

Narrowing the Attainment Gap – response to questions

SUMMARY

- 1.1 A report on Narrowing the Attainment Gap was considered at the 11 February 2014 Corporate Parenting Sub Board meeting. Due to the absence of the Director of Learning and Inclusion, some questions raised by the board could not be answered by officers present and it was resolved to receive a written response to the questions for the 18 March CYP Board meeting.
- 1.2 This report addresses the questions raised at the Corporate Parenting Board on Tuesday 11 February 2014.

RECOMMENDATION

- 2.1 To note the responses to questions raised by the Corporate Parenting Sub Board.
- 2.2 To agree for the Corporate Parenting Sub Board to continue receiving updates on a regular basis in order to monitor progress of schools related to pupil outcomes.

REASONS FOR RECOMMENDATION

- 3.1 To enable the Corporate Parenting Sub Board to continue to measure the impact of pupil premium on school outcomes and pupil progress.

SUPPORTING INFORMATION

- 4.1 OFSTED Inspection Reports are produced for individual schools.
- 4.2 The Pupil Premium template provides the information which SSIO's collect for each school.
- 4.3 **Responses to questions**

1. What are schools spending the Pupil Premium money on and how is this monitored by the Council?

This varies by school to schools as they are free to spend it how they wish. All Head Teachers have had training on the most effective ways to do this.

Governors, Business managers, and some whole school staff have also had training. Regular updates are provided at the Heads Strategic Leadership meeting and at the Secondary Education Improvement Partnership. All schools that have been inspected since September 2012 have had this collated – please see attached document. This is regularly updated. Data of all schools is also analysed annually by lead Senior School Improvement Officers (SSIO) and all Senior School Improvement Officers look at their individual schools. This is recorded on the SSIO reports which take place termly. The lead SSIO oversees all of pupil premium across city schools.

2. Is each school challenged to look at the gap between the achievements of children from deprived backgrounds and their peers?
Every school is challenged by their SSIO. This forms part of every data conversation that takes place and is a key priority for our schools. This data is also a focus of RAISEonline, which is a data dashboard showing school performance.
3. Are the schools asked to show how they are using the pupil premium?
All schools have to publish on their website how much PP they get, what they are spending the Pupil Premium on and what impact it is having. All schools have been provided with a template by Sue to make this easier and for consistency. Please see attached. Governors are regularly reminded that this is also their responsibility to monitor this.
4. Is the project looking at joint working between Secondary and Primary Schools in specific areas or across the whole city?
This is not a project but it is seen as our core business and an essential part of the work that the school improvement team do.
On April 1st there is a joint training session for both Primary and secondary Headteachers at Riverside to work on this area.
5. Is there joint working with feeder schools?
All secondary schools provide summer schools which focus on the transition of Free School Meal pupils in the city. This is centrally funded. The event in April is to facilitate more cross phase working.
6. What will happen to the SSIO team supporting this project after March? Will they be recruiting to the team?
This is not a project and is part of the SSIO team's core work. Nothing will change after March and it will continue to be a key area of work, includes the lead. However as the SSIO team becomes smaller the capacity of the team is stretched even further.
7. As the attainment gap between the pupils from deprived backgrounds and affluent peers in KS1 & KS2 is shown to be widening in the city compared to nationally where it is narrowing, how are other authorities addressing this?
It widened last year but until then it has been closing over time. Many of our schools have shown great improvements in this area and this has been recognised by Lord Nash. eg Breadsall Hilltop Junior and West Park who have

received letters congratulating them on their achievements.. Some of our schools that have very high numbers of FSM pupils are also underachieving with all pupils. Each cohort is different as this group cuts across Special Educational Needs and Disability, English as additional Language etc. Other authorities do not necessarily have the extreme poverty that some areas of Derby experience and the challenge that comes with new arrival into the city. However there are some authorities that are closing the gap and research is being done to learn from these authorities.

4.4 Impact of the Pupil Premium

Ofsted Report extracts from September 2012

Allenton Community Primary – Inadequate (October 2013)

- What does the school need to do to improve further? . . . pupil premium funding is used more effectively to accelerate the achievement of eligible pupils.
- An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.
- There were too few pupils in Year 6 in 2012 who were not eligible for the pupil premium to make valid comparisons between their attainment and that of their eligible classmates. However, eligible pupils were working two terms behind similar pupils nationally in English and three terms behind in mathematics. Across the school there is little difference in the extent of the underachievement between eligible pupils and their classmates.
- Expenditure of pupil premium funding is overly focused on improving pupils' social attitudes rather than redressing the gaps in their basic skills.
- Governors have not kept a close enough check on how effectively pupil premium funding is spent.

Allestree Woodlands – Requires Improvement

- Initiatives to boost the progress students funded by the pupil premium are effective and are closing the gap with other students, but they still lag behind and these students do not make good progress.
- Pupil premium funding is used appropriately to improve targeted students' social, mental and physical health, give financial aid, offer breakfast and closely track the progress of the students; a summer school to boost students' English and mathematics skills has taken place.
- Governors are linked to a department, subject or school improvement priority area. This has given them a good insight into how effectively pupil premium funding is being spent.

Alvaston Junior– Requires Improvement (October 2013)

- In 2012, Year 6 pupils known to be eligible for the pupil premium underachieved. Their attainment was lower than similar pupils nationally and much lower than that of other pupils in the year group, about two terms behind in English and more than a year behind in mathematics.
- The current picture across the school is much more positive. Rates of progress in Years 4 to 6 rose steadily last year. There are now few variations in the progress of different groups. Vulnerable groups are now more sharply identified and, increasingly, purposeful use is being made of pupil premium funding to provide effective support for eligible pupils.
- Governors know how and why pupil premium funding is spent in particular ways and can point out accurately where it is making a difference to outcomes for eligible pupils.

Arboretum Primary – Good

- A few make huge gains in their learning because pupil premium funding is used effectively to provide very well considered help.

Ashgate Primary – Good

- Pupils eligible for additional support from pupil premium funding make similar progress to their

peers because of the additional attention they receive. They leave school about one and a half terms behind other pupils in English and nearly two terms behind in mathematics. This is a narrower gap than that seen in the average primary school.

- Governors' lack of experience means that they are not always fully aware of the level of monitoring and challenge that is needed. For example, although governors know how the pupil premium is spent they are not fully aware of its impact on the progress of vulnerable children.

Beaufort Community Primary – Good

- Very effective use is being made through strategies, mainly funded through the pupil premium initiative, to support those pupils in danger of falling behind in their work as well as those with specific learning difficulties or needs. As a result, pupils entitled to free school meals frequently outperform their peers.
- Pupil premium money has been spent effectively to recruit a home liaison officer, one of whose tasks is to work with families of pupils whose attendance is not good. Attendance has steadily improved and currently is better than the national average.
- Pupil premium funding has been utilised effectively to improve home–school liaison and provide additional support for pupils who are falling behind in their work. It has also been used to provide a range of enrichment opportunities during and after school.
- Governors approved the appointment of a home liaison officer and additional intervention support funded by pupil premium money. Through their monitoring they are aware that this has had an impact on raising achievement, especially in literacy as well as ensuring attendance targets have been surpassed

Becket Primary – Good

- The governing body are well-informed and regularly monitors the impact of the spending of the pupil premium to ensure pupils' progress is good enough

The Bemrose School – Good

- Those eligible for the pupil premium and disabled students make better progress than the same groups do nationally.

Bishop Lonsdale CofE (Aided) Primary – Inadequate

- The management of the Early Years Foundation Stage, special educational needs and pupil premium funding are improved to secure significant improvements in progress for pupils in these areas.
- Pupils for whom the school receives the pupil premium have fallen further behind their classmates this year. The gap in levels of attainment in 2012 between this group of pupils and their peers was wide; these pupils attained standards that were two years behind those of other pupils in mathematics and 18 months behind in English.
- The pupil premium funding is spent on additional assistants in classes. This has not resulted any narrowing of gaps in performance because the basic weaknesses in teaching persist.
- It does not provide equality of opportunity or tackle discrimination effectively because disabled pupils and those who have special educational needs, and pupils for whom the school receives the pupil premium, are generally making less progress than their peers.
- Governors: The impact of spending decisions are not scrutinised closely enough; for instance, the effectiveness of the use of pupil premium funding has not been evaluated.

Brackensdale Infant – Requires Improvement

- Last year, the gap in attainment between pupils for whom the school receives pupil premium funding and their classmates closed considerably.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is above average. This funding is for children in local authority care, pupils known to be eligible for free school meals, and children with a parent in the armed forces.
- The gap in attainment between pupils for whom the school receives pupil premium funding closed in 2012. Although standards were still well below average, their attainment matched that of other pupils in reading and mathematics, and was only half a term behind in writing. The pupils benefited from one-to-one and small group tuition, and there is evidence that many made better progress as a result.
- They check the impact of pupil premium money and know how it is being used to close gaps in

learning.

Brackensdale Junior – Requires Improvement

- Pupils for whom the school receives pupil premium funding are beginning to close gaps in their learning, particularly in mathematics. In 2012, pupil premium funded pupils attainment had narrowed to only two terms behind the others in English and just over a term behind, in mathematics, and a higher proportion achieved the expected Level 4 than in the previous year. These pupils benefit from opportunities to learn in smaller groups or on their own to address particular learning needs.
- Governors know how pupil premium money is being used and where it is starting to close gaps in learning, for example, with one-to-one tuition, small group teaching, and the use of netbooks. They monitor all spending well.

Breadsall Hill Top Junior – Good

- Disabled pupils, those with special educational needs, and those for whom the school receives the pupil premium, also make good progress, because they are helped to develop self-esteem and confidence, as well as helped to learn.
- Disabled pupils and those who have special educational needs, as well as those who are eligible for the pupil premium funding, make the same rates of progress in English and mathematics as other groups of pupils. They concentrate well, benefiting from extra support from well-trained teaching assistants and the learning mentor.
- The school is developing well-targeted strategies to support the pupils for whom it receives the pupil premium. In 2012, attainment in English for pupils known to be eligible for free school meals was about four terms behind their classmates, and in mathematics it was about five terms' behind. However, evidence in school shows that this gap is now narrowing quickly. Current school data and tracking shows that many pupils in this group are now doing equally as well or better than other pupils in the school.
- Governors have a good knowledge of the use and impact of the additional pupil premium funding and agree how it is spent.

Brookfield Primary – Good (October 2013)

- Small group work is very successful in improving their skills, and this practice also enables pupils who speak English as an additional language and those known to be eligible for the pupil premium to make similar good progress. As a result there are no significant gaps in attainment in English and mathematics by the time pupils leave school.
- Governors oversee the arrangements for the spending of the pupil premium and are aware of the recent improvement and impact this has had on pupils' achievement.

Cavendish Close Infant – Good

- Those supported by the pupil premium funding often do slightly better than some other groups of pupils because funding is used well to support their learning.
- Pupil premium funding is used well to make sure that individual pupils get the support they need. Extra teaching and support staff are employed to accelerate learning and additional materials to support speech, language development and reading skills have been purchased. There is additional help for pupils who struggle to maintain good behaviour at lunchtime through the work of the learning mentor. The school assesses the impact of specific expenditure through data which show that pupils receiving additional help often make slightly better progress than their classmates.
- The governing body are able to ask challenging questions of senior leaders and hold them to account for the use of pupil premium funding.

Cavendish Close Junior – Requires improvement

- The gap between the attainment of pupils who are eligible for pupil premium funding and other pupils is quickly closing. The funding is being used to provide additional targeted support and buy suitable resources. For example, a computer based programme and reading books have been purchased to provide individualised support and to encourage more reading at home. The progress of this group of pupils is now in line with their classmates. It still requires improvement

however, because they do not make consistently good progress.

- Governors monitor how well the school uses pupil premium funding and the difference this funding makes to pupils' achievement.

Chaddesden Park Primary – Requires Improvement (September 2013)

- Pupils who are known to be eligible for the pupil premium achieve standards which are slightly above those seen nationally for similar pupils. Currently these pupils are approximately a term below average compared with other pupils in the school. Well-planned use of additional funding has led to progress which has been better than expected and indicates that the gap is narrowing between their achievement and that of others throughout the school in English and mathematics.
- Governors ensure priorities for improvement are focused on addressing underperformance through, for example the use of the pupil premium and the development of the 'coaching team'.

Dale Community Primary – Requires Improvement

- The progress made by those who are supported through pupil premium funding, also requires improvement.
- The additional pupil premium funding is used mainly to provide learning support from class assistants and additional teachers, extra resources and visits out of school to widen pupils' experiences.
- The governing body is highly committed and is diligent in its management of finances and resources. Several governors have attended training on aspects of governance, such as allocation of the pupil premium funding and how to ask challenging questions of the school's leadership. The governing body and school leaders make decisions how to allocate funding such as the Pupil Premium.

da Vinci Community College – Requires Improvement

- Students supported by the pupil premium funding achieve well. The school has considered carefully how to spend pupil premium funding. It includes an increase in teaching staff in order to reduce class sizes, providing additional courses to support students' development of literacy skills and funding non-teaching staff to help students to overcome barriers to learning. The impact of this has been seen, for example, in a higher proportion of pupils making the progress that they should in mathematics, increased levels of attendance and a reduction in exclusions.
- Governors do not all know how the pupil premium funding is spent so they are unable to challenge senior leaders over its effectiveness in raising the achievement of eligible students.

Derby Moor Community Sports College - Good

- The school provides very well for students who are known to be eligible for the pupil premium. The additional funding is spent on schemes to provide extra support for literacy and numeracy, alternative courses, and the nurture group in Year 7. In 2012 this group made better progress than similar students nationally in both English and mathematics, and all who left moved into further education, employment or training.
- Governors are aware of the performance of different groups of students in relation to similar schools. They know how pupil premium funding is allocated, and check that it is having the desired impact on achievement for eligible students.

Derwent Community – Requires Improvement

- Pupils in receipt of support paid for by the pupil premium in Key Stage 1 achieve similar standards to their classmates in reading and writing and are one term behind in mathematics.
- The pupil premium has enabled substantial investment in new resources and training to improve reading throughout the school and there are clear signs of impact in the raised confidence and achievement of pupils, especially in Year 2. The teacher leading the drive to raise the pupils' knowledge of letters and sounds is successfully improving phonics teaching and, consequently, progress, throughout the school. Similarly, new programmes to support pupils in mathematics are leading to faster progress being made in Year 3.
- Governors have a good understanding of what the data on pupils' progress is telling them and have made sure that the funds available through the pupil premium have been used well to improve achievement.

Firs Estate Primary – Requires Improvement

- Leaders' use of pupil premium funding has not yet had a full impact on tackling discrimination and disadvantage and on raising the achievement of all the pupils for whom this money is allocated. Funding is used specifically to employ additional staff to support eligible pupils who are at risk of falling behind.
- Governors have not received enough information about senior leaders' reasons for allocating pupil premium funding in particular ways to enable them to judge whether this expenditure is raising achievement for this group.

Gayton Junior – Good

- Pupil premium funding is used to provide additional teaching assistants, learning mentors and release time for senior staff to work with colleagues to help eligible pupils achieve well. Data show that generally they do better than similar pupils nationally. While pupils entitled to this support do slightly less well in English and mathematics than others in the school, the gap between the different groups is closing.
- Teaching assistants also support those eligible to pupil premium funding with a focus on ensuring that their particular needs are well met.
- Pupil premium funding is used increasingly effectively to provide additional staff to work with pupils. The school now checks and tracks more effectively the progress specific groups make and organises additional support where appropriate.
- Governors: They support the headteacher well in managing teachers' performance and pay-related issues, so that teachers are rewarded in line with how well pupils achieve. Governors also manage the budget effectively and check that pupil premium funding is used appropriately.

Hardwick Primary – Requires Improvement

- The progress made by pupils eligible for pupil premium funding is good. Most exceed the expected rate of progress. The gap is narrowing and they are reaching standards that are closer to average.
- The IEB has ensured that the pupil premium funds are being used appropriately to provide extra help for those pupils eligible for them.
- IEB members have rightly pointed out that it is unclear whether the good progress made by these pupils is as a result of this extra help and is challenging the headteacher to provide them with this information.

Lakeside Community Primary – Requires Improvement (September 2013)

- Pupils for whom the school receives pupil premium funding are about one-and-a-half terms behind other pupils in English and mathematics, compared with over two terms behind nationally. The gaps in their attainment are narrower than the national gap in reading and mathematics, and similar to the national gap in writing. They make similar, and in some years, better progress than other pupils.
- The curriculum provides well for pupils' personal development, including through visits, visitors and extra-curricular activities aimed at giving pupils experiences they might not otherwise have. Some of the pupil-premium funding has been used to do this.
- Governors have used pupil premium money wisely to support learning by employing additional staff so that pupils can be taught in smaller groups or, where needed, one-to-one.

Murray Park – Requires Improvement

- The achievements of some of the smaller groups of students, such as those eligible for the pupil premium, are not as good as they should be in core subjects such as English language and science.
- Similarly, initiatives to improve the progress of students eligible for pupil premium funding are showing some signs of beginning to close the attainment deficit with other students; however, their attainment still lags behind that of other students.
- The school knows that to encourage good progress they must more effectively support and stretch all groups of students, including those eligible for pupil premium, who do not yet make good progress.
- The support for students funded by the pupil premium is adequate rather than good. The

impact of work in this area is inhibited by a lack of general and specialist support staff.

- The school is aware that as a matter of urgency they need to review and revise as necessary the use of pupil premium funding to ensure it provides best value for money.
- Pupil premium funding has been used to mentor targeted students, improve their attendance, literacy levels and behaviour, and to track their progress. It has also been used to train staff to work more effectively with targeted students. To date, this work has not significantly closed the attainment gap that exists between students eligible for the pupil premium and other students in the school.
- Additional training and some key additions to the governing body have added extra capacity and given them the confidence to more rigorously challenge and hold senior leaders to account for the school's performance by asking probing questions about... how effectively pupil premium funding is being spent.

Noel-Baker Community– Requires Improvement

- Students known to be eligible for free school meals make similar progress to their peers as a result of the extra support they receive from the pupil premium. In 2012 the gap between Year 11 pupils eligible for free school meals and the others was about a grade in English and mathematics. This year this gap is closing. There were not enough looked-after children or pupils from service families to comment on their attainment.
- The pupil premium is used well to provide a range of well-tailored support to individuals and small groups. The support helps eligible students gain more confidence in being effective learners.
- Governors effectively monitor how the pupil premium is spent and understand how strategies have made a difference to the achievement of specific groups of students.

Oakwood Infant and Nursery - Good

- Pupils for whom the school receives additional funding through the pupil premium make good progress. This funding is used well to enhance provision through, for example, additional support staff and small group activities.

Osmaston Primary – Requires Improvement

- The proportion of pupils eligible for pupil premium funding is well above average compared with most schools. In this school, this is additional government funding for pupils known to be eligible for free school meals and those who are in the care of the local authority.
- Last year's assessments show that pupils in receipt of pupil premium funding were about one term behind their peers nationally in English and mathematics. However, like other pupils across the school, their learning and progress is improving.
- The school's breakfast club, 'Chatterbox', is very popular as it provides a friendly and enjoyable start to the day for pupils and their families. This is having a positive impact on pupils' personal and social development, particularly those eligible for the pupil premium, as well as improving their punctuality and attendance at school.

Pear Tree Infant – Good

- Those for whom the school receives pupil premium funding make good progress. The extra help these groups receive is effective in improving their basic skills.
- The teaching of those who are supported through pupil premium is effective and contributes to their good progress.
- Pupils' progress is regularly checked and senior leaders keep track of the progress made by different groups and ensure equality of opportunity for all. These checks show that the extra help has successfully narrowed the gap between the achievement of pupils known to be eligible for the pupil premium and other groups. The pupil premium has been used to pay for additional staff to provide them with concentrated work in small groups to meet their individual needs.
- The governing body has a good grasp of the budget and knows how the pupil premium fund is being used to provide extra support for those groups who are eligible for it.

Pear Tree Community Junior – Special Measures

- Pupils known to be eligible for free school meals receive additional support funded by the Pupil

Premium. This includes one-to-one tuition, small group sessions and additional support in lessons. However, these pupils are also underachieving. The additional support is not narrowing the gap between the achievement of these pupils and similar pupils nationally.

- The interim executive board keeps the Pupil Premium funding under review by ensuring that the funding is used to develop basic literacy and numeracy skills for identified pupils. However, the board has not yet received information on how much difference this is making to pupils' achievement.

Portway Junior - Good

- Pupils who are known to be eligible for free school meals, while few in number, generally make good progress because of the extra support provided such as booster groups, small group work and one-to-one teaching for English and mathematics. Consequently, the gap between their achievement and that of their peers is closing quickly. Their attainment and progress are above that of similar pupils nationally. The pupil premium funding is also used to help this group of pupils access other aspects of the curriculum, such as by subsidising their attendance on residential visits.
- Teaching assistants provide valuable support, particularly for disabled pupils or those with special educational needs and those in receipt of the pupil premium.
- Governors: Good decisions are made about the budget to support the priorities for moving the school forward. This can be seen in the effective decisions made on how to spend the pupil premium which has improved pupils' achievement.

Ravensdale Infant and Nursery – Good (September 2013)

- All pupils, including disabled pupils and those who have special educational needs, those eligible for pupil premium funding and those learning English as an additional language, achieve well.
- Pupils supported by the pupil premium attain almost as well as other pupils at the school. They outperform similar pupils nationally by a significant margin. Their success is a result of well targeted support that is informed by an accurate assessment of what specifically they need to learn next.
- Good use of the pupil premium funding has improved the attainment of pupils eligible to receive support. The school has a clear plan for the money being received to promote sport. It includes the use of sports coaches, the provision of after school clubs and training for teachers.
- Governors are clear about how the pupil premium has been spent and the difference it has made to pupils' progress and attainment.

Ridgeway Infant – Good (October 2013)

- All groups of pupils, including those from different ethnic backgrounds, those who speak English as an additional language, disabled pupils and those with special educational needs and those supported by the pupil premium, achieve well.
- Attainment in mathematics rose markedly in 2013. Teachers are now planning more demanding mathematical tasks which engage pupils' interest. All groups of pupils, including the most able, make good progress. Pupil premium money is spent wisely to support pupils who are known to be eligible for free school meals. The provision of extra resources for these pupils allows them to go on school visits, attend after school clubs and provides extra tuition where needed. Hence, the gap between their attainment and that of other groups is closing and is narrower than the gap nationally. Assessments show that pupils eligible for the pupil premium are now less than one term behind their classmates in reading, writing and mathematics.
- The progress of each different group of pupils is tracked very carefully and regular and effective pupil progress meetings make sure that any pupil falling behind in their work is given extra help. All groups of pupils have very good equal opportunities to succeed. Wise spending of pupil premium monies have ensured that gaps between the achievements of different groups of pupils are narrowing rapidly.
- Finances are well managed and governors hold the school to account for the spending of pupil premium funds.

Redwood Primary - Good

- Pupil premium money has been carefully targeted at pupils who are eligible for this and whose

circumstances may make them more vulnerable. The funding is used to pay for learning mentors and effective teaching assistants, who work with identified pupils and their families so that they can make faster progress. As a result, there is little difference in attainment between these pupils and their peers and they make good progress.

- Governors understand school data and make informed decisions on spending pupil premium money.

Reigate Primary – Requires Improvement (October 2013)

- Pupils supported through the pupil premium funding receive small group and personalised support whenever it is needed. This proved successful in 2013 when the attainment and progress of Year 6 pupils in reading writing and mathematics was the same as that of other pupils in their class. The gaps noted in 2012 have been successfully narrowed.
- Governors oversee the school's finances effectively, including the new sports funding, and ensure that the pupil premium grant is used appropriately. They recognise the need to check the use of this grant in accelerating the progress of more able pupils.

Roe Farm Primary – Good

- Pupils who are known to be eligible for free school meals (and therefore attract additional funding through the pupil premium) make good and often very good progress so they achieve as well as other pupils in school. The governing body checks carefully that this funding is used effectively to provide extra staff, and the necessary training and resources for the staff to give these pupils extra help and enrichment.
- The governing body makes sure that financial decisions are astutely made, including how pupil premium money is spent.

Rosehill Infant & Nursery – Good

- Pupils known to be eligible for the pupil premium now make similar progress to their peers. They have accelerated their progress by an additional term during the last year. This is because teachers make sure that additional funds are spent on exactly the right activities that make the most impact on their achievement.
- Leaders promote and check the equality of pupils' opportunities well. For example, the pupil premium is used very effectively to speed up the progress of eligible pupils. However, at times more-able pupils do not make the progress they are capable of because they are not always given sufficiently demanding work.
- Governors: They have made good decisions over the spending of the pupil premium and this is having a very positive impact on those pupils' progress. Governors check the impact on pupils' progress carefully to ensure best use of this funding.

Sinfin Primary– Requires Improvement

- The progress of pupils for whom the school receives additional funding through the pupil premium is as inconsistent as that of other pupils. They make good progress in some lessons but slower progress in others.
- The school uses pupil premium funding appropriately by providing daily support to individual pupils and small groups. This helps the school to fill gaps in their learning, for example by providing additional time and support for reading.
- The funding for those pupils known to be eligible for the pupil premium has been used sensibly to provide additional support to raise attainment and also to strengthen links with parents and carers, particularly those who may be hard to reach. This work is particularly beneficial for pupils whose circumstances make them vulnerable, and reflects the school's commitment to equality of opportunity and the elimination of discrimination.
- Governors manage funding conscientiously and ensure that income through the pupil premium is spent to raise the attainment of pupils for whom it is intended.

Saint Benedict Catholic Voluntary Academy - Good

- The achievement of those students who are eligible to receive the Pupil Premium is close to national levels of achievement in mathematics and English and higher in science.
- The pupil premium is being well used by the school and pays to create: additional and smaller classes in mathematics; the provision of 'a late bus' so that students can be targeted to attend

after school classes in English and mathematics; a mentoring programme to support those not making expected progress and funds additional learning support assistants for students eligible for the pupil premium.

- Governors have a good understanding of the complex needs of some students and they are fully aware of the way in which the pupil premium is being spent.

Shelton Junior – Special Measures

- Most pupils known to be eligible for free school meals underachieve in line with their classmates and similar pupils nationally. The attainment of these pupils is well below that of all pupils nationally. The school uses pupil premium funding to provide support to pupils to improve their basic skills, for example, through one-to-one tuition with an adult. However, this work has not yet had the desired impact of closing the gap in attainment between pupils who get this extra support and their classmates.
- Pupil premium funding has not been used well enough to bring about better outcomes for the pupils it is intended to support. Some measures, such as one-to-one tuition, have had a positive impact, particularly on individuals' personal development, but the use of the pupil premium expenditure is not checked thoroughly enough to make sure it is making a difference, particularly academically.

Silverhill Primary – Good (October 2013)

- In most year groups, additional learning and pastoral support have helped pupils eligible for support through the pupil premium to draw close to other pupils in the school in their attainment in English and mathematics. In Year 6 in 2012, for example, pupils known to be eligible for free school meals did as well as their classmates in English and were a little ahead of them in mathematics. There is some variation between year groups, however. In 2013, pupils eligible for the pupil premium in Year 6 were behind their classmates in writing.
- Governors check the impact of the pupil premium funding, which is used wisely to support learning by extending one-to-one and small-group tuition for eligible pupils of all abilities.

Springfield Primary – Good (October 2013)

- The gap between pupils supported by the pupil premium and other pupils has narrowed considerably, demonstrating good progress for this group of pupils. The school has used this funding to good effect and provided additional teaching support and resources. Rapid improvement was evident in Year 6 last year, reducing the gap in reading between these pupils and their classmates from nearly five to just over two terms. In writing it narrowed from over two to just two terms behind and in mathematics, from two-and-a-half terms to just over one term. Similar narrowing is seen in other year groups.
- Governors check that pupil premium funding is being spent properly and that it is improving the performance of the pupils who qualify for it.

St Chad's CofE (VC) Nursery and Infant - Good

- Leaders successfully use pupil premium funding to employ additional staff to teach reading. They successfully ensure that pupils develop their understanding of text, as well as how to read it. These teaching assistants are experienced and well trained, and have a good understanding of pupils' specific needs. Gaps between the attainment of pupils eligible for pupil premium funding and the national average are closing.
- Parents and carers are encouraged and enabled to support their children's learning. An increasing number are involved, including those that schools have traditionally found hard to reach or whose children are eligible for the pupil premium.
- The governance of the school is knowledgeable and challenging, especially with regard to the way the school budget is spent, including leaders' use of pupil premium funding

St George's Voluntary Academy – Good

- Pupil premium funding has been used to provide a breakfast club so pupils have a healthy meal at the start of the day, a learning mentor to help pupils maintain good attitudes to learning and to develop self-esteem, and additional time from teachers to improve the quality of teaching in the school. The eligible pupils make good progress in all year groups in the school. The gap between them and others is starting to narrow. The current tracking data for Year 6 shows their attainment is approximately 5 months behind other pupils in English and in

mathematics. It is above last year's national average for Year 6 pupils known to be eligible for the pupil premium.

- They know how the pupil premium funding is spent and the progress of these pupils.

St Giles' – Good (October 2013)

- Pupils eligible for funding from the pupil premium make the same progress as everyone else in all subjects, including English and mathematics. Some do even better than their classmates. A number of pupils benefit from extra help with their communication skills, while others have been able to take part in drama, music tuition or Tai Chi to help boost their confidence and help them
- Governors have a good understanding of how well pupils do at the school and of the impact the pupil premium funding has had on supporting those pupils that are eligible.

St James' CofE (Aided) Infant – Requires Improvement

- In 2012, pupils entitled to pupil premium funding made considerably better progress than others. This group were a year ahead of their classmates in reading, writing and mathematics, and they were at least a term ahead of similar pupils nationally. Finances have been used very effectively to provide extra hours of support from the learning mentor and to fund an additional teaching assistant. The funding is also used to part-finance the work of the assistant headteacher to support vulnerable groups, including a literacy and dance project to increase communication skills and confidence.
- The teaching of pupils entitled to pupil premium funding and disabled pupils and those with special educational needs is usually well-organised and effective, particularly through the support of the learning mentor and others. These staff have good expectations of what the pupils can achieve, which often enables them to make better progress than their peers.
- Additional funds to support these pupils and those entitled to the pupil premium are used well, resulting in them making better progress than many of their peers.
- They allocate additional finances to support pupils who are eligible for pupil premium funding and those identified as being vulnerable because of their circumstances. They ensure that such funding is used effectively.

St James' CofE (Aided) Junior – Good

- Disabled pupils and those who have special educational needs, those at an early stage of learning English, and those entitled to the pupil premium, make good progress due to the quality of the support they receive.
- The 2012 national test results show that pupils known to be eligible for the pupil premium attained standards that were in line with the other pupils in English and about a year ahead in mathematics and a term ahead in writing. This is a smaller gap than is found nationally and it is being rapidly closed through the positive use of the available extra funding. The pupils entitled to the pupil premium in Year 6 are currently making progress that is better than that of their classmates.
- The staff are especially effective at monitoring and tracking the progress of different groups of pupils. For example, a recent scrutiny of pupils' work was based on those supported by the pupil premium funding to track their progress. The use of data on pupils' performance is very effective and regular meetings regarding pupils' progress are held so that any underachievement can be quickly identified and tackled.
- The funding available through the pupil premium is used very effectively to help eligible pupils take a full part in school life, and receive, where appropriate, specific resources and adult time. The progress made by these pupils is closely monitored by the senior staff and governing body and the data clearly indicate that gaps in attainment are narrowing.
- Governors: They have made good decisions over the spending of the pupil premium and this is having a very positive impact on those pupils' progress. Governors check the impact on pupils' progress carefully to ensure best use of this funding.

St Martins - Outstanding

- Pupils who are receiving extra support through the pupil premium-funded activities are making even greater progress, especially in their reading and other literacy skills, and, as a result, the gap between their performance and that of other pupils, in the school and nationally, is closing.

- The school has recently established new systems to improve the system for checking pupils' progress, including for those pupils for whom the school receives the pupil premium. This extra funding has been spent on providing a range of support, including an expanded programme of therapies, such as drama therapies for additional emotional support, and staff training for literacy support.
- There are strong systems in place for governors to scrutinise the work of the school in different areas, including checking how the pupil premium money is spent and what impact it is having on pupils' standards.

St Mary's Catholic Primary School and Nursery – Good

- Pupils supported through additional government funding (the pupil premium) also make good progress from their starting points; gaps between the standards they achieve and those of other pupils are narrowing. This is because the school tracks the progress of these pupils carefully and successfully ensures that learning activities meet their needs. The school also uses additional funding creatively and effectively to remove barriers to learning, for example by providing additional social and emotional support to pupils and families through the 'school social worker'.
- Governors know how pupil premium funds are spent and look carefully at the impact it has on pupils' achievement.

St Peter's CofE (Aided) Junior – Good

- Attainment for pupils for whom the school receives pupil-premium funding was approximately a year behind their classmates in English in 2012, and just over six months behind in mathematics. The school's records show that these pupils are catching up rapidly because a range of additional assistance has been provided.
- The school ensures that the pupil premium funding is used flexibly to good effect, for example in providing additional mathematics expertise. This has led to the good progress of eligible pupils.
- Governors look at the progress of different groups of pupils and compare this with the progress that other pupils are making. Governors use this information to check that pupil premium funding is spent wisely to achieve value for money.

Village Primary - Good

- The school is successful at narrowing gaps in attainment. There are no significant differences in achievement between any groups of pupils, including those known to be eligible for the pupil premium.

West Park – Outstanding (September 2013)

- What does the school need to do to improve further? . . . Ensure that leaders, including governors, have a clear overview of the performance of different groups of students, to enable them to fully evaluate the impact of additional funding on the progress of those eligible for the pupil premium in order to further close the gap between this group and their peers.
- Students for whom the pupil premium provides additional funding make significantly better progress and attain well above this group nationally in both English and mathematics. However, in 2013 they were almost half a grade behind their peers in English and almost a grade in mathematics. The school's current progress data shows that this gap is closing year on year and will close further for the current Year 11 cohort.
- Leaders are rigorous in their tracking and analysis of every individual student's progress. Under-achievement is quickly identified and a very wide range of support put in place including through the regular catch-up and revision sessions during lesson 6. Some opportunities are, however being missed, to fully evaluate the impact of the additional funding on the progress of students eligible for the pupil premium, to ensure that the gap in performance between this group and their peers continues to close rapidly. The additional funding has enabled an additional member of staff to be appointed to monitor the progress of this group and to provide in-class support for targeted students.
- Governors are fully aware of the pupil premium funding but their understanding of its impact on raising the achievement of this group of students is an area for development.

OTHER OPTIONS CONSIDERED

5.1 None

This report has been approved by the following officers:

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IMPLICATIONS

Financial and Value for Money

1.1 None

Legal

2.1 None

Personnel

3.1 None

Equalities Impact

4.1 None

Health and Safety

5.1 None

Environmental Sustainability

6.1 None

Asset Management

7.1 None

Risk Management

8.1 None

Corporate objectives and priorities for change

9.1 Achieving their learning potential
 Good quality services that meet local needs