nationally, but is not quite as good as the 2013 performance.
- 3.5 Between KS1 and KS2 pupils are expected to make two levels of progress. The progress made by Disadvantaged pupils and Other pupils both within North Tyneside and Nationally can be seen at Appendix 4.2. When considering the gap the DfE and OFSTED compare the performance of Disadvantaged pupils with all Other pupils. Therefore, the gaps measured are the gap between Disadvantaged and Other pupils

within North Tyneside and the gap between Disadvantaged pupils in North Tyneside and Other pupils nationally.

- 3.6 In 2013 the gaps were very small and in fact, in Maths North Tyneside's Disadvantaged pupils made more progress than Other pupils nationally. In 2014, gaps widened in all subjects. In 2015 the gaps have narrowed in Reading and Writing but have continued to widen in Maths.
- 3.7 At the end of Key Stage 4 pupils are expected to attain 5+ A*-C including A*-C in English and maths. The attainment of Disadvantaged pupils and Other pupils both within North Tyneside and Nationally can be seen in the table at Appendix 4.3. In 2013 the gap between Disadvantaged pupils in North Tyneside and Other pupils nationally was 21% this gap increased to 27% in 2014, when North Tyneside's Disadvantaged pupils' attainment fell to national levels. National Disadvantaged data for 2015 is not yet available, however if national performance remains the same then the gap between North Tyneside Disadvantaged pupils and National Other pupils is likely to be 24%. An improvement, but not back to 2013 levels. However the gap within North Tyneside has increased from last year as a result of greater improvement in the Other cohort.
- 3.8 The current headline progress measure between KS2 and KS4 is also known as "expected progress" and is defined as 3 levels of progress: for example, a pupil with KS2 level 4 progressing to grade C has made expected progress. It should be noted that this is the final year that the current "expected progress" measure will be available at a national level.
- 3.9 In 2013 the Disadvantaged progress gaps within North Tyneside were in-line with the national gaps. In 2014 our English gap improved significantly while the national gap showed small improvement, however this apparent North Tyneside improvement is seen to be a result of declining performance in the non-disadvantaged group. In 2014 the LA maths progress gap increased by 2% resulting in performance 1% below (worse than) the national gap. 2015 national gap data is not yet available, but the North Tyneside English progress gap is again in-line with the latest national gap, possibly 1% better and the LA maths progress gap is the same as last year, 1% worse than the latest national gap.
- 3.10 Some of the strategies which have been employed by the School Improvement Service to improve the attainment and progress of Disadvantaged pupils include:
- targeted support and challenge provided to schools through the SDP programme;
 - hosting a Pupil Premium conference, led by the national Pupil Premium Champion, Sir John Dunford;
 - asking all schools to identify a Pupil Premium lead; and
 - establishing Pupil Premium networks which facilitate the sharing of best practice.
- 3.11 In 2015-16, the School Improvement Team will continue this focus on raising the attainment and progress of Disadvantaged pupils, and in particular, improving the progress of Disadvantaged pupils in maths. In addition to the introduction of new maths interventions, throughout the autumn term the primary team have held training sessions specifically targeting Disadvantaged pupils within each year group, and School Development Partner meetings will have a stronger focus on outcomes for Disadvantaged pupils.

4. Appendices

4.1

| | L4+ RWM | | |
|-----------------------------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 |
| Disadvantaged NT | 68% | 66% | 71% |
| Other NT | 83% | 86% | 88% |
| Disadvantaged Nat | 63% | 67% | 70% |
| Other Nat | 81% | 83% | 85% |
| <i>Gap: within NT</i> | <i>-15%</i> | <i>-20%</i> | <i>-17%</i> |
| <i>Gap: others Nat and Dis NT</i> | <i>-13%</i> | <i>-17%</i> | <i>-14%</i> |
| <i>Gap: within National</i> | <i>-18%</i> | <i>-16%</i> | <i>-15%</i> |

4.2

| Expected Progress KS1-KS2 | 2013 | | | 2014 | | | 2015 | | |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths |
| Disadvantaged NT | 90% | 92% | 91% | 88% | 91% | 89% | 91% | 95% | 86% |
| Other NT | 91% | 95% | 92% | 93% | 94% | 94% | 93% | 96% | 92% |
| Disadvantaged Nat | 84% | 89% | 84% | 88% | 90% | 85% | 88% | 92% | 86% |
| Other Nat | 90% | 93% | 90% | 92% | 94% | 91% | 92% | 95% | 91% |
| <i>Gap: within NT</i> | <i>-1%</i> | <i>-3%</i> | <i>-1%</i> | <i>-5%</i> | <i>-3%</i> | <i>-5%</i> | <i>-2%</i> | <i>-1%</i> | <i>-5%</i> |
| <i>Gap: others Nat and Dis NT</i> | <i>0%</i> | <i>-1%</i> | <i>1%</i> | <i>-4%</i> | <i>-3%</i> | <i>-2%</i> | <i>-1%</i> | <i>0%</i> | <i>-5%</i> |
| <i>Gap: within National</i> | <i>-6%</i> | <i>-4%</i> | <i>-6%</i> | <i>-4%</i> | <i>-4%</i> | <i>-6%</i> | <i>-4%</i> | <i>-3%</i> | <i>-5%</i> |

4.3

| 5+A*-C including E&m | 2013 | 2014 | 2015 |
|----------------------------------|-------------|-------------|-------------|
| Disadvantaged NT | 47% | 37% | 40% |
| Other NT | 72% | 63% | 69% |
| Disadvantaged National | 41% | 37% | |
| Other National | 68% | 64% | |
| <i>Gap: within NT</i> | <i>-25%</i> | <i>-26%</i> | <i>-29%</i> |
| <i>Gap: Other Nat and Dis NT</i> | <i>-21%</i> | <i>-27%</i> | |
| <i>Gap: within National data</i> | <i>-27%</i> | <i>-27%</i> | |

4.4

| Expected Progress KS2-KS4 | 2013 | | 2014 | | 2015 | |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | English | maths | English | maths | English | maths |
| Disadvantaged NT | 58% | 57% | 60% | 47% | 62% | 49% |
| Other NT | 77% | 79% | 73% | 71% | 78% | 73% |
| Disadvantaged National | 57% | 54% | 59% | 49% | | |
| Other National | 75% | 77% | 76% | 72% | | |
| <i>Gap: within NT</i> | <i>-19%</i> | <i>-22%</i> | <i>-13%</i> | <i>-24%</i> | <i>-16%</i> | <i>-24%</i> |
| <i>Gap: Other Nat and Dis NT</i> | <i>-17%</i> | <i>-20%</i> | <i>-16%</i> | <i>-25%</i> | | |
| <i>Gap: within National data</i> | <i>-18%</i> | <i>-23%</i> | <i>-17%</i> | <i>-23%</i> | | |