

# **Draft Scrutiny Inquiry Final report**

## **The Impact of Child Poverty on Achievement, Attainment and Attendance**

**Draft V4**

**26 April 2018**



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# Desired Outcomes and Recommendations

**Desired Outcome** – Understanding the range and effectiveness of services provided to mitigate the impact of Child Poverty to inform the provision and commissioning of services and ensure appropriate investment of council resources.

**Recommendation 1** – That the Director of Children and Families maps the range of Council wide services to reduce the impact of child poverty in order to:

- a) provide a clear overview of activity and the effectiveness of that activity,
- b) identify the gaps in service provision
- c) inform commissioning of council services
- d) inform the need for Third Sector support

**Desired Outcome** – To review and update the Directors Sub Delegation Scheme

**Recommendation 2** – That the Director of Children and Families and the Leader of Leeds City Council:

- a) reviews the Directors Sub Delegation Scheme for the Director of Children and Families, with reference 'Specific Delegations' part 4(a), Child Poverty.
- b) ensures that the lead officer for mitigating the impact of Child Poverty remains a specific delegation for the Director of Children and Families.

**Desired Outcome** – To aid continued support and challenge by the Scrutiny Board with regard to the 'Challenging Child Poverty' Priority

**Recommendation 3** – Following adoption of the refreshed CYPP, that the Director of Children and Families includes performance management information pertaining to 'Challenging Child Poverty' priority, in all future performance reports presented to the Scrutiny Board.

**Desired Outcome** – To aid continued support and challenge by the Scrutiny Board with regard to mitigating the impact of Child Poverty

**Recommendation 4** – That the Director of Children and Families and the Chair of the CPIB provides the Scrutiny Board (Children and Families) with a comprehensive report which details

- a) the purpose and priorities of the CPIB
- b) an overview of the aims, objectives and targets of the CPIB.
- c) details of how the CPIB will ensure cross Council and Partnership commitment and action in order to reduce the impact of Child Poverty



# Desired Outcomes and Recommendations

**Desired Outcome** – Review how further support can be provided to mitigate the impact of Child Poverty through commissioning, procurement and third sector support.

**Recommendation 5** – That the Director of Children and Families:

- a) investigates how reducing the impact of child poverty can be included in service specifications to support the Council's Social Value Charter
- b) considers how a set of commonly understood priorities and targets to mitigate the impact of Child Poverty can be created, shared and implemented with Third Sector Partners and wider organisations who support families in Leeds. .

(see also recommendation 1(d))

**Desired Outcome** – To narrow the learning gap for disadvantaged children at KS1 and KS2

**Recommendation 6** – That the Director of Children and Families commissions independent analysis and research by a recognised educational research organisation in order to identify the fundamental reasons for the widening of the learning gap during KS1 and KS2, so that the Local Authority, Schools and support organisations can respond collectively to the challenges raised.

**Desired Outcome** – To narrow the learning gap for disadvantaged children at KS1 and KS2

**Recommendation 7** – That the Director of Children and Families undertakes detailed analysis of the schools in Leeds where disadvantaged pupils are making good progress to better understand the drivers for this, and identifies if the strategic and operational approaches can be adopted by schools who are in need of further support to narrow the gap for disadvantaged pupils.

**Desired Outcome** – To increase take up of FSM for those children who are entitled to receive one.

**Recommendation 8** – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to identify those schools where pupil take up of FSM is below average and work with those schools to identify what improvement measures can be put in place.

**Desired Outcome** – To help support families out of poverty

**Recommendation 9** – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to further equip front line staff in Children's Services with the skills to recognise debt and poverty, and to help or signpost families to manage their finances.



# Desired Outcomes and Recommendations

**Desired Outcome** – To reduce holiday hunger and ensure children are ready to learn when they return to school.

**Recommendation 10** – That the Director of Children and Families investigates what school holiday food provision is available for children who would usually access FSM, and how this support can be expanded in areas of high deprivation in Leeds.

**Desired Outcome** – To broker consistent and mutually beneficial relationships between schools and the Police/PCSO's, which were previously highly valued by the schools visited.

**Recommendation 11** – That the Director of Children and Families works in partnership with West Yorkshire Police to improve effective and consistent relationships to support schools in areas of high deprivation. Particularly for schools in areas which include a high proportion of families receiving targeted support.

**Desired Outcome** – To ensure that disadvantaged children are placed in a learning environment within 4 weeks.

**Recommendation 12** – That the Director of Children and Families investigates the perceived backlog situation for in-year moves and the resources provided to support in-year school admissions and reports back to the Scrutiny Board in July 2018 detailing what action will be taken to ensure that waiting times for disadvantaged children beyond 4 weeks is minimised.

**Desired Outcome** – To highlight poverty proofing initiatives to schools in Leeds to aid and support reducing the impact of Child Poverty.

**Recommendation 13** – That the Director of Children and Families communicates child poverty initiatives such as 'Poverty Proofing the School Day' delivered by Children North East and the North East Child Poverty Commission, and/or the Manchester 'toolkit', to all Leeds Schools.

**Desired Outcome** – To provide greater voice of influence for disadvantaged children and to aid schools in the development of initiatives that will reduce the impact of Child Poverty in the learning environment.

**Recommendation 14** – That the Director of Children and Families:

- a) engages with schools to develop (in partnership) a poverty proofing audit toolkit, to support schools in mitigating the impact of child poverty on learning.
- b) considers how children can raise their concerns about poverty and the impact it has on their education and how the solutions they propose can be implemented.



# Introduction and Scope

## Introduction

- 1 Leeds City Council has an ambition to be the best council in the UK: fair, open, compassionate and welcoming with an economy that is both prosperous and sustainable so all of our communities are successful. The City's vision encompasses the aim to be a Child Friendly City by 2030. The methodology for delivering this vision is defined in The Children and Young People's Plan (CYPP) which details five headline outcomes. These outcomes are:
  - All children and young people are safe from harm
  - All children and young people do well at all levels of learning and have the skills for life
  - All children and young people enjoy healthy lifestyles
  - All children and young people have fun growing up
  - All children and young people are active citizens
- 2 At our meeting on the 15 of June 2017, we considered potential sources of work for the 2017/18 municipal year. Following discussion with the Executive Board Member (Children and Families) and representatives from Children's Services, we resolved to undertake an inquiry which would consider child poverty and the impact it has on the educational attainment and achievement of children and young people. We also wanted to identify how child poverty impacted on the school day, particularly with regard to school attendance.
- 3 We felt it important to establish how the services provided by Children's Services, Schools and the wider Local

Authority sought to mitigate the negative impact on the lives of children, and what actions are being taken to improve their situation and the circumstances of their associated family.

## Scope of the Inquiry

- 4 Combating child poverty and raising aspirations was the focus of a previous scrutiny inquiry in 2012, however we felt that the educational outcomes of children living in poverty required specific attention following the receipt of the Annual Standards Report 2015/16 at our meeting in April 2017. This brought to our attention the extent of the attainment gap in Leeds between disadvantaged children, including those living in poverty, and their peers.
- 5 Terms of reference for the inquiry were agreed on the 20 July 2017. We resolved to conduct an inquiry which sought to establish how child poverty impacts on a child's education, and how this is being challenged strategically and practically. Our objective was to consider if more could be done in order to narrow the attainment/achievement gap and improve school attendance.
- 6 We concluded that the purpose of the inquiry would be to make an assessment of and, where appropriate, make recommendations on the following areas:
  - How child poverty is defined by Leeds City Council and the Children and Young Peoples Trust Board.
  - The legislative framework and the duties on Local Authorities and other delivery partners in England to tackle child poverty, conduct a local needs



# Introduction and Scope

assessment, and produce a child poverty strategy.

- The prevalence of child poverty in Leeds and the trend over the past 5 years to identify the scale of the challenge. The statistical data and trends that link poverty to poor achievement, attainment and attendance, and the statistical data that links poverty to vulnerable children.
- National research about the link between poverty and educational outcomes and the steer and focus this has provided in the delivery of services for children in Leeds.
- The strategic approach in Leeds to minimise the impact of child poverty on attainment, achievement and attendance. How this is this being driven, co-ordinated and if it is maintaining momentum. The aims, objectives and outcomes defined which will support children and young people to do well in education. The plan in place and how this is communicated, monitored and reviewed.
- The initiatives currently in place in Leeds to build resilience and support for learning through schools and partners in areas of high deprivation.

7 In order to achieve this, we determined that we would seek evidence with regard to:

- Understanding the City picture, areas of high deprivation, numbers of disadvantaged children, how this correlates with achievement, attainment and attendance and the connection with disadvantaged learners.

- Identifying and understanding barriers and how these are overcome such as:
  - a) inclusion in the school community and extra-curricular activities due to cost.
  - b) ability to be able to provide school uniform or adequate clothing.
  - c) ability to provide adequate nutrition (child hunger).
  - d) take up of free school meals and the use of pupil premium
  - e) ability to provide stable learning support in the home and at school.
  - f) fitting in with peers in the school or learning environments.
- Coping and support strategies of education providers in areas of high deprivation. Cluster strategies in areas of high deprivation, and identifying any educational establishments where children are making good progress despite the challenges of child poverty.
- Identifying the challenge provided through School Improvement and Governor support services and how those service areas are drivers for strategic and practical change to reduce the impact of child poverty in education.
- Identifying how child poverty strategies & plans in Leeds inform Children's Services commissioning and resources allocation for children and families in poverty, to support attainment, achievement and attendance.
- Identifying if there is targeted intelligence gathering through the Voice and Influence team, and how this information is gathered, utilised, and acted upon.





# Introduction and Scope

- 8 During the course of our inquiry, we felt it necessary and appropriate to give greater focus than planned to the strategic approach to minimising the impact of child poverty in Leeds. We considered that there was a lack of evidence to provide reassurance, distinction and clarity in the initial stages of our investigations.
- 9 The inquiry was conducted over five evidence gathering sessions which took place between July and December 2017, when we received a range of evidence both written and verbal. We also visited three schools and one Cluster Partnership in November 2017 to speak to practitioners. A meeting was also attended with the LCSB Education Reference Group on the 3 October 2017. We are grateful for the open and significant contribution they made and we would like to thank them for giving up their valuable time to support this inquiry.

## Best Council Plan

- 10 The scope of the inquiry fulfils some of the best council outcomes and priorities as defined in the Best Council Plan for 2018/19 – 2020/21, tackling poverty, reducing inequalities. This includes the aspiration for everyone to do well at all levels of learning and have skills for life. With specific reference to becoming a child friendly city, the plan defines the priority of 'Improving educational attainment and closing achievement gaps for disadvantaged learners.'

## Desired Outcomes, Added Value and Anticipated Service Impact

- 11 In conducting this inquiry we considered the challenge of providing high support in a climate of reducing financial resources, when there continues to be a gradual increase in the number of children resident in Leeds, who are predominantly living in areas of high deprivation.
- 12 During our inquiry into Children's Centres, we were advised of the extremely poor housing conditions that families were having to endure. This was again brought to our attention during this inquiry when we were advised about whole families living, eating, sleeping and washing in one room and other families 'sofa surfing'. We find this to be completely unacceptable in our city and consider that this warrants specific scrutiny focus in the future. In the meantime we are hopeful that improving living standards for children and their families in Leeds will continue to be an area of urgent focus and action for the Council and its partners. (see recommendation 4)
- 13 Our recommendations require a number of improvement measures. Such measures may require additional local authority resources and/or support from relevant partners across the city.
- 14 We understand that the influence of our inquiry has already brought about positive change, which is reflected in the current draft CYPP and in the reintroduction of the Child Poverty





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Impact Board (previously known as the Child Poverty Outcomes Group). Our overarching desire is to draw further attention to the negative impact of child poverty, and how that manifests in the lives of children across Leeds. We also hope to highlight the collective efforts that are already in practice and the work required to bring about change at a faster pace. We consider that Local Authority focus in Leeds specifically on child poverty has not been sufficiently prominent since 2015 and this is reflected in the lack of a coherent and evidence based approach to reducing child poverty since that time. We are hopeful that our findings will continue to prompt further positive action to change this.

## Equality and Diversity

- 15 The Equality Improvement Priorities 2016 – 2020 have been developed to ensure that the Council meets its legal duties under the Equality Act 2010. The priorities help the council to identify work and activities that help to reduce disadvantage, discrimination and inequalities of opportunity.
- 16 Equality and diversity issues have been considered throughout this Scrutiny Inquiry. The evidence submitted and the topics debated in this inquiry have highlighted that children who live in an area of high deprivation face additional challenges that can hinder their development and education in comparison to their peers.
- 17 The Childcare Act 2006 places a duty on Local Authorities to improve outcomes for young children and their families and reduce inequalities between families in greatest need and

their peers. During our inquiry into Children's Centres we ascertained that Sure Start Children's Centres (established nationally from 2010) were intended to provide services targeted at families with greatest need. The intention for Sure Start Children's Centres was to be: "... the key mechanism for improving outcomes for young children, reducing inequality in outcomes between the most disadvantaged and the rest, and help bring an end to poverty." (DfES 2006).

- 18 Some children and young people are statistically more likely to have relatively poor educational outcomes, such as those with learning difficulties and disabilities; those from some ethnic minority backgrounds; some of those with English as an additional language (EAL); those living in deprived areas; poor school attenders; and those involved in the social care system.
- 19 Department of Education research (2015) has identified the following common themes nationally; schools with a higher proportion of pupils from white British ethnic backgrounds were associated with lower performance among disadvantaged pupils. Primary schools with higher proportions of pupils with special educational needs (SEN) were associated with lower performance among disadvantaged pupils.<sup>1</sup>
- 20 The child population in Leeds is growing and changing. The greatest growth in the child population has been concentrated in areas of high deprivation. There are also a higher proportion of children with special

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<sup>1</sup> Supporting the attainment of disadvantaged pupils: articulating success and good practice, Department for Education, November 2015



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educational needs and disabilities in deprived populations.

- 21 In all inquiries, where a Scrutiny Board has made recommendations and these are agreed, the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity and where appropriate an equality impact assessment should be carried out.



# Conclusions and Recommendations

## Background

- 22 In 2015/16, 4 million (30%) UK children were found to be living in relative poverty. In 2014, 37,200 (22.7%), almost a quarter of the child population in Leeds under the age of 20 were living in relative poverty.
- 23 We identified that that 67% of all dependent children under the age of 20, who were living in relative poverty in 2014/15, were from a household where at least one person was in work. If this is applied to Leeds, it can be estimated that almost 25,000 children were affected by in-work poverty. This highlighted to us that the route out of poverty is not always through employment. During our visits, concern was expressed by education professionals that many parents, who are working, are living on the breadline and that many families are financially worse off in work. We were advised that the shame and stigma of poverty can prevent families from asking for help.
- 24 It was evident that the term 'disadvantaged' is used throughout research and policy to describe children who are living in poverty, based on their eligibility to Free School Meals (FSM). We acknowledge however that this group will include children looked after, albeit to a lesser extent.
- 25 We were advised that the principal measure to identify if a child is living in poverty is based on relative income. Child poverty in an area is identified by the proportion of children living in families, with a reported income which is less than 60 per cent of national median income. This government measure is the one widely adopted however it has been considered to be deeply flawed and a poor test of whether children's lives are genuinely improving.<sup>2</sup>
- 26 We were concerned to hear that there have been significant changes to the national picture of reported poverty. During the recession, there had been a reduction in the national median of earnings which resulted in people, previously considered to be in relative poverty no longer being recognised as living in poverty, despite being no better off financially.
- 27 Family income and access to benefits informs a child's eligibility to FSM, which is subsequently used to assess whether a child's school receives additional funding in the form of Pupil Premium funding (see page 25). Therefore, within the school setting, FSM eligibility is often used as a proxy measure for addressing the needs of the school population.
- 28 The Office for National Statistics (ONS) released a national measure of deprivation by geographic Lower Super Output Area (LSOA) called the Index of Multiple Deprivation (IMD). This index ranks LSOAs in order of deprivation; with common measures being the 20%, 10% or 3% most deprived nationally. In 2015, Leeds was ranked 25 out of 152 local authorities<sup>3</sup> in terms of the proportion of LSOAs, and contains 105 neighbourhoods ranked in the most 10% deprived nationally by IMD.
- 29 We were advised that 31% of Leeds statutory school aged pupils, or 33,640 children and young people are resident in the neighbourhoods in Leeds which

<sup>2</sup> <https://www.gov.uk/government/news/government-to-strengthen-child-poverty-measure>

<sup>3</sup> 1 = highest level of LSOA's



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are in the 10% most deprived LSOA's nationally. We also wanted to understand the city picture in terms of areas of deprivation, the number of disadvantaged children in Leeds, and where they are residing. To identify this we requested extensive data, which has been utilised to inform our conclusions.

30 We were presented with a map which highlighted the proportion of primary aged pupils living in the 10% most deprived areas of the city (appendix 1). This provided an understanding of which areas of Leeds presented the greatest challenge in terms of child poverty.

31 We recognise that nationally there is a consensus throughout research that children and young people, who are considered to be disadvantaged, are more likely to experience lower educational outcomes than their peers, and the longevity of that disadvantage makes a difference. Other characteristics in addition to disadvantage can also impact on progress rates such as special educational needs, disability or English as an additional language.

32 We were advised that in August 2017 The Education Policy Institute (EPI) published a report which focused on how well the education system is serving economically disadvantaged children. The report considered pupils who were:

- Disadvantaged – pupils eligible for free school meals in last 6 years
- Persistently disadvantaged – pupils eligible for FSM for 80% of their time in school

33 Key conclusions, outlined in appendix 2, arising from analysis of the period 2007 to 2016 were that:

- Nationally disadvantaged pupils finish primary school over 9 months behind non disadvantaged and finish secondary school over 19 months behind. This gap is greater in Leeds.
- Disadvantaged pupils fall behind by around two months each year over the course of secondary school.
- Progress is slower and the gaps are greater for pupils who have been eligible for free school meals 80% or more of their time, with a 24.3 month average gap between persistently disadvantaged children and their non-disadvantaged peers at the end of secondary school.

34 The report highlights that at the current rate of progress, it would take a full 50 years to reach an equitable education system where disadvantaged pupils did not fall behind their peers during formal education to age 16.

35 We were also informed that during 2017, the Fisher Family Trust (FFT) published a series of analysis by former Director of Research, Mike Treadaway<sup>4</sup>, on the impact of long term disadvantage on educational outcomes. The analysis found a strong correlation between pupils' attainment and progress, and the percentage of their time spent eligible for FSM. In addition the analysis identified that schools with a higher than average proportion of disadvantaged pupils, have to work harder to close the gap, even with pupil premium funding.

36 Leeds has a higher proportion of children and young people who are

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<sup>4</sup><https://educationdatalab.org.uk/tag/long-term-disadvantage/>



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eligible for FSM compared to the national figure. In addition Leeds learning gaps are larger than those reported nationally and we continue to be concerned about the current progress rate of disadvantaged pupils. To narrow gaps, disadvantaged pupils need to be making better progress in their learning than their peers. We were advised that this is very rarely the case in schools, in local areas or nationally.

## Child Poverty - Legislation, Governance and Strategy

37 During our preliminary investigations we sought to understand the framework of legislation, governance and strategy that defines and influences the provision of statutory support and non-statutory services provided to children living in poverty.

38 We established that the Child Poverty Act 2010 introduced a requirement for local authorities and their partners to cooperate to reduce, and mitigate the effects of, child poverty in their local areas. This included carrying out a child poverty needs assessment and developing and delivering a child poverty strategy, with a target to eradicate child poverty by 2020. In 2011, Leeds City Council launched the Child Poverty Strategy 2011-15, and accompanying local needs assessment.

39 The Welfare Reform and Work Act 2016 made a number of amendments to the Child Poverty Act 2010, including the removal of the legal duty for local authorities to carry out a local needs

assessment and deliver a child poverty strategy. We consider that the reduced prominence of child poverty within government legislation has a direct correlation to the reduced prominence of child poverty in our own Council strategies and policies since 2016. We also determined that there has been a reduction in the monitoring and understanding of the effectiveness of our own services, partnerships and commissioning in order to mitigate and reduce the impact of child poverty, particularly in education.

40 We are aware that after the introduction of the Welfare Reform Act a number of other local authorities did continue to develop and maintain child poverty strategies. Children North East have worked with a number of local authorities, including large City Council's, to produce strategies and accompanying action plans to mitigate the impact of child poverty on educational outcomes. Children North East have been working to introduce initiatives in partnership with Local Authorities, such as 'Poverty Proofing the School Day', which is highlighted later in this report.

41 The reduced prominence of child poverty within national legislation in our view does not reduce the challenge, nor does it mean that reducing child poverty is any less important. We do acknowledge that some national initiatives are fortunately still in place which support child poverty reduction for example Troubled Families (Families First), Pupil Premium and Education Endowment Foundation research.

42 We established that following the introduction of the Welfare Reform Act,





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Leeds City Council did not continue to develop or revise the previously introduced child poverty strategy or accompanying needs assessment. We are also aware that the multi-agency Child Poverty Outcomes Group effectively ceased to function in 2015.

43 Throughout our inquiry we sought to clearly identify the Council's current strategic approach to minimising child poverty in general. We wanted to understand how this is being driven and co-ordinated and if the approach is maintaining momentum. We wanted to be reassured that, despite the lack of a documented child poverty strategy and needs assessment, there are clearly considered, communicated and understood child poverty reduction objectives which inform service delivery. We asked if we are doing our best to make a difference in a co-ordinated and cost effective way.

44 We were advised that child poverty is multi-faceted, and therefore does not sit in isolation in any one area of the Council; that it needs to be embraced as a priority for all organisations and services that work with children and families in Leeds. We were also advised that aspirations for improving outcomes for all Leeds children and young people is reflected in the Best Council Plan, in the Health and Well-being strategy and the Children and Young People's Plan. We do not disagree with this assertion. However, our inquiry focus specifically relates to disadvantaged children living in poverty.

45 On closer scrutiny we found that the challenges relating to child poverty and disadvantage are clearly documented in the Best Council Plan. Similarly the

challenge of child poverty and disadvantage is briefly identified in the Health and Wellbeing Strategy. The Best City for Learning Strategy specifies 'High Expectations for All' as one of its priorities, placing an emphasis on identifying approaches to be used to address the gaps which prevent disadvantaged children from achieving their potential.

46 We raised our concern that mitigating the impact of child poverty has very little prominence in the Children and Young Peoples Plan 2015 – 2019, with the only direct reference being the statement 'A child friendly city is also a city where the effects of child poverty are minimised and where the social and economic benefits of growth are enjoyed by all.' Child poverty was not explicitly mentioned in the obsessions, outcomes or priorities.

47 We were informed that tackling child poverty has been seen as implicit in our strategies and implicit across all directorates of the council. This was reinforced, in part, through contributions to the inquiry by the Financial Inclusion Service and the Employment and Skills Service. In response, we requested a clear and coherent overview of the delivery and impact of Leeds City Councils implied approach to child poverty reduction. We sought reassurance that the Council is not delivering a 'patchwork quilt' of services. In terms of responsibility for improving the lives of children who are living in poverty, we stated that this cannot be cross directorate and sought to establish which Director would be the responsible lead.





# Conclusions and Recommendations

48 With regard to services, it was confirmed that a clear overview of all activity was not currently established. We were advised that it would be advantageous to have an overview of all of the child poverty specific and general work conducted across the Council and the city, to map child poverty provision and strategies, which would help to inform commissioning and voluntary sector support.

49 Clarity regarding responsibility was obtained from the Council's Constitution in the Director's Sub-Delegation Scheme for the Director of Children and Families (26<sup>th</sup> May 2017) which defines the delegated function for Child Poverty, to establish local co-operation arrangements to reduce child poverty, including:-

- a) Preparation and publication of a local child poverty needs assessment; and
- b) Preparation of a local child poverty strategy.

50 Having established that a child poverty strategy and associated needs assessment are no longer a legal requirement, we surmise that this delegation reflects requirements under the Children's Act 2010. Whilst we consider the legislation change a backwards step in terms of child poverty focus, we conclude that the delegation may need to be updated. At the Executive Board meeting on the 21<sup>st</sup> of March 2018, the Chief Executive confirmed that there is a whole council approach to tackling child poverty, led by Children's Services. We therefore recommend that the delegation is updated, but a child poverty delegation to reduce child poverty remains with the Director of Children's Services.

**Recommendation 1** – That the Director of Children and Families maps the range of Council wide services to reduce the impact of child poverty in order to:

- a) provide a clear overview of activity and the effectiveness of that activity,
- b) identify the gaps in service provision
- c) inform commissioning of council services
- d) inform the need for Third Sector support

**Recommendation 2** – That the Director of Children and Families and the Leader of Leeds City Council:

- a) reviews the Directors Sub Delegation Scheme for the Director of Children and Families, with reference 'Specific Delegations' part 4(a), Child Poverty.
- b) ensures that the lead officer for mitigating the impact of Child Poverty remains a specific delegation for the Director of Children and Families.

51 Following our inquiry, we have seen a commitment to ensure that some strategic direction is restored. We considered the draft CYPP refresh in January 2018, when we were advised that achievement and attainment would be added to the obsession 'improving attendance'. In addition, 'challenging child poverty' has been incorporated to form one of the plan's central priorities. We are pleased that these initial changes have been made. It is our intention to monitor 'challenging child poverty' outcomes as part of our performance monitoring work, and therefore child poverty performance management information. We will expect this information to be incorporated into future performance



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management reports presented to the Scrutiny Board, once the refreshed CYPP has been adopted.

**Recommendation 3** – Following adoption of the refreshed CYPP, that the Director of Children and Families includes performance management information pertaining to ‘Challenging Child Poverty’ priority, in all future performance reports presented to the Scrutiny Board

52 At the meeting of the Executive Board on 21<sup>st</sup> of March 2018, the Executive Board Member (Children and Families) announced the intention to reinstate the Child Poverty Outcomes Group, now renamed the Child Poverty Impact Board (CPIB). We feel this is an important step to ensure a truly collaborative approach to tackling and mitigating the impact of child poverty in Leeds. We hope that this Child Poverty Impact Board will provide challenge to ensure that the whole council is utilising available resources in the best and most efficient way to mitigate the negative impact of child poverty.

53 We acknowledge that there are a considerable amount of adult focused targeted initiatives in place to address the causes of poverty, such as promoting job growth, addressing low pay, skills gaps, financial and digital exclusion and debt management. The purpose of this inquiry has been to consider how poverty affects school age children; this goes beyond focusing on the causes. We have considered aspects of hunger, feelings of low self-worth, emotional instability, a lack of adequate equipment, lack of space at home and how this manifests in terms

of achievement, attainment and school attendance. We hope that the Child Poverty Impact Board will seek to address both the cause and effect of child poverty. We also hope that the CPIB will also utilise the evidence and findings outlined in this report to inform their priorities.

**Recommendation 4** – That the Director of Children and Families and the Chair of the CPIB provides the Scrutiny Board (Children and Families) with a comprehensive report which details  
a) the purpose and priorities of the CPIB  
b) an overview of the aims, objectives and targets of the CPIB.  
c) details of how the CPIB will ensure cross Council and Partnership commitment and action in order to reduce the impact of Child Poverty

54 As stipulated in our terms of reference, we wanted to understand how child poverty strategies & plans in Leeds inform the commissioning of services by Children’s Services. We were informed that Children’s Services commission a range of services which focus on achieving the outcomes set out in the Leeds Children and Young People’s plan. These include services commissioned directly which broadly aim to prevent family breakdown, improve learning outcomes, and improve access to education and employment. The services commissioned are designed to take account of a range of needs including poverty, but are not services specifically commissioned to reduce child poverty.

55 It was identified that more could be done, as the Council could identify child



# Conclusions and Recommendations

poverty as one of a set of cross-cutting priorities that could be included in a wide range of service specifications as part of the Council's Social Value Charter<sup>5</sup>. Contracts could then be monitored to identify how they are collectively impacting on child poverty. This would then provide a clear view of how commissioned services are contributing to this priority. It was also recognised that Leeds is served by a diverse range of Third Sector organisations whose charitable objectives align to improving child poverty outcomes. It was suggested that these organisations would benefit from and an organised approach therefore the development of a widely understood strategy or framework in collaboration with third sector partners could support commissioning activity and enable these organisations to plan their activity and provide additional support.

**Recommendation 5 – That the Director of Children and Families:**

- a) investigates how reducing the impact of child poverty can be included in service specifications to support the Council's Social Value Charter
- b) considers how a set of commonly understood priorities and targets to mitigate the impact of Child Poverty can be created, shared and implemented with Third Sector Partners and wider organisations who support families in Leeds. .

(see also recommendation 1(d))

<sup>5</sup><http://democracy.leeds.gov.uk/documents/s142663/Social%20Value%20Charter%20report%20and%20appendices%20250216.pdf>

## Voice and Influence

56 Throughout the inquiry, we have maintained a focus on the mechanisms in place to seek out and identify the views of children and young people. We wanted to identify if there is targeted intelligence gathering, which enables children living in poverty, to communicate their thoughts and feelings about their learning, in order to identify what can be done to support them further. We also wanted to understand how such information is utilised and acted upon.

57 We were advised that 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 their education.

58 We were advised that other sources of information are available such as the 'My Health My School' survey which is completed annually by a growing number of schools. In the 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, 65 said they thought they had been bullied because they had a free school meal and 109 because of family income.

59 We were informed that The Office of the Children's Commissioner and the Young People's Advisory Group had consulted with children and young people. We were advised that the key messages from this work include:



# Conclusions and Recommendations

- 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.

60 We were advised that children will develop differently, dependent on their personality, characteristics and resilience which makes feedback difficult to gather. We do not consider this a sufficient reason not to seek the views of children and young people. It was evident that speaking about poverty with children and giving children a voice is considered to be an important and essential step highlighted by Children North East in their 'Poverty Proofing the School Day' auditing tool kit. This initiative is explored later in this report. (See recommendation 14)

## Visits to Schools and the Inner East Cluster Partnership

61 In November 2017 we visited three schools and the Inner East Cluster Partnership. The purpose of the visits was to meet with professional practitioners in order to gain a better understanding of what is being delivered and achieved "on the ground". The visits facilitated a greater understanding

of the unique challenges at each school, and enabled us to consider different approaches and practices along with common themes.

62 Reflecting on our terms of reference for the inquiry, we focused on the following areas during our visits:

- The main challenges the school/cluster typically face in relation to a large proportion of pupils currently living in an area of high deprivation;
- The school ethos, and how this relates to helping pupils overcome challenges associated with child poverty;
- Initiatives/good practice the school/cluster has embedded to reduce the impact of child poverty on attainment, achievement and attendance;
- The level of support provided to schools, by the local authority, to support children and their families who are living in poverty;
- The use of school/cluster finances to mitigate the impact of child poverty on educational outcomes.

The relevant information and evidence gathered during our visits is reflected throughout this report.

63 The schools and Cluster Partnership we chose to visit are ranked in the Index of Multiple Deprivation (IMD) as having over 80% of pupils living in the 10% most deprived areas in the country. We also sought to visit different types of schools including a maintained school, an academy and a faith school. All of the schools we visited during this inquiry have diverse populations, with the additional characteristics of high





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percentages of pupils with English as an additional language (EAL) and high percentages of pupils from Black and Minority Ethnic (BME) backgrounds. Information was obtained from compareschools.gov (2016/2017)<sup>6</sup> and provided by the schools themselves. When speaking to practitioners we were provided with background information which highlighted the unique communities that each establishment supports.

- 64 Brownhill Primary Academy – The school is situated in the Burmantofts & Richmond Hill ward, with 468 pupils currently on roll and 66.6% of pupils eligible for FSM.<sup>7</sup> Brownhill Primary Academy became part of the Co-operative Academies Trust in January 2013. The Trust comprises of three other primary schools and two secondary schools in Leeds, and various other schools across the North of England. There are 43 spoken languages in the school, and 47.5% of pupils with EAL.
- 65 St Peter's Church of England Primary School – This school is also situated in the Burmantofts and Richmond Hill ward, with 254 pupils currently on roll and 49% of pupils eligible for FSM<sup>8</sup>. St Peter's only enrolls pupils from a Christian faith, apart from the pre-school, which enrolls pupils of all faiths. In 2005, 58% of pupils were from an ethnic minority compared to 98% in 2017. Many of the families with pupils at the school have recently moved to the country, and the highest proportion of

pupils are from Black African origin, with only 2.4% of pupils of White British heritage. Pupils in the school speak 29 different languages, and 67.2% of pupils with EAL.

- 66 Ingram Road Primary School – The school is situated in the Beeston and Holbeck ward, with 365 pupils currently on roll and 56.6% of pupils eligible for FSM<sup>9</sup>. Ingram Road Primary School is a local authority maintained school and includes a pre-school with 52 part-time places. The school population is transient, with families often moving to and from the area, including refugee families. There are 47 languages spoken in the school, and 63.7% of pupils with EAL.
- 67 Inner East Cluster Partnership – The Inner East Cluster team work closely with schools and other partners to ensure that families are offered early support and intervention to prevent issues escalating, which may result in poor outcomes for a child and their family. They predominantly focus on the geographical neighbourhoods of Richmond Hill, Burmantofts, Lincoln Green and Gipton. As one of the largest Clusters, covering areas of high deprivation, Inner East receives proportional funding from the Council, partnership schools and the Clinical Commissioning Group (CCG) to ensure staff are resourced to manage the volume and complexity of cases they receive. The range of services offered include family support, improving school attendance and supporting behavioural, emotional and developmental needs.

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<sup>6</sup><https://www.compare-school-performance.service.gov.uk/find-a-school-in-england>

<sup>7</sup>Pupils eligible for free school meals at any time during the past 6 years

<sup>8</sup> See footnote 7

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<sup>9</sup> See footnote 7



# Conclusions and Recommendations

## Achievement and Attainment – High Expectations for Children in Poverty

68 Our primary focus during this inquiry was to understand what initiatives are in place in Leeds to build resilience and support in learning for children and young people who are disadvantaged due to poverty. We wanted to identify and understand how child poverty impacts on a child's learning environment (at home and at school) and the capacity of schools in areas of high deprivation to provide stable and supported learning experiences. We also wanted to identify the prevalence of schools in Leeds where children are making good progress, despite the challenge of child poverty.

69 Pupils in receipt of FSM are broadly considered to be disadvantaged and therefore at risk of achieving poorer educational outcomes. A large proportion of children in receipt of FSM are resident in the most deprived areas of Leeds. In Leeds, there were 18,655 pupils of statutory school age eligible for FSM at January Census 2017. By phase of education this was 11,888 for primary age pupils (17.7% of the primary cohort) and 6365 for secondary pupils (16.5%). There is a higher rate of eligibility within special establishments with 39.4% of children and young people in these settings being eligible.

70 During our inquiry, we commissioned a significant amount of data to enable us to draw comparisons in key stage results and analyse learning gaps for disadvantaged children and young

people. To ensure a depth of understanding of the complex picture some of the data reported to us related to the range of pupils in the 10% most deprived areas (LSOA) and also pupils eligible for FSM.

71 The data highlighted that in 2016, at the end of year 6, the learning gap for disadvantaged children in Leeds was already 13.3 months; this is the biggest gap between disadvantaged children and national non-disadvantaged in the whole country. Nationally there has been a slow narrowing of the gap, in Leeds this has not been observed as the gap is increasing.

72 We considered the table (appendix 3) which compares Leeds data for disadvantaged learners with statistical neighbour authorities and relevant core cities. The table compares key stage results and enabled us to analyse the gap at each of these phases. This showed us that Leeds gaps are, 5.7 months at the end of foundation stage, 13.3 months at the end of key stage 2 (end of primary school phase) and 22.3 months the end of key stage 4. These gaps have widened between 2012 to 2016.<sup>10</sup>

73 We are aware that disadvantaged children who attain higher results in their early education perform better in later key stages.<sup>11</sup> We therefore raised our concern regarding the significant growth in the learning gap that has occurred in Leeds between foundation

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<sup>10</sup> Para 71 and 72 Closing the Gap? Trends in Educational Attainment and Disadvantage, Jon Andrews, David Robinson and Jo Hutchinson, Education Policy Institute, August 2017

<sup>11</sup> See footnote 1





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stage and the end of key stage 2 when compared to statistical neighbours and comparable core cities. We sought to establish why that might be and what efforts have been made to research the reasons behind this or look at comparable authorities where the learning gap is low or reducing. In response we were advised that representatives from other local authorities were visiting Leeds on 20 November to discuss and identify what can be learned.

- 74 Reflecting on the growing gap, which is accelerated at such a significant stage in a child's education, we consider that a more robust approach to analysing and identifying the reasons for this must now be independently undertaken. We suggest that a professional educational research organisation is commissioned to do this so that the Local Authority, Schools and Partners can respond to the challenges raised, reverse the trend, and prepare disadvantaged pupils to progress successfully before embarking on their secondary learning phase.

**Recommendation 6** – That the Director of Children and Families commissions independent analysis and research by a recognised educational research organisation in order to identify the fundamental reasons for the widening of the learning gap during KS1 and KS2, so that the Local Authority, Schools and support organisations can respond collectively to the challenges raised.

- 75 We are very aware that there are statistical complexities when analysing deprivation, disadvantage and the correlation to educational outcomes. We therefore also considered ethnicity

demographics and the impacts of special educational needs and disability (SEND) and English as an additional language (EAL), in addition to the receipt of free school meals. One fifth of primary schools within Leeds have between 66% and 99% of their pupils living in the most deprived areas nationally. The most disadvantaged schools have the highest proportion of children with Special Educational Needs (20%). There is also a correlation between the number of children with EAL and schools in areas of high deprivation.

- 76 When we considered the data that consolidated all this information by geographical clusters we could see a clear pattern of challenge in the cluster areas with the highest levels of deprivation. The nine clusters with the highest levels of deprivation typically have the highest rates of free school meals, the highest rates of new pupils arriving in the city, and the highest proportions of BME, EAL and SEND pupils.
- 77 We considered research published by the Department of Education in November 2015<sup>12</sup>, which provided key findings regarding what schools are doing to improve the performance of disadvantaged pupils. This research identifies common features of schools where disadvantaged pupils are achieving better than expected. The report highlighted that a schools intake and circumstance are influential but they do not totally determine pupils' outcomes. It therefore 'implies that schools have meaningful scope to make a difference.' The report also clarified that the successful schools in the research have been focusing on

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<sup>12</sup> See footnote 1.



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disadvantaged pupils' performance for longer. Leaders in more successful schools said it had taken a period of around three to five years to see the impact of changes.

78 Our engagement with primary schools during this inquiry was particularly significant in helping us to understand the learning, support and welfare strategies implemented in schools where a high percentage of the pupil cohort are eligible for FSM. Interestingly, the research commissioned by the DfE identified that, in general, schools with a higher proportion of disadvantaged pupils were associated with higher performance among disadvantaged pupils. This indicates to us that lessons can be learned by school leaders with lower proportions of disadvantaged pupils, from those leaders with much higher proportions.

79 The analysis undertaken by DfE compared more and less successful schools with high levels of disadvantaged pupils. This identified seven building blocks for success.

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.

4. Focus on outcomes for individual pupils rather than on providing strategies.

5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.

6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.

7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

80 When visiting the Schools and Cluster Partnership who supported this inquiry, we identified a number of these 'building blocks' in practice. We also acknowledge that the schools were at different stages in responding to the challenges of poverty.

81 The main challenges communicated to us were the numbers of children who have English as an additional language, and therefore needing to learn English and progress within the curriculum. The schools are also responding to material deprivation and challenging family circumstances some of which are caused by poverty.

82 All schools visited advised us that deprivation is rarely seen in the classroom, it is not visible in learning. They added that they do not do not experience frequent bullying between peers due to poverty, because pupils are from similar communities and most are from disadvantaged backgrounds. One school advised us that pupil



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behaviour is considered by staff to be excellent, and that they do not consider this to be a challenge, whilst another advised us that it takes a significant amount of resources to maintain good behaviour within school. The school manages behaviour to ensure that learning for other pupils is not disrupted. We were informed that some children struggle in adapting from a life with few boundaries outside of school to the school environment with expected levels of behaviour.

83 At our visit to St Peters CofE Primary School we were advised that there is specific investment of pupil premium funding on additional highly-qualified teachers, and attribute this to the narrow learning gap they have between Pupil Premium eligible children and their peers by the end of KS2.

84 Both Brownhill Academy and Ingram Road Primary School advised us of their personalised learning approaches, saying that they assess children individually with units of work and set targets for each child. This ensures that lower ability children are challenged to learn and higher ability children do not have gaps in their learning.

85 Professionals at Ingram Road added that very careful thought and planning is needed for every lesson to embed this practice. Every half term a teacher meets with each individual child to discuss their performance, attendance, appearance and behaviour. Children are recognised in their achievement and move through recognition stages, bronze, silver, gold, and onto platinum. They advised that one of the positive aspects they have seen is how enthused their children are when they are talking about learning.

86 In both schools, we were advised about the cultural shift and change in attitude by all professionals that has taken place. They look at the challenges positively in terms of solutions instead of limitations. Both schools highlighted that poverty is not used as an excuse for low expectations in progress and that expectations are high.

87 Practitioners at Ingram School advised us that they have taken steps to minimise impact of poor housing conditions on a child's ability to do their homework by running supported homework clubs at lunch time and at breakfast club. They have also introduced a scheme called 'Kids Crew' which gives children jobs within school to introduce them to the concept of employment and responsibility, for which they are rewarded.

88 We found that there was strong support for EAL children at all three schools. Brownhill Academy advised us that it is important for EAL children to be part of a normal class, therefore they will attend lessons with an EAL teacher in morning then attend normal lessons in afternoon. The school also utilises Pupil Premium funding to pay for Rosetta Stone support which can be accessed at home.

89 One school advised us that ESOL classes are provided for parents who wish to engage, including women only classes. Some parents choose to learn with their children. The school also provides computing classes, parent literacy classes and a session which gives parents knowledge about how education works in the UK.

90 During our visits, we heard views about the differing values placed on education by parents from different cultural



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backgrounds. Each school expressed how parental attitude to education can make a big difference in the progress of their children. St Peters CofE School explained that the school do not feel that they face the challenges that other schools with a similar demographic face, because the parents of pupils at the school have such a positive attitude towards the school, and education in general. The school finds that the families of pupils at the school have a strong sense of community, with many living in close proximity, from similar cultures and home countries, as well as often attending the same churches. This strong sense of community means that parents encourage each other and support each other. Ingram Road School also advised us that families particularly from African communities are highly aspirational for their children.

91 We were advised that the value of education is not recognised by all parents, particularly those where intergenerational worklessness is prevalent. We were advised by one school that engaging with white working class parents seems to be more of a challenge.

92 All schools recognised the value of having a consistent staff structure to maintain high quality teaching in school. St Peters advised us that they have a low turnover of staff, and most staff stay for long periods of time. We understand that this is unusual in schools with high numbers of disadvantaged pupils and this was raised as an issue at the other schools. We were advised that highly aspirational newly qualified teachers will apply for posts as they understand that this will significantly expand their skills and knowledge, but being aspirational

they do not tend to stay for long periods of time.

93 The data that we considered identified that on average overall performance of primary schools with a higher proportion of children eligible for FSM or living in the most 10% deprived areas is not as high as those with less disadvantaged children. Appendix 4 identifies a clear trend which demonstrates this. There is however, a large overlap in performance which identifies that in more deprived areas of the Leeds some primary schools are performing better than those in less deprived areas, with some achieving above the national standard. We consider that there is further opportunity to identify and analyse practice of the schools that are performing well, in order to share that best practice and broker school to school support for those schools that are finding it difficult to improve their performance.

**Recommendation 7** – That the Director of Children and Families undertakes detailed analysis of the schools in Leeds where disadvantaged pupils are making good progress to better understand the drivers for this, and identifies if the strategic and operational approaches can be adopted by schools who are in need of further support to narrow the gap for disadvantaged pupils.

94 We were advised that all staff within the learning Improvement team work with school leadership teams to apply strategies to address the gaps and diminish the impact of disadvantage. The team also deploys a variety of project and programmes to narrow the learning gaps in Leeds including the sharing of data and performance





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information, the delivery of training and assisting schools in the effective use of pupil premium. We were also informed that the services has individualistic bespoke approaches on a school by school basis, working with schools to identify the difficulties that they are having so that the service can evaluate what meaningful interventions are required.

- 95 Effective governance within schools creates robust accountability, oversight and assurance for their educational performance. We believe that School Governors should also have high expectations for disadvantaged children and young people to achieve their best. We were advised that to support this a traded training programme for all school governors is available which includes Improving School Attendance, and Pupil Premium and Diminishing the Difference.
- 96 We were advised that the DfE's Competency Framework for Governors states that everyone on the Governing Body is expected to know how the school receives funding through pupil premium, and how spending has an impact on pupil outcomes. The Governing Body is responsible for making sure that admissions and attendance registers are kept. School governors are also required to provide absence data that will be collected every term through the school census. The Governor Support Service therefore recommends, through their clerking service, that governing bodies appoint governors with specific responsibility for pupil premium and attendance not only to ensure statutory responsibilities are fulfilled but to ensure that there is

appropriate support and challenge in place.

## Pupil Premium to support learning for children in poverty.

- 97 Pupil Premium funding was introduced in April 2011 by the government, to support the learning of children and young people from disadvantaged backgrounds. We were informed that primary aged children who have been in receipt of FSM at any time in the last 6 years attract £1,320 funding to the school, and secondary phase children attract £935. The national figures for 2017/18 show that there are just over 35,000 children in Leeds who are eligible for Pupil Premium funding, which equates to over £42 million<sup>13</sup> in the system. We understand that this additional funding must be used for raising the attainment of disadvantaged pupils of all abilities to reach their full potential, and this is to be evidenced in an annual spending report on each schools website.
- 98 Prior to our visits to the selected primary schools, we were provided with the Pupil Premium report for each school, which we then discussed with each school during our visits. All schools shared a common view that the level of additional funding they received through Pupil Premium funding was not a barrier to the level of support they could provide. There was also a consensus between the schools we visited that Pupil Premium funding should be spent

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<sup>13</sup> £39m is for FSM6, £3m for CLA, 70k Service children



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on all children within the school, rather than attributing a budget to an individual child, to ensure that those who do not qualify through the national measures but still require support, are not left behind.

99 We found differing approaches to the allocation of Pupil Premium to fund resources and initiatives in each school. The head teacher of St Peter's C of E Primary School, holds a clear view that the majority of Pupil Premium funding should be spent on additional highly qualified teachers. The school also allocates funds to provide extra support for more able children, to ensure that they continue to excel despite experiencing child poverty.

100 Brownhill Primary Academy also focus Pupil Premium funds on additional teaching, but also to provide teaching assistant and pastoral support. Ingram Road Primary School use the majority of their Pupil Premium budget to fund teaching assistants to work with smaller groups of pupils, as well as welfare and support roles, including a Counsellor and Family Support Worker.

101 All three schools expressed the importance of allocating Pupil Premium funds to extracurricular activities such as school trips, with the intention of raising the aspirations of children living in poverty and enriching their lives with out of the ordinary experiences. Each school varied in their approach to the subsidy of school trips, with activities funded entirely, and one school stressing the importance of parental contribution to encourage parents to be self-sufficient, even if is to a minimal extent.

102 We are aware that the small number of schools we visited highlights only a fraction of the work undertaken by schools in Leeds to mitigate the impact of child poverty through Pupil Premium funding. When we met with the Educational Reference Group, (a sub-committee of the Leeds Safeguarding Children's Board), we heard that not all schools felt that they are sufficiently resourced to offer the level of support they feel is necessary.

## Nutrition and Preparing for the School Day

103 We understand that the hidden costs of the school day, such as uniform and books, can create pressure for parents who are struggling financially. We wanted to ensure that children have a successful school day and are supported, so that their learning is not negatively impacted on by a lack resources, and that they are not stigmatised as a result. As a minimum, we consider children to be prepared for a day at school if they have eaten breakfast, have a nutritious meal during the school day, and are wearing adequate school clothing which is appropriate for the weather conditions.

104 Two of the schools we visited implemented a very basic school uniform policy, which stipulates the colour of jumper required, without the need for a school logo. Their rationale for doing so is to ensure parents are not expected to buy uniforms limited to a specific school uniform shop, which are usually significantly more expensive than supermarket uniforms. In St Peter's Church of England Primary School,





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uniforms are sold onsite at low market prices, which also enables them to provide pupils with partial or full uniforms discreetly if necessary. We found that both Ingram Road and Brownhill Academy were also providing items of uniform to families where they were struggling to meet the expense.

105 We found these methods to be supported in the 'At What Cost?'<sup>14</sup> report written by young people as part of the Children's Commission on Poverty, who recommend that school uniform must be easily available for parents or carers to purchase and schools must select items that can be purchased cheaply. We are aware that unfortunately there are varied school uniform policies across schools in Leeds and that it is the governing body of each school who is responsible for making decisions about these policies.

106 The benefits of nutritious meals provided in schools for disadvantaged children are widely evidenced in national research. This is illustrated by research carried out by the Education Endowment Foundation, published in November 2016<sup>15</sup>, who reported that disadvantaged children who attended free breakfast clubs experienced around two months attainment progress in comparisons to their peers. Breakfast clubs exist across a number of schools in Leeds, but are currently not specifically funded by the Government.

107 We were advised that in January 2015 the Council began working with FareShare Leeds to launch a school breakfast cereal delivery, which a number of Cluster Partnerships (including Inner East) have signed up to. Further work is due to be undertaken in 2017/18 to increase sign up. All of the schools we visited hosted breakfast clubs for pupils, either for free or at a heavily subsidised cost, financially supported by Pupil Premium funding. We were reassured by the schools we visited that if a child arrives at school without having eaten breakfast, they will be provided with food even if they do not attend breakfast club.

108 Access to a FSM for a child is based on parental entitlement to defined state benefits. Currently all children age 4 – 7 (KS1) are also entitled to universal free school meals. As documented earlier in this report, children living in poverty are not restricted to families in receipt of state benefits. However, under the current arrangements, some children who are from working families living in poverty, will not receive a FSM. This suggests that there are many children who may benefit from a FSM, who are simply not entitled to receive one. Two of the schools visited advised us that they regularly top up lunch boxes to ensure that children have sufficient nutritious food to eat at lunch time, as some parents simply cannot provide this.

109 To maximise entitlement to FSM, we were reassured that parents applying for Housing and Council Tax Benefit will be automatically assessed for FSM entitlement. Parents would be required to proactively opt out of this entitlement, rather than specifically claim it. Schools

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<sup>14</sup><https://www.childrenssociety.org.uk/what-we-do/resources-and-publications/publications-library/at-what-cost-exposing-the-impact-of-poverty-on-school-life-full-report>

<sup>15</sup>[https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation\\_Reports/Magic\\_Breakfast.pdf](https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Magic_Breakfast.pdf)



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are also advised of the pupils in their school who are entitled to a FSM.

110 We are concerned that the application process could be directly impacted on by the full roll-out of Universal Credit. The administration of Universal Credit is undertaken by the Department for Work and Pensions (DWP) as opposed to the Council, and therefore it may be more difficult to identify children who are eligible for FSM. The Citizens and Communities Scrutiny Board conducted an inquiry into Universal Credit in 2016 and recognised the challenges associated with FSM. The Board made a recommendation for the Assistant Chief Executive (Citizens and Communities) and Director of Children's Services to work closely with the DWP to put in place local measures that will help alleviate any delays in accessing free school meals for eligible Universal Credit claimants. This recommendation will follow standard monitoring arrangements, and we have been assured that we will be provided with updates as Universal Credit continues to replace the existing benefit arrangements for families.

111 We were informed of research undertaken by the University of Leeds and Leeds Beckett 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 FSM. 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. Our understanding

is that 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.

112 Despite this, we were advised that not all of those children who are entitled to FSM access a FSM. The take-up of FSM in Leeds has hovered around the 80% mark (79.3% at January 2017 Census) for several years, and we understand that increasing the rate has proved to be difficult. There is a great variation between schools, with take-up below 50% in some schools with others achieving 100% take-up. We also understand that uptake in primary schools is typically higher (82.7%) than in secondary schools (72.4%). When we explored FSM take up during our visits one school advised us of the dichotomy of dedicating significant staff time to encourage parents to take-up their FSM entitlement, when their priority is ultimately focusing child's learning.

**Recommendation 8** – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to identify those schools where pupil take up of FSM is below average and work with those schools to identify what improvement measures can be put in place.

113 We were advised that a number of avenues exist to promote take up of FSM including, including FSM training for school and front line practitioners. This is delivered 2-3 times per year to around 20 delegates per time, and is free to all schools.



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114 We were advised that more can be done to encourage FSM take up and to equip front line officers within Children's Services with the skills to recognise debt, and help or signpost families to manage their finances. Discussion during our visits highlighted that some families are unable to finance basic living requirements. Others prioritise material goods over food and clothing and struggle with prioritising their expenditure to pay for basics necessities. It was recognised that it would be beneficial for closer working arrangements between the Financial Inclusion Team and Children's Services to facilitate the delivery of support in an integrated way. This would also support the training to front line Children's Services officers.

**Recommendation 9** – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to further equip front line staff in Children's Services with the skills to recognise debt and poverty, and to help or signpost families to manage their finances.

115 We raised our concern about the impact of school holidays on those children who would not be able to access a meal whilst the school is closed. We sought clarity regarding the initiatives in place to combat holiday hunger to ensure that children are not returning to school undernourished. We identified a number of individual initiatives to provide meals to families that are run in certain parts of Leeds, however we were not advised of any consistent city wide targeted service that

is managed by any one organisation including the Local Authority. The Inner East Cluster and all the schools visited advised us that during the school holidays they are trying to limit the impact of holiday hunger and have provided food packages to families in need. They do not limit provision of food packages however just to holiday periods and also support families during term time where there is a need.

**Recommendation 10** – That the Director of Children and Families investigates what school holiday food provision is available for children who would usually access FSM, and how this support can be expanded in areas of high deprivation in Leeds.

116 Brownhill Academy and Ingram Road highlighted the importance of children feeling safe at school and within their community. We were concerned to hear that both schools felt that they no longer had sufficient and supportive links with their local police officers and PCSO's. They advised us that mutually beneficial relationships are forged over time however officers are moved on or they are no longer in the area as often. Both schools stressed that consistency and presence is important, for the children, for the professionals in the school and for the community.

**Recommendation 11** – That the Director of Children and Families works in partnership with West Yorkshire Police to improve effective and consistent relationships to support schools in areas of high deprivation. Particularly for schools in areas which include a high proportion of families receiving targeted support.



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## Supporting Disadvantaged Children to Attend School

117 During our October inquiry session we raised our concerns about the impact of school placement and in year school moves, in circumstances where siblings are not placed at the same school or a child has to move schools due to difficult circumstances. It was also brought to our attention that when children from the same family are being placed at different schools this creates transport difficulties for parents, a high proportion of which will be dependent on public transport, resulting in children not getting to school on time. Uniforms can also not be passed onto younger siblings.

118 We were advised that the Leeds City Council admission policy in general offers a high priority to children with a sibling already in the school, as outlined in the statutory School Admissions Code (2014). This aims to ensure that children are offered a school place in the same school as their siblings in the normal admissions rounds.

119 We were further advised however that there are occasions when an offer of a school place is made which is not where the child's siblings attend. These children are added to the waiting lists at their preferred schools, and the admissions policy continues to prioritise their admission for whenever a place becomes available.

120 Class size legislation applies to classes in foundation and key stage one

(Reception, Year 1 and Year 2) where class size is limited to 30 children per qualified teacher. There are only limited exceptions to this class size legislation, and admitting a sibling does not qualify as a legal exemption. Families are therefore advised to apply to a school which has vacancies.

121 Any family who moves into the city during the school year and requests a school place is considered as an 'in-year' application and are considered under the same priorities published in the admissions policy. Academies, Free Schools, Foundation Schools and Voluntary Aided schools are all responsible for allocating places in-year. The Local Authority also delegated responsibility for in-year allocations to Community and Voluntary Aided schools. The guidance given to all schools by the Admissions Service is that wherever possible, sibling groups should be admitted together, with the expectation that schools will consider admitting over their published admission number in order to do this.

122 Due to the pressure on school places, particularly in primary schools, it is often a challenge to secure 'in year' places in all the year groups a family requires. We were informed that in these cases, the admissions service works with the families and schools, to secure the best possible offer, either a school further away where the siblings can all be accommodated together, or schools closer to the home address where the children would need to attend different schools. We were also informed that most of the placing problems occur in the younger age groups and therefore Childrens Services have been piloting a system in the Harehills area to place





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younger siblings first and then KS2 children. At the time of our inquiry, we were advised that there were 199 pupils on waiting lists for a school place with sibling priority, where their sibling was attending another school.

123 During our visits, we were informed of one family taking their children to six different schools. It was also brought to our attention that some disadvantaged children can be waiting up to 4 months for school places. These are generally children with families in challenging circumstances and children who need to be in school receiving support and food rather than spending extended time out of school. We were informed that there are known domestic violence cases where the children are not in school and are waiting for school places.

124 It was stated that for in year moves, the school admissions process takes too long. During our visits concern was expressed that the admissions team has a backlog of cases which is impacting on children and that team does not have the capacity to deal with all in year admissions in a timely way.

125 When we raised this concern with Children's Services during our inquiry we were informed that applications are received by the admissions team if the school has notified them that there has been an application which the school has refused. The back log is taking place where families are in an area of high mobility, are approaching one or more schools and are unable to gain a place. The issue is then picked up by admissions and the sufficiency planning teams. The local authority works on the basis that every child should be made an offer, and be on the roll of the school within 4 weeks. It was acknowledged

however that in one or two areas of the city, where there is high mobility, this time does extend beyond 4 weeks.

126 The data we considered during the inquiry identified that schools serving communities with greater levels of deprivation are on average subject to more requests for in year moves. We acknowledge that this is occurring in the most concentrated in areas of high population, such as the Inner East area of Leeds, and where schools are mainly full or already over their published admission number in many year groups. Whilst we understand that it is rare to have places available in multiple year groups to meet family's needs we also find it unacceptable that disadvantaged and sometimes vulnerable children can be waiting for a school place for up to 4 months.

**Recommendation 12** – That the Director of Children and Families investigates the perceived backlog situation for in-year moves and the resources provided to support in-year school admissions and reports back to the Scrutiny Board in July 2018 detailing what action will be taken to ensure that waiting times for disadvantaged children beyond 4 weeks is minimised.

127 Representatives at the schools visited and the Inner East Cluster all explained that the movement of children during their education can be disruptive to their learning. We were advised that in the Inner East there is a very low percentage of children in year six that started in foundation at the same school, Ingram Road Primary also expressed similar concerns. This however is not the case at St Peters primary school who advised us that



# Conclusions and Recommendations

despite families often moving out of the surrounding areas of St Peter's, the school are proactive in encouraging parents to keep their children at St Peter's when they move. We acknowledge however that the some families would not be able to finance the cost of transport to prevent a school move, and that our own council school transport policy would not generally facilitate this sort of financial support.

128 Research<sup>16</sup> identifies that schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics. Data provided during the inquiry highlighted that the average school attendance for children in receipt of FSM is less than those who are not, and children in receipt of FSM have higher levels of persistent absence. (see appendix 5)

129 During our visits, we wanted to identify the why children are absent from school and the initiatives in place to reduce persistent absence and improve attendance. We were advised that some challenges are beyond the schools control. Some families are living in overcrowded or poor housing, some with no heating and damp conditions. This has a direct impact on child health and the ability to attend school.

130 We were also advised that there are a number of children who are carers for younger siblings which can impact on attendance. The scrutiny of support for young carers was an area last considered in April 2016, and may warrant further scrutiny focus.

131 Attendance Officers in the Inner East Cluster advised us that there is no one singular issue that results in non-attendance, some families have complex chaotic lives and some families cannot afford the cost associated with school due to poverty. They advised us that they look at whole family situations and consider how they can work with the family to change behaviour in partnership with the school. In cases of poor attendance court proceedings are always the last resort as generally a fine will only impact negatively on the family.

132 We were also advised that poor school attendance is usually a symptom of other underlying problems. Families in poverty will prioritise housing, debts and money, and school attendance becomes secondary. Attendance officers in this Cluster considered their role to go beyond school attendance and into family support, and targeted support. They will work with known families to prepare them in advance of September for going back to school.

133 The schools we visited work closely with their Cluster Partnerships for attendance support, or have staff in school who communicate with families and bring children into school where required. Schools also advised us that they build relationships with parents so that conversations can take place to highlight that it is not acceptable for children to stay at home.

134 Practitioners from the Inner East Cluster advised us that the schools that are improving attendance are the ones that have procedures in place to visit families and offer support. The offer of incentives for children with good attendance can also be effective so

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<sup>16</sup> See footnote 1.





# Conclusions and Recommendations

children know that they are doing well. We discussed the range of different incentives during our visits and how pupil premium is utilised to fund these. In addition to school incentives, the Cluster also supports a scheme called the 100% November initiative where children with good attendance are entered into a prize draw.

suggests the project has 'significant benefits' for schools, particularly in regard to a shift in whole school ethos, and notes early evidence for improved attainment and attendance of disadvantaged pupils. The report suggests that a whole-school buy in of the project is crucial to its success, with Local Authority support.

## Developing Good Practice

135 During our inquiry, we sought to identify the positive steps that are being proactively taken in other areas of the country to reduce the impact of poverty on the education of children, so that Leeds could further develop and implement good practice. 'Poverty Proofing the School Day' is a project developed by the charity Children North East, with the North East Child Poverty Commission. The project provides a toolkit to reduce stigma and remove barriers to learning, and to assist schools in exploring the most effective way to spend pupil premium allocation. 'Poverty Proofing the School Day' consists of an audit for each individual school, questioning pupils, staff, parents and governors. The result is an action plan tailored to each individual school to address any stigmatising policies or practices.

136 We identified that the project was first piloted in four North East schools (both primary and secondary schools) in 2013-14. Following completion of the pilot, Newcastle University evaluated the impact of the project, and reported best practice.<sup>17</sup> The evaluation report

137 Since the development of 'Poverty Proofing the School Day', Children North East have worked with a number of local authorities to provide audits in schools. The project launched in North Lincolnshire in 2014. In 2015, the Child Poverty Action Group (CPAG), in partnership with Glasgow City Council Education Services, and supported by Children North East, conducted research based on 'Poverty Proofing the School Day' with children, young people and school staff members to produce a research report, with a toolkit, called 'The Cost of the School Day'. The report included recommendations for schools, local authority services, Education Scotland, national government and other stakeholders. 'The Cost of The School Day' project has so far been facilitated in 8 Glasgow schools, with 339 young people and 111 staff.

138 In October 2017, Manchester City Council launched the 'Manchester Family Poverty Strategy 2017-22'. The strategy outlines Manchester City Council's intention to produce their own poverty proofing toolkit to reduce the impact of child poverty on educational outcomes, with evidence taken from the 'Poverty Proofing the School Day' project. The toolkit will also be adaptable for different uses and different organisations, including health and the Voluntary and Community Sector, and

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<sup>17</sup> Poverty Proofing the School Day: Evaluation and Development Report, Newcastle University



# Conclusions and Recommendations

will use a strengths-based approach and learning in line with the 'Our Manchester' ethos. The toolkit will be co-developed with the support of partners and key stakeholders as well as with residents, to ensure that it reflects what is important to residents and best meets their needs.

139 We sought to clarify if a similar programme is due to be undertaken by this Local Authority with Leeds schools. We were advised that a lot of the schools in Leeds are already undertaking a number of the areas identified in this report, as demonstrated by our visits. We considered however that the 'poverty proofing' audit brings together a number of approaches, which may enable schools to identify gaps, areas that require improvement, or to simply codify practices already in place.

140 We also noted that part of the 'poverty proofing' audit includes speaking to school staff, children, teachers, the governing body and parents about poverty, specifically giving children a voice, recognising the challenges that affect them and reflecting their input in the solutions. (see Voice and Influence, page 17)

141 It was acknowledged that the 'Poverty Proofing' report does provide a steer for schools and could facilitate additional focus on mitigating the impact of poverty. It was acknowledged that it would be beneficial to raise awareness of the work of Children North East to schools in Leeds. It was also suggested that Children's Services could develop a similar range of tools and information for schools to enhance learning strategies for disadvantaged children living in poverty.

**Recommendation 13** – That the Director of Children and Families communicates child poverty initiatives such as 'Poverty Proofing the School Day' delivered by Children North East and the North East Child Poverty Commission, and/or the Manchester 'toolkit', to all Leeds Schools.

**Recommendation 14** – That the Director of Children and Families:

- a) engages with schools to develop (in partnership) a poverty proofing audit toolkit, to support schools in mitigating the impact of child poverty on learning.
- b) considers how children can raise their concerns about poverty and the impact it has on their education and how the solutions they propose can be implemented.

# Evidence

## Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

## Reports and Publications

- Report of the Director of Children and Families, 20 July 2017, Impact of child poverty on children's learning outcomes
- Report of the Head of Governance and Scrutiny Support 07 September 2017, The impact of Child Poverty on Attainment, Achievement and Attendance
- Report of the Director of Children and Families, 19 October 2017, The Impact of Child Poverty on Attainment, Achievement and Attendance (with a focus on Free School Meals, Learning Improvement, School Governance and Voice & Influence)
- Guidance document, governors' specific roles (Updated Sept 2017), Pupil premium governor
- Guidance document, governors' specific roles (Updated Nov 2016), Pupil attendance governor
- Report of the Head of Governance and Scrutiny Support 19 October 2017, The impact of Child Poverty on Attainment, Achievement and Attendance
- Report of the Director of Children and Families, 16 November, The Impact of Child Poverty on Attainment, Attendance and Achievement (with a specific focus on data analysis)
- Report of the Head of Governance and Scrutiny Support 14 December 2017, The impact of Child Poverty on Attainment, Achievement and Attendance
- Report of the Director of Children and Families, 14 December 2017, The Impact of Child Poverty on Attainment, Achievement and Attendance
- Report of the Director of Children's Services, Refresh of the Children and Young Peoples Plan, 25 January 2018
- Report of the Assistant Chief Executive (Citizens and Communities) to Citizens and Communities Scrutiny Board, 13 February 2017
- Scrutiny Inquiry Report (Children and Families), Combating Child Poverty and Raising Aspirations, June 2012
- Scrutiny Inquiry Report (Citizens and Communities), Universal Credit, February 2016
- Poverty Proofing the School Day: Evaluation and Development Report, Laura Mazzoli Smith and Liz Todd, Newcastle University, February 2016
- Closing the Gap? Trends in Educational Attainment and Disadvantage, Jon Andrews, David Robinson and Jo Hutchinson, Education Policy Institute, August 2017
- Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, Research report, Department for Education (National Foundation for Educational Research, Ask Research and Durham University), November 2015

# Evidence

## Witnesses Heard

Steve Walker, Director of Children and Families  
Andrew Eastwood, Head of Service, Learning Improvement  
Peter Storrie, Head of Service, Performance Management and Improvement.  
Councillor Jonathan Pryor, Deputy Executive Member, Children and Families  
Councillor Lisa Mulherin, Executive Board Member, Children and Families  
Mariana Pexton, Chief Officer, Strategy and Resources  
David Roberts, Financial Inclusion Manager  
Diane Gill, Senior Policy Development Officer.  
Becky Lawrence, Performance Programme Manager.  
Viv Buckland, Head of Service (Learning Systems)  
James Rogers, Director of Communities and Environment  
Lee Hemsworth, Chief Officer (Customer Services)  
Jane Hopkins, Head of Communities and Partnership  
Dave Roberts, Financial Inclusion Manager  
Sue Rumbold, Chief Officer (Partnership Development and Business Support)  
Julie Morton, Attendance Officer, Inner East Cluster Partnership  
Laura Davison, Attendance Officer, Inner East Cluster Partnership  
Sarah Hunter, Targeted Services Officer, Inner East Cluster Partnership  
Liz Holliday, Head of St Peter's C of E Primary School  
Sarah Parry, Deputy Head of St Peter's C of E Primary School  
Georgina Winterburn, Head of Brownhill Primary Academy  
Bev Blanchfield, Deputy Head of Brownhill Primary Academy  
S Millard, Head of Ingram Road Primary School  
J Robb, Welfare Officer, Ingram Road Primary School

## Dates of Scrutiny

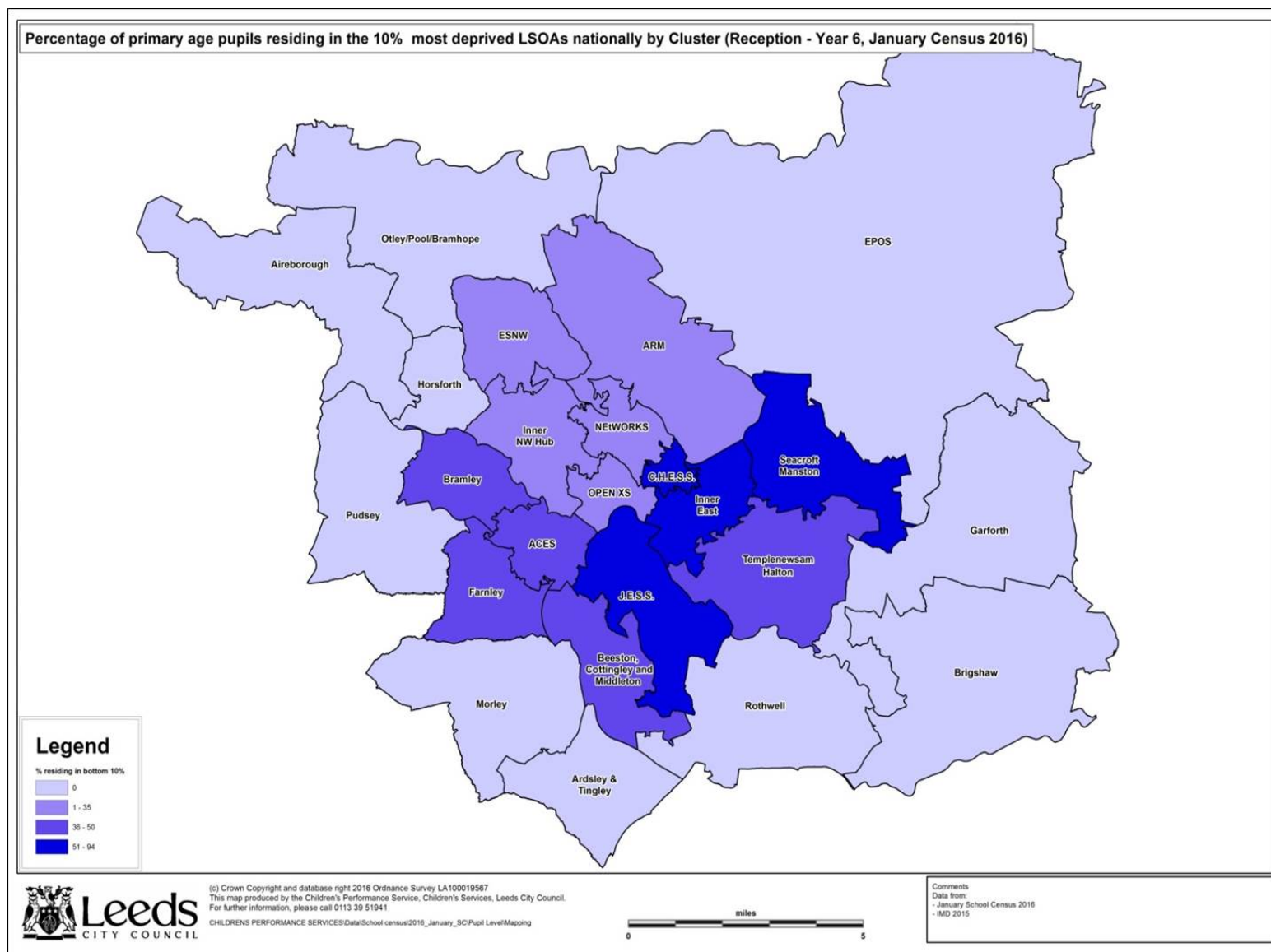
### Meetings

20 July 2017  
07 September 2017  
19 October 2017  
16 November 2017  
14 December 2017

### Visits

LCSB Education Reference Group - 3 October 2017  
Brownhill Primary Academy – 23 November 2017  
Ingram Road Primary School – 24 November 2017  
St Peter's Church of England Primary School – 29 November 2017  
Inner East Cluster Partnership – 23 November 2017

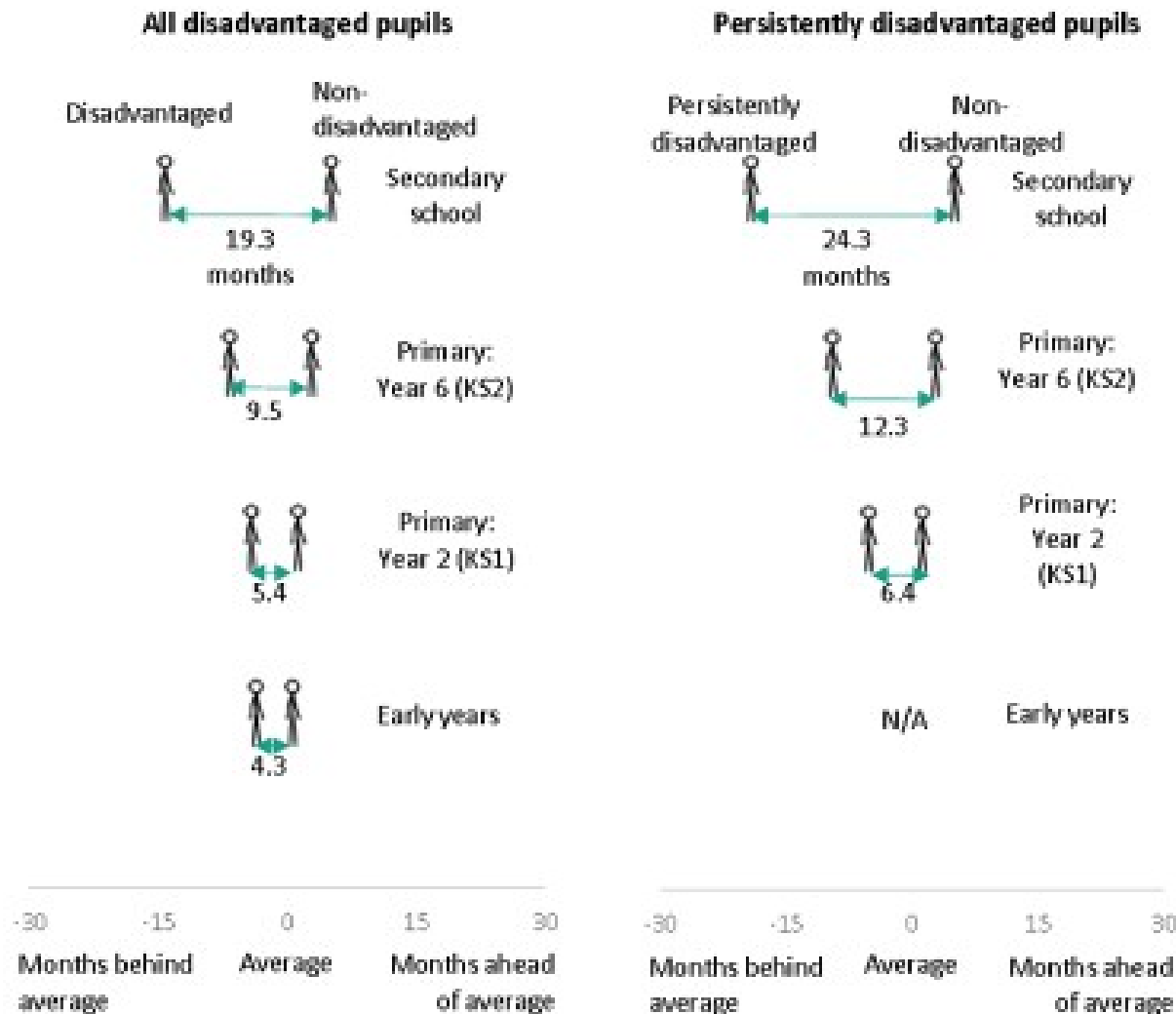
# Appendix 1





# Appendix 2

Source Education Policy Institute



Source: Education Policy Institute  
 "Persistently disadvantaged" = FSM eligible for 80% or more of their school lives

This graphic shows national trends, the gap is even wider in Leeds. In 2016 in Leeds at the end of Year 6 the disadvantaged gap in Leeds was 13.3 months: this is the biggest gap between disadvantaged children and national non-disadvantaged in the whole country

## Appendix 3

### Comparison of key stage results with EPI Closing the Gap analysis of disadvantaged learning gaps and changes in these gaps.

Key Stage	Foundation	KS2	KS4
	<b>2016 results</b>		
	% GLD	% RWM	Attainment8
England	69.3	53.0	48.5
Leeds	62.5	48.0	48.4
<b>DFE COMPARABLE CORE CITIES</b>			
Bristol	66.3	54.0	47.7
Liverpool	59.8	46.0	47.3
Newcastle	69.5	57.0	48.6
Sheffield	68.6	52.0	48.3
<b>DFE STATISTICAL NEIGHBOURS</b>			
Bolton	64.6	56.0	48.7
Bury	68.9	55.0	50.9
Calderdale	67.5	47.0	51.5
Darlington	69.6	56.0	48.4
Derby	66.4	48.0	46.2
Kirklees	66.9	49.0	48.9
Newcastle	69.5	57.0	48.6
North Tyneside	69.7	56.0	51.3
Sheffield	68.6	52.0	48.3
Stockton on Tees	64.9	54.0	49.9

Foundation	KS2	KS4
Months local disadvantaged behind national non disadvantaged in 2016 <sup>1</sup>		
-4.3	-9.5	-19.3
-5.7	-13.3	-22.3
-4.8	-10.1	-24.3
-5.8	-10.5	-22.1
-3.4	-11.8	-21.0
-4.7	-11.7	-23.2
-5.6	-10.1	-20.4
-3.9	-11.2	-18.5
-4.8	-10.4	-18.6
-5.2	-12.6	-24.8
-4.4	-8.7	-27.1
-4.6	-10.2	-21.0
-3.4	-11.8	-21.0
-4.4	-10.9	-18.1
-4.7	-11.7	-23.2
-4.4	-11.6	-22.0

Foundation	KS2	KS4
Change in months 2012 to 2016 with similar authorities (- good) <sup>1</sup>		
0.8	3.3	0.9
0.4	0.2	2.4
1.4	1.4	0.9
-1.2	2.4	0.1
0.0	1.7	1.3
0.9	1.1	-0.7
-1.1	2.0	-1.2
0.0	1.2	-2.0
0.3	3.0	8.1
-0.4	0.2	6.5
0.2	0.2	0.8
-1.2	2.4	0.1
0.1	1.7	-2.0
0.0	1.7	1.3
-0.7	1.9	0.6

<sup>1</sup> EPI 08-2017 - Closing the Gap

GLD - Good Level of Development

RWM - Percent achieving age related expectations in reading writing and maths

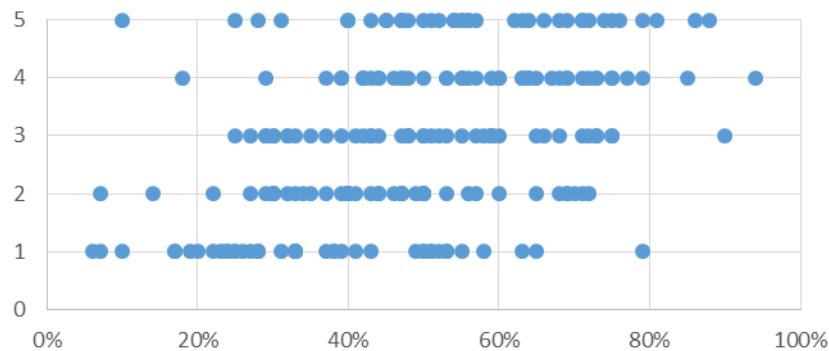
Attainment 8 - average attainment 8 score

# Appendix 4

## Schools grouped by % of all pupils making expected standards in Reading, Writing & Maths in 2016 and by % living in 10% most deprived

Schools Grouped by Performance		1 6-33%	2 33-44%	3 44-53%	4 53-66%	5 66-94%
Schools by % of pupils living in areas 10% most deprived						
5	0-1%	4	3	9	12	12
4	1-5%	2	8	8	12	14
3	5% - 24%	8	8	9	10	9
2	24%-65%	10	13	10	4	6
1	68%-95%	18	11	7	5	1

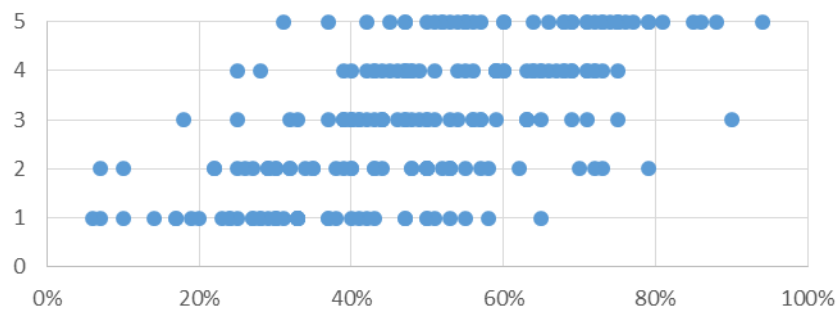
% of pupils reaching KS2 expected standard (R,W,M) by 10% IMD quintile in 2016



## Schools grouped by % of all pupils making expected standards in Reading, Writing & Maths in 2016 and by levels of FSM eligibility

Schools Grouped by Performance		1 6-33%	2 33-44%	3 44-53%	4 53-66%	5 66-94%
Schools by percent of children eligible for Free School Meals						
5	1-5%	1	2	7	11	22
4	5-9%	2	5	10	14	12
3	9-17%	3	14	10	10	4
2	17-26%	14	10	10	5	4
1	26-46%	22	12	6	3	0

% of pupils reaching KS2 expected standard (R,W,M) by FSM eligibility quintile in 2016



# Appendix 5

Data Source: 2016-17 School Census Returns



# Appendix 5

## Primary Schools Leeds - All Pupils Yr1-6

<b>IMD15 Decile</b>	<b>% Attendance</b>	<b>% Absence</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>
0-10 most deprived	95.4%	4.6%	3.0%	1.6%
10-20	95.6%	4.4%	3.1%	1.3%
20-30	96.0%	4.0%	2.9%	1.1%
30-40	96.0%	4.0%	3.0%	1.0%
40-50	96.6%	3.4%	2.6%	0.8%
50-60	96.6%	3.4%	2.7%	0.8%
60-70	96.9%	3.1%	2.5%	0.6%
70-80	97.0%	3.0%	2.5%	0.6%
80-90	97.1%	2.9%	2.3%	0.5%
90-100 least deprived	97.4%	2.6%	2.2%	0.4%
<b>Total</b>	<b>96.2%</b>	<b>3.8%</b>	<b>2.8%</b>	<b>1.1%</b>

## Secondary Schools Leeds - All Pupils Yr7-11

<b>IMD15 Decile</b>	<b>% Attendance</b>	<b>% Absence</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>
0-10 most deprived	93.1%	6.9%	3.5%	3.4%
10-20	93.4%	6.6%	3.8%	2.8%
20-30	94.1%	5.9%	3.8%	2.1%
30-40	94.4%	5.6%	3.6%	2.0%
40-50	95.5%	4.5%	3.3%	1.2%
50-60	95.6%	4.4%	3.2%	1.2%
60-70	95.8%	4.2%	3.3%	0.9%
70-80	96.0%	4.0%	3.3%	0.7%
80-90	96.2%	3.8%	3.0%	0.7%
90-100 least deprived	96.7%	3.3%	2.8%	0.5%
<b>Grand Total</b>	<b>94.5%</b>	<b>5.5%</b>	<b>3.4%</b>	<b>2.0%</b>

Data Source: 2016-17 School Census Returns



Draft

Scrutiny Board (Children and Families)

26 April 2018

Report author: Sandra Pentelow & Harriet Speight

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