

# **DUDLEY SCHOOLS FORUM**

**TUESDAY 19<sup>TH</sup> MARCH, 2013**

**AT 6.00PM  
AT SALTWELLS EDUCATION  
DEVELOPMENT CENTRE  
BOWLING GREEN ROAD  
NETHERTON  
DUDLEY  
DY2 9LY**

**If you (or anyone you know) is attending the meeting and requires assistance to access the venue and/or its facilities, could you please contact Democratic Services in advance and we will do our best to help you**

**HELEN SHEPHERD  
ASSISTANT DEMOCRATIC SERVICES OFFICER**

**Internal Ext – 5236**

**External – 01384 815236**

**E-mail – [helen.shepherd@dudley.gov.uk](mailto:helen.shepherd@dudley.gov.uk)**

**You can view information about Dudley MBC on  
[www.dudley.gov.uk](http://www.dudley.gov.uk)**



## **IMPORTANT NOTICE**

### **MEETINGS AT SALTWELLS EDUCATION DEVELOPMENT CENTRE, NETHERTON**

Welcome to Saltwells Education Development  
Centre

In the event of the alarm sounding, please leave the building by the nearest exit. There are Officers who will assist you in the event of this happening, please follow their instructions.

There is to be no smoking on the premises in line with national legislation. It is an offence to smoke in or on these premises.

Please turn off your mobile phones and mobile communication devices during the meeting.

Thank you for your co-operation.

Your ref:

Our ref:  
HS

Please ask for:  
Helen Shepherd

Telephone No.  
01384 815236

7<sup>th</sup> March, 2013

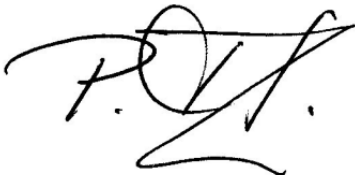
Dear Member

### **Dudley Schools Forum – Tuesday 19<sup>th</sup> March, 2013**

You are requested to attend a meeting of the Dudley Schools Forum, which will be held at Saltwells Education Development Centre, Bowling Green Road, Netherton, Dudley, DY2 9LY on Tuesday 19<sup>th</sup> March, 2013 at 6.00 pm, to consider the business set out in the Agenda below.

Light refreshments will be available from 5.30 pm.

Yours sincerely



Director of Corporate Resources

### **Distribution:-**

All Members of the Dudley Schools Forum, namely:-

Mrs Belcher	Mr Conway	Mr Dalloway	Mr Derham	Mrs Garratt
Mrs Hannaway	Mr Harris	Mrs Hazlehurst	Mr Hudson	Mr Jones
Mr Kelleher	Mr Kirk	Mr Lynch	Ms Pearce	Mrs Quigley
Ms Richards	Mr Ridley	Mrs P Rogers	Mrs Ruffles	Mr Shaw
Mr Timmins	Mr Ward	Mr Warren	Mr Weaver	Mrs Withers

c.c - Councillor Crumpton – Cabinet Member for Integrated Children's Services;  
Councillor S Turner – Chair of the Children's Services Scrutiny Committee;  
Jane Porter – Director of Children's Services;  
Ian McGuff – Assistant Director of Children's Services;  
Dave Perrett – Assistant Director of Children's Services;  
Karen Cocker – Children's Services Finance Manager, Directorate of Corporate Resources;  
Sue Coates – Principal Accountant, Directorate of Corporate Resources.

## AGENDA

1. APOLOGIES FOR ABSENCE

To receive apologies for absence from the meeting.

2. APPOINTMENT OF SUBSTITUTE MEMBERS

To report the appointment of any substitutes for this meeting of the Forum.

3. MINUTES

To approve as a correct record and sign the minutes of the meeting of the Forum held on 12<sup>th</sup> February, 2013 (attached).

4. MATTERS ARISING FROM THE MINUTES

Any other matters arising from the Minutes of the meeting of the Forum held on 12<sup>th</sup> February, 2013 not included on the agenda for this meeting.

5. DEDICATED SCHOOLS GRANT PLANNING PROCESS 2013/14 –  
UPDATE (PAGES 1 - 10)

To consider the report of the Director of Children's Services.

6. REVIEW OF 2013-14 SCHOOL FUNDING ARRANGEMENTS (PAGES 11  
– 52)

To consider the report of the Director of Children's Services.

7. DUDLEY'S SCHEME FOR FINANCING SCHOOLS – APPROVAL BY  
SCHOOLS FORUM (PAGES 53 - 57)

To consider the report of the Director of Children's Services.

8. THE PUPIL PREMIUM – REPORTING (PAGES 58 – 110)

To consider the report of the Director of Children's Services.

9. BUDGETS DELEGATED 2013/14

To receive a verbal update from the Director of Children's Services.

10. SCHOOLS FORUM MEMBERSHIP – UPDATE (PAGES 111 - 114)

To consider the report of the Director of Children's Services.



11. DATES OF FUTURE MEETINGS OF THE FORUM

4 <sup>th</sup> June, 2013	Saltwells EDC, Bowling Green Road, Netherton, DY2 4LY
----------------------------	--

9 <sup>th</sup> July, 2013	Saltwells EDC, Bowling Green Road, Netherton, DY2 4LY
----------------------------	--

## **DUDLEY SCHOOLS FORUM**

**Tuesday, 12<sup>th</sup> February 2013 at 6:00 pm**  
**at Saltwells Education Centre**

### **PRESENT:-**

Mr L Ridney – Chair

Mrs J Belcher, Mr J Conway, Mr C Derham, Mrs A Garratt, Mr S Hudson, Mr J Kelleher, Mr D Kirk, Mr M Lynch, Mrs J Quigley, Mrs A Richards, Mrs P Rogers, Mrs H Ruffles, Mr N Shaw, Mr D Ward, Mr M Weaver and Mr Patterson.

**Persons not a member of the Forum but having an entitlement to attend meetings and speak**

Director of Children's Services

### **Officers**

Children's Services Finance Manager, Senior Principal Accountant (Directorate of Corporate Resources); Assistant Director (Education Services) and Miss S Bailey (Directorate of Children's Services)

#### **1. APOLOGIES FOR ABSENCE**

Apologies for absence from the meeting were received on behalf of Mr P Harris, Mr P Jones, Ms T Pearce, Mr R Timmins and Mr B Warren.

#### **2. APPOINTMENT OF SUBSTITUTE MEMBERS**

It was noted that Mr Patterson and Mr Ridney had been appointed as substitute members for Mr Timmins and Mr Harris, respectively, for this meeting of the Forum only.

#### **3. MINUTES**

RESOLVED

That the minutes of the meeting of the Forum on the 22<sup>nd</sup> January 2013 that was not quorate, be approved as a correct record, signed and that the recommendations actioned to also include the minutes from the 13<sup>th</sup> November 2012.

#### **4. MATTERS ARISING FROM THE MINUTES**

The minutes from the 13<sup>th</sup> November 2012 and the 22<sup>nd</sup> January 2013 Forums where discussed and no matters were raised by the members in attendance.

5. EARLY YEARS SINGLE FUNDING FORMULA FOR TWO YEAR OLDS – CONSULTATION FEEDBACK

A report of the Director of Children's Services was submitted providing the Schools Forum members the consultation feedback in respect of the Early Years Single Funding Formula. The consultation closed on the 18<sup>th</sup> January and had 7 responses. The new formula will be implemented on the 1<sup>st</sup> September 2013 to support two year old children from disadvantaged backgrounds.

The proposals contained within the report have previously been discussed and approved by the Headteachers Consultative Budget Working Group on the 16<sup>th</sup> January 2013.

Mrs Ruffles endorsed the proposals within the report and commented on the importance of the family support work.

Mr Ward enquired whether 6 family support workers was sufficient to which Mrs Ruffles responded that the funds were finite.

Mr Kelleher raised a question about the amount of Family Support Workers working for the Authority at the moment. The Director of Children's Services responded that currently there are six. Mr Patterson also raised that if option two was adopted would there be any adversary action from the DfE. The Director of Children's Services confirmed that it is possible and there is potential that the DfE will question where the funds have been spend but there will be evidence available to support the decision and this will also be reviewed after 12 months. The Children's Services Finance Manager added that the funding for two year olds was not ring-fenced within the Dedicated Schools Grant and so could, technically, be spent at discretion within the terms of the grant.

Mr Conway asked how the DfE had arrived at the forecast number of 732. The Senior Principal Accountant responded that this was based on DfE centrally held data in relation to the relevant population.

In concluding the discussion, Mrs Richards stated that there will be a need to stimulate the market to accept two year olds for nursery provision and questioned whether there are currently sufficient nursery providers for this age group.

The option for Schools Forum to consider:

Option 1 – Passport all revenue funding direct to providers which would equate to an hourly rate of £4.98

Option 2 – Fund providers at a slightly lower rate of £4.50 and retain an amount of funding centrally - £164k, this will allow the continuation of the family support to disadvantaged children.

## RESOLVED

That the report on the Early Years Single Funding Formula for two year olds be approved with the Schools Forum Membership confirming by voting option 2 to be implemented on the 1<sup>st</sup> September 2013.

### 6. DEDICATED SCHOOLS GRANT PLANNING PROCESS 2013/14 – UPDATE

A Report of the Director of Children's Services was submitted to Schools Forum relating to the Dedicated Schools Grant. The purpose was to update the members on the current position of the 2013/14 budget and also to discuss and agree the Central Expenditure budgets for 2013/14.

The report detailed the dedicated schools grant funding blocks which is not ring fenced funding. The report also informed the Schools Forum members that it is no longer a requirement for the Forum to approve the Central Expenditure Limit.

Mr Lynch asked a question relating to the figure outlined in the report for the funding adjustments being - £155,000 and if this has been formula based. The Children's Services Finance Manager confirmed that was the case and the Education Funding Agency request the number of SEN places in order to make the calculation.

The Children's Services Finance Manager noted that information was still being collected from the Early Years Census and Post 16 LLDD Budgets are awaiting confirmation. An update will be taken to School Forum in March 2013 for consideration in time for the next financial year.

Mr Conway asked a question relating to Table 2 of the report on Equal pay back – pay for Academies and Trust schools. The Children's Services Finance Manager was able to confirm that the Local Authority is not the employer for these staff and therefore not liable for these costs

The Children's Services Finance Manager reiterated the meaning of delegations and that the maintained primary and secondary schools in the Borough agreed to pass back budgets to central either for good practice or economy of scale.

At the meeting held on the 22<sup>nd</sup> January 2013 discussions took place about the licences and the value of £76,116 being retained for copyright Licensing, as instructed by the DfE. As the meeting was inquorate it is requested that the decision be approved at this meeting.

The School Finance Regulations require that Schools Forum must be consulted annually with regards to the following:

- Arrangements for pupils with special educational needs;
- Arrangements for use of pupil referral units and the education of children otherwise than at school;
- Arrangements for early years provision;

- Administration arrangements for the allocation of central government grants

It was agreed that the members of Schools Forum will receive further details on the annual consultation process at the meeting in March 2013.

Mr Lynch raised concerns about the centrally retained items being capped at 2012/13 financial values. The Director of Children's Services explained this will lead to cost pressures as no increase in these values is permitted under current regulations.

Mrs Quigley raised a question regarding the level of centrally retained Early Years Foundation Advice co-ordination compared with the level of funding for the similar service for primary and secondary schools. The Assistant Director for Education Services stated that the levels of funding for are of approximate equal value.

Mr Ward questioned why the values for family support workers were £165k when they were quoted at £164k in the previous report. The Children's Services Finance Manager explained that these values had been rounded to approximate values for the purpose of the report and that any variance would be added to early years contingency.

Mr Patterson questioned why the values for Admissions service differed by £59 between 2012/13 and 2013/14 when other values had remained the same. The Children's Services Finance Manager confirmed that the difference of £59 had not been required in 2012/13 so was not included in the budget for 2013/14.

## RESOLVED

The Schools Forum members agreed that:

- The contents of the report be noted.
- The central expenditure detailed in Tables 2 and 3 of the report submitted in respect of 2013/14 be approved.
- The budget top slice of £74,898 and £1,218 in respect of copy right licenses be approved in respect of mainstream schools and special schools, respectively.

## 7. SCHOOLS FORUM TRAINING

The Children's Services Finance Manager included within the agenda handouts of the presentation from the School Forum training event held on the 29<sup>th</sup> January 2013. Induction packs and details of roles and responsibilities will be circulated to members at the Forum scheduled for March 2013.

## RESOLVED

Papers to be provided to members at the next meeting scheduled for 19<sup>th</sup> March 2013.

8. COMMENTS BY THE CHAIR

The Chair advised Forum members that his position as a Schools Forum member by virtue of being a North Dudley Secondary School Governor had now come to an end with the adoption of an Interim Executive Board at Coseley and that whilst he was present at the meeting as a substitute for Mr Harris, he was seeking election of a Schools Forum member position currently.

The meeting ended at 7.10pm.

CHAIR

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Dedicated Schools Grant Planning Process 2013/14 - Update**

**Purpose of Report**

1. To provide Schools Forum with a further update in respect of the Dedicated Schools Grant budget planning process for 2013/14 and to carry out the annual consultation on financial issues, as required by the Schools Forums (England) Regulations 2012.

**Discussed at HTCF – BWG**

2. Yes –13 March 2013.

**Schools Forum Role and Responsibilities**

3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. The Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process
5. The Schools Forum Regulations 2012 include the consultation on financial issues. Where the authority must consult the Schools Forum annually in respect of the authority's functions relating to the schools budget, in connection with the following—
  - arrangements for the education of pupils with special educational needs;
  - arrangements for the use of pupil referral units and the education of children otherwise than at school;
  - arrangements for early years provision;
  - administrative arrangements for the allocation of central government grants paid to schools via the authority.

The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

**Actions for Schools Forum**

6. For Schools Forum to note the updated information in respect of the DSG, approve the movement of funds between the three blocks for 2013/14 and the information in respect of annual consultation on financial issues for the 2013/14 financial year.

## **Attachments to Report**

7. Dudley's Banded Framework 2013/14 – Appendix A.

Karen Cocker  
Children's Services Finance Manager  
4 March 2013



**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Dedicated Schools Grant Planning Process 2013/14 - Update**

**Purpose of Report**

1. To provide Schools Forum with a further update in respect of the Dedicated Schools Grant budget planning process for 2013/14 and to carry out the annual consultation on financial issues, as required by the Schools Forums (England) Regulations 2012.

**Background Consultation**

2. At the February Schools Forum meeting the report outlined that the DSG can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance Regulations.
3. The Schools Budget consists of delegated budgets allocated to individual schools, Pupil Referral Units (PRUs) and Early Years Provision in Private, Voluntary and Independent (PVIs) providers, a budget for other provision for pupils which local authorities fund centrally, which now includes the major element of high needs provision, including post-school provision up to age 25, together with centrally retained expenditure in respect of special education needs and early years services.
4. The presentation of the DSG for 2013/14 will now show three, un-ring fenced funding blocks for the local authority:
  1. Schools Block;
  2. Early Years Block; and
  3. High Needs Block
5. For 2013/14 there will be a series of central expenditure limits rather than a single one and Authorities are free to move funding between the blocks provided that they comply with requirements of the Minimum Funding Guarantee (MFG) and central expenditure. Forum members at the February meeting approved the central expenditure items detailed for 2013/14 in respect of those with a restricted cash value and those without a restricted value and the Minimum Funding Guarantee has been funded in Dudley mainstream schools at a cost of £1.459m.
6. Mainstream school budgets have now been issued for 2013/14. There is a requirement to issue special schools and PRUs with a budget by 15 March and Early Years providers by 31 March.

## **DSG Budget Update for 2013/14**

7. There have been no further DfE adjustments to the 2013/14 Dedicated Schools Grant since the February report to Forum. The two funding adjustments still expected are detailed below:
- Early Years Block will be amended in the Summer of 2013 and Spring 2014 for updated pupil count data.
  - Post 16 SEN and 19-24 Learning Difficulties and Disabilities (LDD) budget of £1.272m is still under discussion with EFA; the new responsibility is effective from August 2013.
8. In preparation for the 2013/14 financial year and the budget allocation within the three funding blocks, Table 1 details the estimated funding required in each block. This will be reviewed during 2013/14 and any further proposals to move funds between blocks will be outlined to Schools Forum for approval.

**Table 1 -Dudley Dedicated Schools Grant 2013/14 at 6 March 2013**

	<b>Pupil Data</b>	<b>Unit of Funding</b>	<b>Schools Block £m</b>	<b>Early Years Block £m</b>	<b>High Needs Block £m</b>
Total Funding Pupil Led	43,014	£4,459.29	191.812		
Total Funding Pupil Led	2,782	£3,650.97		10.157	
Newly Qualified Teachers			0.066		
2 Year Olds Early Education				2.843	
Baseline Funding					27.748
April – July Post 16 SEN Funding					0.238
Aug – March 2014 Post 16 SEN and 19 -25 LDD					1.272
Growth for planned places in the High Needs Block					0.155
Virement			1.350	-0.263	-1.087
<b>Provisional 2013/14 DSG Budget</b>			<b>£193.228</b>	<b>£12.737</b>	<b>£28.326</b>
<b>Provisional Total</b>			<b>£234.291m</b>		

9. A number of final budget adjustments (virements) have been necessary as part of the construction of the budget covering the Schools Block, Early Years Block and High Needs Block for 2013/14. For example these cover:
- Return of closed schools premises costs to the Schools Block from the High Needs Block for Pensnett School;
  - Switch of funding to the Schools Block from the High Needs Block in respect of extra district SEN mainstream pupils;
  - Movement of funds to the Schools Block from the High Needs Block in respect of statemented pupils for Academy Schools;

- Movement of funds from the Early Years Block to the High Needs Block in respect of SEN high needs funding.

These are summarised in Table 1 and Schools Forum is invited to approve these changes. The movement of funds within the three DSG blocks is permissible, see paragraph 5.

10. The budget shown in Table 1 will now be used for the purposes of the 2013/14 DSG and Section 251 budget statement. Further in year updates in respect of the Early Year's Census and the Post 16 FE/LDD will be reported to Schools Forum at that time. It is expected therefore that the final DSG at 2013/14 year end will be different to that disclosed in Table 1, for this reason.

### **Annual Consultation Process**

11. The Schools Forums (England) Regulations 2012 state that the Local Authority must consult with the Schools Forum annually in respect of the following financial issues in order that Schools Forum can give a view:
  - Arrangements for pupils with special educational needs;
  - Arrangements for use of pupil referral units and the education of children otherwise than at school;
  - Arrangements for early years provision;
  - Administration arrangements for the allocation of central government grants.
12. A summary of each of the key areas is outlined below, with further information to be provided orally at the meeting in order that Forum Members can give a view, as required under the 2012 Regulations.

### **Arrangements for Pupils with Special Educational Needs (SEN)**

13. There are a number of changes both nationally and locally impacting on the arrangements for pupils with SEN.
14. The immediate changes arising from the DfE School Funding Reforms will fund all high needs SEN pupils differently from April 2013.
  - For educational establishments with a planned place arrangement, such as special schools, Pupil Referral Units, SEN Resource Units, Post 16 FE and LDD, then a place- plus top up funding basis will apply.
  - For a mainstream pupil with high needs SEN, they will receive additional funding on a top up basis, which will be in excess of the delegated budget funding.

This new funding methodology will be based on a real time funding approach and Dudley's banded framework, which is attached at Appendix A. The uncertainty of the top up funding required, due to the real time funding approach, could mean that the High Needs Block budget is placed under financial pressure during 2013/14. The Director will closely monitor this position.

15. The Government published the Children and Families Bill on 5 February 2013. The Bill contains provisions for the biggest overhaul of the SEN system in thirty years and will introduce:
- Joint co-operation and commissioning duties to underpin new Education, Health and Care Plans (EHCPs), which will replace education statements of Special Educational Need (SEN) ;
  - Extension of the SEN law to cover academies and free schools;
  - Extension of the system to cover young people in further education up to the age of 25.
16. There are no changes proposed to the SEN central services for:
- Counselling Service
  - Visually Impaired Service
  - Hearing Impaired Outreach Service
  - Physical and Sensory Service
  - Learning Support Service
  - Autism Outreach Service
  - Specialist Early Years Service
  - Enhanced Nursery Provision

Arrangements for use of Pupil Referral Units and the Education of Children  
Otherwise than at School

Pupil Referral Units

17. PRU provision is at The Mere KS1/2, Sycamore Centre KS3, Abberley Centre KS4 and Cherry Trees Learning Centre for home and hospital tuition.
18. There are a number of significant funding changes to affect PRUs from April 2013 as part of the national School Funding Reforms. This will essentially give PRUs similar autonomy over budget and staffing decisions to maintained schools and access to freedoms offered under Academy status.
19. The management committees of PRUs will have delegated budgets together with responsibility for all other financial decisions necessary to manage and spend budgets effectively, such as signing contracts and ensuring accurate accounts are maintained. They will have the power to carry forward deficit or surplus budget balances at the year end. The School and Early Years Finance (England) Regulations 2012 (and relevant guidance) refer.
20. PRUs will have primary responsibility for all decisions about the recruitment and management of staff (including appointing, appraising, suspending or dismissing members of staff) and this responsibility will sit with the management committee of a PRU, rather than the local authority. As with community schools, however, the local authority as the employer will carry out the actual appointments of staff, based on the Management Committee's decisions and the local authority will remain the employer of staff in PRUs and will continue to be responsible for agreeing pay and conditions.
21. All direct state-funded AP institutions (including PRUs) will receive base funding of £8,000 per planned place, topped up by funding from the commissioning LA or

school for each pupil admitted to the PRU.

22. The PRU Management Committee will be required to meet the requirements of the Consistent Financial Reporting (England) Regulations 2012 and will be responsible to meet the Schools Financial Value Standard (SFVS).
23. In respect of Dudley's PRUs there is a structure and accommodation review underway to ensure that the provision is fit for purpose both in terms of the new funding arrangements, which potentially provide less funding than current, and also to provide for the changing behavioural needs of the pupils.
24. The DfE accept that it may take a longer time than April 2013 to bring PRUs in line with the revised funding arrangements and will allow LAs to provide additional financial support to PRUs on a contingency basis over and above the place plus top up funding approach. Proposals for Dudley are now being drafted and will be presented to School Forum in the Summer term.
25. The planned places agreed with the DfE for 2013/14 financial year are detailed below:

<b>Pupil Referral Unit Provision</b>	<b>Planned Places 2013/14</b>
The Mere KS1/2	12
Sycamore Centre KS3	20
Abberley Centre KS4	20
Cherry Tree Learning Centre Home and Hospital	76

#### Alternative Provision

26. Dudley currently has a number of service level agreements for placements with external alternative providers which make provision for KS4 excluded pupils, where a pupil is not able to be educated within the maintained PRU provision. For 2013/14 these are:

<b>Alternative Provider</b>	<b>Places 2013/14</b>
Dudley College	20 places
Newhall	10 places
St Thomas's Network	12 places
Stourbridge College	10 places
Wheels	12 places

## Arrangements for Early Years Provision

27. The mental health and well being of early year's children is becoming a growing concern both nationally and locally and therefore educational advice and strategies for early intervention are being reviewed and developed within the Directorate in order to further support the early year's sector.

## Administration Arrangements for the Allocation of Central Government Grants

28. All grants allocated to schools via the Local Authority from Central Government are based on the Government's set criteria. Schools are advised of the value of the grant for budget purposes in March with the actual cash being paid to the school when this has been received by the Local Authority.

## Revenue Grants

29. The Pupil Premium is the most significant grant to be distributed to schools. This is a DfE grant provided to schools as additional support for looked after children and those from low income families. Schools are free to spend the money they are allocated as they see fit, however the DfE are clear that schools will be held accountable for how this additional funding to support pupils from low-income families and from service families is used. The grant is calculated using the DfE free school meals ever six data and the estimate of grant for Dudley maintained schools for 2013/14 is £9.7m.
30. Year 7 catch up grant funding. This is a new grant from 2012/13 until 2015 and Schools will receive an additional premium of £500 for each Year 7 pupil who has not achieved at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2. The premium will be available to all state-funded schools with a Year 7 cohort, including PRUs and special schools. For 2013/14 the estimated grant for Dudley maintained schools is £292k.
31. Education Funding Agency – Post 16 Mainstream funding. The grant for 2012/13 was £2.5m in respect of 3 maintained schools. The EFA will advise Dudley of the 2013/14 allocation for Dudley schools soon.

## Capital Grants

32. Devolved Formula Capital grant. Schools will continue to receive DFC for 2013/14. Dudley is responsible for the payment of DFC for all maintained schools excluding Voluntary Aided schools. As VA school premises are not within the ownership of a local authority then the DfE pay the grant directly to the VA school Governors. For 2013/14 Dudley will allocate DFC grant to schools of £820k.

## **Finance**

33. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
34. Schools Forums are regulated by the regulated by the Schools Forums (England) Regulations 2012.

35. From 1<sup>st</sup> April 2006, the Schools Budget has been funded by a direct grant; /Dedicated School Grant (DSG).

### **Law**

36. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

### **Equality Impact**

37. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

### **Recommendation**

38. Schools Forum to :

- Note the contents of the report;
- Approve the movement of the 2013/14 Dedicated Schools Grant between the three funding blocks as detailed in Table 1 and paragraph 9;
- Note that a further update will be provided at the Summer term meetings in respect of the Pupil Referral Unit review and the additional financial support required;
- Give a view in respect of the financial issues for:
  - Arrangements for pupils with special educational needs;
  - Arrangements for use of pupil referral units and the education of children otherwise than at school;
  - Arrangements for early years provision;
  - Administration arrangements for the allocation of central government grants.



Jane Porter  
**Director of Children's Services**

Contact Officer: Karen Cocker, Children's Services Finance Manager  
[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382

**Dudley's Banded Framework - April 2013**

Final Version	Mainstream SEN				Special Schools		
	Element		Total	Old hours	Place funding	Place plus (Top-up) funding	Total
	2 Notional SEN	3 Top up funding					
Resource Band Ai	£6,000	0	£6,000	Up to 5 hours			
Resource Band Aii	£6,000	0	£6,000	Over 5 hours up to /including 10 hours			
Resource Band Aiii	£6,000	0	£6,000	Over 10 hours up to /including 15 hours			
Resource Band Aiv	£6,000	0	£6,000	Over 15 hours up to /including 20 hours			
Resource Band B					£10,000	£1,333	£11,333
Resource Band Bi	£6,000	£750	£6,750	Over 20 hours but less than 25 hours			
Resource Band Bii	£6,000	£1,500	£7,500	25 hours but less than 30 hours.			
Resource Band Biii	£6,000	£3,000	£9,000	30 hours but less than 32.5 hours			
Resource Band Biv	£6,000	£3,750	£9,750	32.5h			
Resource Band C					£10,000	£3,600	£13,600
Resource Band D					£10,000	£4,167	£14,167
Resource Band E					£10,000	£7,000	£17,000
Resource Band F					£10,000	£12,667	£22,667
Resource Band G					£10,000	£17,200	£27,200
Resource Band H					£10,000	£24,000	£34,000



**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Review of 2013-14 School Funding Arrangements**

**Purpose of Report**

1. To update Schools Forum members in respect of the DfE's consultation document "Review of 2013-14 School Funding Arrangements" published on 12 February 2013 and agree a response on behalf of Schools Forum.

**Discussed at HTCF – BWG**

2. Yes –13 March 2013.

**Schools Forum Role and Responsibilities**

3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. The Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process

**Actions for Schools Forum**

5. To note the content of the DfE publication issued on 12 February and agree a consultation response on behalf of Schools Forum which must be submitted by 26 March 2013.

**Attachments to Report**

6. Appendix A – DfE consultation publication "Review of 2013-14 Funding Arrangements."
7. Appendix B – extract from Appendix A showing the relevant data for Dudley.
8. Appendix C - Consultation response form.

Sue Coates  
Senior Principal Accountant  
4 March 2013

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Review of 2013-14 School Funding Arrangements**

**Purpose of Report**

1. To update Schools Forum members in respect of the DfE's consultation document "Review of 2013-14 School Funding Arrangements" published on 12 February 2013 and agree a response on behalf of Schools Forum.

**Background**

2. On 12 February 2013, the DfE published the Review of 2013–14 School Funding Arrangements document. This document gives a summary of how the 2013-14 reforms have been implemented and considers some specific issues that have been raised. It seeks views from a range of interested parties including Local Authorities, Headteachers, Principals and Governors.
3. The review will also consider whether small changes in 2014-15 are required in order to address some of the issues raised
4. The consultation considers four main areas:
  - A move towards national consistency;
  - Areas of concern and possible changes for 2014-15;
  - Options for adjusting High Needs funding for 2014-15 and beyond; and
  - Schools Forums.
5. A copy of this document is attached at Appendix A for information.
6. The consultation documentation is available at:  
<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/a00221523/review-of-2013-14-school-funding-arrangements>
7. An extract from this document containing benchmarking charts which reflect the relevant data for Dudley is attached at Appendix B for information.
8. Proposed responses to the consultation will be discussed with Headteachers Consultative Forum- Budget Working Group (HTCF-BWG) on 13 March and an updated version of the draft response attached at Appendix C will be provided at the meeting.

9. The final response form must be submitted to the DfE by 26 March 2013.
10. The DfE have confirmed that the outcomes of this consultation will be published in June 2013 and have already arranged attendance at a regional meeting on 19 June 2013 to discuss the outcomes and possible changes for 2014/15. This will be reported to the July Schools Forum meeting.

### **Finance**

11. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
12. Schools Forums are regulated by the regulated by the Schools Forums (England) Regulations 2012.
13. From 1<sup>st</sup> April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

### **Law**

14. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

### **Equality Impact**

15. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

### **Recommendation**

16. Schools Forum to:

- Note the content of the Review of 2013-14 School Funding Arrangements document; and
- Advise the Director of Children's Services regarding the proposed consultation response on behalf of Schools Forum.



**Jane Porter**  
**Director of Children's Services**

Contact Officer: Karen Cocker, Children's Services Finance Manager  
[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382



Department  
for Education

# **Review of 2013–14 School Funding Arrangements**

# Contents

Contents	2
Introduction	3
Section 1: Are we moving towards national consistency?	5
Section 2: Areas of concern and possible changes for 2014-15	7
Prior attainment	8
Pupil mobility	8
The lump sum	8
Targeting funding to deprived pupils	10
Service children	11
Other groups of pupils	12
Schools with falling rolls	12
Section 3: Options for adjusting high needs funding in 2014-15 and beyond	13
Issues for 2014-15 and beyond	14
Base funding for specialist providers	14
Notional SEN budget for mainstream schools	14
Arrangements for top-up funding	15
Pre and post-16 arrangements	15
Section 4: Schools Forums	16
Annex: Details of distribution of the Schools Block	17

## Introduction

1. We have made a clear commitment to reform the school funding system and end the inequalities and inconsistencies that have built up over many years. We want a funding system which:
  - is **up-to-date** and reflects the current demographics of pupils across the country;
  - targets **additional money to pupils who need extra support** to achieve;
  - is **consistent and pupil-led** so that, wherever a pupil goes to school, he or she will attract similar levels of funding;
  - is **transparent** so that parents, head teachers, governors and tax-payers can see clearly how funding has been distributed and why;
  - gives pupils (supported by their parents and carers) **genuine choice** about which school they attend.
2. We confirmed in March last year that we will introduce a national funding formula in the next spending review period but that we will take a gradual approach to ensure that we get it right.
3. Our priority for 2013-14 therefore has been to make some improvements to the current system so that there is a greater focus on the needs of pupils and greater consistency across local areas. We have:
  - Simplified and rationalised the formula factors that local authorities can use when allocating funding to schools, in order to move away from overly complex and opaque formulae. This means that, across the country, schools will be funded using up to 12 clearly defined factors. Those 12 factors represent the circumstances under which we believe schools should attract additional funding (for example, for deprived pupils, for pupils with low attainment, or for those operating on split sites) and represent the likely direction of a national funding formula. We removed a large number of factors which we did not believe justified additional funding (these included swimming pools and floor space).
  - Ensured that the maximum amount of money is passed on to schools to spend as they see fit.
  - Put in place a more transparent and comparable process for funding academies by reducing the time-lag in their funding from 17 months to just 5.
  - Reformed the funding arrangements for pupils with high needs by introducing the 'place-plus' system. This ensures that schools have clearly identifiable budgets for

pupils with special educational needs (SEN) and that local authorities take a consistent approach to funding needs over and above those budgets.

- Strengthened the local decision-making process by ensuring that Schools Forums operate more transparently, and that school and academy representatives have a greater say about how money is distributed.
4. We have always been clear that these arrangements are intended to pave the way for a new national funding formula and that there are still a number of issues about its shape and structure that we need to resolve. We want to ensure that we continue to make progress and so, over the coming weeks and months, we will be looking at whether the 2013-14 arrangements are simplifying the system, securing greater consistency between local areas and moving us towards a national funding formula.
  5. We know that some local authorities, schools and parents are concerned about the impact of the new arrangements. While we remain committed to the core principles at the heart of the funding reforms, the review we are carrying out will consider whether and to what extent we need to make small changes in 2014-15 in order to address those concerns and prevent unacceptable consequences. The areas on which we have focused in this document are those most frequently raised with us or issues we have identified as requiring further consideration through our analysis of the budgets that have been set for 2013-14.
  6. We are clear, however, that as we move towards a pupil-led system, there will be changes to schools budgets and some degree of re-allocation between schools. That is a necessary and not an unintended consequence of reform. The Minimum Funding Guarantee (MFG) ensures that, in most cases, schools will not lose more than 1.5% of their funding per pupil in both 2013-14 and 2014-15. We have also confirmed that an MFG will continue to operate after 2014-15 although we cannot confirm the exact level.
  7. This document gives a summary of how the 2013-14 funding arrangements have been implemented and outlines some specific concerns that have been raised. It seeks views from a range of interested parties including local authorities, head teachers, principals, governors and locally elected members on a number of questions.
  8. There is a template which can be downloaded separately which you can use to answer those questions and then email to the Department at [Funding.REVIEW2013-14@education.gsi.gov.uk](mailto:Funding.REVIEW2013-14@education.gsi.gov.uk) by 26 March 2013.

## Section 1: Are we moving towards national consistency?

9. Local authorities were asked to submit a pro forma containing information about their simplified funding formula by 31 October 2012. After the results of the autumn census and confirmation of the DSG settlement for 2013-14, revised pro formas were submitted on 22 January.
10. At the time of writing this document, not all of the January pro formas had been submitted to the Department or analysed. In the interests of publishing this document and allowing sufficient time to make any changes for 2014-15, we have used the October pro formas to give a broad assessment of 2013-14. The Annex includes graphs which give a fuller picture of how funding is being distributed across the country. We realise that this does not represent the most up-to-date picture and will update our understanding once the January pro formas have been fully analysed and quality-assured.
11. In analysing the pro formas, we have been keen to understand whether we are moving towards a more pupil-led system, and where the greatest variation has arisen. While the funding reforms have enabled local authorities to allocate funding to schools on a much more consistent and comparable basis, the data shows that there is still variation in how local authorities have distributed their Dedicated Schools Grant within the constraints. This is to be expected given that per-pupil funding allocations vary across the country, making each local authority's starting point different from its neighbours.
12. The majority of primary Age Weighted Pupil Units (AWPUs) are in the range of £2,250 to £3,250, although there are a few significant outliers of over £4,000. The 15 local authorities with highest primary AWPUs are all in London. The secondary AWPUs show a similar pattern and, again, the few outlier authorities with significantly higher secondary AWPUS are mostly in London.
13. Overall, the proportion of funding being spent on the AWPUs varies between 60% and 87%, with half of local authorities allocating between 75% and 80%.
14. The data does, however, show good progress towards our aims of moving to a more pupil-led system. Authorities are allocating at least 77% of funding through a combination of the pupil-led factors (these are the AWPU, deprivation, prior attainment, EAL, looked after children and pupil mobility) and around 49% of authorities are allocating between 90% and 95% of funding in this way.
15. We are keen to ensure that even more money is targeted to the needs of pupils, rather than to the circumstances of schools. We said in the document we published in June 2012, [\*School funding reform: Arrangements for 2013-14\*](#), that we would consider whether to set a minimum threshold for either the AWPUs or a combination of all the pupil-led factors.
16. Setting a minimum threshold for the AWPUs alone may not be meaningful given that the variation in deprivation across the country requires some local authorities to target more funding to deprived pupils than others. We are therefore inclined to set a minimum threshold for all the pupil-led factors. We realise a requirement of this nature



would have an impact on the level of the lump sum and so we would be interested in views on this. If, for example, we set it at 85% then seven local authorities would need to move money away from the lump sum, post-16 and premises factors and put it into the pupil-led factors.

**Q1: Should we set a minimum threshold for the pupil-led factors and, if so, at what level?**

17. There is considerable variation in the proportion of funding allocated through the deprivation factors – ranging from 2% to 25% (with 83% of local authorities allocating between 2% and 12%). There could be a number of explanations for this variation and we would be interested in learning more.

**Q2: On what basis did local authorities decide on the quantum or proportion of funding to target to deprived pupils?**

18. Another finding from the pro formas relates to the prior attainment indicators. Six local authorities chose not to use this formula factor at all and an additional four only used it for pupils in secondary schools.
19. There is also a significant degree of variation in the per-pupil allocations for the prior attainment factors. They range from £125 to £8,300 for primary pupils and £158 to £10,688 for secondary pupils. In both cases there are one or two local authorities with markedly higher per-pupil amounts than the rest, but even disregarding this, the variation is still significant.

**Q3: On what basis did local authorities decide on the per-pupil amounts for the prior attainment factors?**

20. Fewer than half of local authorities used the mobility indicator. This may be because we only introduced it in June 2012 in response to the representations we received as a result of our March 2012 consultation. Nonetheless, the per-pupil allocations vary in both primary and secondary phases from £10 to £2,000 (although there is a significant outlier of £5,012 for secondary pupils). We discuss the effectiveness of this indicator in section 2 of this document.
21. The lump sums chosen by local authorities varied significantly from £42,000 right up to the maximum cap of £200,000. The most common choice was £150,000 (used by 26 authorities) but, overall, there is no consistency in the values set. The lump sum is discussed again in section 2.

## Section 2: Areas of concern and possible changes for 2014-15

22. We have been clear in our publications and in our discussions with local authorities, schools and other representatives that the new arrangements require a radical change in the way schools are funded in many local areas. Moving towards a more consistent and transparent system will inevitably lead to shifts in school budgets. Local authorities, in partnership with their Schools Forums, will therefore need to review the whole of the distribution, including the primary: secondary ratios and the weightings for deprivation and the lump sum.
23. Nonetheless, we are aware that some schools, local authorities, parents and governors are worried about the impact of the new arrangements. So far, reactions to the 2013-14 arrangements have been limited to a few issues and have come from a small minority of mainly rural local authorities.
24. In October 2012, in response to those concerns, the Department wrote to all Directors of Children's Services and Members of Parliament to provide reassurance that we will review the 2013-14 arrangements. The Department also confirmed that, if we find any unacceptable consequences for schools, we will make further changes in 2014-15 in order to prevent those consequences. Below is a list of the current 12 allowable factors.
- Age weighted pupil unit (AWPU)
  - Deprivation
  - Looked after children
  - SEN / prior attainment
  - EAL
  - Pupil mobility
  - Post-16 provision
  - Lump sum
  - Split sites
  - Rates
  - PFI
  - London fringe
25. In light of the feedback we have received to date, we are seeking specific views on whether changes are needed to three of these factors. They are: prior attainment; pupil mobility; and the lump sum. These are considered in paragraphs 27 to 38 below.
26. We are also aware that there are concerns about the factors which we are no longer allowing and about the restrictions on the targeting of deprivation funding. This is discussed in paragraphs 39 to 50 below.

## Prior attainment

27. We know that the current prior attainment indicators are not a perfect measure for identifying pupils with special educational needs (SEN). They are, however, not intended to be used on their own and we have been clear that local authorities can use a combination of deprivation, prior attainment and AWPUP and/or elements of the lump sum as indicators for the notional SEN budget. Furthermore, we have allowed local authorities flexibility to target additional resources to schools where the notional SEN budget is insufficient to meet some of the costs relating to pupils with high cost SEN (see paragraph 58 in section 3 for further details). We do, however, think it is important to allow a proxy measure of low attainment to be used and that is why we have allowed authorities to use EYFSP and Key Stage 2 data. As we acknowledged in June, the current EYFSP comes to an end this year and the new framework is being updated and will come in to effect from this autumn.
28. We are currently looking at pilot data from the new EYFSP framework to create a new proxy indicator to identify low cost SEN related to attainment and we will provide more information this summer. In the interim, as local authorities already have data for all of their EYFSP pupils and KS1 pupils (apart from those entering the system this year) we expect local authorities to continue with the current proxy until analysis is completed on the new framework.

**Q4: Do you agree that local authorities should continue to use EYFSP data as an attainment-related proxy or should we consider use of a different indicator to identify low cost SEN in primary schools? If so, what indicator?**

29. For secondary schools we propose to continue with the attainment-related proxy for KS2 whereby all pupils who fail to achieve Level 4 or above in both English and mathematics at Key Stage 2 will be eligible for low cost SEN support<sup>1</sup>.

## Pupil mobility

30. The mobility factor is intended to address the administrative costs incurred by schools that experience high levels of pupils leaving and joining throughout the academic year. We have heard concerns that the factor, as currently designed, does not differentiate between a school that has few mobile pupils (and therefore incurs significantly lower administrative costs) and a school that has significantly larger numbers of mobile pupils (and therefore incurs higher costs).

**Q5: Would it help to allow an additional weighting to be given if a school experiences in-year changes to pupil numbers above a certain threshold? If so, where should this threshold be set?**

## The lump sum

31. We introduced the single lump sum predominantly to provide sufficient funding for those necessary small schools, particularly in rural areas, that may not be able to operate on the basis of their per-pupil funding alone. Small schools benefit

---

<sup>1</sup> The year 7 literacy and numeracy catch up premium also targets funding at year 7 pupils who have not achieved Level 4 at KS2 in reading, mathematics or both. More detail is available here: <http://www.education.gov.uk/schools/pupilsupport/year7catchup>

proportionately more from the lump sum because it acts as a larger boost to their per-pupil funding than for larger schools, and a single lump sum for all schools ensures that there can be no ambiguity over how much funding goes to one phase or type of school compared to another.

32. It has, however, become apparent that the current lump sum arrangements are causing concerns, particularly in relation to small schools in rural areas, and we would like to understand the factors that are driving this.
33. It is not our intention that any necessary small school should be forced to close as a result of these reforms, and we acknowledge the need to support unavoidably small but necessary schools, for example in very sparsely populated areas. In seeking to achieve this, we are considering the possibility of introducing an optional school-level sparsity factor for 2014-15, specifically to target funding at necessary small schools in rural areas.
34. We expect that, in sparse areas, pupils have to travel further to school, and have less choice over which school they can attend. The proposed sparsity factor could, for every school:
  - identify the pupils for whom it is their nearest school (this will not necessarily be the school the pupils actually attend); and
  - for those pupils only, measure the distance that they live from their *second nearest* suitable school. Where this distance is high, we assume that it becomes difficult for the pupil to attend any school other than the nearest one, making the existence of that school necessary. Taking the average distance that relevant pupils live from their second nearest school would allow us to apply a sparsity factor based on set thresholds.
35. This could identify the necessary schools serving pupils in remote areas with limited alternatives; these schools are necessary because children could not realistically attend another school. The simplest way to use this measure would be to set a threshold and provide a sparsity uplift to any schools that have an average distance above the threshold. Separate thresholds would need to be applied for primary and secondary schools, as pupil travel distance varies by phase. Alternatively, extra funding could be given to schools as the sparseness of an area increases.
36. Data is available to produce this measure using crow flies distances. But such a measure would be unlikely to be fit for purpose as this would not take into account the actual time that it would take a pupil to travel to a school, so we are investigating whether the measure could use travel distance instead.

**Q6: In areas with large numbers of small schools, could the problem of having a fixed lump sum be overcome by reducing the relevant AWPU?**

**Q7: Would having the ability to apply a separate primary and secondary lump sum avoid necessary small schools becoming unviable? If so, how should we deal with middle and all-through schools?**

**Q8: We said in June that we would review the level of the lump sum cap (currently £200,000) for 2014-15 in order to establish whether it is the minimum cap needed to ensure the sustainability of necessary small schools. If we continued with one lump sum for both primary and secondary, what would be the minimum level of cap needed to ensure the sustainability of necessary small schools? If we had separate lump sums for primary and secondary, what would be the minimum cap needed for each in order to ensure the sustainability of necessary small schools?**

**Q9: Would using a school-level sparsity measure to target a single lump sum, based on distance between pupils and their second nearest school, avoid necessary small rural schools becoming unviable?**

**Q10: What average distance threshold would be appropriate?**

**Q11: If we had a sparsity measure, would it still be necessary to have a lump sum in order to ensure that necessary schools remain viable? Why? What is the interaction between the two?**

37. We have proposed a sparsity measure based on pupil distance to second nearest school as we have found this to be the most pragmatic option. However there are a range of possible sparsity measures that can be used, for example distance between schools, none of which have been ruled out.

**Q12: What alternative sparsity measures could we use to identify necessary small schools in rural areas?**

38. As with all schools though, small schools may have to make savings and efficiencies in order to live within their means. This may include merging formally with other small schools in the area to reduce fixed costs. However, we know that in some cases the lump sum can be a disincentive to schools from merging where it is rational to do so, because it results in the loss of one of the lump sums.

**Q13: Would the ability for both schools to retain their lump sums for one or two years after amalgamation create a greater incentive to merge?**

39. A few other issues have been brought to our attention since we published the June 2012 document. In most cases, we have no or little evidence about the cause of these issues. This section sets out the rationale behind our current position and seeks evidence on why the issues raised cannot be addressed through the new funding arrangements.

## **Targeting funding to deprived pupils**

40. We have heard concerns from some local authorities that the 2013-14 arrangements have resulted in funding moving away from schools with high numbers of deprived pupils. We believe it is very important that deprived pupils are allocated more funding than non-deprived pupils. We do however recognise that the removal of certain factors (such as floor space and other premises-related issues) and a greater focus on pupil-led factors may cause some schools to experience changes to their budgets.
41. As we set out in the beginning of this section, these new arrangements may require

local authorities to change their formulae in a more radical way. The Government is committed to raising the life chances of pupils from deprived backgrounds and ensuring that deprived pupils receive additional funding. It is not acceptable that deprived pupils are penalised as a consequence of local authorities seeking to maintain the status quo in their area and not exploring the full range of options open to them to target money to deprivation. By using an appropriate combination of the permitted deprivation indicators (FSM, Ever6 and IDACI) with an optimum per-pupil rate, local authorities should be able to target money more adequately to deprived pupils.

42. If, however, you feel that even with the optimum use of indicators and an appropriate per-pupil rate, schools with a high proportion of deprived pupils would lose significant amounts of funding, we need to understand why that would be the case.

**Q14: If you think local authorities will be unable to use the allowable deprivation indicators in order to prevent significant losses to schools with a high proportion of deprived pupils, why do you think that is the case?**

## Service children

43. A number of schools with large numbers of service children have written to us to express concerns that they are set to lose funding as a result of the new arrangements. This is largely because some local authorities were targeting extra funding to schools with service children through other factors (such as the lump sum, for example). We know that in a few parts of the country, the additional funding being allocated to schools with service children was very high.
44. The allowable factors in the formula are intended to support pupils that do not achieve as well as their peers, for example those from deprived backgrounds and those with low prior attainment. The Department has no evidence that this is the case for service children as a group.
45. We do recognise, however, that service children sometimes require additional pastoral care because of their circumstances and this is reflected in the Service Premium (which currently allocates £250 to every service child and will rise to £300 in 2013-14). We also recognise that the mobile nature of service children can sometimes create additional costs to schools and that is why we have allowed local authorities to apply a pupil mobility factor to their formulae.
46. We have received no evidence as to why service children should attract higher levels of funding over and above that received through the Service Premium, the Pupil Premium and factors in the local formula to reflect pupil mobility, deprivation, prior attainment and EAL. It is therefore difficult to justify targeting additional money at this group of children.

**Q15: Do you have any evidence that service children (once we account for deprivation, mobility and pastoral care through the Pupil Premium) require additional funding in order to achieve as well as non-service children?**

## Other groups of pupils

47. As we state above, the evidence we have indicates that we have allowed local authorities enough flexibility to target funding to low-achieving pupils. This, however, remains an important area for the Department and so we want to ensure that we do not overlook vulnerable groups of pupils.

**Q16: Have the 2013-14 reforms prevented local authorities from targeting funding to groups of pupils that need additional support? If so, which?**

## Schools with falling rolls

48. Greater choice for pupils supported by more outstanding schools is one of the Department's principal objectives and this is underpinned by our Academies and Free Schools programmes. A successful funding system should enable pupils to attend the school of their choice without the funding being 'locked in' at a different school. It should also enable good and outstanding schools to expand so that more pupils can benefit and not be forced to go to less popular schools.
49. If a school has falling rolls, it should consider its longer term viability. It may consider merging or federating with other schools in order to save money but also to improve its leadership capacity and quality. We are clear that, in times of economic austerity, money should be spent on pupils who are actually in schools and not spent on funding empty places. If a school is small or in a rural area and has limited options, we have set out options in paragraphs 31 to 38 above which should help.
50. We are aware that, in some areas, the demographic trend has meant that secondary school pupil numbers have reduced but a bulge is imminent as more primary pupils move up. In such cases, local authorities can retain a small fund for schools in financial difficulty (this would need to be de-delegated by maintained schools). This can be used to help bridge the gap between the falling rolls and the imminent bulge. Schools should also consider more innovative use of their facilities, such as hiring out school halls or swimming pools.

**Q17: In cases where a population bulge is imminent, what is preventing good and necessary schools from staying open?**

**Q18: Are there any other circumstances in which falling rolls are unavoidable in the short term?**



## Section 3: Options for adjusting high needs funding in 2014-15 and beyond

51. As part the 2013-14 reforms, we introduced a new framework for funding provision for children and young people with high level needs, including special educational needs (SEN), learning difficulties and disabilities (LDD) and those requiring alternative provision (AP). This framework is designed to go alongside the new arrangements for SEN in the Children and Families Bill. Schools, colleges and other providers will be given funding within their formula sufficient to enable them to meet costs up to about £10,000 for pupils and students with SEN and LDD. This base funding does not relate to specific individuals, but is intended to meet the costs of all those with SEN and LDD who are at the institution, up to the high needs threshold. Funding to meet additional costs follows the individual pupils and students with high needs and will come from the home local authority – i.e. the local authority in which the pupil or student lives – in the form of top-up funding.
52. The base funding is calculated differently according to the type of provider and age of the pupil or student. Included within mainstream schools' normal per-pupil funding is a notional SEN budget to meet the costs of pupils with SEN up to £6,000. Some local authorities are setting a different threshold as a transition to the £6,000 level. Special schools will get a standard £10,000 for each planned place. A similar system will operate for AP for the pre-16 age group, where the base funding will be £8,000 per place. All base funding for post-16 students with high needs – in schools, colleges and other providers – will comprise the programme funding that post-16 student places would normally attract, according to the new national 16-19 formula, plus £6,000 for each planned high needs place.
53. Top-up funding is for the commissioning local authority to determine, by agreement with the providers. Schools rather than local authorities will often place pupils in pupil referral units (PRUs) and other AP and they will be responsible for paying the top-up funding in these circumstances.
54. Hospital education is being funded through transitional arrangements which essentially preserve the institution's funding in 2012-13. We are looking at options for a different funding approach in 2014-15 or subsequently.
55. The base funding for maintained schools, the top-up funding and funding retained centrally for SEN support services, hospital education services, AP services and other services specified in the relevant regulations is all paid for from the local authority's high needs budget. Local authorities have flexibility to determine the balance of funding between their high needs budget, schools budget and early years budget. In particular, they can move funds between their high needs budget and schools budget to make sure that, on the one hand, they have sufficient funding for all those with high needs and, on the other, schools have sufficient funding in their notional SEN budgets.



## Issues for 2014-15 and beyond

### Base funding for specialist providers

56. Base funding for specialist providers is set, according to the number of planned places, at: £10,000 per place for pre-16 SEN; a bit more, on average, for SEN and LDD in the 16-24 age group; and £8,000 for AP. We are not proposing to review at this stage whether these are broadly the right levels.
57. Some have argued that the AP level is too low and should be brought up to £10,000. However, there is evidence that low cost AP in some areas would be over-funded if we were to change the level of base funding for PRUs and other forms of AP. We believe it is too early to consider changes at this stage, and will therefore look at this as part of a subsequent review.

### Notional SEN budget for mainstream schools

58. Mainstream schools and academies receive a notional SEN budget, determined by the local authority using the permitted formula factors (as discussed in section 2). Some local authorities have told us that limitations on the formula factors they can use do not allow them to target funds to those pupils with particular needs or where schools attract a higher number of pupils with high needs because they have a good reputation for meeting those needs. We have therefore allowed local authorities flexibility to use their high needs block to make additional allocations outside the formula to schools that have a disproportionate population of pupils with high needs, after consulting the Schools Forum.
59. We are also planning to introduce to the schools census, from 2014, a marker that will indicate those pupils who receive top-up funding. This high needs marker could be used to target extra funding to schools that have a disproportionate number of high needs pupils, but cannot be introduced before 2015-16 because the census data will not be available.

**Q19: Would a formula factor that indicates those pupils who receive top-up funding be a useful addition to help deal with the funding of high needs?**

60. Despite the strong recommendation that local authorities should construct their schools' notional SEN budgets so that schools are required to contribute up to £6,000 towards the additional support costs of their pupils with SEN, some have adopted a different threshold as a transitional arrangement. This creates differences in the base funding between neighbouring local authorities, and therefore in the top-up funding levels they are implementing. Commissioning authorities, however, are likely to be dealing with schools in more than one authority area.

**Q20: To address the variation in base funding between neighbouring local authorities, how fast should local authorities be required to move towards the £6,000 threshold? Should it be made a requirement from 2014-15?**

## Arrangements for top-up funding

61. We are allowing local authorities flexibility in the top-up funding arrangements. In many cases these arrangements for 2013-14 will not have been finalised, particularly for pupils and students starting at schools and colleges in September. It is therefore too early to consider changing the national requirements on top-up funding. We are, however, interested in receiving feedback on the issues that have been raised so far, and whether any changes should be considered for 2014-15.
62. In particular, some stakeholders have suggested that the new arrangements would create additional administrative processes for negotiating and paying top-up funding. We have encouraged local authorities to look carefully at how they can reduce bureaucracy, for their own organisation as well as for the schools and PRUs they maintain, and for those institutions to which they pay top-up funding. We would be interested in good practice in this area that can be shared more widely.

**Q21: Should the Department play an active role in spreading good practice and model contracts/service level agreements?**

## Pre and post-16 arrangements

63. The Department is aware that the administrative processes pre- and post-16, in the run-up to 2013-14, have not been co-ordinated as helpfully as they might have been. The separate data collection exercises and implementation timetables for pre- and post-16 have been confusing. We will be looking to improve this substantially for 2014-15. But we also wish to look at how arrangements can be brought closer together so that they are easier to understand and use for local authorities, colleges, schools and Academies.

**Q22: Do you have ideas about how the pre and post-16 high needs systems might be brought closer together?**

## Section 4: Schools Forums

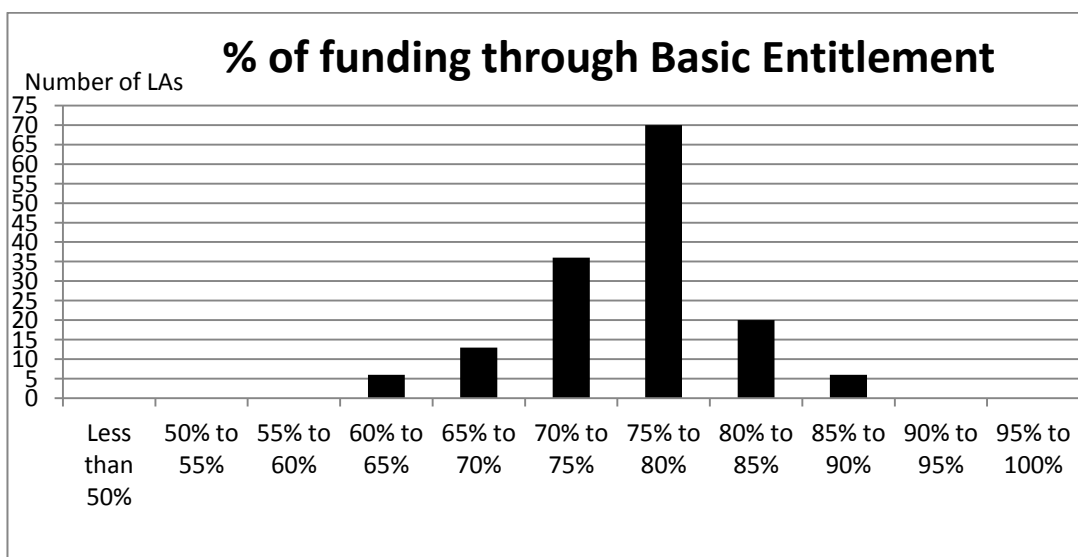
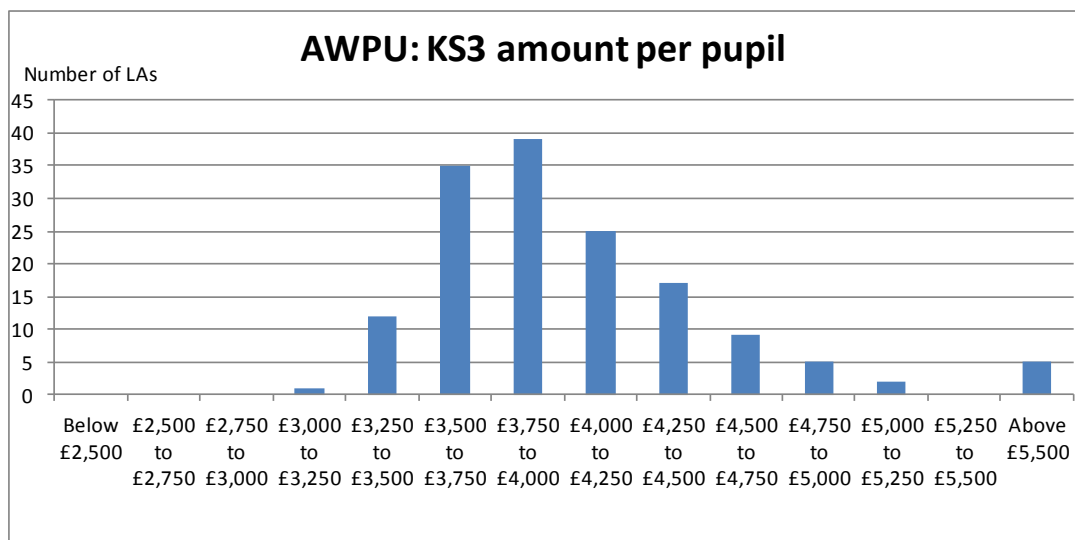
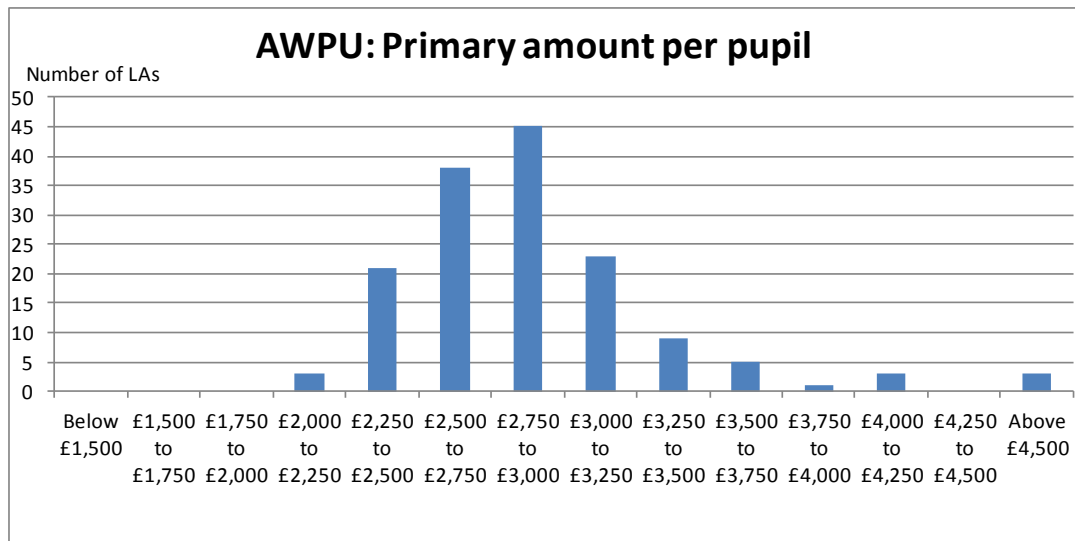
64. We have heard concerns that Schools Forums were not always operating fairly or transparently. Examples include meeting papers and agendas not being published and voting rights being spread too widely across a range of members. In response to these concerns, we made a number of changes which came into effect on 1 October 2012. We have:

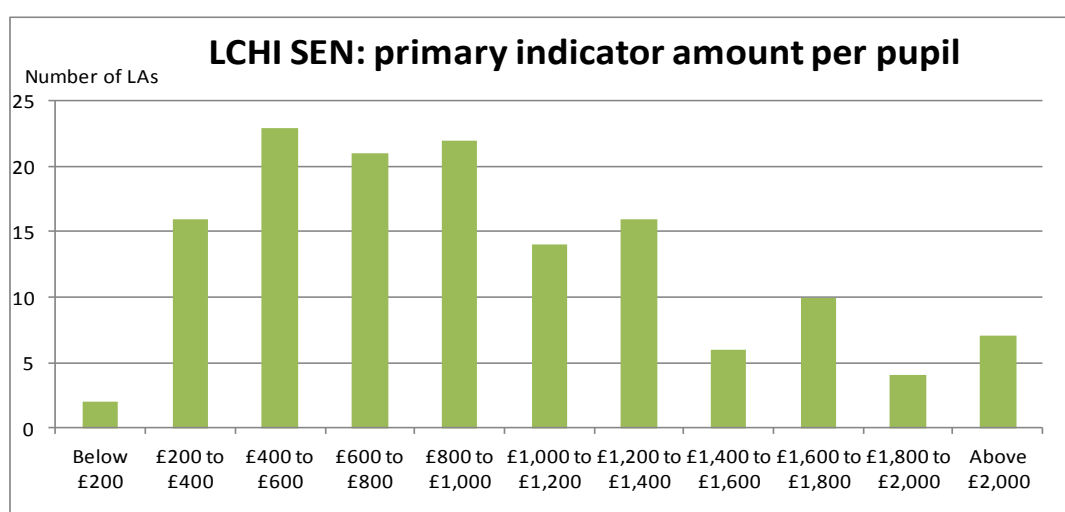
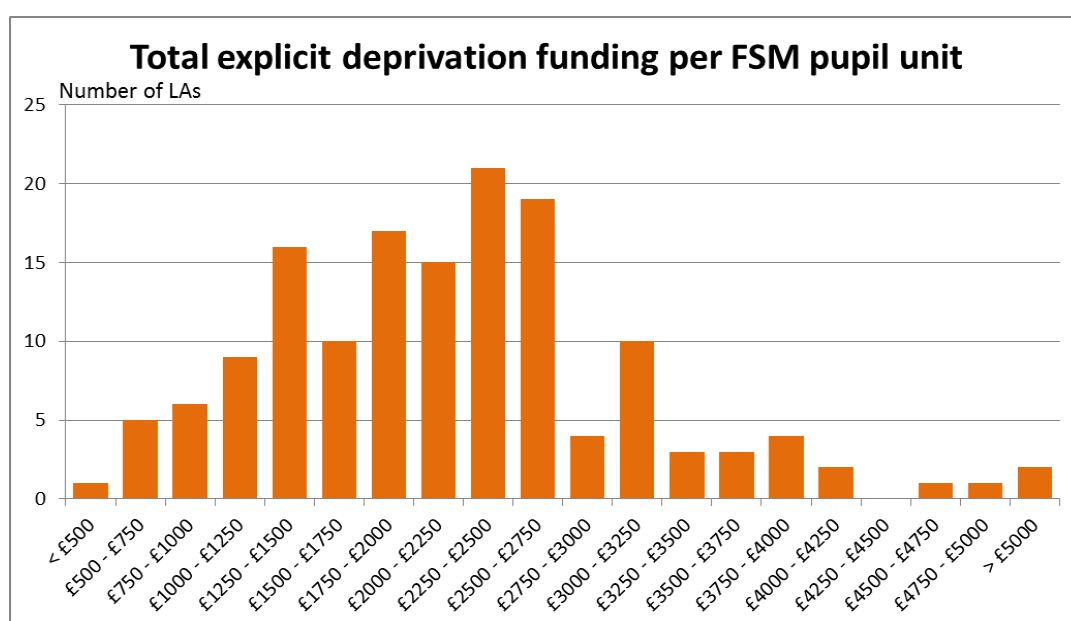
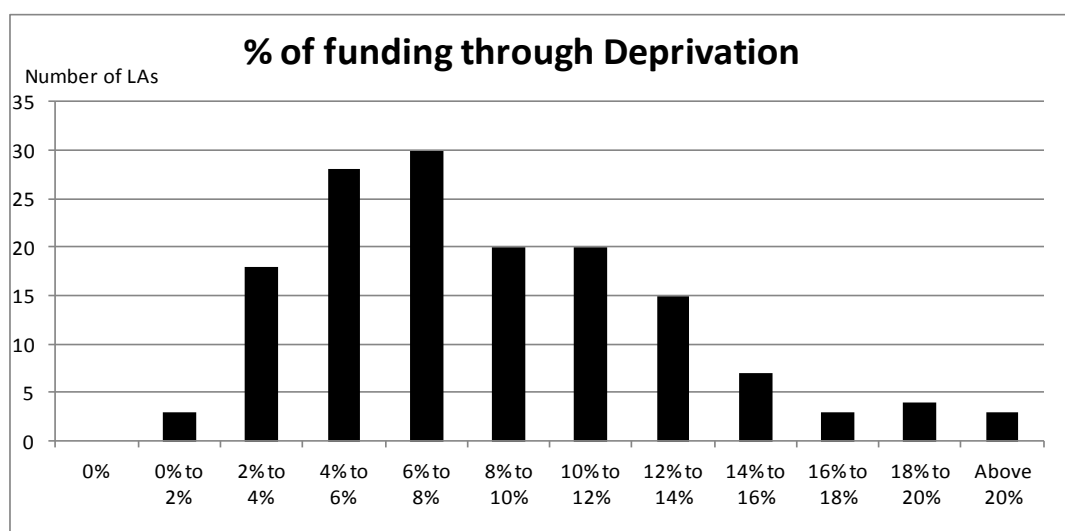
- removed the requirement to have a minimum of 15 people on a Forum;
- limited the number of local authority attendees from participating in meetings unless they are a Lead Member, DCS, DCS representative or are providing specific financial or technical advice (including presenting a paper to the Forum);
- restricted the voting arrangements by allowing only schools members and the PVI members to vote on the funding formula;
- required local authorities to publish Forum papers, minutes and decisions promptly on their websites;
- required Forums to hold public meetings, as is the case with other Council Committees;
- given the EFA observer status at Schools Forum meetings.

65. We said that we would keep these changes under review and, if there is evidence that schools are still concerned about the operation of Forums, we would consider making further changes. We are not inclined to make any further changes for 2014-15 as we think more time is required to assess how the new arrangements are being embedded and whether they are improving the operation of Forums.

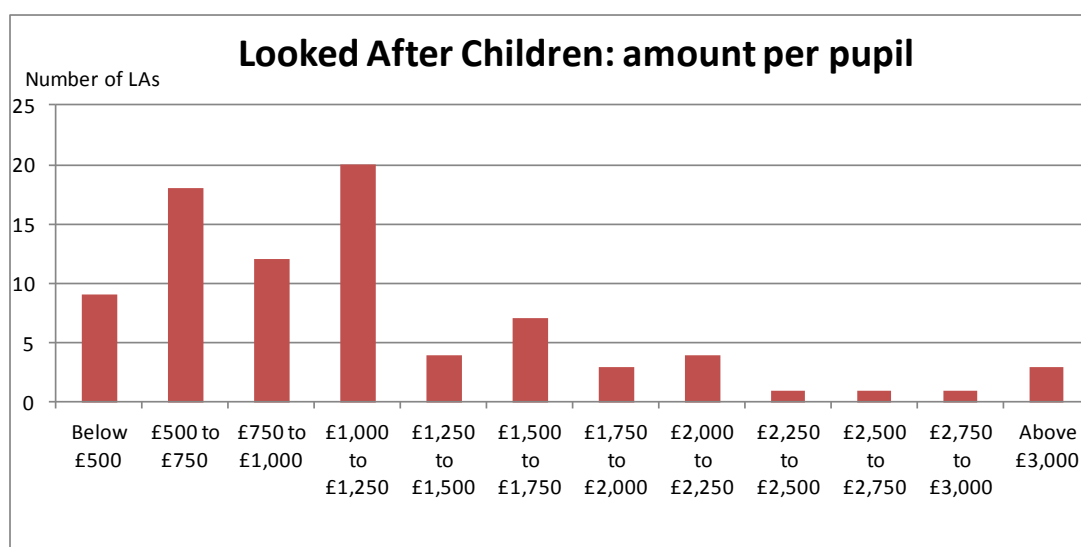
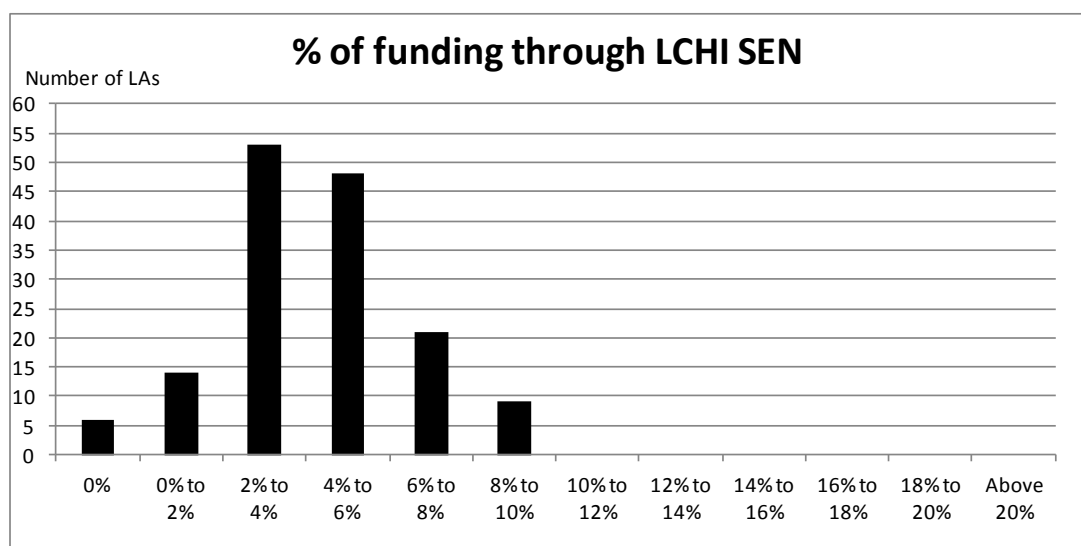
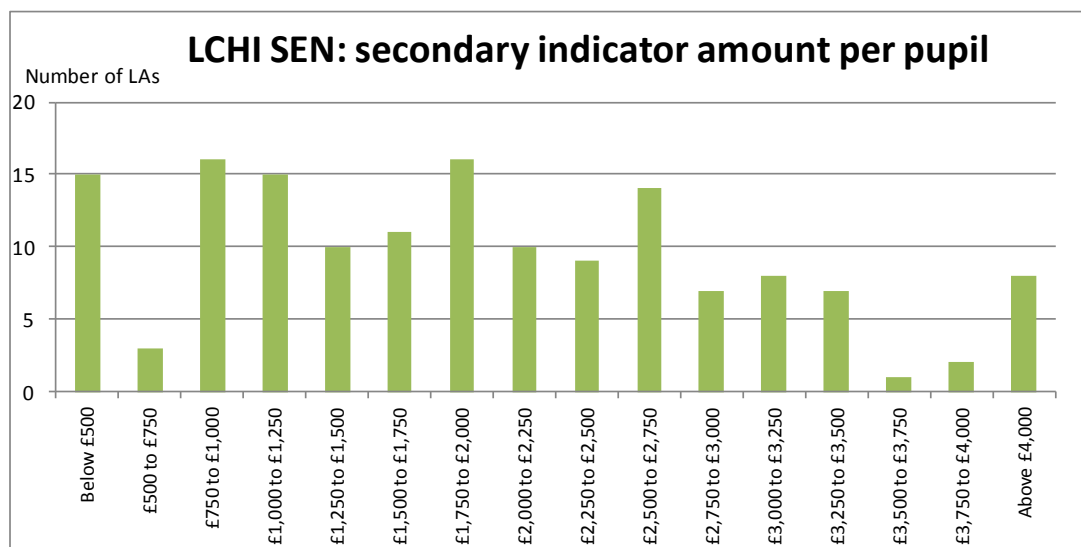
**Q23: Do you think that Schools Forums are operating more democratically and transparently? If not, what further measures could the Department take in order to improve this?**

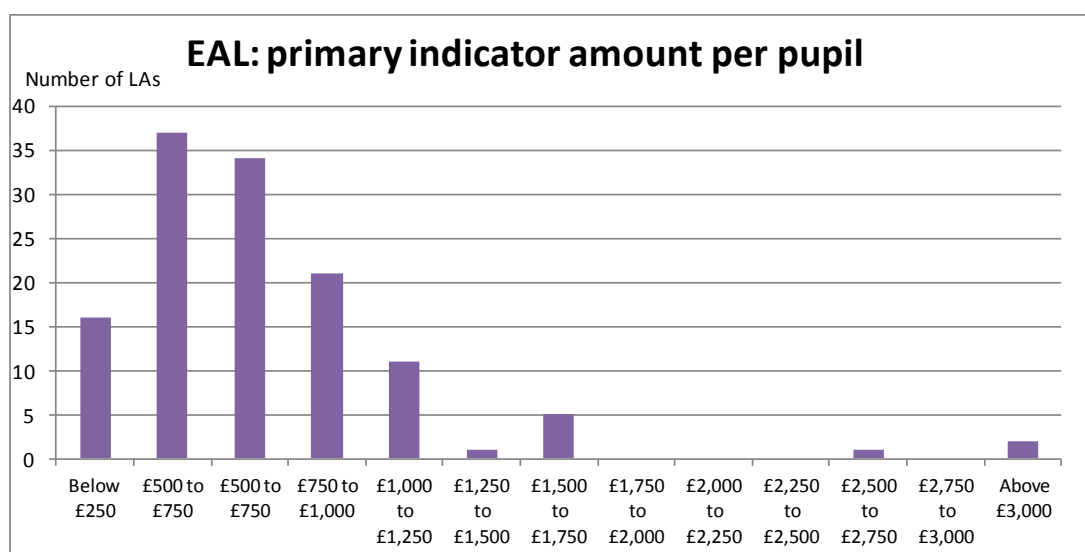
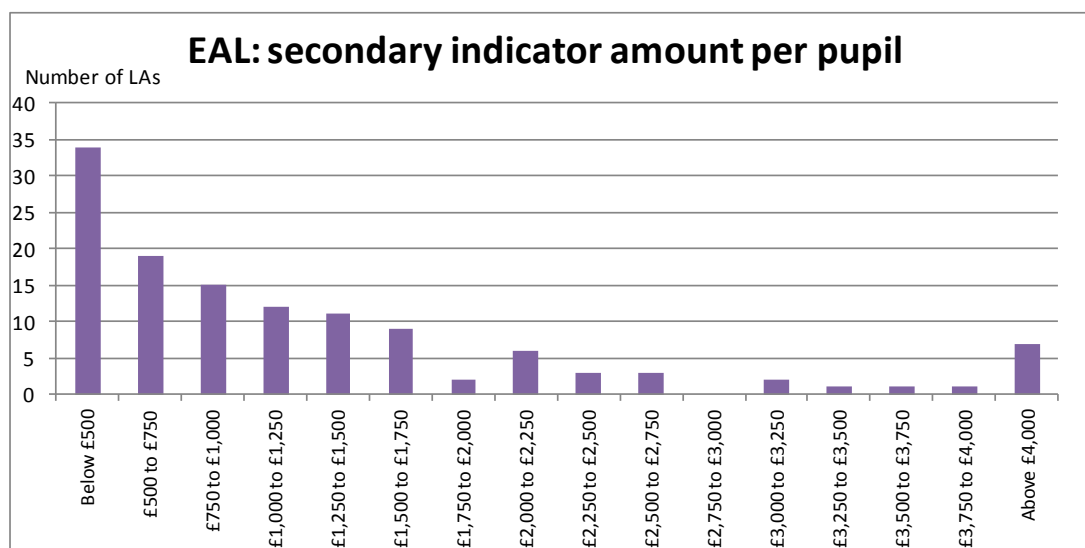
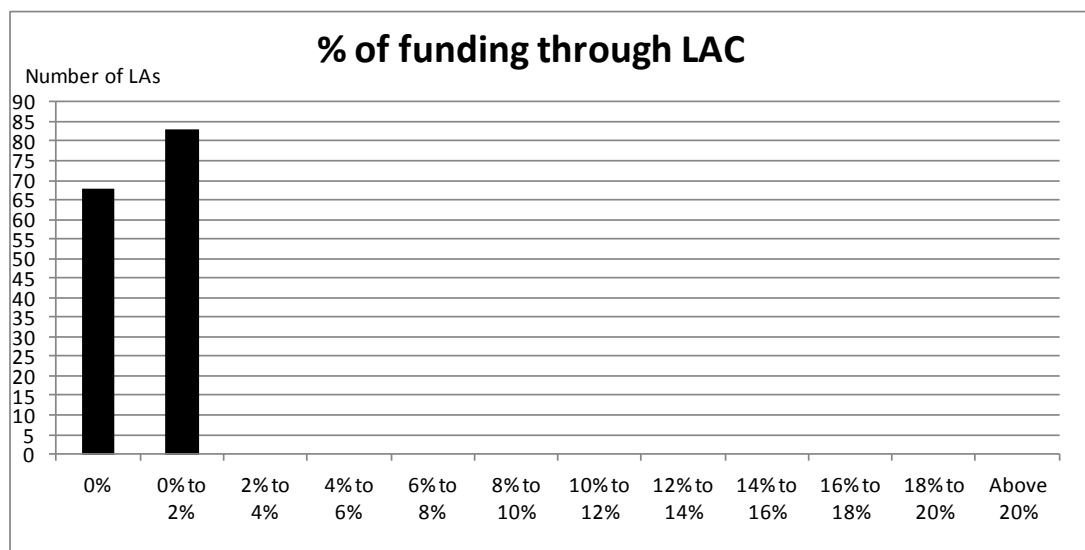
## Annex: Details of distribution of the Schools Block

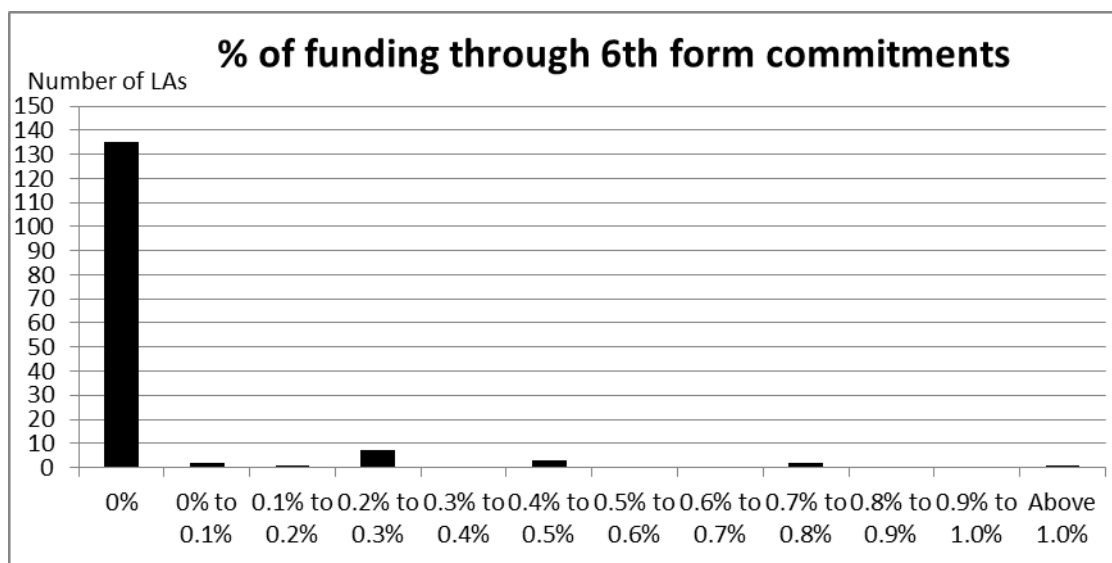
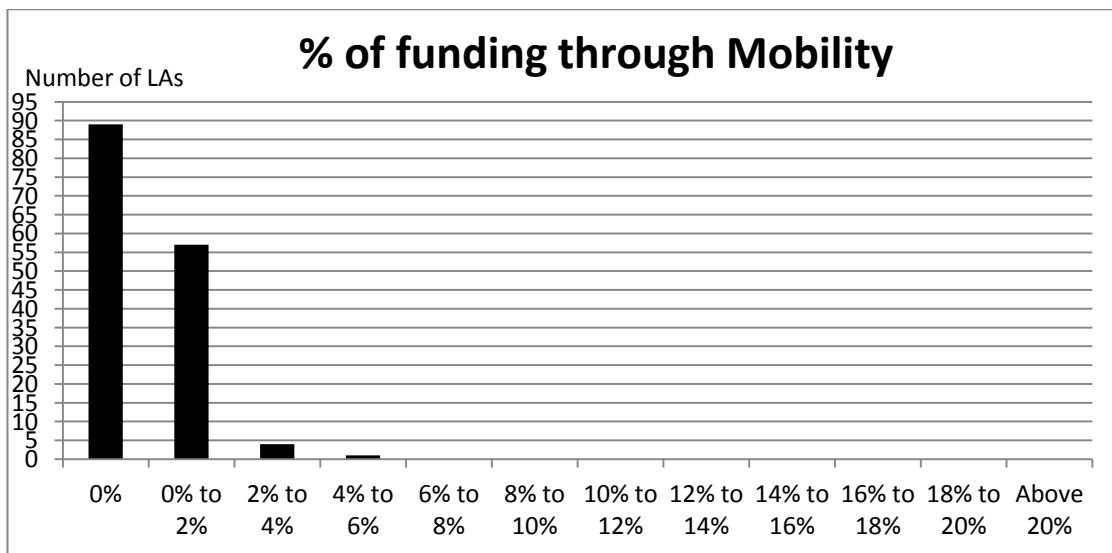
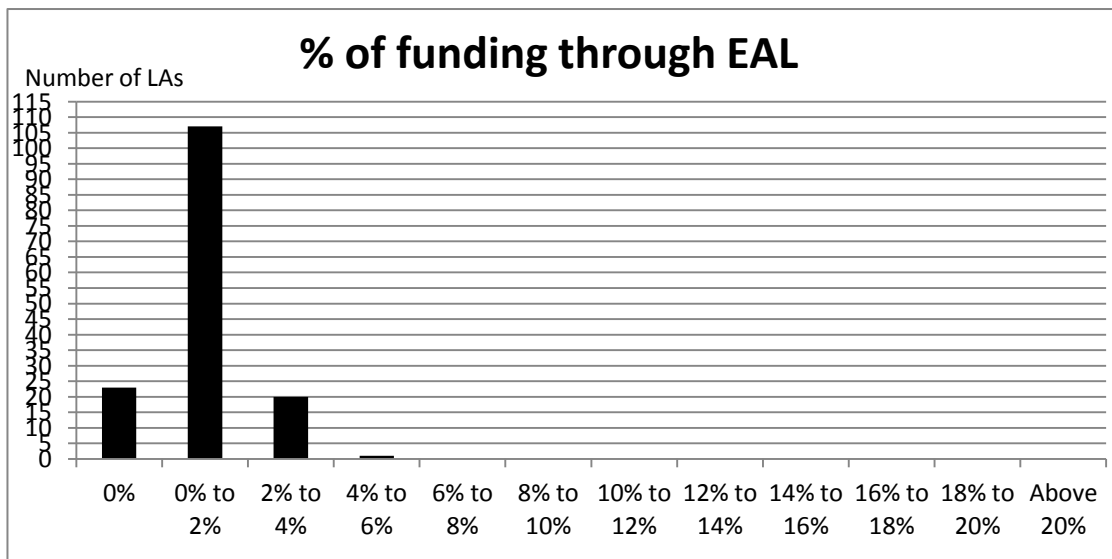




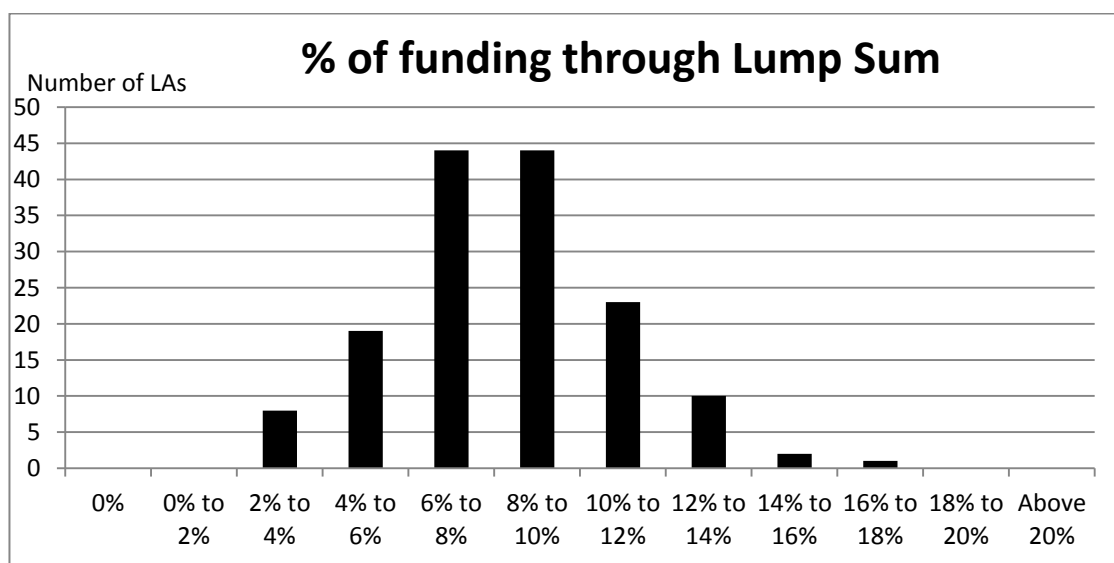
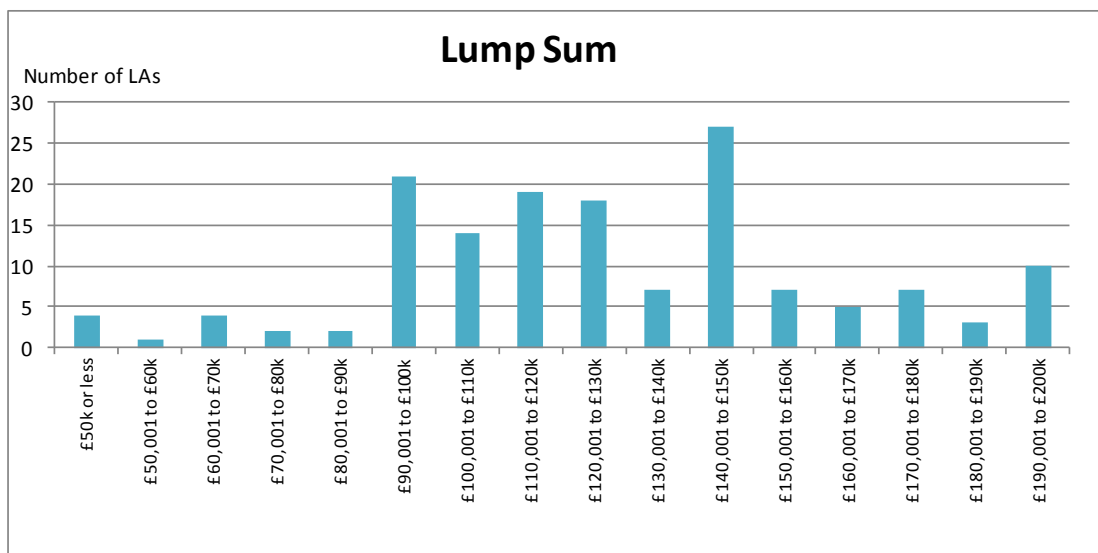
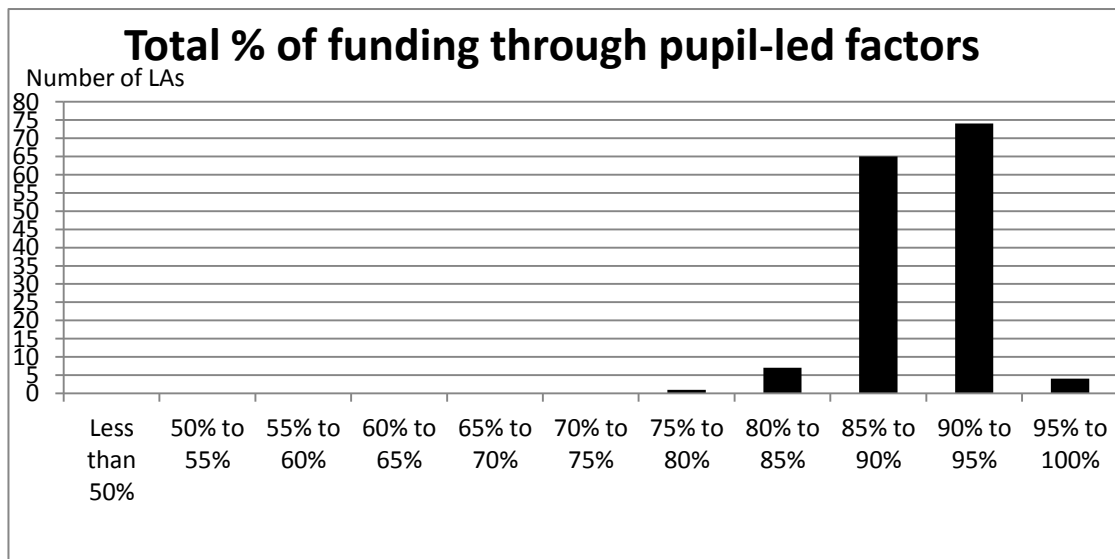
<sup>2</sup> Per FSM pupil unit amounts were derived by taking the sum total of the funding an LA had allocated through the deprivation factors and dividing it by the number of pupils with FSM in the LA. Data is taken from analysis of the October 2012 submissions. Because this is early data, some schools have had to be excluded from the analysis. Where a large number of schools in one LA have been excluded the whole LA is excluded from the chart













Department  
for Education

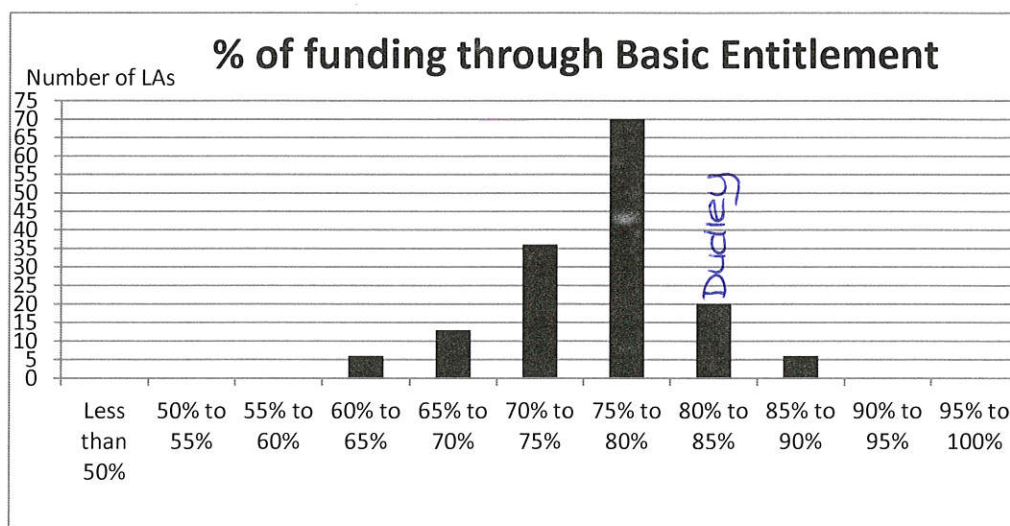
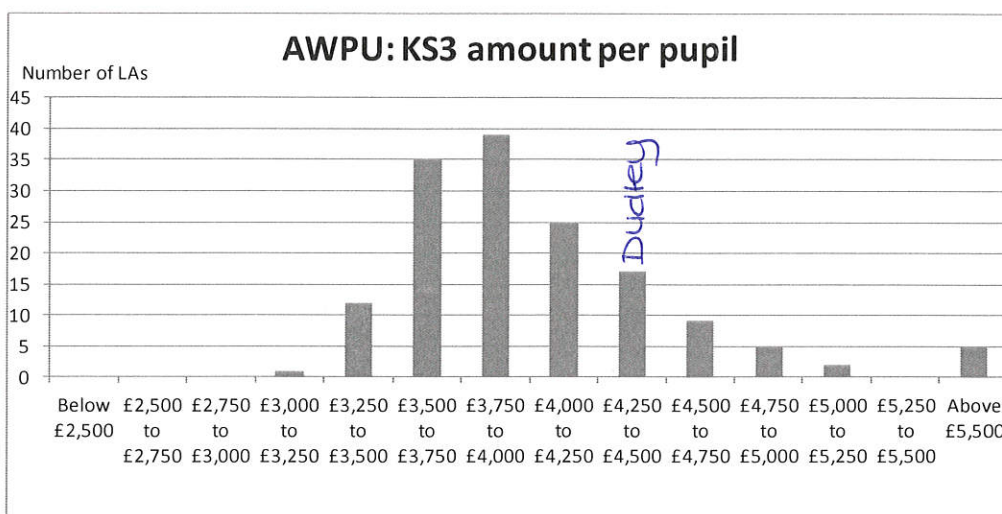
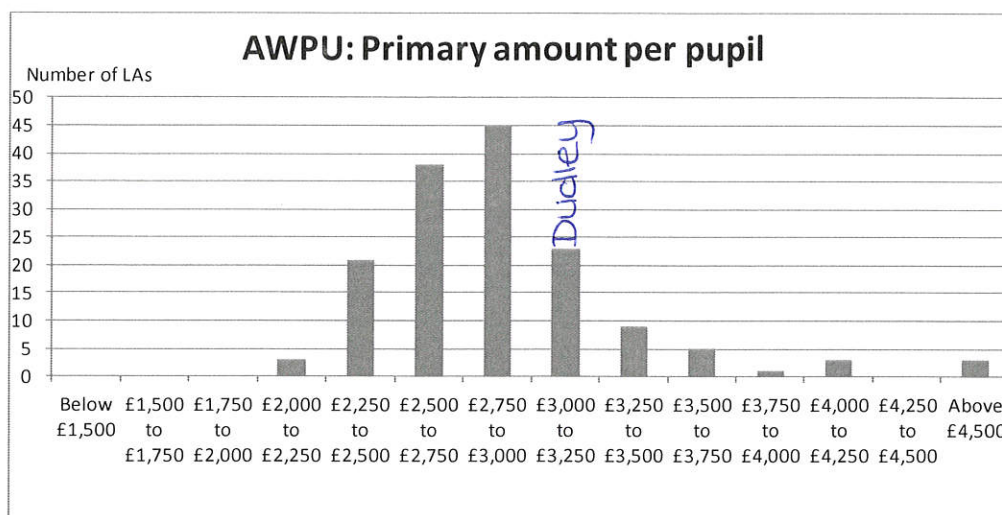
© Crown copyright 2013

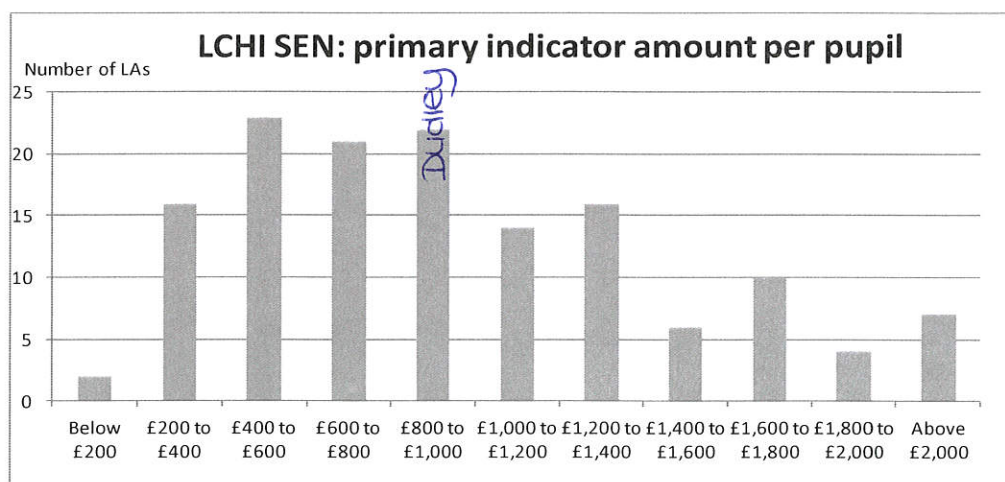
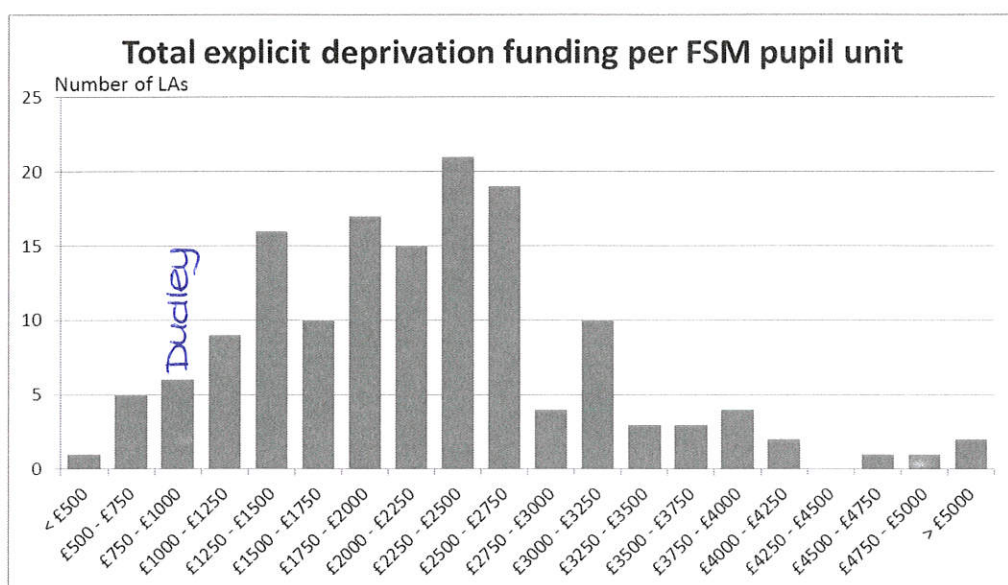
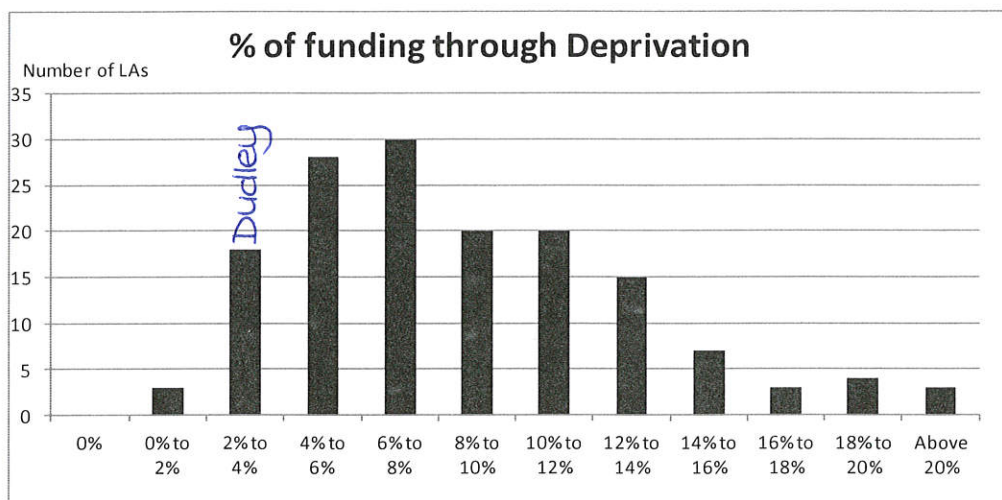
You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

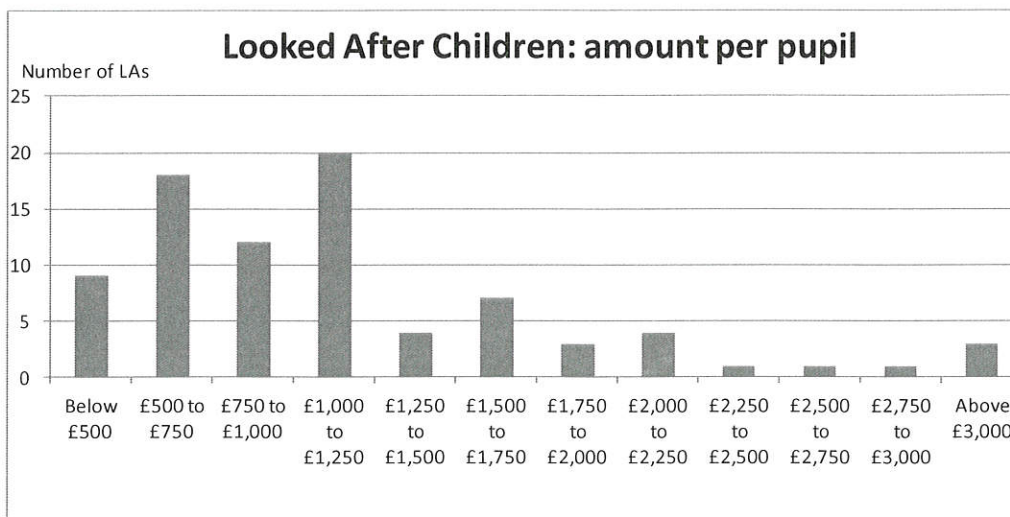
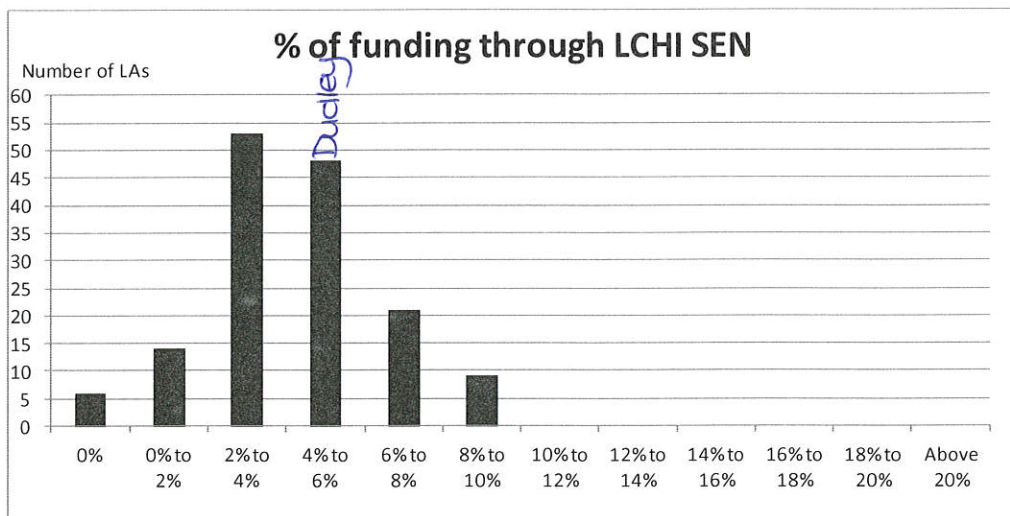
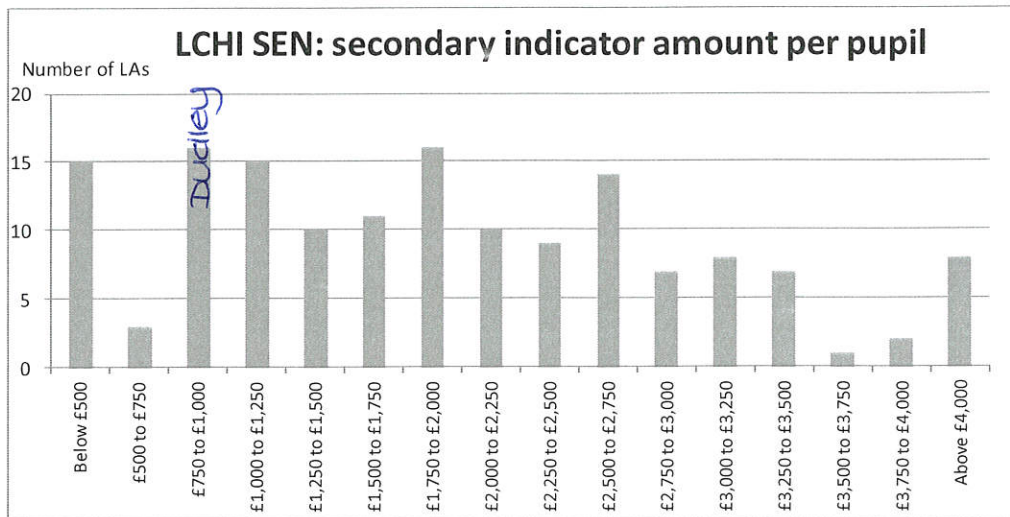
Any enquiries regarding this publication should be sent to us at [Funding.REVIEW2013-14@education.gsi.gov.uk](mailto:Funding.REVIEW2013-14@education.gsi.gov.uk). This document is also available from our website at [www.education.gov.uk](http://www.education.gov.uk)

## Annex: Details of distribution of the Schools Block

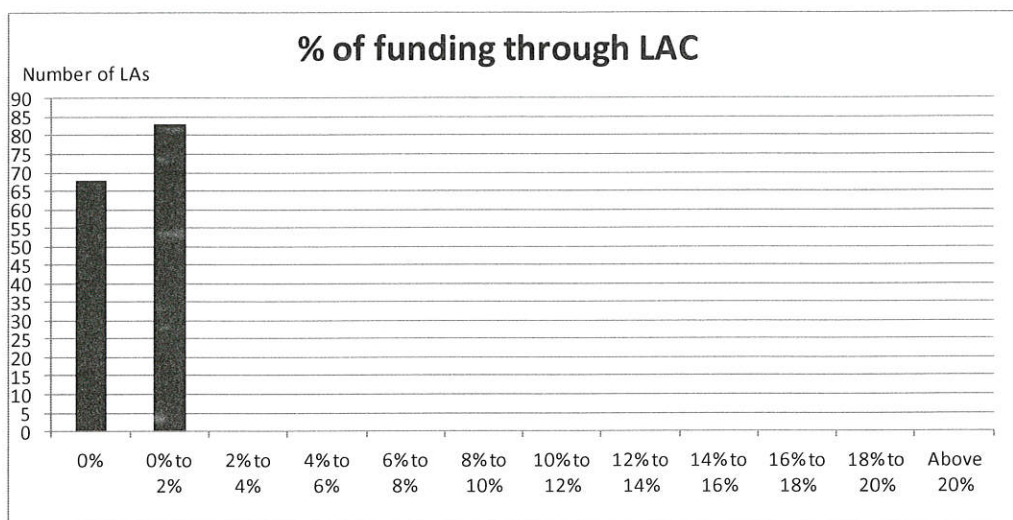




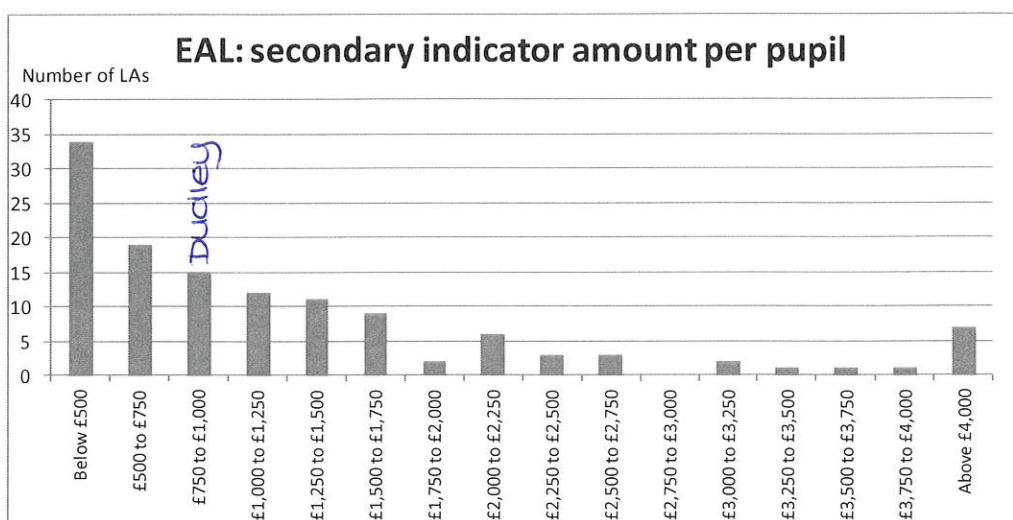
<sup>2</sup> Per FSM pupil unit amounts were derived by taking the sum total of the funding an LA had allocated through the deprivation factors and dividing it by the number of pupils with FSM in the LA. Data is taken from analysis of the October 2012 submissions. Because this is early data, some schools have had to be excluded from the analysis. Where a large number of schools in one LA have been excluded the whole LA is excluded from the chart



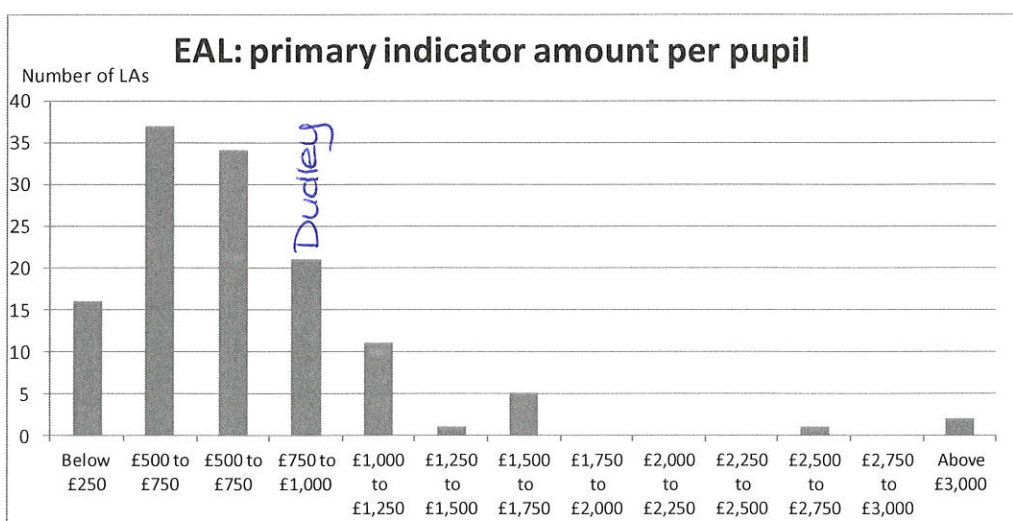




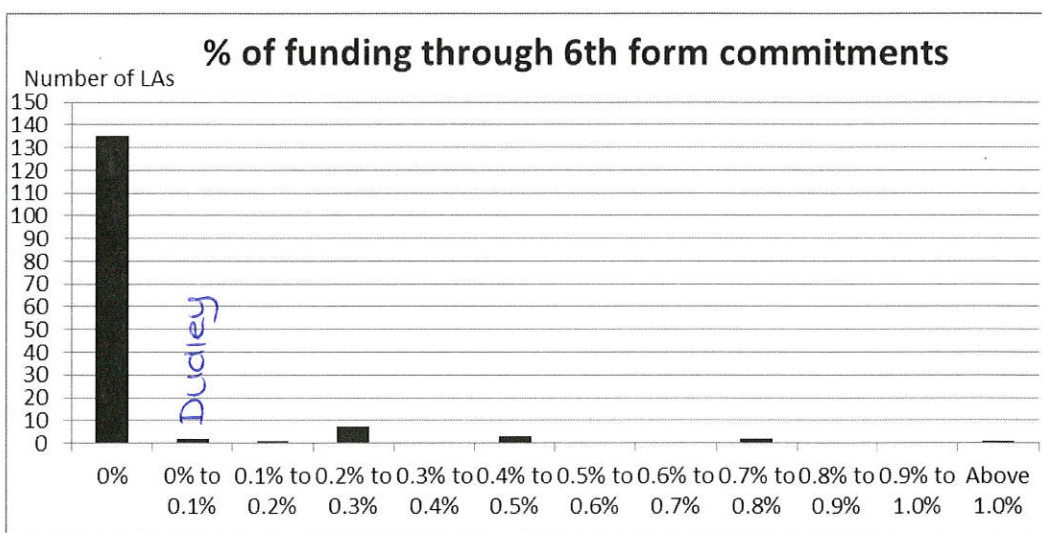
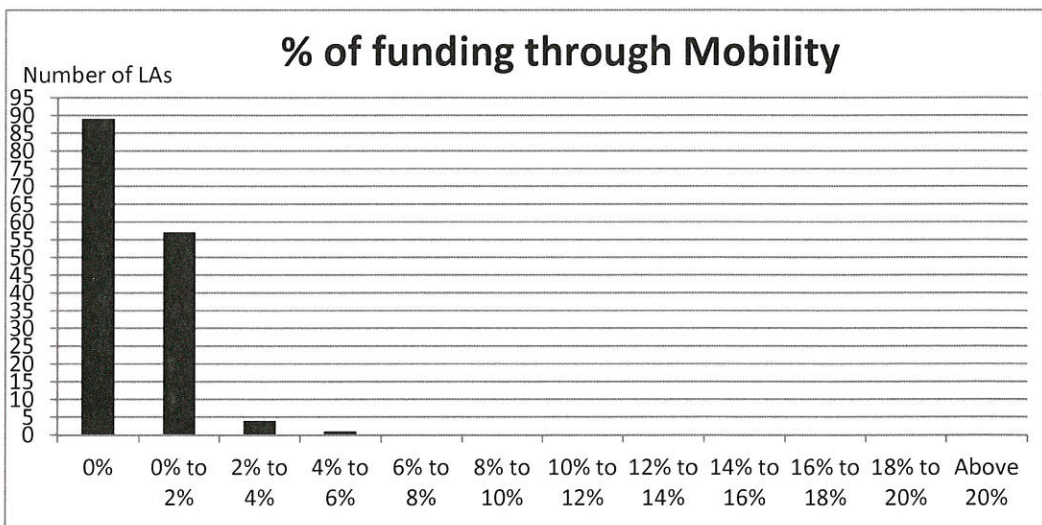
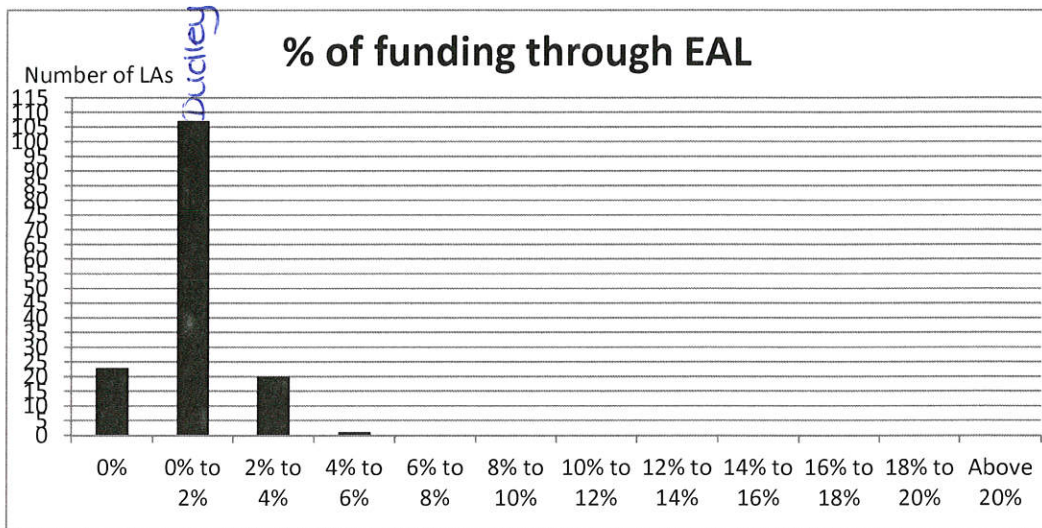
N/A

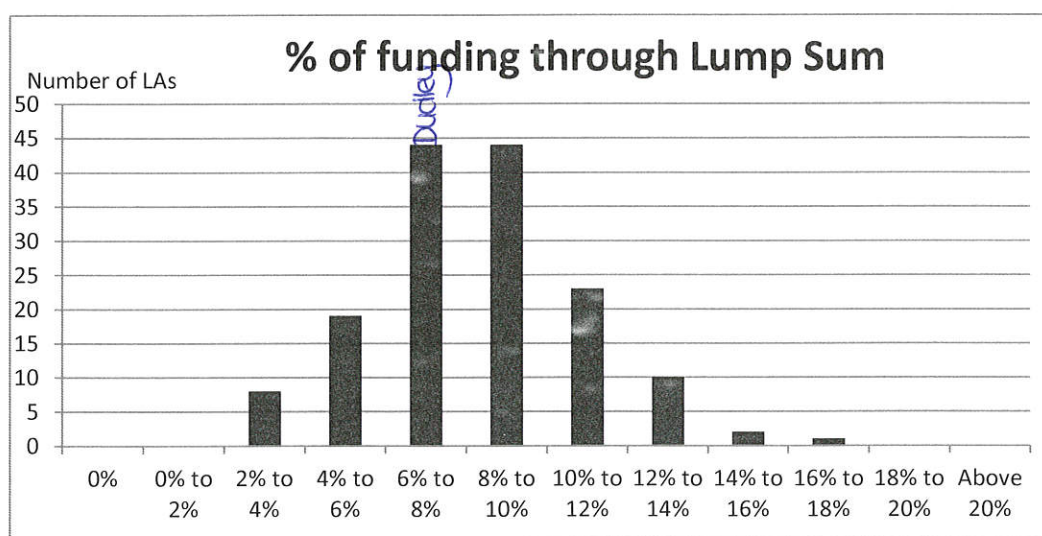
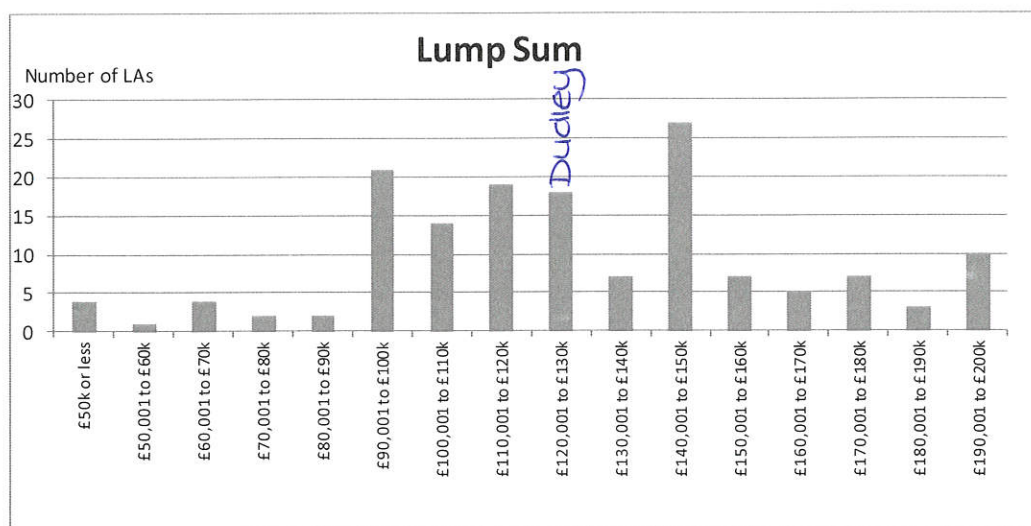
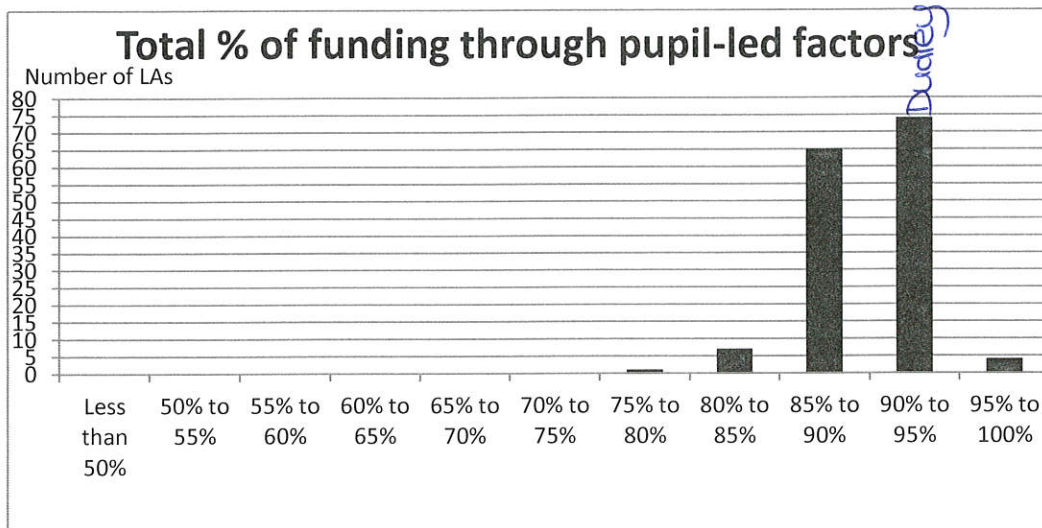


£843.40



£843.40







# **Review of 2013-14 School Funding Arrangements Response Form**

The closing date for responding is 26 March 2013.

Your comments must reach us by that date.

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

**Please tick if you want us to keep your response confidential. ☐**

**Name:**

Jane Porter (Director of Children's Services) on behalf of Dudley Schools Forum

**Organisation (if applicable):**

Dudley MBC

**Address:**

Westox House  
Trinity Road  
Dudley DY1 1JQ

If you have an enquiry related to the policy content or the review document you can email [Funding.REVIEW2013-14@education.gsi.gov.uk](mailto:Funding.REVIEW2013-14@education.gsi.gov.uk)

## Section 1: Are we moving towards national consistency?

**Question 1:** Should we set a minimum threshold for the pupil-led factors and, if so, at what level?

Example quoted 85% Dudley currently at 91.6% - this works well for Dudley and endorses the principle of funding being pupil - led

Suggested response: Yes

Dudley's 2013/14 funding for deprivation was based on the equivalent budgets allocated through the 2012/13 formula.

Dudley targets 3.9% of funding into deprivation

prior

attainment factors.

Dudley's 2013/14 funding for prior attainment was based on the equivalent budgets allocated through the 2012/13 formula for underattainment together with the first £6000 of statement funding. This was then allocated to schools based on the number of pupils identified within the DfE data set.

(Dudley currently 4.1%)

## Section 2: Areas of concern and possible changes for 2014-15

### Prior Attainment

**Question 4:** Do you agree that local authorities should continue to use EYFSP data as an attainment-related proxy or should we consider use of a different indicator to identify low cost SEN in primary schools? If so, what indicator?

EYFSP data will not be available after 2013/14.  
HTCF-BWG and Schools Forum to comments on different indicators available to use

### Pupil mobility

**Question 5:** Would it help to allow an additional weighting to be given if a school experiences in-year changes to pupil numbers above a certain threshold? If so, where should this threshold be set?

Dudley decided to not use this factor for 2013/14. However, if used this formula factor could only use the DfE mobility data based on the previous 3 years.

HTCF – BWG & Schools Forum to comment.

### The lump sum

**Question 6:** In areas with large numbers of small schools, could the problem of having a fixed lump sum be overcome by reducing the relevant AWPU?

Dudley schools don't match DfE criteria for "small schools" (less than 100 pupils) but the principle of reducing AWPU to increase the lump sum for some schools is a possible solution but not always affordable.

HTCF – BWG & Schools Forum to comment.

**Question 8:** We said in June that we would review the level of the lump sum cap (currently £200,000) for 2014-15 in order to establish whether it is the minimum cap needed to ensure the sustainability of necessary small schools. If we continued with one lump sum for both primary and secondary, what would be the minimum level of cap needed to ensure the sustainability of necessary small schools? If we had separate lump sums for primary and secondary, what would be the minimum cap needed for each in order to ensure the sustainability of necessary small schools?

Dudley's lump sum is £130k.

Minimum cap for small schools – HTCF – BWG & Schools Forum to comment

Minimum cap for primary and secondary - HTCF – BWG & Schools Forum to comment

schools becoming unviable?

Suggested response: Other L.A.s affected by this to comment – N/A for Dudley.

Suggested response: Other L.A.s affected by this to comment – N/A for Dudley.

Suggested response : Yes – Dudley would wish to retain Lump Sum factor as “smaller” schools not necessarily covered by DfE definition do require lump sum funding to contribute to unavoidable fixed costs and overheads not covered by “per pupil” funding

**Question 12:** What alternative sparsity measures could we use to identify necessary small schools in rural areas?

Suggested response: Other L.A.s affected by this to comment – N/A for Dudley.

HTCF– BWG & Schools Forum to comment

indicators in order to prevent significant losses to schools with a high proportion of deprived pupils, why do you think that is the case?

Suggested response: The issue for Dudley was the mainstreaming of grants which previously targeted a significant amount of funding to a few schools. Whichever methodology used for targeting funding under the new framework would not replicate the historic values to these few schools.

deprivation, mobility and pastoral care through the Pupil Premium) require additional funding in order to achieve as well as non-service children?

Suggested response N/A

### Other groups of pupils

**Question 16:** Have the 2013-14 reforms prevented local authorities from targeting funding to groups of pupils that need additional support? If so, which?

Issue for Dudley MBC

- Ex- statement funded pupils attract same value as LCHI pupils up to £6k threshold - is this fair ?
- Pupils arriving in the country with no EYSFP or KS2 results receive no additional funding as no prior attainment data exists but additional support is required
- Children with physical disabilities with no SEN do not attract additional funding under

**Question 17:** In cases where a population bulge is imminent, what is preventing good and necessary schools from staying open?

Suggested response: HTCF– BWG & Schools Forum to comment

the

Suggested response: HTCF– BWG & Schools Forum to comment

### Section 3: Options for adjusting high needs funding in 2014-15 and beyond

**Question 19:** Would a formula factor that indicates those pupils who receive top-up funding be a useful addition to help deal with the funding of high needs?

The proposal is to include “High Needs” indicator in School Census from 2015-16 for pupils receiving top-up funding to help to identify those schools which have disproportionate population of pupils with High Needs. “could be used to target extra funding”. UBUTU if a formula factor means extra funding is from Schools budget rather than HNB

Suggested response: HTCF– BWG & Schools Forum to comment

cal  
000

threshold? Should it be made a requirement from 2014-15?

Suggested response: Yes

ice

Suggested response: Yes helpful when new systems are changing.

ems

Suggested response: the planned place returns submitted by local authorities to the DfE should be one comprehensive list and not 2 separate documents.



## Section 4: Schools Forums

**Question 23:** Do you think that Schools Forums are operating more democratically and transparently? If not, what further measures could the Department take in order to improve this?

Suggested response: No impact for Dudley Schools Forum – was previously operating democratically and transparently

**Thank you for taking the time to let us have your views.**

Completed questionnaires and other responses should be sent to the address shown below by 26 March 2013.

Send by e-mail to: [Funding.REVIEW2013-14@education.gsi.gov.uk](mailto:Funding.REVIEW2013-14@education.gsi.gov.uk)

Send by post to:

Anita McLoughlin  
Funding Policy Unit  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

---

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Dudley's Scheme for Financing Schools – Approval Schools Forum**

**Purpose of Report**

1. To seek urgent approval by Schools Forum for the proposed amendments required to the Dudley's Scheme for Financing Schools from April 2013.

**Budget Working Group Discussed**

2. Yes - 13 March 2013

**Schools Forum Role and Responsibilities**

3. The School and Early Years Finance (England) Regulations 2012 advise on the approval, by the Schools Forum or the Secretary of State, of proposals to revise a local authority's scheme of financing:
  - a. Where a local authority submit a copy of their proposals to revise their scheme to their Schools Forum for approval, the members of the Schools Forum who represent schools maintained by the authority may:
    - i. approve any such proposals;
    - ii. approve any such proposals subject to modifications; or
    - iii. refuse to approve any such proposals.
  - b. Where the Schools Forum approves the proposals to revise the scheme, it may specify the date upon which the revised scheme is to come into force. Where:
    - i. the Schools Forum refuses to approve proposals, or approves any such proposals subject to modifications which are not acceptable to the local authority; or
    - ii. the local authority are not required to establish a schools forum for their area,the authority may apply to the Secretary of State for approval of such proposals.
  - c. The Secretary of State may:
    - i. approve any such proposals;
    - ii. approve any such proposals subject to modifications; or
    - iii. refuse to approve any such proposals.

- d. When approving proposals to revise the scheme, the Secretary of State may specify the date upon which the revised Scheme is to come into force.
- e. No revised scheme is to come into force unless approved by the Schools Forum or the Secretary of State in accordance with Part 4 of the School and Early Years Finance (England) Regulations 2012.

#### **Action for Schools Forum**

- 4. Schools Forum has the power to approve amendments to the Scheme of Financing without the need for consultation with stakeholders and is asked to approve the urgent amendments required to Dudley's Scheme for Financing Schools from 1 April 2013.

#### **Attachments to Report**

- 5. Appendix A – Summary of Proposed Changes

Rachael Parkes  
Senior Accountant  
1 March 2013

---

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Dudley's Scheme for Financing Schools – Approval by Schools Forum**

**Purpose of Report**

1. To seek urgent approval by Schools Forum for the proposed amendments required to the Dudley Scheme for Financing Schools from April 2013.

**Background**

2. Under section 48 of the Schools Standards and Framework Act 1998 all local authorities are required to establish and maintain a scheme for financing school's setting out the relationship between the local authority and the schools' it maintains.
3. No revised scheme for financing schools' is to come into force unless approved by the Schools Forum or the Secretary of State in accordance with Part 4 of the School and Early Years Finance (England) Regulations 2012.
4. The School and Early Years Finance (England) Regulations 2012, schedule 5, lists the issues that all schemes should address. The Department for Education (DfE) provides guidance to local authorities on the more detailed content of their schemes. This guidance is revised from time to time to reflect changes and amendments to legislation and policy directed through the School Finance Regulations.
5. Where the DfE issue revised Schools Finance Regulations, then Dudley's Scheme of Financing is automatically updated, there is no requirement for consultation on these occasions as the amendments are normally formal directions.
6. The Scheme for Financing Schools was last updated in March 2012 for directed revisions effective from 1 April 2012 as notified by the DfE 22 February 2012.

**Approval Process**

7. Schools Forum has the power to approve amendments to the Scheme of Financing without the need for consultation with stakeholders. Full details can be found in Part 4 of the School and Early Years Finance (England) Regulations 2012.

**Proposed Amendments**

8. As part of the DfE's national School Funding Reforms from 1 April 2013, Pupil Referral Unit (PRU) budgets are to be delegated. Therefore Dudley's Scheme for Financing Schools needs to be updated to reflect that the Scheme will now also apply to PRUs maintained by the Authority.

9. Due to the short timeframe and the urgency of the inclusion of PRUs in the scheme for 1 April 2013 it is proposed that the standard 13 week consultation period is not implemented in this case and that Schools Forum approve the minimum but urgent amendments as stipulated in Appendix A of this report.
10. A further update of the Scheme for Financing Schools is then proposed for Summer 2013 to incorporate any non urgent changes and this would then be subject to a 13 week consultation period.

### **Finance**

11. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
12. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
13. From 1<sup>st</sup> April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

### **Law**

14. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

### **Equality Impact**

15. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

### **Recommendation**

16. Schools Forum to note the essential amendments required in respect of Dudley's Scheme for Financing Schools (as outlined in Appendix A) and to approve the Scheme effective from 1 April 2013.



**Jane Porter**  
**Director of Children's Services**

Contact Officer: Karen Cocker, Children's Services Finance Manager  
[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382

**Summary of proposed changes to Scheme for Financing Schools effective April 2013**

- All references to the Acting Director of Children's Services have been amended to Director of Children's Services.
- All references to Governing Bodies have been amended to Governing Bodies and Management Committees of PRUs.
- All references to schools have been amended to schools and PRUs.
- All reference to Headteachers have been amended to Headteachers and Head of Centre.
- All references to Governors have been amended to Governors and Management Committee Members.
- Annex A – List of schools and PRUs to which this scheme applies, has been updated:
  - The following schools that have converted to Academy status recently have been removed:
    - High Arcal
    - Earls High
    - Kingswinford
  - The following PRUs have been added:
    - The Mere – KS1/2
    - Sycamore Centre – KS3
    - Abberley Centre – KS4
    - Cherry Trees – Home and Hospital Tuition

---

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**The Pupil Premium - Reporting**

**Purpose of Report**

1. To update Schools Forum members in respect of the recent publications issued by Ofsted which provide information, advice and guidance in respect of the Pupil Premium.

**Discussed at HTCF – BWG**

2. Yes –13 March 2013.

**Schools Forum Role and Responsibilities**

3. The Pupil Premium is a separate grant payable to schools by the DfE and is outside of the Dedicated Schools Grant (DSG) arrangements. Therefore Schools Forum has no direct responsibilities in respect of the pupil premium grant.
4. The Forum is however the 'guardian' of the local Schools Budget which is funded by the DSG, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process.
5. Given that the pupil premium is the largest revenue funding stream available to schools after the DSG delegated budget funding it is useful for Schools Forum to be aware of the reporting requirements for schools, particularly in light of the requirement from September 2012 for schools to report on-line how they have used the pupil premium and the impact it has made on pupil attainment and progress.

**Actions for Schools Forum**

6. To note the latest information, advice and guidance issued by Ofsted in respect of the Pupil Premium.

**Attachments to Report**

7. Appendix A – Ofsted publication "The Pupil Premium - How schools are spending the funding January 2013".
8. Appendix B – Ofsted publication "Analysis and challenge tools for schools January 2013"

Sue Coates  
Senior Principal Accountant  
4 March 2013



**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**The Pupil Premium - Reporting**

**Purpose of Report**

1. To update Schools Forum members in respect of the recent publications issued by Ofsted which provide information, advice and guidance in respect of the Pupil Premium.

**Background**

2. The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. Schools are free to spend the money they are allocated as they see fit, however the DfE are clear that schools will be held accountable for how this additional funding to support pupils from low-income families and from service families is used.
3. The Pupil Premium was set at £600 per pupil and the Service Child Premium £250 per pupil for 2012/13 and these values have now been confirmed by the DfE at £900 and £300 respectively for 2013/14.

**Pupil Premium Reporting**

4. With effect from September 2012, schools are required to report on-line how they have used the pupil premium and the impact it has made on pupil attainment and progress. Whilst the DfE is clear that this information must be published on-line until now there has been no specific advice about how schools should report on the use and impact of the pupil premium. Ofsted ***"It is for schools to use their professional judgement and decide how they want to publish on-line details of their Pupil Premium allocation"***
5. At a recent Schools Forum meeting a Member enquired whether there were any examples of good practice on reporting of the pupil premium. This report seeks to advise Schools Forum of the relevant data which has recently been made available in response to that request. The data links included within this report will be circulated to all Dudley schools in the next Budget Fact Sheet.
6. On 11 February 2013 Ofsted's Chief Inspector of Schools stated *"A growing number of schools are now using their Pupil Premium funding effectively to raise*

*achievement levels among poorer pupils, however, a significant minority are still struggling to show how the money is making any meaningful impact in terms of narrowing the gap between pupils from low income and more affluent families”.*

7. At this time Ofsted published a report “*The Pupil Premium - How schools are spending the funding January 2013*”, which draws together some of the effective practice that Her Majesty’s Inspectors found during their visits in the Autumn term to 68 schools to see how effectively they were spending their Pupil Premium funding to maximise achievement.
8. A copy of the document *The Pupil Premium - How schools are spending the funding January 2013* is attached at Appendix A for reference and is available electronically at;  
<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>.
9. Ofsted have also published “*Analysis and challenge tools for schools January 2013*” containing toolkits which enable schools to;
  - Identify gaps in pupil achievement between Free School Meal (FSM) pupils and non-FSM pupils;
  - Reflect on strengths and priorities both reflected and not reflected in the above data, and
  - Create a planning and evaluation outline.
  - The toolkit also contains self review questions for Governing Bodies.
10. A copy of the document *Analysis and challenge tools for schools January 2013* is attached at Appendix B for reference and is available electronically at;  
<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>

## **Finance**

11. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations.
12. Schools Forums are regulated by the regulated by the Schools Forums (England) Regulations 2012.
13. From 1<sup>st</sup> April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

## **Law**

14. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

### **Equality Impact**

15. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

### **Recommendation**

16. Schools Forum to note the latest guidance and publications issued by Ofsted in respect of the Pupil Premium:

- The Pupil Premium - How schools are spending the funding January 2013 (Appendix A); and
- Analysis and challenge tools for schools January 2013 (Appendix B).

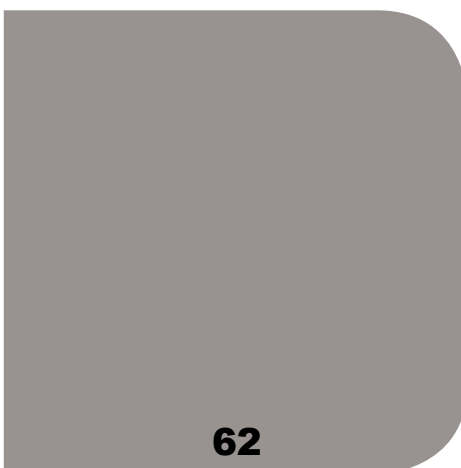


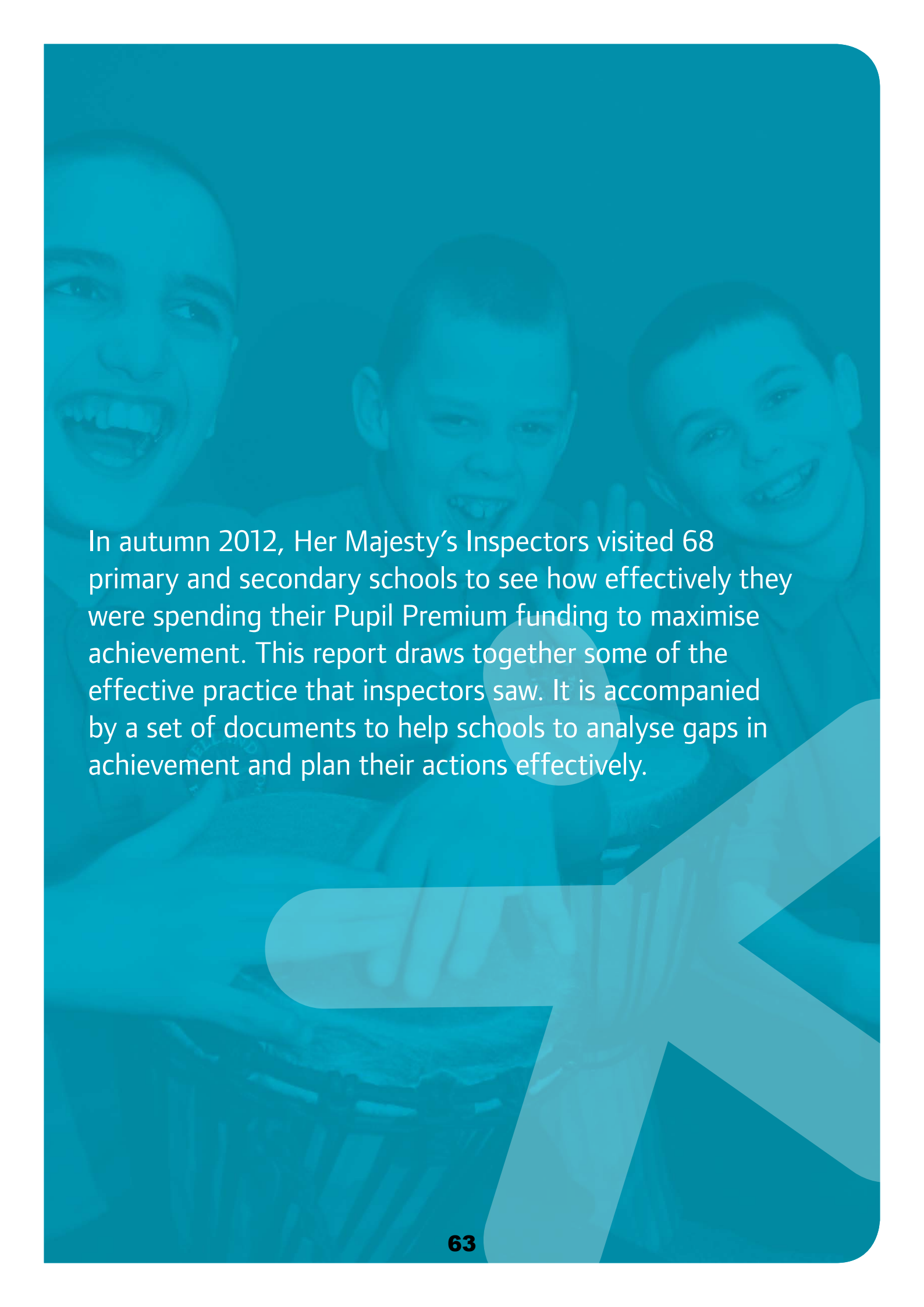
Jane Porter  
**Director of Children's Services**

Contact Officer: Karen Cocker, Children's Services Finance Manager  
[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382

# The Pupil Premium

How schools are spending the funding successfully to maximise achievement





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

# Contents

Foreword from Her Majesty's Chief Inspector	1
Introduction	2
Spending the Pupil Premium successfully to maximise achievement – the overview	3
How schools maximised the impact of their spending	9
Targeting the funding well from the outset	9
Effective intervention classes and individual tuition to improve achievement in English and mathematics	11
Ensuring that teaching assistants help to raise standards	14
Minimising barriers to learning and achievement	18
Meeting individuals' particular needs	20
The active involvement of governors	22
Effective monitoring and evaluation of the impact of spending	23
Carefully planned summer schools with a clear purpose	25
Notes	27
Further information	28
Annex A: Providers visited	29



# Foreword from Her Majesty's Chief Inspector

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

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

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

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

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

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

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

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

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

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

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

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

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

# Introduction

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months.<sup>1</sup> Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.<sup>2</sup>

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

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

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

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

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

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

<sup>3</sup> *The Pupil Premium*, Ofsted, September 2012, [www.ofsted.gov.uk/resources/120197](http://www.ofsted.gov.uk/resources/120197).



# Spending the Pupil Premium successfully to maximise achievement – the overview

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

- carefully ringfenced the funding so that they always spent it on the target group of pupils
- never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- drew on research evidence (such as the Sutton Trust toolkit<sup>4</sup>) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
- systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
- ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
- ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress

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

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

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

## Spending the Pupil Premium successfully to maximise achievement – the overview

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

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

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

### An analytical approach to improving achievement

#### The school’s context

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

#### How did the school spend the funding?

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

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

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

## Spending the Pupil Premium successfully to maximise achievement – the overview

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

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

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

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

### What was the impact of the school's work?

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

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

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

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

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

## Spending the Pupil Premium successfully to maximise achievement – the overview

### 'Gap busters' – identifying the levers for improvement

#### The school's context

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

#### How did the school spend the funding?

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

#### The ten 'top gap busters'

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

## Spending the Pupil Premium successfully to maximise achievement – the overview

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

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

### What was the impact of the school's work?

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

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

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

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



## Spending the Pupil Premium successfully to maximise achievement – the overview



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



# How schools maximised the impact of their spending

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

## Targeting the funding well from the outset

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

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

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

### The school's context

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

### What did the school do?

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

### How well did it work and why?

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

## How schools maximised the impact of their spending

### Targeting specific year groups in a primary school

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

### Involving staff in making decisions about pupils' needs

#### The school's context

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

#### What did the school do?

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

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



## How schools maximised the impact of their spending

### How well did it work and why?

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

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

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

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

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

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

## How schools maximised the impact of their spending

### Tailoring interventions to meet individual needs through systematic tracking of progress

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

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

### Intervention targeted to overcome specific barriers to learning

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

## How schools maximised the impact of their spending

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

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

#### The school's context

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

#### What did the school do?

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

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

#### How well did it work and why?

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

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

## How schools maximised the impact of their spending

### Ensuring that teaching assistants help to raise standards

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

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

### A well trained workforce

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

<sup>6</sup> For example *The Special Educational Needs And Disability Review*, Ofsted 2010; [www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review](http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review).

## How schools maximised the impact of their spending

### Making teaching assistants a full part of the team

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

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

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

#### The school's context

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

#### What did the school do?

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

## How schools maximised the impact of their spending

### How well did it work and why?

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

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

### Removing barriers to learning by developing subject-specific vocabulary

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

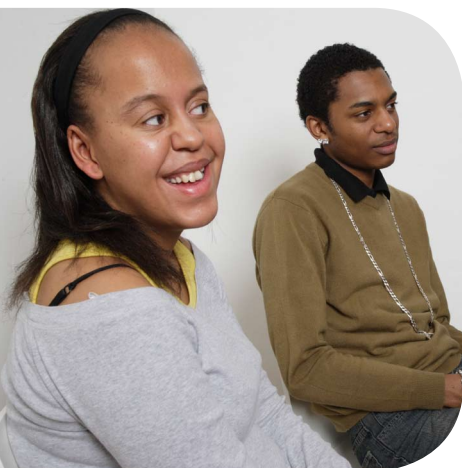
This approach was very successful because **the teaching assistant's specialist skills were put to good use** to help pupils to improve their achievement and to remove specific barriers to their learning in different subjects. The impact of the work she did with pupils was evident in the quality of their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



## How schools maximised the impact of their spending



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



## How schools maximised the impact of their spending

### Minimising barriers to learning and achievement

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

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

### Focusing on attendance

#### The school's context

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

#### What did the school do?

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

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

#### How well did it work and why?

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



## How schools maximised the impact of their spending

### Providing after-school study facilities

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

### Creating a nurture group to improve achievement

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

## How schools maximised the impact of their spending

### Meeting individuals' particular needs

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

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

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

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

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

## How schools maximised the impact of their spending

### Raising aspirations and broadening experiences for a high attaining pupil

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

### Maintaining high aspirations at a time of personal crisis

#### The school's context

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

#### What did the school do?

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

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

#### How well did it work and why?

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

## How schools maximised the impact of their spending

### The active involvement of governors

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

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

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

### A fully involved governing body

#### The school’s context

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

#### What did the school do?

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

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

#### How well did it work and why?

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

<sup>8</sup> See footnote 3 and further information section.

## How schools maximised the impact of their spending

### Effective monitoring and evaluation of the impact of spending

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

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

### A change in strategy arising from good quality evaluation

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

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

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

## How schools maximised the impact of their spending

### Monitoring and evaluation – everyone’s responsibility

#### The school’s context

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

#### What did the school do?

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

#### How well did it work and why?

Achievement gaps between pupils who attracted Pupil Premium funding, other pupils in the school and all pupils nationally were narrowing convincingly in all year groups. **This was because the school tracked the achievement of this group closely and intervened quickly to tackle underperformance.**

The governing body challenged senior leaders on the achievement of this group because they received timely reports. Consequently they were able to hold senior leaders to account for their use of the funding to narrow achievement gaps.

### The effective use of tracking to monitor improvement and identify need

#### The school’s context

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

#### What did the school do?

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

#### How well did it work and why?

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



## How schools maximised the impact of their spending

### Carefully planned summer schools with a clear purpose

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

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

### A well planned summer school programme

#### The school's context

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

#### What did the school do?

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

#### How well did it work and why?

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

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

## How schools maximised the impact of their spending

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

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

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

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



# Notes

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

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

## Further information

*The Pupil Premium*, Ofsted, September 2012, [www.ofsted.gov.uk/resources/120197](http://www.ofsted.gov.uk/resources/120197).

*Supporting children with challenging behaviour through a nurture group approach*, Ofsted, July 2011; [www.ofsted.gov.uk/resources/100230](http://www.ofsted.gov.uk/resources/100230).

*The special educational needs and disability review*, Ofsted 2010; [www.ofsted.gov.uk/resources/090221](http://www.ofsted.gov.uk/resources/090221).

*Pupil Premium – what you need to know*, Department for Education, 2012; [www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp](http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp).

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

# Annex A: Providers visited

## Primary schools visited

### Primary school

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

### Local authority

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

## Providers visited

### Secondary schools visited

#### Secondary school

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

#### Local authority

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/130016](http://www.ofsted.gov.uk/resources/130016)

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

To receive tailored information about the latest published findings and news from Ofsted in your area of interest, register on the Ofsted website at:  
<http://www.ofsted.gov.uk/user>

Give Ofsted your views on your child's school  
[www.parentview.gov.uk](http://www.parentview.gov.uk)

Twitter: <http://twitter.com/Ofstednews>

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 130016

© Crown copyright 2013



# The Pupil Premium

Analysis and challenge tools for schools

---

This booklet accompanies Ofsted's Pupil Premium report (January 2013). It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

**Age group:** 5–16

---

**Published:** January 2013

---

**Reference no:** 130045



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/130045](http://www.ofsted.gov.uk/resources/130045).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 130045

© Crown copyright 2013



## Contents

---

<b>Analysis and challenge toolkit for school leaders: secondary</b>	<b>4</b>
Where are the gaps in Year 11?	5
Where are the gaps (other year groups)?	6
Where are the gaps (other eligible groups)?	6
Reflective questions	7
<b>Analysis and challenge toolkit for school leaders: primary</b>	<b>8</b>
Where are the gaps (Year 6)?	9
Where are the gaps (other year groups)?	10
Where are the gaps (other eligible groups)?	11
Reflective questions	11
<b>Planning and evaluation outline</b>	<b>12</b>
<b>Self-review questions for Governing Bodies</b>	<b>13</b>



## Analysis and challenge toolkit for school leaders: secondary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 11 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2011-12	
2012-13	
2013-14	

	2011-12		2012-13	
Percentage of FSM pupils				
Number of FSM pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of looked after pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of service children eligible for the Pupil Premium	@£200	=	@£250	=



<b>Total</b>						
--------------	--	--	--	--	--	--

## Where are the gaps in Year 11?

<b>Year 11: Indicator</b> (using data from RAISEonline for 2011 and 2012, and school data for current Year 11. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever 6' measure. LAC and service children in later section).	<b>2011 gap between FSM and non FSM</b>	<b>2012 gap between FSM and non FSM</b>	<b>2013 predicted outcome for FSM</b>	<b>2013 predicted outcome for non FSM</b>	<b>2013 predicted gap</b>	<b>Comments/ contextual information</b>
Attainment – 5+ A*-C passes including English and mathematics						
Attainment – average points score in English						
Attainment – average points score in mathematics						
Attainment – average points score (best eight GCSEs)						
Attainment – average points score (best eight GCSEs including equivalents)						
Achievement – expected progress in English						
Achievement – more than expected progress in English						
Achievement – expected progress in mathematics						
Achievement – more than expected progress in mathematics						
Achievement – value-added score (best eight GCSEs)						
Achievement – value-added score (best eight GCSEs including equivalents)						
Attendance						
Persistent absence						

Fixed-term exclusions

## Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?
Year 7	
Year 8	
Year 9	
Year 10	

## Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	
Service children	

## Reflective questions

---

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan, or use the separate planning and evaluation outline on page 12.

---

Which strengths are not reflected in your self-evaluation?

---

Which priorities are not reflected in your school improvement plans?

---

## Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2011-12	
2012-13	
2013-14	

	2011-12		2012-13	
<b>Percentage of FSM pupils</b>				
Number of FSM pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of looked after pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of service children eligible for the Pupil Premium	@£200	=	@£250	=



<b>Total</b>						
--------------	--	--	--	--	--	--

## Where are the gaps (Year 6)?

<b>Year 6: Indicator</b> (using data from RAISEonline for 2011 and 2012, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure. LAC and service children in later section).	<b>2011 gap between FSM and non FSM</b>	<b>2012 gap between FSM and non FSM</b>	<b>2013 predicted outcome for FSM</b>	<b>2013 predicted outcome for non FSM</b>	<b>2013 predicted gap</b>	<b>Comments/ contextual information</b>
Attainment - Level 4+ in English						
Attainment - Level 4+ in mathematics						
Average points score – English						
Average points score – reading						
Average points score – writing						
Average points score – mathematics						
Achievement – expected progress in English						
Achievement – more than expected progress in English						
Achievement – expected progress in mathematics						
Achievement – more than expected progress in mathematics						
Attendance						

Persistent absence

Fixed-term exclusions

## Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Early Years Foundation Stage	
Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)	
Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)	
Year 3	
Year 4	

Year 5

## Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	
Service children	

## Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?



Which priorities are not reflected in your school improvement plans?

## Planning and evaluation outline

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?</b>

## Self-review questions for Governing Bodies

### Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

### Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
  - give details of how the resources are to be allocated?

- give an overview of the actions to be taken?
  - give a summary of the expected outcomes?
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
  - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
  4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
  5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

### **Pupils' progress and attainment**

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

**Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?**

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Schools Forum Membership - Update**

**Purpose of Report**

1. The purpose of this report is to advise on forthcoming appointments to the Forum's membership.

**Budget Working Group Discussed**

2. No.

**Schools Forum Role and Responsibilities**

3. Schools Forum is responsible for ensuring that the constitution and membership meet the legislative requirements detailed in the School Forum (England) Regulations 2012, effective from 1 October 2012.

**Action for Schools Forum**

4. To note the report and the forthcoming appointments to the membership of Schools Forum.

**Attachments**

5. None

Karen Cocker  
Children's Services Finance Manager  
4 March 2013

**Schools Forum 19 March 2013**

**Report of the Director of Children's Services**

**Schools Forum Membership - Update**

**Purpose of Report**

1. The purpose of this report is to advise on the forthcoming appointments to the Forum's membership.

**Schools Forum Membership**

**Background**

**Membership**

2. The constitution of Schools Forum currently totals 29 members, of which there are 22 schools members, 2 academy members, and 5 non-schools members.
3. Members are elected on a three year rolling programme with Headteacher and the PRU manager posts from the 1<sup>st</sup> November and all other posts from the 1<sup>st</sup> May.

**Appointments and Amendments**

**School Members - Governor Appointments**

4. There are two Governor vacancies to be elected with effect from 1 May 2013. The recent election process has identified the following appointments, which are subject to agreement by the Cabinet Member for Children's Services when the appointment will be formalised through the democratic process before 1<sup>st</sup> May 2013
  - a. Brierley Hill (Primary) – formerly Mr R Timmins.  
Mr L. Ridney was elected to the vacancy. This post is for a three year term of office due to expire 30 April 2016.
  - b. Central Dudley (Secondary) - formerly vacant.  
Mr B. Patterson was elected to the vacancy. This post is for a three year term of office due to expire 30 April 2016.

### Academy Vacancy

5. There are two representatives of the Academy schools, nominated by the governing bodies of the Academies in Dudley's area for which there is currently one Academy vacancy due to Mrs S. Rogers resignation on 24 January 2013. The vacant position has been communicated to the Academy Schools in Dudley with a deadline for nominations for this post of 26<sup>th</sup> March 2013.

### Non school Members

### Union and Professional Associations

6. The representative of the recognised Unions and Professional Associations, nominated by the staff side of the Directorate Joint Consultative Committee will expire on 30<sup>th</sup> April 2013. Therefore the Joint Consultative Committee has been contacted to nominate a member from 1<sup>st</sup> May 2013.

### Catholic Schools Commission

7. There remains a vacancy for a representative of the Catholic Schools Commission nominated by the Commission. The Commission has been contacted on a number of occasions but has not identified a nomination for the position which has been vacant since July 2012.

### Dudley 14–19 Strategic Partnership

8. There remains a vacancy for representative of the Dudley 14–19 Strategic Partnership, nominated by the Partnership.

## **Finance**

9. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
10. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
11. From 1<sup>st</sup> April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

## **Law**

12. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

## **Equality Impact**

13. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

## **Recommendation**

14. Schools Forum to note the contents of the report provided in respect of Dudley's Schools Forum membership appointments from May 2013.



Jane Porter

**Director of Children's Services**

Contact Officer: Karen Cocker, Children's Services Finance Manager

[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382