



## **Use of the Pupil Premium Grant in Brent**

### **A Scrutiny Task Group Report**

**April 2015**

#### **Membership**

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**Ms Mary Arnold**  
**Mr Alloysius Fredrick (Co-opted Member)**  
**The Reverend Christine Cargill (Co-opted Member)**  
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**Councillor Wilhelmina Mitchell Murray**  
**Councillor Pat Harrison**  
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## 1. Chair's Foreword

The Pupil Premium Grant (PPG) is an additional funding allocated to young people who meet criteria that indicates a level of economic disadvantage. The money is given to schools directly and for children who are looked after by the Council a proportion is kept back to provide for local authority support. In 2014/15, 8,686 of Brent's children are eligible for the PPG, amounting to over £11m in funding.



The purpose of this task group was not to replicate the accountabilities that exist via Ofsted in terms of auditing how the money is spent. Instead, our aim was to identify where opportunities exist for a more joined-up, holistic and borough wide use of the PPG. We recognise that the PPG is a key mechanism for not only increasing educational attainment, but for offering our young people improved chances for living healthy and happy lives. Throughout our research, visits and meetings, the task group focused on how the PPG could further reduce the numbers of children living in poverty and the numbers of young people not in employment education or training across our borough.

It was timely to conduct this work now. The role of the local authority in relation to schools is changing and the Brent Schools Partnership is a fledgling organisation, whose success is vital for ensuring that information, practice and support is shared amongst Brent's family of schools. The PPG is being extended to children in early years education and the task group is keen that the experience of the PPG to date informs how this funding is used. The task group recognises that early intervention is the best way to give children a great start and we are excited about the difference that the Early Years PPG could make in Brent.

Our ambition is that Brent schools are recognised for the creative and effective support they provide through the PPG and our work highlighted plenty of fantastic work. It also highlighted areas where we could do better, not least in supporting the children who are looked after by the authority.

We urge the council and all partners to implement our recommendations in full. The individual members of the task group are passionate about giving every child in Brent the best possible educational experience and the skills and confidence to fulfil their dreams.

I would like to thank everyone who participated in our work, including teachers, governing bodies, service providers, council officers, civil servants and experts. Most importantly, I want to thank the young people we have met in schools and through the Brent Youth Parliament. Their voice is at the heart of our recommendations and their enthusiasm and wisdom has been inspiring.

Thanks also to my task group colleagues – Mary Arnold, Alloysius Fredrick, The Reverend Christine Cargill and Cllrs Colacicco, Harrison, Mitchell Murray and Sheth. Their generosity of time, ideas and expertise was hugely valuable.

## 2. Executive Summary

There are over 1.4 million (21%) children aged 4-15 eligible for free school meals in England. National figures show that they often start primary school behind their better-off classmates - and that this attainment gap will increase throughout their schooling. The latest national figures show that just 37% of economically disadvantaged children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils. Figures also show that children from poorer backgrounds do worse on average than their wealthier classmates whichever type of school they are in and that young people with poor educational attainment are much more likely to end up not in education, employment or training (NEET).

It is for these reasons that members of the scrutiny function wanted to review the boroughs use of the Pupil Premium Grant, ensuring that the local authority and its partners are doing all they can to improve the educational and life chances for all our young people. The pupil premium grant (PPG) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils from reception to year 11 and close the gap between them and their peers, the grant is allocated directly to schools. For children looked after by the council, a percentage is held back to provide for local authority support. A national fund of £625 million was introduced in April 2011 to give schools £400 per year for:

- Each child currently registered as eligible for free school meals.
- Children who have been looked after for 6 months or longer.
- Service Children (Children with parents in the armed forces).

In April 2012, pupil premium funding was also extended to all children eligible for free school meals at any point in the past 6 years.

In the current financial year (2014 to 2015) the pupil premium national funding was increased to £2.5 billion. The premium is broken down as follows:

- £1,300 per pupil of primary-school age.
- £935 per pupil of secondary-school age.
- £1,900 per pupil for looked-after children who:
  - have been looked after for 1 day or more
  - are adopted
  - leave care under a Special Guardianship Order or a Residence Order

The amount of pupil premium allocated to Brent schools for 2014 to 2015 is £11,139,121 (this includes academy funding for Looked After Children only). The total number of pupils eligible for PPG is 8,686 and is broken down as follows:

Pupils	Number
Free School Meals Ever 6 (measure)	8,445
Looked After Children (Inc. academies)	217
Post Looked After Children	22
Armed Services	2

Percentage of primary and secondary school pupils eligible for Pupil Premium (2013-14)

	Primary (%)	Secondary (%)
<b>Brent</b>	34.9	39.4
<b>England</b>	27.0	29.0
<b>Outer London</b>	28.9	33.8

*School accountability*

The pupil premium is paid to local authorities who pass the grant onto schools, who are best placed to assess what additional provision their pupils need. There is a requirement for schools to publish online how they are using the pupil premium and the impact it is having; the School Effectiveness Service monitors this. To the best of our knowledge all Brent schools are compliant with the reporting requirements. School Effectiveness Services (SES) has published a list for all governing bodies on what is expected on the school's website and guidance for the link advisers to share with head teachers.

Ofsted inspection reports and performance tables detail how the use of the funding affects the attainment of economically disadvantaged pupils. The areas of attainment which are considered are:

- The attainment of the pupils who attract the funding.
- The progress made by these pupils.
- The gap in attainment between disadvantaged pupils and their peers.

Pupil Premium Awards are given to schools whose use of the PPG has significantly closed the attainment gap.

In January 2015, the Minister of State for Schools, David Laws MP, wrote to six Brent primary schools to congratulate them on the improvement in the Key Stage 2 results of their disadvantaged pupils since 2011 and wrote to a further three primary schools, to congratulate them on the improvement since 2012.

Improvement since 2011	Improvement since 2012
Brentfield Primary School	Leopold Primary School
Elsley Primary School	St Joseph RC Junior School
Harlesden Primary School	Uxendon Manor Primary School
Mitchell Brook Primary School	
St Margaret Clitherow RC Primary School	
Wembley Primary School	

### 3. Recommendations

#### It is recommended that:

1. LB Brent and Brent Schools Partnership (BSP) support a borough wide approach for the use of PPG through the implementation of the Education Commission Action Plan – Ambitious for All. The Strategy is to be monitored by the Strategic School Effectiveness Partnership Board and should include:
  - networking & sharing good practice
  - the sharing of information
  - the sharing of resources
  - training for Teachers and additional support to School governing bodies

\*This will require a clearly outlined and smooth transition of services currently being delivered by the LB Brent, School Effectiveness service.
2. The School Effectiveness Partnership Board promotes the benefits of BSP to the whole community of schools so all schools become members and benefit from its support and services.
3. BSP works proactively with the community of schools and holds a list of recommended and effective Pupil Premium Grant (PPG) services and providers, so schools are able to commission services individually or collectively with other schools. In time, BSP may wish to explore a shared staff resource for collating and distributing the latest evidence from organisations like the Education Endowment Foundation (EEF) and working with schools to tailor it to meet their specific needs.
4. Pupil Premium and PPG related updates are to be standing agenda items at the Brent Head Teachers and School Governors annual conferences.
5. BSP, Brent and Woodfield Teaching Schools Alliance (BTSA & WTSA) continue their work with schools to ensure high quality teaching across Brent's schools and that outstanding teachers and support staff are being attracted, retained and developed across the borough.
6. LB Brent develops specific targeted approaches to closing the attainment gap for Looked After Children (LAC) which are monitored regularly by the Corporate Parenting Committee. This should include:
  - Empowering foster carers to engage fully with schools.
  - Strengthening working relationships between foster carers, designated teachers and social workers to improve outcomes.
  - Ensure 100 percent of Personal Education Plans (PEPS) for Looked After Children are completed to the highest quality.
  - Tracking the progress of Looked After Children, identifying and investing in successful interventions: - reporting and identifying impact.
7. During 2015 BSP along with the LB Brent begins scoping a borough wide project and applies to work with the Education Endowment Foundation. In particular projects which

focus on the Transition between Primary and Secondary school, English as an Additional Language (EAL) and projects focusing on children arriving from Eastern Europe.

8. The LB Brent in partnership with BSP encourages schools to find alternative methods for recording non academic/formative learning (e.g. music, sports, arts and social development) which support attainment and support schools to engage with Ofsted regarding the evaluation of these interventions.
9. BSP to encourage schools to employ (and possibly share as a resource) Careers Advisors. This will provide a mechanism for increasing the numbers of available work experience opportunities and the participation of Brent's pupils in work-based skills development.
10. An increased coordinated effort by the LB Brent, Community of Brent Schools, Brent Early Years Settings including Children Centres and parents in completing Free School Meal application forms. In particular, the task group would welcome efforts to remove the stigma from making applications and the promotion of the idea that extra funding will benefit all young people in the borough.
11. Early Years Settings to identify eligible children at 3 and 4 years of age and promote the extra support available. This information should follow the child into school.
12. LB Brent and BSP to continue to work within the Early Years Settings and build on the success of the 2015 Early Years (EYs) Conference, where PPG was an agenda item. The conference might follow up with case studies from the pilot authorities.
13. Schools and the Early Years Settings increase their efforts with support of BSP (sharing effective practice) to empower and engage parents on ways to provide support to their children, including encouraging them to take up adult learning opportunities and access any additional support that the family requires.
14. The LB Brent's Annual Review of Standards demonstrates closing the gap by finding and implementing practical and creative effective methods. The review should also include an analysis of pupil premium children's attainment compared to non pupil premium children's attainment with a breakdown by vulnerable groups such as:
  - Pupils excluded
  - Looked After Children
  - Children in Need and;
  - Ethnic minority and other groups being monitored for underachievement such as Somali, Black Caribbean, White boys.

\*The Corporate Parenting Committee's Looked After Children's report should be presented at Full Council

15. LB Brent and BSP work with Early Years Settings and the community of Primary and Secondary Schools on a borough wide transfer policy which ensures successful intervention methods and information on PPG children is included, so that this information follows the child throughout their school life.

16. Further analysis is conducted by LB Brent and Schools into fixed term exclusions of PPG children and practical ways schools can continue to support PPG children if excluded to the borough's Pupil Referral Units (PRU).

#### **4. Introduction – Scope of the task groups work**

*What the review addresses*

The review considered the following key areas:

- How the allocation of pupil premium is helping to narrow the attainment gap between those eligible for the pupil premium and other pupils in Brent.
- How schools in Brent have been spending, managing and monitoring the PPG
- Whether there is a relationship between schools with the highest proportion of eligible pupils and their use of the PPG.
- Where good practice in Brent schools, across the UK and learning from national organisations such as the Education Endowment Foundation (EEF) can be enhanced .
- How schools in Brent could spend the premium more effectively to raise pupil attainment.
- How a wider range of educational input such as music, drama and sport, can be used to show how a holistic approach to education can increase attainment levels.
- What the future of Pupil Premium in Brent might look like - funding, changes from the 7<sup>th</sup> May 2015 onwards.

*The objectives of the review*

The aims of the review are set out below:

- To set out the shared expectations of how PPG is to be used and monitored in schools across Brent.
- Identify ways in which the local authority and other partners can effectively support Brent schools to increase attainment through use of the PPG.
- Influence school policies on effective management and monitoring of the PPG.
- Create a culture for schools to encourage and support each other for the long-term.
- Encourage further sharing of effective practice within Brent schools and nationally, with the aim that Brent schools are recognised for their effective use of the PPG.

#### **5. Task Group Membership**

Councillor Eleanor Southwood (Chair)  
Ms Mary Arnold  
Mr Alloysius Fredrick (Co-opted Member)  
The Rev. Christine Cargill (Co-opted Member)  
Councillor Lia Colacicco  
Councillor Wilhelmina Mitchell Murray  
Councillor Pat Harrison  
Councillor Krupa Sheth

## 6. Methodology

As part of this review the task group invited relevant partners to contribute through workshops, discussion groups and one-to-one interviews.

Initially the task group gathered information about the national, regional and local picture on the use of pupil premium. This included meetings with the Operational Director of Brent's Early Help and Education team and Senior School effectiveness staff, as well as leading Government and Non Government organisations such as Department for Education (DfE), Achievement for All and the Education Endowment Foundation. Meetings also took place with the Brent Schools Partnership chair and co-ordinator and the Brent Schools Forum.

Given the focus on identifying good practice elsewhere, the group visited the LB Lambeth and met with a senior team, including the Director of Education. The next step of the task group's work was to visit a sample group of Brent schools and to consult with Brent stakeholders. There were discussion meetings with Brent School Governing Bodies, parent groups and the Brent Youth Parliament. A sample group of 6 Brent Primary and Secondary Schools were visited and the task group consulted with teaching staff, governing bodies and children from each of these schools.

### *Partners: Group 1*

- Teaching staff (particularly schools with high levels of funding) via the Brent Schools Partnership.
- School Governing Bodies.
- Relevant local authority departments (Children & Young People).

### *Partners: Group 2*

- Teachers & Support Staff.
- Mentoring Services/School Support Services.
- Interested Parents or Parent Groups via Early Years settings.
- Children & Young People (Youth Parliament).
- Advertised the task groups work to partner and community groups to get involved through:
  - Advert via Head Teacher Bulletin
  - Advert in the School Governors Bulletin
  - Agenda item at the Head Teachers/Governing Bodies termly meeting
- Visit a selection of Brent Schools receiving PPG.
- A small number of focused, one-to-one interviews with Head Teachers and Chairs of Governors.
- Meeting with the Education Endowment Foundation.
- Meeting with officers from the Department for Education.

\*A full list of participants of the task group's work can be found in section 10 of this report.

## 7. Policy Context

### *Local Brent Facts*

- In January 2015 the Department for Education published the GCSE Attainment statistics which showed that in 2014 58.9% of Brent pupils who are disadvantaged received 5 GCSEs, including English and Maths A\*-C, compared with 75.8% of pupils who did not qualify.
- Brent is ranked the 9<sup>th</sup> highest London Borough on the Income Deprivation Affected Children Indices (IDACI) with 39.3% of children living in poverty. Stonebridge is ranked as the 12<sup>th</sup> most deprived affected children's ward in London.
- The population of Brent has grown and continues to grow with the birth rate increasing by approximately 8% per year; with some of our most deprived wards having some of the highest rates.

### *Brent Schools (Appendix 1)*

Brent's School Effectiveness Service carried out data analysis and identified schools in Brent who have successfully narrowed the gap for pupils. A case study for each of these schools is currently being written with the view to disseminate good practice across Brent schools; these are:

- Wykeham
- Uxendon
- Chalkhill
- Furness
- Sudbury
- Mitchell Brook
- Wembley Primary
- St Gregory's
- Kingsbury High

The five primary schools with the highest proportion of pupils eligible for pupil premium are:

- ARK Academy
- Braintcroft
- Mitchell Brook
- Wembley Primary
- Brentfield Primary

The three secondary schools with the highest proportion of pupils eligible for pupil premium are:

- Preston Manor
- Kingsbury High
- Capital City

In December 2014 and January 2015 Wembley High Technology College and St Joseph

Roman Catholic Primary School was awarded A Pupil Premium Award in the KS4 and KS2 category, as one of the high achieving schools in the country in terms of attainment of disadvantaged pupils. (*Appendix 2 &3*). The school was also recognised for its excellent performance in the Phonics Check, scoring in the top 5% of schools in the country (*Appendix 4*).

#### *National Context - Ofsted Reports*

##### *Pupil Premium, How the money is being spent (Appendix 5)*

In September 2012 Ofsted published a report based on the views of 262 school leaders nationally, in 2013 Ofsted followed up the finding by visiting a range of primary and secondary schools to see how effectively the schools were spending the funding to maximise achievement. The report highlights where schools across England were less successful and shared some of these characteristics:

- Lack of clarity about the intended impact of the spending.
- Funding spent indiscriminately on additional teaching assistance, with little evidence of beneficial impact on attainment levels.
- Did not monitor the quality and the impact of the interventions well enough, even where other monitoring was effective.
- Did not have good performance management systems for teaching assistance and other support staff
- Did not have a clear audit trail where funding had been spent
- Planned the pupil spending in isolation from other planning e.g. school development plan
- Compared performance to local rather than national data, which suppressed expectations if they were in a low performing borough
- Did not have governing bodies involved in making decisions

##### *The Pupil Premium: an update (Appendix 6)*

Published in July 2014 Ofsted provided an update following the 2012 and 2013 reports. The update focuses on some of the more positive outcomes that are being achieved through use of the PPG. Ofsted state that 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 report concludes by stating that at this stage it is too early to determine the effectiveness of external reviews of the pupil premium in bringing about improvements. Ofsted will report on this in early 2015.

## *Government Policy*

Year on year the funding provided for eligible pupils has increased and the looked after children category has become much wider; making more children eligible.

The introduction of the Early Years Pupil Premium for three and four year olds from April 2015 aims to support providers to bridge this gap with additional funding, approximately £300 for each eligible child. It will be a system in which money follows the child from the new two year old free entitlement right through to the school-age Pupil Premium. Early years providers have a key opportunity to maximise this additional funding to improve children's outcomes and to boost disadvantaged children's achievement – this throws up a recommendation that CCs and Early Years Providers aim to collaborate and track children's school readiness and progress once in reception classes

It is not known how long the Pupil Premium Grant will be available to disadvantaged pupils; with a general election in May 2015 its future is uncertain.

## **8. Key Findings and Recommendations**

The key findings which emerged from consultation focus on:

- 1. Data Analysis - Closing the attainment gap**
- 2. Setting the tone for Brent Schools – The Vision**
- 3. Coordinated Schools Strategic Leadership:**
  - **Sharing Good Practice**
  - **Sharing Information**
  - **Sharing Resources – including teaching staff**
  - **Training – Teachers and School Governing Bodies**
- 4. Improving outcomes for Looked After Children and Children Excluded from School**
- 5. Innovation and Advancement in Education**
- 6. What do our young people want?**
- 7. Supporting Parents and Building Self-Resilience**

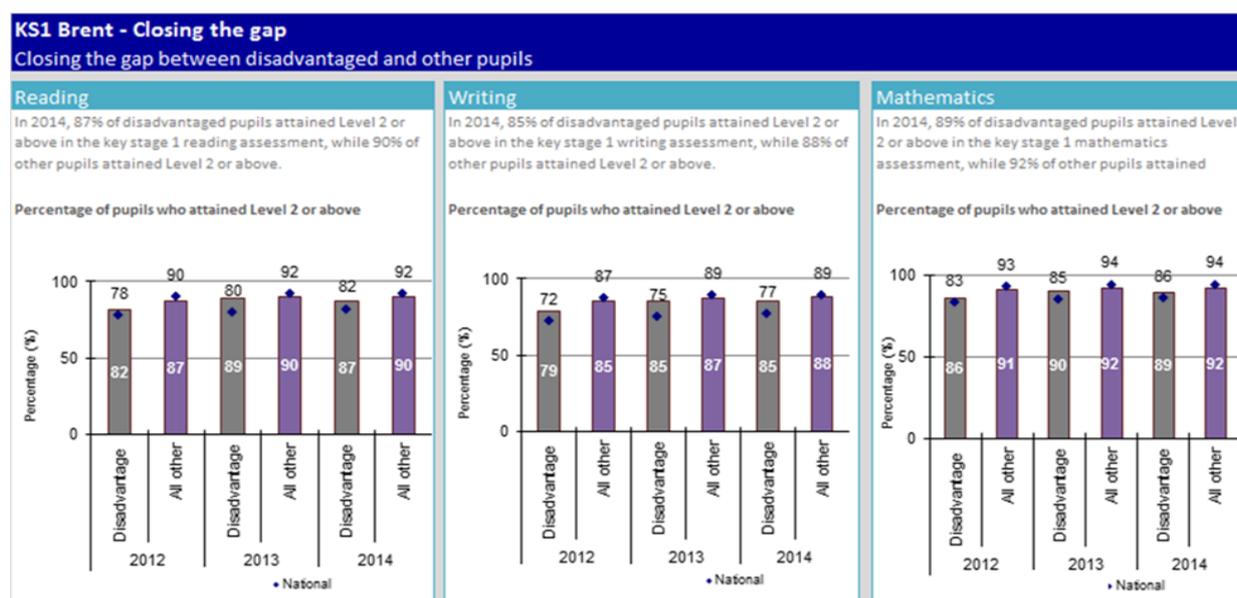
The task group set out to review the use of the Pupil Premium Grant in Brent and consulted with a wide range of Brent educational stakeholders. It was clear that there had previously been complex relationships between the local authority and some educational establishments and it was vital that the task group listened to the history as well as what was envisioned for the future. The relationships have since come a long way, although with the local authority budget cuts and more schools converting to academy status reported a little uncertainty about their current and future relationships with the local authority.

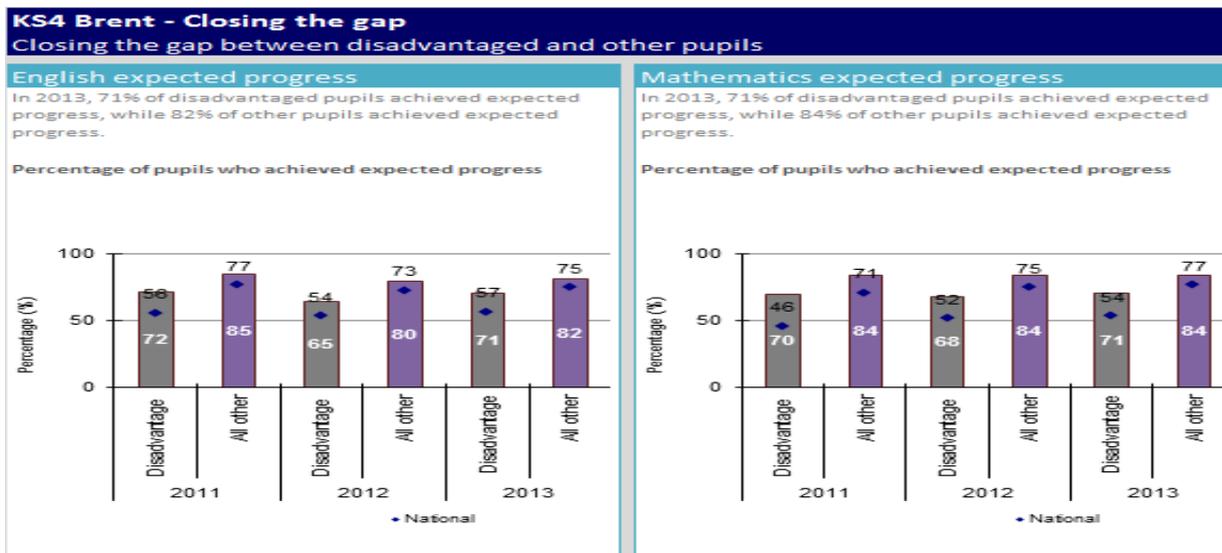
Prior to January 2015 Brent's School Improvement Service fulfilled a statutory role in holding schools to account for the standards they achieve and providing support and challenge where standards need to improve. The service works closely with the Brent Schools Partnership and other education partners to ensure schools are supported to improve and that school to school collaboration can benefit all schools in Brent. The Core Offer explains the support provided by the local authority to fulfil its statutory 'support and challenge' role. Alongside the support provided to all schools in Brent, the Core Offer also sets out the additional support provided to schools causing concern and the processes applied to engage schools in the improvement process.

From January 2015, the School Improvement Service became the School Effectiveness Service. The role of the service is now focused on the local authority's strategic responsibility to promote high educational standards for all children and young people. Where the local authority needs to intervene in schools to bring about rapid improvement, increasingly, it will commission and broker services from Brent's school-to-school support partners including the Teaching School Alliances and the Brent Schools Partnership (BSP). The Strategic Framework for School Effectiveness in Brent underpins the work of the new service. The framework draws on the findings and recommendations made in the Education Commission report, Ambitious for All: a shared responsibility, which was endorsed by elected members in June 2014.

### 8.1 Data Analysis – Closing the attainment gap (*Appendix 7*)

The most recent Brent data (Jan 2015) shows that Brent's disadvantaged pupil premium performance for KS1 in Reading, Writing and Maths is above the national averages for this group, but is still below that of their peers, who are not disadvantaged. The same can be said about KS2, and KS4, however at KS4 the gap becomes significantly wider. In 2014 the expected progress gap in English for KS4 was -10.3 %, in 2013 the gap was -11%, which was an improvement from 2012 where the gap of -15%. We are moving in the right direction and should be proud of progress made. However In 2014 the expected progress gap for KS4 Maths was -16.2%, in 2013 the gap was -13% which means that we have fallen back by 3.2% to progress levels of 2012 which were -16%.





The Department for Education (DfE) released the 2014 GCSE and equivalent results on 29 January 2015. This year's headline measures have been affected by a number of changes to the examination system and a change in the methodology used to calculate the indicators. This negates the validity of comparison with the results of previous years. Brent at -19.1% remains above national average of -27.5%, and has narrowed the gap below the London average. We must ensure that we are continuously making the best use of the PPG and support the fantastic work that our schools are doing, making bigger steps to close the attainment gaps.

### Ethnic Groups

There are a number of Brent's ethnic groups that historically achieve below the national average, the Key Stage 2 table below shows that Black Caribbean, White British, White Irish, White and Black Caribbean children have underperformed from 2012 to present. Black Caribbean and White British children are also progressing under the national average, which indicates that performances will continue at the current level. Even with the introduction of pupil premium, there has been little to no progress in closing the gap for these groups of children.

### Key Stage 2 Pupil Premium by Ethnicity

* Top 5 Ethnic Groups with Pupil Premium	No of Pupils			Level 4+ RWM			2 Levels of Progress						
	2012	2013	2014	2012	2013	2014	Reading		Writing		Maths		
							2013	2014	2013	2014	2012	2013	2014
Any Other Asian Background	56	77	73	91	82	74	94	93	94	91	75	94	93
Any Other Black Background	38	55	53	87	62	70	76	94	80	90	89	84	94
Any Other Ethnic Group	151	179	179	70	66	80	86	94	92	94	85	89	97
Any Other Mixed Background	37	38	39	92	76	72	82	92	85	87	89	89	89
Any Other White Background	105	99	113	72	68	72	88	91	93	93	82	90	91
Bangladeshi	10	17	8	90	76	63	94	100	88	100	90	82	88
Black African	406	421	411	78	75	75	90	94	93	96	88	92	95
Black Caribbean	176	176	209	68	65	68	81	89	86	92	79	79	87
Chinese	2	~	1	100	~	100	~	100	~	100	100	~	100
Gypsy / Roma	1	2	1	100	50	100	50	100	100	100	100	100	100
Indian	32	30	31	88	73	94	90	94	97	94	76	97	97
Pakistani	49	78	84	76	74	82	86	96	95	96	80	89	95
Refused	6	4	3	67	25	67	75	100	25	100	100	75	100
Traveller of Irish Heritage	7	4	2	43	100	50	100	100	100	100	86	100	100
White British	76	77	77	71	66	66	84	86	87	91	82	86	89
White Irish	14	12	11	71	67	64	82	78	91	100	86	91	100
White and Asian	6	7	14	83	71	86	83	83	83	100	80	100	100
White and Black African	15	13	16	73	85	63	92	87	100	87	71	100	93
White and Black Caribbean	35	36	26	66	69	69	89	88	89	92	79	89	84
Somali	297	289	293	77	73	73	89	95	93	97	91	92	95
National				75	75	79	88	91	91	93	87	88	89

Data source\* EPAS (2014 unvalidated)

Again very similar to the overall gap between pupil premium and their peers, by Key Stage 4 the performance significantly decreases and the gap becomes wider. Pakistani Children are the only ethnicity which achieves well across the board followed by Bangladeshi, White and Asian and Any Other Asian Background.

### Key Stage 4 Pupil Premium by Ethnicity

* Top 5 Ethnic Groups with Pupil Premium	No of Pupils			GCSE's			3 Levels of Progress					
				5 A*-C Inc E&M			English			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Any Other Asian Background	59	69	46	42	65	59	70	71	88	76	82	74
Any Other Black Background	43	45	38	37	49	39	50	63	55	52	70	53
Any Other Ethnic Group	149	151	161	53	57	50	76	82	84	76	80	62
Any Other Mixed Background	37	38	31	54	55	77	75	74	81	77	57	79
Any Other White Background	79	80	74	41	53	35	65	81	68	56	68	45
Bangladeshi	10	15	12	60	67	50	78	80	42	89	87	58
Black - African	326	331	385	47	50	47	67	71	76	75	76	68
Black Caribbean	129	125	122	40	38	47	57	58	64	52	50	53
Indian	50	39	46	66	67	70	80	78	91	91	92	77
Pakistani	56	61	55	41	57	45	71	83	65	67	71	56
Refused	8	6	3	25	17	0	67	33	0	33	40	67
Traveller of Irish Heritage	9	4	14	0	0	0	0	0	15	11	0	0
White - British	63	67	48	35	49	44	45	54	72	48	60	60
White - Irish	9	5	8	44	0	50	56	60	88	67	0	75
White and Asian	11	13	9	27	77	56	20	85	75	30	77	63
White and Black African	6	9	20	50	44	45	50	86	65	67	71	70
White and Black Caribbean	27	16	28	44	38	43	62	50	71	56	50	68
Somali	231	234	272	44	47	46	70	71	77	75	74	70
National				59	61	56	68	70	74	69	71	67

Data source\* EPAS (2014 unvalidated)

All the tables (above) show that the achievement gap is well-established before children arrive at secondary school and that therefore the early and primary years have a key role to play in closing the achievement gap. The attainment gap is not just about pupils failing to get the top grades, but is also characterised by a long tail of low achievement. Where the progress levels for disadvantaged children remain the same or low, their peers will continue to improve, the gap will increase as evidenced in these tables. It is still however of the up most importance for secondary schools to work intensively with pupils who have fallen behind their peers as they move from primary school.

The task group believe that there are a number of influencing factors that contribute to low achievement and the continuous widening of the gap through secondary school, these include:

#### *English as an Additional Language (EAL)*

There are more than a million children between 5–18 years old in UK schools that speak in excess of 360 languages between them and are at varying stages in their learning of EAL, from newcomers to English to fluently bilingual students. In 2013 the attainment data showed an enduring difference in attainment between bilingual pupils and their English speaking peers. Whilst analysis shows that differences between the attainment of bilingual learners and mother tongue English speaking pupils have narrowed over time, the statistics also show very wide regional variations. Differences are largest in the Early Years Foundation Stage and narrow significantly by the end of Key Stage 4. Overall differences are smallest in inner and outer London.

Key Stage 2 - In 2013, the local and regional tables show that 73 per cent of EAL and bilingual pupils achieved the expected level (Level 4) in reading, writing and mathematics at the end of Key Stage 2 compared to 76 per cent of pupils whose first language is English.

Key Stage 4 - In 2013, the national figures show that 58.3 per cent of EAL and bilingual learners gained 5 A\*-C GCSEs including English and Mathematics compared to 60.9 per cent of English only students. This is a difference of 2.6 percentage points, almost unchanged from the 2.5 percentage point difference recorded in 2007

In May 2012 The Institute for Policy Studies in Education (IPSE) and London Metropolitan University conducted *The Language Diversity and Attainment in English Secondary Schools Review*. The review confirms that there is a strong relationship between stage of fluency in English and educational attainment. The results suggests that the percentage of pupils attaining level 4 or above at KS2 and 5+A\*-C at GCSE increased as stage of proficiency in English increased. Pupils in the early stages of fluency performed at low levels, while EAL pupils who were fully fluent in English far outstripped those of pupils for whom English was their only language.

*Other key findings from the report showed that:*

- While other first language speakers and minority ethnic pupils in general, attain better results in London, there are still persistent gaps in attainment between English first language, and other first language speakers, nationally.
- Overall, many of the widest attainment gaps are present in local authorities with substantial Pakistani ethnic minority groups, who tend to speak Urdu, Punjabi or Mirpuri and experience economic disadvantage.
- There is clearly a need for further research into new ethnic communities from Eastern Europe, whom educational and language profile, and needs, tends to be obscured in the White, or White Other ethnic category.
- Similarly, Black African ethnic groups need to be specified in relation to language to gain a fuller picture of their educational achievements. In particular, more recent migratory flows from Eastern Europe and Central and East Africa (e.g. Congo, Angola, and Zimbabwe).
- There are also significant differences based on time of arrival to the education system. The later a child arrives, the greater the likelihood that child will find it difficult to catch up before they reach GCSE's. Brent has a trend of older children who arrive from overseas with little to no experience of education.

*Transition from primary to secondary school*

In the 2008 The Department for Children, Schools and Families it was found that the move to secondary school means a number of major changes for all children. Most children will cope with these and feel accustomed to the changes by the end of the first couple of weeks. In contrast a disadvantaged child may take much longer to learn to navigate their way around the school and may require ongoing support throughout their school days to allow them to fully access the curriculum. If there has been little preparation for the huge changes that occur between primary and secondary school, this leaves children floundering and results in

difficulties for the child to access the curriculum and makes it much harder for them to progress at the same level as their peers. The first few weeks are crucial in developing the new peer group and poor preparation can result in lasting damage throughout the secondary school days. Low SES (socio-economic status) has been found to have an association with less positive transitions for children.

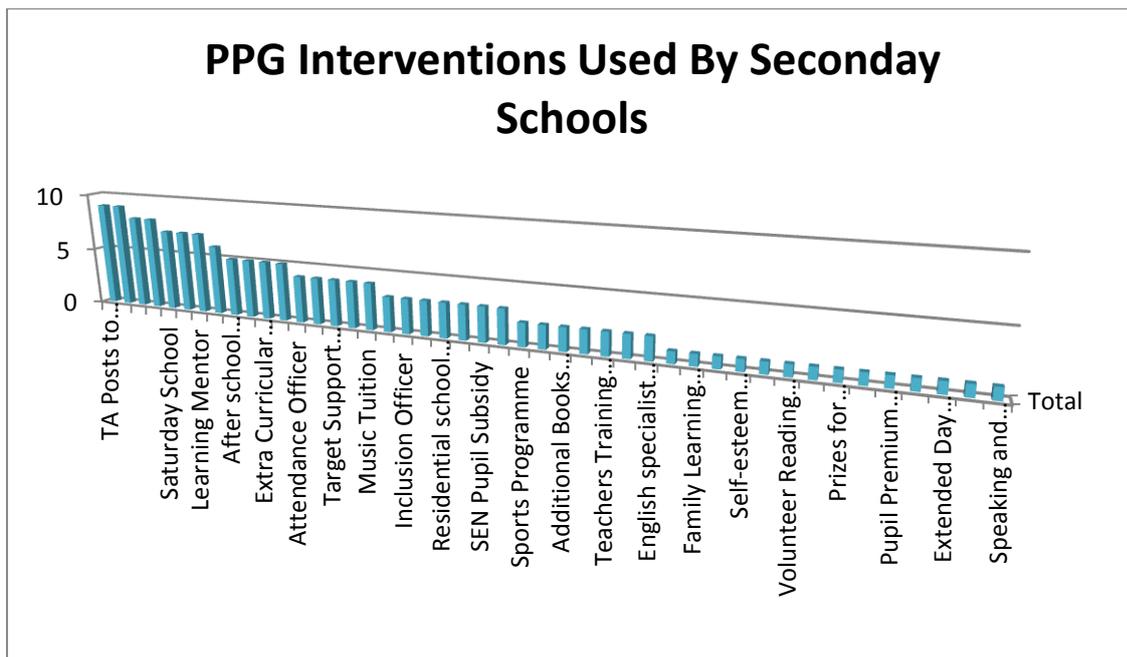
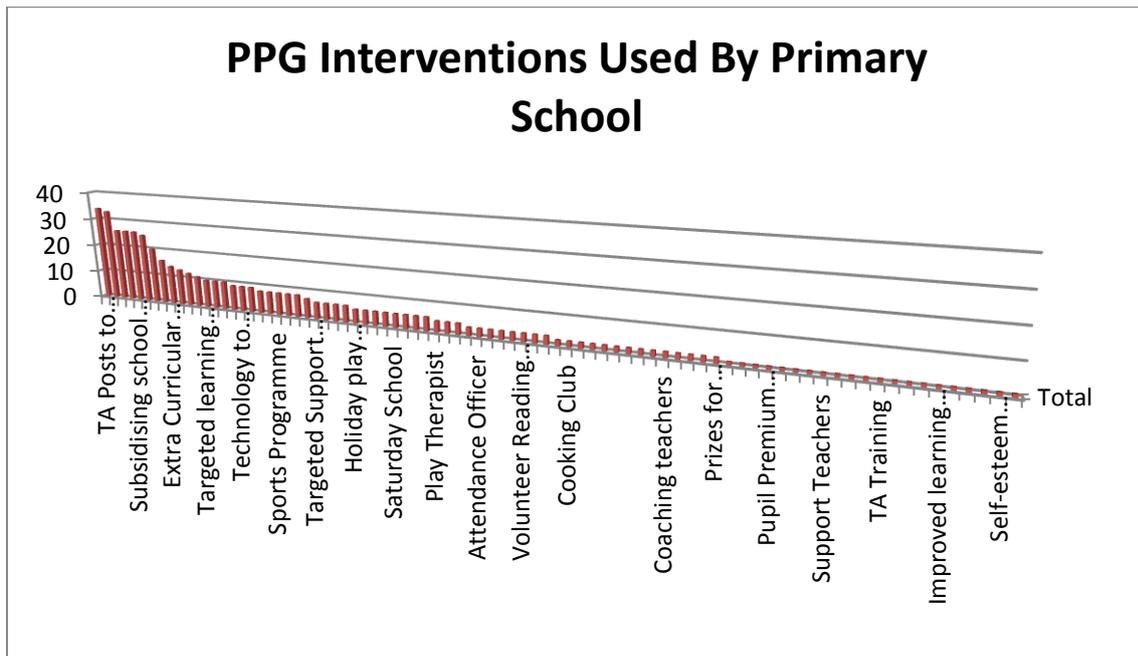
Change in the school environment can make children very anxious. Anxiety about lack of control of their environment can lead to the individual feeling panicky all of the time and this has a knock-on effect on their performance. Children may lash out at others or withdraw into themselves in a form of self-protection. Secondary schools are places of change. This causes additional strains on children who are also trying to cope with underlying difficulties and now has more problems layered on top. This can result in a breakdown in the child's mechanisms for coping and is why we sometimes see secondary school being a crisis time, after a child has seemingly been able to cope in primary school. Research suggests there is a need to help children develop their social and personal skills (friendships, self-esteem and confidence) for successful transition.

### *Parental Support*

In 2012 The Joseph Rowntree Foundation conducted a review '*Can Changing Aspiration and Attitudes Impact on Educational Attainment?*' Promising interventions appeared to involve the provision of information (about effective home learning techniques for parents, about what higher education actually involves, or about one's own progress through better academic mentoring, for example) or improved opportunities for learning (in academically related clubs, through skills developed within peer education, or about how to support one's child at school, for example). These interventions may improve attainment directly by changing behaviours (such as parents spending more time talking to their children about attending school) or they may work indirectly by affecting attitudes. Further research in parental involvement interventions might be advised to look at the merits of a direct focus on actions vs a more indirect focus on attitude change. Also of use would be research that addresses how initial high aspirations adapt to constrained opportunities in the dynamic between parents, pupils and teachers.

### *PPG Interventions*

The task group undertook an extensive look at the different types of Pupil Premium interventions used in Brent schools. The data showed that the Brent schools which were successful in closing the gap invested the majority of their PPG in teaching resources for the whole school; with additional targeted interventions such as boosters and specific English and Maths support. It was also noted that schools who had large cohorts and more PPG funding, were able to provide a wider range of interventions.



**Key Learning and Insight:**

**The task group found that there are a number of influencing factors which contribute to the gap in attainment. It was clear that the gap became wider as children progressed through school and that early intervention is key to progress and closing the gap for all disadvantaged groups.**

### ***Linked Recommendations:***

#### ***Recommendation 3***

***BSP works proactively with the community of schools and holds a list of recommended and effective PPG services and providers, so schools are able to commission services individually or collectively with other schools. In time, BSP may wish to explore a shared staff resource for collating and distributing the latest evidence from organisations like the EEF and working with schools to tailor it to meet their specific needs***

#### ***Recommendation 14***

***The LB Brent's Annual Review of Standards demonstrates closing the gap by finding and implementing practical and creative effective methods. The review should also include an analysis of pupil premium children's attainment compared to non pupil premium children's attainment with a breakdown by vulnerable groups such as:***

- ***Pupils excluded***
- ***Looked After Children***
- ***Children in Need and;***
- ***Ethnic minority and other groups being monitored for underachievement such as Somali, Black Caribbean, White boys.***

***\*The Corporate Parenting Committee's Looked After Children's report should be presented at Full Council***

#### ***Recommendation 15***

***LB Brent and BSP work with Early Years Settings and the community of Primary and Secondary Schools on a borough wide transfer policy which ensures successful intervention methods and information on PPG children is included, so that this information follows the child throughout their school life.***

## **8.2 Setting the tone for Brent Schools – The Vision**

The task group wanted to be clear about the local authority and the borough's intentions and set the tone for education in Brent. The local authority's impending Borough Plan correlates the task group's findings with direct or indirect links to all of the three priorities. Under 'Better lives' there are a number of direct promises and aims which will support the recommendations made by the task group.

### ***Brent Borough Plan Priorities (Appendix 8)***

- Better lives
- Better place
- Better locally

Borough Plan Themes	Borough Plan Aims	Task Groups Findings
Better lives	Making sure that local people have the best possible life chances, regardless of their starting position	Children have the best starts for better life chances
	Supporting local enterprise, generating jobs for local people, helping people into work and promoting fair pay	Preparing children for the work place, by providing careers advice and local work experience
	Making sure that our schools are amongst the best and that our children and young people achieve to their potential	Making sure that our schools are amongst the best and that our children and young people achieve to their potential  Ensuring that all schools in the borough make effective use of PPG so that disadvantaged children are supported to achieve their potential, closing the gap with non-PP children
	Supporting vulnerable people and families when they need it	Supporting parents and Children  Reviewing the impact of PPG strategies on vulnerable groups of children and on their family/parents engagement and the associated benefits
Better place	Supporting good quality, accessible arts and leisure facilities	PPG is used to support activities which further social and health and wellbeing outcomes.– new school buildings should be designed to offer access to arts and some leisure facilities
Better locally	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	Engaging and empowering parents to take more responsibility for their children's education and children becoming responsible young citizens
	Making sure that everyone has a fair say in the way that services are delivered, that they are listened to and taken seriously	Communicating with parents about PPG, what interventions are planned for their child, the impact and how parents can provide support to their child's

		progress
	Making sure that inequalities in the quality of life in different parts of the borough are tackled by a stronger focus on local needs	Child poverty affects the lives of many young people, education is a means to escape poverty and ensuring children achieve well in school is vital. PPG is funding for pupils from poorer backgrounds aiming to address inequalities and schools can be encouraged to tailor its use to meeting local needs and measuring impact
	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	Promoting and supporting Brent School Partnership to lead Brent schools strategically

*Brent Education Commission Plan (Appendix 9)*

The local authority is ambitious for change and key local stakeholders agree on the need for a new approach that responds to the changing educational landscape. The Education Commission Report outlined the need to develop education strategy and leadership in Brent so it better fits the changing landscape. It also identified five areas where change is necessary and suggested areas for development in:

- Improving Strategic Leadership of Education across the Borough
- Planning school places
- Knowing Brent schools
- Promoting and supporting school –to-school networks Meeting
- Providing challenge to address weaknesses
- Improving school governance

A high level action plan has been prepared, in consultation with representatives of the Brent Schools Partnership, to take forward recommendations of the Brent Education Commission. Further engagement with schools, both head teachers and governing bodies, will take place over coming months to ensure wider understanding of the implications of the Education Commission findings and the virtues of a partnership and school-to-school approach to addressing the issues.

More detailed managerial implementation plans are being developed for each priority area. A number of activities are already completed or underway in order to ensure appropriate pace and impact on outcomes.

### *Brent School Effectiveness Strategy (Appendix 10)*

The local authority has a statutory duty ‘to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education’ (The Education Act 2011). The framework sets out the local authority’s role working in partnership with local schools and other maintained settings to ensure that all schools in the borough are judged as good or better within three years.

The framework stresses the importance of school-led and collaborative solutions and the concept of a self-improving school system alongside the statutory role of the local authority in relation to monitoring, challenge, support and intervention. The framework builds on the work already undertaken to develop school-led partnerships and school-to-school support. The strategy is designed to establish a shared responsibility for school improvement and effectiveness.

The strategic framework draws on the findings and recommendations made in the recent Education Commission report, *Ambitious for All: a shared responsibility*, which was endorsed by elected members in June 2014. The framework reflects the emphasis placed by the commission on the responsibility of the wider education community for the education of all children and for school effectiveness, fulfilling an objective in the Education Commission’s Action Plan.

The principles underpinning the *School Effectiveness Framework* have been agreed with all framework partners and are embodied in the ‘memorandum of understanding’ agreed between the Brent School Partnership (BSP), teaching school alliances and the local authority.

- Every school is an improving school
- Underperformance is identified at an early stage, robustly challenged and concerns are addressed
- All schools in the borough have shared ownership for the education of all children in every Brent school, and successful schools support lower performing schools
- The local authority acts as a champion for children and young people by holding schools to account for the standards they achieve
- School-led and collaborative approaches to school effectiveness are supported by schools through the active participation of local schools, including with the local authority, brokering, commissioning and quality assuring provision.
- All education partners work to build the capacity and effectiveness of the BSP and teaching school alliances
- Schools that are struggling draw on the wider capacity and expertise of other Brent schools
- Governing bodies are recognised as an important force for support, challenge and improvement which require support and investment in their development

- The quality of education is the main priority for determining decisions about school expansion, and providing sufficient school places of good quality is the responsibility of the entire educational community in Brent.

### *Child Poverty Strategy*

The strategy sets out 6 key priorities to reduce and mitigate the levels of poverty in Brent over the next ten years. The strategy also demonstrates at which point in a child's lifecycle certain actions should be taken. A comprehensive review of the strategy will take place every three years until 2021 to allow sufficient time for any subsequent changes to be made and also factor in any further changes such as the impact of welfare reforms.

#### Our Priorities:

- Priority 1 Reduce poverty levels of children living in low income households
- Priority 2 Supporting troubled families
- Priority 3 Reduction in the NEET group
- Priority 4 Improve financial capacity of parents
- Priority 5 Support Looked after Children & Children at the edge of care
- Priority 6 Improve the health and wellbeing of children with a focus on reducing obesity, tooth decay and poor mental health

#### *Our Vision*

*Our vision is that Brent is recognised as a centre of excellence in the effective use of the Pupil Premium. In Brent Schools and settings Pupil Premium is used to have the greatest impact; and contributes to raising attainment and achieving wider borough objectives.*

#### **Key Learning and Insight:**

***The task group believe that all children disadvantaged or not, are likely to do better in higher quality schools. One of Brent's priorities is improving school quality by raising overall achievement. Moreover, school improvement has a large role to play in narrowing the gap because the achievement gain in moving from an inadequate school to an outstanding school is bigger for those who are the most disadvantaged. Mitigating the effects of child poverty and reducing it are key drivers of improving children and families' health and wellbeing. Children and young people should be able to enjoy their education and achieve the best results they can. We will raise educational standards at all key stages and close attainment gaps between groups.***

#### **Linked Recommendations:**

##### **Recommendation 1**

***LB Brent and Brent Schools Partnership develop a borough wide strategy for the use of PPG through the implementation of the Education Commission Action Plan – Ambitious for All. The Strategy is to be monitored by the Strategic School Effectiveness Partnership Board and should include:***

- ***networking & sharing good practice***
- ***the sharing of information***
- ***the sharing of resources***
- ***training for Teachers and additional support to School Governing Bodies***

***\*This will require a clearly outlined and smooth transition of services currently being delivered by the LB Brent, School Effectiveness service.***

### **8.3 Coordinated Schools Strategic Leadership**

There are a number of groups working in Brent to improve educational and life outcomes for young people. These groups often work in partnership and the task group want to encourage and support this to happen in a much more strategic and coordinated manner. These groups include:

#### *The Brent Schools Partnership*

The Brent Schools Partnership (BSP) is a network of schools which have come together with the common aim of securing the best possible outcomes for children and young people in the London Borough of Brent. The aim of BSP is to support each other to provide high quality educational opportunities in all Brent schools and colleges.

As part of the partnership agreement, BSP will:

- Provide support for school improvement.
- Establish on-going business support for schools.
- Develop a network of Specialist Centres.
- Establish the Brent Improving Schools Consortium (BISC).
- Facilitate and provide staff training opportunities.
- Develop a network of communication and improved school collaboration.

On more than one occasion it was mentioned by schools that they were not members of BSP or had not renewed their membership because of cost. One school stated that because of its small size surely a reduced rate could be sought.

72 Brent schools signed up to BSP in 2013-14 and the task group recognises that this represents a high proportion of schools. However, on more than one occasion it was mentioned by schools that they were not members of BSP or had not renewed their membership because of cost. One school stated that because of its small size surely a reduced rate could be sought.

The task group recognises that sustainable funding arrangements are important for the BSP's continued evolution and so that it can increase the value it adds across the Borough. BSP has moved to a new charging structure this year which is designed to ensure that they are able to provide ever improving support and develop the infrastructure for growth. The task group believes that the BSP is vital as a vehicle for schools to network, share effective practice and support one another. We therefore urge BSP and schools to continue to work together to find innovative and creative ways which will enable all schools to take advantage of support from BSP and from one another.

#### *Brent Teaching School Alliance (BTSA)*

The Brent Teaching School Alliance is a cross phase strategic partnership group, accredited by National College for Teaching and Leadership (NCTL) and led by Byron Court Outstanding

School. Their mission is to ensure that through collaboration, innovation, engagement and excellence that standards of teaching and learning are raised, resulting in improved pupil progress and attainment for every pupil in Brent and beyond.

Byron Court is the lead school for the Brent Teaching School Alliance with 9 strategic partners: the Institute of Education, Claremont High School Academy, Oliver Goldsmith Primary School, Sudbury Primary School, Mount Stewart Junior School, Uxendon Primary School, Wembley Learning Zone, the Gateway Teaching School Alliance and the Brent Schools Partnership (BSP).

BTSA are working in the following key areas: Initial Teacher Training, NQT Induction, CPD and Leadership Development, Research and Development, School to School Support (SLEs and NLEs) and Professional Learning Networks.

#### *Woodfield Teaching School Alliance*

The Woodfield Teaching School Alliance (WTSA) has been established as a National College Teaching School for three years. Its focus is on 'Exploring New Educational Landscapes' leading the way to success through quality and research. WTSA recruits trainee teachers, who are based at schools in its alliance. There is a comprehensive portfolio of professional training courses suitable for all professionals from teaching assistants to senior leaders.

WTSA supports other schools, to improve the learning and achievement of their pupils. Research into effective practice and Quality Assurance underpin its development. Alongside its Outstanding and Teaching School status, it meets the Institute of Education's professional development Gold quality mark, its highest level.

#### *Brent Schools Forum*

The Schools Forum is not a Committee of the Local Authority, it is a separate statutory body set up to provide a formal mechanism for schools' views on funding and other issues to be brought to the attention of the Local Authority (local authority) under the Schools Forum (England) Regulations 2012. Members of the Forum are representing the interests of their sectors rather than their individual school and consist of a mix of secondary, primary and early years Head teachers, governing bodies and non school members.

The Forum can consider and make recommendations to the local authority on the following issues:

- The Schools Budget
- The Scheme of Delegation and any proposed changes to it
- The funding formula and any proposed changes to it
- Arrangements for Special Educational Needs within the Schools Budget
- Arrangements for the Pupil Referral Units and out of school education
- Arrangements for early years education
- School related insurance
- Administrative arrangements for grants paid via the local authority
- The funding of Free School Meals
- Service contracts to be let by the local authority where the contract is paid or will be paid from the Authority's schools budget

- The schools' Asset Management Plan
- Any other financial issues affecting schools

*London Borough of Lambeth – Case study and example of competence*

As part of the research element of the review, the task group visited the London Borough of Lambeth and met with the Director of Education, Learning and Skills. The task group found that Lambeth has narrowed the gap between its pupil premium pupils at key stage 2 and at key stage 4 between 2011 and 2013. At KS4 the gap between disadvantaged pupils and their peers closed by 9.6 percentage points and 60.5% of disadvantaged pupils achieved the benchmark, 19.6ppt above the national average. At KS2 the gap in FSM pupils' achievement of mathematics at L4 closed by 9ppt in the same time period and 88% of disadvantaged pupils achieved the benchmark, 11ppt above the national average

Summary of the local authority's key features contributing to its success:

- The local authority provides an effective school improvement service with the credibility to support and challenge. Since 2010 the local authority has focused more on facilitating, convening and leading to support schools in becoming more sustainable.
- The local authority gives a strong and consistent message to its schools on the performance of disadvantaged pupils.
- The local authority has encouraged federation, teaching schools (there are 2 in the borough) and sharing of good practice.
- There is a strong cluster structure with families of schools. The focus of the clusters is to narrow the gap for all underachieving groups and to accelerate high achievers. The clusters involve a number of different networks such as those for head teachers, business managers and outreach workers. These are all school-led.
- The lead head in each cluster attends a Head Teacher Council Executive meeting which meets with senior officers 6 times a year and gives schools direct access to the Director of Education, Learning and Skills
- There is a collaborative culture amongst schools promoted by the cluster structure. One example of this partnership working is the cluster based on Woodman Sterne Primary School, which works with local schools to share Continuing Professional Development (CPD) provision. The cluster also shares in the provision of an education welfare officer. Clusters develop inter-school working parties to support their work such as improving their early years foundation stage and Special educational needs and disability provision.
- The local authority has built a strong data and research base on which to build effective practice and to evaluate the effectiveness of interventions.
- The head of the local authority's Virtual School is treated in the same way as any other head teacher and has an attached school improvement adviser.

Specific actions:

- At the beginning of the autumn term the local authority distributes a thorough data pack to all its schools which is used by schools and their school improvement advisers (SIA) as it gives a detailed profile for each institution and compares each school with other schools in the local authority and those nationally

- The local authority used Ofsted's February 2013 report on the pupil premium to develop a series of questions for schools to ask themselves about improving outcomes for disadvantaged pupils.
- The local authority takes a strategic look at the performance of all its pupils every term, using the schools' data across all year groups not just those at the end of key stages.
- The local authority encourages all their teachers to know who their disadvantaged pupils are and suggests evaluation of specific classroom interventions
- SIAs look at the quality of teaching on each termly visit.
- The local authority brokers specific CPD provision, which has been particularly effective in phonics for example. The local authority also checks the quality of the training and assesses its impact. Secondary CPD is focussed on specific school need as part of local authority action plans to support for example Requires Improvement (RI) schools. *This targeted intervention on for example more able pupils in mathematics has been very effective.*
- SIAs work with schools to carry out a detailed evaluation of their strategies and interventions.

There is scope for Brent Schools Partnership to coordinate their efforts further and share more with other schools:

- **Share Good Practice**  
Build on established networks to share teaching practices that improve outcomes for children and establish itself as a centre of excellence.
- **Share Information**  
Share data and information which will help schools to identify trends, make informed decisions and planning for their future needs.
- **Share Resources – including teaching staff**  
Schools could benefit from sharing and pooling their resources e.g. commissioning in PPG services (economies of scale). Share specialist teaching staff and develop a strategy for retaining good and outstanding teachers.
- **Providing Quality Training for Teachers and School Governing Bodies**  
Provide high quality training to Brent Teachers and School Governing bodies, so that all of our schools are of the highest quality and the attainment needs of all of our children (disadvantaged or non disadvantaged) are met.

***Key Learning and Insight:***

***The task group learned that to improve outcomes for all children requires good strategic partnership working, where schools take the lead. Good quality data provided centrally is also essential; schools can benchmark themselves against other schools locally and nationally. Schools should be in a position to network and use local support from the council and other partners to improve performance and attainment.***

***Linked Recommendations:***

***Recommendation 2***

***The School Effectiveness Partnership Board promotes the benefits of BSP to the whole community of schools so all schools become members and benefit from its support and services.***

**Recommendation 4**

***Pupil Premium and PPG related updates are to be standing agenda items at the Brent Head Teachers and School Governors annual conferences.***

**Recommendation 5**

***BSP, Brent and Woodfield Teaching Schools Alliance (BTSA & WTSA) continue their work with schools to ensure high quality teaching across Brent's schools and that outstanding teachers and support staff are being attracted, retained and developed across the borough.***

## **8.4 Looked After Children and Children Excluded From School**

### *Looked After Children*

In 2014-15 there were several changes to the Pupil Premium grant which is now called the Pupil Premium plus Grant for looked after children. There are also changes to how it is distributed to schools. For the 2014-15 financial years, there is a notional allocation for looked after children of £1900, an increase of £1000 per pupil. This funding is available for all children looked after who have been in care for at least one day in year groups R-11. As the local authority that looks after the child we will continue to be responsible for distributing the Pupil Premium Plus payments to schools and academies. This will mean that the schools who have children on roll looked after by other local authorities will receive the funding from the 'corporate parent' authority for the child.

The biggest change in the allocation of the funding is that the Virtual School Head Teacher has responsibility and accountability for making sure that there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit children looked after by their authority. Each Virtual Head must develop a policy for allocation of the funding for the local authority. The grant must be managed by the Virtual School and used to improve outcomes and "narrow the gap" as identified in the Personal Education Plan (PEP) in consultation with the Designated Teacher for the school. How the funding is to be spent will be discussed during the child's Personal Education Planning meeting but must be used efficiently and effectively. As a result, the Personal Education Plan (PEP) will need to be monitored even more closely by the Designated Teacher, the Virtual School team, the Social Worker, Team Leaders and Independent Reviewing Officers. The PEP will now be required to be reviewed on a termly basis.

In Brent, the policy is to allocate a fixed amount of £1300 to schools to support financial planning and the different support needs of the child. The Personal Education Plan (PEP) needs to be agreed by the Virtual Head, Designated Teacher and child's Social Worker. The remaining £600 for each child will be retained centrally and has been arranged to be spent on career guidance and interventions projects delivered during school holidays. Schools and Virtual Heads are mindful that any centrally held grant cannot be carried forward into a new financial year, and unspent grant will be recovered by the DfE after 31 March 2015.

The DfE have also introduced a new category of Pupil Premium Plus that will be paid separately to schools for children who are 'Post-LAC'. These are children who have left care under a Special Guardianship Order, a Residence Order or as a result of Adoption from care. Schools attract £1900 for every child identified as being adopted from care/post-LAC on the

January School Census. This is additional funding given to schools to improve the educational and personal outcomes for pupils who have been adopted from care, including (but not limited to) their attainment.

Children adopted from care and post-LAC are no longer looked after and Virtual School Heads do not have a role in promoting their achievement. Individual schools are responsible for the educational outcomes of children adopted from care/post-LAC on roll and therefore are best placed to decide how to use the Pupil Premium to support these pupils. Schools may wish to discuss the measures they are putting in place with the parents and guardians of the pupils concerned.

It is unfortunate that the national picture for improving the attainment gap for Looked after Children is poor and is on a downward trend. Brent's LAC Key stage 4 attainment figures fell by 10% to 9% in 2013-14 academic year, compared to the national average of 20%. Brent's LAC attainment is also below that of its statistical neighbours. As corporate parents it is the direct responsibility of the local authority to ensure that we are doing our very best to improve the outcomes for LAC Children; there must be improvements. Member challenge is provided through the Corporate Parenting Committee which scrutinised the LAC education attainment report at its meeting in December 2014. After discussions with Brent's Virtual Head teacher it was highlighted that there is scope for more cohesive working between LAC Children Social workers and the Inclusion and Alternative Education team.

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

\*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 (*Appendix 11*)

The Corporate Parenting committee should be checking that PEPS completed and monitored. The figure was 85.51% in 2013/14. The impact should be reported in the same way as schools have to monitor and report PPG impact. As members and the council are corporate parents, they would want to know the impact, just as parents in a school do or again OFSTED formally requests. Listening to what the children have to say (their voice) about their educational experience is important and perhaps the Corporate Parenting Committee provide a summary of this, as this is in their remit – for the Annual report, the Celebrating Achievement Event and other appropriate places.

The percentage of LAC children in residential, special schools and Alternative Education Provision is significant, 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.

As children only spend 13% of their time at school and the majority of their time at home with family, their parents or foster carers in this case plays a large part in supporting children, both

academically and emotionally. Ensuring foster carers are well informed and equipped to empower and encourage children to do well is vital. The annual Celebrating Achievement event referred to is a good place to recognise the joint work between schools, foster carers, social workers and the Virtual School team/support and to promote the success of PPG for LAC more informally. Corporate parents should be encouraged to attend and hear their children's outcomes.

### *Mental Health and Emotional Wellbeing*

March 2015 NHS England published the 'Future in Mind: Children and Young People's Mental Wellbeing' report which stated that many schools already support their pupils' mental health. But there is more that can be done to help schools develop knowledge about mental health, identify issues when they arise and offer early support. The NHS and Department for Health taskforce are developing work which supports teaching mental health with the PSHE Association, and are developing a new strategy to encourage more and better use of counselling in schools.

One in ten children needs support or treatment for mental health problems. These range from short spells of depression or anxiety through to severe and persistent conditions that can isolate, disrupt and frighten those who experience them. Mental health problems in young people can result in lower educational attainment (for example, children with conduct disorder are twice as likely as other children to leave school with no qualifications) and are strongly associated with behaviours that pose a risk to their health, such as smoking, drug and alcohol abuse and risky sexual behaviour.

Teachers and other people who work in schools, should understand emotional and mental health in children and young people, and know what to do and where to go if they are worried about you or those who care for you. Delivering this means making some real changes across the whole system. It means the NHS, public health, local authorities, social care, schools and youth justice sectors working together to:

- Place the emphasis on building resilience, promoting good mental health, prevention and early intervention
- Improving communications, referrals and access to support through every area having named points of contact in specialist mental health services and schools. This would include integrating mental health specialists directly into schools and GP practices.
- Encouraging schools to continue to develop whole school approaches to promoting mental health and wellbeing through a new counselling strategy for schools, alongside the Department for Education's other work on character and resilience and PSHE.

The Department for Education (DfE) is leading work to improve the quality of teaching about mental health in Personal, Social, Health, and Economic (PSHE) lessons in schools, and is developing an evidence-based schools counselling strategy to encourage more and better use of counsellors in schools. In addition, DfE has invested £36 million to develop and sustain evidence-based interventions for children in care, on the edge of care or custody and adopted children and their families, such as multisystemic therapy.

### *Excluded Children*

When disadvantaged pupils face fixed term exclusions (maximum of 45 days in any one school year), the PPG money allocated to that child stays with the school and is not transferred or shared with the Pupil referral Unit (PRU). A child, who spent the maximum nine weeks away from mainstream education, would miss out on specifically allocated funds that

would aid in their attainment. If a child is permanently excluded then the money is to follow the child, however there is no set timeframe as to how long the transfer will take.

The task group spoke with a Brent PRU Manager, who stated that it sometimes takes quite a while for funds to be transferred for permanently excluded children. For children who are excluded for a fixed term period, if some funds were transferred this could aid in their support while they are at the PRU. This would however need to be looked at on a case by case basis.

<b>Exclusions in LB Brent Schools, by exclusion type &amp; year</b>						
<i>The data covers all exclusions at Brent schools &amp; PRUs from 31/8/10 through to 31/12/13.</i>						
<b>ACADEMIC YEAR</b>	<b>EXCLUSION TYPE</b>					
	<i>FIXED-TERM</i>		<i>PERMANENT</i>		<i>TOTAL</i>	
	Exclusions	Pupils	Exclusions	Pupils	Exclusions	Pupils
2010-11	2100	1297	45	45	<b>2145</b>	<b>1305</b>
2011-12	2068	1272	31	31	<b>2099</b>	<b>1276</b>
2012-13	1599	996	24	24	<b>1623</b>	<b>999</b>
Term 1, 2013-14	521	412	15	15	<b>536</b>	<b>413</b>

*The exclusion trends for Brent seem to be decreasing but we still record the highest LAC exclusions of all our statistical neighbours. Unfortunately data on Brent children who are excluded from school and who are in receipt of PPG is not readily available. This unfortunately begs the question if we are unable identify these children and are unaware of the numbers; how do we ensure this group receives the support it needs and does not slip through the net?*

**Key Learning and Insight:**

***After analysing the data on Looked after Children (LAC) the task group felt that as corporate parents of LAC, we need to do a much better job; starting with achieving 100 percent of Personal Education Plans (PEPS) for Looked After Children are completed to the highest quality. The task group felt that further analysis is required for disadvantaged children who were excluded from school. Children, who are excluded for a fixed period, could also benefit from additional targeted support when attending PRUs.***

**Linked Recommendations:**

**Recommendation 6**

***LB Brent develops specific targeted approaches to closing the attainment gap for Looked After Children (LAC) which are monitored regularly by the Corporate Parenting Committee. This should include:***

- ***Empowering foster carers to engage fully with schools.***
- ***Strengthening working relationships between foster carers, designated teachers and social workers.***
- ***Ensure 100 percent of Personal Education Plans (PEPS) for Looked After Children are completed to the highest quality.***

- ***Tracking the progress of Looked After Children, identifying and investing in successful interventions: - reporting and identifying impact.***

### ***Recommendation 16***

***Further analysis is conducted by LB Brent and Schools into fixed term exclusions of PPG children and practical ways schools can continue to support PPG children if excluded to the borough's Pupil Referral Units (PRU).***

## **8.5 Innovation and Advancement of Education**

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

The EEF believes that the use of evidence can make a real difference by helping schools spend money more effectively to improve the teaching and learning of children from low-income families and is why the EEF invests in evidence-based projects which focus on tackling the attainment gap. The ideas are tested rigorously and everything is independently evaluated by top research institutions. The vast majority of the projects that the EEF fund are run as randomised controlled trials, while the rest use evaluative designs or are developmental pilot projects.

The EEF publicly report all the results of these independent evaluations. These could be included in a Teaching and Learning Toolkit so that schools have the best possible evidence on which to base their own professional judgements. Those interventions which are shown to be most effective could be extended. When the task group met with the EEF there appeared to be a number of projects that Brent schools could get involved with either individually or borough wide and it is suggested that the Brent Schools Partnership and the LB Brent enter in to discussions with the EEF.

The EEF also encourages schools to conduct its own evaluation and has produced a guide to help schools run their own small projects. The DIY Evaluation Guide is a resource for teachers and schools which introduces the key principles of educational evaluation and provides practical advice on designing and carrying out small-scale evaluations in schools. The aim of the DIY Evaluation Guide is not to replace evidence from large-scale evaluations such as those conducted by the EEF, but is intended to help teachers and schools understand whether a particular intervention is effective within their own school context.

The findings from the task group's review found that many schools had invested their PPG money in non academic interventions and programmes which enrich the lives of children. However schools found it challenging to directly link those interventions to impacts, where children were more confident or showed behavioural improvements. Schools believe that there is not enough recognition from central government or Ofsted of the importance on providing a holistic educational experience that supports children not just to achieve academically; but also emotionally and socially.

### ***The Kingsbury Guarantee (Appendix 12)***

Whilst visiting Kingsbury secondary school the task group came across a very good example of where a holistic education experience was being provided. Students in years seven are expected to complete a portfolio of their experiences which is called "The Kingsbury

Guarantee.” All of this culminates in a graduation ceremony at the end of Year 8 when students and parents come together to celebrate the successes of the first two years. The hope is this firm foundation will enable students to accelerate in Year 9 and go on to examination success at the end of Year 11.

The Kingsbury Guarantee is a series of experiences which the school guarantees to its students. These experiences will help to show the full range of the student’s 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.

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

Students will also need to:

- Make good progress in their subjects compared with the levels the students came to the school with.
- Show they work in class without disrupting those around them.
- Achieve a good level of attendance and punctuality.

All the schools consulted by the task group used both whole school and targeted interventions with allocated PPG money. Many schools recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, and as such reserved the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

#### *Use of Pupil premium at Christ Church C of E Primary School Brent*

Last year in line with a range of research findings, which suggest that music has many benefits including improving memory and increasing attention, the school decided to use some of their pupil premium funding to facilitate music tuition for 20 students, 10 of who were pupil premium children. All of the pupil premium children made expected or above expected progress in the core curriculum subjects Reading (90% above) Writing and Mathematics (70% above). It was also very noticeable that the confidence of these children had increased alongside their academic progress. This was demonstrated during their performances at assemblies and at the schools musical recital. In addition it was noted that the behaviour of some children had noticeably improved with a reduction in the number of white slips (behavioural warnings) issued. The success of these pupils was inspirational.

As a result of this success, the school have now widened access to music to all of their children. Brent Music service currently delivers instrumental tuition to years 2 – 6.



**Key Learning and Insight:**

***The task group recognised that Brent schools are already very innovative and creative with their interventions on closing the attainment gap. There were wonderful examples of Brent secondary and primary schools trying unconventional interventions and being able to show impact and improved outcomes for children. However advancements in education attainment are continuously evolving and to keep abreast of this, requires constant research and trials, which should be embedded as part of day to day life in schools.***

**Linked Recommendations:**

**Recommendation 7**

***During 2015 BSP along with the LB Brent begins scoping a borough wide project and applies to work with the Education Endowment Foundation. In particular projects which focus on the Transition between Primary and Secondary school, English as an Additional Language (EAL) and projects focusing on children arriving from Eastern Europe.***

### **Recommendation 8**

***The LB Brent in partnership with BSP encourages schools to find alternative methods for recording non academic/formative learning (e.g. music, sports, arts and social development) which support attainment and support schools to engage with Ofsted regarding the evaluation of these interventions.***

#### **8.6 What do our young people want?**

Listening to the voices of young people is vital to ensuring an approach that includes both educational attainment and achieving aspirational goals. The task group consulted with Brent's young people, through the Brent Youth Parliament and through visits to primary and Secondary schools. The task group spoke with young people from years 3-11 (ages 4-16). Their comments varied across the age ranges with younger children wanting more creative activities like trips and excursions.

Our young people really enjoy learning and gave lots of praise to their teacher's, but wished there was more support in the class room and more teachers who inspired them to learn.

"I really enjoyed going on the team building day, I got to go canoeing. I was really scared that I was going to fall in and I started to cry, but the teacher and my friends reassured me. I felt better and I gave it a go, I was really proud of myself. "

"I like going to Yoga club, it's fun and it's good exercise"

"My teacher is very nice; she helps me when I get stuck with my work. My friends also help me in the classroom."

"My family moved out of the borough and I have to travel two hours to school, the school got me an iPad so that I can revise and do some of my homework on the train."

"We really need career advice, so that we can pick the right subject and be prepared for when we leave school. We don't get to do work experience anymore; employers want you to have work experience."

Older children who the task group consulted with stated that they wanted more support preparing for the work place once they leave school, specifically careers advice. The council's impending Employment and Enterprise Strategy incorporates outcomes for improving employment chances for young people.

#### ***Employment and Enterprise strategy***

The Employment, Skills and Enterprise Strategy for Brent sets out how Brent aims to capitalise on these growth opportunities, by ensuring that the new investment brings new jobs as well as new homes and by making sure that the Borough's established businesses and residents are able to benefit first hand from the new opportunities created. It sets out how local partners from across the public, private and voluntary sectors aim to work together to ensure that both existing and future generations of Brent residents are best positioned to capitalise on London's growth.

## The Role of Partnership

The success of this strategy will be wholly dependent on the strength and commitment of the partnerships that oversee and deliver it. Brent Council will make full use of its existing powers, influence and leverage to support business and promote growth and employment, but the vast majority of resources and skills necessary to achieve the outcomes set out in this strategy reside in other organisations – the private sector who provide the jobs, the community and voluntary sector who are closest to local people, the schools and college who educate our young people and the national organisations who deliver the mainstream employment programmes. For its part, the Council will endeavour to bring together the right partners in the right places and the right time to deliver meaningful interventions and will continue to play a role in working with the Mayor of London, the London Enterprise Panel and other local authorities to make the case for a greater devolution of powers and resources in relation to skills and employment.

In order to address structural employment issues in the Borough, it is critical that our young people leave school with the qualifications, skills and ambitions necessary to compete successfully in the labour market. Brent's 14-19 Partnership oversees this work. The partnership's existing statement of priorities (2010-2014) seeks to ensure that young people from all Brent's communities are engaged in high quality education and training that:

- Is tailored to meet their needs, abilities and aspirations;
- Develops their skills for employment, lifelong-learning and active participation in the local community and wider society; and
- Celebrates the diversity, vibrancy and uniqueness of this borough.

It goes on to state that:

The Partnership will take collective responsibility to provide exceptional opportunities for all our young people to follow academic, vocational and work-based routes that ensure:

- Participation of all 14-19 year olds in education and training;
- Improved attainment including high value-added and retention;
- Breadth of choice at each transition stage;
- Clear progression pathways and increased participation at Level 4;
- Impartial advice and guidance for young people and their parents;
- Targeted support to raise the achievement of under-performing groups;
- Enhanced support for young people with learning difficulties and learning disabilities;
- Early identification and intervention for young people at risk before and during the 14-19 phase; and
- The needs of local communities and the local economy are met.

As a new partnership statement is agreed in the coming year, there will be continual synergies with this Strategy.

## Strategic Objective & Outcomes for Young People

The Council will work with developers to ensure that new jobs are a critical part of growth in the Borough's growth areas and in particular in Wembley and Park Royal. Developers themselves will be expected to directly provide local employment and apprenticeship

opportunities during the construction phases of their schemes. They will also be encouraged to work with local schools to help raise the knowledge and aspirations of the world of work to the Borough's young people. The Council will use its planning powers to facilitate this and will work with partners to ensure that there is a supply of local jobseekers ready to take up the opportunities.

By 2020 there will be a close partnership between local schools and businesses. All young people will leave education with the skills and attitudes needed to compete successfully in the labour market. The key local vehicle for driving up educational achievement in Brent at Key Stages 4 and 5 is the Borough's 14-19 Partnership. The work of this partnership will be fundamental to young people leaving school and college with the academic foundations and qualifications that will prepare them for the world of work. It is not the purpose of the Employment, Skills and Enterprise strategy to replicate the priorities of the 14-19 Partnership.

However, it remains the case that there are still too many young people leaving school ill-equipped to actively engage in the labour market. Consultation with local businesses suggests that too many young people are still lacking the 'employability' skills needed to be successful in the work place. As the demands of the labour market evolve it will be increasingly important that Brent's young people achieve their maximum potential academically – increasingly for example those people without a higher level qualification will find it far more difficult to compete in the high value London labour market. It will be important that the local education community responds to these challenges.

Across the Borough the relationship between the education and business communities is fragmented and often weak. The business community stresses the importance of strengthening this relationship in order to help prepare young people for work. It will therefore be important to build this relationship in a structured way – ensuring that young people are given early access to the opportunities, rigours and requirements of the world of work through work experience, visits and collaborative projects. More formally, there is scope locally to better promote traineeships as a pathway to employment, and apprenticeships as a pathway to a fulfilling and successful career for young people.

**Key Learning and Insight:**

***The task group found that it is not just formal academic or vocational qualifications which hamper young people's chances of securing employment. National and regional research indicates a lack of 'employability' skills – for example, Basic English language and financial numeracy - as a significant barrier for employers looking to recruit. The consultation exercise conducted as part of the Employment & Enterprise strategy identified this as a significant issue in Brent, particularly amongst young people and those for whom English is a second language (EAL).***

**Linked Recommendations:**

**Recommendation 9**

***BSP to encourage schools to employ (and possibly share as a resource) Careers Advisors. This will provide a mechanism for increasing the numbers of available work experience opportunities and the participation of Brent's pupils in work-based skills development.***

## 8.7 Supporting Parents and Building Self-Resilience

During the task group's consultation with schools, early years settings and local authority officers, it was stated from a number of sources that parents needed additional support. Services for children need to consider how to engage further with parents and empower them to support the progress of their child by:

- Understanding what is happening with their child at school.
- Encouraging study and attainment to reinforce messages in the school environment.
- Filling in forms for free school meals etc.
- Co-operating with teachers and schools.
- Understanding the areas where their child needs to make progress and the standards that are expected.

This may mean undertaking training, courses on effective home learning techniques for parents; changing mind set and learning skills that parents need to grow aspiration and become role models for their children. Parents should be encouraged to draw on various resources such as parental engagement and involvement in schools e.g. attending parents evenings and meetings regarding school curriculum, children's homework, teaching maths, using tablets and computers with their child etc.

- Parents' attending local children's centres and Parents Forums (parent voice).
- Adult learning through Brent Start, schools and children's centres.
- Voluntary and community groups – support and volunteering.
- Website information and newsletters (school).
- School liaison officer if available

### *Employment & Training*

Disadvantaged families will be able to benefit from the focused employment and training work taking place in the borough. The Employment & Enterprise Strategy states that by 2020, the gap in employment levels between priority neighbourhoods and communities and the borough as a whole will be halved. The Brent Regeneration Strategy identifies the priority neighbourhoods as Stonebridge, Harlesden, South Kilburn, St Raphael's Estate, Chalkhill and Church End. This outcome is specifically focussed on breaking the cycle of worklessness and poverty in these areas.

The proposed solution is to work with local communities to develop tailored approaches to addressing the particular issues faced in each neighbourhood. The essence of the approach is to support a local infrastructure that brings together the local knowledge and expertise of voluntary and community organisations on the ground with the resources and access to jobs of the mainstream employment services. This partnership will then seek to identify every workless resident in an area and support them into employment. It will also seek to work with young people in the neighbourhoods to prevent them falling into unemployment. The approach has been developed through the Whole Place Community Budget programme in St Raphaels, but is also well advanced in Harlesden.

## Free School Meals

There has been a significant drop in the number of eligible pupils and The Brent Admissions Policy and Appeals Team have undertaken a programme to promote take up of Free School Meals (FSM) as it is the gateway benefit for the pupil premium. This was particularly aimed at KS1 pupils last year who became eligible for a meal whether they applied or not. A poster (*Appendix 13*) was sent to every school for your information. The team will be revising this for the next academic year. The team also worked with schools and early years settings to promote take up. The poster and the form (*Appendix 14*) was sense checked by two Brent Head Teachers before it was published, and an advert was placed in the Brent Magazine before the summer holidays last year.

The Department for Work and Pensions portal is used to verify eligibility and parents are not required to re-apply annually, the team simply check their continuing eligibility. Many schools are making the completion of the FSM form a part of the admissions process to ensure parents understand the importance and the benefit for their child. The Brent Admissions Policy and Appeals Team are aware that we need to keep reinforcing the message and has begun analysing trends around take up numbers.

From an administrative point of view, many families in Brent are not eligible for FSM because they are now working part time (16 hours) which makes them ineligible. This could be a direct impact of the Welfare Reform and the Local Housing Allowance cap. In broad terms, finding employment is the most direct way for households to mitigate the impact of welfare reform and there is big push from the council to increase employment in the borough. To date, 351 of the councils 966 welfare reform cases have been resolved with employment.

Another significant factor is that many of the newly arrived children from overseas are from working families on low incomes. The fall in PPG eligibility numbers unfortunately co-insides with an overall growth in pupil numbers.

Number of children eligible for FSM from the last 3 years of the census:

	January 2013	January 2014	January 2015
No of children eligible for FSM	11254	8890	7495

### **Key Learning and Insight:**

***Identifying parents who need support early will be key to improving attainment and closing the gap. Data shows that the gap often occur during early years, this is a time when parents need to have the parental skills to ensure that their child's progress is on track and they are not underperforming. The task group welcome the Early Years PPG (April 2015) and believe that work with early years setting will be essential to the grant being implemented and utilised effectively.***

### **Linked Recommendations:**

#### **Recommendation 10**

***An increased coordinated effort by the LB Brent, Community of Brent Schools, Brent Early Years Settings including Children Centres and parents in completing Free School***

***Meal application forms. In particular, the task group would welcome efforts to remove the stigma from making applications and the promotion of the idea that extra funding will benefit all young people in the borough.***

***Recommendation 11***

***Early Years Settings to identify eligible children at 3 and 4 years of age and promote the extra support available. This information should follow the child into school.***

***Recommendation 12***

***LB Brent and BSP to continue to work within the Early Years Settings and build on the success of the 2015 Early Years (EYs) Conference, where PPG was an agenda item. The conference might follow up with case studies from the pilot authorities.***

***Recommendation 13***

***Schools and the Early Years Settings increase their efforts with support of BSP (sharing effective practice) to empower and engage parents on ways to provide support to their children, including encouraging them to take up adult learning opportunities and access any additional support that the family requires.***

## **9. Conclusion**

The task group has sought to make this report as comprehensive as possible given the time and resources available. It makes a range of significant recommendations which, when implemented, are likely to lead to improved outcomes for disadvantaged children in Brent. All of the schools involved in the consultation are striving for outstanding, not only for their own performances, but for the educational experience and outcomes for their pupils. The report sets out ways in which by working strategically with our partners, government and non government organisations, the Brent family of schools, Brent Schools Partnership and the local authority can make a difference to our young people. The task group want to highlight the negative impacts that poor attainment and low achievement have on young people, their futures and the boroughs worklessness and poverty. All the members of the task group are passionate advocates for the improvement of educational attainment for Brent children and will continue to highlight it at every possible opportunity.

## 10. Participants, References and List of Appendix

### Participants:

London Borough of Brent:	Strategic Director Children's Services
	Operational Director Early Help and Education
	Head of Inclusion and Alternative Education
	School Improvement Lead -Secondary/14-19
	Strategic Coordinator for School Improvement
	Head of Early Years and Family Support
Brent Schools & Governing Bodies:	St Gregory's Catholic School
	Alperton Community School
	Kingsbury High School
	Wembley Primary School
	Mitchell Brook Primary School
	Christ Church Primary School
	Wykeham Primary School
	Stag Lane Pupil Referral Unit
	Christ Church C of E Primary
Children Centres:	Wembley Children's Centre
	Church Lane Children's Centre
Brent Education Partners	Brent Schools Partnership
	Brent Schools Forum
Government Departments	Department for Education (DfE)
Non Government Organisations	Education Endowment Foundation
	Achievement for All
	Capita Sims
	Explore Learning
	Turnabout Programme
Other Local Authorities	London Borough of Lambeth

### References:

The task group referred to a number of reports in the course of its work. Key documents include:

1. What Makes a Successful Transition from Primary to Secondary School? *The Department for Children, Schools and Families 2008.*
2. Closing the achievement gap in England's Secondary schools *Save the Children 2012.*
3. Engaging parents in raising attainment *The Department for Children, Schools and Families 2008.*
4. Can Changing Aspiration and Attitudes Impact on Educational Attainment? *The Joseph Rowntree Foundation 2012.*

5. Language Diversity and Attainment in English Secondary Schools: *The Institute for Policy Studies in Education (IPSE) London Metropolitan University May 2012.*
6. Future in Mind: Children and Young People’s Mental Wellbeing *NHS England March 2015*

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3	Wembley High Technical College Pupil Premium Award Letter
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5	Ofsted - Pupil Premium, How the money is being spent
6	Ofsted - The Pupil Premium: an update
7	Brent Data Analysis – Closing the attainment gap
8	Brent Borough Plan Priorities
9	Brent Education Commission Plan
10	Brent School Effectiveness Framework
11	2013-2014 LAC Outcomes Annual Report
12	The Kingsbury Guarantee
13	Free School Meal Poster
14	Free School Meal Application Form