

15 October 2015		ITEM: 7
Children's Services Overview and Scrutiny Committee		
Pupil Premium with a focus on the work at Hathaway Academy and Harris Academy Chafford Hundred in regards to mentoring troubled youths		
Wards and communities affected: All	Key Decision: All	
Report of: Carmel Littleton - Director of Children's Services Roger Edwardson – Interim Strategic Leader School Improvement, Learning and Skills		
Accountable Head of Service: Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills		
Accountable Director: Carmel Littleton, Director of Children's Services		
This report is public		

Executive Summary

The report compares the performance of children and young people in receipt of Pupil Premium funding in Thurrock schools and academies for the academic year 2014/15.

At this stage, the data used in the report remains non-validated by the DfE. Final results will be available later in the year. The report does not contain comparisons for GCSE at this stage as the results are subject to a significant number of re-marks of tests specifically in English and mathematics.

As examples of good practice, The Hathaway Academy and Harris Academy, Chafford Hundred have provided detailed information on their use of pupil premium to raise standards and narrow the gap for young people in receipt of the additional funding.

1. Recommendation(s)

- 1.1 That the Overview & Scrutiny Committee scrutinises the impact of pupil premium for the academic year 2014-15 in primary schools across the borough and seeks an update for secondary schools when the data is fully validated.**

1.2 Acknowledges the actions taken by The Hathaway Academy and Harris Academy Chafford Hundred

2. Introduction and Background

2.1 The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6 and £935 for pupils in year 7 to year 11. Schools will also receive £1,900 for each pupil who has left local-authority care following adoption, special guardianship and/or a residence order. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

The report gives an attainment overview for 2015 with a focus on narrowing the attainment gap for children in receipt of Pupil Premium.

Early Years Foundation Stage Profile.

EYFSP

		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change
GLD	ALL	66%	73%	7%	60%	6%	66%	7%	1%
	Boys	59%	64%	5%	52%	7%	tba		
	Girls	73%	81%	8%	69%	4%	tba		
Average	ALL	33.7	34.3	0.6	33.8	-0.1	34.3	0.0	0.1
Total	Boys	32.7	33.1	0.4	32.6	0.1	tba		
	Girls	34.6	35.4	0.8	35.1	-0.5	tba		
Inequality Gap		28.8%	27.9%	-0.9%	34%	-5.1%	tba		

2015 National Data is provisional and based on 150 LAs

2014 National data is from published data in October 2014 for state funded schools only

2.2 Overall Performance

- The provisional data for Thurrock shows a further rise in pupils achieving a Good Level of Development (GLD). Performance was already 6 percentage points higher than the national average in 2014 and it looks like this has increased to 7 percentage points in 2015 based on data collected from 150 Local Authorities. 30 out of the 39 primary schools in Thurrock are at or above the national estimate for 2015.

- There was a huge improvement in GLD performance for boys in 2014 which has been maintained in 2015 with a further 5 percentage point rise. Performance for girls has also improved, by 8 percentage points in 2015, with GLD results for both genders likely to remain significantly higher than the national average.
- The small gap between Thurrock and national for the Average Total Point Score (ATPS) looks to have been closed in 2015 with provisional data indicating a score of 34.3 which is a 0.6 point increase for Thurrock.
- The Inequality Gap, which measures the percentage gap in achievement between the lowest 20% of achieving children (mean score) and the median score for all children, continues to reduce. In Thurrock the gap has decreased by 0.9 percentage points from 28.8% in 2014 to 27.9% in 2015. The gap to national was -5.1 percentage points in 2014 so it is likely that Thurrock will remain lower than national this year.

2.2.1 Contextual Performance

- 5 out of 6 children looked after by Thurrock Council and educated by Thurrock schools achieved a good level of development in 2015 (83%). This is an improvement on the previous 2 years of 57% in 2014 (7 LAC children) and 17% in 2013 (6 LAC children).
- 37% of pupils with SEN Support (including School Action and School Action Plus) have achieved a good level of development this year, an increase of 16% on last year and 26% on the year before.
- 3 out of 47 pupils with a Statement of SEN achieved a good level of development in 2015 (6%), a drop of 3% from last year. However, this is still double the percentage of Statemented pupils nationally that reached this level last year and the average total points score has increased to 23 from 21.5 in 2014.
- The GLD SEN attainment gap has narrowed from 52 percentage points in 2014 to 47 percentage points this year. This matches the national gap in 2014.
- The GLD Free School Meal attainment gap remains unchanged from last year at 16 percentage points. This is 3 percentage points lower than the national gap in 2014. The Pupil Premium gap has increased very slightly to 13 percentage points from 12 percentage points in 2014. There is no national comparative data available.

- The GLD English as an Additional Language (EAL) attainment gap has increased to 10 percentage points this year compared to 8 percentage points in 2014 and 2 percentage points in 2013. This puts Thurrock in line with the national gap of 10 percentage points in 2014.

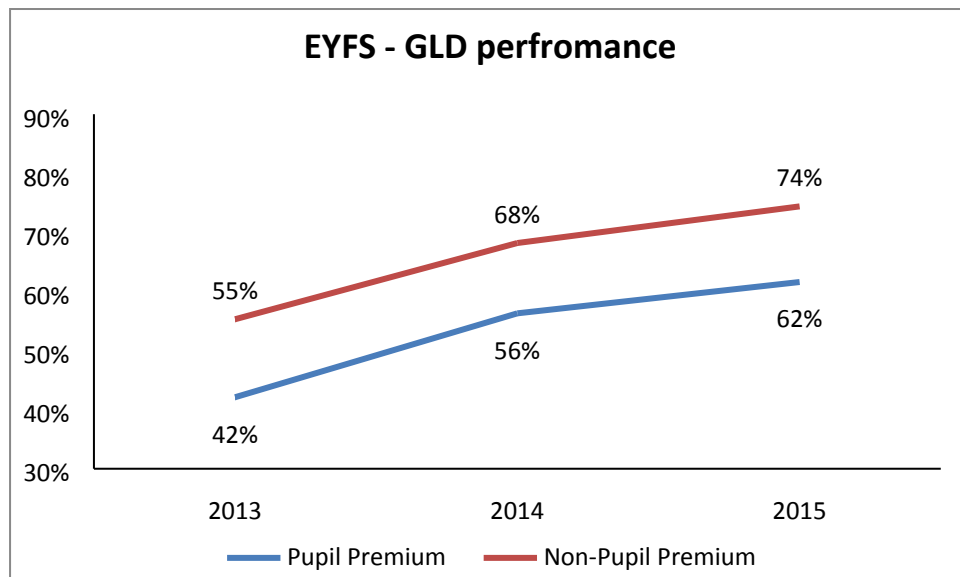
2.2.2 School Performance

A combination of a high GLD percentage and high ATP score is the desired outcome as this shows that pupils have not only achieved the GLD but have done so by exceeding in many areas.

Focus for the greatest impact on improving overall performance

There are five schools in the borough that have the most pupils in the lowest 20% for the ATP score in Thurrock and also low GLD or ATP scores in general. In 2015/16 the focus will be on these schools to improve their results and this will have the biggest impact on improving the inequality gap and overall performance in Thurrock. The five schools are Thameside Primary, Lansdowne Primary, Little Thurrock Primary, Aveley Primary and The Gateway Free School.

2.2.3 Early Years Foundation Stage



2.2.4 Key Stage 1 – 2015 performance for all 7 year olds.

KS1

		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change	
Reading	L2+	91	91	0	90	1	91	0	-1	↓
	L2B+	83	83	0	81	2	82	1	-1	↓
	L3+	29	31	2	31	-2	32	-1	1	↑
Writing	L2+	86	86	0	86	0	88	-2	-2	↓
	L2B+	70	72	2	70	0	72	0	0	→
	L3+	15	16	1	16	-1	17	-1	0	→
Maths	L2+	94	93	-1	92	2	93	0	-2	↓
	L2B+	82	84	2	80	2	82	2	0	→
	L3+	24	26	2	24	0	26	0	0	→
S&L	L2+	90	91	1	89	1	90	1	0	→
	L3+	19	22	3	24	-5	25	-3	2	↑

2015 National Data is provisional and based on 152 LAs

2014 National data is from published data in October 2014 for state funded schools only

2.2.5 Overall Performance

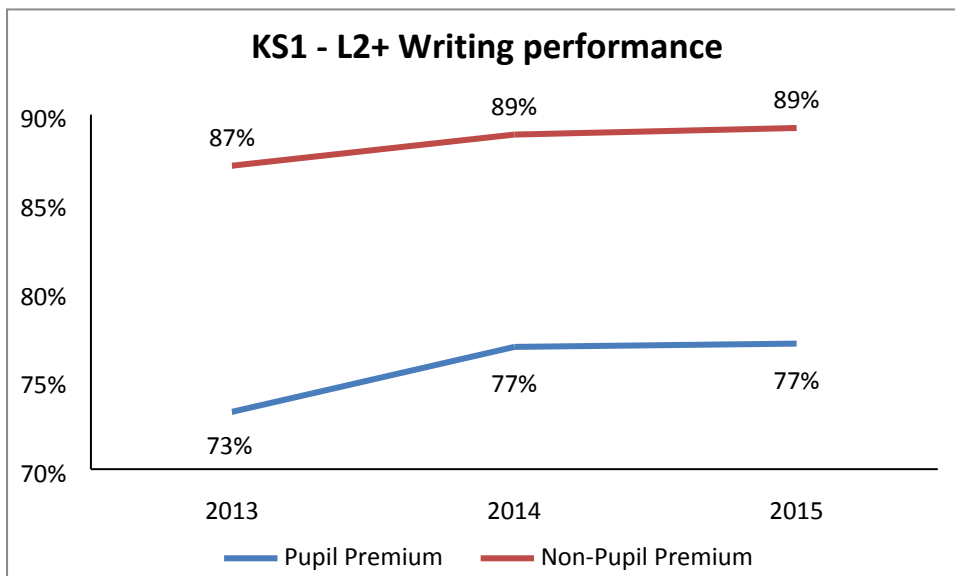
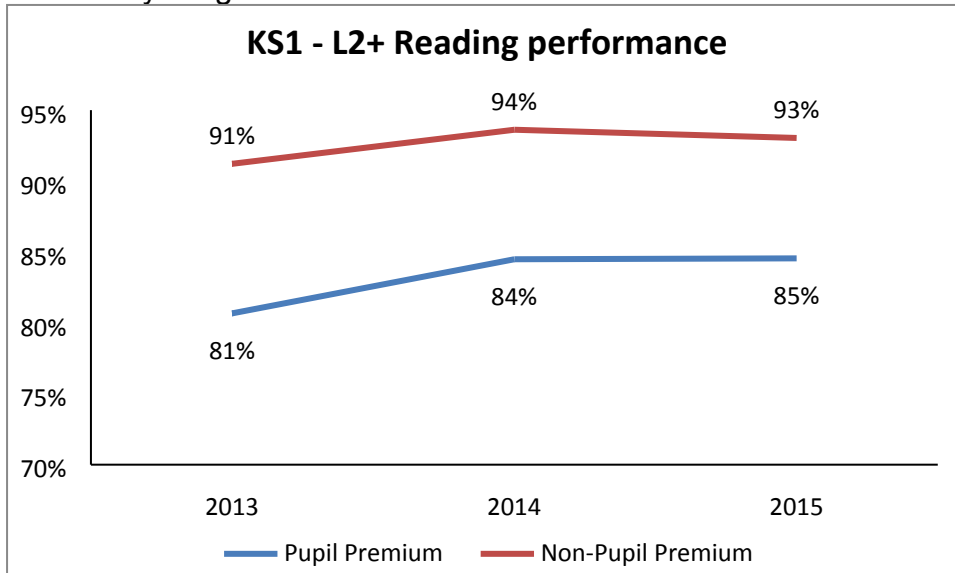
- Thurrock was at or above national in all Key Stage 1 subjects in 2014. In 2015, Performance at Level 2B+ remains in-line or above national and it's at Level 3+ where the gap to national has been closed. Thurrock is now only 1 percentage point below national average for reading and 3 percentage points below for speaking and listening. Girls continue to outperform boys in all subjects.

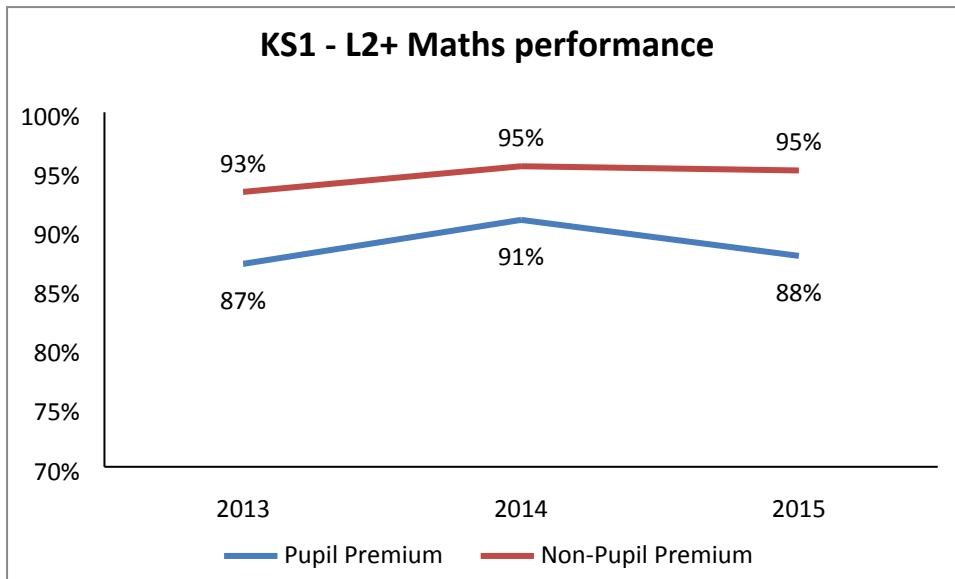
2.2.6 Contextual Performance

- Performance for **pupil premium pupils** has increased over the last 2 years for those achieving L2+ in reading. The gap between those with and without Pupil Premium has reduced from 10.5 percentage point in 2013 to 8.5 percentage points in 2015 - see graph.
- Performance for **pupil premium pupils** has increased over the last 2 years for those achieving L2+ in writing. However, the gap between those with and without Pupil Premium has increased slightly by 0.2 percentage points since 2014 to 12.2.
- There was a drop in maths performance of pupils with **pupil premium** in 2015 at L2+ from 90.1% to 87.8%. This has caused an increase in the gap between those with and without pupil premium from 4.5 percentage points in 2014 to 7.2 in 2015.

Thurrock has been close to or above the national average for Level 2+ in the last 2 years. This year the gap has closed at Level 3+ in reading and speaking & listening but the advantage over national at Level 2+ has reduced. Writing and maths have been the weaker subjects for Thurrock in 2015.

2.2.7 Key Stage 1





2.2.8 Key Stage 2 – Performance of 11 year olds.

KS2

		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change	
Reading	L4+	87	89	2	89	-2	89	0	2	↑
	L5+	43	44	1	50	-7	48	-4	3	↑
Writing	L4+	85	86	1	86	-1	87	-1	0	→
	L5+	30	31	1	33	-3	36	-5	-2	↓
Maths	L4+	85	86	1	86	-1	87	-1	0	→
	L5+	37	38	1	42	-5	42	-4	1	↑
GPS	L4+	73	78	5	77	-4	80	-2	2	↑
	L5+	47	52	5	52	-5	55	-3	2	↑
RWM	L4+	77	79	2	79	-2	80	-1	1	↑
	L5+	20	20	0	24	-4	24	-4	0	→

2015 National Data is provisional and based on 143 LAs

2014 National data is from published data in Dec 2014 for state funded schools inc academies & free schools (not PRUs)

2.2.9 Overall Performance

- In Thurrock performance at Level 4+ and Level 5+ has improved across all of the major subjects at Key Stage 2 – reading, writing, maths and grammar, punctuation and spelling (GPS). It is encouraging for Thurrock with the national increases estimated to be less or in line in most areas.
- For the key measure of Level 4+ for reading, writing and maths combined, Thurrock looks to have closed the gap to the national average to be just 1 percentage point behind.

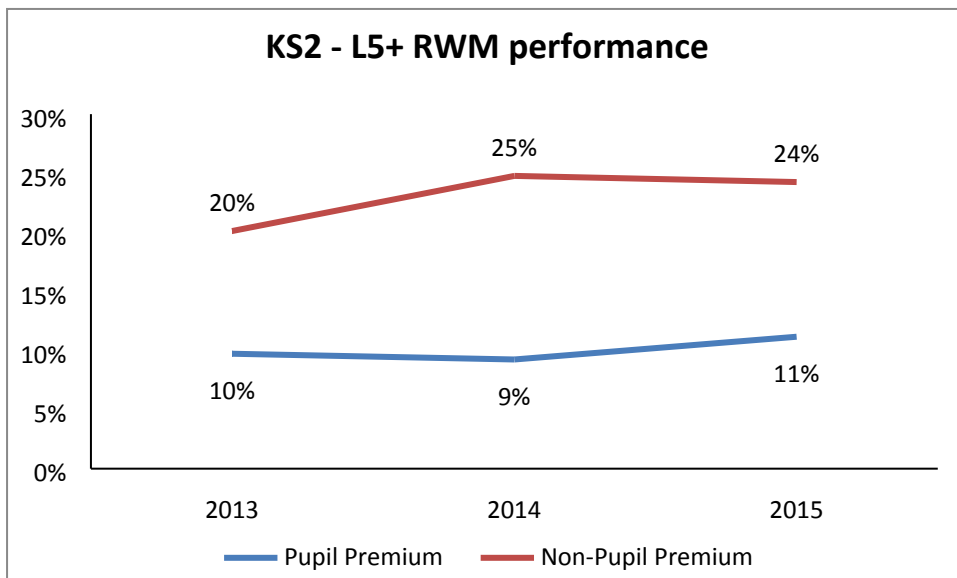
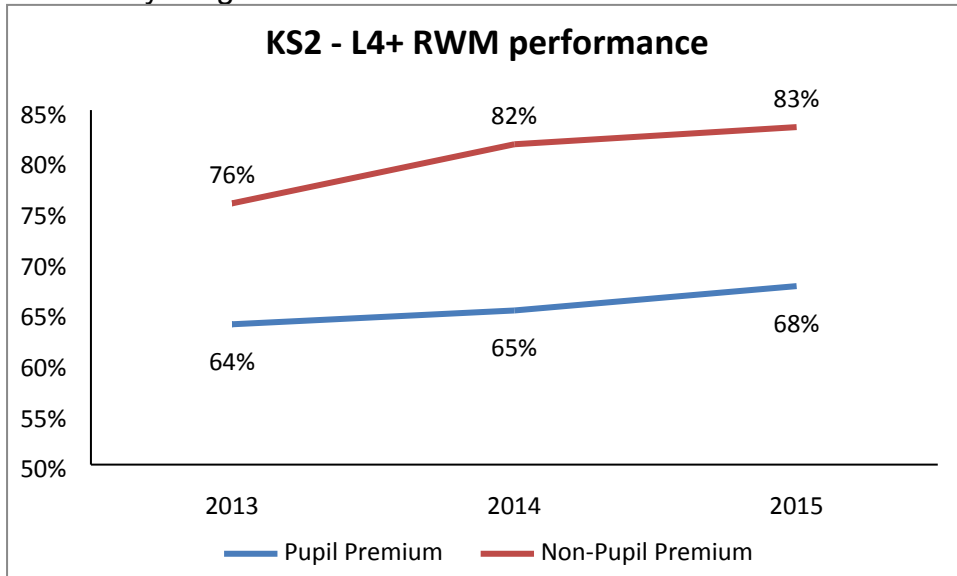
- Reading performance at Level 4+ is currently in line with the national estimate with Thurrock improving by 2 percentage points to 89% with the national average unchanged from 2014. The gap to national at Level 5+ has reduced even further from 7 percentage points in 2014 to an estimated 4 percentage points in 2015. These results are backed up with excellent progress in reading for 2015 with 95.5% of pupils making at least 2 levels progress, a big improvement from last year. 13 schools helped their KS2 cohort to make 2 levels progress in reading compared to 7 schools in 2014.
- Performance at Level 5+ has also improved with reading, maths and GPS all improving and closing the gap to national average. Despite a 1 percentage point improvement for writing at this level, it looks like the national improvement will be greater as it is currently estimated to increase by 3 percentage points.
- Maths is the weakest subject in 2015 with a small increase in pupils achieving L4+. However, the national increase was also small so the gap remains unchanged from last year.

Contextual Performance

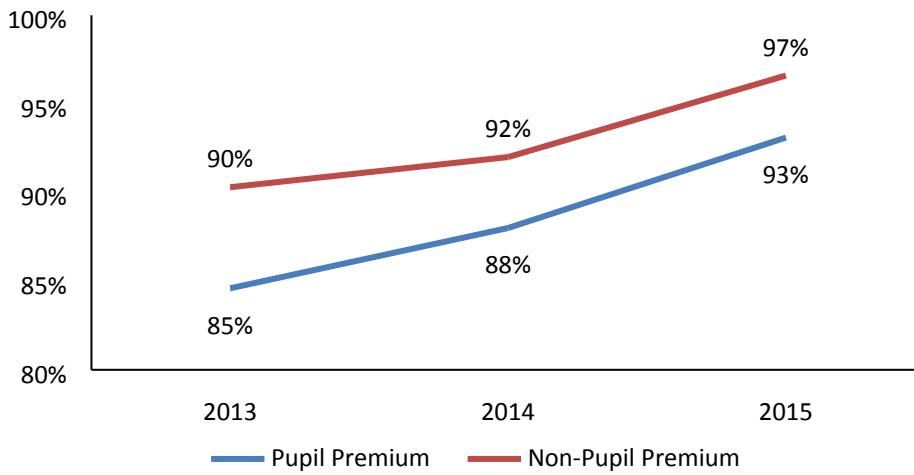
- L4+ in reading, writing and maths for pupils with **pupil premium** support has increased in the last 2 years but pupils without pupil premium have performed better and the gap has opened to 15.7 percentage points. This is a big increase since 2013 but 1.3 percentage points lower than last year. At L5+ performance for pupils with **pupil premium** support has remained fairly static with a slight increase from 9.7% in 2013 to 11.1% in 2015. The gap has decreased slightly from last year to 13.1 percentage points.
- The percentage of pupils with **pupil premium** support making expected progress from KS1 to KS2 has increased since 2013 for reading, writing and maths. The gap to those without pupil premium has closed for reading from 5.7 to 3.5 percentage points (2013 to 2015). For writing and maths the gap has also reduced slightly from 2014.

Schools with the greatest improvements in reading, writing and maths in 2015 are Quarry Hill Academy (22.6% increase L4+, 11.7% increase L5+), Harris Primary Academy (16.1% increase L4+, 18.5% increase L5+), Stanford Le Hope Primary (14.6% increase L4+, 4.9% increase L5+), St Mary's Primary (14.3% increase L4+, 9.4% increase L5+) and Purfleet Primary (12.8% increase at L4+, 31.2% from 2013). Overall, there have been some big improvements for many Thurrock schools over the past 3 years which has helped to close the gap with the national average.

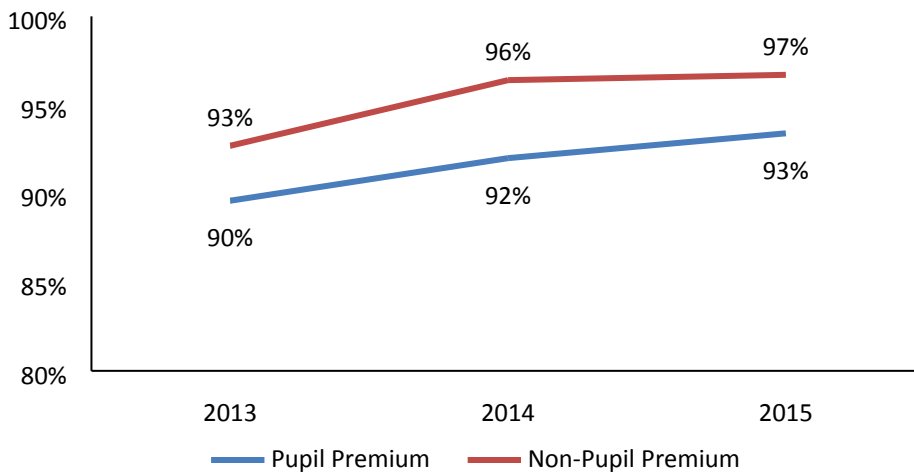
2.2.10 Key Stage 2



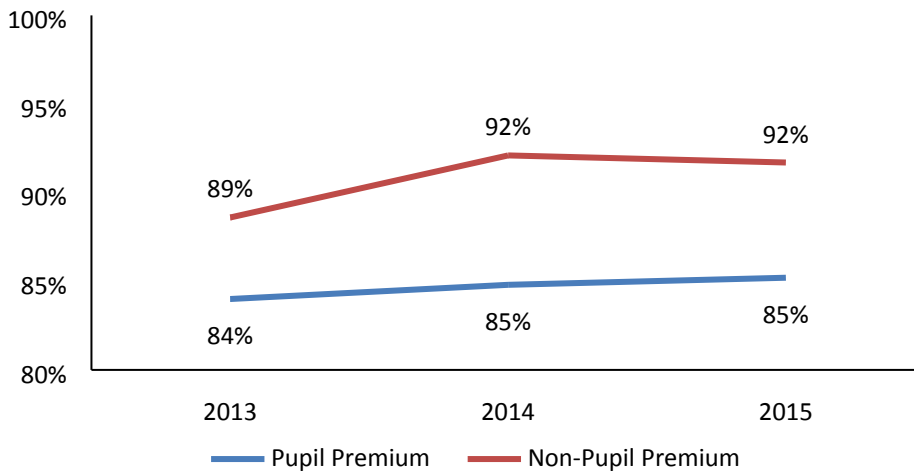
KS2 - Expected Progress in Reading



KS2 - Expected Progress in Writing



KS2 - Expected Progress in Maths



2.2.11 Key Stage 4 – Performance of 16 year olds 2015

It is not possible to compare performance of young people in receipt of pupil premium with their peers at Key stage 4 for the GCE results this summer. Across the borough there are a significant number of papers returned to the examination boards for re-marks in both English and Mathematics. An update report will be presented to committee when all the GCSE results are validated at the end of the Autumn term.

Pupil Premium Plus – this is additional funding for pupils in the care of the local authority attending secondary education.

There was a cohort of 42 Year 11 pupils in the care of the local authority in 2015. Of these pupils almost two thirds were attending alternative or specialist provision. This provision was based upon a mixture of special schools, residential educational placements, specialist therapeutic placements, Pupil Referral Units, Her Majesty's Youth Offending Institute and English as a Secondary or Other Language [ESOL] tuition. 36% attended mainstream provision in schools in and out of borough.

43% did not sit GCSE exams (however, other qualifications were taken). One third, many of whom were unaccompanied asylum seekers or new arrivals did not take a formal qualification other than English for Speakers of Other Languages (ESOL) training. These students obtained certificates of ESOL from the courses they attended. This figure also equates to a small number of students who were not able to take exams due to issues affecting their learning, for example, in Her Majesty's Youth Offending Institutions. With every pupil they have a unique individual story which details the varying strengths and difficulties that she/he experienced during their Key Stage 4 educational history. Some pupils exceeded expectations and achieved above original expectations or what could have been expected depending upon their circumstances. Some pupils experienced particular trauma during their Year 11 academic year which affected their performance. Some pupils experienced changes of foster placement or school due to a range of extenuating circumstances. These stories should not be seen as excuses but rather the particular set of challenges that children in care, or those who have recently been placed into care, experience.

In Borough Summary

Thirteen Year 11 pupils looked after by the local authority attended a local Thurrock school, with 2 attending Treetops and one attending Beacon Hill Special Schools. All 13 Children in Care (CiC) were entered for examinations and all achieved a qualification in a range of subjects. Every mainstream school/academy in Thurrock included at least one CiC in their Year 11 cohort and of the five predicted to gain 5 or more GCSE's, two students achieved 5 A*-C grades including English and maths. (40%).

Out of Borough Summary

Fifteen Year 11 pupils looked after by the local authority attended a provision out of borough, of which 12 students were in specialist provision. All 15 Children in Care (CIC) were entered for examinations and all achieved a qualification in a range of subjects. Three out of borough students attended main stream provision and 1 gained 5 or more A*-C Grades including English and Maths (33%).

In total, of the 24 students entered for GCSE examinations in summer 2015, 3 students gained 5 or more A*-C grades including EN and MA (12.5%)

Post 16 Projections

Early figures suggest that only 2 pupils are potentially NEET as of 1/9/15 – 1.4% and effective measures are being taken to ensure that provision is available for them.

Attached to this report are the two school reports supplied by The Hathaway Academy (*Appendix A*) and Harris Academy Chafford Hundred (*Appendix B*).

3 Issues, Options and Analysis of Options

None.

4. Reasons for recommendations

None.

5. Impact on corporate policies, priorities, performance and community impact

- a. Create a great place for learning and opportunity**
- b. Encourage and promote job creation and economic prosperity.**

6. Implications

6.1 Financial

Implications verified by: **Kay Goodacre**
Finance Manager

There are no direct financial implications in this report.

6.2 Legal

Implications verified by: **Lucinda Bell,**
Education Lawyer

The report author requests that the contents of this report are noted only. The Committee is not required to make any decision and there are therefore no legal comments. Committee members are aware of the Council's overarching duties to promote high standards and fulfilment of potential in education for all pupils, the importance in use of and effect of the pupil premium and the general duty under the Equality Act 2010 to eradicate discrimination and advance equality of opportunity.

6.3 Diversity and Equality

Implications verified by: **Rebecca Price**
Community Development

Pupil Premium funding is allocated to schools and academies based on criteria issued by the DfE which differentiate and takes account of levels of deprivation, children and young people in the care of the local authority and those who are children of forces families

6.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

None.

7. Conclusion

The report seeks to compare the performance of children and young people in receipt of Pupil Premium funding in Thurrock schools and academies for the academic year 2014/15. The data used in the report remains non-validated by the DfE. Final results will be available later in the year.

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None.

9. **Appendices to the report**

- Appendix A – The Hathaway Academy
- Appendix B – Harris Academy Chafford Hundred

Report Author:

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