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Leeds
CITY COUNCIL

Report of: Director of Children and Families

Report to: Scrutiny Board (Children & Families Service)

Date: 19th October 2017

Subject: Scrutiny Inquiry- The Impact of Child Poverty on Attainment, Achievement and Attendance (with a focus on Free School Meals, Learning Improvement, School Governance and Voice & Influence)

Are specific electoral wards affected? If relevant, name(s) of ward(s):	☐	Yes	☒	No
Are there implications for equality and diversity and cohesion and integration?	☒	Yes	☐	No
Is the decision eligible for Call-In?	☐	Yes	☒	No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	☐	Yes	☒	No

1.   Summary of main issues

We know that poverty potentially impacts children and young people, both in the short and long term. Experiencing poverty becomes a statistically significant factor when analysing gaps in educational attainment, physical and mental health, longevity, wellbeing, economic and employment outcomes.

The relationship between Free School Meals eligibility and attainment is reflected in national studies, such as the recent the Education Policy Institute – Closing the Gap; Trends in Educational Attainment and Disadvantage (August 2017). Key conclusions arising from their analysis from the period 2007 to 2016 were that disadvantaged pupils (those eligible for free school meals in last 6 years) finish secondary school 19.2 months behind their peers. This proportion increases with persistent disadvantage (those pupils who were eligible for FSM for 80% or more of their time in school) who had a gap of 24.3 months.

Poverty is, however, a complex topic, with a multitude of intertwining factors that lead to difficulties when defining, measuring and discussing the impact of child poverty. To mitigate the effects of poverty and improve children's life outcomes, Children and Families have established a holistic, whole directorate, approach; working in partnership with a wide variety of educational settings and partners to develop expertise and share knowledge and best practice. This joined up approach is seen as crucial in advantaging the disadvantaged.

The effects of living in poverty can involve hunger, feelings of low self-worth, emotional instability, increased worry and stress; can result in a lack of adequate equipment or educational space at home. Poverty also results in lower wellbeing, poor health, inadequate or crowded homes, and social isolation. All, none, or a combination of these effects can be felt by children who live below the poverty line, with the impact of these effects changing depending on the individual child.

Some children who fall below the poverty line, however, experience home lives that are struggling in monetary terms, but are rich in parental care, stability and emphasis on child learning and development. Some children who live above the poverty line may be rich in monetary terms, but who have instable home lives, with parents who do not invest their time or care and do not emphasise child development.

Children experience differing environments and will develop differently, dependent on their personality, characteristics and the resilience of the child. It is, therefore, extremely difficult to gather intelligence and provide the relevant services and support to two children who live in the same household, let alone for a wide range of children from a wide range of backgrounds and experiences.

With this understanding, the approach to improving the lives of children who experience poverty needs to involve a wide range of partners, who provide knowledge and understanding from a variety of different fields to work with families, schools and additional services. We are aware that the quality of learning that children experience is impacted by their life outside school, which has led to an increased emphasis on working with parents and carers to ensure every child is ready to learn when arriving at school. Schools, however, have little control over the pupil's life outside school, and therefore consideration needs to be paid to the realistic influence that schools can have on mitigating the negative impacts of child poverty, as the impact of experiencing poverty is not left at the school gates.

Children who have been in receipt of Free School Meals at any time in the proceeding 6 years (FSM6) attract additional funding into school budgets. This grant is known as pupil premium. Currently it is set at £1,320 for a primary school child and £935 in a secondary school. The money must be used for raising the attainment of disadvantaged pupils of all abilities to reach their potential

There are additional payments for Children looked after or in a special guardianship or residential order set at £1,900. This pupil premium plus payment must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan

This report will discuss the impact of child poverty on Attainment, Achievement and Attendance (The 3As) with a specific focus on Children and Families services.

2.   Recommendations

2.1.   Members are recommended to:

- Consider and comment on the information provided.
    - Identify the information they may want at future meetings.

3.   Purpose of this report

3.1. This report supports Children's and Families scrutiny inquiry into the impact of poverty on children's learning, with a focus on Free School Meals, Learning Improvement, School Governance and the Voice, Influence and Change team

4.   Background information

4.1. This report:
- Examines the strategic approach to reducing the effects of child poverty, with reference to the statutory requirements of local authorities
- Discusses the definition and complexity of poverty and measuring poverty with a focus on free school meals and pupil premium
- Provides an overview of the strategies, approaches and measures taken by Learning Improvement, Governor Support Service and the Voice, Influence and Change team with regard to reducing the impact of poverty on the 3A's.

5.   Main issues

5.1. Strategic approach to poverty

5.2. The legislative changes to child poverty have removed the need for a child poverty strategy. That is not to say, however, that Leeds City Council do not focus on child poverty, in terms of its impact on health, housing, employment, education, fuel poverty, and wellbeing. The commitment to tackling child poverty has been seen as implicit across all directorates of the council. Children and Families link with a number of local and national initiatives; including troubled families, pupil premium and Education Endowment Foundation research. They also work with key partners from schools, including clusters, learning alliances and seconded Headteachers.

5.3. The Best City for Learning Strategy, 2016-2020 is a strategy to improve education across Leeds. It was developed from intelligence gathered from a series of debates, entitled Leeds: The Big Education Debate. These events were held in 2015, and attended by a wide variety of educationalists and professionals across Leeds. Improving the experiences and outcomes of vulnerable and disadvantaged learners was expressed as an area of necessary improvement within these debates. Seven priorities, born from the debates, were identified and together they create the Best City for Learning Strategy. One of these priorities is 'High Expectations for All', in which the emphasis is placed on identifying 'Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential'. This priority addresses the gap between the less and more advantaged, and discusses the importance of providing equity of education.

5.4. The Annual Standards Report's, 2013-2014, 2014-2015, 2015-2016, all have sections on child poverty and the impact of this on educational attainment in terms of pupil premium and free school meal measures. The Annual Standards Reports now provide an update on the priorities highlighted in the Best City for Learning Strategy.

5.5. Children & Families Service are also looking at creating partnerships across the city that will use impact boards to create interventions that aim to improve specific effects of child poverty, which are then researched to evaluate the impact of these interventions.

5.6. There is a strong feeling in Learning Improvement that if we are going to genuinely advantage the disadvantaged, that we need to be able to forensically analyse data to

create meaningful interventions and targeted support. A data analysis of poverty across Leeds has proved to be as complex as the causes and effects of poverty. As highlighted in previous scrutiny reports, approximately 40% of children in the poorest communities are classed as disadvantaged (in receipt of pupil premium). If we are to address the effects of poverty we also need to be cognisant of the large proportion of children not captured by the government's definition (Free School Meals in the last 6 years – FSM6). We know that in areas where eligibility for pupil premium is low, but poverty is high, that there is often a high degree of in year movement in classes, high levels of English as an additional language and increased numbers of children with a Special or specific educational need or disability. This report briefly addresses such complexity in order to highlight all vulnerable children who need support, however this will be discussed in greater detail at November's Scrutiny session.

6. Free School Meals and Child Hunger
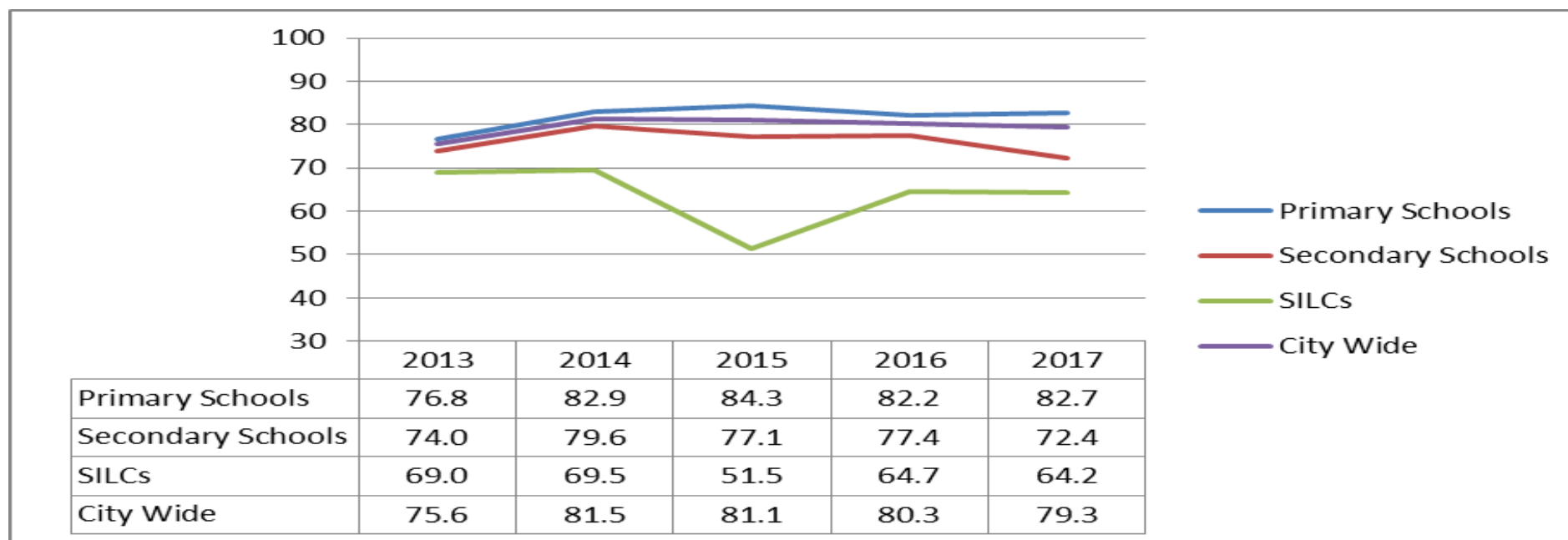
6.1. Free School Meal Take up

The below charts detail the take up of Free School Meals and explores the trend over time

Source: January School Census

Only includes those schools who shared their FSM uptake data

2017: 12 Academies did not send FSM uptake data to the LA

% free school meal take-up	2013	2014	2015	2016	2017
Primary Schools	76.8	82.9	84.3	82.2	82.7
Secondary Schools	74.0	79.6	77.1	77.4	72.4
All Through Schools	-	-	-	81.8	90.9
SILCs	69.0	69.5	51.5	64.7	64.2
City Wide	**75.6**	**81.5**	**81.1**	**80.3**	**79.3**

	2013	2014	2015	2016	2017
Primary Schools	76.8	82.9	84.3	82.2	82.7
Secondary Schools	74.0	79.6	77.1	77.4	72.4
SILCs	69.0	69.5	51.5	64.7	64.2
City Wide	75.6	81.5	81.1	80.3	79.3

6.2. Barriers to uptake of Free School Meals

Research was undertaken by the University of Leeds and Leeds Becket University, for Leeds City Council, in 2012 which made many recommendations about how a school meal service could be improved. The research also looked at the barriers to take up of school meals generally and in terms of free school meals (FSMs). The traditional view that stigma and fussy eating were main factors, was not born out by the research. Whilst these factors may have contributed, by far the most important matters related to the dining experience and quality of food. Below is an extract from the research findings:

"Findings suggested that parents felt the registration process to be relatively straightforward although many secondary schools were not proactive in promoting free school meals. Quality and choice of food were regarded by both pupils and parents as significant in determining school meal choices, with stigma being less of an issue than originally anticipated.

Schools should develop proactive approaches to promoting free school meals and attention should be given not only to the quality and availability of food, but also to the social, cultural and environmental aspects of dining. Processes to maintain pupils' anonymity should be considered to allay parents' fear of stigma. "

The situation has changed considerably since that time and the food quality has improved markedly, in part due to the revision of the School Food Standards in January 2015. A prominent marketing campaign was organised about 4 years ago and a strategy group was established chaired by an Elected Member which oversaw work across services and partners involved in the delivery of the free school meals service. A large part of what can be achieved is dependent on work undertaken directly by schools. The take-up of free school meals in Leeds has hovered around the 80% mark (79.3% at January 2017 Census) for several years and increasing the rate has proved to be difficult. There is a massive variation between schools with take-up below 50% in some schools but others achieving 100% take-up. Uptake in primary schools is typically higher (82.7%) than in secondary schools (72.4%). Programmes in Leeds such as School Food Ambassadors and the Leeds Packed Lunch Guidance and Toolkit also contribute towards an improved lunchtime experience.

Changes in funding has not helped the situation. Previously schools received funding per FSM eaten but following changes in funding method, schools now get all of the budget for FSMs delegated to them as part of the general school funding formula. This means that there is no financial incentive to increase take-up of FSMs. Pupil premium also does not provide an incentive. A school gets pupil premium based on a child having an 'award' for FSMs. The premium is paid irrespective of whether a child eats the meal or not.

There is concern nationally that, because pupils in reception and key stage 1 are now all eligible for a Universal Infant Free School Meal (UIFSM), parents will have less incentive to apply for a FSM, resulting in the school not receiving pupil premium for this. However in Leeds the negative impact of UIFSM on overall FSM numbers is believed to have been small. Whilst there was a fall in awards in the year following the introduction of UIFSM by over 500 this was probably following a trend (the 2 years prior to the introduction of UIFSM saw a fall of over 1500 in awards over the 2 year period). Indeed, 2016 saw a levelling off and there was no fall in awards at all during that year. It is generally believed that in Leeds the number of awards has not been impacted particularly following UIFSM. This is due to the Council's policy of retaining a single benefits claim form. Anyone wanting help with their rent or Council Tax must complete the same form as that used to claim FSMs. Unless they state otherwise, everyone completing a claim form is automatically considered for all 3 benefits and crucially this includes an assessment of FSM eligibility for all Key Stage 1 children already accessing UIFSM. The overall number of FSM awards in place on census day January 2017 actually represented a small rise in the total number from that recorded the previous year, the first time this has happened since 2012.

6.3 Leeds promotes take up through a number of avenues and supports schools in making parents aware of their entitlement:

- Free School Meals information on the website for parents - How to claim: http://www.leeds.gov.uk/residents/Pages/FreeSchoolMeals.aspx
- Leeds City Council generates and mails out FSM award notifications to parents/ carers every time an FSM award is put in place
- Free school meals training for frontline practitioners. Schools can book online at: http://www.leedsforlearning.co.uk/Event/51337
  - o This is delivered 2-3 times per year to around 20 delegates per time. This course is free to all schools and delivered in partnership with the benefits service. The training includes information and advice for schools to support parents and make them aware of their entitlement.
- School Food Ambassadors (2015): toolkit and guidance available for schools, alongside training for staff and pupils. This model engages pupils with school meals and provides them with the skills to monitor their lunch provision to promote pupil voice.
- The Leeds Packed Lunch Toolkit: (2015) training also available and a full resource toolkit including a template policy, lesson plans, letters for parents, assemblies, leaflets posters etc.
- My Health My School Survey: https://www.myhealthmyschoolsurvey.org.uk/ - A pupil perception survey available to all schools that provides data on health behaviours and perceptions. The survey includes questions on school meals and school food. Last year over 10,000 pupils completed the survey.
- The Free School Meals Strategy group meets 2-3 times per year

6.3 In January 2015 the council supported FareShare; Leeds to launch a school breakfast cereal delivery. This involves supplying cereal to school breakfast clubs and Children's Centres to enable children to have a breakfast before starting the school day. A Number of school cluster groups have signed up for this provision, however, further work in this area is to be undertaken during 2017/18 to increase the take up of this provision over the school cluster groups.

6.4 In Leeds there is an automated process linked to the current Housing Benefit application process. Our standard application form covers housing benefit, council tax support, and FSM. The vast majority of people in Leeds (over 95%) claim FSMs alongside housing benefit and/or council tax support. Once we have a live claim we periodically run Potential FSM qualifier reports to track changes in circumstances that may lead to cancellations or re-awards of FSMs. It also picks up those children who reach school age or enrol at a Leeds School for the first time. We send schools a list of all their pupils on FSMs every Monday to assist them in identifying any pupils who may be missing out. It also helps schools in informing us of any pupils who no longer attend their school, so we can amend the FSM award. Each summer we do a data matching task that matches new Reception and Year 7 starters identified as having current FSM eligibility to maximise awards for the new academic year.

7.   Learning Improvement

7.1. The 20th September 2017 Executive Board report entitled 'The role of Learning Improvement in driving up standards with a focus on vulnerable learners' reflects areas that are discussed in the below section of this scrutiny board report

7.2. All discussions about our education system and schools must be seen through the lens of what is best for the children and young people of Leeds. Learning Improvement plays a crucial role in working with schools and settings to close the gap and to intensify a focus on improving the 3A's (Attainment, Achievement and Attendance) for children and young people who are less advantaged or vulnerable.

7.3. Leeds has continued to support Learning Improvement across the city working with all sectors from 0 – 19. There are strong partnerships with schools, settings, key partners and communities in order to raise Attendance, Achievement and Attainment for our children, and to enable our young people to both contribute to, and benefit from, the strong economic development in the city.

7.4. Over the last decade, whilst overall attainment has risen in our schools, the performance gap between some pupils and their peers has remained. In Leeds, the reasons for the gap can be many and varied, and change from school to school; typically gaps occur for those in receipt of pupil premium, with Special Educational Needs and Disabilities, Social Emotional and Mental Health, gender, ethnicity and with English as an additional language, or for those children who start off the learning journey disadvantaged. Analysis of local authority data gives us a clear picture of the gaps across the city and has a key part in refining the strategy to focus on need.

7.5. Closing the gap in these learning outcomes is a key priority for the Children & Families service and Learning Improvement. Leeds is striving to ensure education in Leeds is equitable through acknowledging that not every child starts at the same point, and therefore focusing extra support to ensure that children who are disadvantaged make accelerated progress and achieve the same outcomes as their peers.

7.6. All Learning Improvement staff work with leadership teams to identify any gaps, and support them to apply strategies to address the gaps and diminish the impact of disadvantage. It is also acknowledged by all staff within Children & Families that any interaction with a family, child or young person should include an acknowledgement that learning is a fundamental element of support. The 3A's, of Attendance, Achievement and Attainment are at the heart of the innovations bid and work is taking place through the vulnerable learners group to ensure that learning has a high priority in all consultations.

7.7. Whilst the changing demography of Leeds presents challenges and a context within which performance should be viewed, this does not fully explain the extent of the gap in outcomes for our vulnerable and deprived children and young people. Department of Education analyses of statistically similar Local Authorities consistently indicate that the outcome gaps in Leeds are larger than in comparable Local Authorities.

7.8. There are many examples of where Leeds is at the forefront of developing a sector based system but keeping the local authority as a central player. The Area Inclusion Partnerships (AIPs) are a unique demonstration of trust and respect between the local authority and schools. There is a considerable amount of funding from the High Needs Block, which is allocated to reduce the level of exclusions. This is achieved through the sector wide creation of a range of innovative and creative ways to manage pupil behaviour and

intervene appropriately and early to diminish the need to exclude children. Headteachers lead and manage these partnerships, which are then quality assured by the local authority. Accountability systems are developed alongside the schools and any issues that arise are collectively addressed; a true partnership.

7.9. Clusters are another example of the unique way that Leeds encourages strong relationships between schools and the local authority to support city-wide initiatives. Supported by Children and Families and Health, schools are developing effective links with families and communities to improve the lives, outcomes and engagement of all children and their families. The success of this model can be seen through the willingness of schools in Leeds to buy into the clusters. Through these arrangements the schools have been instrumental in creating pioneering ways to engage with the families of their vulnerable learners, and support active engagement. We know as we continue to develop these links we need to ensure a strong and positive effect on the standards being achieved in schools.

7.10. In partnership with schools, partner head teachers and third sector groups, Learning Improvement are using a variety of bespoke projects and programmes to narrow the gaps in Leeds.
- Efficient sharing of key information, including sharing Local Authority and school performance data e.g. at Primary Headteacher briefings, secondary Headteachers and Principals meeting, Leeds Learning Partnership senior leader briefings and Governing Body network meetings
- Delivery and training for governors focussed on vulnerable learners
- Data sharing with a deeper, more forensic analysis of need
- Further engagement with national evidence based projects, with more of these cross phase eg: Education Endowment Foundation
- Traded work referenced and informed by performance data and research analysis
- Use of outstanding local and regional practice to challenge low expectations; for example the 'Achievement for All' conference (March 2017). This was a major event attended by school leaders and governors from both the primary and secondary phases. The key note speaker, Sir John Dunford, was the former National Pupil Premium Champion
- A seconded Headteacher was employed to champion Pupil Premium/ disadvantaged children
- Early Years implementation of pupil premium and developing Continuing Professional Development to support effective us of Early Years Pupil Premium funds
- Work with Children's Centre teachers to focus on raising attainment
- Comprehensive Early Years training and support offer based on analysis of data and Ofsted outcomes

The impact of the measures outlined above have raised awareness and sharpened leaders' focus around the issues of the gaps for vulnerable children.

8. School Governance

8.1. Effective governance provides strategic direction and control to schools, academies and Multi-Academy Trusts (MATs). It creates robust accountability, oversight and assurance for their educational and financial performance and should be ambitious for all children and young people to achieve the very best outcomes. The Governor Support Service (GSS) offers a selection of packages, which include clerking, training, advice and support for governors.

8.2. Governor Support is a traded element of the council and is bought in by the majority of schools (including academies) but is not an exclusive service.

8.3. Leeds Governor Support is a team of knowledgeable, experienced governance experts who work in close partnership with School Improvement Advisers, Finance, HR, Leeds Children's Safeguarding Board and Legal Services to provide comprehensive high quality support and development for governance boards. They draw on an extensive network of experienced governance professionals and external bodies (National Co-ordinator of Governor Services, The National College and the Department for Education) to ensure the very latest advice, support and training is available to our schools and academies. Their professional clerking service ensures compliance and supports governance boards to understand their role, functions and legal duties.

8.4. Through the clerking service and model agendas, the Governor Support Service recommend that governing boards appoint a governor with specific responsibility for pupil premium and attendance (see appendices 5, 6 & 7 for guidance documents)

8.5. The GSS also provides a substantial training programme for all governors. Training directly related to improving attainment, achievement and attendance for vulnerable learners includes:
- Pupil Premium and Closing the Gap
- Improving Pupil Attendance

9.   Voice and Influence
9.1. Currently there is no targeted intelligence gathering through the Voice, Influence and Change team (VIC) relating to the thoughts and feelings of children living in poverty and how it impacts on them in schools.
- The Health and Wellbeing Service lead on the My Health My School Survey which is completed annually by a growing number of schools. In 2015/16 survey children and young people were asked if they had been bullied in or around school in the last 12 months, and why. Out of 5321 children and young people who answered this question, just 65 said they thought they had been bullied because they had a free school meal and only109 because of family income.
- Project Officers are currently involved in a research project with Oxford University and Leeds Beckett University which could significantly contribute to our understanding of the impact of poverty on attainment.
- Leeds has worked closely with the Children's Commissioner who visited Leeds as part of the work on the 'Growing Up North' project. The Children's Commissioner expressed support and spoke positively in regards to the Leeds strategy to put the child at the heart of everything that we do.
- The Office of the Childrens Commissioner and Young People's Advisory Group have consulted with children and young people and produced some fantastic research reports with clear recommendations in recent years.

Key messages from this work include:
- Poverty is a children's rights issue
- Children and young people have a different understanding of the term "poverty" and related more to discussing the impact of their family having a low income or lack of money.
- Poverty / low income stigma can lead to bullying stereotyping and discrimination
- Low incomes can impact on their education e.g. not having access to IT equipment, bullying, strain on family relationships, isolation, and worry about lack of jobs.

The annual work programme of the VIC team is primarily determined by the top issues/ priorities identified and voted for by young people, for example UK Youth Parliament, Local or National Campaigns, Leeds Childrens Mayor manifesto and Children in Care Council and

Care Leavers Council priorities. If young people prioritised this agenda in the future we would commit to working with them to develop a campaigns and work with partner organisations to tackle the issues they wanted to address.

10. Corporate considerations

10.1. Consultation and engagement

10.1.☐1. This is an information report and as such does not need to be consulted on with the public. However the information in this report is available to the public through such as the Leeds Data Observatory, LCC report, DFE performance tables and DFE statistical releases. Some content FFT may not be directly available but equivalent information is.

10.2. Equality and diversity/cohesion and integration

10.2.☐1. This report is focused on poverty and it explores equality areas. Some young people are statistically more likely to have relatively poor outcomes, for example those with learning difficulties and disabilities; those from some ethnic minority backgrounds; those with English as an additional language (EAL); those living in deprived areas; poor school attenders; and those involved in the social care system. This report is intended to explore the outcome issue and considers a number of these groups.

10.3. Council policies and city priorities

10.3.☐1. This report provides context on a key city regional and national challenge. Improving learning outcomes is a priority in the Children and Young People's plan, raising attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to the strong economy compassionate city including the Best Council Plan 2015-20 and the Joint Health and Well Being Plan). Learning being central to improving future outcome for citizens and the city.

10.4. Resources and value for money

10.4.☐1. There are no specific resource implications from this report.

10.5. Legal implications, access to information and call in

10.5.☐1. All performance and school population information is publicly available. This report is an information update providing Scrutiny with a summary of performance for the strategic priorities within its remit and as such is not subject to call in.

10.6. Risk management

10.6.☐1. The report is an information report to support a scrutiny inquiry into the impact of poverty on learning outcomes. It is aimed at helping the city manage this risk.

11. Conclusions

11.1. This report provides a summary of Leeds primary schools and the relationship between disadvantaged or poverty levels in the school population and wider school characteristics. It is intended to inform next steps in the committee inquiry.

12. Recommendations

12.1. Members are recommended to:

- Consider and comment on the information provided.
    - Using the recommendations provided to agree school visits.
    - Identifying the information they would want at future meetings.

13. Background documents

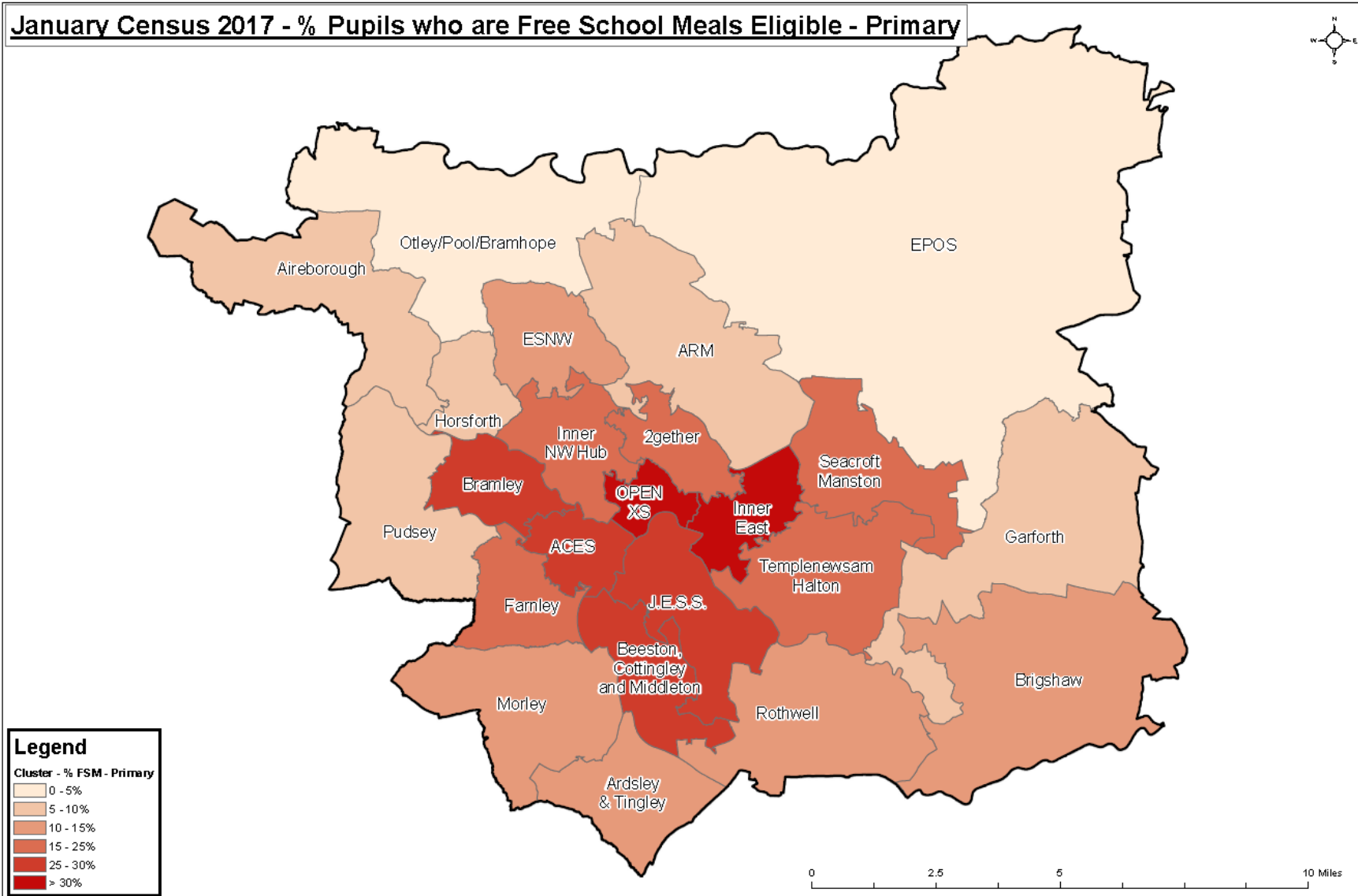**Appendix 1** Maps of Free School Meal eligibility and Index of Multiple Deprivation ranking by cluster

Appendix 2 Pupil premium governor guidance document

Appendix 3 Pupil Attendance governor guidance document

Appendix 4 Draft notice of pupil support committee meeting

Appendix 1: Primary School Free School Meal eligibility and Index of Multiple Deprivation average by cluster

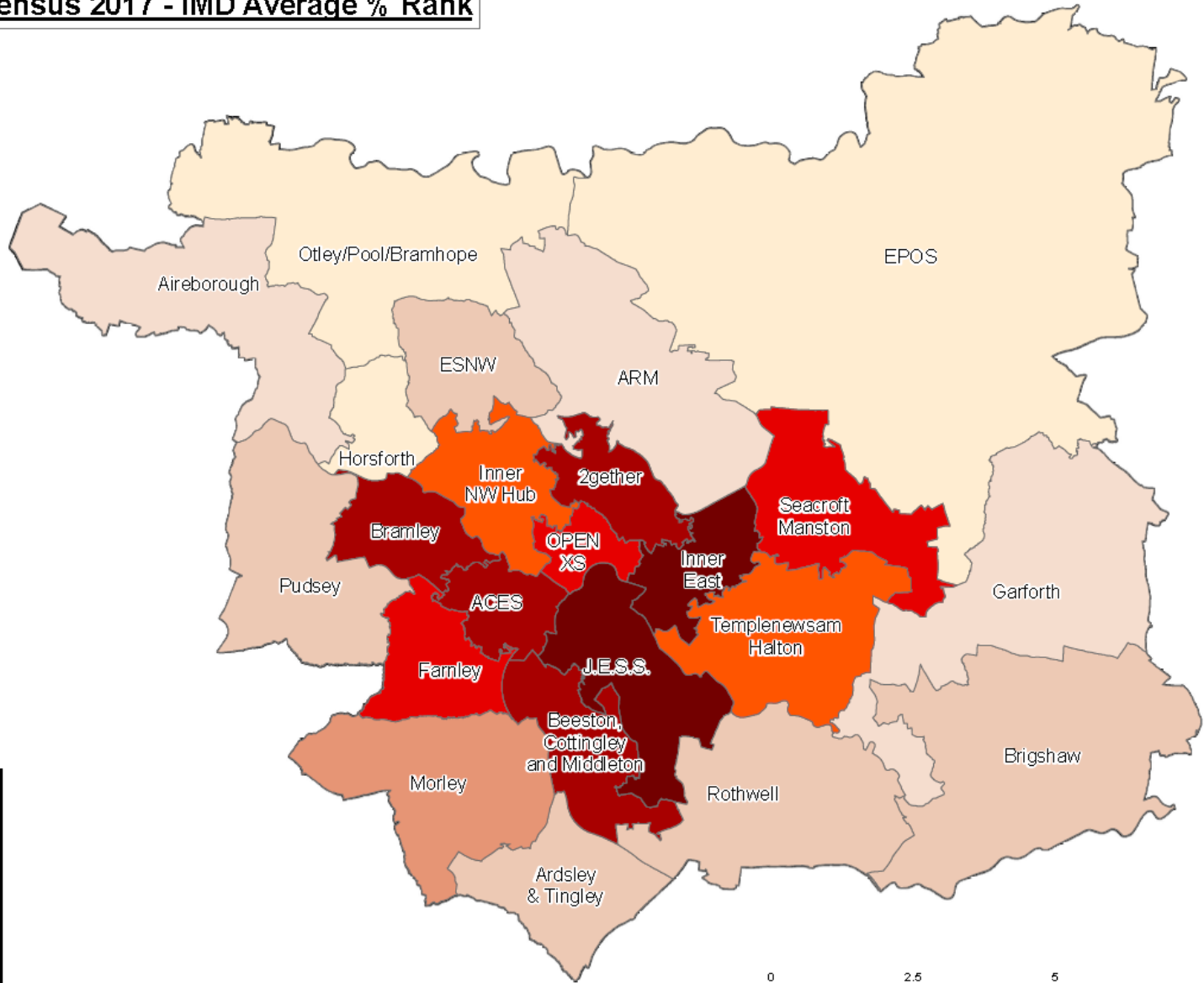January Census 2017 - % Pupils who are Free School Meals Eligible - Primary
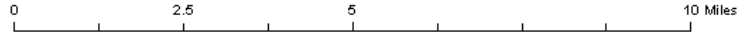
January Census 2017 - IMD Average % Rank

Legend

IMD - Average % Rank

- 0 - 10%
- 10 - 20%
- 20 - 30%
- 30 - 40%
- 40 - 50%
- 50 - 60%
- 60 - 70%
- > 70%

Notes: Where an index is used this compares the proportion (e.g. in a Cluster or LSOA) against the city average. This provides an easy to understand visual interpretation. An index of 100 means that the proportion is the same as the city average; a proportion of 50 means that it is half the city average, while an index of 200 means that it is twice the city average

14

Appendix 2

Guidance document – governors' specific roles   Updated Sept 2017

Pupil premium governor

1. Background

The pupil premium is additional funding to raise the attainment of disadvantaged pupils and close the gap between those who are not. Disadvantaged pupils are pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

There is also a 'service child premium' which is extra funding for schools to support children and young people with parents in the armed forces. Although service premium allocations are made to schools at the same time as pupil premium allocations, service children are not included in the overall disadvantaged cohort.

Schools are free to choose the best way of using the money provided but they are accountable for showing the evidence and impact of this spending to governors, parents and Ofsted.

Early Years pupil premium (EYPP) funding has been introduced for early years settings to improve the education they provide for disadvantaged 3 and 4 year-olds.

2. The role of the governing board

The DfE's Competency Framework for Governors states that everyone on the board is expected to know how the school receives funding through the pupil premium, how this is spent and how spending has an impact on pupil outcomes.

When looking at pupil outcomes, it is important that governors compare the outcomes of pupil premium eligible children in the school to the outcomes of the non-eligible population nationally (sometimes just called "other" group). This is because the performance of disadvantaged pupils nationally is known to be substantially lower than that of non-disadvantaged (other) pupils. It is a national priority to diminish the national performance difference between disadvantaged and other pupils. For this reason, the DfE Performance Tables and data contained in Analyse School Performance show the performance of a school's disadvantaged pupils in comparison with the performance of other pupils nationally

Schools are required to publish a pupil premium strategy on the school website and for the current academic year this must include:
- the school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the school will spend the pupil premium to overcome those barriers and the reasons for that approach

- how the school will measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, schools must include:
- how they spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

It is good practice for the governing board to appoint a named governor who will work with school and the staff member who is responsible for pupil premium, to understand the decisions about targeted provision, scrutinise data and oversee the progress and impact of spending.

The following accountabilities are included in the Models of Working for Governing Boards (Terms of reference).

Resources committee
- Item 2.08 - To ensure the pupil premium, PE and sports premium and other resources, including 16-19 bursary and year 7 catch up funding (high school only) are used to overcome barriers to learning.

Teaching and learning committee
- Item 6.05 - To consider annual performance data from a number of sources such as school performance tables, Analysing School Performance (ASP) and Fischer Family Trust's dashboard to support governors in monitoring priorities and outcomes for pupils.
- Item 6.07 - To monitor and evaluate assessment and target setting procedures to ensure that all groups of children, including the most vulnerable and pupils with high prior attainment make good progress.
- Item 6.14 – To monitor the impact of pupil premium funding on outcomes for children.

3. The role of the pupil premium governor
Regular meetings should be arranged with staff leads in school to support, challenge, monitor and evaluate the work of the school in raising the attainment and progress of children who are eligible for the pupil premium.

Governors may wish to consider the following training offered by Governor Support (dates and more information can be found at Leeds for Learning):
- Pupil premium and diminishing the difference

4. Checklist for an annual report to governors
During the year the items below should be considered and a brief summary report tabled in a full governing board meeting. (The report from a monitoring visit will be sufficient and a sample is provided in Appendix A). This will provide governors with assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

Autumn term: Meet with Senior Leaders and staff to:
a) Review internal performance data for all year groups, Analyse School Performance data and national test results for the previous year to understand if/how the gap was narrowed.

b) Compare your school's pupil premium performance with other schools using the Families of Schools Database available from the resources section of Education Endowment Fund website https://educationendowmentfoundation.org.uk

c) Discuss plans for allocation of funding for the coming year which reflect learning from previous approaches. Ask the question 'how will this spending impact on the progress and achievement of the disadvantaged learner?' If the question cannot be answered reconsider the strategy.

d) Understand the specific intended outcomes of activities and targets which will be monitored on a termly basis. It is recommended that school prepares an action plan to provide details of:

- The intervention/action funding will be used for with a brief summary and details of the year groups/pupils involved, timescales and who is responsible for the action

- The amount of money to be allocated to each action

- Whether the action is new or continued

- The intended outcome (how will the action improve achievement)

- How, when and by whom the action will be monitored

- The impact (what the action actually achieved and any changes proposed)

e) Ensure school has identified all children eligible for the pupil premium including those eligible for the early years pupil premium funding where there is a school-run nursery provision.

f) Determine if all staff know who the pupil premium children are and know how the pupil premium funding is being spent.

g) Determine if school has a policy (if not develop one), and become familiar with this.

h) Ensure that the school website includes the pupil premium strategy described on page 1 of this guidance.

Schools are now required to explain how the use of pupil premium may have benefited pupils who are not eligible for pupil premium funding, for example if the school has taken a whole school approach to raising standards.

Pupil premium funding is allocated for each financial year, but the information published online should refer to the academic year, as this is how parents understand the school system. As the school won't know allocations for the end of the academic year (April to July), it should report on the funding up to the end of the financial year and update allocation information when this is known.

Spring term:

a) Meet with Senior Leaders to understand if/how teachers are held accountable for the progress of pupil premium children in their class.

b) Review latest data/monitor progress against targets.

c) Understand the barriers that are impacting on the progress of attainment of pupils, these could include:

- Literacy or numeracy
- Behaviour for learning
- Self-esteem or confidence issues
- Home environment

- Access to basic school equipment
- Punctuality or attendance
- Social integration issues
- Lack of a positive role model at home/aspiration

There are many sources to find this information which can include learning walks, shadowing pupil premium children, pupil premium voice, achievement and attendance data, feedback/views from parents, SLT, staff and governors.

d) Hold discussions with key staff (e.g. teachers, Family Support Worker, attendance officer, Learning Support Assistants, SENCo) about the impact of their work with children as a result of plans/funding.
e) Research practice and activities in other schools for later discussion, if appropriate.

Summer term: Meet with Senior Leaders and staff to:
a) Review latest data/monitor progress against standards.
b) Discuss plans for allocation of funding for the next academic year (has school evaluated the impact of strategies and have any changes been made?)

5. Questions for governors to ask during visits to school

The whole governing board is responsible for monitoring the compliance of the school with agreed funding allocation, actions and policies associated with pupil premium. The following are questions that governors can consider during visits to school. Governors should provide a short report/feedback to the pupil premium governor and during governing board meetings where appropriate.

Questions for leaders and teachers
- Who are the disadvantaged learners in this cohort?
- Are they achieving in line with other pupils within school who are not disadvantaged with similar starting points?
- Are they achieving in line with other pupils nationally who are not disadvantaged with similar starting points?
- Are there any 'barriers to learning' that could be contributing to the poorer progress observed in this pupil? (Attendance, behaviour etc.)
- Which pupils are not making the progress expected?
- What specifically is being done in a classroom context to address the gap in progress? Is this enough?
- Are there any additional interventions or support mechanisms that can be put in place to better support a pupil to make improved rates of progress in line with other pupils?

6. Key contacts and for more information

The government website provides guidance information on the pupil premium and links to links to examples of good practice https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings

The NGA Learning Link is an online governor training site and is a useful source of information.

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Information on Early Years Pupil Premium:
https://www.gov.uk/early-years-pupil-premium-guide-for-local-authorities

The Sutton Trust has created a toolkit which summarises research on strategies that impact most on achievement to support schools in making informed choices
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z

An updated guide to effective pupil premium reviews was issued in May 2016 by the Teaching Schools Council (TSC) and National College for Teaching and Leadership.
The guide includes template to support all schools in developing and presenting their pupil premium strategy and a selection of completed primary and secondary school examples and can be found at: http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews

Sample of a monitoring visit for pupil premium

Record of Governor's Visit to School

Governor Name:	John Smith		
Date:	XX XX XXXX	Term	**Autumn**
Visit to:	Met with Deputy Headteacher to discuss Pupil Premium tracking, data collection dates and interventions.		
Purpose of visit: *(including any links to school improvement plan)*	Pupil Premium tracking, data collection dates and interventions – closing the gap Our disadvantaged pupils were well below other (non-disadvantaged) pupils nationally in end of key stage 2 outcomes for the following indicators: - KS1 to KS2 value address progress scores - The percentage of pupils achieving the expected standard in reading, writing and maths; as individual subjects and as a combined indicator. School Improvement plan links: <u>Priority 2 – SIP Ref: 5</u> Interventions to narrow the gap between various groups of pupils <u>Priority 2 – SIP Ref 31</u> To ensure value for money and impact on pupil outcomes for pupils eligible for Pupil Premium		

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Activities seen:	**Internal Tracking**
	I reviewed the tracking system where assessment outcomes are recorded for all year groups. The spreadsheet had been populated with children's names and where each child is at in relation to age related expectations. Children are colour coded into discrete groups to identify vulnerable characteristics, e.g., pupil premium, SEN.
	Data from in-school summative assessment is uploaded once a term.
	I particularly liked: • that all teachers will be responsible for updating their class spreadsheet • Colour coding for distinct groups makes it easy to track discrete groups such as pupil premium children • The highlighted boxes show where children should be with regards to age related learning and clearly identifies any children at risk of falling behind • That all staff know who the pupil premium children are • That data recording as part of this tracking process is not seen as an end in itself. Teachers are using summative assessment data to plan for subsequent teaching and learning, and school leaders are using this to identify any gaps among pupil groups. School leaders make clear that these are the purposes of in-school summative assessment and so this is not distorted by also being used for other purposes. Because data is only collected where there is a clear rationale to do so, the practice of data-inputting is not burdensome for class teachers. I look forward to: • Seeing the updates from next term's assessment outcomes
	Funding I was shown a system that monitors the cost and impact of all interventions.
	I particularly liked: • That the system in place has the capacity to clearly identify effective interventions • That governors and staff can see the cost of each intervention per child • That impact of interventions can be closely monitored • That all staff will be aware of how pupil premium funding is being spent • the system could be used in the performance management of staff I look forward to: • Rigorous monitoring of interventions • Seeing which interventions are cost effective • Which are making the most impact • Which interventions need to be stopped • Clarity around how funding is being used

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	Policy The Deputy head teacher is to draft a policy to be presented to governors.
Comments:	I found the Inspection Dashboard provided by the school useful in preparation for this visit. There are effective systems being put in place to monitor, evaluate and measure the impact of all pupil premium interventions. I am confident that these will show the impact of all the hard work of the staff and leadership team. The systems are particularly impressive for clarity, simplicity of use and producing information that is easily accessible and understood. I recognise that the leadership team has worked extremely hard and I am sure they have put many extra hours in to ensure that these systems are up and running and they should be commended for this. I am looking forward to seeing next term's data. I will arrange for a further visit following this and I would also like to meet staff and pupils to see some qualitative evidence. I would like to make particular mention of the work the Deputy Headteacher has done around pupil premium. Her experience at previous schools has meant that although she has only been at this school a short time, she has taken a significant lead in making changes to the systems to ensure they are robust. I was impressed with her in depth knowledge of pupil premium in the school. The changes will ensure that our disadvantaged children's needs are met, that they are the responsibility of all members of staff and that the systems in place will also help governors to keep a strategic overview to ensure the gap quickly begin to narrow.

Signed:

Governor Role/Responsibility: Co-opted governor responsible for Pupil Premium

Appendix 3

Guidance document – governors' specific roles   Updated Nov 2016

Pupil attendance governor

1. Background
The government expects:
- Schools and local authorities to:
  - o Promote good attendance and reduce absence, including persistent absence;
  - o Ensure every pupil has access to full-time education to which they are entitled; and,
  - o Act early to address patterns of absence.
- Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.
- All pupils to be punctual to their lessons.

Under the Education (Pupil Registration) (England) Regulations 2006 (and subsequent amendments) the governing board is responsible for making sure that admissions and attendance registers are kept. School governors are also bound by the statutory requirement under Section 538 of the Education Act 2006 which requires governing boards to provide information requested by the Secretary of State - absence data that will be collected every term through the school census.

From 1 September 2013, schools have only been able to authorise requests for leave in exceptional circumstances. A clear and unambiguous policy should be in place and communicated to parents and carers about which exceptional circumstances will be considered. The policy should state what will happen (i.e. unauthorised absence/Penalty Notice) if a request for leave is declined and the leave of absence is still taken.

Children at risk of missing education - All schools must agree with the relevant local authority, the regular interval that the school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

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2. The role of the governing board

For a student to reach their full educational achievement a high level of attendance is essential. The governing board should consider how the ethos of the school, the curriculum, standards of teaching and learning and leadership and management all contribute to promoting the highest levels of attendance. It is good practice for the governing board to appoint a named governor to oversee progress, or the role may be taken on by the Pupil Support committee or the full governing board.

The following accountabilities are included in the Models of Working for Governing Boards (Terms of Reference)

Pupil support committee
- Item 7.06 – To monitor exclusions and the support available pre and post exclusion with regard to integration and the wellbeing of the child.
- Item 7.11 – To ensure a register of pupils' admission to school is in place.
- Item 7.12 – To ensure a register of pupils' attendance is in place.

3. The role of the pupil attendance governor

Termly meetings should be arranged with the designated staff lead to support, challenge monitor and evaluate the work of the school in relation to:
- Ensuring statutory duties in relation to pupil attendance are met.
- Minimising levels of absence and the impact on pupils' achievement.

A robust and regularly reviewed attendance policy should be in place that reflects the views of pupils and parents, sets out clearly expectations for parents, pupils and staff, explains how absence from school will be monitored and managed, how the school will intervene when a child's attendance becomes cause for concern and how good attendance will be celebrated.

The pupil attendance governor may also wish to be a member of the school attendance panel which meets with parents whose children's attendance has not improved in spite of support from the school, local authority and other services.

Suitable training, including that offered by the governor support service, should also be considered (dates and more information can be found at Leeds for Learning)

4. Checklist for an annual report to governors

During the year the items below should be considered and a brief summary report tabled in a full governing board meeting. This will provide governors with assurance that responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

Autumn term:
a) Does the school have an attendance policy which is regularly updated in consultation with staff, parents and pupils? Is the policy on the school website?
b) Does school keep a register of admissions and a register of attendance?
c) Does the school have a clear policy on what is and is not deemed to be exceptional leave? Has this been drawn up in partnership with other schools in the cluster, including high schools to promote consistency and fairness?
d) How well is the attendance policy communicated to staff, parents and pupils?

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e) What is your school agreed attendance target/ambition?
f) Are any pupils being electively home educated (EHE)?
g) Does school have procedures in place to notify the local authority of children who could be at risk of missing education?

Spring term:
a) What is the overall level of attendance?
b) What is the rate of persistent absence across the school (From September 2015 the DfE defines persistent absentees as school-age pupils missing more than 10% of sessions in a school year which equates to around 19 days.
c) How many persistently absent (PA) pupils are there? Can the school identify any particular patterns in the cohort of PA pupils e.g. a particular class or year group, children with additional learning needs or of a particular ethnicity?
d) How well does the school understand why its pupils are absent? Have they undertaken any analysis? Is registration practice consistent?
e) Who is the school's named attendance leader and are they a member of the senior leadership team?
f) Is attendance clearly a shared responsibility across every member of staff with specific actions assigned to the full range of staffing roles?
g) What support is in place from the cluster or other local arrangements and how is this accessed?
h) How does the school identify pupils whose attendance is cause for concern and how is early support and intervention mobilised to prevent the absence becoming difficult to deal with or solve?
i) What strategies/interventions does school use to improve attendance and how?

Summer term:
a) The Headteacher should provide a report on exclusions (for consideration and challenge by the Pupil Support committee which includes:
   • The number of exclusions
   • Support for the emotional health and wellbeing of pupils
   • Plans to re-integrate pupils
b) Review latest attendance data and trends, including persistent absence (with updates on topics covered in spring term as necessary).

5. Key contacts and for more information
The Governor e-learning site (GEL) is a useful source of information.

A One Minute Guide provides a summary of statutory responsibilities and can be accessed from http://www.leeds.gov.uk/residents/Pages/One-Minute-Guides.aspx

The Education (Pupil Registration) (England) Regulations 2006 apply to all schools in England unless stipulated. http://www.legislation.gov.uk/uksi/2006/1751/pdfs/uksi_20061751_en.pdf

DfE guidance on School Attendance https://www.gov.uk/government/publications/school-attendance

The Anti-social Behaviour Act 2003 allows schools and local authorities to enter into contracts with parents where attendance or behaviour is a cause for concern - it is a matter for the local authority or governing body of the school to consider whether it would be appropriate to offer a parenting contract to the parent:

http://www.legislation.gov.uk/ukpga/2003/38/contents

Non statutory support from Leeds School Attendance Service which includes Training, Attendance Audits/Reviews, Quality Assurance, Case Work etc can be purchased through Traded Services at: http://www.leedsforlearning.co.uk

School Attendance Service information including FAQ's can be found at: http://www.leeds.gov.uk/residents/Pages/Regular-school-attendance.aspx

Appendix 4

Please remember to bring your diary so monitoring visits and attendance at school events can be agreed

Governor Support Service
Adam's Court
Kildare Terrace
Leeds
LS12 1DB
Contact Person: Name
Telephone: 0113 3785213
Email:Name@leeds.gov.uk

Dear governor

XXXXXX PRIMARY SCHOOL GOVERNING BOARD
NOTICE OF PUPIL SUPPORT COMMITTEE MEETING

Please find enclosed the agenda and supporting papers for the Pupil Support Committee meeting which will be held at the school on:

DAY 00 MONTH 2017 AT 0.00PM

Papers: Governors should be aware that all documents, including committee minutes, are to be circulated to <u>all</u> members a minimum of 7 days prior to the meeting, to enable governors time to pre-read and formulate any questions.
Quorum: Please note that the quorum for a committee meeting is three. If you are unable to attend this meeting please inform the Clerk, Chair or Headteacher so that your apologies can be recorded.

Yours sincerely

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Name
Clerk to the governing board
Governor support service

PTO for autumn term agenda

PUPIL SUPPORT COMMITTEE – Autumn Term 2017 – 2018

People and structures (the way governance is organised)

1. **Apologies and any new declarations of interest not previously declared**

2. **Elect a committee chair (if not done in full governing board meeting)**

3. **Agree terms of reference for committee**

4. **Minutes of the last meeting**

5. **Matters arising**
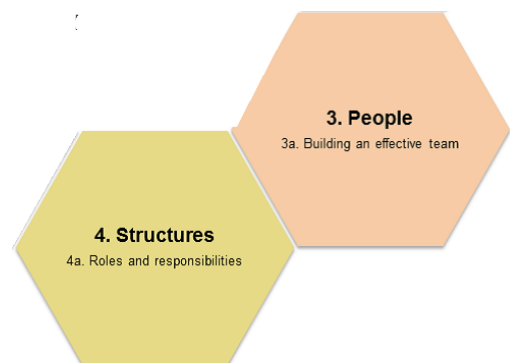
Compliance with key governance duties and evaluation (ensuring and improving governance)

6. **Attendance (ideally including a report from the governor with monitoring duties for attendance)**

   It is recommended a governor is allocated to monitor and evaluate the implementation of strategies to improve the attendance and punctuality of pupils. A guidance document, with questions to ask in termly visits is available on Leeds for Learning. Reports from visits should be circulated prior to the meeting. Governors should be satisfied that that the following live documents are in place:

   • **STATUTORY ITEM:** Register of pupils attendance (*Term of reference 7.10*)
   • **STATUTORY ITEM:** Register of pupils' admissions (*Term of reference 7.10*)

7. **Partnership work**

   Ensure regular targeted services reports are received from partnerships in place (Cluster, Trust, Area Inclusion Partnership, Learning Alliance) which evidence the

impact of provision/initiatives on children on roll at school. To question/challenge provision ensuring there is appropriate governance and school/governing board involvement in decision making *(Term of reference 7.11)*

8. **Child protection (Ideally including a report from the governor with monitoring duties for child protection)**
STATUTORY ITEM: Ensure school has an effective Child Protection policy and safeguarding policies and procedures in place which include arrangements to keep pupils free from the dangers of radicalisation and extremism and understand how these are monitored (e.g. staff training) *(Term of reference 7.01)*
Note: The policy must be approved by the full governing board and reviewed annually.
- It is recommended a governor is allocated to monitor child protection duties and a guidance document, with questions to ask in termly visits, is available on Leeds for Learning. Reports from visits should be circulated and tabled in the meeting.
- Responsibilities in relation to safeguarding, which all governors are responsible for, are also summarised in a separate guidance document. Staff and governors should have sight of a copy of the guidance document 'Keeping Children Safe in Education'.
- The Prevent Duty: the governing board should also ensure safeguarding arrangements are in place to keep pupils free from the dangers of radicalisation and extremism and understand how these are checked and monitored (e.g. staff training)

9. **STATUTORY ITEM: Review the policy for Supporting Pupils at School with Medical Conditions and ensure that statutory guidance is followed** *(Term of reference 7.15)*
Statutory guidance: <u>Supporting pupils at school with medical conditions</u>
NB: The policy cannot be approved at committee level but the committee should review it and recommend approval by the full governing board. A policy review planner is available from GSS.

10. **Special educational needs and disabilities (SEND) and SENCO arrangements (ideally including a report from the governor with monitoring duties for SEND)**
Monitor and evaluate the effectiveness of provision for the welfare of children with special education needs and disabilities (SEND) ensuring there is a qualified teacher designated as special educational needs co-ordinator (SENCO) *(Term of reference 7.14)*
It is recommended a governor is allocated to monitor this and a guidance document, with questions to ask in termly visits, is available on Leeds for Learning. Reports from visits should be circulated and tabled in the meeting.
In particular governors should be satisfied that:
- SEND Information Report (and policy) – to be approved annually by the full governing board and published on the school website. The committee should consider the Report and be satisfied suitable provision is in place.
- Education, health and care plans (EHCPs) are in place and that these are fit for purpose. The committee should be made aware of top up funding applications.
- An accessibility audit has been carried out and an <u>Accessibility plan</u> is in place and published (review every three years in conjunction with the Resources committee) *(Term of reference 3.04)*

11. **Monitor and evaluate the effectiveness of provision for children looked after (ideally including a report from the governor with monitoring duties for CLA)**
Governors should be satisfied that Personal Education Plans are in place. *(Term of reference 7.15)*
It is recommended a governor is allocated to monitor this and a guidance document, with questions to ask in termly visits, is on Leeds for Learning. Reports from visits should be circulated and tabled in the meeting.

12. **Ensure school promotes the cultural development of pupils through spiritual, moral, cultural, mental and physical development requirements** (*Term of reference 7.04*)
To include preparing children for British society and their understanding of British Values

13. **Review and approve the complaints policy and ensure it is published on the school website** *(Term of reference 7.09).*

<u>Strategic leadership and accountability (the core pillars of the board's role)</u>

14. Monitor and evaluate priorities in the school improvement plan

Allocate governors who will monitor the top 3 priorities and determine how progress will be tracked and evaluated (e.g. agenda items in future meetings, reports from governor visits).

15. Any other urgent business

16. Date and time of next meeting

1. Strategic leadership
1a. Setting direction
1b. Culture, values and ethos
1c. Decision-making
1d. Collaborative working with stakeholders and partners
1e. Risk management

2. Accountability
2a. Educational improvement
2b. Rigorous analysis of data
2c. Financial frameworks and accountability
2d. Financial management and monitoring
2e. Staffing and performance management
2f. External accountability