

Meeting: Children, Education and Skills Sub-committee
Date: 21 March 2016
Title: Attainment and Progress of Disadvantaged Pupils

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Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose of Report

The purpose of this report is to update the Children, Education and Skills Sub-committee on the action that has been taken to secure higher outcomes for disadvantaged pupils in 2016.

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 At the end of KS2 pupils are expected to have reached level 4 or above in reading, writing and mathematics. In 2013 the gap between disadvantaged pupils in North Tyneside and other pupils nationally was 15%. This was cited as good performance by the DfE. In 2014 this gap increased to 20%, 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 17% which remains slightly higher than the gap nationally, and is not quite as good as the 2013 performance.
- 3.4 In 2015, disadvantaged pupils in North Tyneside achieved 1% better than disadvantaged pupils nationally; other pupils in North Tyneside achieved 3% better than other pupils nationally. Although both disadvantaged and other pupils achieved better than their peers nationally, the higher performance of other pupils in North Tyneside impacts upon North Tyneside's gap.

3.5 At the end of Key Stage 4 pupils are expected to attain 5+ A*-C including English and mathematics. In 2013 the gap between disadvantaged pupils in North Tyneside and other pupils nationally was 21%, this gap increased to 30% in 2014 and has decreased to 29% in 2015. Disadvantaged pupils in North Tyneside performed 38th out of 150 local authorities. This places them in the second quartile nationally, missing out on top quartile performance by one place.

4. Actions taken to secure improvement

4.1 Pupil Premium money is given to schools to spend on a variety of strategies to improve the performance of disadvantaged pupils. Each year, schools must publish on their websites how they have spent this money to improve the attainment and progress of these pupils.

4.2 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 School Development Partner 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.

In autumn and spring term 2015-16 there have been three of these networks held: an all phase network; a secondary specific network; a primary specific network. These networks have been extremely well-attended, with representation from nine out of eleven secondary provisions; three out of four middle schools; forty out of fifty five primary schools. As hoped for, these networks have proven to be a platform for further good practice-sharing between schools. Within these network sessions, schools who have shared their best practice have been: Churchill Community College; John Spence High School; Marden Bridge Middle School; New York Primary School; Shiremoor Primary School; Bailey Green Primary School; Waterville Primary School; Battle Hill Primary School; Burradon Primary School; Denbigh Primary School and Greenfields Primary School. Two of these schools, Churchill Community College and Burradon Primary School have been recognised nationally as demonstrating outstanding practice with their children. Churchill Community College have been named as a Pupil Premium Champion School, and Burradon Primary School have received the Pupil Premium Winner 2016 Local Award in the key stage 2 category.

4.3 The school improvement team have been focussing on raising the attainment and progress of disadvantaged pupils, with mathematics being identified as a key area:

- The school improvement adviser (SIA) for mathematics (secondary) holds termly subject leaders' meetings which hone in on strategies for raising the attainment and progress of disadvantaged pupils. 100% of evaluations from these sessions are rated good or better.

- The SIA mathematics (primary) is an accredited Every Child Counts (ECC) trainer, in his second year of delivering ECC interventions. He has attended 8 days training in 2015/16 at Edge Hill University in London to deliver 2 new interventions. The delivery of these programmes is monitored by Edge Hill University tutors.
- Every Child Counts has 4 'families' of mathematics intervention programmes, each meeting the needs of targeted groups of pupils. He is now an accredited trainer for 3 of those families, covering key stages 1-3.
- 1stClass@Number is a teaching assistant-led programme for groups of 4 pupils who need a helping hand with counting, number and calculation. 12 North Tyneside first, primary and middle schools have been trained in autumn 2015. This involves training a teaching assistant and link teacher for each school. Nationally over 45,000 children have been supported by 1stClass@Number in 3,500 schools. They made an average number age gain of 12 months in only 3.5 months – over 3 times the expected progress
- Success@Arithmetic is a teacher and teaching assistant led programmes for up to 3 pupils who need help to master the understanding and procedures for calculations. This has 2 elements: Success@Arithmetic Number Sense for years 3 to 5 and Success@Arithmetic Calculation for years 5 to 8. Nationally over 8,000 pupils have been supported by Success@Arithmetic in 1,500 schools. They made an average number age gain of 17.5 months in 4.5 months – almost 4 times the expected progress. 14 schools in North Tyneside have been trained in Success@Arithmetic Number Sense. This involves training a teaching assistant and link teacher for each school. Success@Arithmetic Calculation will be trialled in autumn 2016 with targeted schools.
- Talk 4 Number is a teaching assistant led programme for groups of 4 pupils who need support to learn the vocabulary of number and calculation and to talk confidently about their mathematics. Nationally over 450 pupils have been supported by Talk 4 Number in 110 schools. They made an average number age gain of 10 months in 2.5 months – 4 times the expected progress. Talk 4 Number is being trialled in North Tyneside in the summer term with targeted schools.
- Impact data for all these intervention programmes will be available in July 2016 but individual pupil tracking data is indicating that it will have impacted on the progress of disadvantaged pupils in mathematics.

4.4 The School Improvement Officer for Inclusion is working alongside local headteachers and leaders to develop a North Tyneside Pupil Premium Quality Standard Review. This will enable schools to commission a detailed review of the impact of their provision for disadvantaged pupils.