



Cabinet – Appendices: Pupil Premium Task Group report

Monday 1 June 2015 at 7.00 pm

Board Room 4 - Brent Civic Centre, Engineers Way,
Wembley HA9 0FJ

Membership:

Lead Member Councillors:

Portfolio

Butt (Chair)	Leader of the Council
Pavey (Vice-Chair)	Deputy Leader of the Council
Denselow	Lead Member for Stronger Communities
Hirani	Lead Member for Adults, Health and Well-being
Mashari	Lead Member for Employment and Skills
McLennan	Lead Member for Regeneration and Housing
Moher	Lead Member for Children and Young People
Southwood	Lead Member for Environment

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020 8937 1359, anne.reid@brent.gov.uk

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Agenda - Appendices: Pupil Premium Task Group report

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This task group has been requested by the Scrutiny Members in responses to borough priorities to improve attainment for disadvantaged pupils. This covering report focuses on the task group's findings and recommendations. The purpose of the task group is to focus on analysing the current use of the Pupil Premium Grant, Understanding the attainment gaps, the outcomes which are being achieved in comparison with national performance and to promote best practice among Brent schools.

Ward Affected:
All Wards

Contact Officer: Cathy Tyson, Policy and Scrutiny
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Pupil Premium Outcomes at Key Stage 2 compared with Brent

Two year gap trend PP v NPP L4+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 4+ in English & Maths 2012				Level 4+ in RWM 2013				Level 4+ GAP		
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium				
	PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School											
Wykeham Primary School	36	92	24	88	43	93	17	88	4	5	
Brent	1222	74	1753	81	1329	72	1706	78	-7	-6	

Two year gap trend PP v NPP L5+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 5+ in English & Maths 2012				Level 5+ in RWM 2013				Level 5+ GAP		
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium				
	PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School											
Wykeham Primary School	36	39	24	67	43	42	17	35	-28	7	
Brent	1222	17	1753	34	1329	16	1706	26	-17	-6	

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Reading

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher than NPP pupils	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
PP pupils achieved Inline/marginally above or below NPP pupils.										
School										
Wykeham Primary School	34	100	22	100	41	95	13	100	0	-5
Brent	1121	90	1551	92	1234	87	1493	93	-2	-6

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher than NPP pupils	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
PP pupils achieved Inline/marginally above or below NPP pupils.										
School										
Wykeham Primary School	34	47	23	35	41	49	13	23	12	26
Brent	1135	40	1580	40	1244	38	1517	37	0	1

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Writing

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Wykeham Primary School	34	97	22	100	41	100	13	100	-3	0
Brent	1121	93	1555	92	1234	91	1497	94	0	-3

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Wykeham Primary School	34	38	22	32	41	49	13	54	6	-5
Brent	1128	36	1576	38	1248	36	1516	38	-1	-2

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Maths

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Wykeham Primary School	34	97	22	100	41	100	13	100	-3	0
Brent	1123	87	1559	93	1236	89	1501	93	-6	-4

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Wykeham Primary School	34	56	22	50	41	51	13	46	6	5
Brent	1137	33	1579	45	1242	40	1513	48	-12	-9

Pupil Premium Outcomes at Key Stage 2 compared with Brent

Two year gap trend PP v NPP L4+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 4+ in English & Maths 2012				Level 4+ in RWM 2013				Level 4+ GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher than NPP pupils	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
PP pupils achieved Inline/marginally above or below NPP pupils.										
School										
Mitchell Brook Primary School	35	69	22	77	45	73	13	85	-9	-11
Brent	1222	74	1753	81	1329	72	1706	78	-7	-6

Two year gap trend PP v NPP L5+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 5+ in English & Maths 2012				Level 5+ in RWM 2013				Level 5+ GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher than NPP pupils	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
PP pupils achieved Inline/marginally above or below NPP pupils.										
School										
Mitchell Brook Primary School	35	3	22	14	45	22	13	8	-11	15
Brent	1222	17	1753	34	1329	16	1706	26	-17	-6

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Reading

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium		Reading GAP	
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Mitchell Brook Primary School	32	91	18	89	39	95	12	100	2	-5
Brent	1121	90	1551	92	1234	87	1493	93	-2	-6

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium		Reading GAP	
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Mitchell Brook Primary School	32	53	18	39	39	51	12	50	14	1
Brent	1135	40	1580	40	1244	38	1517	37	0	1

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Writing

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Mitchell Brook Primary School	32	72	18	83	39	97	12	100	-11	-3
Brent	1121	93	1555	92	1234	91	1497	94	0	-3

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Mitchell Brook Primary School	32	9	18	0	43	53	12	33	9	20
Brent	1128	36	1576	38	1248	36	1516	38	-1	-2

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Maths

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Mitchell Brook Primary School	32	84	17	94	39	100	12	100	-10	0
Brent	1123	87	1559	93	1236	89	1501	93	-6	-4

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Mitchell Brook Primary School	32	28	18	22	39	62	12	50	6	12
Brent	1137	33	1579	45	1242	40	1513	48	-12	-9

Pupil Premium Outcomes at Key Stage 2 compared with Brent

Two year gap trend PP v NPP L4+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 4+ in English & Maths 2012				Level 4+ in RWM 2013				Level 4+ GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
	PP pupils achieved Inline/marginally above or below NPP pupils.									
School	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	Cohort Counted (No.)	L4+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Sudbury Primary School	32	81	53	89	28	89	61	92	-7	-3
Brent	1222	74	1753	81	1329	72	1706	78	-7	-6

Two year gap trend PP v NPP L5+ RWM 2012-13

PP pupils achieved higher than NPP pupils	Level 5+ in English & Maths 2012				Level 5+ in RWM 2013				Level 5+ GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
	PP pupils achieved Inline/marginally above or below NPP pupils.									
School	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	Cohort Counted (No.)	L5+EM (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Sudbury Primary School	32	13	53	34	28	25	61	36	-21	-11
Brent	1222	17	1753	34	1329	16	1706	26	-17	-6

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Reading

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Sudbury Primary School	29	100	47	98	27	100	56	100	2	0
Brent	1121	90	1551	92	1234	87	1493	93	-2	-6

PP pupils achieved higher than NPP pupils	Reading 2012				Reading 2013				Reading GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Sudbury Primary School	29	52	47	62	27	63	57	65	-10	-2
Brent	1135	40	1580	40	1244	38	1517	37	0	1

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Writing

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Sudbury Primary School	29	100	47	100	27	100	56	100	0	0
Brent	1121	93	1555	92	1234	91	1497	94	0	-3

PP pupils achieved higher than NPP pupils	Writing 2012				Writing 2013				Writing GAP	
PP pupils achieved higher than NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
Sudbury Primary School	29	69	47	68	27	70	56	57	1	13
Brent	1128	36	1576	38	1248	36	1516	38	-1	-2

Two year gap trend PP v NPP 2LoP & 3 LoP 2012-13 Maths

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	Cohort Counted (No.)	2LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Sudbury Primary School	29	90	47	100	27	96	57	98	-10	-2
Brent	1123	87	1559	93	1236	89	1501	93	-6	-4

PP pupils achieved higher than NPP pupils	Maths 2012				Maths 2013				Maths GAP	
PP pupils achieved higher than NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
School	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
Sudbury Primary School	29	21	47	66	27	52	57	65	-45	-13
Brent	1137	33	1579	45	1242	40	1513	48	-12	-9

Pupil premium case study: St Gregory's Catholic Science College

The school's context

St Gregory's Catholic Science College is a mixed Roman Catholic comprehensive school. The percentage of students eligible for the pupil premium is above the national average, but slightly below the average for Brent.

How does the school spend the pupil premium?

St Gregory's received £287,000 of pupil premium funding for 2013-14. This has increased to £296,000 in 2014-15. 29% of the student population is eligible for pupil premium funding.

The use of the pupil premium funding is grounded in the school's commitment to maximising the potential of all students.

A key feature of the school's approach is how it identifies vulnerable students. Over several years they have developed and refined their own ARU (at risk of underachieving) toolkit. This brings together detailed knowledge of individual students and identifies factors that might lead to poorer performance. The ARU toolkit enables the school to connect students to appropriate interventions and support funded or part-funded by the pupil premium.

The pupil premium has helped the school to develop and extend its programme of extra classes on Saturday mornings and holidays. The sessions are open to all students, but are closely targeted at EAL learners and those eligible for the pupil premium. The school liaises and communicates regularly with families to secure commitment and ensure high levels of attendance. The pupil premium funds both a key stage 4 intervention manager and a key stage 3 EAL provision coordinator.

St Gregory's also use pupil premium funding to support a range of other interventions including one-to-one tuition, breakfast and homework clubs, study skills seminars, and additional staffing, including an attendance officer.

What is the impact of the school's work?

Ofsted has judged that St Gregory's makes "very good use of the pupil premium."

The school can show clearly how its use of pupil premium funding has a positive impact on the progress and attainment of eligible students. In 2013, the proportion of disadvantaged students attaining 5A*-C GCSEs, including English and mathematics was five percentage points higher than non-disadvantaged pupils. The proportion of disadvantaged students attaining 5A*-C, including English and mathematics was also ten percentage points above the national mean for non-disadvantaged pupils.

At St Gregory's the progress of all students is carefully tracked and reviewed through the academic year. Each department in the school is also aware of pupil premium eligible students, and is required to be accountable for their progress.

School governors play a key role in ensuring that the pupil premium is used effectively. According to headteacher Andy Prindiville, *"Our governors carefully monitor and actively hold us to account for how we use the funding. This was recognised by Ofsted, who have judged leadership and management to be outstanding."*

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Pupil premium case study: Sudbury Primary School

The school's context

Sudbury is a large primary school serving a diverse community. Almost all pupils are from minority ethnic groups, and the majority speak English as an additional language. The school has a higher than average proportion of pupils known to be eligible for the pupil premium. In the 2013-14 school year, 26.9% of pupils were eligible for pupil premium funding, and the school received £207,754.

How does the school spend the pupil premium?

Although the school bases key decisions of spending the pupil premium on assessment data, pupils' needs are considered holistically.

"We don't just consider the importance of academic achievement, but how we can enrich the curriculum for pupils, as well as support emotional wellbeing. We recognise that many children have challenging home lives and that's why we also focus on developing their learning behaviours and as well as parental involvement."

Kamini Mistry, Deputy Head Teacher

All pupil premium funded interventions at Sudbury are carefully monitored and evaluated. The interventions might be modified and changed if monitoring identifies that they are having less impact than expected. Weekly pupil progress discussion meetings focus on the progress of learners eligible for the pupil premium, how well interventions are working and whether additional strategies might benefit the child.

At Sudbury there is a clear understanding that high quality teaching is the key to raising standards in the classroom. There are a wide range of interventions funded by the pupil premium including:

- Increasing the number of experienced threshold teachers, to lead and model interventions to support progress in reading, writing and mathematics, so that each year group has access to at least one expert teacher.
- Employing a behaviour for learning specialist and a full-time teaching assistant to work with targeted pupils in small groups and one-to-one.
- Investing in training to deliver programmes such as MLDP (Middle Leadership Development programme) and OTP (Outstanding Teacher Programme).
- Enhancing curriculum provision so that pupils can receive specialist teaching in art, science, music, PE, drama and modern foreign languages.
- Purchasing additional resources such as Kindles, iPads and laptops.
- Providing parent workshops and holiday homework packs for parents of children who are making less than expected progress.

What is the impact of the school's work?

At Sudbury, pupil premium funded interventions and projects are not seen as 'quick fixes', but part of sustained, ongoing approaches to raise standards.

The impact of the pupil premium spending can be seen in how the school has significantly reduced the proportion of children eligible for free school meals who were below age-related expectations. In 2013, this gap has been eliminated in reading and writing, and is rapidly closing in mathematics.

The school has also increased the percentage of pupils eligible for free school meals that are achieving level 5 or above, and closing the gap between these pupils and their peers.

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Pupil premium case study: Mitchell Brook Primary School

The school's context

Mitchell Brook primary is an expanding two-form to three-form entry primary school. The school population is very diverse, with 93% of pupils coming from minority ethnic backgrounds. The largest group is Black African, with a majority from Somali families. Pupil mobility is high and many newly-arrived families are not aware of entitlements such as free school meals (FSM). The school serves an area with a high level of socio-economic deprivation. 51% of pupils are eligible for free school meals, which is double the average in Brent.

How does the school spend the pupil premium?

At Mitchell Brook there is a holistic approach to using the pupil premium that is driven by the school's philosophy and ethos.

"We have worked to make sure that all stakeholders are clear about the purpose of the pupil premium, and this is integrated into everything we do. We ensure we stay focused on the individual needs of every child and not put children into boxes. It's important that how we spend the pupil premium is seen as part of the culture of the school."

Theresa Landreth, headteacher

The school rigorously tracks the progress of all children, and ensures that vulnerable groups and individuals received targeted and planned support. There is no one, major intervention, but rather a wide range of approaches to narrow and close gaps that are constantly assessed and reviewed for their effectiveness. These include:

- Improving outdoor spaces in the Foundation Stage to enhance learning opportunities
- Providing an additional part-time teacher in year 6 to boost attainment of children working below expected levels
- Funding the Achievement for All project to develop termly conversations on learning with families
- Providing additional training to improve teaching of mathematics
- Extending support for social and emotional needs through engaging Place2Be
- Improving the range of educational visits linked to learning.

What is the impact of the school's work?

Pupil premium funding has helped the school to rapidly narrow and close gaps in attainment. Although the attainment of all children has improved, those eligible for free school meals have made accelerated progress. For example, in 2012-13 all pupils eligible for FSM made two or more levels of progress in mathematics; the proportion of these pupils making three or more levels of progress was more than double the previous year. In 2012-13, 75% of pupil premium eligible pupils achieved level 4+ in English and mathematics compared with 78% of all children.

At the end of every half term teachers evaluate how well interventions have worked for pupil premium eligible pupils, and if necessary they modify plans for the next half term. Every intervention is continuously reviewed.

The increased focus on pupil premium pupils has been identified by the school as a key factor in improving outcomes for them:

"All staff engaged in teaching and learning have a deeper understanding of this priority. The progress of these pupils is an appraisal target for all teachers. The strategies we have put in place are threaded throughout everything we do we do."

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St. Gregory's Pupil Premium Data 2013

PP pupils achieved higher then NPP pupils	5 GCSE A*-C Inc Eng/mat 2012				5 GCSE A*-C Inc Eng/mat 2013				GCSE GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher then NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.										
School	Cohort Counted (No.)	5A*C In EM (%)	Cohort Counted (No.)	5A*C In EM (%)	Cohort Counted (No.)	5A*C In EM (%)	Cohort Counted (No.)	5A*C In EM (%)	2012 Gap (PP vs NPI)	2013 Gap (PP vs NPI)
St Gregory's RC High School	50	50	103	69	64	77	97	72	-19	4
Brent	986	45	1511	66	975	51	1523	70	-21	-18

3 Levels of Progress

PP pupils achieved higher then NPP pupils	English - 3 LoP KS2- KS4 2012				English - 3 LoP KS2- KS4 2013				3LoP English GAP	
	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved higher then NPP pupils										
PP pupils achieved Inline/marginally above or below NPP pupils.										
School	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	Cohort Counted (No.)	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
St Gregory's RC High School	50	62	99	73	64	75	95	69	-11	6
Brent	940	65	1482	79	959	71	1510	81	-14	-11

PP pupils achieved higher then NPP pupils	Maths - 3 LoP KS2- KS4 2012				Maths - 3 LoP KS2- KS4 2013				3 LoP Maths GAP	
PP pupils achieved higher then NPP pupils	Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium			
PP pupils achieved Inline/marginally above or below NPP pupils.	Cohort Counted	3LoP (%)	Cohort Counted	3LoP (%)	Cohort Counted	3LoP (%)	Cohort Counted	3LoP (%)	2012 Gap (PP vs NPP)	2013 Gap (PP vs NPP)
School										
St Gregory's RC High School	50	80	101	84	64	86	97	82	-4	3
Brent	938	68	1487	84	966	70	1515	84	-16	-13

Pupil premium case study: Chalkhill Primary School

The school's context

Chalkhill is a large primary school at the heart of a diverse local community. The percentage of pupils who speak English as an additional language is well above average and is increasing. There are many new arrivals during the school year, including children from families who have been rehoused from other parts of London. Over 50% of the school population are eligible for the pupil premium; this is significantly above the national and local average.

How does the school spend the pupil premium?

At Chalkhill, decisions made on how to spend the pupil premium are rooted in the school's ethos.

"Everything we do is based on our vision to provide high quality teaching and have high expectations for all children. We aim to develop children holistically - academically, socially and emotionally - so that they can be successful as lifelong learners."

Marie Campbell, deputy headteacher and pupil premium manager

Interventions that are funded or part-funded by the pupil premium are carefully targeted. The school tracks the progress of all pupils each half term and identifies those not making expected progress. Every intervention funded by the pupil premium has clear objectives and success criteria. All interventions are continuously reviewed. The school is not afraid to discontinue projects if they haven't worked well enough, but are also prepared to extend those that have proved to be highly effective.

The Education Endowment Foundation's Teaching and Learning Toolkit is also used to check the research on different types of interventions, and learn more about strategies that have a high impact on narrowing and closing gaps in achievement.

The school has put in place several effective interventions in literacy and numeracy, which are led by highly trained TAs supported by experienced leading teachers.

A key feature of how the pupil premium is used at Chalkhill is the school's commitment to think holistically about the needs of pupils, and stretch their interests and aspirations. As well as programmes to support emotional needs such as art and drama therapy, there are many opportunities for children to have enhanced social, artistic, cultural and sporting experiences.

A particularly successful intervention has been the use of the funding to employ an additional music teacher and the offer of subsidised tuition in a wide variety of instruments. Pupils also have opportunities to develop music composition skills.

What is the impact of the school's work?

The innovative approaches at Chalkhill to broaden pupils' social and cultural experiences have led to improvements in their confidence, behaviour and concentration in class.

"Our approaches are making children stronger and more confident learners. They are better able to make positive choices and manage their learning behaviours. It's all about developing transferable skills that pupils can then apply in different contexts."

The impact of pupil premium spending at Chalkhill is evident in how gaps in attainment have significantly narrowed between eligible pupils in their school and their peers. The proportion of pupils making expected progress in reading, writing and mathematics is also significantly higher than the national average.

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Pupil premium case study: Wykeham Primary School

The school's context

Wykeham is a large primary school serving a diverse community in Brent. Most pupils live in privately rented or local authority housing. Almost 25% of pupils are known to be eligible for free school meals (FSM), and 74% of the school population has English as an additional language. The school is also welcoming more eastern European new arrivals in the early stages of acquiring English. In 2013-2014, the school received £225,900 in pupil premium funding.

How does the school spend the pupil premium?

Decisions on how to spend the pupil premium are rooted in the schools' values and learning philosophy, with all children encouraged to develop their skills and understanding, and reach their full potential.

"Our school motto is 'committed to excellence and equality'. Rather than use solely FSM entitlement as the criterion for additional interventions, we identify pupils on the basis of the individual need. We therefore use the pupil premium in various ways to meet the diverse needs of all our learners."

School Leadership Team

The school has a core objective for spending the pupil premium: to improve the attainment and progress of children eligible for the pupil premium, and narrow the gap with their peers in English and mathematics.

There are effective tracking systems in place that enable all teachers to track all pupils, including those who attract pupil premium funding. Assessment data is used to identify pupils and make decisions on appropriate interventions. There are a wide range of projects funded by the pupil premium, including:

- Extending targeted one-to-one support and tuition
- Employing an additional teacher to provide specialist support and intervention
- Running booster sessions for year 6 pupils during the Easter holiday
- Funding two additional teaching assistants to deliver small group interventions
- Employment of play workers during lunch breaks to improve sport experiences
- Extending opportunities for pupils to enjoy and be inspired by artistic and cultural experiences in and out of school, such as trips, workshops, and theatrical and musical events.

One innovative initiative has been to provide mini-books to a targeted group of pupils to enhance opportunities for learning at home. Dongles are also provided to connect to the Internet at home, allowing pupils to undertake research and access the school's managed learning environment (MLE)

What is the impact of the school's work?

Data from the 2012-2013 school year shows the impact of the school's pupil premium. Pupils known to be eligible for free school meals are performing as well as, and in some cases better than, non-FSM peers. Overall children FSM-eligible pupils have made very good progress in relation to their starting points, and attainment of this group is good when compared with other pupils in the school and national data.

At the end of key stage 1 and key stage 2, the average points score (APS) for pupils eligible for the pupil premium were in line with other pupils, and above the national APS scores in all subjects.

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Rt Hon David Laws MP
Minister of State for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Our ref: PPA2015/101555

Mrs D Titus
St Joseph's Roman Catholic Primary School
Goodson Road
Willesden
London NW10 9LS

17 December 2014

**ST JOSEPH'S ROMAN CATHOLIC PRIMARY SCHOOL
PUPIL PREMIUM AWARDS 2015: CONGRATULATIONS!**

Dear Mrs Titus,

It gives me great pleasure to write to you and congratulate your school on winning **£1000** in the key stage 2 category of the Pupil Premium Awards 2015. This prize will be paid automatically to your school following the conclusion of the awards in March 2015.

I am also inviting you to submit an application to win one of the larger prizes, including the national award of **£100,000**. You can find out more at www.pupilpremiumawards.co.uk. The deadline for applications is 19 January 2015.

The reason you have been selected is that you are one of the high achieving schools in the country in terms of the attainment and progress of your disadvantaged pupils since 2011. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for secondary school.

I would like to congratulate your staff, governors, parents and pupils for their hard work and success, and thank you for your leadership in making such a difference to the future success of your pupils. Finally, I would also encourage you to share your achievements with other schools so that they can learn from your strengths and experience.

Yours sincerely,

David Laws MP

CC: Ms Gail Tolley, Strategic Director, Children and Young People, Brent London Borough Council

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Rt Hon David Laws MP
Minister of State for Schools

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Our ref: PPA2015/138457

Ms Gill Bal
Wembley High Technology College
East Lane
Wembley
HA0 3NT

5 February 2015

WEMBLEY HIGH TECHNOLOGY COLLEGE
PUPIL PREMIUM AWARDS 2015: CONGRATULATIONS!

Dear Ms Bal,

It gives me great pleasure to write to you and congratulate your school on winning **£5000** in the key stage 4 category of the Pupil Premium Awards 2015. This prize will be paid automatically to your school following the conclusion of the awards in March 2015.

I am also inviting you to submit an application to win one of the larger prizes, including the national award of **£250,000**. You can find out more at www.pupilpremiumawards.co.uk. The deadline for applications is 18 February 2015.

The reason you have been selected is that you are one of the highest achieving schools in the country in terms of the attainment and value-added progress of your disadvantaged pupils since 2011. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for their futures.

In addition, the percentage of your pupils achieving five or more A*-C grade GCSEs (or equivalent), including English and mathematics GCSEs, shows that you are one of the top 100 performing non-selective state funded schools in England. Finally, your school is also one of the top 100 non-selective state funded schools in England based on the key stage 2 to key stage 4 value added measure.

I would like to congratulate your staff, governors, parents and pupils for their hard work and success, and thank you for your leadership in making such a difference to the future success of your pupils. Finally, I would also encourage you to share your achievements with other schools so that they can learn from your strengths and experience.

Yours sincerely,

David Laws MP

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Nick Gibb MP

Minister of State for School Reform

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tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mrs D Titus
St Joseph's Roman Catholic Primary School
Goodson Road
Willesden
London
NW10 9LS

13 October 2014

Dear Mrs Titus,

I am writing to convey my warmest congratulations to you, your staff and your pupils for the very high standard of achievement in this year's phonics check.

The Department for Education wants to ensure that every child develops a firm grasp of phonics so I was obviously delighted to see your results. To be in the top 5% of schools, with at least 95% of pupils achieving the expected standard in the check, is a tremendous achievement and points to a high standard of phonics teaching in your school.

This year's figures show that almost all pupils who achieve the expected standard in the check go on to achieve at least the expected standard in Key Stage 1 Reading, which underlines the value of developing the ability to decode words effectively at an early age.

You have ensured that every Year 1 child in your school has a firm foundation for reading, from which they can develop further reading skills and become increasingly sophisticated readers. This will help them develop a lifelong love of reading.

Thank you for your work in this vital area of a child's early development and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

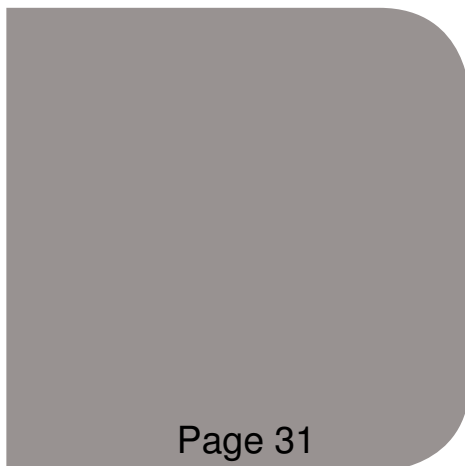
Yours sincerely,

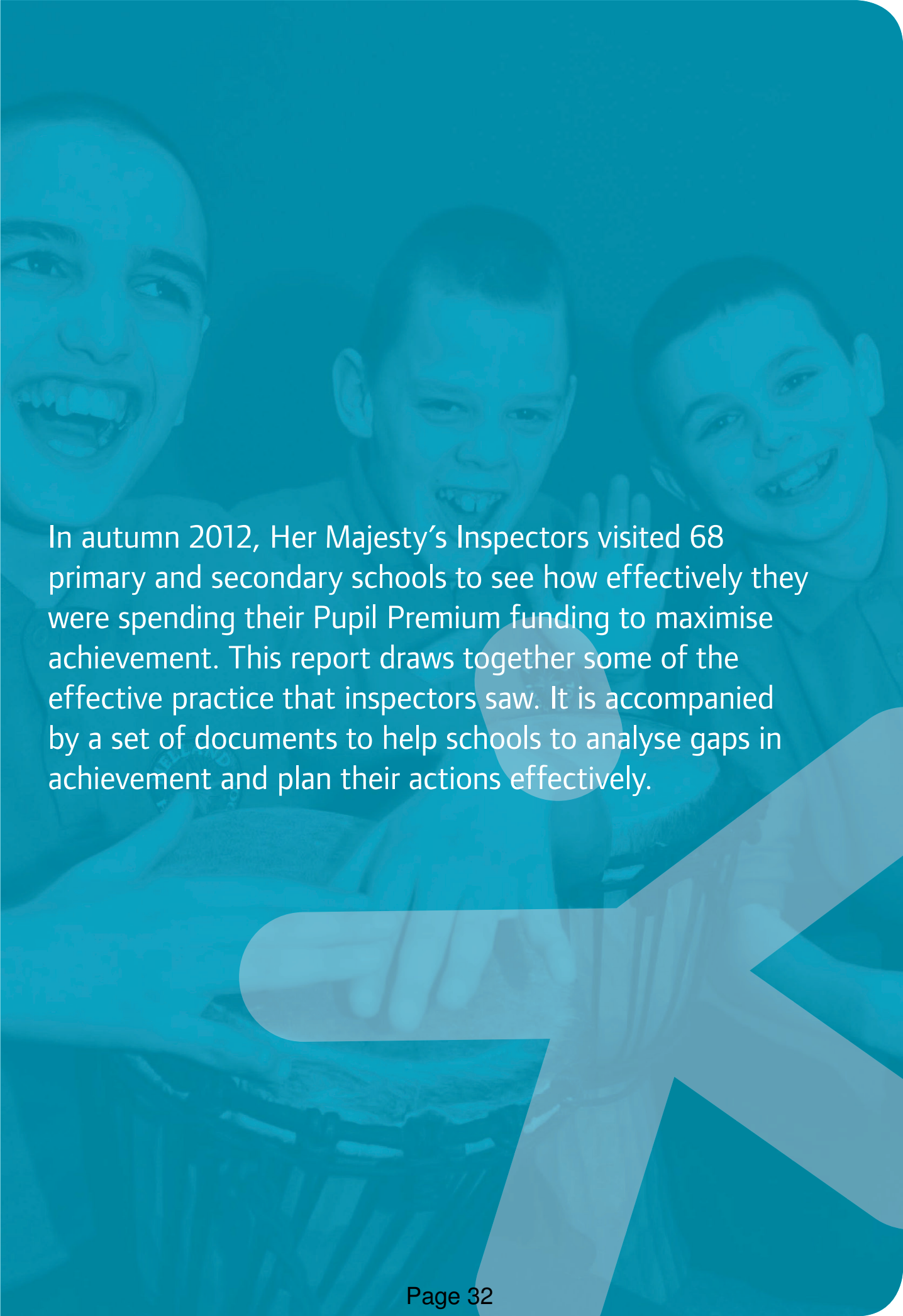
Nick Gibb MP

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The Pupil Premium

How schools are spending the funding successfully to maximise achievement





In autumn 2012, Her Majesty's Inspectors visited 68 primary and secondary schools to see how effectively they were spending their Pupil Premium funding to maximise achievement. This report draws together some of the effective practice that inspectors saw. It is accompanied by a set of documents to help schools to analyse gaps in achievement and plan their actions effectively.

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Foreword from Her Majesty's Chief Inspector

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

The Government asked Ofsted to investigate how effectively schools were using the additional funding. Last September, we published our initial findings and followed this up with nearly 70 visits throughout the autumn term to a range of primary and secondary schools.

These visits showed that some schools are still not spending the Pupil Premium on interventions that are having any meaningful impact. These schools do not have good enough systems for tracking the spending of the additional funding or for evaluating the effectiveness of measures they have put in place in terms of improving outcomes. In short, they struggle to show that the funding is making any real difference.

There are, however, many schools that are getting this right, as this report explains and highlights. They have been able to tell my inspectors exactly where the Pupil Premium funding is being spent and can demonstrate how and why it is having an impact. The best school leaders know what they want to achieve from each of their interventions and they evaluate progress thoroughly to make sure these are working. They also have well thought-through plans for building on their success.

Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum. They are also focusing on the key stages of a child's development in their school career.

The best primary schools are making sure that poorer children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later.

The best secondary schools are finding out where the basic skills gaps exist among eligible pupils as soon as they arrive in Year 7 and deploying their best teachers to help close these gaps. In particular, these schools are using the additional funding provided through the Pupil Premium to

employ teachers with a good track record of working with disadvantaged pupils.

The Government has also made a substantial sum of money available for secondary schools to run summer school programmes aimed at helping children from more disadvantaged backgrounds make a smooth transition from primary school to the next phase of their education. Schools have been invited to bid for a share of this funding rather than the money being allocated according to the Pupil Premium formula. The scheme was introduced with the very best of intentions. However, our survey work suggests that take up has to date been patchy and there is evidence of poor targeting of places and weak liaison between secondary and primary schools.

Yet we know that the transition to secondary school is a key point in a child's education. We know that pupils who start secondary school working below Level 4 in English and mathematics often struggle to access the curriculum. We know that they typically do not make as much progress as their peers. And we know that more disadvantaged pupils are in this group.

Recently the Government announced that they will be giving extra funding to secondary schools to help to improve literacy levels in Year 7. We welcome this initiative. The Government should also consider diverting at least some of the summer school funding so that it goes directly to schools to pay for extra support for poorer pupils during this vital Year 7 period. This way, Ofsted will be able to properly monitor and report on whether this additional pot of public money is being used effectively.

We will continue to take an active interest in this issue in the coming months. Our section 5 inspection reports will focus much more sharply on how well schools are using their Pupil Premium money. Where we find funding isn't being spent effectively on improving outcomes for disadvantaged pupils, we will be clear in our criticism.

It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure they are given every chance to succeed.

Introduction

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, and children who had been looked after continuously for more than six months.¹ Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.²

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. New measures have been included in the performance tables that show the achievement of pupils who attract the Pupil Premium.

In September 2012 Ofsted published a report based on the views of 262 school leaders gathered through inspections and telephone-interview questionnaires conducted by Her Majesty's Inspectors.³ In the autumn term 2012, Ofsted followed up the findings of that survey by visiting a range of primary and secondary schools to see how effectively the schools were spending the funding to maximise achievement. This report draws together some of the effective practice that inspectors observed.

The schools that Ofsted visited for this survey had widely different allocations of Pupil Premium spending. For the primary schools visited, funding ranged from £2,400 to £83,896 in 2011/12 and from £4,200 to £134,323 in 2012/13 when the funding formula changed to include pupils who had been eligible for free school meals in the last six years (the 'Ever6' measure). Funding for the secondary schools visited ranged from £16,592 to £168,686 in 2011/12 and from £36,850 to £296,501 in 2012/13. But inspectors could see that however much funding the schools had, there were common characteristics to the most successful spending – spending that had led to standards rising and opportunities broadening for the most disadvantaged pupils. These characteristics are explained in this report, to help schools to consider how well they are spending their own allocation of the funding, and think about ways in which they could spend it even more effectively

Accompanying this report is a booklet that contains a series of tools to help schools to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

¹ *Pupil Premium – what you need to know*, www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp. A premium has also been introduced for children whose parents are currently serving in the Armed Forces, designed to address the emotional and social well-being of these pupils. This issue is not a focus for this report.

² For pupils eligible for free school meals and those looked after the amount was £488 in 2011–12 and £600 in 2012–13. For service children it was £200 in 2011–12, rising to £250 in 2012–13.

³ *The Pupil Premium*, Ofsted, September 2012, www.ofsted.gov.uk/resources/120197.

Spending the Pupil Premium successfully to maximise achievement – the overview

1 Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:

- carefully ringfenced the funding so that they always spent it on the target group of pupils
- never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- drew on research evidence (such as the Sutton Trust toolkit⁴) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
- systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
- ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
- ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress

■ had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website

- provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
- had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
- thoroughly involved governors in the decision making and evaluation process
- were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

2 Where schools were less successful in spending the funding, they tended to have at least some of the following characteristics. They:

- had a lack of clarity about the intended impact of the spending
- spent the funding indiscriminately on teaching assistants, with little impact
- did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
- did not have a good performance management system for teaching assistants and other support staff
- did not have a clear audit trail for where the funding had been spent
- focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved
- planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan
- compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority

Spending the Pupil Premium successfully to maximise achievement – the overview

- compared the performance of their pupils who were eligible for free school meals with other eligible pupils nationally, rather than all pupils, again lowering expectations
- did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective
- did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.

3 Many schools visited were using the Pupil Premium well in some aspects of their work, and examples of those aspects form the second section of this report. A few, however, had thought through all aspects of their spending in great detail. In these schools, carefully targeted spending of the Pupil Premium funding, together with a generally effective approach to school improvement, were starting to lead to clear improvement in the outcomes for eligible pupils. The two case studies below explain the approaches that a primary and a secondary school took, and why these approaches were effective.

‘Very clear and challenging success criteria were set for each pupil.’

An analytical approach to improving achievement

The school’s context

This primary school is situated in one of the most deprived areas of the Midlands. Almost 80% of pupils are eligible for free school meals. The vast majority of the pupils are White British. The school received £48,312 of funding from the Pupil Premium in 2011–12 and £74,400 in 2012–13.

How did the school spend the funding?

The largest allocations were to individual and small group tuition in English and mathematics for pupils in Years 4, 5 and 6; an extended day for targeted pupils in the form of a breakfast and support session run by the learning mentor; and new laptop computers to support learning. Money was also spent on support for improving attendance and on music tuition.

The school was keenly aware that this was a significant amount of extra funding to receive and was determined from the outset to use it to good effect to continue to raise standards in the school. **A named governor** was nominated to have an oversight of the Pupil Premium and the full governing body was involved in making decisions about spending. Senior leaders and governors wrote **a policy** for spending the Pupil Premium, which laid out the principles and explained how the impact of the spending would be evaluated. **The finance manager was closely involved** in tracking the allocation and could, therefore, always account clearly for spending.

The senior leaders began by extending approaches that they already knew were working well, but that they had only been able to afford on a small scale. Small group **tuition for English and mathematics** aimed at pupils who were underachieving was working well, but the school believed that for some pupils more intensive **individual tuition** would work better. They employed, on a part-time basis, a very experienced qualified teacher who had a good track record of raising standards in challenging contexts. She worked with each selected pupil for one hour per week for 10 weeks. **Very clear and challenging success criteria** were set for each pupil and the

Spending the Pupil Premium successfully to maximise achievement – the overview

extent to which they used their new learning in the classroom was monitored throughout.

The headteacher and deputy headteacher also **studied the Sutton Trust's toolkit** and used this to inform their thinking. They were particularly struck by the report's findings on the potential impact of the careful use of feedback.⁵ They **trained both teachers and teaching assistants** to improve the use of feedback in whole class, small group and individual lessons, and through marking.

Although attendance was above average in the school as a whole, it remained too low for some pupils who were eligible for the Pupil Premium. The school used some of the funding to **extend the school day** for these pupils, inviting and sometimes persuading their parents to bring them to a carefully planned breakfast and support session run by the learning mentor. This was coupled with **practical work with families** to help them to get their children to school every day on time, improved information about the importance of attendance and more motivating rewards.

The school was very aware that its pupils seldom had access to **good quality information communication technology** in their homes so could not practise the skills they learnt at school outside school hours or use computers for research. Equally, pupils often lacked the wider vocabulary and knowledge that they needed to reach the higher levels in their writing. The school used the laptops that they bought with some of the funding to **enhance pupils' research skills** in different subjects, to be able to conjure up instantly an image with which pupils may not be familiar, such as a desert, a lion, or a snowy landscape, and to give them independent access outside of school hours to enhance their homework.

What was the impact of the school's work?

The school set very clear success criteria for each action they took. Where they employed staff they knew exactly what they aimed to achieve from this. The aims of specific interventions such as one-to-one tuition and small group work were clearly set, using data – the school defined how much the intervention course was expected to accelerate each pupil's progress, and how this progress should continue for the rest of the year.

This analytical approach and the resulting actions, including training for staff, is having a clear impact on improving teaching and the outcomes for pupils.

In lessons, verbal feedback to pupils was very skilful and really helped to move their learning on. Individual tuition was very well tailored to individual needs and the tutor and class teacher worked closely together. Pupils were able to explain what they had learnt in these sessions and how this had helped their skills and their confidence in class.

In 2012, the proportion of pupils attaining Level 4 or above, both in English and mathematics, rose overall. Mathematics came in line with the national average for the first time. In mathematics, pupils who were eligible for free school meals attained better than the same group nationally, and came much closer than before to the outcomes for all pupils nationally. In English, results also improved, and the attainment gap closed considerably. More pupils made expected progress in English and mathematics than in previous years. Attendance was high for all groups in comparison to national averages and persistent absence was almost non-existent.

'The introduction of the Pupil Premium funding gave the school a strong impetus to review the approaches that it was already using to improve achievement and to really define what was working best.'

Spending the Pupil Premium successfully to maximise achievement – the overview

'Gap busters' – identifying the levers for improvement

The school's context

This secondary school is situated on the outskirts of a major city. An average number of pupils are eligible for free school meals. There are very high proportions of pupils from minority ethnic groups and for whom English is an additional language. Attainment has been significantly above national average for three years but there has been a gap between the attainment of pupils eligible for the Pupil Premium and all pupils nationally. In 2011–12 the school received £55,000 of funding from the Pupil Premium and they received £75,000 in 2012–13.

How did the school spend the funding?

The introduction of the Pupil Premium funding gave the school a strong impetus to review the approaches that it was already using to improve achievement and to really define what was working best. The school set up its own 'Pupil Premium School Improvement Project' under **the leadership of an assistant headteacher appointed especially for this purpose**. The school closely **analysed both national research and local knowledge** about what makes a difference in narrowing the attainment gap between pupils in receipt of the Pupil Premium and all pupils nationally. It then drew on all this information to focus its strategy on the ten activities that make the biggest difference in narrowing these gaps. Its own practice is now guided by these 'ten top gap busters', which are explained below.

The ten 'top gap busters'

1. **Data tracking that identifies the gaps** – data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the 'other factors' then draw on Pupil Premium funding.

2. **High profile of pupils eligible for free school meals** – the high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes.
3. **Vertical tutoring** – vertical tutoring, where pupils from Years 7 to 11 are grouped together for pastoral times, allows a reduced form size of 21 pupils supported by one teacher, one teaching assistant and trained Year 11 mentors. This ensures that more individual attention can be given. As a result, the school knows its pupils very well and understands their needs. 'Learning conversations' take place regularly within the tutor group in the form of one-to-one mentoring, advice and personal support. Improved knowledge of the individual pupils and their needs leads staff to make insightful requests for specific funding from a 'pot' of Pupil Premium funding that the school has set aside especially to provide tailored additional support.
4. **Effective teaching and learning** – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.
5. **Strong careers information, advice and guidance** – careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience placements. Pupils also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, work experience fairs, careers fairs, post-16 information sessions

Spending the Pupil Premium successfully to maximise achievement – the overview

and outside career events. This ensures that disadvantaged pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16.

6. **Literacy support** – the development of good literacy skills is a whole school focus. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
7. **Targeted support** – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
8. **The full range of educational experiences** – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events.
9. **Good attendance** – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.
10. **Good facilities for supported self-study** – the school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before and after school provision to enable supported self-study. Computer equipment, teaching support and meals are all on hand. This has proved to be one of the most effective mechanisms for helping these pupils to achieve more.

What was the impact of the school's work?

The impact of the Pupil Premium initiative was very evident. In 2012 every pupil entitled to Pupil Premium funding moved up by almost one grade or an average of five points per subject compared to the grade predicted for them.

The points scores and GCSE grades of pupils known to be eligible for free school meals increased considerably in 2012. For example, the proportion of pupils eligible for free school meals gaining five A* to C grades at GCSE rose from 57% in 2011 to 80% in 2012. Gaps between the attainment of these pupils compared to all pupils nationally also narrowed greatly. In 2011 there was a 38 percentage point gap between the proportion of pupils eligible for free school meals attaining five A* to C grades at GCSE including English and mathematics and their peers nationally. This gap dropped to 18 percentage points in 2012. For the proportion attaining five A* to C grades at GCSE overall the gap narrowed from 27 percentage points to eight percentage points. Projections for 2013 indicate that gaps are expected to close even further.

Future practice is now guided by these top ten critical factors.

‘In 2012 every pupil entitled to Pupil Premium funding moved up by almost one grade or an average of five points per subject compared to the grade predicted for them.’

Spending the Pupil Premium successfully to maximise achievement – the overview



‘A strong focus on basic skills meant that pupils were able to gain the important mathematical skills and knowledge that they needed to reach higher levels.’



How schools maximised the impact of their spending

4 The case studies above exemplify how two schools spent their Pupil Premium funding well in all respects. The sections below explain in more detail some of the elements of successful planning and spending, and give some specific examples from other schools that Ofsted visited as part of the survey.

Targeting the funding well from the outset

5 The schools whose strategies had had the most impact on improving outcomes for pupils were those who had given careful thought to how they should spend the Pupil Premium funding. Where schools targeted the funding well, they:

- used their tracking data intelligently to analyse the underachievement of individual pupils but then went beyond this to analyse any patterns in underachievement in the school as a whole
- took a long term view and did not just concentrate on 'quick wins', trying to stop achievement gaps from widening long before the end of a key stage
- considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school
- knew exactly what the desired outcomes were for each aspect of work that they were planning to fund through the Pupil Premium
- used research evidence to inform their thinking.

Taking a long term view: getting it right in Year 2

The school's context

This is a larger than average-sized primary school in an area of high socio-economic deprivation. Almost all pupils are from minority ethnic groups and the vast majority speak English as an additional language. The proportion of pupils known to be eligible for the Pupil Premium funding is higher than the national average. When children start at the school, their skills are much less well developed than for most children of their age. Standards at the end of Year 6 are much lower than the national average but gaps are closing over time.

What did the school do?

The school's analysis showed that pupils who only gained a Level 2c in mathematics at the end of Key Stage 1 seldom reached Level 4 by the time they left the school at the end of Year 6. In order to raise attainment in mathematics, they decided to put additional resources into improving the number of pupils who leave Year 2 at age-related expectations, rather than relying on helping pupils to 'catch up' when they were older. The school used Pupil Premium funding to provide an intensive mathematics intervention for younger pupils. This programme was delivered daily to pupils on a one-to-one basis for as long as they required the support. A strong focus on basic skills meant that pupils were able to gain the important mathematical skills and knowledge that they needed to reach higher levels, even where they had found this difficult in their main lessons.

How well did it work and why?

Pupils who took part in this intervention made great gains in their learning. Almost all of them, by the end of the short programme, which lasted for several weeks according to need, had made the progress that would normally be expected in five terms. Although the number of pupils gaining Level 2b+ at the end of Year 2 remained lower than the national average overall, the achievement of pupils who attracted the Pupil Premium funding improved. In fact, this group attained better than their peers in the school in mathematics. This was because **the intervention strategy was tightly planned and well taught, so it enabled them to make rapid gains from their low starting points**. The school, therefore, decided to continue using this intervention strategy in the following academic year.

How schools maximised the impact of their spending

Targeting specific year groups in a primary school

The school's context

This is a large primary school, with a slightly higher than average proportion of pupils known to be eligible for the Pupil Premium funding, and many pupils from minority ethnic groups. Standards by the end of Year 6 are improving over time and coming close to the national average.

What did the school do?

The school used findings from their own self-evaluation to determine how to allocate the funding. They identified that some of the intervention strategies they were using were not having a good enough impact on raising standards because the work was not focused enough and they were not always being taught by suitable staff. They decided to use some of their funding to employ a good additional teacher for one term in Year 6. This meant that the class could be organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential.

How well did it work and why?

This strategy made a real difference to the achievement of pupils who attracted Pupil Premium funding. Previously this group were leaving the school four terms behind in their learning. In 2012, this gap narrowed considerably as pupils were less than one term behind other pupils nationally as they moved onto Year 7. **The success of this strategy was due to focused teaching groups, taught by a good, well-qualified teacher, which effectively met pupils' needs.** The school had decided to use the funding to appoint two teachers to lead intervention strategies across the school.

Involving staff in making decisions about pupils' needs

The school's context

This is a smaller than average secondary school with an average proportion of pupils who are eligible for the Pupil Premium. A high proportion of pupils are from ethnic minority groups and many of these speak English as an additional language. Attainment has been consistently above national figures for a number of years.

What did the school do?

The school used its Pupil Premium funding in a range of ways. One successful aspect they developed was to set aside a 'pot' of money from the Pupil Premium fund and involve staff closely in making decisions about what pupils need in order to improve their achievement. They had a system of bids for funding from subject leaders and tutors to support individual resource needs, such as text books that pupils could use at home, revision guides, revision materials, memory sticks, or the resources to run one-to-one tuition for a specific purpose. This system allowed those staff who knew the pupils best to take some responsibility for meeting the needs that they identified. The school's clear and thorough assessment and tracking system helped staff to identify underachievement in particular subjects. In addition, newsletters home raised the profile of Pupil Premium and its possibilities with parents. The school encouraged parents and carers to put forward their suggestions about what their children might need to help them to achieve higher levels.

Each request, whether it be for a project or for individual support, was considered carefully by the Pupil Premium coordinator and discussed in detail with the person making the request. Funding was only allocated if a clear and justifiable aim was defined and the funding was likely to achieve this goal. For example funding for revision guides was considered carefully against the likely gains in attainment as well as to whether a revision guide was indeed the best strategy to achieve this overall aim.

How schools maximised the impact of their spending

How well did it work and why?

The impact of the Pupil Premium initiative was evident in the closing of gaps in attainment. In 2012 every Year 11 pupil who was eligible for the Pupil Premium exceeded their GCSE targets, which had been set using data on prior attainment. This success was due to the **highly individualised approach adopted by the school to support these pupils, based on rigorous use of data combined with a good knowledge of pupils as individuals.** The flexibility of the approach was also seen as a critical factor. The use of careful scrutinised bids for funding for specific purposes, as well as a wide range of other approaches, allowed the school to respond to needs as they arose. The school intended to continue to set aside a proportion of the Pupil Premium budget to be used in this way.

Effective intervention classes and individual tuition to improve achievement in English and mathematics

6 Many schools used intervention classes and individual tuition to help to improve pupils' skills and their rate of progress in English and mathematics. Where intervention classes or individual tuition were used successfully they:

- were carefully targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics
- were taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants, depending on the skills being taught
- were time limited, not a way of life
- were linked well to day-to-day teaching
- had clear success criteria
- did not have a negative impact on pupils' learning in any other area of the curriculum because the time when they took place was carefully planned
- were frequently evaluated and alterations were made quickly where strategies were not working.

Using specialist teachers to teach small groups who are underachieving in a specific aspect of English or mathematics

The school's context

This is an inner city secondary school. The proportion of pupils known to be eligible for the Pupil Premium is above average. Pupils arrive at the school with very low levels of attainment. Attainment at the end of Key Stage 4 has been historically low. It has been rising steadily over the past three years.

What did the school do?

When the school's effective tracking system identified pupils as underachieving, teachers highlighted the specific aspect with which the pupil needed help, such as spelling and punctuation. The pupil then attended regular intensive sessions over a short period of time with a specialist teacher. For example, an experienced English teacher worked effectively with a small group of Year 8 boys to improve their use of apostrophes for omission and possession. Once pupils grasped the concept or skill they returned to their normal lessons.

How well did it work and why?

This was a highly effective approach because teachers focused on a precise area of learning and knew exactly what they needed to achieve in the time available. Pupils enjoyed the sessions because of the rapid progress they made. They were engaged and focused on their learning during the sessions. **Regular and detailed monitoring following attendance at specialist sessions demonstrated that learning was usually consolidated.** The school had evaluated the programme well. Pupils had made accelerated progress during the sessions and this was beginning to have an impact on their progress in English and mathematics over time. The school was extending this approach to intervention beyond the core subjects.

How schools maximised the impact of their spending

Tailoring interventions to meet individual needs through systematic tracking of progress

The school's context

This is a larger than average-sized primary school in an area of high socio-economic deprivation. The proportion of pupils known to be eligible for Pupil Premium funding is more than double the national average. Year 6 standards have recently improved from well below average to broadly in line.

What did the school do?

Funding was used to deliver a wide range of intervention strategies to raise attainment in reading, writing, communication and mathematics. Intervention strategies were effective because they were driven by pupils' academic, emotional and social needs. Senior leaders held formal discussions with staff about pupils' progress every six weeks to identify pupils who needed additional support. This drove the deployment of teaching assistants and informed the most appropriate support strategy. This meant some classes had lots of support from additional adults, whereas others received less time. Each programme was designed to meet the needs of a group or an individual rather than an over-reliance on 'off the peg' strategies. Very clear success criteria meant that the staff who led the interventions, and the teaching assistants who supported pupils back in class, were in no doubt about what they needed to do to help pupils make up lost ground. Furthermore, senior leaders were able to measure the success of their actions and could quickly disregard intervention strategies which had little impact in closing achievement gaps.

How well did it work and why?

Achievement gaps between pupils who attracted Pupil Premium funding, other pupils in the school and all pupils nationally were narrowing convincingly in all year groups. This was because the school tracked the achievement of this group closely and was also fully alert to any emotional or social barriers that could have a negative impact on pupils' learning. **Intervention strategies were making a real difference to pupils' achievement, particularly in English. This was**

because they were tightly focused on gaps in pupils' learning and closely matched to pupils' needs. The school was continuing to use the funding to support underachieving or vulnerable pupils.

Intervention targeted to overcome specific barriers to learning

The school's context

This is a larger-than-average secondary school in a socio-economically advantaged area. The proportion of pupils known to be eligible for Pupil Premium funding is lower than average. The proportion of pupils attaining five or more GCSE grades, including English and mathematics, at grade C or higher, is above average.

What did the school do?

The school identified, through consultation with groups of pupils, different obstacles to success in different year groups for pupils who were eligible for the Pupil Premium. In response to this information and its own knowledge of the pupils, the school implemented a carefully planned programme of intervention which altered as pupils became older. This comprised intensive literacy tuition for Year 7 entrants with English scores that were at Level 3 and lower; one to one tuition for Year 8 and 9 students who were making less than expected progress in reading; and alternative curriculum choices (built around a GCSE English and mathematics core curriculum) for Year 10 and 11 students with low attendance. The intervention programme addressed the increasing risk of disaffection as students move through the school, caused by low literacy on entry and leading to low levels of attendance among a small minority by the time pupils reach Year 11. The school also personalised Pupil Premium spending further where appropriate, for example, using it to buy individual tuition or pay for specific enrichment.

How well did it work and why?

Achievement was improving for students eligible for the Pupil Premium and rates of progress were increasing for those attending the targeted provision. The students identified for individual support were thriving,

How schools maximised the impact of their spending

as indicated by their high attendance and strong predictions for final GCSE outcomes. **The strategy had worked well because the school started by finding out exactly why gaps in achievement were widening from Year 7 onwards, then devised a range of intervention tailored to stop this from happening.** Close tracking of achievement allowed the school to evaluate the success of the provision and to change the approach if necessary.

Looking beyond age-related expectations – helping more-able pupils to reach their potential

The school's context

This is a larger than average-sized primary school in an area of high socio-economic deprivation. Almost all pupils are from minority ethnic groups and most speak English as an additional language. The proportion of pupils known to be eligible for Pupil Premium funding is slightly higher than the national average. Standards at the end of Year 6 are much lower than the national average but are improving over time.

What did the school do?

The school recognised that just aiming for pupils to reach 'age-related expectations' was not aspirational enough, particularly for some of the more-able pupils, so senior leaders began to take a wider perspective on pupils' achievement. They did not just consider whether pupils needed support to reach age-related expectations but took account of pupils' starting points and their potential to make even greater gains in their learning. This meant some pupils, including those who speak English as an additional language, were expected to progress beyond the standards expected for their age by the time they left Year 6. The school carefully identified the factors that were preventing pupils from accelerated progress and used Pupil Premium funding to help to remove these barriers. For example, a programme of one-to-one support from a learning mentor was specifically focused on a small group of more-able pupils who lacked confidence or social skills to build their self-

esteem. An additional teaching group was established to extend the science skills of more-able pupils. Speech and language programmes were targeted at pupils whose progress was being hampered by weak oracy skills, despite their obvious understanding of their learning.

How well did it work and why?

All of the targeted pupils made better than expected progress and were working above age-related expectations. One Year 6 pupil gained Level 5 in reading and writing and reached Level 6 in mathematics. **This strategy worked well because the school had a clear focus on raising aspirations. Leaders clearly identified barriers to pupils being able to reach the higher levels and were continually alert to the achievement of more-able pupils.** The school intended to continue to use this strategy to help more-able pupils reach their full potential.

'The school recognised that just aiming for pupils to reach 'age-related expectations' was not aspirational enough.'

Ensuring that teaching assistants help to raise standards

7 Employing new teaching assistants or extending the roles of those already in post were common ways for the schools visited, especially primary schools, to spend some of the funding. As previous Ofsted work has indicated, the indiscriminate use of teaching assistants can represent very poor value for money, with little or even negative impact on learning.⁶ School leaders and governors need to be careful about spending their resources on teaching assistants and be clear about what they want to achieve. This section gives examples of where inspectors saw teaching assistants being used most effectively. Where the teaching assistants who were employed using Pupil Premium funding were most effective in helping to improve pupils' achievement, schools had:

- ensured that they thoroughly understood their role in helping to improve achievement
- trained their teaching assistants well to fulfil this role, and kept the training up to date
- extended or revised the teaching assistants' hours to enable them to work with teachers to plan and review pupils' learning
- placed the teaching assistants where data indicated that they were most needed to help pupils to catch up, rather than spreading them evenly among classes
- deployed the teaching assistants well to maximise their strengths with different subjects and age groups.

A well trained workforce

The school's context

This is an average-sized primary school in an area of high socio-economic deprivation. The number of pupils from minority ethnic groups is double the national average and a high proportion of pupils speak English as an additional language. More pupils than average are known to be eligible for the Pupil Premium funding. Standards at the end of Year 6 are lower than the national average but are improving over time.

What did the school do?

The school had directed most of its funding towards staffing costs for teaching assistants who were responsible for one-to-one and small group intervention across the school. The school was well aware that if they were not well trained and well deployed, teaching assistants can be ineffective in helping to raise standards. They had, therefore, trained all their teaching assistants very thoroughly and the assistants receive on-going training as needed. There was a clear target for each support strategy led by teaching assistants and they were fully aware of the difference they needed to make to pupil outcomes. Teaching assistants had a great deal of responsibility for planning how to reach these targets and were held to account for the impact of their work with pupils. The teaching assistants had risen to the challenge of this responsibility and as a result the strategies to support pupils were inventive, fluid and matched well to pupils' needs. For example, one teaching assistant led a small-group session on fine motor skills for Year 1 pupils. The sequence of lessons and the materials used were designed by the teaching assistant with the full support of senior leaders and class teachers. The impact of the work that the pupils were doing in this session was helping them considerably to improve their handwriting.

How well did it work and why?

Intervention strategies were having a positive impact on pupils who attracted Pupil Premium funding. Standards by the end of Year 6 rose in 2012 and the achievement gap between this group and their peers in school narrowed. Gaps were also closing in other year groups. The school's evidence indicated that **the carefully focused interventions led by the teaching assistants, combined with their highly focused work in class, have made a considerable contribution to these improvements.** The school had decided to build on this good practice and to extend it by focusing particularly on extending the achievement of more-able pupils who attract Pupil Premium funding.

⁶ For example *The Special Educational Needs And Disability Review*, Ofsted 2010; www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review.

How schools maximised the impact of their spending

Making teaching assistants a full part of the team

The school's context

This primary school is set in an area of high economic deprivation. Around four fifths of the pupils are eligible for the Pupil Premium. The vast majority of pupils are White British. Standards have been rising and are now close to the national average overall.

What did the school do?

The school had always employed a number of teaching assistants. On receiving the Pupil Premium funding, the headteacher read the Sutton Trust report, which caused him to reflect on the role of teaching assistants in the school. He concluded that the assistants were providing valuable emotional support to many pupils who badly needed this, and were good at keeping pupils on task. However, he realised that they were clearly not being maximised to support learning, and that this was a waste of a valuable resource. To help to put this right, the headteacher decided to extend the assistants' hours, using a small amount of Pupil Premium funding. This allowed them to review the day's learning with teachers, help to identify gaps in pupils' knowledge and understanding and to be well informed about the learning planned for the next day. The headteacher also audited their skills and put in place a range of individualised training, according to need. He then instigated carefully targeted 'skills' lessons, where pupils worked closely with an adult in very small groups or one to one with teachers or teaching assistants for 20 minutes each day, focused on improving a very specific skill, for a short period of time.

How well did it work and why?

The school's evaluations showed that pupils made significant gains in a short period of time with the specific skills they were working on. They were transferring these well to lessons, helped by teaching assistants' good knowledge and understanding of what the pupils needed to do to improve their achievement.

The reason that the skills lessons were highly effective was because they started from a close analysis of pupils' needs and were taught by well-trained staff. The school's results at the end of Key Stage 2 in 2012 were the best they had been for many years, and gaps between eligible pupils and their peers had closed considerably.

Improving literacy, numeracy and social skills for the most vulnerable pupils in Year 7

The school's context

This is a very large mixed secondary school in which over a third of pupils are eligible for the Pupil Premium. About a fifth of pupils are from minority ethnic groups. Attainment is generally below average in English and mathematics and persistent absence from school has been high until recently.

What did the school do?

The school had been concerned about the progress being made by groups of low attaining pupils in Year 7, who often did not settle well into the secondary school environment. They decided to create two primary-style classes, where pupils spent more time with the same teachers, frequently practised their literacy and numeracy skills, and were able to establish more stable friendship groups, with the aim of making swifter and more secure progress and raising their levels of attainment. Many of these pupils were eligible for the Pupil Premium. Key to the strategy was well focused support from higher level teaching assistants, and it was this aspect on which the school chose to spend some of its Pupil Premium funding. These teaching assistants were very well trained. They had been systematically taught how best to support pupils with their learning. They knew how to develop literacy and numeracy skills, using well-established strategies, and fully understood the importance of continually giving positive, yet accurate, feedback to pupils. They read frequently with pupils, as well as supporting whole classes and leading small groups. They also supported pupils to develop their social skills and to improve their attendance where needed.

How schools maximised the impact of their spending

How well did it work and why?

The vast majority of pupils in these groups were making at least expected progress, and an increasing number were making more than expected progress. Gaps between these pupils and their peers were therefore closing. The reading programme was particularly successful – pupils' reading ages had increased at a greater rate than their chronological age and continued to do so. This success was because all staff were continually focused on improving achievement and knew how to do so. The pupils' progress was tracked in detail, not only by the whole school tracking and assessment systems, but also by a focus group that met weekly to monitor progress closely. The teaching assistants' knowledge of the pupils' learning and achievements played a key part in these meetings, and helped to ensure that teaching was continually fine-tuned to meet the pupils' needs. Senior leaders specifically monitored the quality of lessons and the pupils' work. Success was evaluated formally every term, and the group's progress reported specifically to the governing body.

'The reason that the skills lessons were highly effective was because they started from a close analysis of pupils' needs and were taught by well-trained staff.'

Removing barriers to learning by developing subject-specific vocabulary

The school's context

Just fewer than half the pupils at this secondary school are supported through Pupil Premium funding, which is much higher than the national average. Around half of the pupils at the school are from minority ethnic heritages and most of these speak English as an additional language. A large minority of pupils enrol at the school other than at the usual times after Year 7 and many of these pupils speak no English when they arrive.

What did the school do?

The school identified that one of the barriers to learning for a group of Year 9 pupils who speak English as an additional language was that they were often making errors with subject specific vocabulary. This was sometimes holding them back from gaining the higher levels, even though they were able pupils. A number of these pupils were eligible for the Pupil Premium, so the school decided to employ a teaching assistant – a specialist in supporting pupils who speak English as an additional language – to work specifically with selected pupils on this aspect of their learning. The assistant worked with pupils in targeted lessons, but also liaised with teachers about the vocabulary that pupils would need for forthcoming pieces of work, and specific sentence constructions with which they struggled. As a result, pupils were soon able to use and understand academic language and access most aspects of the curriculum at an appropriate level.

How well did it work and why?

This approach was very successful because **the teaching assistant's specialist skills were put to good use** to help pupils to improve their achievement and to remove specific barriers to their learning in different subjects. The impact of the work she did with pupils was evident in the quality of their work, their far more accurate use of appropriate technical and subject-specific vocabulary, and their resulting confidence. The school was aiming to extend this strategy further to improve the achievement of other pupils.

How schools maximised the impact of their spending



‘As a result of these well-focused initiatives, led by experienced and well-trained staff, attendance in the school had risen overall, and persistent absence fallen.’



How schools maximised the impact of their spending

Minimising barriers to learning and achievement

8 Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were experiencing, and how to remove or at least minimise them. Schools that had done this well had:

- thought about each pupil in the context of their home circumstances, asking themselves, for example, whether they needed to work closely with parents or support parents in some way in order to ensure that the pupil could succeed in school
- considered whether poor behaviour, high exclusions or low attendance were stopping individual pupils from achieving as much as they could
- reflected on ways in which they could better support older pupils to study independently outside of the school day
- worked to improve pupils' social and emotional skills where these were barriers to learning
- ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.

Focusing on attendance

The school's context

This is a large secondary school in which a smaller than average proportion of pupils are eligible for the Pupil Premium. The majority of pupils are White British.

What did the school do?

The school identified that for a small number of pupils poor attendance was contributing significantly to their underachievement. They had taken a number of actions previously but these had not had the desired impact for this small group. The school decided to

appoint a parent support adviser and to ensure that this person was well qualified and experienced. Using Pupil Premium funding, they managed to appoint a former education welfare officer, which they viewed as 'a huge bonus'. This member of staff had a caseload of about 20 pupils at any one time, and worked with pupils and their parents to solve various issues that were preventing the pupils from attending school. In addition, the school used the funding to set up a 'welcome to school' room, staffed by two teaching assistants, as a halfway house for pupils who were finding it difficult to return to school full time after long-term or sporadic absence.

How well did it work and why?

As a result of these well-focused initiatives, led by experienced and well-trained staff, attendance in the school had risen overall, and persistent absence fallen. The attendance of pupils eligible for free school meals was 99% in 2012. The parent support adviser's work was very successful. The parents with whom the adviser had worked had a more positive relationship with the school and their children's attendance was better. By also working with feeder primary schools, **whole families became engaged and this prevented some attendance difficulties from becoming ingrained for the younger children who join the secondary school with better attendance.** Some of the more vulnerable pupils had a smoother transition from primary to secondary school than in previous years. The 'welcome to school' room helped to get some pupils who were previously attending little or not at all back into school. Case studies show a number of success stories. A boy whose poor attendance and behaviour in Year 8 meant that he was severely underachieving settled well into Year 9, he attended well and was exceeding his targets in English and mathematics. A Year 11 boy who was at risk of exclusion now successfully attended a college course, which may lead to an apprenticeship when he leaves.

How schools maximised the impact of their spending

Providing after-school study facilities

The school's context

This secondary school has an average number of pupils who are eligible for free school meals. There are very high proportions of pupils from ethnic minority groups and for whom English is an additional language.

What did the school do?

The school was aware that some pupils, particularly some who were eligible for the Pupil Premium, did not have any quiet places to study in their homes and that this became a particular issue for Year 11 pupils. Leaders decided to create an after-school study area for Year 11 to use between the end of school and 5.30pm. The atmosphere was reasonably informal but structured, with different subject staff present to support and coach, and tea and toast was available. The sessions were available to all pupils, but those eligible for the Pupil Premium were particularly encouraged to attend, especially if staff thought they needed to.

How well did it work and why?

So far, the initiative was working well. The pupils were finding the quiet, supportive atmosphere very helpful and the sessions were well attended by those pupils eligible for the Pupil Premium. **More pupils were completing their work on time and to a better standard, which was beginning to have a positive impact on their achievement in lessons and their performance in examinations.**

Creating a nurture group to improve achievement

The school's context

This is a large primary school with a low proportion of pupils eligible for the Pupil Premium. The majority of pupils are White British.

What did the school do?

The school used some Pupil Premium funding to part-fund a nurture group for a small number of pupils, including those eligible for the Pupil Premium.⁷ All the selected pupils had been identified as underachieving because of social, emotional or behavioural reasons. For several pupils, their introverted behaviour and lack of confidence were holding them back in whole-class lessons. The group was led by an 'Inclusion Manager' who was a qualified teacher, assisted by two teaching assistants. The aim of the group was to improve pupils' behaviour and their social and learning skills and to give them the confidence to participate more fully in whole-class work. There was also a clear plan to improve pupils' achievement in reading and writing. Baseline assessments in social and emotional skills, as well as academic skills, helped to give leaders a clear starting point from which to measure improvement. The group leader worked closely with parents, giving them good strategies to support their children at home and to manage their own anxieties about their children's development.

How well did it work and why?

The group continued for the whole of the academic year, with pupils attending the group for some of each week and their main class for the rest. **Pupils made considerable progress from their starting points, both in the social, emotional and behavioural aspects and with their reading and writing skills.** Pupils became more confident in their main classes and this increased their participation. Parents reported that the children were happier and their behaviour was more settled at home. Attendance also improved for those for whom it was an issue.

How schools maximised the impact of their spending

Meeting individuals' particular needs

9 In addition to their broader strategies to improve academic achievement, schools often spent smaller amounts of the funding on meeting the specific needs of individuals, to keep them on track, prevent them from underachieving or broaden their horizons. Other schools considered how they could support the development of individuals' particular talents and skills. When they did this well they did one or more of the following and then took carefully targeted action. They:

- used their broad knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals
- realised when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances
- recognised when pupils were at risk of underachieving because of particular circumstances
- carefully identified the gaps in the experiences that poorer pupils had compared to their more affluent peers, and the impact that this might have on their future
- considered how funding could be used to extend pupils' experiences and skills beyond their academic gains.

Pupils became more confident in their main classes and this increased their participation. Parents reported that the children were happier and their behaviour was more settled at home. Attendance also improved for those for whom it was an issue.

Supporting a new arrival with very little English to achieve well and quickly

The school's context

This primary school serves an area of high social deprivation. Around half the pupils are eligible for the Pupil Premium. Attainment is below average but not low. Eligible pupils now attain and achieve as well as other pupils.

What did the school do?

A boy from Romania joined the school in 2010. He was a Year 4 pupil and spoke no English. The school recruited a multilingual assistant for two hours each week, using funding from the Pupil Premium. In addition, the boy was given targeted support by the school's specialist 'English as an additional language' teaching assistant. This allowed the pupil to receive one-to-one English and reading tuition five times per week, and he made good progress. When he joined Year 5 the pupil received four phonics sessions a week, four one-to-one reading sessions and 90 minutes of additional English support. The school recognised the boy's good potential and set challenging targets. Termly targets were shared with the pupil and also his parents, using a translator.

How well did it work and why?

These carefully targeted individualised interventions led to accelerated progress. From being unable to access much of the curriculum in Year 4, the boy was working at Level 4b in reading, 4c in mathematics and 3b in writing by the end of Year 5. His attendance, which had initially been low, also improved. In Year 4 it was 86% and in Year 5 it was 96%. He was now well placed to move on to further success in secondary school.

How schools maximised the impact of their spending

Raising aspirations and broadening experiences for a high attaining pupil

The school's context

This is a faith secondary school, in an ethnically very diverse London location. A high proportion of pupils are eligible for the Pupil Premium.

What did the school do?

This pupil had arrived in England when she was seven years old, speaking virtually no English. Her family was very impoverished financially and she had lived in many different places during her time at the school. Despite these disadvantages she made exceptional progress in secondary school. She learned English quickly and achieved Level 5 in English, science and mathematics by the end of Year 6, and also worked at this level in other subjects. The pupil gained six GCSEs at A* when she was only in Year 9. Now in Year 11, she was taking AS Level courses in English language and literature alongside sixth form students, as well as a range of other GCSE courses. The school had provided well for her exceptional academic ability through their usual work but also used the Pupil Premium funding to help her to raise her aspirations, know what might be possible and challenge her further. She had visited universities and attended courses, plays and concerts. The school was supporting her to try to gain a boarding scholarship to the sixth form of a major public school

How well did it work and why?

This student had easily reached the key academic thresholds by the end of Year 9 and has remained well ahead of her peers. Her attendance was excellent and she loved school. She may have been successful academically without any additional input. However **the school had successfully shown her what her academic excellence could lead her to. The Pupil Premium had provided for her some of what a more advantaged background might have. Her aspirations for the future were very high.**

Maintaining high aspirations at a time of personal crisis

The school's context

This secondary school has a high proportion of pupils who are eligible for the Pupil Premium. The proportions of pupils who speak English as an additional language and the proportion identified as having special educational needs are both high.

What did the school do?

A pupil who was eligible for free school meals became temporarily looked after in Year 11 following a family trauma. This unsettled her enormously and her work began to suffer. She had been predicted to gain five or more GCSEs at grades C or above and had plans to go to college, but these were now at risk given her family circumstances. The school first provided her with social and emotional support, and ongoing counselling so that she was coping enough emotionally to receive academic support in order to catch up lost ground.

During the time that she was looked after, this pupil received a highly individualised programme of additional teaching, funded by the Pupil Premium. She received daily mathematics tuition for an hour before school for two months in the run up to GCSE. She attended homework club after school in the science department every Wednesday. She attended extra English lessons by dropping one of her option subjects, thereby receiving two hours of extra English tuition a week. She was predicted a grade A in physical education, but had fallen behind, so the final part of the weekly support was lunchtime tuition for this subject. The pupil also attended Easter revision classes for mathematics, English, and history and was given materials and equipment and revision guides for every subject.

How well did it work and why?

This intensive, individualised programme of support worked very well and succeeded in **putting this pupil back on track academically** despite some traumatic family circumstances and time missed from school as a result. She gained eight GCSEs at grade C or above, including four at grade B and one grade A, exceeding the school's predictions. She succeeded in all the subjects for which she had been given additional tuition. The pupil was now in the sixth form studying for A levels.

The active involvement of governors

10 While governors had generally been informed about the Pupil Premium funding and what it had been spent on, they did not always play a full part in making decisions about its allocation, or discussing the impact of the actions taken. Where governors took an effective role in ensuring that the Pupil Premium was used well they:

- were fully involved from the outset in deciding on the way in which the funding would be allocated
- required a clear policy to be written about the Pupil Premium, and contributed to its content
- were committed to ensuring that every pupil, irrespective of starting point or background, achieved their potential, and used this principle to drive every discussion about the Pupil Premium
- asked challenging questions about how effective each action funded by the Pupil Premium was being in improving achievement
- told parents what the Pupil Premium was being spent on, and in the best examples, how well this was working.

‘Governors influenced the school’s strategic thinking about the Pupil Premium. They were fully involved in monitoring and evaluating its impact.’

A fully involved governing body

The school’s context

This inner-city primary school has a high proportion of pupils who are eligible for the Pupil Premium. Attainment has been very low and is now rising.

What did the school do?

The Chair of Governing Body worked in education and was very knowledgeable about the Pupil Premium and best practice generally. He knew the importance of getting it right in the classroom on a day-to-day basis and not relying on interventions to make up for weak teaching. When the Pupil Premium was first introduced, the Chair read the Sutton Trust report thoroughly and noted the key aspects, particularly the importance of training and deploying teaching assistants effectively.⁸ He summarised these findings for the headteacher and the rest of the governors. The governing body then visited another local school to look at its practice in raising attainment, and formed a working party to consider how its Pupil Premium funding could be spent.

A specific committee took on the responsibility for monitoring and evaluating the impact of the funding. They knew how much of the money had been spent, and on what. Governors from this committee took part in learning walks to see the impact of specific aspects of spending, as well as scrutinising data on the attainment of eligible pupils. Pupil Premium funding was also a regular standing item at the finance committee’s meetings. Information about the school’s spending was published on the school’s website, and governors checked that this was complete and accurate.

How well did it work and why?

Governors influenced the school’s strategic thinking about the Pupil Premium. They were fully involved in monitoring and evaluating its impact. Through this process, they became more knowledgeable about the strengths and weaknesses of the achievement of different groups within the school.

⁸ See footnote 3 and further information section.

How schools maximised the impact of their spending

Effective monitoring and evaluation of the impact of spending

11 When schools effectively monitored and evaluated the impact of their Pupil Premium spending this made a considerable difference to the effectiveness of the actions they were taking. Where schools monitored the impact of their spending effectively and efficiently they:

- brought together all the evidence available to them to make judgements about what was going well and what needed to change, including data, pupils' work, observations, case studies, and pupils' and staff's views
- did not wait until the end of an initiative or intervention to see if it was working
- made changes to their planned strategies according to what they learned from their monitoring and evaluation information
- took as rigorous an approach to evaluating the impact of pastoral interventions – those related to attendance, building confidence, improving behaviour, working with parents – as they did to academic ones.

A change in strategy arising from good quality evaluation

The school's context

The school serves an area of very high social deprivation. The percentage of pupils who are eligible for the Pupil Premium is very high, as is the percentage of pupils who are disabled or who have special educational needs. The school has a history of low attainment and attainment is currently significantly below the national averages at Key Stage 1 and 2.

What did the school do?

The school used Pupil Premium funding at the start of 2011/12 to support a drive to improve the reading skills of Year 5 and Year 6 pupils who were underachieving. The programme was led by supply teachers and teaching assistants. The input was monitored and evaluated by the senior management team over the course of the initiative. This included the observation of teaching and learning, a scrutiny of pupils' work and the analysis of school-held data.

How well did it work and why?

Senior leaders came to the conclusion that the pupils who were taking part in the programme were not making sufficient progress with their reading skills in order to narrow the gaps that existed. They concluded that the reason for this was the poor quality of supply staff used to deliver the programme. They lacked the skills and subject knowledge required to accelerate progress. The headteacher also felt that supply staff did not establish positive relationships with pupils in the same way as permanent staff. The teaching assistants did not have sufficiently high expectations.

As a result, the school decided to use Pupil Premium funding to employ sports coaches to provide physical education lessons and specialist coaching to all pupils in Years 5 and 6. Physical education was timetabled for three hours a week for these year groups. This meant that class teachers were free from their usual class teaching. **While their class took part on physical education, the class teachers took responsibility for providing focused support to individual pupils and small groups. In this way pupils benefitted from good subject knowledge and high expectations.** Planning was tailored to the needs of individuals and progress carefully monitored. Well-trained higher level teaching assistants also withdrew small groups of pupils but under the direction of the class teacher to whom they were accountable. Pupils were taken out during the sports sessions to receive support in either mathematics or reading. A feature of the support, particularly in relation to mathematics, was that staff were not only responding to pupils' misconceptions noticed during classroom activities but also preparing pupils for the forthcoming series of lessons.

As a result of this initiative pupils made better progress in reading and mathematics in 2012 than in the previous year. Pupils eligible for the Pupil Premium were performing significantly better in English and mathematics since the introduction of this new strategy. There was evidence to suggest that the gap was closing in comparison to national figures.

Monitoring and evaluation – everyone’s responsibility

The school’s context

This is an average-sized primary school in an area of high socio-economic deprivation. Many more pupils speak English as an additional language than found nationally. The proportion of pupils known to be eligible for Pupil Premium funding is broadly average.

What did the school do?

The Pupil Premium had a high priority across the school. The school’s rationale for using the funding was effectively shared through an agreed policy. The achievement of pupils who attracted Pupil Premium funding was carefully tracked so senior leaders knew where there were gaps in achievement in each year group and class across the school. Teachers checked and reported on the progress of this group of pupils through regular discussions in teams and with senior leaders about pupils’ achievement. The way in which eligible pupils were achieving was a part of performance management discussions for all staff. Members of the governing body were involved in making decisions on how to use the funding. Clear reports to governors from the headteacher meant governors had an accurate understanding of the difference that the school’s actions were making to pupils who attracted Pupil Premium funding. Governors asked well-focused questions about what the evaluation was showing and what needed to be done differently.

How well did it work and why?

Achievement gaps between pupils who attracted Pupil Premium funding, other pupils in the school and all pupils nationally were narrowing convincingly in all year groups. **This was because the school tracked the achievement of this group closely and intervened quickly to tackle underperformance.** The governing body challenged senior leaders on the achievement of this group because they received timely reports. Consequently they were able to hold senior leaders to account for their use of the funding to narrow achievement gaps.

The effective use of tracking to monitor improvement and identify need

The school’s context

This is a larger than average-sized primary school in an area of high socio-economic deprivation. Nearly half the pupils are eligible for Pupil Premium funding. From lower than average starting points pupils reach average standards by the end of Year 6.

What did the school do?

The school’s focus for its various intervention strategies fell into three distinct strands: attainment and progress; attendance; and care guidance and support. Thorough analysis of RAISEonline data combined with information from the school’s internal tracking system was used to identify the pupils who were underachieving, plan which interventions would suit them best and monitor pupils’ subsequent achievement. For the latter two, clear and personal knowledge of pupils’ individual circumstances and needs as well as attendance data were used to select and target support appropriately.

How well did it work and why?

Leaders never waited until the end of an intervention to analyse its effectiveness so were able to make alterations as the intervention progressed if it was not working as well as it should. Data about the ‘attainment and progress’ strand of the intervention programme led the school to move away from using teaching assistants as the main leaders of small group intervention. These groups were now led by selected teaching staff, including members of the senior leadership team.

How schools maximised the impact of their spending

Carefully planned summer schools with a clear purpose

12 Secondary schools can bid for additional funding from the Pupil Premium fund to run a summer school, as well as receiving their usual Pupil Premium allocation. Generally, summer schools appeared to be at an early stage of development and overall were not seen to be making a meaningful impact for disadvantaged pupils. Schools were not always clear about the intended outcomes of the summer school or which specific pupils the activities were intended to benefit. The best aspects of the summer schools identified from the visits were that secondary schools had sometimes:

- ensured that the aims of the summer school were clear from the outset and used these aims to guide the formulation of a relevant programme
- worked closely with their feeder primary schools to ensure that the 'target audience' of pupils was correctly identified and contacted
- included opportunities for the development of basic skills as well as for social skills in the summer school programme
- carried out a full evaluation of the summer school which measured the short and medium term impact on its stated aims, and had plans to measure the longer term impact during the course of the year
- involved primary schools in the planning and delivery of the programme and shared with them an evaluation of the project subsequently.

A well planned summer school programme

The school's context

This is a below average sized secondary school, where around half the pupils are in receipt of free school meals. A very high proportion of pupils are from ethnic minority groups and many of these pupils speak English as an additional language. Attainment on entry is consistently well below the national average, as is attainment by the end of Key Stage 4, although pupils make broadly average progress during their time at the school. The gap between the attainment of pupils in receipt of the Pupil Premium and all pupils nationally is closing rapidly and strongly over time.

What did the school do?

The school decided to target pupils in Year 6 who were about to join their school, and who were in receipt of free school meals, and also to include their younger siblings. Qualifying children were targeted through their feeder primary schools by the Head of Year 7 who promoted the summer school to the children during school visits. An ambitious sports camp was delivered over two weeks using the services of a commercial company. Each day the pupils participated in a variety of activities including football, dance, basketball, cheerleading, cricket and other sporting activities. Seventy-seven children attended the summer school over the two weeks, from 21 different feeder primary schools.

How well did it work and why?

The summer school worked well because the **secondary school closely involved its feeder primary schools** in order to recruit a large number of qualifying pupils and to ensure that they attended. The themed approach to the summer school, majoring on sport, was popular and the range of sports chosen appealed to girls and boys in equal measure.

As a result of the summer school, both **children and their parents and carers became more familiar with the secondary school**. Evaluation showed that pupils felt confident when they joined the school. The vast majority settled quickly and attributed this at least in part to the confidence that they had gained during the

How schools maximised the impact of their spending

summer school. Parents and carers also got to know the school and **many barriers were broken down** – attendance at school events and for individual reasons was good for parents and carers of the summer school pupils. Many **pupils also joined local sports clubs or wished to continue with the sports** they tried during the summer now that they had joined the secondary school.

In the school as a whole, gaps in attainment between pupils eligible for the Pupil Premium and their peers had closed in some aspects and were closing in others. The impact of the Pupil Premium initiatives were very evident on GCSE results gained in 2012 and on those predicted for 2013. The school felt that its summer school acted as a useful pre-cursor to further work to be carried out later in Year 7 aimed at accelerating attainment and progress in school and was a valuable aid to transition.

After the success of this year's summer school, the school planned to use Pupil Premium funding to continue some of the work that they began this summer, using the services of the same sports company to develop sustainable out of hours sporting opportunities for all disadvantaged children at the school. Evening and weekend multi-sports clubs and Easter schools were proposed. The school was already planning its summer school for 2013 and intended to enrol an even larger number of targeted pupils, enlisting further help from its feeder primary schools. They planned to broaden the activities beyond sport.

'The summer school worked well because the secondary school closely involved its feeder primary schools in order to recruit a large number of qualifying pupils.'

Notes

Between September and December 2012, Her Majesty's Inspectors visited 43 primary schools and 25 secondary schools. The proportion of pupils in each school who were eligible for the Pupil Premium varied from lower than average to very high across the sample. The schools were located in both urban and rural areas and varied in size and composition. At their previous Ofsted inspection none had been judged to be inadequate.

Inspectors asked headteachers for a full breakdown of how they had spent their past allocations of the Pupil Premium funding, and how they were spending it currently. Inspectors then evaluated how effectively the school had planned to spend the funding and how well this was actually working to improve achievement for eligible pupils. They did this by looking at achievement data and a range of other documentation, including monitoring and evaluation documents; talking with senior staff, other staff, pupils and governors; and observing different activities on which the school had spent the funding.

Further information

The Pupil Premium, Ofsted, September 2012, www.ofsted.gov.uk/resources/120197.

Supporting children with challenging behaviour through a nurture group approach, Ofsted, July 2011; www.ofsted.gov.uk/resources/100230.

The special educational needs and disability review, Ofsted 2010; www.ofsted.gov.uk/resources/090221.

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

Toolkit of Strategies to Improve Learning – Summary for Schools, Spending the Pupil Premium, The Sutton Trust; <http://www.suttontrust.com/research/teaching-and-learning-toolkit-july-2012/>

Annex A: Providers visited

Primary schools visited

Primary school

Berwick Hills Primary School
Birkby Junior School
Blakenall Heath Junior School
Burnley Road Junior Infant and Nursery School
Capenhurst CofE Primary School
Castle Bromwich Junior School
Cheetwood Primary School
Corpus Christi Catholic Primary School
Devonshire Junior School
Edleston Primary School
Fleetwood Flakefleet Primary School
Godwin Primary School
Gorton Mount Academy
Greenhill Primary School
Hazelwood Junior School
Holbrook Primary School
Holy Spirit Catholic Primary School
Holywell Green Primary School
Joseph Cash Primary School
Leftwich Community Primary School
Lethbridge Primary School
Liskeard Hillfort Primary School
Longford Park Primary School
Marsden Community Primary School
Norfolk Community Primary School
Northfield Manor Primary School
Park Way Primary School
Roche Community Primary School
St Bartholomew's Church of England Primary School, Wootton Bassett
St George's Church of England Primary School
St George's, Bickley, Church of England Primary School
St John Southworth Roman Catholic Primary School, Nelson
St Joseph's Catholic Primary School, Preston
St Mary's Roman Catholic Primary School, Sabden
St Michael's Church of England Primary School, Alkington
St Nicholas' CofE Middle School
St Peter's CofE Primary School
St Thomas More RC Primary School
Wakefield Lawefield Primary School
Wendover Church of England Junior School
Weobley Primary School

Local authority

Middlesbrough
Kirklees
Walsall
Calderdale
Cheshire West and Chester
Solihull
Manchester
Leeds
Sandwell
Cheshire East
Lancashire
Barking and Dagenham
Manchester
Leeds
Enfield
Coventry
St. Helens
Calderdale
Coventry
Cheshire West and Chester
Swindon
Cornwall
Coventry
Lancashire
Sheffield
Birmingham
Kent
Cornwall
Wiltshire
Birmingham
Bromley
Lancashire
Lancashire
Lancashire
Rochdale
Worcestershire
Wigan
Kingston upon Hull
Wakefield
Buckinghamshire
Herefordshire

Providers visited

Secondary schools visited

Secondary school

Biddenham Upper School and Sports College
Campion School
Carr Manor Community School, Specialist Sports College
Church Hill Middle School
Clevedon School
Danum Academy
De La Salle School and Language College
Gosforth Central Middle School
Hall Green School
Hind Leys Community College
John Mason School
John Port School
Kingsbury School, A Specialist Science College with Mathematics
Lea Manor High School Performing Arts College
Maria Fidelis Roman Catholic Convent School FCJ
Newman Catholic College
Pittville School
Rush Croft Sports College
St Edmund Arrowsmith Catholic Centre for Learning (VA)
St Matthew Academy
Swanmore College of Technology
Swinton Community School
The Cavendish School
The City of Leicester College
The International School
The Kimberley School
The Mandeville School Specialist Sports College

Local authority

Bedford
Northamptonshire
Leeds
Worcestershire
North Somerset
Doncaster
Essex
Newcastle upon Tyne
Birmingham
Leicestershire
Oxfordshire
Derbyshire
Warwickshire
Luton
Camden
Brent
Gloucestershire
Waltham Forest
Knowsley
Lewisham
Hampshire
Rotherham
East Sussex
Leicester
Birmingham
Nottinghamshire
Buckinghamshire

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The pupil premium: an update

This report provides an update on the progress schools have made in using their pupil premium funding to raise achievement for pupils eligible for free school meals. It is based on evidence from 151 inspections carried out between January and December 2013, text review of 1,600 school inspection reports published between September 2013 and March 2014, and national performance data for 2013.

Age group: 4–16

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Executive summary

The pupil premium is making a difference in many schools. Overall, school leaders are spending pupil premium funding more effectively, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before.

There are encouraging signs from inspection that the concerted efforts of good leaders and teachers are helping to increase outcomes for pupils eligible for the pupil premium. However, it will take time to establish whether this increased focus will lead to a narrowing in the attainment gap between those eligible for the pupil premium and other pupils.

The government is spending significant amounts of public money on this group of pupils. Schools will receive around £2.5 billion through pupil premium funding in the financial year 2014–15. This means that an average sized secondary school with average numbers of pupils eligible for free school meals will receive an additional amount of funding in the region of £200,000. This is the equivalent of five full-time teachers.

Ofsted's increased focus on this issue in all inspections is making a difference. In each report, we now include a commentary on the attainment and progress of pupils who are eligible for the pupil premium and evaluate how this compares with other pupils. Headteachers know that their schools will not receive a positive judgement unless they demonstrate that they are focused on improving outcomes for pupils eligible for the pupil premium. For example, in a number of previously outstanding secondary schools that have declined to good or below, inspectors have judged that the pupil premium funding was not being effectively spent.

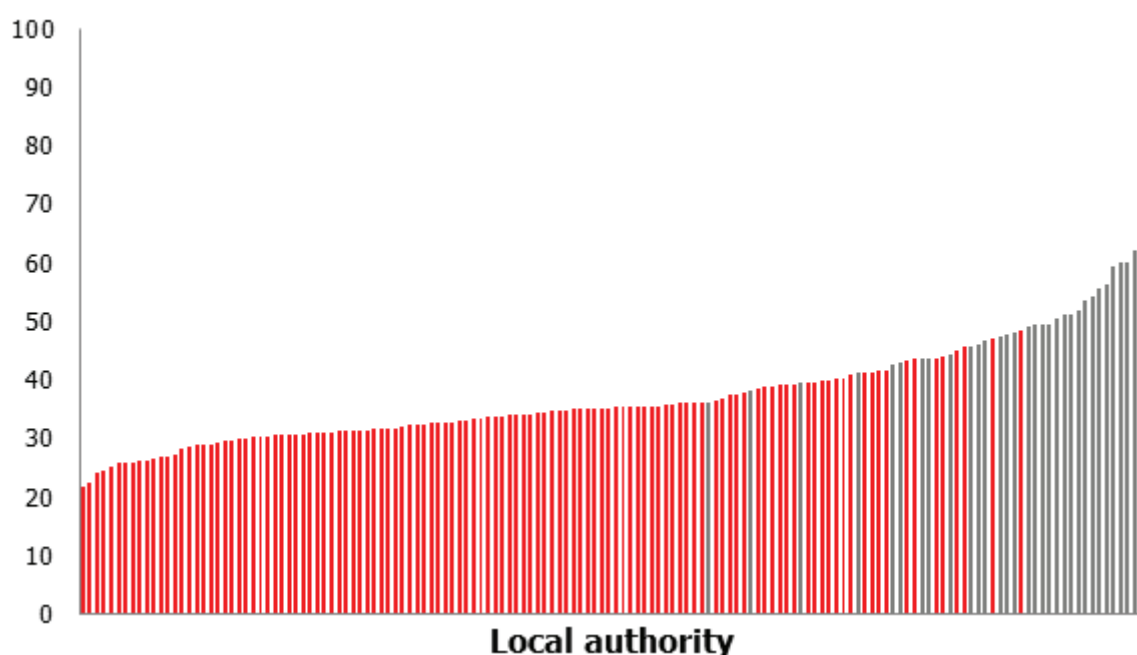
In 151 reports analysed between January and December 2013, there was an association noted between the overall effectiveness of the school and the impact of the pupil premium. Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not.

In these schools, governing bodies are more aware of their role in monitoring the use of their school's pupil premium funding. The strongest governing bodies take strategic responsibility for ensuring that the funding improves teaching and support for eligible pupils in the school. They know how the funding is being spent, hold leaders to account for expenditure and assess how effectively the funded activities contribute to raising the attainment of eligible pupils.

Weak leadership and governance remain obstacles to narrowing the attainment gap. In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.

Although inspectors have seen large improvements in the attitude of school leaders and governors, there is considerable variation across local authorities in the proportion of pupils achieving expected levels at Key Stages 2 and 4 and the rate of improvement from year to year. (See the annex on page 22 for the full list of attainment of pupils at GCSE by local authority area.) Figure 1 demonstrates this difference starkly. Pupils eligible for free school meals in **Barnsley, Portsmouth, South Gloucestershire, North Lincolnshire** and **Northumberland** were least likely to achieve five good GCSE passes including English and mathematics at the end of Key Stage 4. Around one in four eligible pupils achieved this benchmark in these areas in 2013. At the other end of the spectrum, **Kensington and Chelsea, Westminster, Southwark, Tower Hamlets** and **Lambeth** had the highest proportion of eligible pupils achieving five or more good GCSEs, including English and mathematics. In these areas, around three fifths of eligible pupils are attaining this benchmark. This is significantly above the national level of 37.9%.

Figure 1: Percentage of pupils eligible for free school meals attaining five or more GCSEs at grade A* to C including English and mathematics in 2013, by local authority



Source: Department for Education

Each line represents one of 150 individual local authorities in England. Local authorities on the left have the lowest proportion of pupils eligible for free school meals achieving five or more GCSEs grades A* to C including English and mathematics. Grey lines represent London boroughs. Data for City of London and the Isles of Scilly are not included owing to the small numbers of eligible students in these regions.

Figures based on outcomes for eligible free school meal students at the end of Key Stage 4 in the 2012/13 academic year. Figures for 2012/13 are based on revised data.

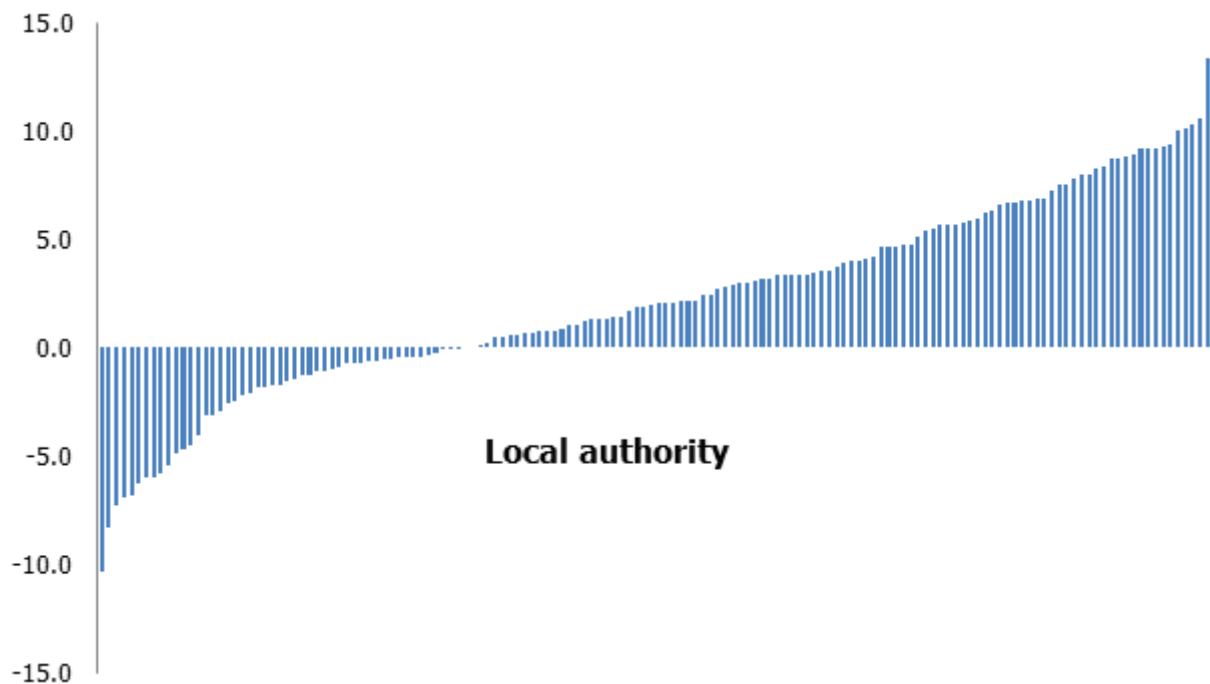
Twenty three of the top 25 local authority areas that attain this GCSE benchmark for eligible pupils are London boroughs. Schools in these areas were performing strongly in 2013 despite having high proportions of pupils coming from poorer backgrounds. This demonstrates powerfully that poverty is not always a predictor of failure.

If gaps are to be narrowed then school leaders must make sure that eligible pupils make faster progress than non-eligible pupils. Some are doing this – particularly in London. In five London boroughs, poor children are achieving above or in line with the national figure for all children at GCSE.

The change in proportion of eligible pupils who achieved at least five GCSEs grades A* to C between 2012 and 2013 varied considerably, ranging from a fall of 10 percentage points in **Thurrock** to an increase of 13 percentage points in **Windsor and Maidenhead**. Those local authority areas that have performed poorly over recent years arguably have greatest scope for most rapid improvement. It is, therefore, welcome to see that 12 of the local authorities identified as having the weakest GCSE performance for eligible pupils in Ofsted's 2013 report 'Unseen children' have made impressive strides to improve. These areas have improved outcomes for eligible students by around six percentage points or more in the period between 2012 and 2013. Seven of them are in the 15 most improved local authorities. However, it is of significant concern that three of the worst performing areas highlighted in 'Unseen children: access and achievement 20 years on' are improving too slowly and in one case has declined further.¹ In 2012, **Barnsley** had the third lowest proportion of eligible children attaining five or more GCSEs grades A* to C. Attainment further declined in 2013 and Barnsley is now the lowest attaining local authority at Key Stage 4. Poor children in Barnsley are getting an extremely raw deal.

¹ *Unseen children: access and achievement 20 years on* (130155), June 2013, Ofsted; www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years.

Figure 2: Percentage point change in GCSE outcomes for pupils eligible for free school meals between 2012 and 2013, by local authority



Source: Department for Education

Each line represents one of 150 individual local authorities. In those local authorities below the line, there has been a fall in the proportion of pupils eligible for free school meals achieving GCSEs grades A* to C including English and mathematics. Those above show an increase in the last year. Data for City of London and the Isles of Scilly are not included owing to the small numbers of eligible students in these regions.

Figures based on outcomes for eligible free school meal students at the end of Key Stage 4 in the 2012/13 academic year. 2012/13 figures are based on revised data.

It cannot be right that the likelihood of a child receiving a good education should depend on their postcode or economic circumstance. Government should focus its attention on those areas of the country that are letting poor children down. Ofsted will also focus its attention on these areas in subsequent reports to see if improvements have been made.

Background

1. The pupil premium was introduced in April 2011. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils.² Schools were allocated a total of £1.25 billion in the financial year 2012–13, increasing to £2.5 billion in 2014–15.³ In the financial year 2013–14, schools received £953 for each eligible primary-aged pupil and £900 for each eligible secondary-aged pupil.⁴
2. In September 2012, Ofsted published its first pupil premium report based on a survey involving 262 school leaders.⁵ At that time, only one in 10 of those leaders said that the funding had significantly changed the way that they supported pupils from disadvantaged backgrounds. Typically, funding was being used to maintain or enhance existing provision rather than introduce new initiatives, and its impact on eligible pupils was not being reviewed by governors.
3. In February 2013, Ofsted published 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'.⁶ This report found that more schools were using their funding well. In the best schools, carefully targeted spending of the pupil premium was starting to raise attainment for eligible pupils. Nevertheless, some schools were still spending the pupil premium on interventions that were having little meaningful impact on eligible pupils' achievement.
4. Since January 2013, Ofsted inspections have placed greater emphasis on how schools use their pupil premium funding. Inspectors have focused on its impact in raising achievement and closing attainment gaps for eligible pupils.⁷ Inspection reports now include a commentary on the attainment and progress of pupils who are eligible for the pupil premium and evaluate how this compares with other pupils.⁸ Since September 2013, inspectors have been able

²Funding is paid, for the most part, to schools according to the number of pupils who have been registered as eligible for free school meals at any point in the last six years or have been in care for six months or longer.

³*Raising the achievement of disadvantaged children*, Department for Education, The Rt Hon Michael Gove MP and The Rt Hon David Laws MP, March 2013; www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children.

⁴In 2014/15, this will rise to £1,300 per primary pupil and £935 per secondary pupil.

⁵*The pupil premium* (120197), Ofsted, September 2012; www.ofsted.gov.uk/resources/pupil-premium.

⁶*The pupil premium: how schools are spending the funding successfully to maximise achievement* (130016), Ofsted, February 2013; www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement.

⁷ Inspectors evaluate the extent to which gaps are narrowing between the performance of different groups of pupils (including those that are eligible for the pupil premium funding), both in the school and in comparison to those of all pupils nationally.

⁸ Inspectors have reported on schools' use of the pupil premium funding and the impact that it has had on raising the attainment of pupils eligible for free school meals since September 2012. Where

to recommend a review of pupil premium spending. Ofsted will report on the effectiveness of these external reviews in 2015.

Part A: progress made by schools

5. The pupil premium is making a positive difference in many schools, especially where there is good or outstanding leadership and a school-wide commitment to raising achievement for pupils who are eligible for free school meals. Most schools are now using the pupil premium funding more successfully to raise attainment for eligible pupils. This is because most leaders and managers, including members of governing bodies, are routinely paying more attention to the needs of this particular group of pupils.
6. Inspectors found an association between the overall effectiveness of the school and the impact of the pupil premium. In the sample of 151 reports, gaps in attainment for pupils eligible for free school meals were closing in all 86 of the schools judged to be good or outstanding for overall effectiveness. Gaps were closing rapidly in around a fifth of these schools. In 12 schools, there was virtually no difference between the attainment of eligible and non-eligible pupils; most of these schools were judged to be outstanding.
7. In a small proportion of the good schools, typically those whose overall effectiveness had improved since their previous inspection, gaps in attainment were closing more slowly. The inspection reports for these schools commonly include a recommendation for further improvement that relates, at least in part, to those pupils eligible for the pupil premium funding.
8. Gaps in attainment were also closing in around two thirds of the 50 schools that had been judged as requires improvement. However, the rate of improvement in these schools was often inconsistent across different year groups. In some cases, there had been more discernible recent increases in achievement after a period of stubborn poor performance. Often, this recent improvement was linked to changes at senior leadership level or in governance arrangements and the impact that these new leaders have on ensuring that the funding is used more effectively.
9. In general, pupils eligible for the pupil premium were making poor progress in the 15 schools that were inadequate for overall effectiveness. Attainment gaps were typically wider than average or closing too slowly. However, in a few of these schools, the performance of pupils eligible for free school meals, although still too low, was better than their peers.

the numbers of eligible pupils are very small, inspectors may not be able to make a meaningful comparison between their performance and that of other pupils.

Many schools are spending their pupil premium funding more effectively

10. Inspectors report that most schools spend their pupil premium funding effectively on a wide range of initiatives. Since September 2012, details of this spending and its impact must be published annually on schools' websites.
11. In the sample of 151 inspection reports, inspectors describe the most common uses of the pupil premium funding. Although its use is generally tailored to the age-specific needs of the pupils, there are no major differences in the types of spending seen in primary and secondary schools. As noted in Ofsted's previous pupil premium publications, the most frequent use of the funding is to pay for additional staff, including teachers and teaching assistants, who deliver one-to-one support and small group tuition, typically focused on English and mathematics. In general, secondary schools in the sample were more likely to employ additional teachers, and primary schools were more likely to employ additional teaching assistants.
12. Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, reading support or 'raising aspiration' programmes, and to reduce the size of classes. In secondary schools, the funding is frequently used to employ 'learning mentors', who have specific roles in supporting pupils' academic and personal development. In primary schools, the funding is sometimes used to provide specialist support for developing pupils' language and communication skills.
13. The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits. In secondary schools, the funding is often used to provide after-school, weekend and holiday sessions.
14. There is very little difference in the types of spending reported on in the best schools compared with those that are judged as requires improvement or inadequate. However, the major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended.

Schools that are committed to 'closing the gap' and that have robust tracking systems are showing most improvement

15. Evidence from the 151 inspection reports shows that the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and evaluation.

16. The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated.
17. In the successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear.

Setting a clear vision and high expectations

In this outstanding secondary school, the proportion of students known to be eligible for the pupil premium is high. In 2013, 83% of pupils eligible for free school meals achieved at least five GCSEs grades A* to C including English and mathematics compared with 88% of other pupils. Value-added and progress data for eligible pupils was significantly above average.

School website

'Key principles for using pupil premium 2012–13⁹:

1. The school carefully ring-fences the funding at the beginning of the academic year so that it was spent on a targeted group of students.
2. The school never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest levels.
3. The school thoroughly analyses which pupils are underachieving, particularly in English, mathematics and science, and why.
4. The school drew and draws upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement.
5. We allocate our best teachers to teach intervention groups to improve mathematics and English, or re-deploy support teachers who have a good track record in raising attainment in those subjects.

⁹ These principles are based on the good practice characteristics identified in *The Pupil Premium: how schools are spending the funding successfully to maximise achievement* (130016), Ofsted, February 2013; www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement.

6. The school uses achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked.

7. The school ensures that a designated senior leader, an Assistant Headteacher, plus the Headteacher have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils termly.

8. The school also ensures that class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.

9. The projects we have set up are to tackle a range of issues, e.g. attendance, behaviour, factors outside school, professional INSET on FSM pupils, effective teaching and learning, strong careers information, advice and guidance, literacy support, targeted support, good facilities for supported self-study, further enrichment.'

Inspection report

Students supported by the pupil premium do exceptionally well in all years because high quality teaching is well matched to their specific needs. They achieve better GCSE results than most students do nationally. The gap between their attainment and that of their peer group in the college is half a GCSE grade in English and less than half a grade in mathematics... The additional funding available through the pupil premium is very carefully targeted. Its impact is monitored to make sure that it is having the intended effect. As a result, these students make progress at a much faster rate than students nationally.

18. Although schools often spend the funding on a common menu of activities, effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils. They continue with interventions that have been successful and amend their practice where it has been less successful.
19. The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. In the primary schools sampled, there was a very strong focus on improving reading. In the secondary schools, support for English and mathematics catch-up was often targeted at Year 7, but also continued across Key Stages 3 and 4.
20. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs. In these schools, leaders put in place a balanced programme of whole-school, targeted and specialist support that takes into account the needs of all pupils.

Where schools encountered barriers to providing the support required, they found creative ways to achieve their aims.

A comprehensive package of support responds to a wide range of specific needs

This outstanding secondary school is larger than average. There are more boys than girls in the school. The proportion of students eligible for the pupil premium is well above average. Over 80% of pupils in the 2013 Key Stage 4 cohort were eligible for free school meals. Sixty two per cent of these pupils achieved at least five GCSEs grades A* to C including English and mathematics. Their value added was significantly above average.

School website

'Students below national levels in English at KS3 will be allocated to Extended English (literacy) lessons on the timetable. The programme is designed to accelerate the children's writing and reading skills. Extended English is taught in small sets by specialist teachers.

At Key Stage 4 students who have not made progress in line with national expectations and are at risk of falling short of a grade C in English language are targeted for two additional lessons of English a week. English booster tuition provides intensive coaching and guidance by very experienced GCSE teachers in English language in small groups averaging three students.

Mathematics booster tuition targets children in Years 7 to 11 to provide intensive coaching and guidance by qualified teachers and support staff in mathematics in small sets. This budget enables some smaller sets to be created so as to provide more personalised attention and guidance for the students.

The Success Ambassadors are a team of excellent role models who mentor targeted students and provide intervention support for children to improve their reading. The Success Lounge has been set up as an after-school base for children to do their homework and obtain additional assistance. Attendance for targeted students is compulsory; for others it is optional.

The Raising Achievement Team has been established to improve the attainment of students. The Team manages the Success Lounge and produces data for whole school use. They analyse performance and develop staff use of data and intervention methods to monitor and target support.

Inspection report

In 2012, a gap between the attainment and progress of students eligible for the pupil premium and other students was quickly identified. Action was taken that meant that the gap was halved in both English and mathematics in 2013 such that these students now achieve about half a grade less well than their peers in the school. The 'Raising Achievement Team' tracks the progress of these students... The school makes excellent use of its pupil premium funding to provide a summer school, after-school support in the 'Success Lounge' and booster sessions offered through subject teams to meet the needs of individuals.

21. Strong governance is critical to schools' successful use of the pupil premium funding to accelerate progress and narrow gaps in attainment. Effective governors are ambitious for their poorest pupils and hold leaders to account for their decisions and for the impact of initiatives funded by the pupil premium.
22. Inspectors also report that strong governing bodies are fully involved in deciding how pupil premium funding is used. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan. They monitor its effectiveness in closing the attainment gap between different groups of pupils. They have a comprehensive knowledge of published data and are skilled in using this to check on the progress of the school and hold staff to account. They also take steps to collect first-hand evidence, for example by meeting with students and teachers.

Successful governors are very actively involved in holding leaders to account for the achievement of pupils eligible for the pupil premium

Good primary school

In 2013, all pupils eligible for free school meals in this good primary school achieved a Level 4 or above in reading, writing and mathematics. Their value added was significantly above average.

Inspection report

The governing body's 'Raising of Achievement Group' checks the progress of all of the groups of pupils each month. Governors stringently hold senior leaders to account for all aspects of the school's work. They have regular financial reports and make checks on the school's budget.

Good secondary school

The proportion of pupils eligible for free school meals in this good secondary school is much higher than average. In 2013, 62% of pupils from low income backgrounds achieved five GCSEs grades A* to C including English and mathematics, which is one percentage point below

other pupils. The value added for these pupils was significantly above average.

Inspection report

The governing body is well informed and holds school leaders strongly to account for raising standards. Detailed reports from the headteacher and presentations from faculty leaders ensure that they know how much progress individuals, groups and classes are making... They make regular visits and use assessment information to measure how students achieve compared with their peers in other schools. They effectively monitor the pupil premium and catch-up funding to make sure it is raising achievement for eligible students.

Weak leadership and governance is an obstacle in too many schools

- 23. A common weakness in the schools where gaps in attainment are not closing quickly enough is insufficient analysis of the learning needs of pupils eligible for the pupil premium funding. In such schools, even where information about pupils' progress was available, it was not always used well enough to ensure that funding was appropriately targeted.

Inspection report

Leaders do not analyse this information [about pupils' progress] in enough detail to see how different groups of students are doing. This makes it difficult for them and for the interim executive board to check on how well the changing needs of different groups of students are being met. For example, the school was not clear until very recently about how many pupils who were eligible for the pupil premium were also at the early stages of speaking English and new to the school. This makes it hard for leaders to plan precisely what they need to do to accelerate the progress of these students.

- 24. In some of the weaker schools, analysis of pupils' progress had not been shared fully with teachers. Consequently, teachers were unable to plan work that met the needs of pupils.

Inspection report

The school has not used assessment information about how well these students are doing to provide them with appropriate work. Leaders do not check the progress of individuals and groups of students well enough or provide teachers with the necessary information to make sure that they set work at the right level for students.

- 25. In the very weakest performing schools, inspection reports identified a worrying lack of focus on pupils eligible for the pupil premium. In these schools, a

widespread failure in leadership and governance had normally been identified. Leaders had not prioritised raising the attainment of pupils eligible for free school meals and poorly informed or unskilled governors had not held leaders to account.

Inspection report

The headteacher is unaware of the impact that the spending of pupil premium funds has on the achievements of those pupils for whom it is intended. Information about the achievement of this group of pupils, published on the school's website, is incorrect... The previous governing body did not provide appropriate challenge or support to the school's senior leaders to improve the school's performance... The interim executive board has started to take urgent action to address the key areas for improvement. A consultant headteacher has been appointed and is now beginning to work with the school and members of the executive board. However, it is too soon to judge the impact of their work.

Inspection report

Prior to the appointment of the current Associate Principal, there was no evidence of any accountability for use of the pupil premium or its impact. This is now being addressed and senior leaders are monitoring the effect this additional finance is having on the attainment and progress of those students for whom it is intended... Since the Executive and Associate Principals joined the staff and the new governance arrangements have been put in place, the life and work of the academy has been reinvigorated. The Associate Principal's evaluation of the academy's performance is accurate and he has galvanised his colleagues into action, putting in place systems to address the most pressing priorities. However, many of these strategies are so new it is too early to assess their impact on students' outcomes.

External reviews of a school's use of the pupil premium

26. Since September 2013, inspectors have been able to recommend an external review of the school's use of the pupil premium funding where the inspection identifies specific issues regarding the provision for eligible pupils. Even where leadership and management are judged to be good, inspectors may use their professional judgement to determine whether a recommendation for an external review of the school's use of the pupil premium would benefit the school.
27. A text review of around 1,600 inspection reports (where the school had been judged as requires improvement or inadequate) published between September 2013 and March 2014 identified that approximately 350 of these reports

included a recommendation for a review of the schools' use of the pupil premium.

28. The most common reason for a review of the school's use of the pupil premium funding was that gaps were not closing sufficiently well, especially in English and mathematics. The most common criticism in inspection reports was that the impact of spending was not being evaluated effectively by leaders and governors. Other examples of poor leadership and management include not ensuring that the funding is spent on the specific pupils for whom it is intended or having an underspend.
29. At this stage it is too early to determine the effectiveness of external reviews of the pupil premium in bringing about improvement. We will report on this in early 2015.

Part B: raising attainment and 'closing the gap'

30. Attainment in England has been rising steadily over recent years for all types of pupils. However, as the attainment of pupils eligible for free school meals has improved at a similar rate to other pupils, the 'attainment gap' has closed only slightly. This is particularly the case at the end of Key Stage 4.
31. Some of the complex reasons for the lower attainment of pupils from low income backgrounds, including differences in the performance of pupils from different ethnic backgrounds, were discussed in Ofsted's recent report 'Unseen Children: access and achievement 20 years on'.¹⁰

Comparison of performance at the end of Key Stage 2

32. In 2013, 60% of pupils eligible for free school meals achieved a Level 4 or better in reading, writing and mathematics in Key Stage 2 tests compared with 79% of non-eligible pupils. This is an increase of one percentage point on the 2012 figures for both groups. The attainment gap in 2013 remained at a difference of 19 percentage points.¹¹
33. Small increases in the attainment of pupils eligible for free school meals were noted in most regions between 2012 and 2013 (see Figure 3). Nevertheless, gaps in attainment remained broadly the same across all regions.

¹⁰ *Unseen children: access and achievement 20 years on* (130155), June 2013, Ofsted; www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years.

¹¹ The collection method applied by the Department for Education from English and mathematics as the key measurement up to 2011 was replaced by reading, writing and mathematics in 2012. This has implications on how we interpret the effect pupil premium might be having within primary schools nationally.

Figure 3: Percentage of pupils eligible for free school meals attaining Level 4+ in reading, writing and mathematics at Key Stage 2, by region



Source: Department for Education

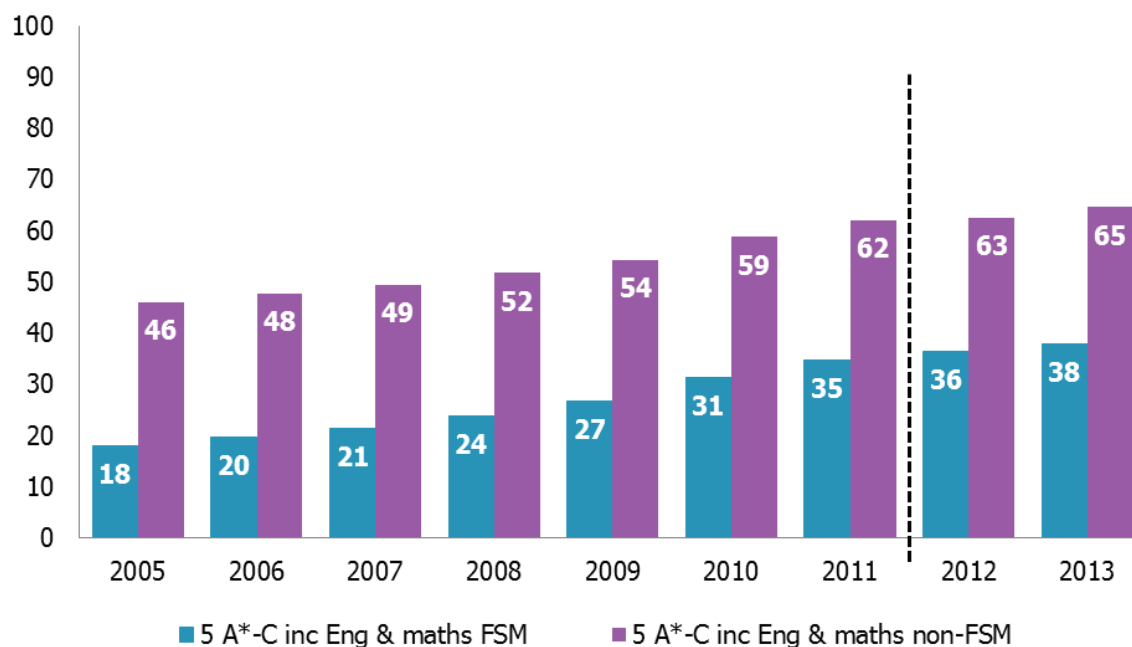
Figures for 2012 are based on final data; 2013 figures are based on revised data.

34. Attainment for pupils eligible for free school meals was highest in London (69%) and lowest in the East of England (54%) in 2013.

Comparison of performance at end of Key Stage 4

35. In 2013, 38% of pupils eligible for free school meals achieved five GCSEs or more at grades A* to C including English and mathematics compared with 65% of non-eligible pupils. This attainment gap – 27 percentage points – is unchanged from 2012.
36. The 2013 figures follow a pattern of improvement evident since 2005 (see Figure 4). Although levels of attainment have gradually improved for all pupils, the 'attainment gap' has narrowed at a very slow rate. The fact that this is the case both before and after the introduction of the pupil premium is not surprising, given how recently the funding was introduced. It will take time before the full impact of this policy may be seen in national data.

Figure 4: Percentage of pupils at the end of Key Stage 4 attaining five or more GCSEs grades A* to C including English and mathematics, by free school meals eligibility, 2005–13



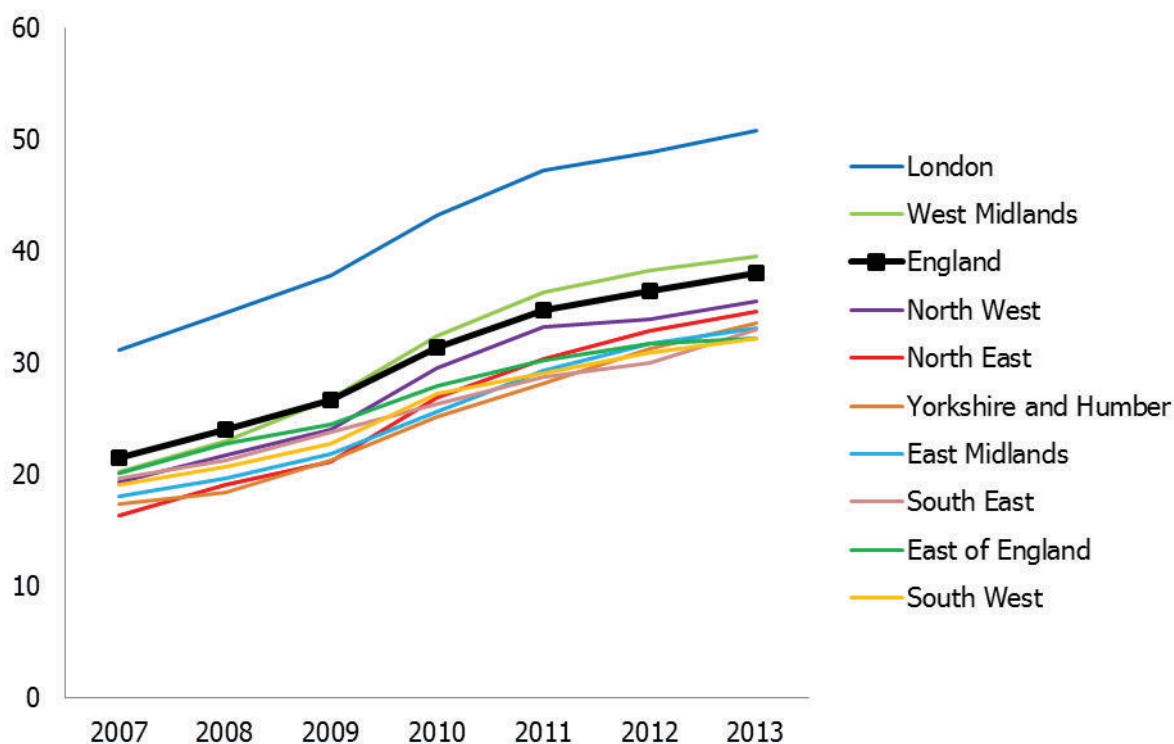
Source: Department for Education

The dotted line represents the point in time when the pupil premium was introduced (April 2011). It is very unlikely that this funding would have influenced the attainment of the 2011 cohort sitting GCSE examinations in summer 2011. Figures for academic years 2005-12 are based on final data. Figures for 2013 are based on revised data.

Figures are based on students in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year.

37. In 2013, the attainment of pupils eligible for free school meals increased in all regions at the end of Key Stage 4 (see Figure 5). Levels of attainment for pupils eligible for free school meals were highest in London (51%) and lowest in the South West and East of England (32%). The attainment of pupils eligible for free school meals at the end of Key Stage 4 rose most, from a low base, in the South East (three percentage points) and least in the East of England in 2013.

Figure 5: Percentage of pupils eligible for free school meals at the end of Key Stage 4 attaining five or more GCSEs grades A* to C including English and mathematics, by region, 2007–13



Source: Department for Education

Figures for academic years 2007–12 are based on final data. Figures for 2013 are based on revised data. Based on students in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year.

38. There is considerable variation across local authorities in the proportion of pupils achieving expected levels at Key Stages 2 and 4, and the rate of improvement from year to year. Pupils eligible for free school meals in **Barnsley, Portsmouth, South Gloucestershire, North Lincolnshire** and **Northumberland** were least likely to achieve five good GCSE passes including English and mathematics at the end of Key Stage 4 in 2013. Around one in four eligible pupils achieve this benchmark in these areas (see Annex A). At the other end of the spectrum **Kensington and Chelsea, Westminster, Southwark, Tower Hamlets** and **Lambeth** had the highest proportion of eligible pupils achieving five or more good GCSEs, including English and mathematics. In these areas, around three fifths of eligible pupils are attaining this benchmark. This is significantly above the national level of 37.9% of free school meal eligible pupils attaining this benchmark.
39. Following the publication of Ofsted's 'Unseen children' report, many of the lowest attaining local authorities for free school meal eligible pupils have improved their performance. **Peterborough** and **West Berkshire** are two of

the most improved, increasing their attainment for this group by 10 and nine percentage points, respectively, in 2013. **Herefordshire, Swindon, Shropshire, Dorset, Warrington** and **Hartlepool** also improved their attainment outcomes by more than seven percentage points during this period.

40. Similarly, some local authorities in the South East region have also improved their GCSE outcomes quite considerably for free school meal eligible pupils. From a position in 2012 where no authority in this region had attainment above the national figures for free school meal eligible pupils, **Windsor and Maidenhead, Slough, Milton Keynes** and **Surrey** are now all above the national figure for this group.
41. However, some authorities with the lowest attainment for free school meal eligible pupils in 2012 have not improved their performance. GCSE attainment in **Barnsley**, for example, decreased for this group in 2013 and the authority is now the lowest performing.

Notes

This report is based on three main sources of evidence:

- analysis of national, regional and local authority level data published by the Department for Education in 2013¹²
- analysis of the main strengths and weaknesses in schools' use of the funding, based on a random selection of 151 inspection reports published between January 2013 and December 2013
- text review of 1,600 school reports, published between September 2013 and March 2014.

Report selection was stratified by the schools' overall effectiveness judgement to provide useful case studies of stronger and weaker practice. The sample included 83 primary schools and 68 secondary schools. Special schools were not included in the selection process.¹³ Case studies also draw on information from the selected schools' websites.

¹² *GCSE and equivalent attainment by pupil characteristics*, Department for Education SFR05/2014, February 2014; www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-2012-to-2013.

National curriculum assessments at key stage 2: 2012 to 2013, Department for Education SFR51/2013, December 2013; www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-2012-to-2013.

¹³ Twenty nine of the schools were outstanding, 57 were good, 50 were requires improvement and 15 were inadequate.

Annex A: Attainment of pupils eligible for free school meals at GCSE between 2012 and 2013, by local authority area

Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
Kensington and Chelsea	London	76.8	76.7	-0.1
Westminster	London	65.3	62.2	-3.1
Southwark	London	51.7	60.1	8.4
Tower Hamlets	London	59.4	60.0	0.6
Lambeth	London	56.1	59.5	3.4
Islington	London	45.7	56.3	10.6
Haringey	London	46.4	55.6	9.2
Redbridge	London	56.0	54.2	-1.8
Barnet	London	50.4	53.8	3.4
Hounslow	London	50.8	51.9	1.1
Hammersmith and Fulham	London	47.4	51.3	3.9
Greenwich	London	48.9	51.3	2.4
Newham	London	55.2	50.5	-4.7
Hackney	London	51.8	49.7	-2.1
Croydon	London	43.2	49.5	6.3
Harrow	London	40.2	49.4	9.2
Barking and Dagenham	London	49.5	49.1	-0.4
Windsor and Maidenhead	South East	35.0	48.4	13.4
Brent	London	42.8	48.2	5.4
Bromley	London	40.7	48.0	7.3
Ealing	London	45.3	47.5	2.2
Birmingham	West Midlands	47.4	47.3	-0.1
Wandsworth	London	45.9	46.8	0.9
Waltham Forest	London	40.3	46.0	5.7

Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
Hillingdon	London	45.9	45.8	-0.1
Slough	South East	35.6	45.7	10.1
Luton	East of England	40.2	45.0	4.8
Merton	London	45.1	44.4	-0.7
Halton	North West	36.1	44.1	8.0
Wolverhampton	West Midlands	37.0	43.9	6.9
Enfield	London	40.4	43.8	3.4
Camden	London	45.9	43.7	-2.2
North Tyneside	North East, Yorkshire and Humber	36.8	43.6	6.8
Kirklees	North East, Yorkshire and Humber	39.3	43.3	4.0
Richmond upon Thames	London	42.5	43.1	0.6
Sutton	London	39.2	42.7	3.5
Darlington	North East, Yorkshire and Humber	34.0	41.8	7.8
Trafford	North West	43.6	41.8	-1.8
Milton Keynes	South East	31.3	41.3	10.0
Bexley	London	42.4	41.3	-1.1
Bury	North West	42.8	41.3	-1.5
Solihull	West Midlands	39.0	41.1	2.1
Manchester	North West	39.7	40.4	0.7
York	North East, Yorkshire and Humber	36.2	40.2	4.0
Wakefield	North East, Yorkshire and Humber	32.1	40.1	8.0
Bolton	North West	36.8	39.9	3.1
Oldham	North West	36.6	39.8	3.2
Rochdale	North West	31.2	39.5	8.3
Lewisham	London	45.5	39.5	-6.0
Leicester	East Midlands	37.3	39.4	2.1

Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
Blackburn with Darwen	North West	40.1	39.4	-0.7
Surrey	South East	32.5	39.3	6.8
South Tyneside	North East, Yorkshire and Humber	33.3	39.0	5.7
Torbay	South West	32.3	38.9	6.6
Tameside	North West	31.8	38.7	6.9
Kingston upon Thames	London	43.1	38.2	-4.9
County Durham	North East, Yorkshire and Humber	36.7	38.0	1.3
Wirral	North West	40.7	37.6	-3.1
Sandwell	West Midlands	36.2	37.5	1.3
Sefton	North West	30.1	36.8	6.7
East Riding of Yorkshire	North East, Yorkshire and Humber	31.7	36.4	4.7
Bedford	East of England	27.6	36.3	8.7
Havering	London	43.1	36.3	-6.8
Gateshead	North East, Yorkshire and Humber	30.4	36.2	5.8
North Yorkshire	North East, Yorkshire and Humber	33.9	36.1	2.2
Wigan	North West	37.8	36.1	-1.7
Medway	South East	34.1	35.8	1.7
Coventry	West Midlands	35.3	35.8	0.5
Salford	North West	30.6	35.7	5.1
Southampton	South East	32.4	35.6	3.2
Staffordshire	West Midlands	32.8	35.6	2.8
Bradford	North East, Yorkshire and Humber	34.8	35.6	0.8
Nottinghamshire	East Midlands	32.5	35.5	3.0
Plymouth	South West	34.1	35.5	1.4
Hartlepool	North East, Yorkshire	26.0	35.3	9.3

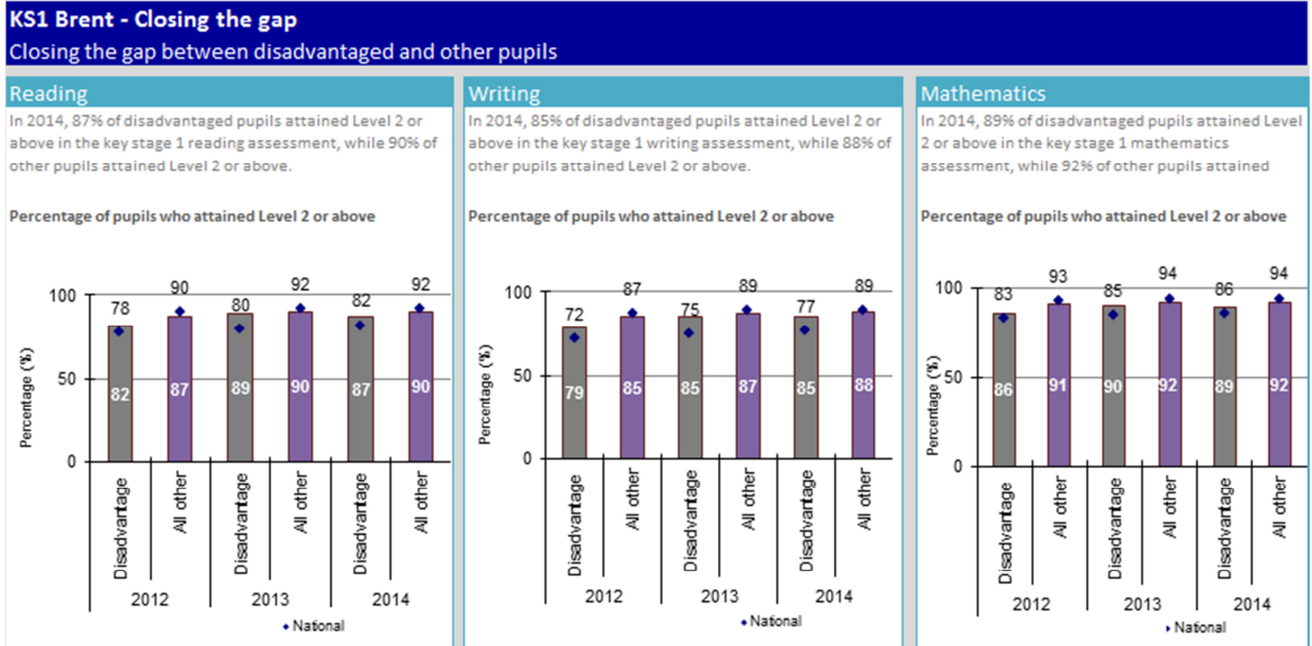
Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
	and Humber			
Poole	South West	39.8	35.3	-4.5
Warwickshire	West Midlands	30.5	35.2	4.7
Essex	East of England	34.4	35.2	0.8
Hertfordshire	East of England	35.7	35.2	-0.5
Reading	South East	35.4	35.1	-0.3
Calderdale	North East, Yorkshire and Humber	35.4	35.0	-0.4
Rotherham	North East, Yorkshire and Humber	33.4	34.8	1.4
Liverpool	North West	35.1	34.7	-0.4
Warrington	North West	25.2	34.6	9.4
Walsall	West Midlands	34.3	34.5	0.2
Buckinghamshire	South East	29.6	34.3	4.7
Rutland	East Midlands	35.7	34.3	-1.4
Kingston Upon Hull, City of	North East, Yorkshire and Humber	27.9	34.1	6.2
Dorset	South West	25.2	34.0	8.8
Gloucestershire	South West	32.0	33.9	1.9
Newcastle upon Tyne	North East, Yorkshire and Humber	31.6	33.8	2.2
Devon	South West	34.4	33.8	-0.6
Cornwall	South West	34.2	33.6	-0.6
Stockport	North West	36.1	33.6	-2.5
Worcestershire	West Midlands	29.7	33.3	3.6
Lincolnshire	East Midlands	32.4	33.1	0.7
West Sussex	South East	27.3	32.8	5.5
Kent	South East	31.7	32.8	1.1
Middlesbrough	North East, Yorkshire and Humber	35.4	32.8	-2.6
Swindon	South West	24.0	32.7	8.7
Sunderland	North East, Yorkshire	39.5	32.6	-6.9

Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
	and Humber			
North Somerset	South West	30.5	32.5	2.0
Nottingham	East Midlands	29.3	32.3	3.0
Derbyshire	East Midlands	28.4	32.0	3.6
Shropshire	West Midlands	24.4	31.9	7.5
North East Lincolnshire	North East, Yorkshire and Humber	29.0	31.9	2.9
Herefordshire, County of	West Midlands	22.8	31.7	8.9
Redcar and Cleveland	North East, Yorkshire and Humber	29.3	31.7	2.4
Dudley	West Midlands	27.5	31.6	4.1
St. Helens	North West	28.1	31.5	3.4
Lancashire	North West	30.2	31.4	1.2
East Sussex	South East	30.9	31.4	0.5
Northamptonshire	East Midlands	31.7	31.3	-0.4
West Berkshire	South East	21.9	31.1	9.2
Wokingham	South East	26.2	31.0	4.8
Telford and Wrekin	West Midlands	37.3	31.0	-6.3
Thurrock	East of England	41.3	31.0	-10.3
Stockton-on-Tees	North East, Yorkshire and Humber	24.2	30.9	6.7
Leeds	North East, Yorkshire and Humber	26.7	30.9	4.2
Somerset	South West	28.9	30.8	1.9
Cheshire West and Chester	North West	24.6	30.6	6.0
Cambridgeshire	East of England	24.7	30.6	5.9
Brighton and Hove	South East	27.1	30.5	3.4
Bath and North East Somerset	South West	30.5	30.5	0.0
Oxfordshire	South East	29.5	30.3	0.8
Sheffield	North East, Yorkshire	30.3	30.1	-0.2

Local authority	Region	% of FSM eligible students attaining GCSE benchmark		Change between 2012 and 2013
		2012	2013	
	and Humber			
Bournemouth	South West	31.1	30.1	-1.0
Stoke-on-Trent	West Midlands	29.5	29.6	0.1
Doncaster	North East, Yorkshire and Humber	30.7	29.6	-1.1
Bristol, City of	South West	26.6	29.3	2.7
Bracknell Forest	South East	27.9	29.2	1.3
Peterborough	East of England	18.7	29.0	10.3
Isle of Wight	South East	23.2	28.9	5.7
Leicestershire	East Midlands	29.4	28.9	-0.5
Derby	East Midlands	32.6	28.6	-4.0
Southend-on-Sea	East of England	24.5	28.2	3.7
Hampshire	South East	26.1	27.4	1.3
Suffolk	East of England	27.1	27.1	0.0
Wiltshire	South West	30.0	27.1	-2.9
Norfolk	East of England	32.5	26.7	-5.8
Cheshire East	North West	28.1	26.4	-1.7
Central Bedfordshire	East of England	27.5	26.2	-1.3
Knowsley	North West	27.3	26.0	-1.3
Cumbria	North West	23.8	25.9	2.1
Blackpool	North West	31.8	25.8	-6.0
Northumberland	North East, Yorkshire and Humber	26.1	25.2	-0.9
North Lincolnshire	North East, Yorkshire and Humber	31.9	24.6	-7.3
South Gloucestershire	South West	32.7	24.4	-8.3
Portsmouth	South East	28.0	22.6	-5.4
Barnsley	North East, Yorkshire and Humber	22.5	21.8	-0.7

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Brent – Disadvantaged pupil performance (Pupil Premium) Jan 2015



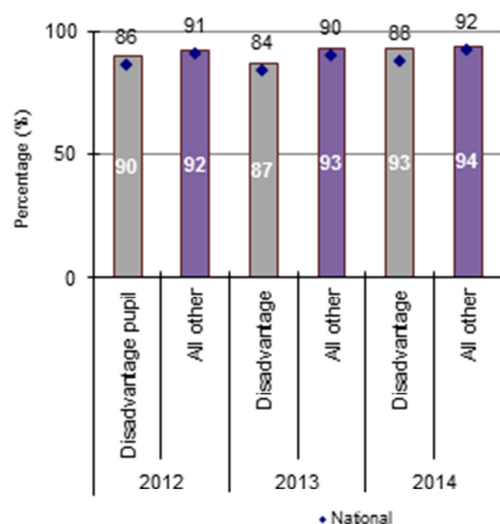
KS2 Brent - Closing the gap

Closing the gap between disadvantaged and other pupils

Reading expected progress

In 2014, 93% of disadvantaged pupils achieved expected progress, while 94% of other pupils achieved expected progress.

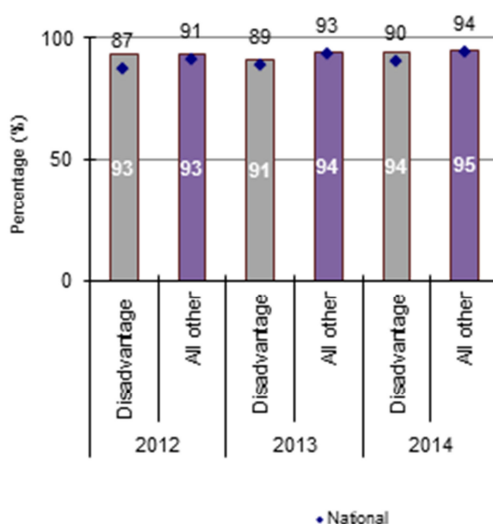
Percentage of pupils who achieved expected progress



Writing expected progress

In 2014, 94% of disadvantaged pupils achieved expected progress, while 95% of other pupils achieved expected progress.

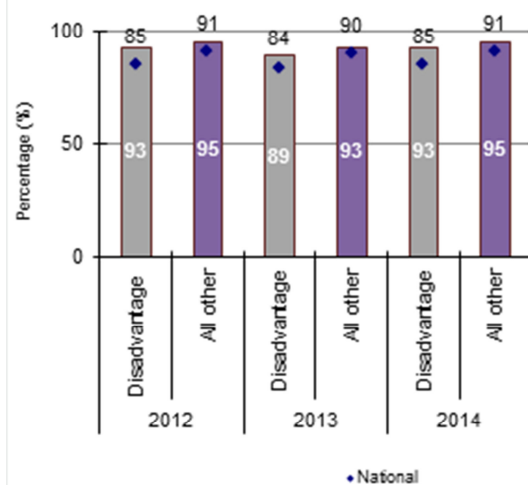
Percentage of pupils who achieved expected progress



Mathematics expected progress

In 2014, 93% of disadvantaged pupils achieved expected progress, while 95% of other pupils achieved expected progress.

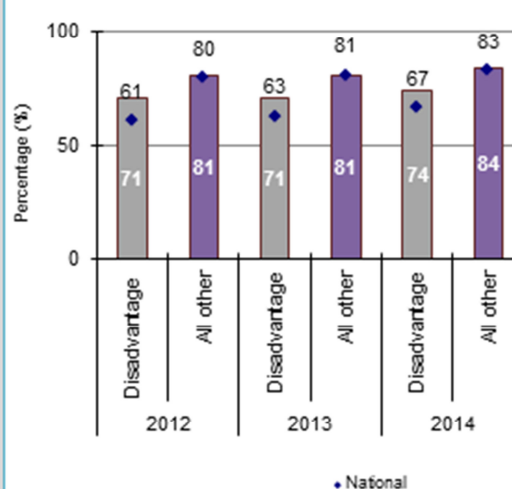
Percentage of pupils who achieved expected progress



RWM expected progress

In 2014, 74% of disadvantaged pupils achieved expected progress, while 84% of other pupils achieved expected progress.

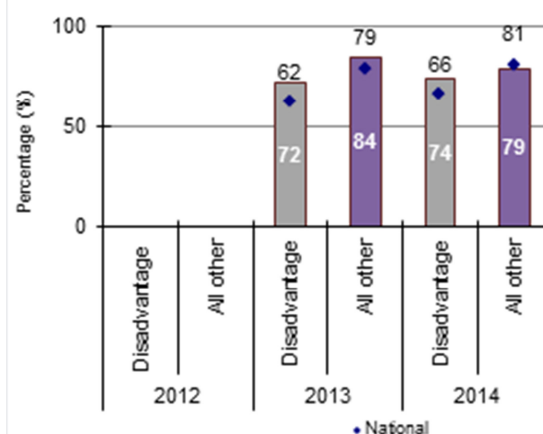
Percentage of pupils who achieved expected progress



Grammar, punctuation and spelling attainment

In 2014, 74% of disadvantaged pupils achieved expected progress, while 79% of other pupils achieved expected progress.

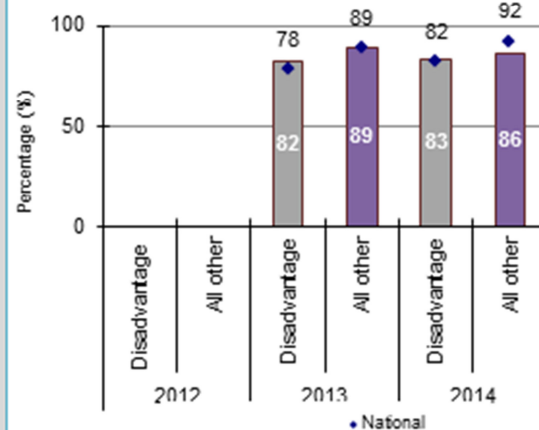
Percentage of pupils who attained Level 4 or above



Reading attainment

In 2014, 83% of disadvantaged pupils achieved expected progress, while 86% of other pupils achieved expected progress.

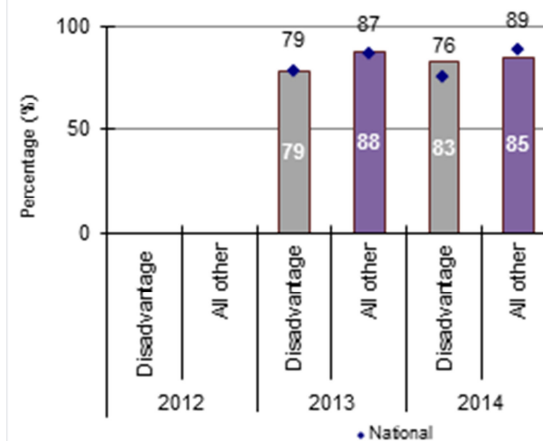
Percentage of pupils who attained Level 4 or above



Writing attainment

In 2014, 83% of disadvantaged pupils achieved expected progress, while 85% of other pupils achieved expected progress.

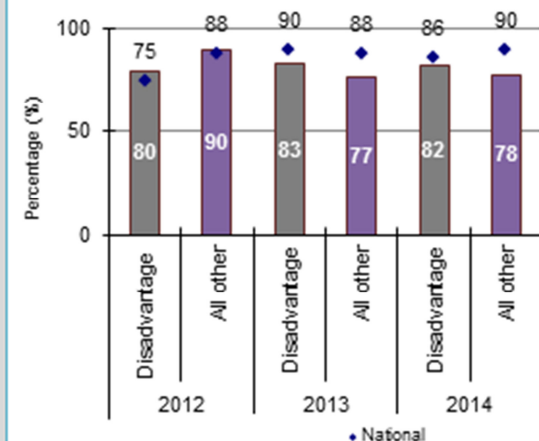
Percentage of pupils who attained Level 4 or above



Mathematics attainment

In 2014, 82% of disadvantaged pupils achieved expected progress, while 78% of other pupils achieved expected progress.

Percentage of pupils who attained Level 4 or above



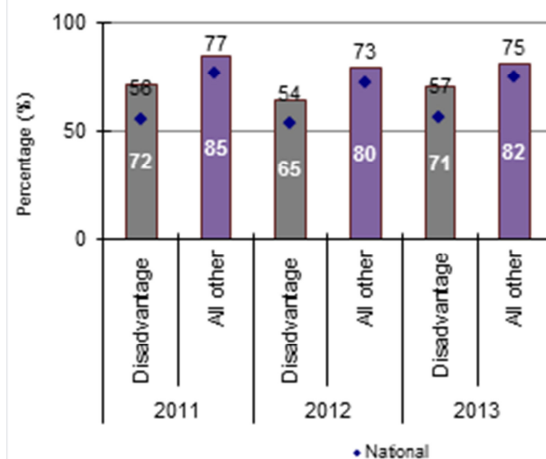
KS4 Brent - Closing the gap

Closing the gap between disadvantaged and other pupils

English expected progress

In 2013, 71% of disadvantaged pupils achieved expected progress, while 82% of other pupils achieved expected progress.

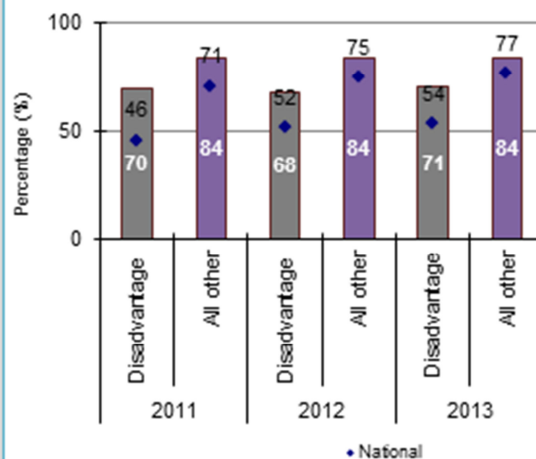
Percentage of pupils who achieved expected progress



Mathematics expected progress

In 2013, 71% of disadvantaged pupils achieved expected progress, while 84% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



BRENT BOROUGH PLAN 2015 - 2019

BRENT: JUST BETTER

Building a better Brent together

LEADER'S FOREWORD

I am a Brent boy. I was born in Wembley, went to school in the borough and studied at Kilburn Polytechnic. I live with my wife and children in the ward I represent, Tokyngton. My children go to school in the borough. I have owned businesses in the borough, and worked my way up from an engineer to a Project Manager at BT. I care about the residents of Brent because I am one, and I'm proud to live and work here.

Most people I meet around the borough tell me they enjoy living and working here too. They choose Brent as their home because it is a lively, vibrant place, richly diverse and full of opportunities. That is as true for people whose families have been here for many generations as it is for the residents we welcome from across London, the UK and the world every day.

The talent and energy of our people, our facilities, our dynamic local enterprise, our connectivity and our location all make Brent a place of enormous potential within the powerhouse city that is London. We need to make the very best use of these assets if we are to fulfil that potential in ways that make sure *everyone* who lives and work here – including the most vulnerable – can improve the quality of their lives. This is a particular challenge when public services are facing dramatic cuts in funding from central government.

I work in politics because I want to make Brent a better place and absolutely believe it is possible, even in the face of these financial challenges. I have a passionate desire to see three things for Brent: fairness; wealth and prosperity; and a strong sense of community. The inequality and injustice I see as I travel across our borough makes me angry. I want all residents to have the opportunities and the tools they need to access work that pays a fair wage. I want to attract more jobs to Brent, guarantee our children leave school with the skills they need to access work and ensure people who are unemployed have the support they need to find work again. I believe in a fair day's pay for a fair day's work – work must pay enough for a sustainable and comfortable life. I believe that the bonds that tie us together as a community are our greatest asset, and I want to nurture and strengthen them and foster citizenship and goodwill.

I believe we all – the Council, its partner services, residents, businesses and local charities – have a responsibility to make this happen, and I believe that this document, the Brent Borough Plan provides a path for doing so. Working together, we can make Brent an even better place to live and work.

ABOUT THIS DOCUMENT

This document – the **Brent Borough Plan** – sets out how we will go about building a better Brent together. Led by the Council working with our partners in **Partners for Brent**, it is an ambitious plan for the future of the borough.

The plan is based on *your* priorities for *your* services: the things that you said matter most to you when asked in our recent wide-ranging consultation. It is a plan for working together, in genuine partnership, to build a better Brent; a plan for making Brent a better place to live in, a safe and attractive place, environmentally friendly and with good quality housing and engaging arts and leisure facilities; a plan for inclusion, for making sure that all who live and work here – including our children and young people and the most vulnerable of our residents – have better opportunities to improve their lives, to achieve, to work and to prosper, to live healthily and to be supported and cared for when they need it most. The **Borough Plan** is not only about our shared aspirations for the borough. It also sets out exactly what we intend to achieve and how we will go about achieving it.

OUR VISION

A great place to live and work

Our vision is to make Brent a great place to live and work, where people feel that they have real opportunities to change their lives for the better, where they feel that they and their children are safe and cared for and achieve well, and where they receive excellent services when they need them. A place where business and enterprise can prosper and where local people can find employment; a place with plentiful access to arts, leisure and cultural activities; a place where people from different backgrounds feel at ease with one another; a place where the principles of fairness, equality, good citizenship and respect for people and place are valued.

We intend to achieve this vision, even in the context of some of the most pressing financial challenges experienced in public services for decades.

It is an aspirational and ambitious vision: but it is one that can be achieved if everyone with a stake in the borough works together with a clear focus on our common goals and we make the best possible use of our resources. We shall have to find new ways of doing things if we are to maintain high standards of service in the face of rising demand and falling funding. We will have to stop doing things more quickly when they are no longer having an impact. We will have to develop more targeted, tailored and localised services; and we will have to work much more in partnership.

Services and citizens working together

This will mean everyone – the council, its public service partners in the NHS, the police and fire service, housing associations, local businesses, voluntary organisations – working together collaboratively towards our common goals. It will also mean *you*, the people who live and work here – doing your bit to help make Brent an even better place to live. Mostly that will mean doing the kinds of things that the majority of you are already doing: helping to keep the streets clean and litter free, recycling, using your cars a bit less, being considerate neighbours, helping out when people are in need, parking sensibly, reporting antisocial behaviour. There are other ways of getting involved too: participating in neighbourhood watch, for instance, or volunteering. In any event, maintaining and improving the quality of life in the borough will, as always, be very much dependent on your continued good citizenship.

The **Brent Borough Plan** is a starting point for achieving our vision. It is built around the three key priorities set out below, agreed after extensive consultation with local people and organisations.

OUR PRIORITIES

1. Better lives

This means:

- making sure that local people have the best possible life chances, regardless of their starting position
- supporting local enterprise, generating jobs for local people, helping people into work and promoting fair pay
- making sure that our schools are amongst the best and that our children and young people achieve to their potential
- enabling people to live healthier lives and reducing health inequalities
- supporting vulnerable people and families when they need it.

2. Better place

This means:

- making sure that Brent is an attractive place to live, with a pleasant environment, clean streets, well-cared for parks and green spaces
- continuing to reduce crime, especially violent crime, and making people feel safer
- increasing the supply of affordable, good quality housing
- supporting good quality, accessible arts and leisure facilities.

3. Better locally

This means:

- building resilience and promoting citizenship, fairness and responsibility amongst local people and strengthening the sense of community amongst the people who live and work here
- promoting cohesion and integration amongst our communities
- making sure that everyone has a fair say in the way that services are delivered, that they are listened to and taken seriously
- making sure that inequalities in the quality of life in different parts of the borough are tackled by a stronger focus on local needs
- building partnership – between local service providers and between local services and residents – to find new ways of providing services that are more finely tailored to individual, community and local needs.

What these priorities will mean in practice – exactly what we are aiming to achieve and how we intend to go about it – is set out later in this document.

Achieving the goals of the Borough Plan will require the best possible local services. Brent's services are already good quality by most measurable standards, but we aim to make them even better: by working together to find new ways of doing things that will make services seamless, reduce duplication and provide a genuine focus on the needs of local people; and by commissioning services in a way that tailors them more effectively to individual, family and neighbourhood needs and improves value for money.

BRENT TODAY: the context and the challenges

Well-connected by public transport within one of the great world cities and home to one of the world's most iconic sporting stadiums, Brent is attracting new investment, new business, new visitors and new residents every year. This makes the borough an exciting, dynamic and vibrant place to live and work, and it brings both opportunities and challenges.

Our population

Our population has increased by 18% over the past ten years, to 312,000, and we are now the fifth largest of the London boroughs and the fourteenth most densely populated area in the country. The number of under five-year olds has increased by 37 per cent and those aged 5-19 years by eight per cent in this time, giving Brent a young population, often living in extended families.

Our communities

Brent is also one of the most culturally diverse boroughs in the UK. People from black, Asian and minority ethnic backgrounds make up 64 per cent of the total population, and we continue to welcome new communities today, such as the growing Eastern European, Filipino and Somali populations. We are proud of our historic ability to welcome different cultures, support their integration and create a context in which people from different backgrounds and cultures feel they get on well together. The cultural diversity of the borough and the cohesion between its different communities are major factors in Brent's characteristic vibrancy and dynamism.

Achieving and maintaining cohesion and promoting integration has to be worked at, however. Citizenship and good relations need to be fostered, nurtured and supported. Different communities need to work to understand each other's perspectives, and service providers must work to engage with our different communities – longer-established groups as well as new arrivals and those who are vulnerable and at risk of being marginalised – and to understand their needs.

Our economy

Most of the employment in the borough is in small and medium sized enterprises, underlining the entrepreneurial spirit of residents. Supporting these businesses to grow, identifying opportunities and developing local supply chains is vital to the new Employment and Enterprise service. New start-up spaces will be needed to support local entrepreneurs, and the burden of bureaucracy for local businesses needs to be reduced. The borough has benefited from a significant investment in regeneration in recent years, with the development of Wembley and the designer outlet and the new Civic Centre providing an outstanding community and cultural facility, while the Willesden Green Cultural Centre will provide a great cultural venue and better access to services in the south of the borough. We know that more still is needed, however, and five growth areas have therefore been identified across the borough, with capacity for new housing, jobs and better local shops and services. Local people need to benefit from the job opportunities these create.

The median household income in Brent is currently the third lowest in London. One in every three children in the borough is living in poverty, and this increases to 50 per cent in our most deprived wards. Poverty, unemployment and adult skills levels are key challenges for the borough, underpinning the pressing need to promote growth in job opportunities, to encourage and support residents to access them and to tackle inequalities.

Our housing

Brent has the fifth highest private rent levels in London, making even two bedroom properties unaffordable for many on average earnings. There is a greater reliance in Brent than many other places on benefits and social housing. For families affected by the benefit

cap, larger homes are not affordable and even two bedroom accommodation is becoming increasingly difficult to find. As a result, the government's changes to the welfare system will have a more widespread and more severe impact in Brent than in most other parts of the country. We need to tackle this by getting more people into work and by promoting and encouraging progress towards a living wage.

We also need more homes to be built and to be affordable so that we can house our growing population, and we need to make sure that all housing is of a decent standard. This will require close and constructive working partnerships between the council, housing associations, private landlords and developers.

Our health and well-being

Living in poverty generally contributes to poorer health, well-being and social isolation. Statistics show that people on low incomes are more likely to have a life-limiting health condition, take less exercise and have a shorter life. Obesity is an increasing concern, and more people are experiencing mental health problems. This happens to too many Brent residents, and more needs to be done to encourage and support healthier lifestyles, to promote and support more community participation in sports, physical and recreational activities, and to ensure prompt access to appropriate treatment. We have excellent health services in Brent, and some first class leisure and arts facilities, and we need to find new ways of making the best use of them.

Our schools

The majority of Brent's schools have been judged as good or better by Ofsted, but we need to make sure that *all* our schools are good. The attainment levels of many of our children have improved significantly in recent years: we need to make sure that this continues, and that all our children from all our communities in all parts of the borough are achieving well. And we need to make sure that our young people have the very best opportunities to improve their lives in and out of school, and are in the best possible position to move into further and higher education and employment. A rapidly rising population has also put pressure on school places, and Brent needs more primary, secondary and special places to make sure that all children get places in our schools as and when they need them.

Our safety

The level of crime in the borough has fallen significantly over the past few years. Burglary, street crime and robbery are all down. However, violent crime has increased, particularly in two or three of our wards. Domestic violence and gang activity have also increased which, as well as having a devastating effect on individuals and families, is increasing demands on services. The *fear* of crime and antisocial behaviour, moreover, remains a concern for many Brent residents. Preventing and reducing crime are key priorities, along with making sure that people feel safer and better protected on the streets and in their homes.

Our environment: our streets, green spaces, parks and transport

Brent's performance in keeping the borough's streets clean, on recycling, on maintaining our parks and open spaces in good condition, and on keeping our roads in good repair compares well with other areas. Even so, we know that we need to do better to make sure that we achieve the highest possible standards for our public realm, which people living, working and visiting want and deserve. The borough is generally well-served by local transport, but our residents want there to be more safe walking and cycling routes, and they want the buses to be less crowded. In addition, the need to improve and protect our environment for future generations has never been more pressing. We must make sure that the policies and practices of public service providers are environmentally friendly and that environmentally responsible behaviour is promoted and encouraged.

Our finances and our services

Public service finances in the borough have been well-managed. Huge savings have been made over the past four years in response to the economic climate, but the quality of most services has remained high as efficiency and value for money has improved. However, further serious financial challenges lie ahead, with public services facing dramatic cuts in funding from central government. By 2018, Brent Council's budget alone will have been cut in half. These challenges will mean more fundamental changes to the way local services are commissioned and delivered. This will almost certainly include an enhanced role for our voluntary and community sector partners, with their knowledge of our vulnerable residents and communities, and the ability of many of them to provide quality services at a good price.

The Brent Borough Plan describes how we will build on our strengths and work together to address the challenges ahead and build a better Brent for all who live and work here.

ACHIEVING OUR PRIORITIES

This section sets what we intend to achieve for each of our priorities and how we will go about it. The objectives will remain common for the life of the plan, right through to 2019, but the activities to achieve them and their associated outcomes will be refreshed every year.

Doing things differently

To achieve our objectives and maintain high standards of service in the face of rising demand and falling funding, we shall have to find new ways of doing things. The plan reflects this. We will have to stop doing things more quickly when they are no longer having an impact. We will have to develop more targeted, tailored and localised services; and we will have to work much more in partnership.

Working together

This will mean everyone – the council, its public service partners in the NHS, the police and fire service, housing associations, local businesses, voluntary & community organisations – working together collaboratively towards our common goals. It will also mean *you*, the people who live and work here – doing your bit to help make Brent an even better place to live. Mostly that will mean doing the kinds of things that the majority of you are already doing: helping to keep the streets clean and litter free, recycling, using your cars a bit less, being considerate neighbours, helping out when people are in need, parking sensibly, reporting antisocial behaviour. There are other ways of getting involved too: participating in neighbourhood watch, for instance, or volunteering. In any event, maintaining and improving the quality of life in the borough will, as always, be very much dependent on good citizenship.

Equality and fairness

In meeting these challenges and pursuing our priorities, the focus must be on equality and fairness. We need to protect the most vulnerable in our communities and improve their quality of life. This means reducing poverty levels, the inequality in wages levels, promoting the London Living Wage, and supporting independence and choice. And we need to develop practical responses to issues such as fuel debt, expensive childcare, loan sharks and poor health outcomes related to poverty. An enhanced role for our voluntary and community sector partners, with their knowledge of our vulnerable residents and communities, and the ability of many to provide quality services at a good price, will be key in ensuring that these aims are met.

THE PLAN FOR THE COMING YEAR

1. BETTER LIVES

What you told us you want:

- Local jobs which pay a living wage, with fair conditions of employment.
- Access to adult education courses that help people to progress in their employment.
- Practical help for local entrepreneurs with premises, business advice and peer mentoring.
- Help with returning to employment when you have been out of work for a while.
- A high quality education for every child, wherever they live in the borough.
- Good quality local nurseries and flexible childcare.
- Support for families in difficult times.
- Youth activities that help young people to gain life skills and successfully go on to further education or work.
- More local apprenticeships.
- Being able to get an appointment with your GP easily and quickly.
- Easy and affordable ways to keep fit and look after your health.
- More early help for people with mental health problems.
- Vulnerable people should receive care that is compassionate and lets them live with independence, choice and dignity.

What we are doing

Supporting local enterprise, generating jobs for local people, helping people into work and promoting fair pay

Outcomes to be achieved by 2019:

- Significantly increased investment and economic activity in the borough
- Employment rates at least as good as the London average
- Employment rates for young people at least as high as the London average
- Average incomes at least as high as the London average
- The proportion of local people earning at least the London Living Wage as high as the London average

What we promise to do in 2015-16

We will

- Pursue investment in Brent from the private, public and community sectors, in line with our regeneration priorities.

What we aim to achieve by April 2016

- All planning applications will have been determined within benchmark timescales, and Community Infrastructure Levy and section 106 planning gain from major developments will have been secured.
- Additional investment will have been secured through successful bids for New Homes Bonus, ESF, ERDF, Mayor's High Street Fund, Housing Zones and other external funding streams.
- New investment into the Park Royal industrial

<ul style="list-style-type: none"> • Support local Town Teams to deliver town centre improvements. • Put into effect our employment, skills and enterprise strategy and our new 'Start' service, providing vocational training linked to the skills needs of local employers. • Target employment increases in priority neighbourhoods and support the most excluded households into work. • Promote and encourage payment of the London Living wage amongst local businesses – particularly those who do work on behalf of public services. • Provide advice, information and support – including help to access employment and training – to people affected by changes to the welfare benefits system. • Make it easier for local businesses to access advice and support services. • Deliver increased local employment through our physical regeneration schemes 	<p>estate will have been secured.</p> <ul style="list-style-type: none"> • A new Property & Assets Strategy will set out how the council's property portfolio can be maximised and community asset transfer best managed. • New investment and infrastructure possibilities will have been lobbied, such as a Crossrail stop at Wembley Central. • More empty premises will have been brought back into use through the promotion of 'meanwhile uses'. • Substantive town centre improvements will have been delivered by local Town Teams. • £1 million in additional external employment and skills funding and fewer residents with 'no qualifications', with progress towards the London average. • A reduction in the overall rate of unemployment in the borough, with progress towards the London average, and a closing of the gap in employment levels between priority neighbourhoods and the rest of the borough. • A reduction in the proportion of residents earning less than the London Living Wage, and progress of average incomes towards the London average. • We will continue to target support and advice to those most affected by welfare benefit changes to help mitigate the impact of the changes on those who are most vulnerable. • There will be fewer than 150 households in temporary accommodation because of the impact of benefit capping. • A new Local Welfare Assistance scheme will be developed with voluntary sector partners • A single point of contact for advice on local business support provided by the Employment and Enterprise Team and accessible on the council website. • More new local jobs will be created each year through local regeneration schemes, totalling 5,000 by 2019.
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<ul style="list-style-type: none"> • Promote and support apprenticeships for local young people, through schemes like through Brent Council's Apprenticeship Programme” • Use our purchasing power to secure the best value for money, and to benefit the social and economic well-being of the borough 	<ul style="list-style-type: none"> • Create 100 intermediate, advanced and Higher-level apprenticeship job opportunities with the council. • Provide 20 apprenticeship job opportunities for looked after children. • Additional local apprenticeships, training opportunities and employment will have been created through our procurement principles and supply chains.
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<p>Making sure that our children and young people have access to the best education and training, achieve to their potential and have the best start in life</p> <p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • All local children will have appropriate school places • All Brent schools will be rated as good or outstanding • Attainment levels will be amongst the best in London for all age groups • The proportion of young people not in employment, education or training will be amongst the lowest in London 	
<p>What we promise to do in 2015-16</p>	<p>What we aim to achieve by April 2016</p>
<p>We will:</p> <ul style="list-style-type: none"> • Provide sufficient school places in all sectors. • Work with the Brent Schools Partnership and other education partners to support and challenge local schools to ensure that all of them provide a high quality education. • Work with partners to ensure that our 18 year olds get the qualifications and skills they need to succeed in life 	<ul style="list-style-type: none"> • 1785 additional primary school places will be available for local children for September 2015, and 2940 primary school places available for September 2016, with enough reception places available for all who need them by July 2016. • Fewer pupils with special educational needs will require out of borough placements. • All primary, secondary and special schools in the borough to be rated 'good' or 'outstanding' by Ofsted by 2017. • At least 95% of all schools in the borough will have attendance rates above the national average. • The Level 3 Average Point Score per student will be at least 20 points above the national average • 100% of looked after children have up to date

<ul style="list-style-type: none"> • Provide the best quality support to ensure that all Looked After Children achieve their potential • Provide a high quality education for children with special educational needs and disabilities • Provide young people with the support they need to improve their lives. 	<p>education plans in place</p> <ul style="list-style-type: none"> • For the year 2016, our looked after children will have achieved 5 or more A* to C grades (excluding English and Maths) at GCSE at a rate above the London average. • For the year 2016, our looked after children will have stayed on in education, training or have obtained employment at age 17 • All special schools will be 'good' or 'outstanding' • All children with statements of special educational needs transition to Education, Health and Care Plans by September 2015. • No more than 4.6% of young people are not in education, employment and training (NEET).
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<p>Enabling people to live healthier lives and reducing health inequalities</p>	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • Local health services – including mental health services – will be amongst the best in London • Childhood obesity rates will be amongst the lowest in London • Health inequalities, including those related to smoking, diabetes, heart disease and substance abuse will be reduced to at least the London average 	
<p>What we promise to do in 2015-16</p>	<p>What we aim to achieve by April 2016</p>
<p>We will:</p> <ul style="list-style-type: none"> • Pursue our programme of Primary Care Transformation. • Make improvements to children's public health services. • Take action to tackle preventable ill-health and early death, especially in our most deprived communities 	<ul style="list-style-type: none"> • Seeing GPs will be easier, and more treatments will be available in a community setting. • An improved contract for the Schools Nursing service • The upward trend in childhood obesity will be halted, and the number of overweight 4 to 5 year olds reduced by 225. • A 5% increase in fluoride varnish applications to improve child dental health. • Improved targeting of smoking and tobacco services with a 5% increase in the number of people helped to stop smoking.

<ul style="list-style-type: none"> Strengthen partnership working to tackle substance misuse and sexual health Develop and implement our programme for mental health transformation. 	<ul style="list-style-type: none"> 14,000 health checks will have been offered with a take-up of at least 50%. 15 Diabetes Champions will be working amongst our communities to tackle the risk of diabetes. New joint contracts will be in place for substance misuse services; sexual health services; young people's substance misuse and sexual health services; local HIV prevention services. Successful completion of alcohol treatment will be 2% above London average rates. There will be 50 recovery champions working with patients, and the Amy Winehouse Foundation will be working with 5 Brent Schools. A whole system mental health and wellbeing strategic plan will be in place, covering children and young people as well as adults.
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Supporting vulnerable people and families when they need it	
Outcomes to be achieved by 2019: <ul style="list-style-type: none"> Safeguarding procedures and outcomes for vulnerable adults are judged as amongst the best in London Safeguarding procedures and outcomes for children and young people are judged as amongst the best in London Fostering and adoption outcome measures amongst the best in London Outcome measures for those identified as vulnerable to domestic violence amongst the best in London 	
What we promise to do in 2015-16	What we aim to achieve by April 2016
We will: <ul style="list-style-type: none"> Have zero tolerance of abuse of adults at risk. Provide effective systems to ensure access to the right advice and support for vulnerable adults, to prevent the need for long term support. To improve the early intervention services offered across health and 	<ul style="list-style-type: none"> 100% of Safeguarding alert screenings completed within 24 hours, and no more than 10% of all safeguarding investigations are judged as inconclusive. Outcomes measures – through local experience research, annual service user and carer surveys, and multi-agency outcome audits of 10% of all referrals. Outcomes measures – annual service and carer survey on information and advice. More people still at home after 91 days following hospital discharge and an increase in

<p>social care to promote independence.</p> <ul style="list-style-type: none"> • Enable and support choice and control for those with ongoing social care needs, to ensure improved health and well-being. • Implement the 2014 Care Act funding reforms to ensure that everyone with a social care need is appropriately supported, and provide a new service to carers in line with the Act. • Integrate health and social care services, building them around the individual and their needs. • Provide high quality safeguarding to keep children and young people safe. • Take effective action against domestic violence. • Bring together services to provide direct and co-ordinated support around our families with the most complex needs 	<p>the percentage of people still living in the community after integrated re-ablement.</p> <ul style="list-style-type: none"> • More people supported to live independently through telecare and telehealth solutions. • An increase in the number of people whose care needs reduce after intervention. • Positive feedback in annual service and carer survey on independence. • All service users offered self-directed support, and increased take up of Direct Payments across all user groups. • Individuals' goals met, as confirmed by annual assessment. • A significant increase in the number of deferred payments, all financial assessments completed on time and income maximised and debt minimised • Positive responses from carers in the Carer survey on their inclusion in the process and their perceptions of support, choice and control • All individual care plan aims achieved. • Fewer unnecessary admissions to hospital, a reduction in delayed discharges from hospital and increased speed of discharge. • Fewer people requiring residential and nursing care. • The multi-agency Local Safeguarding Children Board is rated as at least 'good' by Ofsted. • All women and children referred to the <i>Brent Family Front Door</i> for domestic abuse will be given information on available support services. • A 10% reduction in the number of children requiring a child protection plan for a second time as a result of domestic abuse. • An increase in the number of joint investigations completed by Brent police and Brent Social Care. • Phase 3 of the Troubled Families programme delivered following confirmation of detailed targets and funding
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<ul style="list-style-type: none"> • Recruit more foster carers in Brent and provide high quality support and training, to make sure that looked after children get the support they need in a local family environment • Ensure high quality, affordable childcare is available, especially to disadvantaged families. 	<ul style="list-style-type: none"> • 53% of looked after children will be placed with Brent foster carers by March 2016. • 95% of families with 3 and 4 year olds take up the free child care places. • Families of 5755 disadvantaged 2 year olds take up childcare places. • 80% of private, voluntary and independent childcare settings are judged 'good' or 'outstanding' by Ofsted.
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2. BETTER PLACE

What you told us you want:

- Our streets cleaned regularly to a consistently good standard.
- Enforcement action against the people who dump rubbish on the streets and public spaces of the borough.
- Regular collection of household waste with help to recycle more of your waste.
- You really enjoy our parks: they should be well maintained and safe to use.
- A neighbourhood police presence that you know and also understands your area.
- Visible policing that makes you feel safe and tackles anti-social behaviour and drug dealing.
- Better regulation of parking and residents parking zones.
- Public transport is good but needs to be expanded to cope with the local demand particularly new bus routes.
- Private rented accommodation needs to be better regulated and tenants rights protected.
- More housing built in the borough across all tenures, which more shared ownership schemes to help people into home ownership.
- Our libraries are great: please make sure that they are well stocked and used.
- Community events are valued and important in building cohesion and local networks: how can we find more private sponsorship to make them continue.

What we are doing

Making sure that Brent is an attractive place to live, with a pleasant, sustainable environment, clean streets and well-cared for parks and green spaces	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • Outcome measures for street cleanliness and waste management and recycling amongst the best in London • Residents' satisfaction with the cleanliness and appearance of the borough's streets, parks and green spaces amongst the highest in London 	
What we promise to do in 2015-16	What we aim to achieve by April 2016
<p>We will:</p> <ul style="list-style-type: none"> • Implement our Public Realm contract, ensuring that streets and neighbourhoods are cleaned and maintained to a high standard 	<ul style="list-style-type: none"> • Fewer than 10% of streets below standard for litter, fewer graffiti incidents and a 10% reduction in landfilled waste. Reduced fly-tipping and dumped waste, with a range of successful prosecutions against those committing litter and waste nuisance • A reduction in air pollutants and respiratory diseases, and a 15% reduction in carbon emissions • Improved waste arrangements at houses in Multiple Occupation • More examples of communities taking action for themselves to care for their neighbourhoods • Improved public satisfaction with cleanliness of streets as measured by the Residents Attitude Survey

<ul style="list-style-type: none"> • Protect and maintain the quality of parks and open spaces • Take action to improve compliance with business regulations and prosecute rogue traders • Promote and support the development of sustainable transport opportunities and manage the use of the road network 	<ul style="list-style-type: none"> • More examples of communities taking action for themselves to care for their local parks and green spaces • Improved public satisfaction with parks and open spaces as measured by the Residents Attitude Survey. • 85% of food businesses will be compliant and communities will be effectively safeguarded against the risk of food poisoning • More licensed premises, safeguarding communities against the risk of infectious diseases • Fewer accidents in commercial premises • All events at Wembley Stadium will have been safe and free from major incidents • Reduced congestion through improved traffic flow, and increased footfall and improved pedestrian, cycling and public transport facilities in town centres • 39 cycle training courses will have been provided for over 600 school children in the borough, and over 300 lessons for adults • 75 new street trees will have been planted as part of highway improvement projects • Investment to improve cycle routes and parking in the borough • Work Place and School Travel plans will have contributed to more people travelling by walking, by bicycle, and public transport
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<p>Continuing to reduce crime, especially violent crime, and making people feel safer</p>	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • Levels of crime and the fear of crime amongst the lowest in London • Significant reductions in violent crime, including domestic violence • No wards feature amongst the 10% of localities experiencing the highest crime levels nationally. 	
<p>What we promise to do in 2015-16</p>	<p>What we aim to achieve by April 2016</p>
<p>We will:</p> <ul style="list-style-type: none"> • Implement our crime reduction strategy to reduce the levels of crime and fear of crime in the borough and the risk of offending and re-offending 	<ul style="list-style-type: none"> • Reduce levels of violent crime in five hotspot areas in Brent. • Reported cessation of domestic abuse including physical abuse, emotional abuse, harassment and controlling behaviours for at least 68% of all supported victims. • Fewer than 210 first-time offenders, and a 20%

<ul style="list-style-type: none"> • Target gangs and serious youth violence • Target areas identified as experiencing the highest levels of crime 	<p>reduction in the number of crimes by repeat offenders</p> <ul style="list-style-type: none"> • A fall of at least 2% in the rate of re-offending amongst young people • Increase the number of known gang members successfully exiting gang involvement • Reduced crime levels in targeted areas.
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Increasing the supply of affordable, good quality housing	
Outcomes to be achieved by 2019: <ul style="list-style-type: none"> • Development of 5,000 additional homes by 2019 • All social housing in the borough will reach the decent homes standard 	
What we promise to do in 2015-16	What we aim to achieve by April 2016
<p>We will:</p> <ul style="list-style-type: none"> • Deliver transformational change and support and promote neighbourhood planning across the Borough, targeting identified priority and growth areas. • Pursue our commitment to the development of 5,000 affordable homes in the borough. • Take action to improve the condition and performance of the Council's housing stock. • Raise private rented housing standards through Additional and Selective Licensing schemes. 	<ul style="list-style-type: none"> • Investment Plans in place for each of the Borough's growth areas and continued delivery of the South Kilburn Regeneration objectives. • Two new Housing Zones secured in Wembley and Alperton, and new developments brought forward on sites at Church End, Bridge Park, Copland school and Stonebridge. • The regeneration of Old Oak Common will be advanced through work with the new Mayoral Development Corporation. • By end of 2016: 450 homes at Bridge Park 70 homes at Stonebridge 235 home at Kilburn 67 homes for temporary accommodation. • One-seventh of the Council's stock will have undergone Investment standard works. • 90% of eligible properties will be covered by licences, and non-compliant properties will have been identified with enforcement actions to raise standards.

Providing good quality, accessible arts and leisure facilities

Outcomes to be achieved by 2019:

- Participation rates in sport, physical recreation and cultural activities amongst the highest in London

What we promise to do in 2015-16	What we aim to achieve by April 2016
<p>We will:</p> <ul style="list-style-type: none"> • Work through the Culture Sport and Learning Forum to develop, support and promote programmes for sport and physical activity and for cultural and arts activities 	<ul style="list-style-type: none"> • An increase in participation levels in sport and physical recreation and a reduction in zero activity levels amongst residents • A high profile cultural programme will have been supported at the Civic Centre and the Willesden Green Cultural Centre

3. BETTER LOCALLY

What you told us you want.

- Better information about council services and local events.
- More information provided on-line and by direct email.
- Opportunities to talk to the council in less formal meetings and places.
- Communicate in plain English in our letters.
- Simple ways to help you volunteer in your neighbourhoods.
- Befriending schemes for vulnerable people.
- Some initial help to look after services such as local parks, libraries and youth projects.
- The council to facilitate sharing of skills and resources between businesses and communities to build strength and resilience collectively.

What we are doing?

Building community resilience and promoting citizenship	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • The proportion of people who say that 'Brent is a place where people from different backgrounds get on well together' will be amongst the highest in London • At least 4,000 additional volunteers registered across the borough • Equality outcome measures amongst the best in London • Significantly more examples of communities taking action for themselves to improve the quality of life in their neighbourhoods 	
What we promise to do in 2015-16	What we aim to achieve by April 2016

<p>We will:</p> <ul style="list-style-type: none"> • Support the development of a thriving culture of volunteering by commissioning a 'Volunteering Centre' to encourage more local volunteering. • Funding independent advice and training for voluntary sector organisations through Brent CVS and securing funding for local projects through the <i>Voluntary Sector Initiative Fund</i> • Offer one route for voluntary sector organisations to engage with the council on a range of issues • Support and foster good relations between communities and address inequalities wherever they are identified 	<ul style="list-style-type: none"> • 1000 new volunteers recruited each year with a focus on currently under-represented groups. • 25 unemployed volunteers placed into employment. • 100 volunteers placed into training. • 5 large corporations engaged in staff volunteering initiatives. • A 50% increase the number of voluntary sector organisations that are members of the CVS network • A 4% increase in external funding secured for local groups and investment of £2 million in support of local projects • Provide all information on the voluntary sector webpage • The proportion of people who say that 'Brent is a place where people from different backgrounds get on well together' will be amongst the highest in London as measured by the Residents' Attitude Survey. • The council will have achieved an 'Excellent' standard on the Equality Framework for local government for its equality policy and practice.
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<p>Making sure that everyone in the borough is able to participate in local democracy, has a fair say in the way that services are delivered, and is listened to and taken seriously</p>	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • 95 % of residents will be registered to vote under the individual voter registration scheme • Election turnouts amongst the highest in London • Thriving community forums, with higher participation rates year-on-year • Significantly more young people participating in local democracy events and processes like the Youth Parliament • A significant number of examples of local services being materially influenced by user views 	
<p>What we promise to do in 2015-16</p>	<p>What we aim to achieve by April 2016</p>
<p>We will:</p> <ul style="list-style-type: none"> • Promote and support greater 	<ul style="list-style-type: none"> • 95% of residents will be registered to vote

<p>participation of residents in decision-making, such as voting and council affairs</p> <ul style="list-style-type: none"> • Provide rigorous and effective scrutiny and challenge to local public services, partners and council decisions • Consult local people and service users in a meaningful way, with transparency about the reasons for difficult decisions, about the services and issues that are most important to them 	<p>under the new individual voter registration scheme.</p> <ul style="list-style-type: none"> • 72 young people will be elected to the Brent Youth Parliament and regularly consulted on local issues. • Live streaming of Council meetings, and events such as Brent Question Time. • The concerns of local people will be fully reflected in the council's Scrutiny programme and local people will have been successfully engaged in Scrutiny task group projects • A significant improvement in attendance at the <i>Brent Connects Forums</i>, with residents having more influence on agendas. • Issues raised by the <i>Brent Residents' Attitude Survey</i> will be addressed in the planning and design of services. • Local people in each ward will be engaged in helping to improve the quality of life in their area.
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<p>Working with partners to find new ways of providing services that are more finely tailored to individual, community and local needs</p>	
<p>Outcomes to be achieved by 2019:</p> <ul style="list-style-type: none"> • A range of examples of new service models developed and run in partnership with local people and organisations • Access to all key services 24/7 via digital channels • Levels of public satisfaction with local services amongst the highest in London 	
<p>What we promise to do in 2015-16</p>	<p>What we aim to achieve by April 2016</p>
<p>We will:</p> <ul style="list-style-type: none"> • Develop partnership shared services and collaborative commissioning to Improve the efficiency of service delivery • Develop and promote locality-based data and information that enables residents to have a better understanding of what's happening in their area and what services are available to them 	<ul style="list-style-type: none"> • New service models will have been developed in partnership with local people and voluntary sector providers, with more opportunities for voluntary and community organisations to provide local services • A multi-agency week of action will have been undertaken in each ward, with demonstrable improvements in residents' satisfaction • Regular free and easily accessible e-newsletters tailored to the needs and interests of different areas of the borough

<ul style="list-style-type: none"> • Continue to build a culture for resident focused services, in which needs and transparency drive service design and workforce behaviours • Redesign face-to-face arrangements to provide those residents with complex needs with a more personalised approach 	<ul style="list-style-type: none"> • Redesign will have resulted in all key services being available 24/7 via digital channels, with this being the access channel of choice for most residents • It will be easier to access services on line through one personalised Brent Account • Residents will no longer have to provide information multiple times to different services, with <i>Tell Us Once</i> systems automatically updating the key services they are known to • Residents' experience when telephoning Brent Council will be significantly improve • We will have responded to 100% of complaints within our publicised targets, and the Council will remain within the top quartile across London for its performance in handling Ombudsman complaints • We will have responded to 100% of valid freedom of information requests within 20 working days. • Enquiry handling will have been integrated to cover a range of services (e.g. housing, benefits and Council Tax), improving residents' experience and enabling enquiries to be handled more efficiently
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WHAT'S NEXT?

The promised activities will be monitored closely through the coming year to make sure that they are happening and achieving their intended outcomes. Each of the public services has its own strategy and action plan for the year ahead, which shows how it intends to contribute to the goals set out in the Borough Plan. Those plans are much more detailed, with a wider range of activities designed to support the achievement of their goals.

A comprehensive review of the Borough Plan will be undertaken every year, with a fresh set of promised activities and outcomes identified for the following year. An Annual Report will be produced each July summarising progress so far and a revised Borough Plan incorporating changes, will be published each September.

**Brent Education Commission Action Plan – Ambitious for All
September 2014 - August 2015**

Overall priorities:	
1.	Improve strategic leadership of education across the borough
2.	Planning school places
3.	Knowing Brent schools
4.	Promoting and supporting school to school networks
5.	Providing challenge to address weaknesses
6.	Improving school governance

Priority 1: Improve strategic leadership of education across the borough
<p>What will success look like?</p> <p>There will be:</p> <ul style="list-style-type: none"> • Strong relationships, shared ambition and a partnership structure to secure the highest quality education in Brent. • A shared vision and ambitious strategy owned by all. • Shared, moral ownership across the educational community for all children in Brent schools. • Greater recognition of the role of the governing body as an input force for support, clarity and improvement. • Clarity across all providers and partners about the role of the local authority as the champion of children and young people in ensuring that education in Brent is the best it can be. • A robust set of aspirational school performance targets to be achieved within three years shared by stakeholders • All Brent schools will be judged by Ofsted as good or outstanding within three years.

1.1	Establishment of a Strategic School Effectiveness Board (SSEB) chaired by the Strategic Director Children and Young People	Identification of and invitation to key education partners including BSP.	Strategic Director Children and Young People	First meeting October 2014 to agree terms of reference and draft performance targets.
1.2	Agreement of a vision statement for the future of education in Brent , reflecting the current national and local context, and used to drive all future activities,	Develop a draft statement combined with robust excellence targets for consultation with all key partners including headteachers and governors	Strategic Coordinator for School Improvement	Draft considered at Strategic School Effectiveness Board Oct 2014 All governing bodies invited to support the vision statement By 31 December
1.3	Establishment of a cycle of informal meetings of the Leader of the Council, the Lead Member for CYP with representative headteachers and, separately, with representative chairs of governors to keep in touch and monitor the implementation of this action plan.	Gain a commitment from headteachers and governors to informal meetings. Develop a consultation process which includes the Strategic School Effectiveness Board , Brent Schools Partnership (BSP), school partnerships, governors and headteachers.	Operational Director Early Help and Education	First set of meetings in October 2014
1.4	Launch of a School Effectiveness Strategy which realises the quality assurance role of the LA and prioritises the role of school to school support in securing ongoing improvement.	Draft School Effectiveness Strategy out for consultation and implemented. Clear evaluation of the impact of the strategy on school performance in Brent in place and kept under review.	Strategic Coordinator for School Improvement	Sign off by Strategic School Effectiveness Board October 2014 Further consultation and engagement with school stakeholders to refine for publication in January 2015
1.5	Staffing structure for the School Improvement Service which is fit for purpose and has the capacity to deliver the School Effectiveness Strategy.	Review the current staffing structure In the School Improvement Service in the context of the changing LA role, consulting staff and other stake holders. Develop a shadow staffing structure which will reflect the LA's role in quality assuring standards in education in Brent.	Strategic Coordinator for School Improvement	New staffing structure proposed by October 2014 and implemented as soon as possible. In place by 1 January 2015

Priority 2: Planning school places
What will success look like? <ul style="list-style-type: none"> • There will be sufficient school places in primary, secondary and special schools located where they are needed in schools which are providing at least a good standard of education. • Every child who applies for a school place in Brent will be in school within four school weeks of applying. • All schools will be good or outstanding within three years

Objective	Activities	Lead Officer (s)	Milestones
2.1 Publish a School Place Planning Strategy which promotes quality as well as increasing the quantity of school places, ensuring that it is: based on accurate projection data; based on local knowledge of demographic trends; acknowledges physical constraints on expansion.	<p>Publish the final strategy following consultation</p> <p>Establish a School Place Planning Group involving school representatives as proposed in the current Draft Strategy</p> <p>Review the Strategy on an annual basis to ensure it reflects a mobile and changing population of a London borough, working with headteachers and governors.</p>	Operational Director (Early Help and Education)	<p>Cabinet Report October 2014</p> <p>Group meets October 2014</p> <p>First Review October 2015</p>
2.2 Clarify the lines of accountability for place planning and the provision of new school places, with stronger oversight by the Strategic Director Children and Young People	Review the staffing arrangements for school place planning in CYP, work with the Strategic Director Regeneration and Growth to improve integration and strengthen the role of the School Place Planning Board	Strategic Director CYP with Strategic Director Regeneration and Growth	New arrangements fully in place January 2015
2.3 Ensure that the systems in place for projecting number of school places required in terms of numbers, geographical location and timing are fully fit for purpose	<p>Reviewed as part of work for Draft School Place Planning Strategy (complete)</p> <p>Keep under review the accuracy of the GLA projections, particularly in relation to the data given on housing new build, child yield etc.</p>	Operational Director (Early Help and Education)	<p>Completed</p> <p>October 2014 and ongoing</p>

<p>2.4 Ensure that the local authority is proactive in encouraging the best schools in Brent and free school providers to set up new schools in areas where extra places are needed.</p>	<p>Work with the Education Funding Agency, DfE Free Schools team, the Regional Schools Commissioner and other partners to attract the best quality providers to Brent Promote the establishment of effective local chains/federations/ partnerships to promote new schools and offer a local solution for schools at risk of failure.</p>	<p>Operational Director Early Help and Education</p>	<p>Meet with Education Funding Agency/DfE Free Schools team August 2014</p> <p>Incorporate approach to free schools into School Place Planning Strategy October 2014</p>
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<p>Priority 3: Knowing Brent schools</p>
<p>What will success look like?</p> <ul style="list-style-type: none"> • There will be an accurate and up to date sustainable knowledge of the performance of all schools and academies across Brent based on an agreed moral imperative that all schools in the borough have shared ownership with the local authority for the education of all children in every Brent school.

Objective	Activities	Lead Officer (s)	Milestones
<p>3.1 Improved quality, use and impact of school performance data</p>	<p>Bring the currently available analyses of school and pupil performance data into a single suite of reporting with a clear annual timetable and schedule for reporting back to schools and to elected members.</p>	<p>School Improvement Team Manager</p>	<p>Complete by October 2014</p>

<p>3.2 Dashboard showing the performance of each Brent school against an agreed set of indicators building on risk matrices is used in an annual appraisal of the performance of each school/setting based on all available data to give clear judgement and enabling early identification not only of difficulties but also of good practice.</p>	<p>Discussion of current Brent template (s) with key partners including BSP and governors. Piloting of process during the autumn term.</p>	<p>Strategic Coordinator for School Improvement working with BSP Strategic Director</p>	<p>Format of template endorsed by end of September 2014, adapting current model. Processes agreed with schools following piloting by December 2014. Complete templates for each school by December 2014.</p>
<p>3.3 Publication of an annual report for key partners including governors and parents on the performance of Brent schools.</p>	<p>Produce summary report for public exam/ assessment/ test results – Early years, KS1, KS2, GCSE and post 16.</p> <p>Analyse Ofsted inspection outcomes plus the impact of LA support for its vulnerable schools 2013-14.</p> <p>Carry out review of national performance data 2013-14</p> <p>Desk top review of schools' Raise online reports and used to complete school performance templates – see above.</p> <p>Publish first Annual Report on education in Brent</p>	<p>School Improvement Team Manager</p>	<p>Complete by September 2014</p> <p>Complete by September 2014</p> <p>Complete by November 2014</p> <p>Complete by December 2014 Published version of report available February 2015</p> <p>January 2015</p>
<p>3.4 Showcase excellence and interesting/innovative practice in Brent schools</p>	<p>Publish case studies of good practice</p> <p>Establish an annual school awards scheme to recognise and celebrate practice in Brent schools.</p>	<p>Strategic Coordinator for School Improvement BSP Strategic Director</p>	<p>December 2014 and ongoing</p> <p>March 2015</p>

Priority 4: Promoting and supporting school to school networks

What will success look like?

There will be:

- **Better practice in teaching and learning; focused, mutual support to accelerate progress and raise standards.**
- **A coherent offer of high quality school improvement services largely delivered for schools by schools.**
- **The local authority's role will mainly be one of quality assurance and commissioner of support in the case of underperforming schools which require intervention and/or improvement.**
- **A strong and effective Brent Schools Partnership.**

Objective	Activities	Lead Officer (s)	Milestones
4. Rigorous process in place which includes BSP and other key partners in developing a quality assurance model for all school improvement services commissioned within the local authority.	Agree a set of criteria which ensures that all commissioned services provide effective support leading to rapid improvement.	School Improvement Team Manager	Complete by October 2014
4.2 Development of the Brent Schools Partnership to form an overarching body which includes all school improvement providers across the LA including the School Improvement Service.	£100,000 funding provided by the local authority annually for the first two years to build the capacity of BSP. BSP and the local authority to develop integrated systems and ways of working. .	Strategic Coordinator for School Improvement BSP Strategic Director	Complete by September 2015
4.3 A school to school improvement offer that builds on the best practice in Brent schools.	Work with BSP to develop: <ul style="list-style-type: none"> • A peer review process of performance and progress across Brent schools. • A comprehensive continuous professional development programme designed to address weaknesses identified through Ofsted inspections and peer reviews. Use knowledge gleaned through peer reviews to develop a series of case studies sharing innovative and successful school initiatives.	Strategic Coordinator for School Improvement BSP Strategic Director	Complete by September 2015

4.4 Incentivise collaboration and work in clusters or networks of schools in Brent.	Invite groups of schools to bid for monies to support initiatives across schools that will lead to improved outcomes.	Strategic Coordinator for School Improvement BSP Strategic Director	Underway by October 2014 with evaluation reports and case studies produced by June 2015.
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Priority 5: Providing challenge to address weaknesses
<p>What will success look like?</p> <p>There will be:</p> <ul style="list-style-type: none"> • Better and earlier support for schools with difficulties. • No school in an Ofsted category of concern by 2016. • The percentage of schools requiring improvement will be 5 percentage points below the London average by 2016. • All schools will be good or outstanding by 2017. • Less variation between schools as attainment has improved in lower attaining schools so that gaps are closed with higher attaining schools. • Pupil outcomes at KS2 and 4 at least 2 percentage points above the London average by 2017 across all measures.

Objective	Activities	Lead Officer (s)	Milestones
5.1 A local authority role in school effectiveness which is fit for purpose, largely one of quality assurance and draws on the excellence and expertise of school leaders, school partnerships and neighbouring LAs.	Develop the School Improvement Service so that it performs a largely commissioning role and has the necessary expertise to quality assure provision and perform an effective quality assurance role.	Strategic Coordinator for School Improvement (SCSI)	Complete by September 2015

5.2 Thorough knowledge of school improvement requirements across Brent's underperforming schools	Refresh the audit of all schools currently designated Requiring Improvement or inadequate in light of 2014 performance data, Rapid Improvement Group records and local knowledge of quality of teaching.	School Improvement Team Manager with BSP Strategic Co-ordinator	Complete by October 2014
	Early identification of and visits to schools at risk through review of 2014 outcomes.		Complete by December 2014
	Programme of Peer Reviews which prioritises underperforming schools.		Complete by December 2014
5.3 CPD offer in place for underperforming schools tailored to address identified weaknesses.	Use the audit in 5.2 to work up bespoke CPD offers drawing on expertise across Brent schools and commissioning it from elsewhere when gaps exist.	BSP Strategic Director with School Improvement Team Manager	Complete by December 2014

Priority 6: Improving school governance

What will success look like?

There will be

- **A stronger focus on school performance by governing bodies across Brent**
- **Governors will have the skills and confidence to undertake their roles and responsibilities**
- **All Brent school governing bodies will be judged as good or better by 2016.**

Objective	Activities	Lead Officer (s)	Milestones
6.1 Brent governors have greater confidence and skill in undertaking their roles and responsibilities especially in school improvement.	Offer to individual governing bodies of bespoke training on understanding performance data.	School Improvement Team Manager	From October 2014
	The LA should broker collaborations between pairs of governing bodies to scrutinise each other's performance data.		From November 2014
	Incentives set in train for governing bodies to observe how each other works and to look at practice in other areas.		From November 2014

6.2 Good quality governing body leadership in Brent schools with Rapid Improvement Groups	Review effectiveness of governing bodies in schools currently subject to a Rapid Improvement Group. Reconstitution of the Instrument of Government of governing bodies found to have limited effectiveness.	School Improvement Team Manager	Complete by April 2015
6.3 Brent Governing Bodies have members with appropriate skills to enable them to perform their key role of constructive challenge.	All governing bodies should review their governance arrangement and be encouraged to conduct skills audits Termly newsletter to contain references to online resources and examples of best practice. Development of leadership programme leading to accreditation as National Leaders of Governors.	School Improvement Team Manager	Complete by September 2015
6.4 An improved supply of highly skilled governors with the capacity to take on challenging remits.	Introduce a more efficient and effective process of appointing LA governors with the appropriate skills. Review the service offered to governing bodies to buy in to ensure a targeted CPD programme to address gaps in expertise on current governing bodies.	Strategic Coordinator for School Improvement	Complete by December 2014

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Appendices

- 1. Criteria used to indicate inadequacy by Ofsted**
- 2. School Effectiveness Risk Matrix**
- 3. Local authority categorisation criteria**
- 4. Rapid Improvement Groups**
- 5. Role of the Lead Effectiveness Professional**

Appendix 1

Criteria used to judge overall effectiveness as inadequate by Ofsted

(From: *The evaluation schedule for the inspection of maintained schools and academies : The School Inspection Handbook* (August 2014))

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils
- pupils' progress in literacy
- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in and management of the school and/or
- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.

- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.

Behaviour and safety are inadequate when **any** of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.

Achievement is likely to be inadequate if **any** of the following apply.

- From their different starting points, the proportions of pupils making expected progress, or the proportions exceeding expected progress, in English or mathematics are consistently below national figures and show little or no improvement.
- For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.
- Pupils' learning and progress in any key subject¹ or key stage, which may, depending on the impact on overall achievement, include sixth form provision or the Early Years Foundation Stage as appropriate, indicate they are underachieving.

¹ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.
- Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards² or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in the attainment and/or the learning and progress of different groups.

The early years is likely to be inadequate if **any** of the following apply:

- Children, or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able, do not achieve as well as they can so that many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.
- Educational programmes do not adequately cover the seven areas of learning and/or do not provide interesting activities in enough depth or breadth to provide adequate challenge for children.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children, or particular groups of children, are not enthusiastic about learning, spend much of their time with little purpose and fail to thrive.
- Children's behaviour is not consistently well managed. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how to help them.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and safeguarded and that their health and welfare are promoted.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.

The quality of education in the sixth form is likely to be inadequate if any of the following apply.

- Achievement does not meet the current national 16-19 minimum standards. Too few students complete their course successfully or courses do not meet their needs. Students' progress is inadequate overall or for particular groups, as indicated by the

² Floor standards for 2013, 2014 and 2015 refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold in 2014 and 2015 for the number of national curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

level 3 value added progress measures or achievement in level 2 courses in many subjects being well below national rates.

- Students or specific groups such as disabled students, those with special educational needs, disadvantaged students or the most able do not achieve as well as they can. Low attainment of any group shows little sign of rising.
- The requirements of the 16-19 study programmes are not met. For example, students are on courses that do not allow them to progress to a higher qualification than that already achieved; the requirements for English and mathematics are not met.
- The quality of teaching is inadequate overall or in a number of subjects and/or teachers do not have adequate specialist/subject knowledge.
- Students' attitudes to learning are poor.
- Students are uninformed and ill-equipped to deal with potential risks to their health and well-being and/or learning and progress.
- Leadership of the sixth form is ineffective.

Appendix 3a

LA categorisation criteria- main stream schools

Category/Level of need	Indicators	Capacity for improvement
<p>(LA1) Outstanding</p> <p>(All indicators in LA2 will be in place)</p> <p>Almost all groups of pupils make exceptionally good progress –significantly given their starting points.</p> <p>Performance exceeds national floor standards and is well above national averages.</p> <p>Most elements of the school's work are outstanding. There may be one or two aspects which are good rather than outstanding.</p> <p>No elements are less than good.</p> <p>Significant elements are exemplary and worth sharing with other schools.</p>	<p>Evaluated as outstanding under the most recent iteration of the Ofsted Framework.</p> <p>Leaders at all levels have a shared understanding of the school's vision and contribute to sustained and continuous improvement. They keep the school's performance (including progress, learning and teaching) under regular review so that any slippage is immediately arrested.</p> <p>Achievement of significant groups has been well above average for 2 years.</p> <p>Achievement across and within all key stages has been sustained at above average for 2 years</p> <p>Most teaching is outstanding and is exemplary in significant elements.</p> <p>Attendance is at or above national average</p> <p>Unauthorised absence and exclusions well below average</p> <p>The school is innovative in some aspects and cited as a model by others.</p> <p>School's tracking data shows that all groups currently in the school make good progress in relative to prior attainment, AOE and the school's context. Increasing proportions of pupils making more than expected progress</p>	<p>The school is uncompromising in its drive for excellent educational achievement. All learners make sustained good progress:</p> <ul style="list-style-type: none"> • Self-evaluation at all levels reflects rigorous monitoring leading to sustained improvement • Target setting is detailed and accurate involving pupils in agreeing, reviewing and monitoring progress against challenging targets. • Information about pupils' progress is used routinely to inform planning and well-communicated to parents • The school is developing a track record of successful work with other schools in Brent.
<p>(LA2) Good</p> <p>The progress of all groups of pupils is good across all key stages. Where performance is below national averages in any area, pupils progress at a faster rate than national.</p> <p>No group of pupils underperforms and any gaps with national averages are closing.</p> <p>Performance exceeds national floor standards.</p>	<p>Evaluated as good under the most recent iteration of the Ofsted Framework.</p> <p>Achievement in key indicators above average sustained over 2 years</p> <p>Proportions of pupils making expected and more than expected progress including PP and D/SEN pupils is at least in line with national.</p> <p>School tracking data shows all current groups of pupils and young people are making good progress relative to prior attainment, AOE and context</p> <p>Learners achieve well in key communication skills</p> <p>All core subjects perform above national averages (indicated by sig+ in Raiseonline)</p> <p>Attendance is at least average</p> <p>Unauthorised absence & exclusions well below average</p> <p>All learners make good progress as a result of consistently good teaching.</p> <p>The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well.</p>	<p>School self-evaluation involves middle as well as senior leaders and is an accurate diagnosis of schools' strengths and weaknesses contributing to a sustained upward trend of improvement.</p> <p>Governors routinely evaluate the impact of expenditure and policies on pupils' outcomes (NB PP)</p> <ul style="list-style-type: none"> • Realistic and challenging targets used to secure year on year progress, especially in closing the attainment gap between groups of pupils. • Monitoring and tracking are appropriately rigorous enabling early intervention and preventing slippage. • School is part of a school to school partnership network and is linked to another school.
<p>(LA 3a) Improving Schools</p> <p>These schools may display characteristic from LA 3b and LA2 schools indicating an improving trend.</p> <p>Schools without RIGs or have recently exited from a RIG.</p>	<p>Likely to include schools which have been evaluated as RI by Ofsted and have demonstrated improvement in recent monitoring visits.</p>	<p>An accurate view of the school's performance – strengths and weaknesses combined with robust monitoring is leading to rapid and sustained improvement.</p> <p>The school is forging links with another school.</p>
<p>(LA3b) Schools in decline</p> <p>Schools where pupils generally make expected progress at least in line with pupils nationally with similar starting points.</p> <p>No group of pupils is underperforming.</p>	<p>Judged RI by Ofsted having previously been evaluated as good.</p> <p>School tracking data shows current groups of learners progressing in line with expectations relative to prior attainment/AOE and context</p> <p>There is no statistically significant group of pupils underperforming</p> <p>Communication skills may be taught inconsistently across the curriculum</p> <p>Learners' behaviour is acceptable – time is not</p>	<p>Sound procedures for school self-evaluation are in place but largely only involve senior staff and governors</p> <p>They ensure that weaknesses are identified and tackled.</p> <p>Target setting is realistic & based on pupils' prior attainment & progress but is only adequately challenging.</p> <p>Levels of achievement although at</p>

<p>Inconsistency in outcomes between subjects, classes or year groups</p>	<p>wasted – no significant low-level disruption. Attendance at or close to national average or, where below, school action is leading to improvement Persistent absence levels and exclusions average or just below average There is no inadequate teaching. Teaching is good in some respects so that most children and young people make the expected progress The curriculum is inadequate in no major respect. There are no safeguarding issues. Website is not maintained regularly.</p>	<p>least average are largely static.</p>
<p>Schools causing concern Underperforming - LA4a (Not all of these indicators will be present) Schools in this category may require improvement in some areas of provision (including progress, attainment & achievement) but require significant improvement in an important aspect of their work. They may be at risk of receiving a notice to improve following an Ofsted inspection. Some schools may fall into this category because of a sudden change in circumstances, for example severe staffing difficulties, a breakdown in leadership and management, or a budget deficit.</p>	<p>This category will include some schools judged as RI by Ofsted. Current learners or groups of learners are not making expected progress in one or more year groups Pupils in EYs or 6th form may not be achieving in line with their peers in other key stages. One or more groups perform significantly below expectations – indicated by sig- in Raiseonline Outcomes are below one or more aspect of the national floor standard and below local floor targets Variability in performance across subjects with significant underperformance in either English or mathematics – indicated by sig- in Raiseonline Teachers do not have high enough expectations resulting in inconsistent rates of progress Learners' behaviour inhibits progress & time is wasted through persistent low-level disruption Attendance is below average and school action is ineffective in improving rates of attendance. Persistent absence levels are above average. Exclusions above average Quality of teaching well below national picture, with some teaching being inadequate The curriculum is inadequately matched to learners' needs Some groups of learners feel unsafe. Website not compliant</p>	<p>There is little evidence of school leadership impacting positively on any aspect of school provision. The school is not using target setting to improve performance. Processes for determining targets are not robust & not based on secure analysis of data about pupils' performance & progress</p> <ul style="list-style-type: none"> • School self-evaluation does not recognise underachievement • Resources are not well-deployed to support the needs of all learners – • The Governing body is ill-equipped to hold school to account.
<p>Inadequate LA 4b (This is a school where underperformance is endemic or children and young people are at risk) Underachievement is widespread and ongoing. Leadership is unaware of areas of underperformance or action is having limited impact on improvement. Behaviour of pupils puts others at risk of harm</p>	<p>Judged by Ofsted as causing concern i.e as having serious weaknesses or requiring special measures Attainment is below all aspects of national floor standards One or more significant group of pupils make too little progress given pupils' starting points Progress of pupils is below expectations in any one year group or across a key stage. Pupils' communication skills are poor The curriculum does not offer adequate preparation for the future of all pupils. The school is disorderly and unsafe Absence of secure tracking and monitoring systems so school does not know how well pupils are doing Attendance rates are inconsistent School's safeguarding procedures inadequate</p>	<p>School self-evaluation procedures are inadequate and ineffective. Leaders do not have a realistic view of the school's weaknesses Leadership and management are inadequate Ofsted report which puts school in category of concern</p> <ul style="list-style-type: none"> •Governors do not know how the school is doing and/or do not hold leaders sufficiently to account

Appendix 3b - LA categorisation criteria- special schools

Category/Level of need	Indicators	Capacity for improvement
<p>(LA1) Outstanding (All indicators in LA2 will be in place) Almost all groups of pupils make exceptionally good progress –significantly given their starting points. Most elements of the school’s work are outstanding. There may be one or two aspects which are good rather than outstanding. No elements are less than good. Significant elements are exemplary and worth sharing with other schools.</p>	<p>Evaluated as outstanding under the most recent iteration of the Ofsted Framework. Leaders at all levels have a shared understanding of the school’s vision and contribute to sustained and continuous improvement. They keep the school’s performance (including progress, learning and teaching) under regular review so that any slippage is immediately arrested. High levels of achievement and development across and within all key stages given pupils’ starting points and needs have been sustained for two years or more. Most teaching is outstanding and is exemplary in significant elements. Attendance is at or above national average Unauthorised absence and exclusions well below average The school is innovative in some aspects and cited as a model by others. School’s tracking data shows that all groups currently in the school make good progress in relation to baseline assessments, pupils’ needs and the school’s context. Increasing proportions of pupils are making accelerated progress.</p>	<p>The school is uncompromising in its drive for excellent educational achievement. All learners make sustained good progress:</p> <ul style="list-style-type: none"> • Self-evaluation at all levels draws on a range of data and indicators making effective use of baseline assessment to ensure rigorous monitoring which leads to sustained improvement . • The school has robust procedures for ensuring the accuracy of its assessments and evaluation of pupils’ needs. • The school takes a multi-disciplinary approach to determine pupils’ needs and progress establishing a range of effective partnerships including parents and external agencies. • Target setting is detailed and accurate involving pupils and their parents/carers in agreeing, reviewing and monitoring progress against challenging targets. • Information about pupils’ progress is used routinely to inform planning and is well-communicated to parents • The school is developing a track record of successful work with other schools in Brent.
<p>(LA2) Good The progress of all groups of pupils is good across all key stages. .</p>	<p>Evaluated as good under the most recent iteration of the Ofsted Framework. Achievement is above average for all pupils given their starting points and needs and has been sustained over 2 years. The curriculum is well-planned facilitating independence, futures and accelerated achievement and development. Attendance is at least average when pupils who might be absent as a result of serious medical conditions are discounted. Unauthorised absence & exclusions well below average. There are agreed approaches and strategies to promoting positive behaviours and attitudes to learning which are consistently implemented by all staff. All learners make good progress as a result of consistently good teaching. The curriculum provides opportunities and is skilfully adapted for all groups of learners, to progress and develop well leading to improved standards. Safeguarding and child protection practices are rigorous, routine and robust.</p>	<p>School self-evaluation involves middle as well as senior leaders and is an accurate diagnosis of schools’ strengths and weaknesses contributing to a sustained upward trend of improvement. The team around the child is well coordinated and collaborates effectively to secure targeted provision and support. Governors routinely evaluate the impact of expenditure, interventions and policies on pupils’ outcomes (NB PP)</p> <ul style="list-style-type: none"> • Realistic and challenging targets used to secure year on year progress. • The school is secure on how it assesses pupils’ achievements and needs. • Monitoring and tracking are appropriately rigorous enabling early intervention and preventing slippage. • School is part of a school to school partnership network and is linked to another school.

<p>(LA 3a) Improving Schools These schools may display characteristic from LA 3b and LA2 schools indicating an improving trend. Schools without RIGs or have recently exited from a RIG.</p>	<p>Likely to include schools which have been evaluated as RI by Ofsted and have demonstrated improvement in recent monitoring visits. Gaps in performance of key groups, particularly pupils in receipt of pupil premium, are closing with their peers. School's website is compliant.</p>	<p>An accurate view of the school's performance – strengths and weaknesses combined with robust monitoring is leading to rapid and sustained improvement. The school is forging links with another school.</p>
<p>(LA3b) Schools in decline Schools where pupils generally make expected progress at least in line with pupils nationally with similar starting points. No group of pupils is underperforming. Inconsistency in outcomes between subjects, classes or year groups</p>	<p>Judged RI by Ofsted having previously been evaluated as good. School tracking data shows current groups of learners progressing in line with expectations relative to prior attainment, their needs and context. There is no statistically significant group of pupils underperforming. Communication skills may be taught inconsistently across the curriculum. Learners' behaviour is acceptable and routinely monitored so that time is not wasted. Attendance at or close to national average or, where below, school action is leading to improvement Persistent absence levels and exclusions average or just below average There is no inadequate teaching. Teaching is good in some respects so that most children and young people make the expected progress The curriculum is inadequate in no major respect and all pupils can access the curriculum. Procedures for safeguarding and protecting pupils are compliant. Website is not maintained regularly.</p>	<p>Sound procedures for school self-evaluation are in place but largely only involve senior staff and governors They ensure that weaknesses are identified and tackled. Target setting is realistic & based on pupils' prior attainment & progress but is only adequately challenging. Levels of achievement and/or development are largely static.</p>
<p>Schools causing concern Underperforming - LA4a (Not all of these indicators will be present) Schools in this category may require improvement in some areas of provision (including progress, attainment & achievement) but require significant improvement in an important aspect of their work. They may be at risk of receiving a notice to improve following an Ofsted inspection. Some schools may fall into this category because of a sudden change in circumstances, for example severe staffing difficulties, a breakdown in leadership and management, or a budget deficit.</p>	<p>This category will include some schools judged as RI by Ofsted. Current learners or groups of learners are not making progress in one or more year groups Pupils in EYs or 6th form may not be achieving well when based on prior learning. Pupils' needs are not adequately planned for. Variability in performance across subjects with significant underperformance in either English or mathematics. Teachers do not have high enough expectations resulting in inconsistent rates of progress Learners' behaviour inhibits progress & time is wasted through persistent low-level disruption Attendance is below average and school action is ineffective in improving rates of attendance. Persistent absence levels are above average. Exclusions above average Quality of teaching well below national picture, with some teaching being inadequate The curriculum is inadequately matched to learners' needs Some groups of learners feel unsafe. Website not compliant.</p>	<p>There is little evidence of school leadership impacting positively on any aspect of school provision. The school is not using target setting to improve performance. Processes for determining targets are not robust & not based on secure analysis of data about pupils' performance & progress</p> <ul style="list-style-type: none"> • School self-evaluation does not recognise underachievement • Resources are not well-deployed to support the needs of all learners – • The Governing body is ill-equipped to hold school to account.
<p>Inadequate LA 4b (This is a school where underperformance is endemic or children and young people are at risk) Underachievement is widespread and ongoing. Leadership is unaware of areas of underperformance or action is having limited impact on improvement.</p>	<p>Judged by Ofsted as causing concern i.e as having serious weaknesses or requiring special measures Attainment is below all aspects of national floor standards One or more significant group of pupils make too little progress given pupils' starting points. Their needs are not effectively planned for. Pupils make little or no progress in developing their communication skills The curriculum does not offer adequate preparation for the future of all pupils. The school is disorderly and unsafe</p>	<p>School self-evaluation procedures are inadequate and ineffective. Leaders do not have a realistic view of the school's weaknesses. Leadership and management are inadequate. Ofsted report which puts school in category of concern. Governors do not know how the school is doing and/or do not hold leaders sufficiently to account.</p>

Behaviour of pupils puts others at risk of harm	Absence of secure tracking and monitoring systems so school does not know how well pupils are doing Attendance rates are inconsistent School's safeguarding procedures are inadequate /not compliant.	
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Appendix 4

Rapid Improvement Groups (RIG)

Purpose of a Rapid Improvement Group (RIG)

Schools are ultimately responsible for their own improvement and must develop their own capacity to develop and sustain improvement. However, the LA, through the School Effectiveness Team, has a statutory responsibility to provide challenge to all schools and support for those schools failing to provide all children and young people with the standard of education required.

The purpose of the RIG is to provide a structured framework for those schools categorised by the local authority as LA 3b and 4 to ensure rapid progress and improvement are made.

The RIG will ensure that appropriate and coordinated support and challenge is provided at all levels: school, local authority and, if appropriate, sponsors and diocese. The RIG will aim to support the school to build its capacity, to sustain and continue the process of improvement. The RIG will evaluate the impact of support and ensure that appropriate and sufficient progress is made.

Process of a Rapid Improvement Groups (RIG)

Typically the RIG will operate over a one year cycle normally meeting on a half termly basis; however the group may meet more frequently, if necessary. The RIG will be held at the school premises and chaired by a School Effectiveness professional. Membership of the group will include; the headteacher, Chair of Governors, and a representative from the local authority. Depending on the size of the school and/or the area of focus, the RIG membership may be extended to include other members of the senior leadership team or staff from a partner school or part of a federation.

The meetings will be administered by the School Effectiveness team who will help the school to prepare for the meetings.

The aim of the first RIG is to clarify the purpose of the group and the roles and responsibilities of the members of the RIG. The first RIG should also establish a baseline on key areas of school improvement against which subsequent progress will be assessed.

In most instances the first RIG meeting will instigate a Leadership Review in order to outline any specific improvements required, across all aspects of school leadership. The Leadership Review will also help to prioritise actions, identify barriers and provide evidence to inform an action plan. The format for this review will be developed in consultation with the headteacher.

The second RIG meeting will feedback from the Leadership Review and typically include the following agenda items which should also form the agenda for subsequent RIG meetings:

- progress on previous RIG actions
- progress on standards
- update on quality of teaching and learning
- progress on action plan and support

There will be an expectation that progress will have been made in all areas and against all targets and milestones.

Following the first RIG meeting and the leadership review an action plan will be produced. The production of the action plan will be the responsibility of the school, working with the School Effectiveness team. If the school already has a robust post Ofsted plan or school improvement / development plan that adequately describes the improvement required, then

that can be used in this context. The school may add some supplementary sections, if necessary.

The action plan should be specifically tailored to the needs of the school to include support for leadership and management, teaching, learning and inclusion and governance.

Key indicators of success will typically measure improvement in:

- Quality of teaching over time
- Accelerated progress
- Accurate self-evaluation
- Breadth of curriculum
- Quality of work in books over time
- Progress of groups
- Importance of SMSC
- Action linked to robust planning

It is essential that the action plan is SMART (specific, measurable, achievable, realistic and time bound) and that targets focus on outcomes and impact, with a clear allocation of resources. The content of the action plan will lead to the implementation of a support programme, including where appropriate, help from the Brent Schools Partnership or Teaching School Alliance. The action plan should also include the monitoring role of the local authority. The plan will be monitored and reviewed at each half termly meeting of the RIG.

The action plan will identify the resources required to implement the plan. In some cases the RIG process may trigger external financial support funded by the local authority through the Schools Causing Concern budget. This would only be the case if the school's own budget is unable to support the plan. The school will need to write a bid to the School Effectiveness team clarifying the school's circumstances and stating clearly how the additional funds will be allocated.

Expected outcomes of a Rapid Improvement Group (RIG)

Within a year the school should make rapid improvement and be evaluated by the LA as self-sustaining.

Improvement for schools in these circumstances must be swift and embedded in good sustained practice, recognised by Ofsted monitoring visits or local authority reviews. If a school is deemed to be self-sustaining before the end of the annual cycle, then the RIG will no longer be required and the school will be expected to enter into partnership arrangements with a LA category 1 or 2 school.

If the required level of improvement has not been achieved, or there are concerns relating to sustainability of improved standards, as a precursor to the local authority using its statutory powers of intervention, the local authority will issue a LA Letter of Concern. In this letter the local authority will detail its concerns and the action it expects the governing body and the school leadership team to take together with a timeline (no longer than 20 working days) within which the school is expected to comply.

Powers of intervention include:

- Requiring a governing body to enter into arrangements to secure improvement
- Appointing additional governors
- Appointing an Interim Executive Board
- Suspending the delegated budget
- Considering academy status.

Appendix 5

The role of a school effectiveness professional (SEP) when working with schools

All schools and academies

All schools (maintained and free) and academies will be allocated a named contact from the School Effectiveness Service.

SEPs will be allocated a range of maintained and non-maintained schools, the performance of which they will monitor exercising the LA's duty in ensuring a good standard of education for all its children and young people.

Depending on the Service's capacity, Academies and free schools will be able to seek telephone advice from their named contact and purchase further support as required.

LA Maintained schools

- In the case of their allocated maintained schools, the SEP will work in partnership with school leaders and governors to secure continuous improvements in the outcomes and progress achieved by all pupils. This will entail the following:
- In addition to analysis of publicly available school performance data, the SEP will agree or challenge a school's annual evaluation of its effectiveness and agree an LA category with school leaders. A school's agreed LA category will act as a quality kite mark indicating a school's capacity to support other schools as well as the effectiveness of the standard of education it offers or, in the case of LA 3 schools, act as an entitlement to support and, in the case LA 4 schools, act as a trigger for intervention to secure rapid improvement.
- LA Category 3b or 4 schools will be entitled to termly visits to provide challenge and support to secure accelerated improvement.
- A SEP's main role in supporting LA Category 3 and 4 schools will be to work with school leaders to support their accurate evaluation of educational provision and academic performance and develop their capacity to secure ongoing and rapid improvement.
- SEPs will attend Rapid Improvement Group meetings of their own schools as well as acting as chairs to RIGs in other schools.
- LA Category 1 or 2 schools will be entitled to a LA /peer review mid-way between the Ofsted cycle of inspections unless requested earlier. Otherwise, the SEP will not usually visit on a regular basis.
- SEPs will represent the Director of Children's Services at the headship appointments of all maintained schools providing professional advice and guidance to governing bodies.

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Annual Report
Brent Virtual School for Looked after Children
Outcomes 2013/14
(Including comparisons from 2011/12 and 2012/13)

Updated January 2015

Brent Virtual School for Looked after Children - Outcomes 2013/14

Key Messages from the Data:

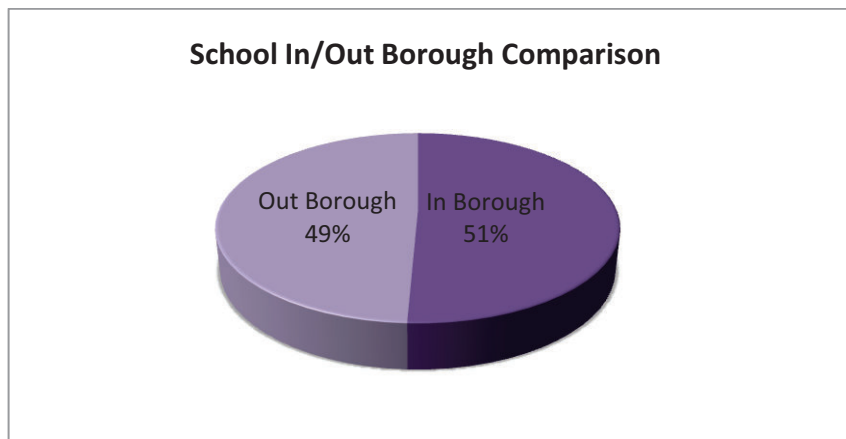
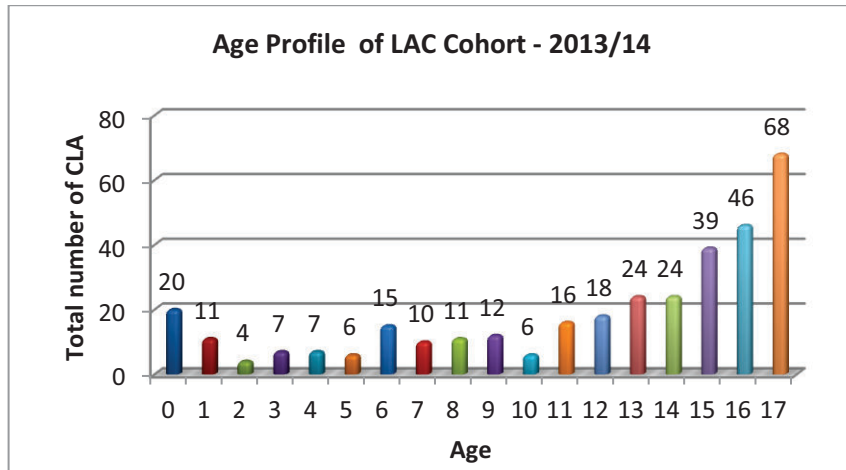
- The attainment gap at KS1 in Reading and Writing narrowed significantly against national outcomes
- The attainment gap at KS2 and KS4 increased against national outcomes
- Attendance: there were small changes in attendance of LAC overall. However Brent's LAC attendance is the lowest against statistical neighbours
- 36% of the cohort were in care for a year or less
- 56% of LAC in Brent were aged 15-17years and 74% were aged 12-17years
- PEP completion requires improvement
- Educational outcomes for LAC in Brent require improvement.

NB The turnover of LAC entering and leaving care means that the figures produced in any report can only provide a snapshot of the cohort at that that particular period of time; therefore outcomes can fluctuate from year to year, as highlighted in this report.

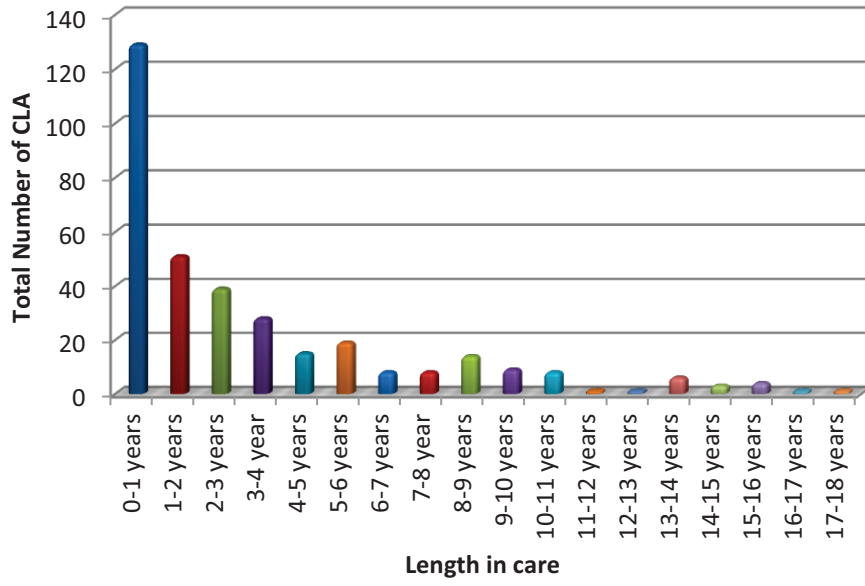
The 2013/14 LAC Cohort

Nationally reported outcome data for LAC (Statistical First Release: SFR) is based on children who have been in care for 12 months continuously. The Brent VS outcome data for 2013/14 is based on the actual number of children in care as of 23/07/14 (end of the academic year).

The total Brent LAC cohort as of 23/07/2014 was 344 (0-18 years). 51% of the cohort were in borough.



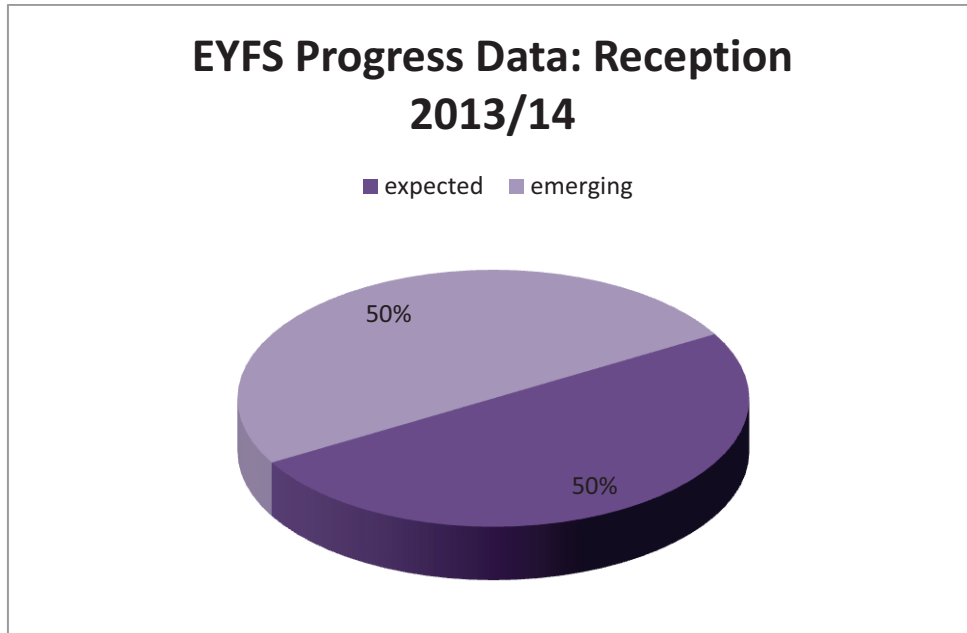
Length of Time in Care - 2013/14



2013/14 Outcomes by Key Stage

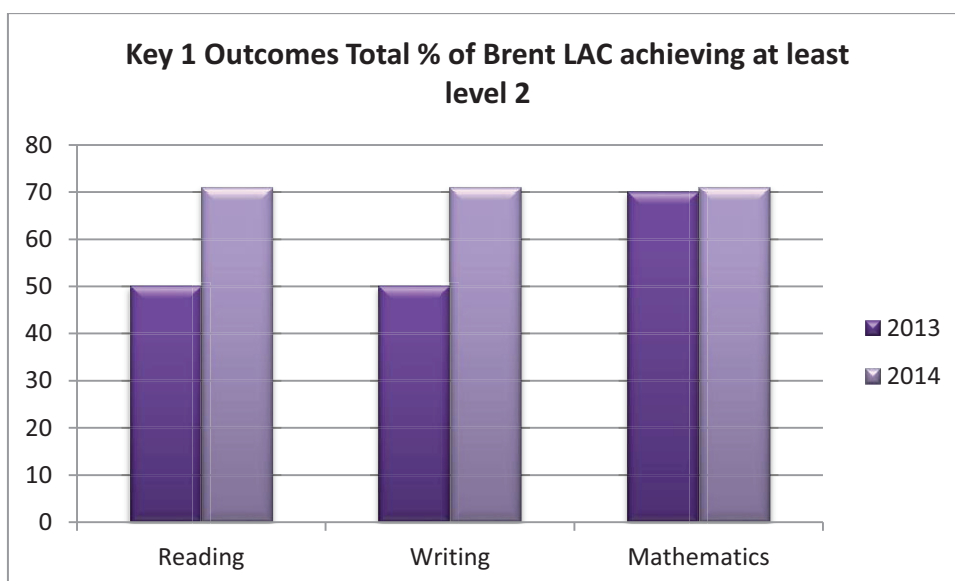
NB The data in this section is collated by the Virtual School for the entire cohort of 344. The SFR data based on children in care for 12 months or more is presented in the Appendix showing national, London and statistical neighbour comparisons.

Early Years Foundation Stage



The Early Years foundation stage data measures levels of development in reception age students. In 2013/14 there was a cohort of 6. 50% achieved expected levels of progress and emerging levels of progress.

Key Stage 1



Key Stage 1 Outcomes- 2012/13 Total Cohort of 10		
Subject	Total achieving at least level 2	Percentage achieving at least Level 2
Reading	5/10	50%
Writing	5/10	50%
Mathematics	7/10	70%

Key Stage 1 Outcomes- 2013/14 Total Cohort of 7		
Subject	Total achieving at least level 2	Percentage achieving at least Level 2
Reading	5/7	71%
Writing	5/7	71%
Mathematics	5/7	71%

For Key Stage 1 in 2013/14, the outcomes for Reading, Writing and Maths were better than those achieved in 2012/13.

Key Stage 2

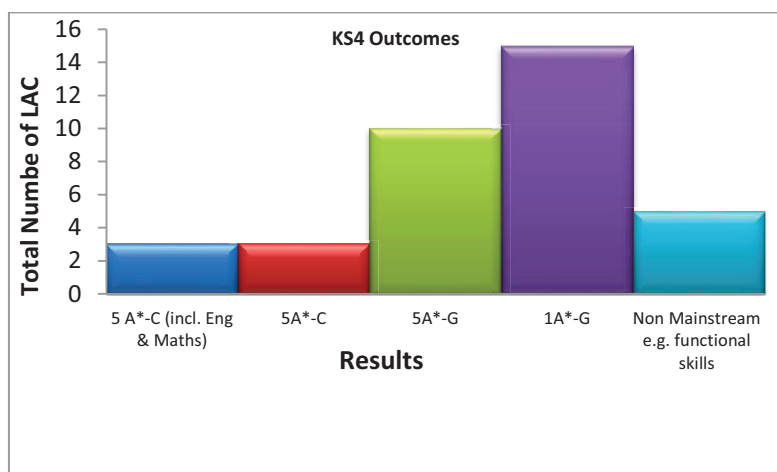
Key Stage 2 Outcomes- 2012/13 Total Cohort of 10		
Subject	Total achieving at least level 4	Percentage achieving at least Level 4
Reading	7/10	70%
Writing	7/10	70%
Mathematics	7/10	70%
Grammar, Punctuation and Spelling	7/10	70%

Key Stage 2 Outcomes- 2013/14 Total Cohort of 13		
Subject	Total achieving at least level 4	Percentage achieving at least Level 4
Reading	6/13	46%
Writing	3/13	23%
Mathematics	7/13	54%
Grammar, Punctuation and Spelling	3/13	54%

Outcomes in 2013/14 were lower than the previous year. Targeted interventions in English and Maths for 11 of the 13 pupils ensured that better progress towards national outcomes was secured.

Key Stage 4

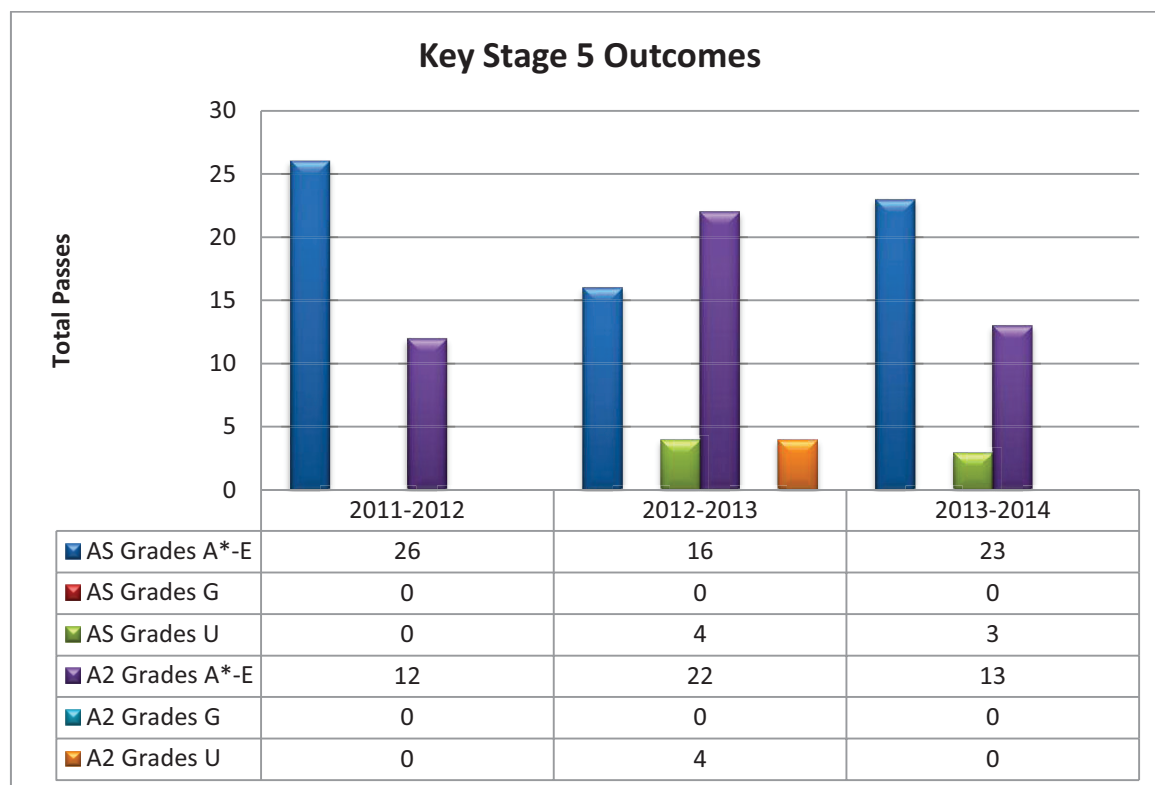
Key Stage 4 Outcomes			
	Brent Average 2012/13	LAC 2012/13 (Cohort of 43)	LAC 2013/14 (Cohort of 33)
5A* - C	81%	19%	9%
5 A* - C (incl. Eng & Maths)	62%	19%	9%
5 A* - G	98%	60%	39%
1 A* - G	98%	77%	85%



It is important to note the large difference between the Virtual School data of 9% 5A*-C and the SFR data for Brent LAC of 28%. This is due to the large impact on GCSE results of LAC who have been in care for less than 12 months. These pupils will not be represented in the SFR data however are tracked by the Virtual School Data Analyst.

18 of the 33 were in mainstream provision and the remaining 15 were in Alternative Provision, Residential Schools or SEN specialist provision.

Key Stage 5



2013/14 AS Results		
Results	Total Number of Passes	Total No of LAC
AS Grades A*-E	23	11*
AS Grade G	0	
AS Grades U	3	

2013/14 A2 Results		
Results	Total Number of Passes	Total No of LAC
A2 Grades A*-E	13	5
A2 Grade G	0	
A2 Grades U	0	

*Total of 11 includes one pupil who sat both AS and A2 Exams

The Key Stage 5 cohort sitting AS and A2 Levels was 13% of the post-16 LAC population in Brent.

In 2014 4 LAC (6% of the 17 year old cohort) went onto Higher Education, including one to study Politics and Philosophy at the University of Lancaster and another to study Sociology at Loughborough. There are currently 35+ Brent LAC studying at universities across the country (SFR, December 2014).

Appendix 1

LAC in Brent 2012-2014: National Attainment Comparison

The following data shows comparisons up to July 2014 of attainment performance LAC in Brent with National data; England, London, and also Brent's statistical neighbours: Hackney, Haringey, Lewisham, Newman, Croydon, Ealing, Enfield, Greenwich, Hounslow and Waltham Forest.

The data is taken from the DFE Statistical First Release (SFR) publication 10 December 2014 'Outcomes for children looked after by local authorities in England', which provides information at national and local authority level on the outcomes for children who have been looked after continuously for at least 12 months in the year ending 31 March 2014.

Please note that some data (for example for Key Stage 1 outcomes) is represented as an x figure in the tables, due to the number being less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10. Due to the small cohort and the related outcome the charts have some blank data. In addition data relating to looked after children can and does change daily. Looked after children performance data deals with small numbers of children and could be treated with caution, especially when making year on year comparisons.

Key Points from the SFR National Data

Nationally LAC have poorer educational outcomes than non LAC. A high proportion 66.6% have special educational needs and their emotional and behavioural health is often a cause for concern. However, despite poor outcomes, overall there have been year on year improvements for most measures (SFR, December 2014).

- At KS1, 71 per cent of looked after children achieved level 2 or above in reading in 2014 (compared with 69 per cent in 2013), 61 per cent achieved level 2 or above in writing (the same as in 2013), and 72 per cent achieved level 2 or above in mathematics (71 per cent in 2013).
- At KS2, the percentage of looked after children achieving the expected level in reading, writing (TA) and mathematics combined has risen to 48 per cent, an increase of 3 percentage points since 2013.
- At KS4, 12.0 per cent of looked after children achieved 5 or more GCSEs at A*-C including English and mathematics. However, due to reforms to the educational and assessment systems for key stage 4 during 2013/14 it is not possible to make comparisons with earlier years.
- The attainment gaps between LAC and non-LAC are broadly similar or have closed slightly. At KS1, gaps between looked after and non-looked after children remain broadly similar to those seen since 2010. At KS2 the gap in attainment on the headline measure has closed slightly since its introduction in 2012.
- Direct comparisons for the attainment gap at KS4 are not possible because of system reforms. The attainment gap in 2013/14 for the percentage achieving 5 or more GCSEs or equivalents at A*-C including English and mathematics is 40 percentage points.

Looked After Children in Brent 2012/14- Attainment Comparison

Key Stage 1

Percentage achieving at least Level 2 in the following:

	2012			2013			2014		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics	Reading	Writing	Mathematics
All Brent	86	83	89	89	86	91	89	87	91
Brent VS Data	Not available	Not available	Not available	50	50	70	71	71	71
LAC No for VS Data	Not available	Not available	Not available	5/10	5/10	7/10	5/7	5/7	5/7
Brent LAC	x	x	x	x	x	x	x	x	x
Attainment Gap	N/A	N/A	N/A	-39	-36	-21	-18	-16	-20
ENGLAND	67	57	71	69	61	71	71	61	72
LONDON	69	62	70	69	62	69	68	61	70
Statistical Neighbours	70	65	73	79	72	74	74	65	73
Hackney	x	x	x	x	x	x	x	x	x
Haringey	94	88	81	86	71	71	94	75	94
Lewisham	55	55	64	x	x	x	60	67	60
Newham	x	x	x	x	x	x	x	x	x
Croydon	64	55	73	92	92	92	55	55	73
Ealing	x	x	x	x	x	x	x	x	x
Enfield	x	x	x	x	x	x	x	x	x
Greenwich	65	60	75	60	53	60	86	64	64
Hounslow	x	x	x	x	x	x	x	x	x
Waltham Forest	x	x	x	x	x	x	x	x	x

Key Stage 2

Percentage who achieved at least Level 4 in the following

	2012			2013			2014			
	Mathematics	Reading	Writing	Mathematics	Reading	Writing	Mathematics	Reading	Writing	Grammar, Punctuation and Spelling
All Brent	86	86	83	87	86	84	88	90	87	81
Brent VS Data	71	65	59	70	70	70	54	46	23	23
LAC No for VS Data	12/17	11/17	10/17	7/10	7/10	7/10	7/13	6/13	3/13	3/13
Brent LAC	59	76	69	x	x	x	x	x	x	x
Attainment Gap	-15	-21	-24	-17	-16	-14	-34	-44	-64	-58
ENGLAND	56	64	51	59	63	55	61	68	59	49
LONDON	59	69	57	69	72	69	65	71	63	54
Statistical Neighbours	63	65	54	64	68	63	63	68	62	55
Hackney	x	x	x	x	x	x	67	58	58	50
Haringey	53	68	42	70	83	70	74	74	68	63
Lewisham	79	71	71	61	61	56	60	75	70	55
Newham	50	50	x	58	58	75	50	67	58	x
Croydon	x	x	x	53	60	53	61	72	56	56
Ealing	x	x	x	64	71	57	75	67	67	58
Enfield	x	x	x	x	x	x	x	x	x	x
Greenwich	60	60	50	80	70	75	54	67	67	46
Hounslow	64	73	55	64	73	55	x	x	x	x
Waltham Forest	71	65	53	x	x	x	x	64	55	x

Key Stage 4															
Percentage achieving:															
	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	2013	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	2014*1	5+ GCSEs at grades A*-C including English & mathematics	5+ GCSEs at grades A*-C	5+ GCSEs at grades A*-C including English & mathematics	2014*2	5+ GCSEs at grades A*-C including English & mathematics
	2012														
All Brent	78	59	81	63		69	59			N/A	N/A			N/A	N/A
Brent VS Data	21	15	19	19		9	9			N/A	N/A			N/A	N/A
LAC No for VS Data	7/34	5/34	8/43	8/43		3/33	3/33			N/A	N/A			N/A	N/A
Brent LAC	27	x	40	23		28	x			x	x			x	x
Attainment Gap	-57	-44	-62	-44		-60	-50			N/A	N/A			N/A	N/A
ENGLAND	37	15	37	16		31	14			16	14			16	12
LONDON	37	17	40	21		30	17			20	17			20	15
Statistical Neighbours	41	22	44	27		33	22			25	22			25	21
Hackney	30	x	35	x		42	25			38	25			38	25
Haringey	47	21	55	33		38	24			24	24			24	22
Lewisham	42	21	44	25		25	x			x	x			x	x
Newham	38	17	56	33		30	21			30	21			21	19
Croydon	46	16	40	14		24	10			11	10			11	10
Ealing	21	21	x	x		54	31			40	31			40	31
Enfield	58	x	58	42		22	x			22	x			22	x
Greenwich	56	37	32	16		27	x			15	x			15	x
Hounslow	x	x	36	x		27	x			27	x			x	x
Waltham Forest	30	x	41	26		45	x			30	x			30	x

*1 The '2013 methodology' data removes the rules regarding the Wolf Review recommendations and early entry policy from the calculation of performance measures
*2 New 2014 methodology applied to 2013/14 data. Two major reforms have been implemented which affect the calculation of key stage 4 (KS4) performance measures data. Professor Alison Wolf's Review of Vocational Education recommendations which restrict the qualifications counted, prevent any qualification from counting as larger than one GCSE and cap the number of non-GCSEs included in performance measures at two per pupil. There is also an early entry

policy to only count a pupil's first attempt at a qualification. More details can be found in the statistical release: <https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014>

Looked After Children in Brent 2012/14- Absence Comparison

The data is taken from the DFE Statistical First Release (SFR) publication from December 2014, 'Outcomes for children looked after by local authorities in England', which provides information at national and local authority level on the outcomes for children who have been looked after continuously for at least 12 months in the year ending 31 March 2013.

Absence Data																		
	2012						2013 (5 Terms)*						2013 (6 Terms)*					
	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees	Percentage of sessions lost due to:			Percentage of looked after children classed as persistent absentees						
	Authorised absence	Unauthorised absence	Overall absence		Authorised absence	Unauthorised absence	Overall absence		Authorised absence	Unauthorised absence	Overall absence							
All Brent	4	1	5	4	4	1	5	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Brent VS Data T	Not available	Not available	Not available	Not available	7	3	10	Not available	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Brent PAC	4	2	7	12	5	1	6	10	4	1	6	4	1	6	8			
Absence Gap 1	N/A	N/A	N/A	N/A	-3	-2	-5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ENGLAND	3	1	5	6	3	1	4	5	3	1	4	5	1	4	5			
LONDON	3	1	5	6	3	1	5	6	3	1	5	6	1	5	6			
Statistical Neighbours	3	1	4	6	3	1	4	6	3	1	4	6	1	4	5			
Hackney	3	1	4	7	3	2	5	7	3	2	5	7	2	5	6			
Haringey	3	1	4	5	3	1	4	6	3	1	4	6	1	4	5			
Lewisham	3	1	4	4	3	2	5	5	3	2	5	5	2	5	6			
Newham	3	1	4	x	3	1	4	5	3	1	4	5	1	4	5			
Croydon	3	2	5	8	3	1	4	4	3	1	4	4	1	4	4			
Ealing	3	1	4	6	3	1	4	7	3	1	4	7	1	4	6			
Enfield	3	1	5	6	4	1	5	x	4	1	5	x	1	5	x			
Greenwich	3	1	4	4	3	1	4	4	3	1	4	4	1	4	3			
Hounslow	3	0	3	x	3	1	3	x	3	1	3	x	1	3	x			
Waltham Forest	4	1	5	8	4	2	5	8	4	2	5	8	2	5	8			

Looked After Children in Brent 2012-2014- Exclusion Comparison

Following previous trends, the rates of permanent and fixed rate exclusions for looked after children continued to fall in 2012/13, to their lowest levels. However, these remain above the rates seen for all children.

The SFR data on permanent and fixed-term exclusions from schools in England 2013/14 will be reported on in July 2015.

	Percentage of children permanently excluded	Percentage of children with at least one fixed exclusion	Percentage of children permanently excluded	Percentage of children with at least one fixed exclusion
	2012		2013	
ENGLAND	0.15	11.33	0.11	9.78
LONDON	0.21	12.40	x	9.99
Hackney	0.00	15.32	0.00	11.67
Haringey	x	8.06	0.00	7.09
Lewisham	0.00	12.32	0.00	11.06
Newham	0.00	12.70	0.00	9.47
Brent	x	16.18	x	12.80
Croydon	x	10.50	0.00	8.60
Ealing	0.00	12.95	0.00	10.32
Enfield	0.00	14.05	0.00	9.91
Greenwich	0.00	11.57	0.00	8.66
Hounslow	0.00	8.59	0.00	8.46
Waltham Forest	0.00	10.00	0.00	11.11

Brent Data on Exclusions for LAC 2013/14

Total Number of LAC excluded (LAC only counted once)	39
Total number of exclusions in days	193.5
Number of permanent exclusion 2013/14	1

The Personal Education Plan for LAC (PEP)

- Personal Education Plan (PEP) for LAC became statutory in 2006 (Section 52 Guidance) and is part of the Care Plan for the child to ensure that targets are set to meet high quality expectations of rapid progress, according to OFSTED expectations.
- PEPs identify both short and long-term targets and ensure that progress is monitored
- An audit tool has been set up by the Brent Virtual School (BVS) to sample PEPs across all year groups and includes a check list which measures various levels of information and the quality of the targets set
- Responsibility for the completion of the PEP rests with the Designated Teacher for the school where the child is placed and their Social Worker
- A pilot for the new electronic PEPs took place in 2013/14 academic year and from September 2014 the Virtual School went live with the e-PEP system. It is intended that this will simplify and enhance the PEP process.

Please see table below, which illustrates PEP completion rates from 2008 to date.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15 To date
PEP Completion Rate	51%	53%	72%	75%	97%	85.51%	77%

Pupil Premium 2014/15

Changes in the guidance on Pupil Premium (PP) now give authority to the Brent Virtual Head (BVSH) to allocate funds as they see fit. Previously funding was paid directly to schools at a rate £900 in 2013-14. From April 2014 with the introduction of the Pupil Premium Plus funding for LAC increased to £1900 per pupil. Funding will be provided from the first day LAC enter care. In 2013, 243 Brent LAC received the Pupil Premium Grant.

Suggestions for using the PP include:

- Effective interventions such as individual tuition to improve achievement in English and Maths
- The use of learning mentors, purchase of laptops, use of information technology, music tuition.

BVSH must ensure that the funding is used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP) and ensure there are arrangements in place to discuss with the staff in the child's education setting, how the child will benefit from any pupil premium funding. A new PP Guidance and Request Form has been sent out to all schools attended by Brent LAC. All requests are processed and authorised by the BVSH via the PEP and reimbursed through the PP Payment process. Schools are now required to publish details online each year on how they are using the PP and to detail the impact it is having on pupil achievement.

Information received from Brent schools attended by Brent LAC in 2013/14 indicated that the PP had been used for a range of activities including the following:

- Mathematics tutors for Saturday school (Spring Term 2014)
- Additional staffing in Mathematics and English in school
- 1-1 tuition in mathematics for all targeted students, especially in KS4
- Targeted students to attend sessions in Mathematics after school on Fridays (Spring 2014)
- Staffing to improve outcomes for 'sub-level' 4 pupils in year 7
- Staffing to support musical tuition/fitness regime
- Mobile I-Pod scheme to improve literacy/Family Literacy Day
- EAL support for new English learners.

Supporting Literacy, Aspirations and Wider Education

BVS acts like a regular school to ensure that the children and young people partake in the same cultural and educational experiences as other children in the community.

In 2013/14 BVS organised:

- Taster visits to Cambridge University
- Drama classes
- Overnight Duke of Edinburgh camping outdoor experiences
- A Spoken Word drama activity led by the Brent Poet Laureate, Simon Mole
- Synergy Theatre trip
- Reading and writing projects to support literacy
- AI Celebration of Achievement in December 2014 attended by over 250 children carers and staff
- A visit in the October 2014 half-term to Cambridge University to 'Be an Engineer for the Day'.

BVS' involvement in the 'Achievement For All Programme' will enhance the role of the Designated Teacher and the Foster Carer as Education Champions in a selection of Brent schools, while also forging stronger partnership working across the authority. In

addition we continue to run the Letterbox project to raise reading levels and enjoyment and hope to become involved in Springboard, a literacy charity that works to improve literacy problems through expert 1:1 tuition. Our links with the John Lyons Charity will enable us to fund this project.

Training and Networking 2013/14

The Virtual School was involved in a variety of training sessions and linked networking events during the year including:

- PEP Training for Social Care at Staff Forums
- Training for Corporate Parents, Foster Carers, School Governors, Early Years' SENCos
- Attendance at the Letterbox Anniversary Project Event in Leicester
- The John Lyons' 21st anniversary at Kensington Palace
- The Virtual School Conference in Bath
- Several London Virtual School meetings in Westminster and at the DfE.

In 2014, extended training offers have been made to Brent School Governors, Designated Teachers, Foster Carers and Social Care Staff. BVS was represented at a Virtual School Networking training in Barnet and presented a workshop on the effective use of data.

Action Points for 2014/15

- Appoint a Deputy Headteacher of the BVS to provide operational support to the Headteacher of BVS and the BVS Advisory Team
- Enhance the training offered to Designated Teachers, Social Workers and Foster Carers to improve educational outcomes for Brent LAC
- Ensure 100% completion of PEPs within the 20 day deadline and continue the roll out of the E-PEP including the electronic audit tool
- Introduce robust systems to deliver more effective working between BVS and Social Care in improving educational outcomes for Brent LAC
- Secure funding to ensure that the educational development of 2-4 year olds and those in post-16 is appropriately tracked and supported
- Ensure that the behaviour needs of in borough LAC are prioritised by the Inclusion team
- Monitor the effective impact of the Pupil Premium
- Reduce FTE and ensure 0 PEX of LAC
- Improve the robustness and application of the BVS data systems.

Janet Lewis
Headteacher of Brent Virtual School
January 2015.

Kingsbury High School

Guarantee and Graduation

3rd December 2014

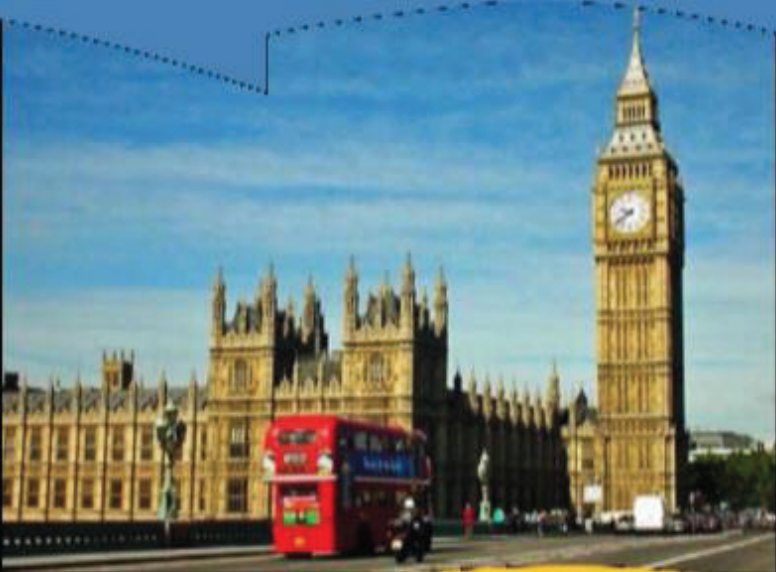


The Kingsbury Guarantee

Take advantage of enrichment opportunities

2

2.2
Spend at least one day in central London



The Kingsbury Curriculum



The Kingsbury Guarantee

Make a contribution to society

3

3.3 Make a charitable commitment

KHS
Different lives equal chances

The Kingsbury Curriculum



The Kingsbury Guarantee



The Kingsbury Guarantee

Show all round learning

4

4.7
Communicate
with
somebody
in another
country



The Kingsbury Curriculum



The Kingsbury Guarantee

Be involved in the wider life of the school

5

5.1
Compete for a team or for my form



The Kingsbury Curriculum



Literacy and Communication

8.1 Experience a Debate

The Kingsbury Guarantee

In English my form 8H, had a debate against 8C discussing: "should refugees be aloud to enter the UK?". My form won this debate as our speakers were more confident and we had powerful points.

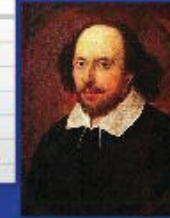


Literacy and Communication

8.2 Experience a Shakespeare play

The Kingsbury Guarantee

In year 7 Shakespear Company came to Kingsbury High School to perform 'Romeo And Juliet'. The performance was very well performed and the characters had a good sence of humour.



Literacy and Communication

8.3 Communicate with someone in another country

The Kingsbury Guarantee

I communicate with many realative around the world mostly in Pakistan, Norway And Germany. My mums family are located around the world whereas most of my dads side are located in UK and some in Pakistan.



Literacy and Communication

8.4 Reading

The Kingsbury Guarantee

I read quite alot at home and at school in English. I have just recently finished the book 'Die For Me' By, Amy Plum. My favorite author was Jaqueilhe Wilson but now is Amy Plum after reading 'Die For



Literacy and Communication

8.5 Listening

The Kingsbury Guarantee

I listen to music regularly as its calming. I mostly listen to music on long jourmys and when im bored and got nothing to do. I listen to my mum and dad mosly they mean alot to me.



Literacy and Communication

8.6 Produce work for a display

The Kingsbury Guarantee

I have produced a lot of work in the past which is now on display including lin History and on many excel days. Most of the well done work is put on display around the school.



Demonstrate personal development and increasing responsibility



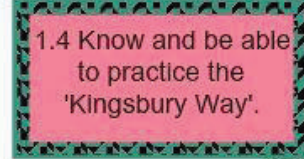
My strengths lie in sports. I try my hardest in every single sport but my favourite is running (Athletics) I train 3 times in week at wilsden sport centre's athletes club called TRACK ACADEMY and I really enjoy it alot, I always try and take lots of sporting opportunities at KHS and love doing leadership work because I like to share my experiences with everyone.



This year has been very serious and more learning for me than year because it is my graduation year, also I have had to overcome more problem as friendships. There has been many times when I really want to go out with my friends yet I had not revise or done my homework so I had to cancel and re-arrange with my friends. Sometimes I find it hard to learn at home because a have athletics and other clubs so I had to stop my clubs and stay home.



Simple things like holding doors, saying thank you and please and also helping the needy, really makes a huge difference in the world and it took me a little while to learn that, before I didn't think it was important to do those things until people didn't hold doors for me nor say please or thank you and it makes you feel bad and unwanted so that is why we need to show basic manners towards everyone.



Learning parts of the kingsbury way was easy and others parts were hard. The easier parts to learn were 'seize opportunities, listen carefully and show respect'. The harder parts were 'accept responsibility, be honest and spectumur agendo.' The hardest part for me was collaborate because I am very independent and like to do things alone and individually and 'THE KINGSBURY WAY' has defiantly thought me very useful skills.



I have made alot of mistakes in my life yet it hasn't stopped me from moving on with my life it has only made me a bigger person than I was before. I use to remeber all my mistakes and they would haunt me and it wasn't helping me at all it was making me go insane. I went to go and help and now I am more happier and relaxed.

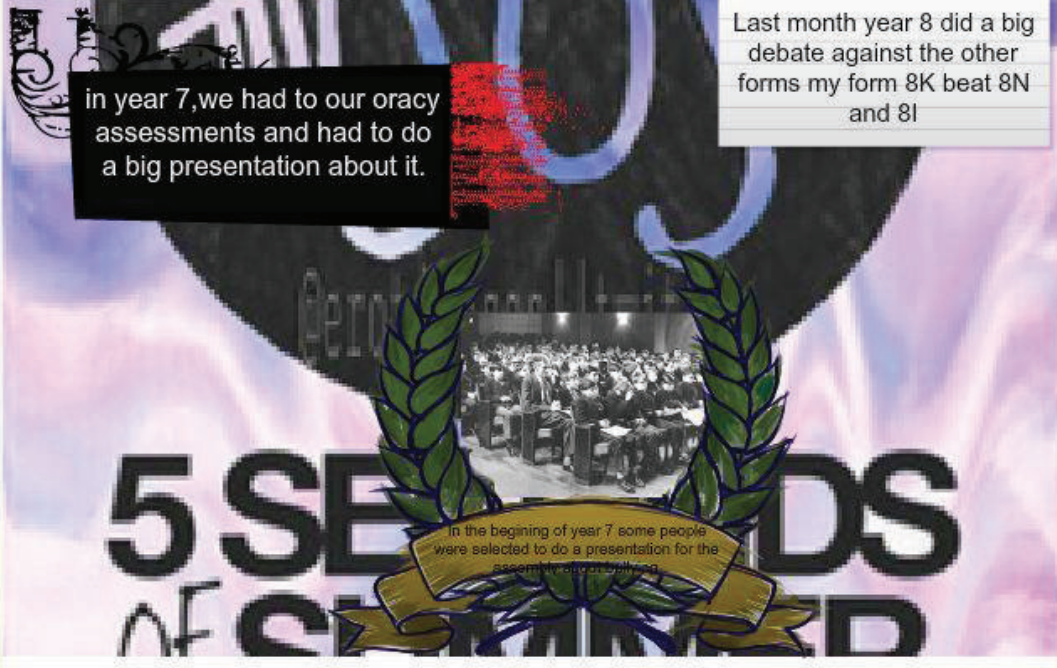




in year 7, we had to do our oracy assessments and had to do a big presentation about it.



Last month year 8 did a big debate against the other forms my form 8K beat 8N and 8I



In the beginning of year 7 some people were selected to do a presentation for the assembly and at 5 seconds



in year 7 in dance we had to perform in front of our class a dance which we had to create



Kingsbury guarantee – examples related to contribution to society

- Make a presentation to a large audience showing increasing maturity and confidence
- Take part in a debate or public speaking competition
- Be part of a group running assembly
- Volunteer my time within our community
- Organise/lead an activity or group
- Make a charitable commitment
- Show respect and understanding for the environment
- Vote for something that affects our community
- Be a leader/teacher by explaining or teaching a skill for something that I am good at



What do we look at to decide if you will graduate and at what level?

- Your KLIC portfolio
- Your Kingsbury Guarantee booklet
- Your progress
- Your extended projects
- Your attitude to learning
- Your attendance
- Your punctuality
- Your clean slates
- Your development as a person
- Whether you take advantage of opportunities
- Whether you act by our Kingsburian values



B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
	ACT WORK	ACADEMIC PROGRESS	PROGRESS	A 2 1	CLEAR STATES	ATTENDANCE	PUNCTUALITY	ASIC NUMBER	OPPORTUNITIES	ASIC	EXCLUSIONS				
27	23		27	27	27	27	27	0	27	27	27				
	23		29	8	11	7	14	0	25	13	19				total
	0		7	13	5	11	7	0	12	11	7				1a
															2a
M	1	2	2	0	0	0	2		2	2	2				
F	1	2	1	2	2	2	1		1	2	1				
M		0	0	0	0	0	0		2	0	0				
M	1	1	1	1	1	0	1		1	2	1				
F	1	1	1	1	1	1	1		1	1	1				
M	1	2	1	2	2	2	1		1	1	1				
M		0	2	0	0	0	0		2	0	2				
M	1	1	1	2	2	2	1		1	1	1				
M	1	1	2	2	0	0	0		1	2	1				
F	1	2	1	1	2	0	2		1	1	1				
M	1	0	2	0	0	2	0		2	0	2				
F	1	1	1	1	1	1	1		1	1	1				
M	1	2	1	2	2	1	1		1	2	1				
F	1	1	1	1	1	1	1		2	1	1				
M	1	2	1	2	0	2	2		2	2	2				
F	1	1	1	1	1	1	1		2	1	1				
M	1	0	2	0	0	2	2		2	2	1				
M	1	1	1	1	1	2	1		1	1	1				
F		2	2	2	0	0	0		2	1	1				
M	1	1	1	1	1	2	1		1	1	1				
M	1	2	2	0	0	1	0		2	2	2				
M	1	2	1	2	0	2	2		1	2	2				
F	1	2	1	2	1	1	1		2	2	1				
F	1	1	1	2	1	0	1		2	1	1				
M	1	2	1	2	1	2	2		1	1	1				
M	1	2	1	2	1	2	1		1	2	2				
F		2	1	2	0	0	2		1	1	1				

Year 8 graduation



Year 8 graduation



Year 8 graduation



Year 8 graduation





Year 8 graduation



Year 8 graduation



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The Kingsbury Guarantee





What is the Kingsbury Guarantee?

The Kingsbury Guarantee is a series of experiences which we guarantee to you, our students. These experiences will help you to show the full range of your talents and abilities.

The Guarantee includes:

- ▶ **personal development** such as being able to show good manners
- ▶ **performance** such as presentation skills
- ▶ **enrichment** opportunities such as residential experience.
- ▶ **the curriculum** such as extended homework projects
- ▶ **contribution to society** such as community work
- ▶ **involvement in the wider life of the school** such as contributing to organising/running a school event.

You will record your progress with the Kingsbury Guarantee: you will use this booklet and the KLIC portfolio to help you.

To graduate from the Kingsbury Curriculum, you will need to have fulfilled the Kingsbury Guarantee with the portfolio showing your success over the two years.

You will also need to:

- ▶ Make good progress in your subjects compared with the levels you came to the school with
- ▶ Show you can work in class without disrupting those around you
- ▶ Achieve a good level of attendance and punctuality.

Perform for a variety of audiences

1

Perform for an audience 1.1

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Make a presentation to a large audience showing increasing maturity and confidence 1.2

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Perform for a variety of audiences

1

Take part in a debate or public speaking competition 1.3

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Be part of a group running assembly 1.4

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Take advantage of enrichment opportunities

2

Go to Quinta or an alternative 2.1

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Spend at least one day in central London 2.2

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Take advantage of enrichment opportunities

2

Spend at least one day abroad ^{2.3}

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Go on a Residential visit ^{2.4}

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



6

Form tutor:

Date: : :

Take advantage of enrichment opportunities

2

Work with a professional 2.5

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Work with pupils from another school 2.6

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Make a contribution to society

3

Volunteer my time within our community 3.1

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Organise/lead an activity or group 3.2

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Make a contribution to society

3

Make a charitable commitment 3.3

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Show respect and understanding for the environment 3.4

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

Complete all and show an example of your favourite extended homework project ^{4.1}

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Take a piece of creative work home (must be made and finished) ^{4.2}

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



10

Form tutor:

Date:

: :

Show all round learning

4

Experience a debate 4.3

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Experience a Shakespeare performance 4.4

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

Go to a theatre/museum/art gallery/ sports performance/cinema and write about it 4.5

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Make a decision to use ICT in other subjects 4.6

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



12

Form tutor:

Date: : :

Show all round learning

4

Communicate with somebody in another country 4.7

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Write a book review 4.8

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

Read a range of books from the Kingsbury reading list 4.9

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Listen to someone else read and be listened to reading 4.10

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

Write a review of an experience other than a book 4.11

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Identify and learn a new skill (especially something that you may think is difficult) 4.12

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

Take part in a range of extracurricular activities 4.13

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Audition for a team 4.14

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



16

Form tutor:

Date: : :

Show all round learning

4

Take part in 'move it' 4.15

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Support events at school 4.16

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Show all round learning

4

See a concert or performance 4.17

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Visit and take part in activities at a leisure centre 4.18

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



18

Form tutor:

Date: : :

Be involved in the wider life of the school



Compete for a team or for my form 5.1

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Take on a position of responsibility 5.2

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Be involved in the wider life of the school

5

Vote for something that affects our community 5.3

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Be a leader/teacher by explaining or teaching a skill for something that I am good at 5.4

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



20

Form tutor:

Date: : :

Be involved in the wider life of the school

5

Contribute to organising/ running a school event 5.5

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve

Produce a piece of work for display in the school 5.6

When I fulfilled this part of the Guarantee; what I did; what I did well; how I could improve



Form tutor:

Date: : :

Achieve and demonstrate your own personal development and increasing responsibility

Now you have completed most of the sections in the Kingsbury Guarantee, you can start to reflect on your personal development over the past two years.

Do you know your own strengths and talents? What are they?

Do you recognise your weaknesses? What are they?

How do you try to overcome them?

Do you learn from your mistakes?

Do you show the expected good manners?

Do you know and act by the Kingsbury Way?

Reflect on the questions above. Plan what you are going to write first and then on these two pages, write a few paragraphs to answer them.

My reflections

A series of horizontal blue lines for writing, with a vertical blue line on the left side.

My form tutor's comments on how well
I have fulfilled the Kingsbury Guarantee

Met Mainly met Partly met

Signed:

Date: : :



Student name

Form



7080 04/2014

Register your child for free school meals/pupil premium

From September 2014 all children in Reception, Year 1 and Year 2, will be able to receive a free school meal whether their parents are in receipt of benefits or not. If your child is in one of these year groups we still need you to apply for a free meal if you are receiving benefits.

Schools get extra funding for every child registered as eligible for a free school meal if their parents receive benefits. They use this money for activities including art therapy, booster classes, educational trips and after school clubs.

Pick up an application form from your child's school or apply online at the web address below. **Even if you do not want your child to receive a free meal, don't let your school miss out on this important extra funding that will benefit your child.**

Parents of children in other year groups and in secondary schools must still apply for a free meal and your eligibility will be checked.



www.brent.gov.uk/freeschoolmeals

This page is intentionally left blank

If you do not sign the form, your application may be delayed and your child may not receive free school meals.

Declaration

I declare that the information given on this form is correct. I agree to inform Brent Council if the children change school, home address or stop receiving any of the eligible benefits. I authorise Brent Council to check the details provided with any relevant body, to check the internal council database and the DfE ECS to verify benefits.

I understand that making a false declaration is a serious matter and could render me liable to prosecution.

I agree that you will use the information I have provided to process my claim for free school lunches and will contact other sources as allowed by the law to verify my initial, and ongoing, entitlement.

Signature.....

Full name..... Date (DD/MM/YYYY)

We have a responsibility to protect the public funds we administer. The information you provide is held on a computer database registered in accordance with the Data Protection Act 1998 and may also be used for prevention and detection of fraud and crime. For these purposes we may also share the information with any other public sector bodies and government agencies who administer public funds under statutory requirements.



FREE SCHOOL MEALS/ PUPIL PREMIUM APPLICATION 2014/2015

Research has shown that healthy free school meals improve children's learning and productivity.

From September 2014 all children attending school in infant classes, which are Reception, Year 1 and Year 2, will be able to receive a free school meal whether their parents are in receipt of benefits or not.

If your child is in an infant class **we still need you to apply** for a free meal if you are in receipt of benefits. Your school will receive additional funding called the 'Pupil Premium' for every child registered as eligible through receiving benefits.

Children in other year groups and in secondary schools will have to apply for a free meal and the council will check your eligibility.

Schools can use the extra money for a range of activities that can help to raise attainment such as additional tuition, learning support assistants, art therapy, booster classes, educational trips and after school clubs. They continue to receive this funding for up to six years.

Even if you do not want your child to receive a free meal, don't let your school miss out on this important extra funding that will benefit your child, please fill in the form overleaf.





FREE SCHOOL MEALS / PUPIL PREMIUM APPLICATION FORM 2014 / 2015

Please apply online at www.brent.gov.uk/freeschoolmeals or return this completed form to **Children's Team, Brent Customer Services, PO Box 1057, Wembley, Middlesex HA9 1HJ**. If you require any assistance in completing this form, you can email us at: school.admissions@brent.gov.uk or call us on 020 8937 3100.

You must complete all sections of the application form, including all details of each child attending a school in Brent and sign the declaration statement. We may contact you if any more information is required. Please return this form as soon as possible.

Eligibility for free school meals will not be backdated.

Details of the parent/guardian who is receiving benefits ONLY

Title (please tick relevant box) Mr Mrs Miss Ms Other

Parent/guardian first name

Parent/guardian surname

Current family address

Postcode

Date of birth Day Month Year

Please provide your mobile number and email address, so we can communicate with you

Landline number

Mobile number

Email address

You must provide us with your NI or NASS number and date of birth in order for us to check your eligibility with the Department of Education, Eligibility Checking Service (ECS)

National Insurance Number or National Asylum Support Service Reference Number

Details of the benefits you are currently receiving

Please tick if you are in receipt of Working Tax Credit.

Proof of Child Benefit must be provided if this is your first application.

To be eligible for free school meals you must be in receipt of one of the following benefits:

- Please tick the type of benefit(s) you are currently receiving.
- Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of State Pension Credit
 - Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit
 - Universal Credit

Children who receive a qualifying benefit in their own right are also allowed to receive free school meals. Children under the compulsory school age who are in full time education may also be entitled to receive free school meals.

Child(ren) details

Please complete one box for each child you wish to receive free school meals. If you are claiming for more than four children, please complete additional details on a separate form.

First child

Surname First name

Date of birth / / Male Female

Brent school name

Postcode School attendance start date / /

Have you previously applied to Brent for free school meals? Yes No

Second child

Surname First name

Date of birth / / Male Female

Brent school name

Postcode School attendance start date / /

Have you previously applied to Brent for free school meals? Yes No

Third child

Surname First name

Date of birth / / Male Female

Brent school name

Postcode School attendance start date / /

Have you previously applied to Brent for free school meals? Yes No

Fourth child

Surname First name

Date of birth / / Male Female

Brent school name

Postcode School attendance start date / /

Have you previously applied to Brent for free school meals? Yes No

Please complete the application by signing the declaration overleaf.